

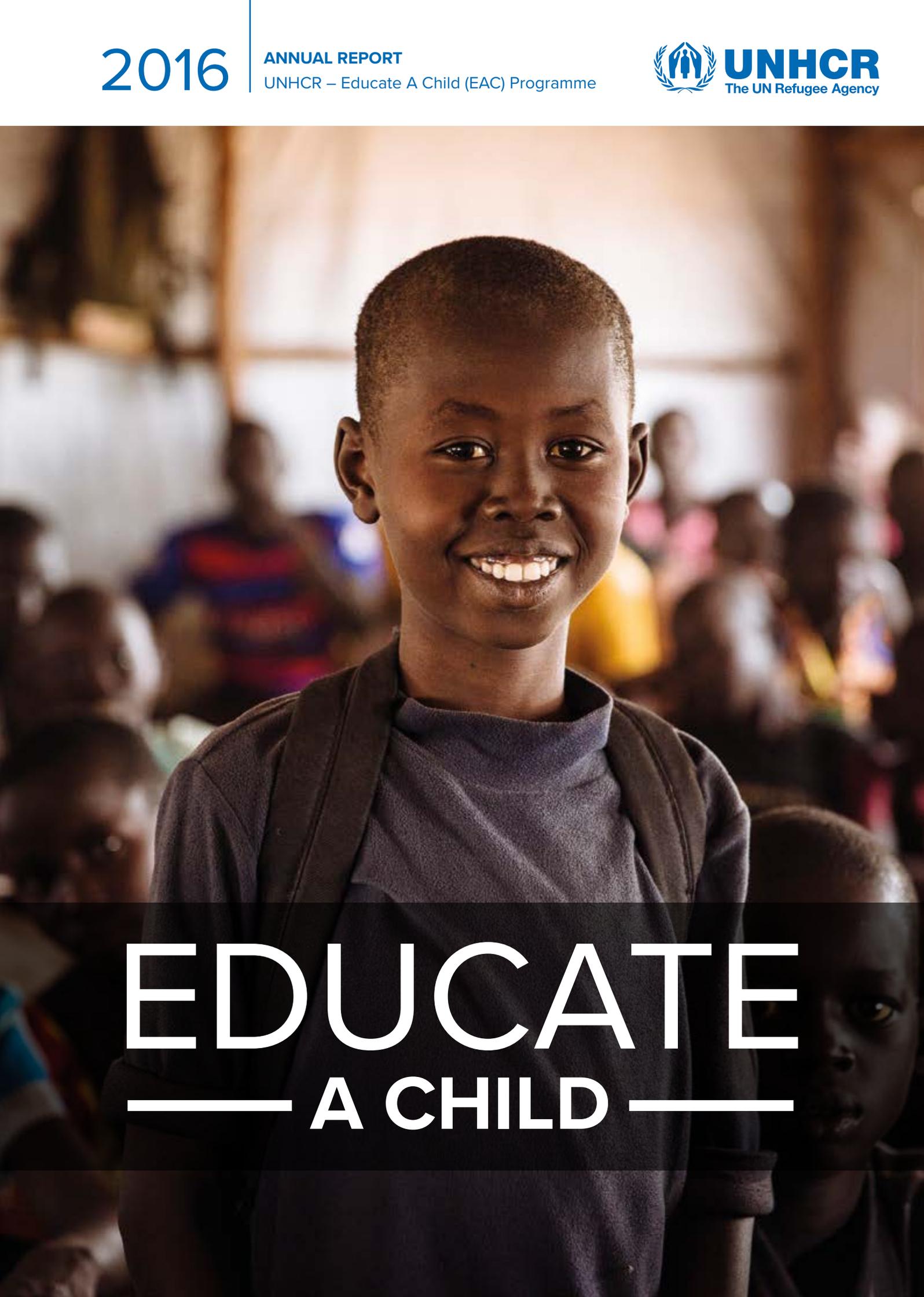
2016

ANNUAL REPORT

UNHCR – Educate A Child (EAC) Programme



UNHCR
The UN Refugee Agency

A young boy with a short haircut, wearing a dark blue turtleneck and a backpack, smiles warmly at the camera. He is in a classroom setting with other children blurred in the background.

EDUCATE — A CHILD —

2016

ANNUAL REPORT

UNHCR – Educate A Child (EAC) Programme

BASIC PROJECT INFORMATION

Countries/Operations	1. Chad 2. Ethiopia 3. Islamic Republic of Iran 4. Kenya – Dadaab 5. Kenya – Kakuma 6. Malaysia 7. Pakistan	8. Rwanda 9. South Sudan 10. Sudan 11. Syrian Arab Republic 12. Uganda 13. Yemen – Aden 14. Yemen – Sana'a
Project Name	Educate A Child: Enabling Encouraging & Excelling. UNHCR-EAC Programme 2015-2019	
Organization and Implementing Partners	United Nations High Commissioner for Refugees (UNHCR); Ministries of Education; National/International NGOs; Refugee Communities	
Agreement Period	21 October 2015 – 31 December 2019	
Period Covered by this Report	1 January 2016 – 31 December 2016	
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OOSC ENROLMENT TARGETS AND ACHIEVEMENTS

Life of Project OOSC Enrolment – Target	448,097 refugee children
Current Project Year OOSC – Target	134,641 refugee children
New OOSC Enrolment this Reporting Period – Actual	287,861 refugee children
Total to Date OOSC Enrolment – Actual	326,406 refugee children



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Cover photo: Thirteen-year-old South Sudanese refugee Luis from Juba in a classroom at the Ofonze Primary School in Bidibidi refugee settlement, Yumbe District in the Northern Region of Uganda. © UNHCR/David Azia

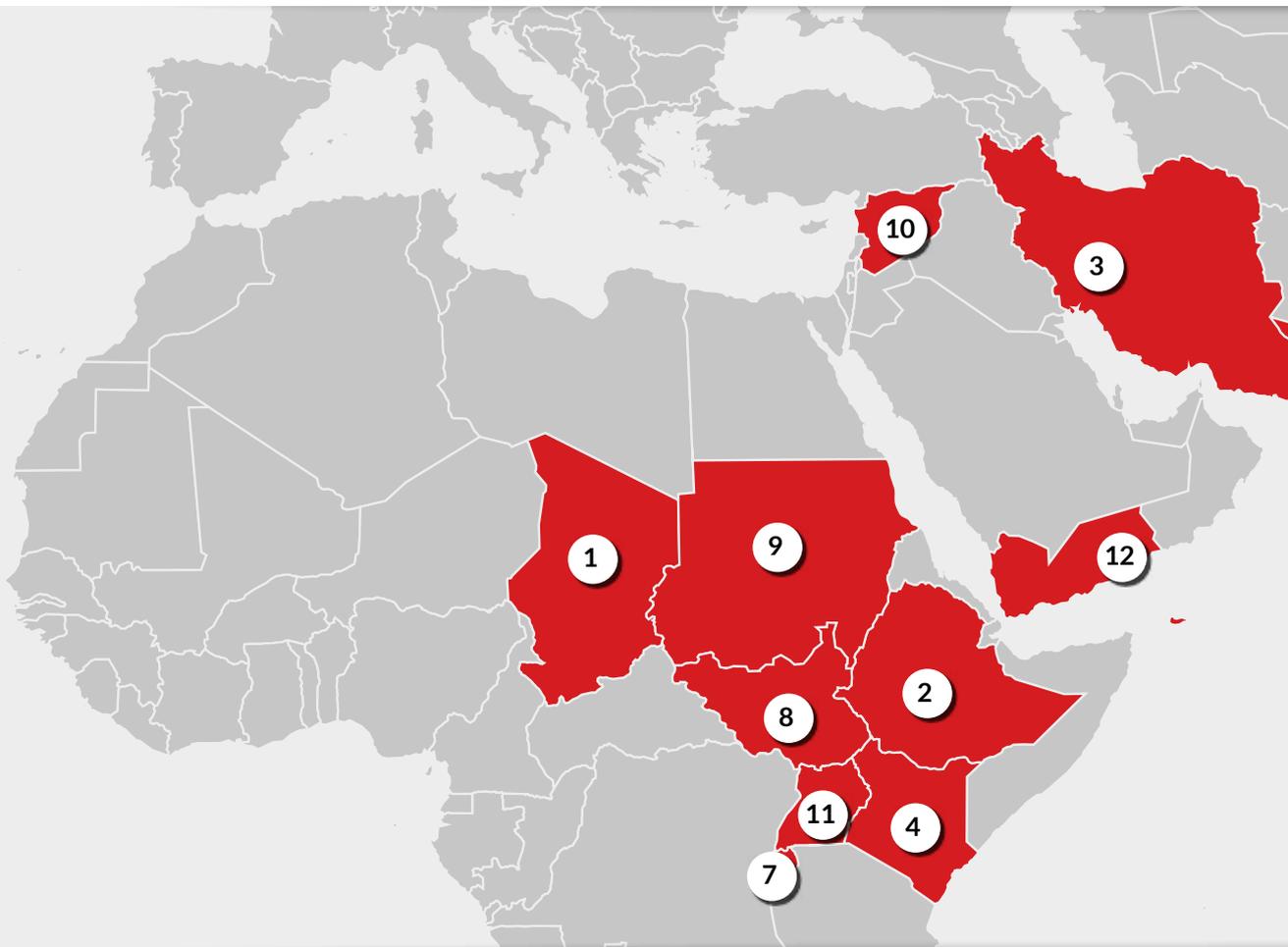
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Table of Contents

Programme Overview	6
Global Map	7
Executive Summary	9
Introduction.....	9
Objectives.....	10
Expand Access.....	10
EAC Key Achievements 2016.....	11
Improve the Quality of Teaching and Learning.....	13
EAC Progress at a Glance.....	14
Ensure Safe Learning Environments.....	15
Promote Awareness and Advocacy.....	15
Improve Data Management.....	16
School Year Overview.....	18
Strengthen Capacity and Partnerships.....	18
Emphasize Community Participation.....	19
Promote Innovation.....	20
Operational Challenges.....	21
Looking Ahead.....	21
Key Activities.....	22

Country Narratives	22
Chad	23
Ethiopia	28
Iran.....	34
Kenya – Dadaab.....	39
Kenya – Kakuma.....	43
Malaysia.....	49
Pakistan.....	57
Rwanda	63
South Sudan	68
Sudan	72
Syria.....	79
Uganda	84
Yemen – Aden.....	91
Yemen – Sana’a.....	96

Programme Overview



ENROLMENT OF OUT OF SCHOOL CHILDREN: 1 JANUARY TO 31 DECEMBER 2016

¹ Chad 11,222	² Ethiopia 21,330	³ Iran 0	⁴ Kenya: Dadaab 20,686
⁴ Kenya: Kakuma 5,016	⁵ Malaysia 1,593	⁶ Pakistan 8,256	

Global Map



⁷ **Rwanda**
2,666

⁸ **South Sudan**
10,219

⁹ **Sudan**
27,207

¹⁰ **Syria**
129,311

¹¹ **Uganda**
48,540

¹² **Yemen: Aden**
1,037

¹² **Yemen: Sana'a**
778



Executive Summary

The Educate A Child (EAC) multi-year programme has allowed UNHCR to put in place long-term plans to enrol out of school children (OOSC) in primary education, and support their retention once they have been enrolled. The programme has supported UNHCR's re-orientation towards multi-year and multi-partner planning across all areas of programming to improve protection and identify solutions for persons of concern.

UNHCR has been able to sustainably expand access to OOSC, enrolling **287,861** children in primary education in 2016. This figure is significantly above the enrolment target for the year of 134,641, and is attributable in large part to unexpected influxes of refugees in several countries. Even in many locations not affected by influxes, activities such as infrastructure improvements, assistance for students and their families and awareness raising have all had a positive impact on enrolment.

Because of the nature of UNHCR's work, country offices can experience significant and rapid changes to their working context and to the populations they assist. This has both practical and programmatic consequences. Some offices have found that certain activities they had planned to complete under the EAC programme in 2016 could not be undertaken. For example, planned construction of classrooms could not take place in one location due to a government directive forbidding further construction in the camp. Other locations were faced with influxes of new populations, leading to unexpected additional demands on education services.

While the EAC programme has had a very positive impact by providing access primary education for close to 288,000 refugee children in 2016, more remains to be done on enrolment and the retention of the 38,545 students already enrolled in 2015. Thus, the gains made in 2016 will be consolidated in 2017 and 2018.

This report begins with an overview of the EAC programme in 2016, organized according to the eight programmatic objectives, and examples of how each is being implemented in the field and at headquarters level. The overview also summarizes some of the key challenges offices faced in implementation, as well as an introduction to some planned activities for 2017.

Information from each country office is also provided, with both narrative and log frame components. The narratives outline the overall context for each, noting any changes in this for 2016. EAC programme specific information follows, divided into two sections: impact, remaining challenges and lessons learned. Log frames are arranged according to objectives, and include life of project activities and achievements in 2016 against those activities.

Introduction

Education for refugees is an important part of UNHCR's protection mandate. Access to education is fundamentally protective for children in displacement contexts, and also contributes to solutions, providing refugee children with the foundational knowledge and skills they need to rebuild their lives and those of their communities.

In October 2015, EAC and UNHCR renewed its partnership to provide access to quality primary education for refugee OOSC. Over the period of the agreement, the programme is targeted to support the enrolment of 448,097 OOSC and the retention of children enrolled through EAC (including 266,083 enrolled and retained in 2012 and 2013).

The 2016 Annual Report will show that significant gains have been made in each of the eight objectives of the partnership, and these are elaborated on in the subsections below. In brief some of UNHCR's key achievements in meeting these objectives have been:

Objectives

There are eight objectives of the partnership:

- 1 **Expanding access** to education
- 2 **Improve 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 **Emphasize community** participation in education
- 8 **Promote innovation** in education programming and interventions.

Expand Access

The impact of the EAC Programme is highlighted by the number of OOSC enrolled in primary education in the fourteen EAC situations in 2016. In its 2016 report, *Missing Out – Refugee Children in Crisis*, UNHCR reported that refugee children are five times more likely to be out of school than non-refugee children, and only 50 per cent have access to primary education. The EAC programme is making an impact on the enrolment of refugee children. In 2016, against a targeted enrolment of 134,641 children, schools actually enrolled **287,861** children. The reasons for this are varied, including as the success of activities to encourage increased access, not least because of UNHCR's long collaboration with EAC in the 14 country locations, and the ongoing learning on the enrolment and retention of refugee children in primary school which has taken place as a result. As well as this, new and unexpected influxes of displaced children who needed access to education, have also contributed to higher than expected enrolment numbers.

Several locations experienced new refugee arrivals, which led to increases in the number of children needing to access primary education. Chad and Rwanda, for example, both experienced influxes of refugees in 2016 (CAR refugees in Chad and Burundian refugees in Rwanda). However, the continuing displacement of large numbers of South Sudanese has had a dramatic region-wide effect. In South Sudan itself, UNHCR estimates that there are up to 1.9 million internally displaced persons, as well as over 260,000 refugees. Of those fleeing South Sudan, there are 1.61 million in six surrounding countries, four of which (Ethiopia, Kenya, Sudan and Uganda) are EAC programme locations. Daily arrival numbers in some of these countries are very large, with, for example, Uganda witnessing a daily arrival rate of 2,000-3,000 refugees in November 2016. Providing primary education for children within these displaced populations has been a priority and not surprisingly, these, particularly Sudan and Uganda, represent some of the largest increases in enrolments, exceeding their previously established 2016 targets.

Conversely, some locations did not manage to reach their 2016 targets. Iran has not reported any new enrolments in the reporting period as refugees are fully integrated into the national school system and thus disaggregated refugee enrolment numbers are not available.

Infrastructure improvements in many sites improved access to and availability of education facilities in 2016. For example, in Syria, UNHCR rehabilitated 30 schools that were previously damaged, as well as delivered 100 prefabricated classrooms across the country, directly benefitting 24,000 students. In Malaysia, 17 community learning centers benefited from seed funding/ grants for renovation and 51 community learning centers received rental grants. In Chad, more than 40 classrooms were constructed, and school furniture was provided for those classrooms.

One area of focus in 2016 was in improving the quality and delivery of Accelerated Education Programmes (AEP). UNHCR continued to highlight accelerated education (AE) as an option to expand access to certified education for over-age OOSC. As part of the efforts to raise the quality and ensure a uniform approach to AE programming globally, UNHCR founded and currently leads the Accelerated Education Working Group (AEWG), an interagency working group which aims to improve practice through developing guidance to harmonize and standardize AEPs.

In 2016, the AEWG developed an agreed set of definitions for accelerated education, ten AE principles for effective practice and a guide to the principles, all with the aim of raising the overall quality and delivery of accelerated education. UNHCR, through its leadership of the AEWG, has been at the forefront of disseminating and promoting this good practice. Two core areas that the AEWG have included in the principles and guidance are the importance of certification and sustainability, key in our AE programming in EAC countries. The AEWG has recently concluded field testing of the guidance material to strengthen its evidence base in several locations including Dadaab Refugee Camp in Kenya.

EAC Key Achievements 2016

517

classrooms constructed

282

classrooms rehabilitated

6,602

cash grants provided

1,911

exam fees paid

3,113

children provided with transportation support

142,689

children enrolled in accelerated learning programmes

1,289

teachers recruited

5,508

teachers and education personnel trained

85,366

school uniforms distributed

186

sensitization campaigns for refugee education

166

participants trained on data management system (e.g. EMIS)

5,000

students and parents trained in life skills trainings

“Living in the camp as a refugee is tough of course but wanting to study as a refugee girl is even tougher. We have to fight every day to come to school. Among all the work we have to do in order to support our family we also need to find the time to study. It’s not easy but I cannot give up. I have a dream, I want to be a better person, I want to have a better future and I know education is the key to do so. I’m encouraging my friends to come to school and explain what they are missing, but sometime it’s really hard for them to come to school and I understand their situation. I’m also sad to see some of my friend get married so young. It’s heart breaking to see all my friends out of school. I want to show them how education can change our life, so I study hard.”

14-year-old Sudanese refugee Suar talks about her biggest challenge as a refugee girl. In South Sudan, UNHCR is working closely with refugee girls and their parents to encourage them to continue their studies. Yusuf Batil refugee camp, Maban County, South Sudan.
© UNHCR/Eujin Byun



In 2016, the team held a webinar on AE for field-based colleagues, which has led to strengthened understanding of, and programming for, accelerated education. Six countries – Kenya, Yemen, South Sudan, Ethiopia, Pakistan and Uganda – also mapped their AEPs against the 10 principles, which highlighted areas that are proceeding well and also areas that still need attention.

In 2017, UNHCR plans to hold AE workshops at the country level in order to strengthen the quality of our programming and ensure that AEPs in EAC countries are consistent in approach and implementation and reflect the AEWG globally agreed best practices.

Improve the Quality of Teaching and Learning

To fulfill the eight objectives of the EAC programme, country offices collaborated with Ministries of Education, education stakeholders and implementing partners to strengthen education systems from national to local levels, and improve the quality of teaching and learning.

For example, in order to increase teacher capacity in South Sudan, UNHCR partnered with Lutheran World Federation and Emmanuel Christian Teacher Training College to offer in-service teacher training in Ajuong Thok for 74 teachers. Given the needs of teachers on the ground and the difficult operational context under which they work, the three-year programme has been compressed into nine months while still ensuring that teachers receive certificates recognized by the Ministry of Education.

The investment into the quality of teaching and learning is demonstrated in recent exam results in South Sudan, where refugee schools in Ajuong Thok ranked second and third for schools in Ruweng state. Out of 23 highest performing students in Ruweng state, 13 students attend Ajuong Thok refugee schools. In Maban, 14 out of 20 top best performing students in the entire Upper Nile State attend Maban refugee schools. Results such as these also reinforce to refugee

communities, the importance and positive results of education programmes.

In Syria, 628 teachers received trainings on psychosocial support, child behavior and communication, and child protection across various governorates. The trainings were delivered through UNHCR's partners and focused on equipping teachers in insecure contexts with techniques to better respond to the needs of their students, and to create safe learning environments and deliver quality education.

Members of the Education team in UNHCR Headquarters participate in the Teachers in Crisis Context Working Group in 2016. This group formed after recognizing the leading role UNHCR played in refugee education, and the broad applicability of its experience. The Working Group is made up of UN agencies, international NGOs as well as academic institutions such as Teachers College, Columbia University. The Working Group has developed the Teachers in Crisis Contexts Training Pack, designed for primary teachers who have had little to no training prior to assuming their role as educator. Comprised of four core modules, the Training Pack is broadly applicable to different situations. It seeks to develop 28 teacher competencies related to Teachers Role and Well-Being; Child Protection, Well-Being and Inclusion; Pedagogy; and Curriculum and Planning. The Training Pack includes an introductory module, which presents a truncated version of the four core modules. UNHCR's Education Team has hosted webinars on the Training Pack to introduce the competencies and modules to education focal points and other protection colleagues in field locations.

EAC PROGRESS AT A GLANCE

January to December 2016

CHAD

- ✓ 10,878 students and teachers provided with textbooks
- ✓ 1,152 teachers trained
- ✓ 20 PTA programmes supported with grants

ETHIOPIA

- ✓ 60,283 students supplied with stationary kits
- ✓ 47,527 students and teachers provided with textbooks
- ✓ 26,500 school uniforms distributed

IRAN

- ✓ 8,250 students supplied with stationary kits
- ✓ 1,152 students provided with transportation support
- ✓ 12,000 children provided with hygiene kits

KENYA - DADAAB

- ✓ 17,049 students supplied with stationary kits
- ✓ 52 classrooms rehabilitated
- ✓ 3 sensitization campaigns for education conducted

KENYA - KAKUMA

- ✓ 1,181 students with disabilities supported
- ✓ 7,901 school uniforms distributed
- ✓ 50 staff trained on school management and leadership

MALAYSIA

- ✓ 2,902 students supported with in extra-curricular activities
- ✓ 159 participants (teachers/ school management) trained on data management
- ✓ 82 schools provided with internet access

PAKISTAN

- ✓ 33,750 students supplied with stationary kits
- ✓ 135 teachers of girls remunerated
- ✓ 285 teachers provided with scholarships for certified training

RWANDA

- ✓ 42 classrooms constructed
- ✓ 11,441 students received school materials and uniforms
- ✓ 546 teachers trained in special needs education

SUDAN

- ✓ 17,371 students supplied with stationary kits
- ✓ 763 students enrolled in accelerated learning programmes
- ✓ 12 student committees developed

SOUTH SUDAN

- ✓ 125 classrooms constructed
- ✓ 7,789 teachers provided with learning material
- ✓ 22 participants trained on identifying out of school children

SYRIA

- ✓ 30 schools for IDPs rehabilitated
- ✓ 128,770 IDP/541 refugee students provided with catch up classes
- ✓ 6,532 students provided with cash grants

UGANDA

- ✓ 168 temporary classrooms constructed
- ✓ 545 teachers recruited and deployed
- ✓ 5,760 newspapers in education distributed

YEMEN - ADEN

- ✓ 100 students enrolled in accelerated learning programmes
- ✓ 12 events organized for social cohesion between refugees and host communities
- ✓ 6 counselors recruited

YEMEN - SANA'A

- ✓ 10 schools provided with recreation and sport facilities
- ✓ 101 child protection committee members trained
- ✓ 61 teachers trained in ICT

Ensure Safe Learning Environments

In some places, ensuring safe learning environments becomes an important part of everyday education activities due to civil unrest and conflict. Sometimes this involves infrastructure improvements, including physically rebuilding schools in Syria, which had been damaged by the conflict there. In Yemen, organizing the refugee community to take on education activities when camps were inaccessible, is another way of ensuring that children continue to attend school.

In November 2016, the UNHCR Education team hosted an Education in Crisis Situations workshop for nine UNHCR country offices in Nairobi. Participants in the workshop included representatives of Ministries of Education and NGOs, UNHCR technical staff and refugee teachers. The workshop examined the initial phases of an emergency, and reviewed the cycle of response from assessment, intervention design, through to monitoring education in emergency activities. The final output of the workshop was to develop contingency plans based on potential scenarios of future influxes in each country. Participants were led through an emergency scenario, where each colleague assumed the role of an education stakeholder different to their real life roles, encouraging participants to understand and assume perspectives of other stakeholders. Collaborating through a network of education actors, country teams developed assessment and response plans, while encouraging them to reflect upon their own locations' recent emergency responses, and to identify strengths and areas for improvement in their own contexts.

Close links between education colleagues and those working in areas such as health and child protection contributed to ensuring safe learning environments for refugee children, in particular for refugee girls. In Pakistan, for example, UNHCR has adopted an integrated approach that establishes links between education, sexual and gender-based violence (SGBV), health and livelihood sectors. The provision of separate latrines for girls, and hygiene kits, also promoted schools as safe places for female students to learn. In Ethiopia, building additional blocks of latrines in Pugnido, Gambella and Aw'barre camps improved the hygiene of primary schools.

Promote Awareness and Advocacy

At operational level, promoting awareness and advocacy directly impacts children's enrolment and retention in primary school.

Sensitization campaigns on the importance of education took place in a number of locations. Some of these, such as those in Pakistan and Sudan focused on, and led to increases in, girls' enrolment. In Dadaab and Chad, parents in addition to Parent Teacher Associations (PTA) were mobilized to support campaigns and strategies on the importance of education. In Chad, the Educating Mothers Associations took a leading role in monitoring and following up on instances of girls dropping out of school.

Cross-sectorial interventions are a strong feature of the EAC programme, situating education within a wider protection and solutions framework. For example, in Malaysia community learning centres provide capacity building and community-based activities that benefit the wider refugee community as a whole. In Syria, education is regarded as a place to address various child protection and SGBV concerns, and teachers received direct training on child protection and other types of support. Despite ongoing civil war, UNHCR Syria has in place a cash grant for refugees that allows families to continue sending their children to school. UNHCR Syria also operated a hotline managed by education volunteers. The hotline provides information for refugees and internally displaced persons on where their children might access education.

In Uganda, coordination between education and child protection colleagues helped to identify children with special learning needs and encourage their enrolment in school. There are elected Village Education Committees (VEC), community-led organizations that play a key role in supporting the identification of OOSC, drop outs, or children who are vulnerable or have specific needs. During a time when there were many new arrivals facing language barriers, VECs played a key role in helping the assimilation of families and their children. In Yemen, 123 teachers were trained on teaching children with special needs, and resource rooms were built and equipped in four schools.



Hormud Primary School is located in Ifo camp of Dadaab where more than 2,000 refugee students are currently studying, including more than 700 girls. The five camps of Dadaab have a total of 35 primary schools. The refugee community see education as the most valuable aspect of their camp life and the only hope for a prosper future of their children.

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The Education team at UNHCR Headquarters undertakes a different form of awareness raising and advocacy for refugee children's education. Of fundamental importance is UNHCR's role in the steering committee for SDG 4, and its global advocacy activities on the inclusion of refugees in national education systems. Some other advocacy activities the education team participated in were the Asia Education Summit on Flexible Learning Strategies for OOSC as well as the International Teachers Task Force for Education 2030 policy dialogue forums in Mexico and Cambodia advocating on behalf of children and teachers in crisis contexts and displacement. UNHCR also co-presented the keynote address at the Education International Workshop on Refugee Education in Stockholm in November 2016.

Improve Data Management

UNHCR is committed to ensuring refugee students are included in national education monitoring systems. The Education team seeks to strengthen the collection and management of refugee students' education data so that learner needs and system gaps are identified and appropriately addressed. The 14 locations participating in the EAC-UNHCR Partnership successfully input into EAC's M&E Online System. EAC hosted two webinars at the beginning of 2016, introducing the new reporting requirements for the 2015 annual and subsequent reporting.

The biodata of all registered refugees are captured in UNHCR's ProGres database. UNHCR can use this to determine the number and age of registered school-aged refugee children, which is used as a denominator for many education indicators. Refugee education data is collected and managed by a number of UNHCR's education



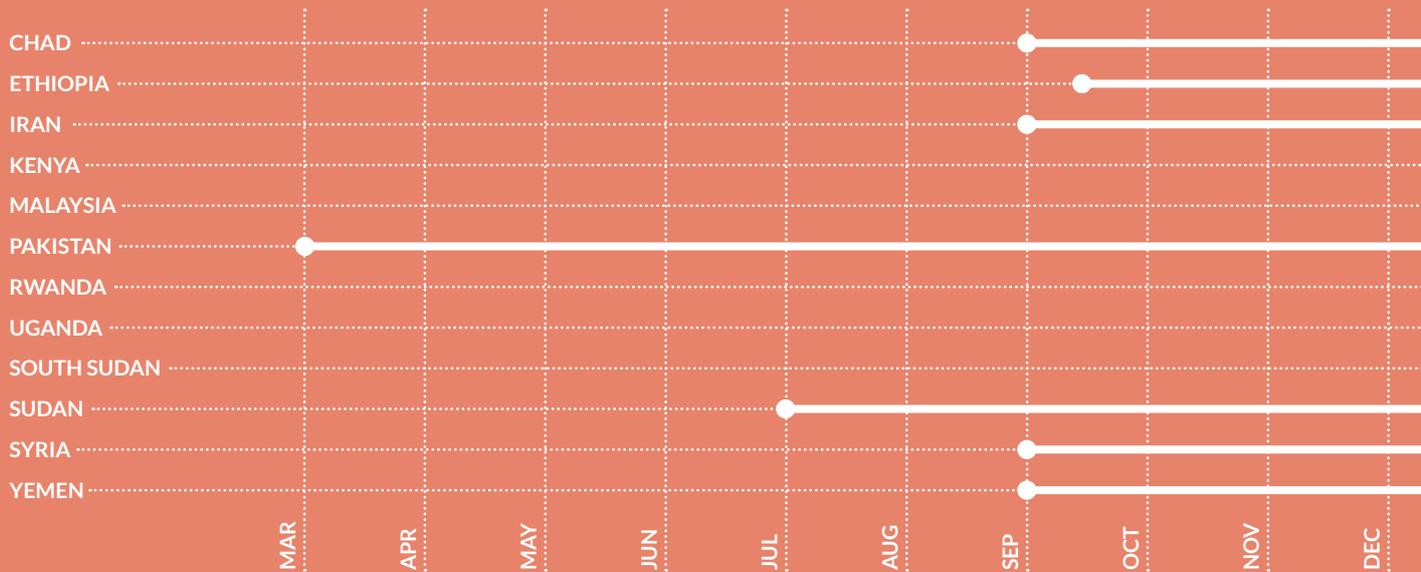
partners including Ministries of Education and NGOs in camp and urban settings. Refugee education data is captured in some national Education Management Information Systems (EMIS), such as in Chad and Kenya, where this is part of standardized data collection using automated analysis tools. However, even when this is the case, UNHCR and education partners also manage the data so as to gain an accurate picture of educational access for UNHCR's target population.

In many places, UNHCR and its partners have developed tools and systems to collect education data including enrolment and retention data. For example, in close collaboration with the MoE of Ethiopia and education implementing partners, UNHCR rolled out the prototype of the Refugee Education Management Information System (REMIS) in 2016. The customized REMIS for refugee education, which works along the national MoE's EMIS processes, captures key education indicators for preschool, primary and secondary

schools. This system will help in educational planning, management, monitoring and reporting of trends. The REMIS for refugees will continue to work as a synchronised but a parallel system for the time being due to the nature of protection issues associated with refugees.

In June 2016, the Education team hosted a Refugee Education Data Management workshop in Kigali, Rwanda for five countries that included Rwanda, Sudan, Tanzania, Zambia and South Sudan. The workshop built upon the success of the Refugee Education Data Management workshop hosted in Nairobi, Kenya in November 2015, and included the participation of UNHCR's Global Learning Centre to adopt a blended learning approach that incorporated pre and post workshop activities. The blended learning approach consisted of individual learning and assignments, as well as group activities that were completed in person during the face-to-face component in Kigali. UNHCR's Education team seeks to continue the progress made with an

SCHOOL YEAR OVERVIEW



additional Refugee Education Data Management workshop in 2017, and plans to align future workshops with UNHCR's REMIS.

Based on the education data management training, Uganda held an in-country version in May 2016, which included greater support to teachers in their role in the data collection process, better coordination from UNHCR Kampala, and emphasized the need for more accurate information at registration at the beginning of the school year. 143 teachers from 74 schools were then trained on the utilisation of the standardised data collection tools in an effort to obtain accurate data on school-going refugee children.

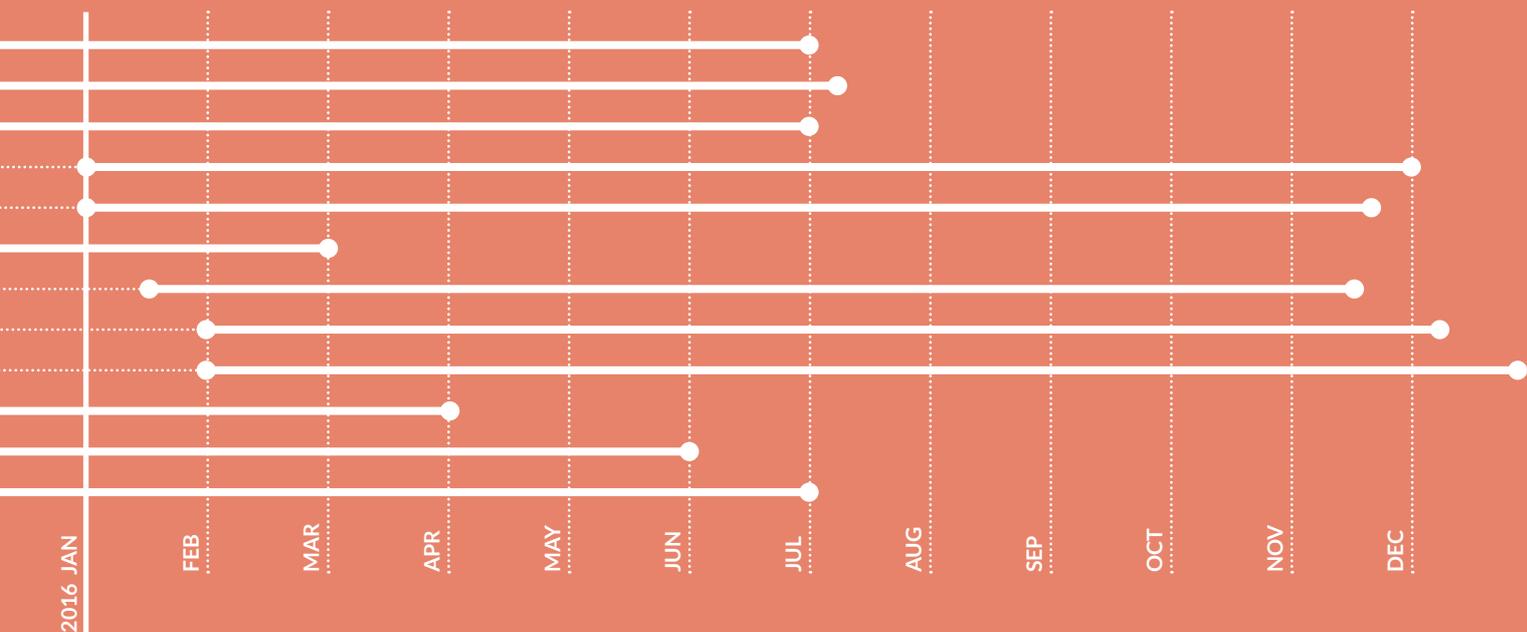
Strengthen Capacity and Partnerships

The launch of Sustainable Development Goal 4: *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all* (SDG 4), and a commitment to refugee education in SDG 4 policy documents, represents a critical window of opportunity to engage partners in ensuring that refugee children are accounted for in national education sector plans, including refugee children in the national education system wherever possible. The inclusion of persons

of concern to UNHCR in national services and systems, including education systems, is central to UNHCR's strategic direction on education provision for people of concern and is highlighted in the New York Declaration.

As part of strengthening this coordination, many EAC locations engaged in consultative and technical education meetings with Ministries of Education, other agencies such as UNICEF, and NGO partners. In Ethiopia, UNHCR's participation in the SDG 4 national consultative meetings helps ensure that refugee education is included in the national SDG 4 planning processes. In Chad, participation in coordination and technical meetings resulted in a strong framework for discussion of educational challenges and the sharing of good practices between different partners. In Pakistan, a practical result of UNHCR's engagement in SDG 4 consultative frameworks was the inclusion of Afghan teachers in capacity building sessions organized by the Government in Baluchistan province.

In Malaysia, UNHCR has engaged the Ministry of Education in broader discussions on the long-term sustainability of community learning centres to support refugee children's access to national examinations. UNHCR and UNICEF lead national discussions and wider advocacy efforts on the



inclusion of refugee children in Malaysia’s national education system.

Through strengthening capacity and partnerships, the EAC programme is helping break down the barriers that prevent children from enrolling and then remaining in school. For example, in Algaith Refugee Camp in Yemen, the relationship between the refugees and UNHCR’s education partner resulted in classes for refugee children continuing even though the security situation prevented the partner being able to access the camp. Similarly, previously in Yemen, children could only access education by showing a birth certificate, a document families often lack in displacement that presents a major obstacle in refugee children accessing school. Following discussions with Yemen’s Ministry of Education, refugees can access education with a number of different documents, including their refugee ID or arrival form.

In Iran, where refugee children are fully integrated into national schools, additional classrooms were built in areas where there is a high concentration of refugees, helping to improve the capacity of schools to enrol both host community and refugee children, while at the same time encouraging peaceful coexistence between both populations.

Emphasize Community Participation

As seen in several countries, such as Rwanda, Malaysia and Ethiopia, UNHCR engages high-level government discussions on the inclusion of refugee students in national systems, which is advocated as the most sustainable approach for refugee education and is in line with international conventions. Across different locations, UNHCR and its partners emphasize community participation as critical to ensuring sustainable approaches.

For example, in Sana’a in Yemen, regular meetings are held with refugee community leaders, which helps improve the community’s involvement in enrolling children in school, through their participation in back to school campaigns, and community mobilization and sensitization sessions.

In Chad, community groups conduct door-to-door sensitization activities in addition to daily follow-up on absentee and drop-out cases. These groups engage students, parents and the wider refugee community.

In Pakistan, UNHCR works within community structures to improve access to education for



adolescent girls through the non-formal Home Based Girls Schools arrangement. In 2016, home-based schools provided 899 girls, who would otherwise be excluded from education, with a culturally acceptable education. Home-based teachers understand cultural contexts and ensure education remains relevant to learners, families and caregivers. The home-based schools offer some indications of positive pedagogical approaches that could be useful, particularly in rural communities.

Promote Innovation

A range of different innovative approaches has been adopted by country offices. Syria has implemented a cash-based intervention to ensure access to education for refugee and internally displaced children impacted by the Syrian crisis. During the reporting period, 6,532 refugee and asylum-seeker students received cash grants that allowed children to enrol in school.

Uganda promotes the Newspaper in Education activity, which promotes education enrolment, retention and completion, while promoting a platform for community sensitization. In addition, UNHCR Uganda adopted an innovative approach to improve community mobilization and sensitization, through the utilization of “Boda Boda Talk Talk”. Initiated by UNHCR’s Innovation Lab, motorbike taxis known as ‘boda boda’ were

facilitated with speakers and recorded school information messages in Juba Arabic, Acholi and English. These ‘bodas’ visited villages and food distribution points to transmit education messages.

As mentioned earlier, refugee schools in Ruweng, South Sudan performed the highest in state examinations, which was partly a result of an innovative learning programme where peer education facilitated accelerated learning alongside the official curriculum. Refugee children continued with studies into the evening using street solar light under the protection of community leaders and parent-teacher associations. In Maban, a signature early grade reading programme was also piloted in 2016, which alongside literacy, promoted community engagement and social-emotional learning.

Chad employs electronic tablets in data collection and management across refugee sites in southern Chad and in urban areas of N’Djamena. This strategy resulted in a more effective management of education information and has proven efficient by decreasing the number of staff needed to carry out monitoring activities.

These innovative approaches demonstrate that innovation doesn’t necessarily have to involve new technologies but in fact different approaches to ensuring enrolment in education and improving the quality of teaching and learning.

Operational Challenges

A fundamental and ongoing challenge facing the EAC programme, is the fact that despite significant gains on enrolment, there are still boys and girls who have no access to primary school. Reasons for this are diverse, sometimes relating to economic or cultural reasons within a family, and sometimes to do with access (such as inclusive facilities for persons with disabilities). Being able to target activities which directly address the specific reasons children are OOSC remains difficult.

Enrolment of girls also remains a challenge. UNHCR estimates that globally, for every ten refugee boys in primary school there are fewer than eight refugee girls and often the lack of infrastructure, such as separate girl's latrine blocks, and safety during travel to and in school, impacts their enrolment. Similarly, in many places it is difficult to source female teachers for schools, further impacting girls' willingness to enrol and participate in school. In 2017, UNHCR is hoping to make some inroads into this, by engaging a regionally based consultant to focus specifically on girls' education.

Given new refugee arrivals and the absence of solutions to long-standing forced displacement crises, UNHCR offices face challenges to find ways to provide quality education for newly arrived refugee. From UNHCR's experience of education in crisis contexts, children should be enrolled in formal education within three months of displacement. However in places where thousands of refugees are crossing borders daily, this is a difficult goal to achieve. Unfortunately, UNHCR's experience is that if this window of opportunity is missed, it is difficult to re-establish participation in education later on.

The realities of trying to provide ongoing education activities in places which are experiencing conflict directly effects some of our work. For example, in South Sudan, military attacks and forced recruitment are grave concerns in the refugee camps, and affect children's ability

and motivation to attend school. In Yemen and Syria, conflict continued throughout 2016, which led in some cases to staff not being able to access certain sites. The psychosocial effects of conflict on students also compelled these operations to reinforce activities to help children to learn and thrive despite the situation around them.

Other practical challenges also arose in some operations in 2016. These range from, for example, sudden changes in government policies that directly impact educational interventions, for example the Kenyan Government's order to cease construction of classrooms in Dadaab, and administrative and other implementation challenges, such as the effects of currency fluctuations in Syria.

Looking Ahead

Looking ahead at 2017 and beyond, UNHCR will continue to enrol OOSC under the EAC partnership. Inclusion of refugee children in national education systems will continue, ensuring that they have access to certified, quality education.

Girls' education will continue to be a focus of operations as part of the EAC programme, with efforts to enrol more girls in school continuing. A short-term regionally based consultancy, providing expertise in increasing girls' enrolment to the field, will help operations focus on this area in 2017.

New forced displacement situations linked to conflict and related drought in regions like the Horn of Africa, contribute to the instability already present in much of the region. Thus, ways to predict and prepare for forced displacement will be further strengthened, as will ways to counteract the effects of conflict on the provision of education.

Finally, the launch of UNHCR's customized REMIS, designed to complement government systems and working hand in hand with UNHCR's own ProGres database, will provide better, more consistent data on education activities from field locations.

KEY ACTIVITIES

EXPAND ACCESS TO EDUCATION

- ✓ Construction and rehabilitation of classrooms, provision of school furniture and other resources
- ✓ Payment of school, exam and transport fees and cash grants to enable children to enrol and remain in school
- ✓ Provision of assistive devices for children with disabilities
- ✓ Enrolment of children in accelerated education programmes

IMPROVE THE QUALITY OF TEACHING AND LEARNING

- ✓ Teachers recruited and deployed
- ✓ Provision of text books, library books and other teaching material for schools
- ✓ Topic specific teacher training carried out, including providing scholarships for teachers to enrol in certified training programmes

ENSURE SAFE LEARNING ENVIRONMENTS

- ✓ School uniforms provided to protect children on their way to and from school
- ✓ Provision of psychosocial assistance for children in need
- ✓ Extra-curricular activities provided to engage children in social activities

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

- ✓ Sensitisation campaigns conducted
- ✓ Recruitment drives held

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

- ✓ Teachers trained on data management
- ✓ Improvement of data management systems
- ✓ Out of school assessments conducted

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

- ✓ Regular coordination meetings with key education stakeholders
- ✓ Partnerships with national, state and local education authorities strengthened

EMPHASIZE COMMUNITY PARTICIPATION IN EDUCATION

- ✓ Parent/teacher associations supported with grants and training
- ✓ Student committees developed, trained and supported

PROMOTE INNOVATION IN EDUCATION PROGRAMMING AND INTERVENTIONS

- ✓ Improve teaching and learning as well as data management through the provision of computers and internet access.
- ✓ Newspapers in education distributed to children to enhance their learning

Chad



■ **14,978** Total to Date OOSC Enrolment

■ **11,222** Enrollment in reporting period

Overall Context

Chad faced some economic challenges in the second half of 2016. Following the fall in oil prices and the deterioration of the security situation in the Central and West African regions, the Government of Chad put in place numerous austerity measures, including an 80 per cent cut in civil servants' premiums and allowances. In September 2016, university students also saw their scholarships abolished. These drastic measures, combined with months of unpaid salaries, prompted the principal trade unions to call for an indefinite strike by all public sectors. By the end of the year, more than three general strikes in all public institutions, including schools, had taken place in Chad.

At the same time, as a result of clashes between armed groups in the northeast of the Central African Republic (CAR), the first half of the year saw an influx of more than 6,000 CAR refugees into the south of Chad. The joint registration exercise conducted by UNHCR and its government counterpart, the Commission Nationale d'Accueil de Réinstallation et de

Rapatriement des Réfugiés (CNARR), enabled the relocation of the new arrivals to host villages. Thus, as of the end of December 2016, a total of 393,161 refugees and asylum seekers were registered in Chad, an increase of six per cent compared to the figures for the end of 2015.

Security-wise, the situation has been relatively calm, but the authorities remained alert countrywide. The fear of violence that the population faced throughout the election and post-election period in April 2016 quickly decreased. Though there were a few sporadic attacks in villages on the edge of Lake Chad, these were quickly controlled by the Multinational Joint Task Force (MNJTF) composed of troops from Benin, Cameroon, Chad, Niger and Nigeria.

The socio-economic crisis in Chad had an impact on all public services, including education. The strike began just a few days after the launch of the 2016/17 academic year, on 15 September, paralyzing all public schools. The impact was greater on refugee children from the camps in the South, who attend public schools in the communities around the camps. The teachers assigned by the state to serve in the refugee camp/site schools also abandoned their posts during the strike. It was therefore necessary to recruit community teachers to fill these vacancies. In order to ensure better protection and assistance, emergency education was provided to newly arrived refugee children in the south.

At the end of 2016, a total of 60,454 children, of whom 50 per cent were girls (30,459), had access to basic education through 78 primary and 18 lower secondary schools. This is a decrease of 18 per cent compared to the number of children registered at the mid-term (end of 2015/16 school year). There are two principle reasons for this decrease:

- 1 Teacher strikes affected education in the south and demotivated primary school children;
- 2 Increased involvement of children in agricultural/livelihood activities during the 2016 harvest period (this was in large part due to the reduction in refugees' food ration distribution and targeted recipients).



Impact

Decreasing enrolment rates, mainly due to the above mentioned reasons, were a main area of focus in 2016. As part of the strategies developed to bring children involved in agricultural work in rural areas back to school, awareness campaigns were carried out throughout the year with the theme “Go Back to School”. These were intensified in the host villages where refugees are engaged in agricultural and livelihood activities. They were organised with the participation of refugee community leaders, education authorities and UNHCR. Door-to-door sensitisation and daily follow-up on absentee and dropout cases was carried out jointly with the students’ Parents Associations (APE) and the Educating Mothers Associations (AME). AMEs are deeply engaged in the monitoring of girl dropouts. The distribution of school supplies increased the enthusiasm to attend school among students. Strategies were developed and implemented for the consolidation of the integration of schools in the eastern camps into the Chadian educational system.

The number of teachers employed in refugee schools increased from 1,152 to 1,442, out of which 344 were women. The rate of qualified teachers is 30 per cent, however, some teachers have been admitted to pursue their higher education studies in universities and other higher education institutions. The qualifying training for the second cohort of community teachers at Abéché’s bilingual teacher training school was successfully completed in September 2016. Of the 187 community teachers enrolled at the beginning of the training course, 94 per cent were present for the final exam, which saw a success rate of 100 per cent. The class valedictorian was a teacher from Oure-Cassoni camp who scored 16.76/20.

The impact of the quality of training received by refugee teachers is reflected in students’ academic performance and results. Sudanese refugee students participated in national exams for the second consecutive year. The success rate for the Basic Education Certificate (BEF) exam was 82 per cent. This is above the national average of 74 per cent. In two of the camps, the success rate was 100 per cent.

In terms of infrastructure, 30 classrooms were built and equipped with 600 table-benches and five management offices, while five storage rooms and 30 latrines were constructed in five camps in the East. Additionally 33 classrooms were rehabilitated/constructed in the Sudanese camps through community participation and 850 table-benches were purchased. This construction is expected to have a beneficial impact on student/classroom ratios, and figures will be known by mid-2017.

Throughout the year, UNHCR's partners purchased school and teaching supplies, textbooks and teaching guides, which were distributed at the beginning of the school year in October 2016.

The preservation of schools as a safe space where children's human rights are protected continues to be carried out via SGBV clubs and peer educators (child protection) in all schools, as well as through the AMEs which continue to play an important role in promoting education for girls. AMEs follow-up on cases of girls dropping out and cases of SGBV against girls. These efforts have contributed to the increase in girl's enrolment from 48 per cent to 50 per cent.

In addition, yearly trainings on the Code of Conduct (CoC) are conducted for all teachers. These trainings have a strong focus on SGBV, acceptable behaviour in school and in the community, and the sanctions for breaking the CoC are explained and have led to a rigorous monitoring and implementation system.

EMIS training was provided to UNHCR, partner staff and local education authorities in Bagasola (Lake Region). The objective of the training was to build participants familiarity and capacity with EMIS. More than 75 per cent of the 22 EMIS sites are better collected, processed and transmitted with a minimal delay. Unfortunately, the centralised compilation tool does not work well, necessitating manual compilation, a highly time-consuming exercise.

The Iriba office conducted a joint partner survey on OOSC in Amnaback, Iridimi and Touloum camps, which helped identify the root causes of school dropouts. These root causes included:

- 1 Reluctance to integrate into the Chadian education system;
- 2 Reduction of the food ration; and
- 3 The development of Koranic schools.

A workshop organised in Biltine in July to evaluate the integration of the national education system in Sudanese refugee camp schools saw advances made and explored measures which could be taken to address OOSC cases. A positive effect of this workshop was that Iridimi camp, which did not have any students in the 2015/16 school year, started the 2016/17 year with an impressive number of students (1,831).

This year, UNHCR held two coordination meetings with the Ministry of Education's focal points, all implementing partners, and UNICEF. Several meetings of the technical education group were also held. These two structures made up the framework for discussion on challenges in education and the sharing of good practices. This was in addition to regular local donor group meetings, and UNHCR's participation in monthly education cluster meetings.

An innovative activity for 2016 was the implementation of the Team Teaching Strategy in seven camps. Under the strategy, which seeks to reinforce the training of school teachers, qualified Chadian teachers are recruited and assigned to camp schools to coach refugee teachers on pedagogy and classroom management. Reports and evaluations made by coaches in the programme confirm the positive effects on, and improvements achieved by, refugee teachers.

Another innovative activity was the use of tablets in the collection and management of data in refugee camps/sites in southern Chad and in urban areas in N'Djamena. This strategy resulted in a more effective management of information on education and has been proved to be efficient by decreasing the number of staff needed to carry out these activities.

Challenges and Lessons Learned

All of the activities planned for 2016 were completed with the exception of one. The payment of school fees for OOSC was not achieved as planned, as a proper methodology needs to be put in place to determine the beneficiaries. To achieve this, an evaluation must be carried out in all the camps in order to be able to decide on a fixed amount for contributions. This will most likely take place in 2017.

One of the major challenges is the drop in the enrolment rates at the beginning of the school year. Faced with a reduction in the food ration and the targeted food distribution in certain camps, parents are increasingly using their children in pastoral activities or other small businesses. This is in spite of the daily awareness campaigns conducted with the community's support. There is a need to develop more refugee self-reliance strategies so that children do not have to work in the fields. 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.

Another issue is teacher resignations. Two years after the completion of the first cohort's qualifying training, an evaluation carried out showed that 17

per cent of these first graduates left their posts. The main reason for this was the monthly teacher allowance (XAF 42,000 = approx. USD 70), which is considered to be low. As a possible solution, a re-evaluation of the incentives paid to teachers trained in teacher training institutions was proposed for the year 2017.

With the very high turnover of the central and especially decentralised authorities of the Ministry of Education, several collaborative approaches and Memorandum of Understandings (MoUs) had to be started over or were simply abandoned because the person with whom discussions were initiated had been replaced. In the future, it is necessary to formalise and finalise all discussions as soon as possible.

UNHCR not having a presence in host villages renders it difficult to ensure the monitoring of refugee children or their enrolment in host community schools. 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 to ensure recording of their enrolment and retention in school. This approach can also lead to fulfilling some of the construction and equipment needs in these communities.

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
Objective 1: Expand access to education				
Construct/rehabilitate classrooms 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	133 classrooms 30 latrines	66 classrooms 30 latrines	Construct/rehabilitate 6 permanent classrooms and 12 latrines to meet the standards and create additional learning space for the OOSC
	Dar es salam site (Lac Region)	77 classrooms	12	No activities planned
School grants for OOSC	Iriba	5,000 students	No activities planned	No activities planned
	Farchana	4,500 students	No activities planned	No activities planned
	Gore	4,250 students	No activities planned	No activities planned
	Goz Beida	4,000 students	No activities planned	No activities planned
	Dar es salam site (Lac Region)	4,500 students	No activities planned	No activities planned
Exam fees provided for 15,000 vulnerable children.	All camps	15,000 students	1,317	Support exam fees provided for 3,421 vulnerable children.
Objective 2: Improve quality of teaching and learning				
1,300 teachers and/or directors training in literacy and numeracy methodologies, assessment of children's learning, participatory pedagogy, and inclusive education.	All camps	1,300 teachers/directors	1,152	Organise and conduct for 37 teachers and/or directors training in literacy and numeracy methodologies, assessment of children's learning, participatory pedagogy, and inclusive education.
Certified teacher training at the Normal School of bilingual teachers of Abeche (ENIBA)	All camps	170 individuals	187	No activities planned
Teacher's incentives	All camps	1,600 individuals	1,422	Payment Teacher's incentives (1,600)
	Dar es salam site (Lac Region)	75 individuals	20	Payment teacher's incentives (75)
School materials and teaching aides for teachers (e.g. teacher's materials and children's books)	All camps	1,600 individuals	1,422	No activities planned
	Dar es salam site (Lac Region)	75 individuals	20	No activities planned
10,000 students provided with books and other reading materials	All camps	10,000 individuals	9,436	No activities planned
Objective 4: Promote awareness and advocacy on the importance of education for refugee children				
Conduct 20 OOSC campaigns per year in 18 camps + 2 sites	All camps	20 campaigns	22	No activities planned
Objective 8: Promote innovation in education programming and interventions				
Support to Savings and Loan Programmes to support PTAs in 18 camps + 2 sites	All camps	20 locations	20	Support to Savings and Loan Programmes to support PTAs in 20 locations

Ethiopia



■ **32,477** Total to Date OOSC Enrolment

■ **21,330** Enrollment in reporting period

Overall Context

As of December 31, 2016, Ethiopia hosts 793,321 refugees from 21 countries with the majority originating from South Sudan (42.7%) followed by Somalia (30.5%), Eritrea (20.8%), Sudan (5.1%), Yemen (0.2%) and other nationalities (0.7%). The majority of refugees are accommodated in camps, while only a smaller percentage of the refugee population is permitted to reside in urban areas. A total of 19,977 refugees reside in Addis Ababa under the scheme referred to as Out-of-Camp Policy (OCP). From the total refugee population in Ethiopia, 349,061 (44%) are school age children (3-18 years). The total primary school age population is 191,571 constituting about 24 per cent of the total refugee population. The refugee population in Ethiopia has increased in 2016 by 59,677 compared to the population of 2015.

Socio-economically, Ethiopia is severely impacted by the *El Niño* climate effect and experienced one of the worst droughts in decades during 2015 and 2016. It is estimated that some 83 per cent of refugee camps are located in drought affected areas, with approximately 50 per cent of persons

of concern hosted in the most critically affected areas. Even though the rain resumed in 2016, the loss of livestock and productive assets continues to impact the country. Similarly, Ethiopia is additionally affected by the Indian Ocean Dipole (IOD) induced drought, impacting mostly the southern part of the country.

Despite the announcement of a State of Emergency in Ethiopia on 9 October 2016, the general security situation is considered stable and the areas hosting refugees have not been directly impacted, although violent protests in parts of the country affected road travel.

Four international NGOs handed over their implementation responsibility over eleven primary schools to UNHCR's government counterpart, the Administration for Refugee and Returnee Affairs (ARRA). Out of these, nine primary schools are in Gambella camps (hosting South Sudanese refugees) that used to be implemented by Save the Children International, Plan International and World Vision International; and two schools are in Shire camps (hosting Eritrean refugees). The implementation arrangement and smooth transition of responsibilities was facilitated jointly by UNHCR, ARRA and the NGO partners.

UNHCR has participated in the SDG 4 national consultative meetings and kept in close communication with the Ethiopian Government and education partners to ensure that refugee education is included in the national SDG 4 planning processes.

Impact

Primary school enrolment figures in 2016 have increased by 21 per cent compared to the 2015 academic year. A total of 21,330 (13,146 males and 8,184 females) new students were enrolled in 56 primary schools in refugee camps and in over 166 government schools in urban centres. In absolute numbers, the gross enrolment last year which was 96,945 (57,522 males and 39,423 females) has increased to 118,275 (70,668 males and 47,607 females) due to new arrivals and expansion of primary schools in new and old

Zuhur in front of the new school in Tsore Refugee Camp, where she will soon start studying. She is one of around 3,800 refugee children in Tsore who are benefitting from UNHCR's EAC programme in Ethiopia. *"I have never been to school. I was eagerly waiting for the school to open. I had seen the building construction and the workers told me it was a school."*

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camps. In 2016 the Gross Enrolment Ratio (GER) was 61 per cent and the Net Enrolment Ratio (NER) was 46 per cent.

In terms of EAC funding, approximately 50 per cent has been allocated to Assosa camps where access to quality education for refugees has been a challenge in previous years due to resource limitations. With the EAC 2016 allocation, a primary school was constructed in Tsore refugee camp, hosting Sudanese refugees in western Ethiopia near Assosa. Tsore camp, established in July 2015, had no education programme and the construction of eight classrooms, a teacher's office and sex-segregated latrines, as well as the employment of 25 new teachers has enabled the enrolment of 2,640 (1,724 male and 916 female) OOSC. Similarly, the construction of two blocks of eight classrooms and two sex-segregated latrines in Pugnido 2 Refugee Camp in Gambella has enabled the operation to enrol a total of 2,283 OOSC.

In Shire camps, hosting Eritrean refugees, three primary schools have undergone maintenance to make classrooms safe and attractive for learning. In the same schools a total of 250 student desks were procured as replacements for damaged ones and as a result of this, the ratio of students to desks is maintained at 3:1. Two blocks of sex-segregated latrines built in Pugnido camp, serving over 6,000 children in the Gambella camps, has contributed to a safe learning environment for girls and boys. Furthermore, one block (of six stands of standard latrines) was built at the primary school in Aw'barre camp.

The quality of education in the Jijiga camps has been enhanced through the procurement and distribution of 7,901 reading materials to students in three primary schools. In the same camps of Jijiga a total of 7,200 school uniforms

were produced and distributed to students in the academic year. Moreover, a total of 15,678 student text books were printed and distributed, and some 5,448 reference materials have been purchased for four primary schools in Shire camps. The procurement of reference materials for the school is expected to improve the quality of education and better learning outcomes in the schools. With EAC funding in Assosa camps some 41,000 textbooks were printed, 15,000 school uniforms are being produced to be distributed in 2017, 37 desktop and four laptop computers were procured for four primary schools, and 160 pieces of school furniture were purchased. A total of 13,236 students attending primary education in two refugee camps, hosting South Sudanese refugees in Gambella, have been provided with student textbooks and supplies as well as teaching materials during the reporting period. In regards to teacher recruitment under this project in 2016, a total of 150 new teachers were recruited (50 in Assosa, 60 in Gambella 18 in Jijiga, 10 in Shire and 12 for Kenya Borena refugees) while another 18 teachers previously recruited in Shire continued to be supported.

In Shire, 101 primary school teachers were trained for five days to improve their ability to deliver quality education. The topics covered in the training included teaching methodology, teaching aids preparation, classroom observation and management, and the healing classroom. The aim of the short modular course on the healing classroom was to build teacher's capacity to support conflict affected children to recover, grow and develop. The training modules are designed to strengthen the role that schools and teachers play in promoting the psychosocial recovery and well-being of children. Similarly, in Tsore camp in Assosa, 15 newly recruited teachers have been trained on basic pedagogy including teaching methodology, classroom management and student assessment.

In close collaboration with the Ministry of Education (MoE) of Ethiopia and education implementing partners, UNHCR has rolled out the implementation of EMIS in 2016. The customised EMIS for refugee education, which works along the national MoE's EMIS processes, captures key education indicators for preschool, primary and secondary schools. This system will help in educational planning, management, monitoring and reporting of trends. The EMIS for refugees will continue to work as a synchronised but a parallel system in the near future due to the nature of international protection issues associated with refugees. In Samara, EMIS training was provided for UNHCR and partner staff and a system was developed in the camp. The training of education staff in EMIS has contributed to improvement of quality and timely collection of education data and overall education data management.

UNHCR has continued to strengthen its partnership with UNICEF, UNESCO, and the MoE as well as national and international NGOs implementing education programmes in the country. UNHCR and UNICEF have engaged in the revision of the 2012 country level Letter of Understanding and joint plan of action. Both organisations are also working on long term education projects involving refugee and host community primary schools.

Challenges and Lessons Learned

Despite UNHCR's and partner's efforts to complete the planned activities during the reporting period, there were few activities that are still in progress due to different challenges:

- Grade one text book distribution was interrupted in Jijiga as the government changed the curriculum. The implementing partner is in the process of re-publishing the new text books.
- Distribution of school uniforms in the Assosa camps has not been completed as production was ongoing at the time of compilation of this report. Delays in tailoring work were reported as some of the tailoring was given to trained refugees as part of support to their livelihoods programme, and it was not completed within the reporting period.

Despite significant efforts 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 47 per cent of primary school aged refugee children are still out of school, classrooms and teachers as well as education materials are in short supply and the majority of the refugee schools still don't fulfil the minimum standards of a safe learning environment. On average, the teacher-student ratio is 1:80, each classroom (in double shift) serves 103 students and only 56 per cent of the teachers are qualified. In terms of opportunities, however, there is an increasing awareness about refugee education needs by donors and partners.

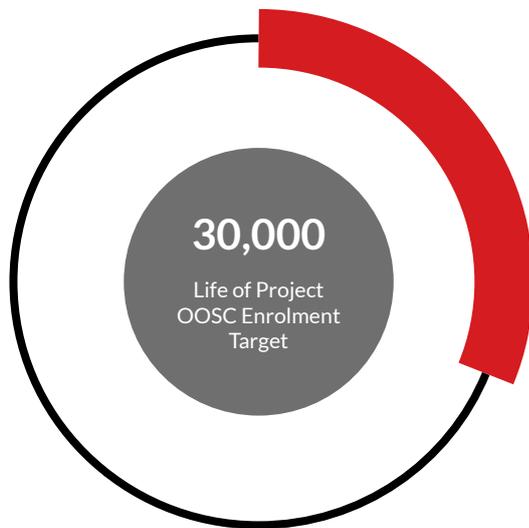
To better understand the root causes that keep children out of school UNHCR planned to conduct a country-wide out of school assessment in 2016, however, this activity was carried over to 2017 due to time constraints. In 2017, UNHCR will be collaborating with UNICEF, UNESCO and MoE to adopt applicable and tested methodologies in the OOSC assessment.

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
Objective 1: Expand access to education				
Supply student desks and chairs	Addis Ababa for Kenya- Borena Refugees	Target to be finalised in 2017 mid-year report	250 student desks 30 teacher chairs	Supply student desks and chairs
Provide school furniture for new classrooms + chalk, blackboard, workbooks	Addis Ababa for Kenya-Borena Refugees	Target to be finalised in 2017 mid-year report	15 tables 60 chalk packs 15 tables 60 Chalk packs 16 Blackboards 4,500 workbooks	Provide school furniture for new classrooms + chalk, blackboard, workbooks
Procure school Furniture for (TG & BM) & students desks	Assosa	Target to be finalised in 2017 mid-year report	160 school furniture 1,160 student desks	Procure school Furniture for (TG & BM) & students desks
Provide desks, tables and school supplies (blackboards)	Shire	Target to be finalised in 2017 mid-year report	250 student desks	Provide desks, tables and school supplies (blackboards)
Construction of additional classrooms	Gambella	Target to be finalised in 2017 mid-year report	16 classrooms	Construction of additional classrooms
Construct additional new classrooms (Expansion of the primary education services into a fourth camp)	Assosa	Target to be finalised in 2017 mid-year report	8 classrooms 1 admin block 1 latrine block 1 fence	Construct eight new classrooms(for primary education in Tsore camp)
Construction of 3 blocks of 4 rooms in each camp (SH, TG & BM)	Assosa	Target to be finalised in 2017 mid-year report	No activities planned	Construction of 3 blocks of 4 rooms in each camp (SH, TG & BM)
Improve, renovate old classrooms in 4 camps	Shire	Target to be finalised in 2017 mid-year report	3 classrooms	Improve, renovate old classrooms in four camps
Construction of classrooms and administrative block	Semera	Target to be finalised in 2017 mid-year report	No activities planned	Construction of classrooms and administrative block
Construction of new Alternative Basic Education (ABE) Centre & furniture	Dollo Ado	1 Centre + furniture	No activities planned	No activities planned
Build and /or rehabilitate sex-segregated latrines	Gambella	Target to be finalised in 2017 mid-year report	2 blocks completed 2 blocks under construction	Build and /or rehabilitate sex-segregated latrines
Construction of sex segregated latrines	Jijiga	Target to be finalised in 2017 mid-year report	1 block	Construction/rehabilitation of sex segregated latrines
Support for girls' education will be provided through incentives and mentoring	Addis Ababa for Kenya-Borena Refugees	Target to be finalised in 2017 mid-year report	No activities planned	Support for girls' education will be provided through incentives and mentoring
Objective 2: Improve the quality of teaching and learning				
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	7,927	Increase access to reading materials (2,500 in 2017).
Provide textbooks and increase access to reading materials	Gambella	Target to be finalised in 2017 mid-year report	35,100	Provide textbooks and increase access to reading materials

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
Provide textbooks and increase access to reading materials and school supplies	Jijiga	Target to be finalised in 2017 mid-year report	55,307 workbooks (exercise books) 15,802 ball point pens 15,802 pencils 15,802 rulers were distributed to 7,536 students	Provide textbooks and increase access to reading materials and school supplies
Provide students textbooks and teachers' guide for Primary schools	Assosa	Target to be finalised in 2017 mid-year report	41,000 textbooks	Provide students textbooks and teachers' guide for Primary schools
Provide student textbook, reading materials	Shire	Target to be finalised in 2017 mid-year report	15,678 textbooks 5,448 reference books	Provide student textbook, reading materials
Increase access to reading materials (teacher's guide, reference books)	Addis Ababa for Kenya-Borena Refugees	Target to be finalised in 2017 mid-year report	7,927 reference books	Increase access to reading materials (teacher's guide, reference books)
Exercise books, pens, blackboards and other education materials	Addis Ababa for Kenya-Borena Refugees	Target to be finalised in 2017 mid-year report	No activities planned	Exercise books, pens, blackboards and other education materials
Provide teaching and learning supplies to 80% of students	Gambella	Target to be finalised in 2017 mid-year report	52,356	Provide teaching and learning supplies to 80% of students
Provide student supplies (exercise books, pens, etc.)	Assosa	Target to be finalised in 2017 mid-year report	160 student desks 15,000 uniforms 37 computers 4 laptops	Provide student supplies (exercise books, pens, etc.)
Incentive payment for teachers	Addis Ababa for Kenya-Borena Refugees	Target to be finalised in 2017 mid-year report	12	Incentive payment for teachers
Pay teachers' salary and incentives	Gambella	Target to be finalised in 2017 mid-year report	60	Pay teachers' salary and incentives
Recruit teachers and pay incentives	Jijiga	Target to be finalised in 2017 mid-year report	18	Recruit teachers and pay incentives
Recruitment & payment of incentive refugee teachers in all locations	Assosa	Target to be finalised in 2017 mid-year report	50	Recruitment & payment of incentive refugee teachers in all locations
Recruit teachers and pay incentives (ADH and Hits)	Shire	Target to be finalised in 2017 mid-year report	28	Recruit teachers and pay incentives (ADH and Hits)
Provide incentive and salary for teachers	Samara	Target to be finalised in 2017 mid-year report	30	Provide incentive and salary for teachers
Refresher training for teachers, head teachers and Education Committees	Dollo Ado	Target to be finalised in 2017 mid-year report	No activities planned	No activities planned
Objective 3: Ensure safe learning environments for children				
Distribute school uniforms to 4,300 students.	Addis Ababa for Kenya-Borena Refugees	4,300 uniforms	4,500	Distribute school uniforms to 4,300 students.
Provide school uniforms to 3,000 boys	Gambella	3,000 uniforms	0	Provide school uniforms to 3,000 boys
Provide school uniforms to 3,000 girls	Gambella	3,000 uniforms	0	Provide school uniforms to 3,000 girls

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
Provide school uniforms to 3,000 boys	Jijiga	3,000 uniforms	3,600	Provide school uniforms to 3,000 boys
Provide school uniforms to 3,600 girls	Jijiga	3,600 uniforms	3,600	Provide school uniforms to 3,600 girls
Loading and unloading of students uniforms	Jijiga	Target to be finalised in 2017 mid-year report	1 distribution	Loading and unloading of students uniforms
Promote education for girls through the provision of sanitary kits	Dollo Ado	0	No activities planned	No activities planned
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	Target to be finalised in 2017 mid-year report	1 time campaign (for five days)	Conduct community awareness campaigns targeted at the enrolment of 900 children (grades 1-4)
Objective 5: Improve data collection, management and analysis to promote learning and better programming				
Conduct an OOSC assessment to determine the number of and reasons for out of school children	All locations	1 assessment	0	Conduct an OOSC assessment to determine the number of and reasons for out of school children
Education Management Information System established	Semera	1 system established	1	Education Management Information System established
Support provided to the government for monitoring and running of schools (ARRA)	Dollo Ado	0	No activities planned	No activities planned
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 Shire and Assosa	Target to be finalised in 2017 mid-year report	Semera : 0 Shire : 101 Assosa : 15	Strengthen capacity amongst stakeholders (Basic Education Programming capacity building training)
Capacity building for multi-functional team on Education	Semera	Target to be finalised in 2017 mid-year report	11 Team members trained.	Capacity building for multi-functional team on Education
Strengthen capacity amongst stakeholders on education (capacitate Education Personnel (3 round trainings for 35 personnel)	Dollo Ado	35 Stakeholders trained	No activities planned	No activities planned
Strengthen capacity amongst stakeholders through joint education monitoring and supervision	Dollo Ado	Target to be finalised in 2017 mid-year report	No activities planned	No activities planned
Objective 7: Emphasize community participation in education				
Training for PTAs 28 ppl (7 per zone) – quarterly / 1 day	Addis Ababa for Kenya- Borena Refugees	28 individuals	0	Training for PTAs 28 ppl (7 per zone) – quarterly / 1 day
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	To be decided	Target to be finalised in 2017 mid-year report	No activities planned	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.

Iran



■ **9,610** Total to Date OOSC Enrolment

■ **0** Enrollment in reporting period*

Overall Context

UNHCR re-calibrated the strategic priorities of the Solutions Strategy for Afghan Refugees (SSAR) in response to new operational environment around Afghan refugees in south-west Asia. There are now some 1.2 million internally displaced persons in Afghanistan with Afghans constituting the second largest group of new arrivals in Europe. At the same time, voluntary repatriation from the Islamic Republic of Iran to Afghanistan continues to decline. In response, UNHCR has adjusted the strategic priorities of the SSAR to strengthen assistance to Afghan refugees in host countries until the situation in Afghanistan becomes conducive to voluntary repatriation. The new strategic priorities of the SSAR are elaborated in the “UNHCR Regional Plan: Building Resilience and Solutions for Afghan Refugees in South-West Asia”, launched in Geneva on 29 June 2016.

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

UNHCR has expressed its readiness to extend its support to the Government of Iran in registering undocumented Afghans. Meanwhile, UNHCR continues to support the government in ensuring that access to basic services can be enhanced for Afghan refugees, with a particular focus on youth empowerment through education, skills training and livelihoods support. Given the demographics of the Afghan refugee population, youth empowerment is the cornerstone of the new strategy to nurture a viable protection space and to build resilience in host countries.

In May 2016, pursuant to two years of advocacy and in depth negotiations with the Government of Iran, UNHCR witnessed an unprecedented change in the operational context following the Supreme Leader’s decree in 2015 which allowed undocumented Afghans to access formal education. Under this decree school registration regulations for foreign nationals were revised so that Afghan students were entitled to the same services as those provided to Iranian nationals. Previously, students of other nationalities were required to pay USD 70-90 in school fees and would often only be able to access a limited number of courses due to financial constraints. However, after the revision of registration regulations, not only has the need for paying for refugee specific school fees been obviated, but the Afghan students have been granted more choice to a wide range of courses provided by the Technical and Vocational Training Organization (advanced level) as well as extracurricular activities.

Impact

Based on the government’s assessment, it is estimated that more than 15,000 classrooms are required to provide adequate education space for Afghan refugee children in Iran, as enrolment numbers are growing owing to the Supreme Leader’s decree and newly practiced registration regulations.

In mid-2016, UNHCR revised the tripartite project partnership agreement with the Bureau for Aliens and Foreign Immigrants’ Affairs (BAFIA) and the Ministry of Education to increase the



number of schools being constructed in order to provide education space and a safe learning environments for refugee children. The final agreement entailed construction of 16 primary schools in 12 provinces where there is a high concentration of refugees (Alborz, Qom, Kerman, Markazi, Tehran, Semnan, Qazvin, Isfahan, Bushehr, Khorasan Razavi, Fars, and Yazd). Each of these 12-classroom primary schools possesses the capacity to accommodate 360 to 400 school-aged children, both Afghans from refugee communities and Iranians from host communities. The construction was planned to be implemented and finalised in 2016. However, due to the following reasons there has been a partial postponement of construction until 2017:

- The signing of the agreement so late in the year made planning and timely implementation of a large construction project difficult;
- Iran experienced a relatively long and cold winter compared to previous years, which delayed work;

“ I live in Sahzadeh Ghasem neighborhood in Shiraz with my parents and three siblings. I was born in Iran and my family has been living here for 20 years. I could not go to a public school because we were undocumented refugees, so I had to do informal studies at home. After Iran allowed undocumented Afghan children to attend school, I enrolled at a public governmental school. I am very excited that I can go to school like Iranians and other documented children. I like my school. The building is very beautiful. I love my teachers and their way of teaching. I want to study hard to be a pediatric physician in the future.”

Atefeh (left) is a 12 year-old Afghan refugee student who lives in Shiraz in south-central Iran.

© UNHCR/Marzieh Kodahdad

- Internal bureaucracy and procedural requirements of the ministries involved and local authorities have impeded expedited implementation.

Thus far, out of the 16 schools, four are operational, five are completed and are ready for occupancy, seven are still under construction and will be operational by the end of May 2017, out of which one is due to be completed and inaugurated before the start of next scholastic year in September 2017. Once fully constructed and operational, these 16 schools will enhance Afghan children's access to education and offer safe environments for peaceful coexistence of refugees and the host population. 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 with favourable impact on safe learning environments. It is worth mentioning that, in the same manner as 2015, UNHCR was able to reduce the construction cost substantially with the generous support of the charitable organisation Iran Charity of School Construction.

In addition to expanding the physical infrastructure for education, UNHCR also added innovative and other supportive measures through the EAC programme to encourage refugee communities to enrol and then retain OOSC in the formal education system, including:

- Organising hygiene awareness sessions and distributing hygiene kits to 12,000 beneficiaries to prevent refugee children from being ostracised at school due to poor personal hygiene in 12 provinces;
- Conducting life skills training (including distribution of life skills booklets and stationery) for 5,000 students and their parents in ten provinces;
- Procurement and distribution of educational (stationery) kits for 8,250 students in 12 provinces;
- Procurement of educational, IT, sport equipment and learning material for schools and libraries benefiting 3,500 students and

aiming to improve the quality of educational services;

- Providing refugee children with access to technology in six under-resourced schools, including access to computers, projectors, DVD players and special educational software, increasing interactive learning and decreasing the resource divide between Afghan and Iranian students. At least 15,000 vulnerable refugee students during the period 2015-2018 will benefit from this activity.
- Provision of transportation services to 1,152 beneficiaries who live in remote areas far away from schools.

In close collaboration with BAFIA and the Literacy Movement Organization (LMO), UNHCR managed to organise literacy courses for 3,000 OOSC. Basic Numeracy Literacy (BNL) courses were organised for children in primary school grades 1-3.

The UNHCR and UNICEF Iran offices signed a Letter of Understanding (LoU) in 2015, covering 2016 and aiming at enhancing collaboration on respective areas of technical expertise through involving their partners in joint assessments, planning, advocacy and resource mobilisation. A renewal of the LoU beyond December 2016 is currently being reviewed. Amongst other things, collaboration between the agencies has occurred through capacity building workshops focusing on education, including the monitoring of school fees and exemption criteria for refugees, as well as the sharing of information, knowledge and experience and preventing overlap of the same activities adopted by the different agencies.

Challenges and Lessons Learned

The discussion with government counterparts on the project partnership agreement encountered some delays and hence, UNHCR was only able to sign the agreement with BAFIA and the MoE late in the reporting period. To compensate for the time elapsed as a result of the late signature of the agreement, UNHCR constantly and rigorously followed up with concerned authorities, and carried out systematic and thorough monitoring

visits to ensure that projects were implemented in accordance with the work plan.

In order to ensure that the supportive measures in the EAC programme activities yield the desired results in encouraging refugee communities to enrol and retain OOSC in the formal education system, the MoE signed an LoU with the Social Harm Reduction Department and the Health & Hygiene Department. This is to ensure that the standard and high quality execution of life skills and hygiene trainings is carried out through expert organisations. However, the delay of the signature of the LoU, has further postponed the finalisation of the implementation of these activities to 2017.

UNHCR continued to face difficulties in reaching refugee girls within conservative communities and convincing families to send their girls to school. It is challenging to promote the value of educating girls among conservative refugee communities in order to overcome cultural barriers, which reinforce traditional understandings of gender roles. One of the measures adopted by UNHCR to address this issue, has been advocating with MoE to hire more female teachers to encourage increased participation of female students.

UNHCR continued to put greater emphasis on community services functions to improve

outreach to refugee communities as well as community-based interventions. This new focus has 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 the World Food Programme to coordinate with the Ministry of Education to implement a policy, which used take-home rations of fortified vegetable oil as an incentive for refugee girls attending school, encouraging families to enrol girls in school to complete their education.

With regard to statistical information about OOSC, UNHCR continued to face significant challenges. Although the MoE shared some data with UNHCR about the number of refugee children enrolled in schools by age and gender, no information was made available on the number of OOSC. However, UNHCR will continue to advocate with the MoE for enhanced access to primary information sources, whether it is from the government or independent data collection, to ground UNHCR's education interventions firmly in the evidence-based approach to successfully identify and assist OOSC in Iran.

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
Objective 1: Expand access to education				
Construction of 8 schools in high refugee populated provinces	Eight provinces with high refugee population	8 schools	9 completed/7 under construction	Completion of the schools under construction
Provision of transportation services to vulnerable refugee students	FOT (Qom) SOS (Fars, Bushehr, Khuzestan) SOM (Gorgan, Gonbad) SOK (Kerman)	140 students	1,152	Provision of transportation services to 140 vulnerable refugee students

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
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	3,436	No activities planned
Procurement of educational/IT/sport equipment/learning material for schools/libraries	FOT (Robat Karim, Malard, Semnan, Kashan, Esfahan) SOS (Fars, Bushehr) SOM (Mashad, Gorgan, Gonbad, Birjand, TeJ) SOK (Kerman, Yazd)	Target to be finalised in 2017 mid-year report	3,500 students	No activities planned
Procurement and distribution of education kits (stationery)	FOT (Robat Karim, Malard, Semnan, Kashan, Esfahan) SOS (Fars, Bushehr) SOM (Mashad, Gorgan, Gonbad, Birjand, TeJ) SOK (Kerman, Yazd)	8,250 students	8,250 students	No activities planned
Objective 3: Ensure Safe Learning Environments for Children				
Organization of hygiene project/awareness sessions together with distribution of hygiene kits in Kerman and Yazd	FOT (Kashan, Qazvin, Qom, Semnan, Paakdasht, Varamin, Tehran) SOS (Fars) SOM (Mashad, Gorgan, Gonbad, Birjand, Torbat-e-Jam) SOK (Kerman, Yazd)	Target to be finalised in 2017 mid-year report	12,000 students	Organization of hygiene project/awareness sessions together with distribution of hygiene kits
Objective 7: Emphasize Community Participation in Education				
Organization of life skills training for refugees and their parents	FOT (Esfahan, Qazvin, Qom, Tehran) SOS (Fars, Bushehr) SOM (Mashad, Gorgan, Gonbad) SOK (Kerman, Yazd)	Additional Activity: Procurement and distribution of educational stationary kits for students	5,000 students and parents	No activities planned

Kenya – Dadaab



23,558 Total to Date OOSC Enrolment

20,686 Enrollment in reporting period

Overall Context

As of 31 December 2016, the Dadaab refugee complex had a population of 272,764 refugees and asylum seekers with the majority (95%) being refugees from Somalia. The complex is comprised of five camps, namely Dagahaley, Ifo, Ifo 2, Hagadera and Kambioos. The first three are located in Lagdera (Dadaab) sub-county, while Hagadera and Kambioos are located in the neighbouring Fafi sub-county. Due to scaled up voluntary repatriation, verification of the refugee population, relocation of some refugees and camp consolidation of one camp, the refugee population reduced by 75,321 persons of concern during 2016 (from 348,085 recorded in January 2016).

The provision of education and training to all refugee children follows the Kenyan education curriculum and is guided by the Basic Education Act of 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

The enrolment in the 35 schools at the start of the reporting period was 61,653 learners with a target to enroll 10,500 new learners by the end of 2016. However, by the end of the annual reporting period, the enrolment in the 35 schools stood at 56,606 learners, representing a decrease of 5,047 learners compared to 2016’s baseline of 61,653. This reduction in enrolment was largely contributed by Kenyan government’s Dadaab camp closure announcement which led to scaled up voluntary repatriation, relocation of non-Somali students to Kakuma camp and consolidation of Kambioos camp. Spontaneous departures and resettlement to third countries were other contributing factors to the reduction.

Despite the camp closure announcement negatively impacting enrolment in education programmes, EAC earmarked interventions had a positive outcome. There was a notable improvement in reaching out to Out of School Children during the reporting period. The new enrolment in the reporting period stood at 20,686 surpassing the target of 10,500. This is attributed to integrating technology in education, quality assurance by Ministry of Education and improvements in school infrastructure. This showed that recruitment drives and other activities designed to enrol school-aged children into school with the involvement of the refugee community were paying dividends.

The project maintained 150 refugee teachers and recruited an additional 150 refugee teachers spread across the ten schools. 72 national teachers and four Education Officers were also recruited. To build the capacity of existing teachers, 315 refugee teachers were trained on pedagogical and curriculum delivery skills. For effective management of school activities,



80 PTAs and School Management Committees (SMCs) were trained on school governance.

Through the project, 17,049 students benefited from assorted new teaching-learning materials. To promote inclusive education, 76 assistive devices were procured and provided to students with disabilities. 25,958 textbooks have been tendered for, and UNHCR is awaiting delivery. In an effort to promote safe learning environments, 52 classrooms were rehabilitated. During this period two recruitment drives to enrol school-aged children to school with involvement of community was conducted. An OOSC assessment was conducted during this period. One inter-camp sports and games competition involving 200 participants was conducted besides three girls' conferences being facilitated. The conferences brought together a representation of 50 girls from different primary schools to promote girl child education and participation.

Ministry of Education and Technology (MOEST) officials from the Directorate of Quality Assurance and Standards conducted three

assessments for all the schools including the ten primary schools supported by the EAC project, in line with MOEST guidelines. During the reporting period, five monthly coordination meetings were conducted with stakeholders' participation in the ten schools.

Challenges and Lessons Learned

The main challenge faced during the reporting period was the camp closure announcement by the Kenyan government. This led to uncertainty amongst students and implementing partners ultimately resulting in a drop in pupils' attendance. However, through the involvement of Board of Management and PTAs, students and the wider community were sensitised to the importance of ongoing education activities and attendance was partially restored. The consolidation of Kambioos camp led to congestion in existing schools and the government's ban on the construction of additional classrooms has meant that the short supply cannot be alleviated. In addition, there were unexpected bureaucratic

Seven-year-old Rahma (right with orange headscarf) and eight-year-old Nadiro from Somalia are best friends. They both study in class one of Hormud Primary School in Ifo camp in Dadaab. Rahma wants to become a teacher while Nadiro dreams to become a doctor.
© UNHCR/Assadullah Nasrullah

delays in the procurement of textbooks, which required multiple approvals from local to regional authorities, however these have been resolved and the textbooks are now under procurement.

In 2016, UNHCR introduced the Early Grade Reading Assessment or EGRA into Dadaab. EGRA will be introduced at the lower primary level by recruiting qualified coaches who will in turn give induction training to other teachers in the EAC schools. The results of EGRA will help tailor interventions for teacher training and student support, thus promoting retention and quality learning.

Similarly, the Instant Network Schools (INS) is a programme that enables young refugees and

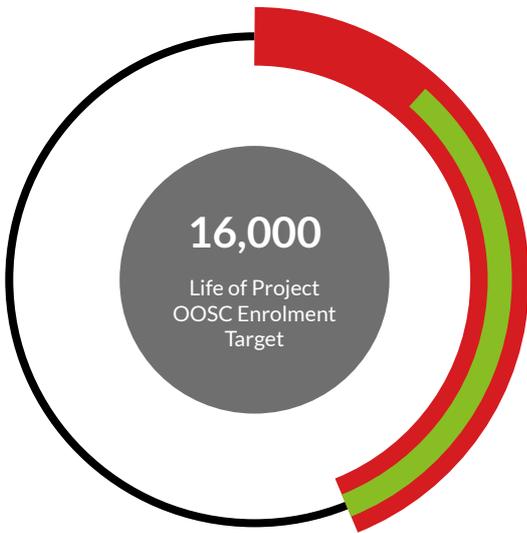
teachers to access digital educational content and the Internet thus improving the quality of education. INS is a programme started through the Vodafone Foundation-UNHCR partnership. In Dadaab, the programme has 13 centres, which are equipped with tablets, projectors, internet and computers. The centres have well trained coaches who train other teachers and students on digital educational content and generally how to embrace technology in education.

Two schools in the EAC programme were refurbished to facilitate the INS programme, and an additional 100 tablets were procured to bridge the existing gap. Integration of ICT in teaching and learning under the INS project that complemented EAC interventions has helped in retention of students and has contributed to improved performance in exams. Similarly, through constant reviews and close collaboration, Vodafone Foundation and UNHCR Innovation organise trainings and site visits to ensure that those responsible for day-to-day operation decisions are able to learn and constantly improve the programme.

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
Objective 1: Expand access to education				
156 classrooms constructed in 10 EAC schools	Dagahaley Ifo 2	156 classrooms	0	No activities planned
220 classrooms rehabilitated in 10 EAC schools	Ifo Hagadera Kambioos	220 classrooms	52	No activities planned
Provide educational cash grants to 1,448 of the most vulnerable OOSC households		1,448 households	0	Provide education cash grants to 362 of the most vulnerable OOSC households
Provide assorted teaching-learning materials for 35,950 learners in schools		35,950 individuals	17,049	Provide Assorted teaching-Learnings materials for 4,725 learners in schools. Provide 13,401 pairs of school uniforms for girls
Provide assistive devices for 80 learners living with disabilities		80 students	76	Provide assistive devices for 4 learners leaving with disabilities

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
Objective 2: Improve the Quality of Teaching and Learning				
Procure 25,958 text books for 10 primary schools to attain text book pupil ratio of 3:1	Dagahaley Ifo 2 Ifo	25,958 text books	25,958 under procurement	No activities planned
Train 300 untrained refugee teachers on curriculum delivery	Hagadera Kambioos	300 teachers	315 teachers	Sponsor 47 incentive teachers on teacher training
Recruit 23 national teachers to run an ALP programme		23 teachers	21 teachers	Recruit 10 national teachers to run an ALP programme
Recruit 4 education officers for 12 months		4 officers	4 officers	Recruit 4 education officers for 12 months
Conduct 3 school inspections per school to maintain quality and standards		3 inspections	3 inspections	Conduct 1 school inspection per school to maintain quality and standards
Maintain 150 incentive teachers for 12 months, and recruit an additional 150 teachers	Dagahaley Ifo 2 Ifo Hagadera Kambioos	150 teachers recruited 150 teacher incentives	150 teachers recruited 150 teacher incentives	Maintain 200 incentive teachers for 12 months, and recruit an additional 200 teachers
Recruit 90 national teachers for 12 months and retain until 2017.		90 teachers	72 teachers	Retain 90 national teachers until 2017.
Objective 3: Ensure Safe Learning Environments for Children				
Conduct 1 inter-camp sports and games involving 200 participants	Dagahaley Ifo 2 Ifo Hagadera Kambioos	1 event	1 event	Purchase assorted sports wear and sports materials for 10 schools
Objective 4: Promote Awareness and Advocacy on the Importance of Education for Refugee Children				
Conduct school enrolment campaigns targeting OOSC	Dagahaley Ifo 2	? Campaigns	3 campaigns	No activities planned
Conduct a recruitment drive to enrol school-aged children to school with involvement of community	Ifo Hagadera Kambioos	1 recruitment drive	1 recruitment drive	Conduct 6 Enrolment drives targeting out of school children and over age learners
Facilitate 3 girls' conferences on education for 150 girls		23 teachers	21 teachers 3 conferences	No activities planned
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	1 assessment	1 assessment	No activities planned
Objective 7: Emphasize Community Participation in Education				
Train 148 PTA and SMCs on school governance	Dagahaley Ifo 2 Ifo Hagadera Kambioos	148 individuals	80 individuals	No activities planned
Objective 8: Promote Innovation in Education Programming and Interventions				
ICT integration in education supported for 10 EAC schools.	Dagahaley Ifo 2	10 schools equipped	100 tablets purchased	ICT integration in education supported for 10 EAC schools.
Refurbishment of ICT centres in 10 EAC supported schools	Ifo Hagadera Kambioos	10 centers	2 centers	No activities planned

Kenya – Kakuma



6,889 Total to Date OOSC Enrolment

5,016 Enrollment in reporting period

Overall Context

Kakuma Refugee Camp, located in the north-western region of Kenya, was established in 1992 and is a complex of four camps with a population of 154,997 refugees and asylum seekers from 18 different nationalities but mainly South Sudanese and Somali. Importantly, over 57 per cent of the population is comprised of children aged less than 18 years old. The current camp population is a drop from the 195,277 indicated in the 2016 EAC mid-year report. This population figure variance was due to the results of a population verification exercise that was concluded in December 2016. At the same time, a total of 26,604 new refugee arrivals was recorded in 2016, mostly from South Sudan, resulting in camp congestion, including overcrowding in schools and inequitable access to resources.

In an attempt to address congestion in Kakuma camp, the Government of Kenya allocated additional land in Kalobeyei area adjacent to Kakuma where a new settlement was created. Kalobeyei has been planned to be an integrated settlement for host and refugee communities

with a focus on self-reliance and livelihood opportunities. Infrastructure set-up in the settlement, with a capacity to host 60,000 refugees, is ongoing and 16,950 individuals from recent influxes from South Sudan were relocated to the settlement as at 31 December 2016. Following the Government of Kenya’s decision to close Dadaab camp and relocate some 16,000 non-Somali refugees to Kakuma camp, the first batch of 221 refugees relocated from Dadaab were settled in Kalobeyei in November 2016. Relocation of the Dadaab non-Somali refugees will be concluded in the first quarter of 2017.

Impact

In order to improve access to equitable quality education and address education supply and demand issues, UNHCR through the EAC partnership, embarked on various interventions that included expansion of school infrastructure through construction/renovation of classrooms and water, sanitation and hygiene (WASH) facilities; community sensitisation campaigns; payment of teacher salaries/incentives; supply of desks, school uniforms, school bags and the introduction of Accelerated Education Program (AEP) for over-age students. To further enhance educational quality and deliver better learning outcomes, the project also supported the provision of textbooks, teacher lesson preparatory materials, training of teachers and promoted extra-curricular activities.

As a result of the above interventions, primary school enrolment expanded by 8.3 per cent from 60,556 (23,278 female) recorded at the end of 2015, to 65,572 (25,852 female) in 2016 with the net enrolment rate (NER) growing from 73 per cent to 83 per cent over the same time period. The significant growth in net enrolment is also partly attributed to adjusted camp population figures due to the population verification exercise carried out in the last quarter of 2016. The number of OOSC fell significantly over this period by 43 per cent, from 13,104 (6,825 female) to 7,427 (4,213 female), an indication of a positive programmatic impact.



Additionally, the 3,894 (861 female) candidates who sat the Kenya Certificate of Primary Education (KCPE) exam registered a remarkably excellent performance with a pass rate of 90 per cent which was significantly above the national average pass rate of 76.3 per cent, a testament to the improved quality of teaching and learning in the schools as well as refugee children resilience and motivation notwithstanding the challenges they face. Despite fewer girls than boys sitting the exam, the pass rates for both boys and girls was similar with girls (90.6 per cent) performing slightly better as compared to boys (90.1 per cent). Similarly, girls took eight of the ten highest positions in the exam.

In light of the fact that education personnel are primary duty-bearers and have daily interaction with children, coordination with UNHCR's Child Protection and SGBV units has been stepped up, leading to strengthened protection mechanisms in schools. This includes the training of teachers on Code of Conduct, enhanced referral systems, support for vulnerable children, creating a safe learning environment and promotion of child rights clubs. The introduction of an Accelerated Education Program through the EAC partnership has supported 4,740 (1,559 female) over-age students and also contributes to addressing a range of protection issues, including dropouts or children not enrolling in school, teen pregnancies, and other serious child protection concerns.

UNHCR, along with UNICEF, is working with the Ministry of Education at the county and national level to establish a plan for integrated service delivery for host and refugee children in Kakuma and Kalobeyei. The continued registration of refugee schools as public entities and the recent involvement of UNHCR as a member of the County Education Board (CEB) to represent refugee education issues and interests, provides an entry point to further engage with the MoE in the inclusion of refugee children in national systems with an emphasis on international obligations (1951 Refugee Convention; Convention on the Rights of the Child; Sustainable Development Goals). It also highlights the potential benefits of inclusion for national systems and the long-term challenges of unregulated parallel services, including an analysis of the long-term costs and protection implications. The Kakuma EMIS continues to ensure that the humanitarian education support is evidence based and generates the necessary data to monitor education targets on key education indicators.

The Instant Network Schools (INS) program, an ICT project for education, provided students and teachers with access to technology supported educational experiences. Through this innovative project, a number of e-Readers and tablets pre-loaded with educational content were provided to schools. Accompanied with effective training and building the capacity of teachers and community

Grade 6 class at Mogadishu Primary School, Kakuma Refugee Camp, Kenya. At Kakuma's Mogadishu Primary School, there are 34 teachers for 2,761 students with a high turn over for both groups. Altogether, there are about 74,000 school-age children in Kakuma, but fewer than 1 in 4 reach secondary school. For girls the odds are even worse: only one in 10 makes it to high school. But every story has a silver lining. Last year, 101 pupils from the school sat the exams, and only one failed. The Kenyan national average is 75 per cent. Esther Morneau, principal at one of the camp schools said: "these are refugees, but they are children like any other around the world. Education is their only source of hope that they will be able to transform their lives and escape their situation here." © UNHCR/Antoine Tardy

members, INS programme has enhanced the competence and confidence of teachers in integrating ICT tools in their professional roles and development thereby, improving student's learning and contributing to the excellent learning outcomes achieved by refugee students in national exams.

Challenges and Lessons Learned

Despite efforts made to improve the education situation for children, 17 per cent of primary school aged children remain out of school. While significant gains have been made in primary school enrolment (primary NER at 83% in 2016 up from 46% in 2013), existing schools are severely congested with as many as 140 children on average sharing a classroom and with the quality of education remaining inadequate due to high teacher student ratios (1:102), a shortage of qualified teachers, insufficient learning materials and inadequate facilities. The extent to which these constraints affect education quality and learning was revealed in a learning assessment report supported through this project and carried out by UWEZO Kenya, which paints a grim reality of low learning outcomes and the majority of children enrolled not achieving required competencies in numeracy and literacy. Efforts will continue to be focussed on expanding school infrastructure and improving teacher capacities while paying particular attention to enhanced educational quality inputs and monitoring thereof.

With more students completing primary school and without a comparable investment in secondary education, the number missing out on secondary education (43% missed out in 2016) will exponentially increase in the coming years. Such limited opportunities for transition will have a devastating effect on student morale and motivation to enrol and complete primary education. UNHCR will step up its advocacy efforts for additional resources for post-primary education to ensure the gains made in primary education through support such as that provided by EAC will be sustained beyond the primary schooling years.

While gender disparities are narrowing, girls (56.7%) still account for a disproportionate share of the out of school population as compared to boys (43.3%). Girls continue to face barriers with low value attributed to girls' learning in some communities leading to gender disparities in enrolment and attendance. Concerns over safety, long distances to school and retrogressive cultural practices lead to girls sometimes being enrolled late and withdrawn early. Few teachers are female (19.5% of primary workforce), which negatively affects girls' interest in education. To overcome such challenges, innovative approaches such as provision of girls' specific support (provision of sanitary pads, solar lamps, uniforms) to improve their access and retention will be continued and ongoing efforts to improve girls' learning outcomes and transition (remedial teaching, provision of textbooks, training of teachers on gender specific pedagogy) will be strengthened while building a broader community support for girls' education.

Kakuma has a high population of unaccompanied and separated minors as well as many child headed households, and attendance of these children to school is often erratic and difficult to monitor and follow-up due to the high student population in schools and limited school staff capacity. In order to better follow up on the enrolment, attendance and performance of these vulnerable categories of children, collaboration with the Child Protection Unit will be strengthened including data sharing arrangement between the school EMIS and the Child Protection Management Information System (CPMIS).

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
Objective 1: Expand access to education				
Construct 67 new classrooms to increase learning space in the camp, reduce congestion in the classes (currently at 1:118) to 1:50 including 20 classrooms to support ALP for over-age learners	All camps	67 classrooms	24	Construct 10 new classrooms to increase learning space in the camp, and reduce congestion in the classes
Construct 33 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		33 latrine blocks	11	Construct 6 blocks (each of 4 doors) of Environmental and child-friendly and age appropriate permanent toilets.
Renovate/rehabilitate 91 existing classrooms to create conducive learning environment in existing schools and to expand learning spaces		91 classroom renovations	24	Renovate/rehabilitate 17 existing classrooms to create conducive learning environment in existing schools and to expand learning spaces
Provide school uniforms for 28,000 primary school children from most from poor and vulnerable groups as a strategy to boost their enrolment and retention.		28,000 children supplied	7,901	Provide school uniforms for 5,025 primary school children from most from poor and vulnerable groups as a strategy to boost their enrolment and retention.
Purchase 12,058 school bags for school enrollees		12,058 school bags	4,223	Purchase 1,959 school bags for school enrollees
Procure 5,000 new desks with metallic frames for learners to reduce the number of learners sharing a desk from 1:9 to 1:3		5,000 desks	2,745	Procure 564 new desks with metallic frames for learners to reduce the number of learners sharing a desk from 1:9 to 1:3.
Provide a set of 250 teacher desks and chairs		250 teacher desks	62	Provide a set of 47 teacher desks and chairs
Expand access to Special Needs Education (SNE) for 500 CWDs through provision of scholarships, learning materials and assistive devices to increase enrolment and retention of children with disabilities in primary schools		500 children assisted	1,181	Expand access to Special Needs Education (SNE) for 1,069 CWDs through provision of scholarships, learning materials and assistive devices.
Objective 2: Improve the Quality of Teaching and Learning				
Purchase lesson preparation materials for 19 schools to assist 500 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	19 schools	21	No activities planned
7,500 textbooks procured to support the learning of 22,500 children		7,500 textbooks 22,500 children	16,874 children	Textbooks procured to support the learning of 1,407 children
Procure 2,000 teacher guides		2,000 teacher guides	2,625	No activities planned
Training of 104 teachers in lower classes in safe learning environment and child friendly activities(targeting class 1-3 teachers) in 19 schools		104 teachers	104	No activities planned

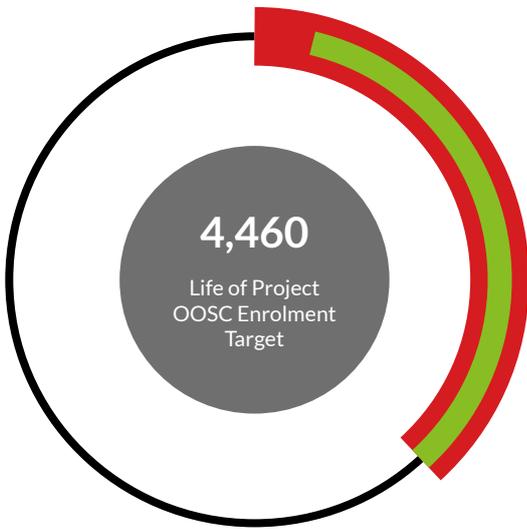
Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
Purchase of educational materials for child friendly activities in 19 primary schools	All camps	19 schools	21	No activities planned
Purchase 100,000 exercise books per 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		100,000 books	59,242	Purchase 60,000 exercise books and provide to 30,000 school children
Provide training to 50 school administrators and education supervisors on school based management and quality assurance, school leadership and EMIS		50 administrators	50	Target met
Pedagogy and child centred training for 40 ALP teachers		40 teachers	15	Pedagogy and child centred training for 6 ALP teachers
Provide salaries for 36 national teachers to mentor refugee incentive staff		36 teachers	75	Provide salaries for 36 national teachers to mentor refugee incentive staff
Provide incentives for refugee primary school staff including hiring to support double shift system and to cater for enrolment of out-of-school children		to be finalized in 2017 mid-year report	468	Provide incentives for 615 refugee primary school staff including hiring to support double shift system and to cater for enrolment of out-of-school children
Salaries for 20 incentive ALP teachers		20 teachers	15	Salaries for 20 incentive ALP teachers
Salaries for 2 national ALP teachers		2 teachers	4	Salaries for 20 incentive ALP teachers
Incentive payment for 8 support staff		8 support staff	8	Incentive payment for 8 support staff
Assorted teaching materials for 3 centres		3 centers	2	Assorted teaching materials for 1 centre
Assorted learning materials for 3,000 learners		3,000 individuals	4,740 over age learners	No activities planned

Objective 3: Ensure Safe Learning Environments for Children

Support extra-curricular activities to enhance learners participation in schools and create child-friendly spaces through play. Organized sports and social events will be support to build social cohesion among the fifteen different nationalities in the camps. These activities will offer opportunities for personal enrichment and growth through cross-cultural exchanges, leading to respect for diversity and peaceful co-existence. The exact design of these programmes will be supported through private sector partners to enhance implementation.	All camps	4 events	4 (ball games, music, athletics and drama)	No activities planned
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Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
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	3 campaigns	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
Awareness raising and community sensitisation (3 sessions per year)		3 sessions	3 sessions/campaigns	Awareness raising and community sensitisation (3 sessions per year)
Objective 5: Improve Data Collection, Management and Analysis to Promote Learning and Better Programming				
Conduct annual EGRA and EGMA tests through UWEZO Kenya	All camps	7,000	3,325	No activities planned
Objective 7: Emphasize Community Participation in Education				
Provide grants to 19 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	19 grants	22	Provide grants to 19 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

Malaysia



1,788 Total to Date OOSC Enrolment

1,593 Enrollment in reporting period

Overall Context

Efforts to foster closer engagement with the Ministry of Education yielded positive results throughout 2016. UNHCR attended discussions on the registration and issuance of licenses for the community learning centres (CLCs) serving refugees students, which according to the MoE has already received the Ministry’s senior management approval. During discussions, UNHCR highlighted the need for broader engagement and assistance particularly in standardising the curriculum used at the CLCs, the need for access to national examinations and support in terms of long-term sustainability of the CLCs. The MoE called for a meeting with key NGO partners, during which the priority of the learning centres supporting Rohingya children was emphasised. As the implementation timeframe and criteria remain unclear, UNHCR continues to work with six partner NGOs, 26 operational partners and the refugee communities themselves to ensure access via 124 CLCs that comprise the informal parallel education system.

UNHCR and UNICEF have led discussions on joint advocacy and potential collaboration, including improved implementation of the Convention on the Rights of the Child (CRC) and joint research on the impact of inclusion of refugee children in the national education system. UNHCR and UNICEF conducted a joint mission to the northern state of Penang to visit CLCs.

In terms of partnerships, UNHCR finalised a draft MoU with the Centre for Research in International and Comparative Education of University Malaya, the premier public tertiary institution in Malaysia.

UNHCR Malaysia finalised its country level Education Strategy 2016-2020, which examines access, quality and sustainability, in line with UNHCR’s Global Strategic Priorities, and the Sustainable Development Goals. The Education Strategy is aligned with UNHCR Malaysia’s Community Based Protection (CBP) five-year strategy, which focuses on prioritised groups and increasing community involvement and empowerment over the coming five years. The Rohingya population continues to be prioritised, with a concerted effort to increase their enrolment at school. Enrolment data reflects an enrolment of 3,382 (39%) children across all education levels of 8,713 identified Rohingya aged 3 to 17 years.

Impact

As of the end of December 2016, there were 149,474 refugees and asylum seekers registered with UNHCR Malaysia. There were 34,369 children of concern, of whom 21,405 were of school age (3-17 years). Based on school reports, OpenEMIS, and UNHCR’s registration and case management system ProGres, the total enrolment at the end of December 2016 was at 4,964 individuals with a 50 per cent net enrolment rate at the primary level.

The operation newly enrolled 1,593 children in primary school in the period of January to December. However, some 465 children have left primary level education due to various reasons such as resettlement, transition to secondary



level, employment or early marriage. Thus, there were only 5,661 children still enrolled within the education system at primary level at the end of December 2016. Of these, 4,964 are children from the primary school-going age cohort of 6-13 years old, while 697 children are not of the 6-13 years old age cohort.

Additionally, there are 2,113 children enrolled within the system that are marked as persons of concern but are yet to be registered with UNHCR, of whom 1,540 are at the primary level. There are now 8,946 children accessing education with UNHCR's support, of whom 7,201 are enrolled within the primary level. While the NER for refugee children at the primary level in Malaysia is at 50 per cent, the gross enrolment rate (GER) is at 57 per cent (5,661 over 9,902) for the registered population, and pushed to 73 per cent with the inclusion of unregistered children.

The CLCs continue to receive support in various forms from UNHCR and partners. In the period from January to December, UNHCR conducted monitoring visits to 112 CLCs, of which 82 are located within the central region of Kuala Lumpur

and Selangor; 14 located within the northern region; 8 located within the southern region; and 8 located within the east coast region. Access to education was promoted with activities such as provision of transportation support to 1,961 children; seed funding and grants for relocation/renovation to 17 CLCs; and maintenance and rental grants to 51 CLCs. Quality of education was promoted with the provision of textbooks and teaching materials to 91 CLCs. Teachers received support in terms of teacher training for 118 teachers and OpenEMIS training for 83 teachers, as well as teacher compensation provided to 157 teachers, mostly serving the prioritised groups. UNHCR completed the data-entry exercise of uploading verified data on students and teachers for 50 CLCs. With the completion of this exercise, all CLCs under UNHCR are now in the OpenEMIS.

The Curriculum Taskforce will finalise the learning assessment toolkit by February 2017, which is the unit measurement system that will enable teachers to measure students' learning achievements regardless of which curriculum and syllabus is in place.

Prize Giving Day – the most anticipated day of the year. Rohingya refugee students struck a pose immediately after completing a performance for their family and friends at the prize giving day of REC Klang, an NGO run school that caters almost exclusively to the Rohingya population. All students agreed that this is the most anticipated day of the year as they look forward to receiving gifts and having fun with their school mates before the school year ends.

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In support of CBP Strategy, inter-agency cooperation within UNHCR continues with the Education Unit working with the Child Protection and sex and SGBV teams on intervention in early marriages, as well as other units on issues linked to health, livelihoods and community development. Coordination meetings with education partners and head teachers were held throughout the year and CLCs in the northern state of Penang and the southern state of Johor participate in regional coordination meetings in support of the CBP strategy and increasing partner referrals of OOSC and other education related matters. The CBP is an innovative approach where community learning centres are encouraged to provide safe spaces for capacity building and community-based activities that benefit everyone beyond their core objective of providing access to education to refugee children, thus extending the direct benefit of EAC's support to education beyond the children in school.

Other innovative approaches include the introduction of Google Drive as a platform for sharing of information and teaching materials with teachers and school coordinators; and the use of WhatsApp to receive supporting documents for grants applications for the CLCs that are unable to scan documents and send via email.

Challenges and Lessons Learned

Of the four categories of OOSC, children who have no access to education remain the most difficult to reach. This is mainly due to the underserved areas where families relocate to in search of work opportunities but where there are no learning centres for children to access. Setting up of CLCs in these areas is not feasible due to the cost and inability of the community to sustain

them in the long run. Furthermore, 70 per cent of the refugee population in the OOSC list could not be contacted for a comprehensive mapping and data verification exercise that would further strengthen UNHCR Malaysia's programme design and interventions. The inability to contact these refugees is largely due to telephone numbers no longer in service, which may be due to the migratory nature of the urban population where refugees often change residences and contact information.

The second most difficult category of OOSC to reach remain those children who have access to a school but who are not enrolled. As the refugee environment remains unchanged, parents continue to prioritise other needs above education. This category of OOSC includes children: who do not transition to secondary education to seek employment, who are kept at home, or who are forced into early marriages. Furthermore, the lack of funding for secondary education means that there is no increase in secondary education access, which impacts the motivation of children to complete primary education. A lack of accelerated learning programmes means children in their teens who are in need of primary level education – but are out of the primary school-going age cohort – are often left out. Although the Curriculum Taskforce is looking at standardising measurement of learning achievements, certification for students remains unaddressed.

CLCs serving the more vulnerable populations are generally often not self-sufficient. Efforts to promote sustainability at CLCs by encouraging parents to take ownership and contribute towards costs such as transportation have not been effective for the prioritised groups. Challenges faced by CLCs in terms of sustaining operational costs, lack of proper classroom set-up, lack of extra-curricular activities, as well as resources including textbooks and learning materials were mitigated with the provision of school grants but this is a short-term solution that will eventually cease. CLC coordinators and head teachers need capacity building on effective learning centre management that is relevant to the changing refugee landscape in Malaysia, particularly in fundraising and sustainability. UNHCR began a

roll out of its CBP strategy to increase community involvement and ownership via a multi-sectorial approach. UNHCR continues to focus on capacity building of its partners and exploring alternative sources of funds that can directly match its partners.

Other challenges pertain to the quality of education, which remains affected by teacher attrition due to resettlement and low teacher stipends leading to migration to other employment sectors. Teachers struggle with teaching components such as lesson plan preparation, over-reliance on textbooks and

inability assess students' learning levels, but this has been mitigated with the placement of temporary teacher assistants and mentors who provided on-site guidance until the end of December. The comprehensive exercise led by the Curriculum Taskforce looked at lesson plans and trainings, which improved the overall quality of education. With these in place, two additional impact indicators measuring the "number of children in grade 3 who progressed to grade 4" and the "percentage of children enrolled at grade 3 who can read and write at grade 3 level" have been added to UNHCR Malaysia's indicators for 2017.

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
Objective 1: Expand Access to Education				
800 children provided with transportation support to address poor attendance rate due to distance, safety and security, and high cost.	Central Region	800 individuals	847 individuals	442 children provided with transportation support to address poor attendance rate due to distance, safety and security, and high cost.
650 children provided with transportation support to address poor attendance rate due to distance, safety and security, and high cost.	Northern Region	650 individuals	724 individuals	329 children provided with transportation support to address poor attendance rate due to distance, safety and security, and high cost.
300 children provided with transportation support to address poor attendance rate due to distance, safety and security, and high cost.	Southern Region	300 individuals	249 individuals	201 children provided with transportation support to address poor attendance rate due to distance, safety and security, and high cost.
200 children provided with transportation support to address poor attendance rate due to distance, safety and security, and high cost.	East Coast	200 individuals	141 individuals	156 children provided with transportation support to address poor attendance rate due to distance, safety and security, and high cost.
2,000 students provided with support for extra-curricular activities that support learning and child development.	Central Region	2,000 individuals	2,047 individuals	2,800 students provided with support for extra-curricular activities that support learning and child development.
900 students provided with support for extra-curricular activities that support learning and child development.	Northern Region	900 individuals	458 individuals	No activities planned
450 students provided with support for extra-curricular activities that support learning and child development.	Southern Region	450 individuals	256 individuals	No activities planned
250 students provided with support for extra-curricular activities that support learning and child development.	East Coast	250 individuals	141 individuals	No activities planned

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
5 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	5 schools	2 schools	No activities planned
3 schools provided with seed funding (for new schools in areas where there was previously no access) and grants for renovation or relocation (existing schools).	Northern Region	3 schools	3 schools	No activities planned
3 schools provided with seed funding (for new schools in areas where there was previously no access) and grants for renovation or relocation (existing schools).	Southern Region	3 schools	1 schools	No activities planned
3 schools provided with seed funding (for new schools in areas where there was previously no access) and grants for renovation or relocation (existing schools).	East Coast	3 schools	3 schools	No activities planned
20 schools received grants for general maintenance/upkeep and operation.	Central Region	20 schools	32 schools	5 schools received grants for general maintenance/upkeep and operation.
10 schools received grants for general maintenance/upkeep and operation.	Northern Region	10 schools	8 schools	1 school received grants for general maintenance/upkeep and operation.
8 schools received grants for general maintenance/upkeep and operation.	Southern Region	8 schools	7 schools	2 schools received grants for general maintenance/upkeep and operation.
6 schools received grants for general maintenance/upkeep and operation.	East Coast	6 schools	4 schools	3 schools received grants for general maintenance/upkeep and operation.
Objective 2: Improve the Quality of Teaching and Learning				
4,143 children participate in standard literacy and numeracy assessments to measure learning achievements	Central Region	4,143 individuals	5,036 individuals	3,998 children participate in standard literacy and numeracy assessments to measure learning achievements
900 children participate in standard literacy and numeracy assessments to measure learning achievements	Northern Region	900 individuals	933 individuals	789 children participate in standard literacy and numeracy assessments to measure learning achievements
450 children participate in standard literacy and numeracy assessments to measure learning achievements	Southern Region	450 individuals	435 individuals	425 children participate in standard literacy and numeracy assessments to measure learning achievements
250 children participate in standard literacy and numeracy assessments to measure learning achievements	East Coast	250 individuals	272 individuals	156 children participate in standard literacy and numeracy assessments to measure learning achievements
150 teachers paid compensation to ensure teachers retention.	Central Region	150 teachers	107 teachers	97 teachers paid compensation to ensure teachers retention.
40 teachers paid compensation to ensure teachers retention.	Northern Region	40 teachers	29 teachers	27 teachers paid compensation to ensure teachers retention.
22 teachers paid compensation to ensure teachers retention.	Southern Region	22 teachers	16 teachers	14 teachers paid compensation to ensure teachers retention.
10 teachers paid compensation to ensure teachers retention.	East Coast	10 teachers	5 teachers	3 teachers paid compensation to ensure teachers retention.

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
100 teachers receive modular and stackable training covering pedagogy, classroom management, behavioural management, lesson planning, etc.	Central Region	100 teachers	86 teachers	67 teachers receive modular and stackable training covering pedagogy, classroom management, behavioural management, lesson planning, etc.
24 teachers receive modular and stackable training covering pedagogy, classroom management, behavioural management, lesson planning, etc.	Northern Region	24 teachers	18 teachers	18 teachers receive modular and stackable training covering pedagogy, classroom management, behavioural management, lesson planning, etc.
14 teachers receive modular and stackable training covering pedagogy, classroom management, behavioural management, lesson planning, etc.	Southern Region	14 teachers	9 teachers	No activities planned
8 teachers receive modular and stackable training covering pedagogy, classroom management, behavioural management, lesson planning, etc.	East Coast	8 teachers	5 teachers	7 teachers receive modular and stackable training covering pedagogy, classroom management, behavioural management, lesson planning, etc.
50 schools supplied with textbooks, reference books, teaching materials to support curriculum in place.	Central Region	50 schools	67 schools	5 schools supplied with textbooks, reference books, teaching materials to support curriculum in place.
10 schools supplied with textbooks, reference books, teaching materials to support curriculum in place.	Northern Region	10 schools	10 schools	1 school supplied with textbooks, reference books, teaching materials to support curriculum in place.
8 schools supplied with textbooks, reference books, teaching materials to support curriculum in place.	Southern Region	8 schools	8 schools	2 schools supplied with textbooks, reference books, teaching materials to support curriculum in place.
6 schools supplied with textbooks, reference books, teaching materials to support curriculum in place.	East Coast	6 schools	6 schools	3 schools supplied with textbooks, reference books, teaching materials to support curriculum in place.

Objective 5: Improve Data Collection, Management and Analysis to Promote Learning and Better Programming

96 schools visited and monitored by EDU to ensure that schools are in order, collect information, and provide on the spot guidance on the running of the learning centres.	Central Region	96 schools	82 schools	72 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.
4 trips per year- 12 schools visited and monitored by EDU to ensure that schools are in order, collect information, and provide on the spot guidance to the learning centres.	Northern Region	12 schools	14 schools	4 trips per year- 12 schools visited and monitored by EDU to ensure that schools are in order, collect information, and provide on the spot guidance to the learning centres.
4 trips per year- 12 schools visited and monitored by EDU to ensure that schools are in order, collect information, and provide on the spot guidance to the learning centres.	Southern Region	12 schools	8 schools	4 trips per year- 12 schools visited and monitored by EDU to ensure that schools are in order, collect information, and provide on the spot guidance to the learning centres.
4 trips per year- 12 schools visited and monitored by EDU to ensure that schools are in order, collect information, and provide on the spot guidance to the learning centres.	East Coast	12 schools	8 schools	4 trips per year- 12 schools visited and monitored by EDU to ensure that schools are in order, collect information, and provide on the spot guidance to the learning centres.

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
80 teachers trained to utilise online educational resources; and to do data reporting via education management information systems.	Central Region	80 teachers	123 teachers	68 teachers trained to utilise online educational resources; and to do data reporting via education management information systems.
20 teachers trained to utilise online educational resources; and to do data reporting via education management information systems.	Northern Region	20 teachers	18 teachers	14 teachers trained to utilise online educational resources; and to do data reporting via education management information systems.
14 teachers trained to utilise online educational resources; and to do data reporting via education management information systems.	Southern Region	14 teachers	14 teachers	6 teachers trained to utilise online educational resources; and to do data reporting via education management information systems.
8 teachers trained to utilise online educational resources; and to do data reporting via education management information systems.	East Coast	8 teachers	4 teachers	4 teachers trained to utilise online educational resources; and to do data reporting via education management information systems.
Annual hosting costs, support and maintenance of open source education management information system to track children enrolled in school and OOSCs.	Central Region	8,946 individuals	0 individuals	Annual hosting costs, support and maintenance of open source education management information system to track children enrolled in school and OOSCs.
Objective 6: Strengthen Capacity and Partnerships with Ministries of Education and Other Education Actors to Enable More Refugee Children to Access School				
Appointment of a consultant to focus on OOSC issues including outreach, data analysis, information campaign and management.	Central, Northern, Southern and East Coast Regions	1 consultant	2 short term team members	One TA appointment to focus on OOSC issues including outreach, data analysis, information campaign and management.
A taskforce formed and consultants engaged to enhance curriculum used at the learning centres, in order to ensure relevancy and also learning achievement targets set are met. 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 taskforce formed and 1 consultant engaged	A taskforce formed and consultants engaged	A taskforce formed and consultants engaged to enhance curriculum used at the learning centres, in order to ensure relevancy and also learning achievement targets set are met. 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.
On-going advocacy and formation of a taskforce comprising UNHCR, UNICEF, MoE and any relevant institution(s) and agencies to ensure on-going discussion and information sharing on access to education for refugee children.	Central, Northern, Southern and East Coast Regions	1 Taskforce formed	Taskforce formed	On-going advocacy and formation of a taskforce comprising UNHCR, UNICEF, MoE and any relevant institution(s) and agencies to ensure on-going discussion and information sharing on access to education for refugee children.
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	1 session	1 session	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.

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
Objective 7: Emphasize Community Participation in Education				
100 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	132 education personnel	82 school coordinators, head teachers and members of school executive committees and PTAs provided with capacity building on school management, OOSC, SGBV, etc.
20 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.	Northern Region	20 education personnel	23 education personnel	17 school coordinators, head teachers and members of school executive committees and PTAs provided with capacity building on school management, OOSC, SGBV, etc.
14 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.	Southern Region	14 education personnel	14 education personnel	6 school coordinators, head teachers and members of school executive committees and PTAs provided with capacity building on school management, OOSC, SGBV, etc.
12 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.	East Coast	12 education personnel	5 education personnel	6 school coordinators, head teachers and members of school executive committees and PTAs provided with capacity building on school management, OOSC, SGBV, etc.
Objective 8: Promote Innovation in Education Programming and Interventions				
80 schools provided with internet access to enable teachers to download teaching materials online; and input data for OpenEMIS.	Central Region	80 schools	65 schools	5 schools provided with internet access to enable teachers to download teaching materials online; and input data for OpenEMIS.
10 schools provided with internet access to enable teachers to download teaching materials online; and input data for OpenEMIS.	Northern Region	10 schools	9 schools	1 school provided with internet access to enable teachers to download teaching materials online; and input data for OpenEMIS.
8 schools provided with internet access to enable teachers to download teaching materials online; and input data for OpenEMIS.	Southern Region	8 schools	6 schools	2 schools provided with internet access to enable teachers to download teaching materials online; and input data for OpenEMIS.
6 schools provided with internet access to enable teachers to download teaching materials online; and input data for OpenEMIS.	East Coast	6 schools	2 schools	1 school provided with internet access to enable teachers to download teaching materials online; and input data for OpenEMIS.

Pakistan



■ **8,256** Total to Date OOSC Enrolment

■ **8,256** Enrollment in reporting period

Overall Context

With 1.34 million registered Afghan refugees, Pakistan hosts one of the world's largest protracted refugee populations. 66 per cent of registered refugees reside in semi-urban and urban areas, while 34 per cent remain in 52 refugee villages (RVs).

In the past year, UNHCR has seen a wide range of challenges, largely due to the exponential surge in repatriation. As a result, UNHCR and its partners have had to function in an emergency mode and resolve subsequent challenges as they surfaced. UNHCR has collectively worked with the government to implement the necessary interventions, mitigation measures and advocacy needed to address such challenges.

With the adoption of the Government of Pakistan's National Action Plan on Terrorism (NAP), national security prerogatives increasingly took precedence over humanitarian considerations, resulting in restrictions on access to populations of concern. UNHCR and partners are required to obtain a Non-Objection Certificate

(NOC) issued by the government to visit refugee and IDP hosting areas. The NOC must be applied for several days in advance and the issuance is not guaranteed, hampering humanitarian access. Moreover, in the past months, the 'Allowed to Work' status of several international NGOs, including several key UNHCR partners, has been suspended as part of measures by the government to prevent illegitimate activities by NGOs in Pakistan and for a proper scrutiny mechanism by the Ministry of Interior. In addition to these legal obstacles, access to populations of concern is hampered by security constraints and their spread over vast geographical areas.

The Government of Pakistan adopted enhanced border security measures in mid-2016, which required travellers crossing the border to have valid travel documents (passport and visa). This resulted in anxiety among the refugee population in Pakistan who could, thus far, cross the border without much documentation. In addition, increased surveillance by the security forces and doubling of the repatriation grant resulted in a sudden spike in voluntary repatriation in the latter half of 2016. The registered Afghan refugee population in Pakistan went down from 1.5 million in January 2016 to 1.34 million in December 2016.

Khyber Pakhtunkhwa (KP), which hosts around 62 per cent of the total refugee population, saw the highest number of Afghan refugee repatriations in 2016 since 2003. 87.9 per cent of the total (292,435 individuals) repatriated to Afghanistan in 2016 from the province. These numbers included students as well as teachers bringing the planned numbers down from more than 50,000 to 35,000 total enrolment in RV schools. 100 teachers also repatriated to Afghanistan in 2016.

During the first quarter of 2016, UNHCR conducted a mapping of education facilities and school enrolment of Afghan children in the vicinity of refugee villages and in and around major urban clusters with a high concentration of refugees. UNHCR field offices mapped over 1,000 schools, which are providing education for 410,000 children, of whom 48,000 are Afghan children. Amongst a number of identified needs, support for the physical capacity of the schools where Afghan



children attend classes together with the host community, remained paramount. The Refugee Affected and Hosting Areas (RAHA) education projects were used to increase the absorption capacity of Pakistani schools which have enrolled Afghan refugee children.

UNHCR Pakistan developed a country level Refugee Education Strategy in 2016 (2016-2018). The strategy focuses on increasing access to quality primary education for Afghan refugee children, with a particular focus on girls, providing safe learning environments, non-formal education and vocational skills. UNHCR has adopted an integrated approach that aims at achieving impact by establishing links between education, SGBV, health and livelihoods. Through these interventions, UNHCR aims to provide opportunities to Afghan refugee children to attain quality education and the competencies and skills that will empower them to avail opportunities for durable solutions and self-reliance.

Impact

In Balochistan and in Punjab, enrolment campaigns were conducted in ten RVs before the formal start of the new academic year involving SMCs, teachers, community elders and children. In order to increase enrolment of Afghan girls, steps were taken to create a conducive environment, which included the construction of separate toilets, provision of sports equipment, furniture and sanitary materials in girls' schools.

In KP province, the Voluntary Repatriation programme saw the repatriation of 292,435 individuals in the province. This was very disruptive to the education of Afghan refugee children in KP as children and teachers were among those who repatriated. As a result, two camps with very few remaining households had to be closed down and the schools in these camps were also closed. A total of 127 schools were supported through provision of classroom supplies, uniform and text books to 33,750 students.

Five-year-old Afghan refugee Saba (right) with her younger sister in the classroom. Saba is living in Kebabiyar Refugee Village in the north western Pakistani province of Khyber Pakhtunkhwa. Saba is a grade one student in “School number 109” in the village. She loves attending school, playing with her friends and writing all the new things she learns at school in her notebook. Saba is studying at one of the schools benefiting from UNHCR’s EAC programme.
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Improved access of girls to education was realised under the non-formal Home Based Girls Schools arrangement through the admission of 899 girls to the programme. Home-based schools provide girls, who would otherwise be excluded from education, with a culturally acceptable education. Home-based teachers understand the context and can make education relevant to both students and their families and caregivers. The home-based schools offer some indications of positive pedagogical approaches that could be useful, particularly in rural communities.

In 2016 efforts were made to shift the focus of teacher training programmes towards teachers’ pedagogical skills. Through joint efforts with partners several comprehensive teacher training modules were developed focusing on enhanced techniques like child centred learning. A total of 508 (360 male (71%) and 148 female teachers (29%)) were trained on various teaching methodologies in Balochistan, 50 in Punjab and 25 in Sindh. 285 in-service teachers and teacher aspirants (241 Urban, 44 RV teachers) were selected in September 2016 from KP for a two-year Teacher Training certified diploma at the Abu Ali Sina Teacher Training Institute (AASTTI) in Peshawar. They are expected to complete the training in June 2018.

Trainings on child protection, safe learning environment and SGBV were conducted during the reporting period through the operational partner, SAHIL. Two trainings on identification of SGBV survivors in schools were delivered in the Punjab RV and Karachi community schools. Advocacy on existing prevention and response/referrals mechanisms on child protection was held in Kot Chandna refugee village during the reporting period for teachers, students, parents,

and other community development members. In order to mainstream child protection in the education sector, the Convention on the Rights of the Child (CRC) and teachers’ Code of Conduct (CoC) were included in the training module. All the teachers signed the CoC document as part of their contract.

There is no specific data management system in some locations in Pakistan, making it challenging to gather OOSC data as it was never collected and maintained up until 2016. UNHCR’s partners were requested to maintain the data of OOSC, dropouts, repeaters and number of students who progress to the next. A standardised excel sheet format has been developed according to the EAC reporting needs.

Refugee teachers and Education Committee members conducted OOSC assessments in all the RVs during the two months of school break. According to the survey results, 64.5 per cent of children between the ages of 4-17 are out of school, which includes 51.5 per cent girls.

SDG 4 Consultation Workshops took place in Balochistan (funded by the EAC programme), Punjab and KP in partnership with UN agencies and the Education Departments in the provinces. Key recommendations included insertion of Afghan education data in the Government of Pakistan EMIS and inclusion of Afghan teachers in capacity building sessions organised by the government under the provincial education sector plans.

Challenges and Lessons Learned

For refugee girls, particularly in more remote or conservative communities, there are significant barriers to accessing primary and secondary level schooling, whether through the public system or community based mechanisms. Lack of qualified female teachers (particularly at higher grades), inappropriate school facilities to meet socio-cultural and religious expectations of propriety, distance to schools and lack of transport, safety concerns and socio-cultural issues such as early marriage, all negatively impact the level of access to education by Afghan refugee girls. This

results in large numbers of girls who drop out of school after attending a few grades or getting no education at all. Getting more girls to access school remains a major challenge. UNHCR and its partners in KP engaged in active recruitment and training of female teachers to address this problem.

One of the main challenges in KP was to restart the new academic session in September due to the prevailing uncertainty surrounding repatriation in large numbers. UNHCR’s main partner ‘Basic Education for Awareness Reforms and Empowerment/Basic Education for Afghan

Refugees’ (BEFARe) withdrew in August due to the government’s cancellation of its No Objective Certificate (NOC). A new partner had to be engaged at very short notice to make sure the schools remained operational. There was also a delay in provision of textbooks and uniforms to children in schools and the finalisation of the EMIS system due to this transition.

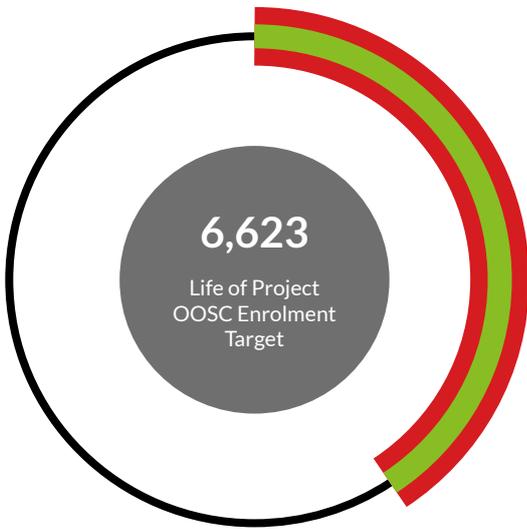
One of the lessons learnt is that there is a need for ongoing community mobilisation to sensitise parents on the benefits of education for children, especially girls.

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
Objective 1: Expand access to education				
Construction of new/rehabilitation of classrooms, latrines (especially for girls) and boundary wall.	Khyber Pakhtunkhwa (KP)	Target to be finalised in 2017 mid-year report 1 boundary wall	0	No activities planned
Construction of 5 additional latrines for refugee schools	Punjab	5 latrines	5	No activities planned
Construction and renovation of schools	Baluchistan	38 school rehabilitations 17 classrooms 8 latrines	8 rehabilitations 4 classrooms 4 latrines	No activities planned
Objective 2: Improve the Quality of Teaching and Learning				
Provision of scholarships to pursue 2 years certified Teaching Degree	KP	165 candidates	285	165 candidates will obtain scholarships to pursue a Teaching Degree at a designated college. The 2 year course leads to a recognized teaching certification also in Afghanistan. Efforts will also be made on the retention of these newly trained teachers.
Training/capacity building of 50 teachers	Punjab Baluchistan Sindh	50 teachers	583	No activities planned
Pay teachers’ salaries	KP	800 teachers 127 schools	801 teachers	Provision of free primary education through 127 schools through the payment of 800 teachers and provision of classroom supplies, uniforms and textbooks. Specific sessions will be organized for weaker students. Campaigns will be organized with the refugee community to encourage school enrolment and retention. Linkages with other projects will reinforce the impact i.e. livelihoods that may encourage greater student retention.

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
Sanitary supplies for girls in 5 schools, textbooks, uniforms, school bags for 150 students, furniture (chair/desk) for 150 students, sports materials provided to 9 schools	Punjab	5 Schools targeted 150 students 9 schools equipped	5 schools supplied 1,800 students 15 schools equipped with sports materials	Provision of textbooks in schools
Sanitary supplies for girls in 6 schools, stationary items, school bags for 300 students in Public schools UC4 & UC5, 150 furniture (chair/desk) for students in 2 public schools and 2 refugee schools in UC4 & UC5, sports items for refugee and public schools in UC4 & 5.	Sindh	6 schools targeted 300 students 150 items 4 schools equipped	6 schools 1,400 uniforms 1,550 + 30 teacher desks 4 schools equipped	No activities planned
Provision of supplies and learning materials to each ALP centres, train teachers for accelerated learning, issuance of certificates and facilitating access to 200 student of through 10 ALP centres in formal schools	Baluchistan	200 students	0	No activities planned
Classroom supplies and notebooks provided to girls.	KP	Target to be finalised in 2017 mid-year report	3,129 girls	No activities planned
Salaries of additional 4 female teachers in Refugee Villages	Punjab	4 teachers	4	Salaries of additional 4 female teachers in Refugee Villages
Health and hygiene kits will be distributed to all female students of grades 1-8.	Baluchistan	57,000 kits	3,107 incentive payments 40 hearing/vision kits	No activities planned
Recruitment and payment of home school female teachers	Baluchistan	Home schools 135 female teachers	135	15 of home-based girls' schools and satellite classes will be increased to reduce access barriers for girls' education. Female teachers stipend will be paid for 135 female teachers.
Objective 4: Promote Awareness and Advocacy on the Importance of Education for Refugee Children				
Community sensitization campaigns conducted	Punjab	14 campaigns	8	No activities planned
Community sensitization campaigns conducted	Sindh	Target to be finalised in 2017 mid-year report	6	No activities planned

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
<p>School enrolment campaigns will be conducted in all the Refugee Villages (RV). Teachers and watchmen stipends will be paid.</p> <p>In-service and pre-service teachers capacity building training will be conducted. School Management Committee (SMC) refresher training will be conducted.</p>	Baluchistan	<p>125 Campaigns</p> <p>Stipends</p> <p>Events</p> <p>Competitions</p> <p>SMC members trained</p> <p>Individuals trained</p> <p>Schools supplied</p> <p>Classrooms furnished</p> <p>18,000 Textbooks printed</p> <p>19,000-20,000 School uniforms supplied</p>	<p>125 campaigns conducted in 10 RVs;</p> <p>539 teachers and 125 SMCs trained;</p> <p>text books printed and uniforms provided to 18,664 students;</p> <p>stipends paid to 388 male teachers and 45 watchmen</p>	<p>25 school enrolment campaigns will be conducted in 10 Refugee Villages (RV) in Balochistan.</p> <p>Teachers and watchmen stipends will be paid. Several events will be organized for World Refugee Day, Literacy Day, Teacher's Day, and Hand Washing Day. Inter school sports competitions will be carried out. In-service and pre-service teachers capacity building training will be conducted. School Management Committee (SMC) refresher training will be conducted. Teachers will be trained on the use of new technology. Schools will be supplied with teaching and learning materials. Classrooms will be furnished with additional resources like sitting mats and water cooler solar fans. The already established solar panels will be maintained. Textbooks will be printed for 18,000 students of RVs and 9,000 of Quetta urban Afghan schools respectively. In 2017, school uniforms will be distributed among all the students i.e. 19,000-20,000 (estimate). A 20% increase in the salary of teachers each year for 355 male teachers and chowkidars.</p>
Objective 5: Improve Data Collection, Management and Analysis to Promote Learning and Better Programming				
Maintenance of an education management information system (EMIS).	KP	1 system maintained	1	Continuous maintenance of the education management information system (EMIS). This will help improve planning and consistent reporting.

Rwanda



■ **2,666** Total to Date OOSC Enrolment

■ **2,666** Enrollment in reporting period

Overall Context

As of December 2016, Rwanda hosts a refugee population of 157,127 registered individuals, of whom 82,774 (53%) are refugees originating from Burundi. While some refugees are hosted in two urban locations, most refugees are hosted in camps throughout the country. In the Eastern Province, Nyabiheke hosts 14,262 Congolese refugees, and Mahama hosts 52,634 Burundian refugees. Mahama camp is the newest camp set up in April 2015 to accommodate the sudden mass influx of refugees from Burundi. The Northern Province hosts 12,686 refugees in Gihembe camp, and the Western Province hosts 17,141 refugees in Kiziba camp. In the Southern Province, Kigeme camp hosts 19,491 refugees, and Mugombwa hosts 8,792 refugees. UNHCR also manages three reception centres where new arrivals are initially accommodated (Bugesera, Nyanza and Gatore) and which currently hosts 842 refugees who are waiting to be transferred to camps. Children make up 49 per cent of the registered refugee population and UNHCR supports the provision of primary education to 30,427 children in different locations.

The refugee education programme follows the Rwandan education system. UNHCR Rwanda's education strategy focuses on the inclusion and integration of all refugee students into the national education system by 2018, which is also a commitment that the Government of Rwanda announced at the Leaders' Summit on Refugees convened by U.S. President Barack Obama in September 2016. In collaboration with the Government of Rwanda and ADRA, UNHCR's education implementing partner, UNHCR has supported the integration of 15,520 children in primary school. The process of education integration is completed in Mugombwa camp (all refugee children are integrated in national schools), and remains on-going in Mahama, Kigeme, Nyabiheke, and Gihembe whereby some refugee students are still attending camp-based schools. In Kiziba the integration exercise will be launched in 2017 with a camp-based school. The host community will join refugees in the camps but the school will be also a government school.

The recruitment of an education position in UNHCR has led to more effective consultation, coordination and partnership with key education stakeholders including the Ministry of Disaster Management and Refugee Affairs, Ministry of Education, local district authorities hosting refugee camps, UNICEF, ADRA, and other implementing partners operating in the camps. UNHCR also participates in joint forums gathering partners under Sustainable Development Goal 4 on education, and is advocating for refugees to be considered in all national development planning processes in line with the commitment of the international community to leave no one behind, including refugees.

Impact

Since January 2016 there were 2,666 newly enrolled and supported children under the EAC project in Rwanda. This was slightly above the target enrolment of 2,541 during the reporting period.

With the aim of mainstreaming refugees into the national education system, UNHCR constructed classrooms and additional education facilities



to increase absorption capacity for schools in the vicinity of refugee camps. In total, 42 new classrooms with 84 blackboards were constructed, 12 new improved latrines were established and 539 desks were supplied. With the absorption capacity of these new infrastructures, 3,864 new refugee students from Mahama and Kigeme camps are targeted to be integrated in national schools and have access to quality education during the course of 2017 school year. With the aim to reinforce quality education in school hosting refugees, ADRA distributed scholastic materials and school uniforms to 21,900 students.

In terms of training and capacity building, 546 teachers were trained in special need education and inclusive methodology and capacitated in how to identify children with disabilities. As a result, 347 children with disabilities were identified in six camps. In order to reinforce school leadership and community involvement in school activities, 90 PTA members were trained in school management and called upon to sensitize families to send their children to school.

To reinforce the process of full integration of refugees into national schools, UNHCR appointed a national education staff member to coordinate education activities in UNHCR's country operation and support partnerships with education stakeholders. As part of these integration efforts, 386 new teachers were recruited, provided with teaching materials and paid incentives for 12 months in Mahama and Nyabiheke camps.

An education multi-year strategy was drafted that covers the period of 2017-2020. The strategy was developed from needs assessment and opportunities conducted by UNHCR across all refugee locations. All education partners will be called for a joint commitment for its activities' implementation, which includes construction, teacher placement, school feeding, learning environment lab, libraries, and information communication technology.

UNHCR delivered trainings to seven ADRA data management assistants that focused on educational data collection and management.

A Burundian refugee child in class at Paysannat L School in Rwanda. The 21 newly constructed classrooms help teachers to teach more than five thousand children living in Mahama refugee camp. The school was first established to serve Rwandan students in the country's eastern province of Kirehe District. Now the school has enough classrooms and proper furniture to accommodate both refugees and Rwandan students so they attend school and learn together.

© UNHCR/Eugene Sibomana

To harmonize data collection and management, one staff per camp and one staff working at the country level participated in the training. As result of these two trainings, UNHCR initiated an assessment with the aim of reaching all OOSC for further individual need assessment and profiling. With the first step (head counting), ADRA verified and confirmed attendance of refugee children from UNHCR's system, and, as a result, UNHCR is currently harmonizing databases. This will allow UNHCR to set up a regular monitoring system for school attendance and OOSC trends.

In regards to protection, three school fences were constructed to reinforce safety in school compounds. In order to increase girls' enrolment and retention to education services, UNHCR constructed and equipped a girls safe room where girls are provided services including water and sanitation facilities (WASH), counselling sessions, and sanitary materials. Sensitisation sessions were conducted with students to raise awareness on child protection (CP) and SGBV issues. The standard procedures on CP/SGBV referral pathways and reporting mechanisms were explained to students and the wider school community including teachers and school staff. In Mahama camp, focus group discussions were conducted with adolescents aged 12-17 years on reproductive health education and prevention of early pregnancies and marriage. Joint activities on prevention of sexual exploitation and abuse in primary schools were undertaken in sensitising both host community and camp schools on protection from sexual exploitation and abuse.

Challenges and Lessons Learned

The poor conditions of classrooms and other school infrastructure, including WASH facilities, and lack of better learning environment (laboratories, libraries, computer labs, and girl's safe spaces) remains a challenge in meeting national education standards and delivering quality education. It also impacts the success of full refugee integration into the national education system. Cases of special needs children created challenges, as of now only four children are supported in specialised institutions.

UNHCR continues to recognise that the integration of refugees into the national education system creates social cohesion among refugees and host communities. UNHCR understands anecdotally from participatory assessments and discussion with refugees that friendships, family relationships and inter-family support have significantly improved. Families and students of both refugee and host communities testify that new relationships created between refugees and host community have led to many improvements, including host communities offering plots of land for farming.

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
Objective 1: Expand Access to Education				
Provision of school uniforms and materials (exercise books, pens, pencils) to 11,441 out of school students, newly arrived students and students enrolled since 2012	Kigeme, Mugombwa, Nyabiheke, Gihembe and Kiziba, Mahama	11,441 school uniform/ material packages	Scholastic materials distributed to 11,441 primary students	Target met
Provision of scholarships to 190 children with specific needs (Visual impaired school)	Kigeme, Mugombwa, Nyabiheke, Gihembe and Kiziba, Mahama	190 scholarships	4 children obtain scholarships to specialized schools	47
Construct 3 integrated sport/ recreation facilities	Kigeme, Nyabiheke	3 facilities	2 facilities	1
Provision of desks, chairs and blackboards for 44 new classrooms (26 in 2016 and 18 in 2017)	Mahama, Kigeme	Provision of desks, chairs and blackboards for 44 new classrooms (26 in 2016 and 18 in 2017)	Provision of desks, chairs and blackboards for 42 classrooms	18
Construct Child Friendly School (CFS) 44 classrooms (26 in 2016 and 18 in 2017) to increase accessibility of refugee in Government-run schools	Kigeme and Mahama	44 classrooms	42 classrooms constructed	2
Construct or rehabilitate 10 blocks of latrines and 10 hand-washing facilities (5 in 2015 and 5 in 2016)	Kigeme, Mugombwa and Nyabiheke	10 blocks of latrines and 10 hand washing facilities	10 blocks of latrines constructed 10 hand washing facilities set up	Target met
Construct or rehabilitate fencing around 6 schools and drainages	Kigeme and Nyabiheke	6 fences around perimeter of 6 schools	3 school fences constructed	1
Rehabilitate 34 classrooms in various locations (18 classrooms in 2015 and 16 in 2016)	Kigeme, Mugombwa, Nyabiheke, Gihembe and Kiziba	34 classrooms	34 classrooms rehabilitated	Target met
Objective 2: Improve the Quality of Teaching and Learning				
Provision of textbooks, teaching-learning materials (exercise books, pens, pencils and teaching guides) to 300 teachers	Kigeme, Mugombwa, Nyabiheke, Gihembe and Kiziba, Mahama	300 teacher kits (textbooks/ teaching-learning materials)	386 teaching kit materials provided (including teaching guides and teacher supplies)	Target met
Provision of refugee educational personnel incentives (300 teachers and 86 other new recruited teaching staff to cater for new enrolled students)	Kigeme, Mugombwa, Nyabiheke, Gihembe and Kiziba	386 incentive payments to educational personnel	386 teachers paid incentives	386 teachers will continue to be supported
Teacher training for 386 teachers and headmasters to ensure education quality and inclusiveness as well as provision of supplies	Kigeme, Mugombwa, Nyabiheke, Gihembe and Kiziba	386 teachers	No activities planned	97

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
Objective 4: Promote Awareness and Advocacy				
Build the capacity of PTA members and promote their participation in school management through trainings	Kigeme, Mugombwa, Nyabiheke, Gihembe and Kiziba	Target to be finalised in 2017 mid-year report	90 PTA's members from 9 schools trained	10 PTA's members will be trained
Conduct awareness-raising sessions on OOSC and education for community leaders, religious leaders and parents	Kigeme, Mugombwa, Nyabiheke, Gihembe and Kiziba	Target to be finalised in 2017 mid-year report	Community leaders sensitized in 6 camps 1 mass enrolment campaign in Mahama camp (5,000 refugees participated)	2 campaign sessions per location will be conducted
Objective 5: Improve Data Collection, Management and Analysis to Promote Learning and Better Programming				
Conduct trainings on data management	Kigeme, Mugombwa, Nyabiheke, Gihembe and Kiziba	Target to be finalised in 2017 mid-year report	7 Data management assistants trained	One training on data management will be conducted for the 7 data manager assistants
Recruit and provide salary for Data Management Assistant	Kigeme, Mugombwa, Nyabiheke, Gihembe and Kiziba	Target to be finalised in 2017 mid-year report	7 Data Manager assistants recruited and paid salaries	Salaries of 7 data manager assistants will be paid
Conduct OOSC Assessment	Kigeme, Mugombwa, Nyabiheke, Gihembe and Kiziba	Target to be finalised in 2017 mid-year report	An out of school assessment conducted in 6 refugee camps.	Target met
Objective 8: Promote Innovation in Education Programming and Interventions				
Establish computer laboratories (CTA) in 2 primary schools	Mugombwa and Nyabiheke	2 computer laboratories in 2 schools	22 computers procured for two labs	Target met
Provide maintenance services to Community Technology Access (CTAs) infrastructures	Kiziba, Mugombwa and Nyabiheke	Target to be finalised in 2017 mid-year report	One CTA maintained	Maintenance of infrastructures

South Sudan



■ **10,219** Total to Date OOSC Enrolment

■ **10,219** Enrollment in reporting period

Overall Context

Two rounds of inter-community hostilities affected the operational area of Maban. Following conflict in May 2016 between refugees and the host community, schools in Doro's affected area had to shut down temporarily. Some school materials, including desks and chairs, were looted in Doro after conflict between refugee and host communities in December 2016 was sparked by the death of a refugee, which resulted in the displacement of around 8,900 refugees, as well as loss of life. In Jamjang, the operation was affected by the implementation of the government order to close Yida refugee settlement and relocate refugees from Yida to Ajuong Thok camp and Pamir camp, which opened in September 2016. By the end of the year, the refugee population in Ajuong Thok had increased from 32,099 to 36,571 and 8,060 refugees had been moved from Yida to Pamir. The enrolment of children in school increased from 6,443 students (3,892 males and 2,551 females) in these two sites at the end of 2015 to 8,413 students (5,261 males and 3,152 females) at the end of 2016, with children from Yida who had previously been unable to access education upon relocation.

"Mathematics is my favourite subject". Salah is one of the best performing students in Kaya refugee camp located in the north east of South Sudan. Across the four refugee camps in Maban state, there are a total of 23 schools where 28,000 Sudanese refugee students continue their studies. Salah wants to be a robotics engineer one day, and we hope her dream will come true. She is an inspiration for refugee girls living in the camp. © UNHCR/Eujin Byun

UNHCR attended the SDG 4 consultations in September to represent the inclusion of refugees within the National Education Strategy and ensure that the education needs of refugees were prioritised. The Girls Education in South Sudan (GESS) project was also initiated by the Government working in partnership with the United Kingdom to launch the project to encourage girls' education in South Sudan. In Maban, two refugee schools (Batil secondary school and Dar Salaam primary school) were included in the project and discussions are ongoing with education partners, the County Education Department and Ministry of Education to include all refugee schools in Maban.

Impact

Primary school enrolment in South Sudan has been increasing and the investments made in encouraging girls to attend school have shown results, with an additional 1,256 girls attending primary school in 2016. Overall numbers of children in school are higher when compared with the situation across the country, where 1.2 million children's education have been affected by conflict. Accelerated Learning Programme (ALP) numbers have conversely decreased by 1,020 students, and this could be attributed partly to students completing Primary 8 or ALP Level 4, and partly due to social pressures to start work, as well as fears related to forced conscription.

Militarisation of refugee camps remains a key issue in South Sudan, and recruitment was rampant in all Maban camps in two periods at the beginning and end of 2016.

Key accomplishments in 2016, despite the immense challenges in South Sudan, centred on students' high attainment in examinations as a result



of investments made in educational quality and infrastructure. In all, over 700 students sat for the Primary 8 exams. Ajuong Thok Schools performed well: out of 11 schools from Ruweng State whose candidates were examined, Ajuong Thok schools were ranked 2nd (Napata) and 3rd (Merowe). Out of the 23 best performing students in the entire Ruweng state, 13 (11 refugee boys and 2 refugee girls) were from Ajuong Thok. In Maban, 14 out of 20 top best performing students in the entire Upper Nile State are from the Maban refugee schools.

The highly encouraging pupil performances in state examinations was partly a result of an innovative learning program where peer education was encouraged to facilitate remedial learning alongside the official curriculum. The students involved in the programme were able to continue with studies into the late evening using street solar light under the protection of community leaders and Parent Teacher Associations. Improvisation of learning and teaching aids from the local environment simplified the understanding of concepts and made the learning real and enjoyable. The innovation to make learning aids from the local environment is being instilled in teachers in an ongoing teachers training programme.

Challenges and Lessons Learned

Procurement of some items in South Sudan proved challenging, thus two types of activities, including classroom construction and establishment of computer use for education data management, could not be fully completed. Purchase of solar computers to facilitate the registration process to synchronise enrolment with UNHCR's registration and case management database ProGres was delayed by issues in finding the right hardware, as it is unavailable inside the country and needed to be sourced from abroad, which further increased transport costs. Similarly, production of desks took longer than envisaged and was delayed due to the challenge in procurement of some materials from Juba which were unavailable locally. Supply of materials like timber, metal bars and screws are procured from Juba due to shortages in the field locations. All the procured materials were air lifted to the project location, which resulted in delays and increased costs. Overall purchases were affected by the outbreak of conflict in Juba in July 2016, in terms of available items as well as the ability to move purchases around the country.

Most teachers in refugee schools are not qualified, yet they are expected to manage overcrowded classrooms with an average of 140 students per teacher. To increase the capacity of teachers and ameliorate these challenges, UNHCR partner Lutheran World Federation (LWF) has partnered with Emmanuel Christian Teacher Training College in Yei to offer in-service teacher training in Ajuong Thok for 74 teachers (61 male and 13 female). The three years training is compressed into nine months to fit within the operational context of Ajuong Thok and ensure teachers receive certificates recognised by the South Sudanese Ministry of Education.

Tension and conflicts between refugee and host communities have interrupted children's education in 2016. Conflict has affected education

activities, schools were closed and movements of community and aid workers were restricted due to fear of recurrent civil unrest. Children and the community at large are fearful of possible military attacks and recruitment in the camps. This has affected the level of children's motivation and impacted on regular school attendance. Community leaders through UNHCR's field and protection training have been sensitised on actions to reduce armed elements in the camps and intensive peace negotiations continue, however the overall environment is still very challenging and unpredictable. Nevertheless, UNHCR continues to plan for emergency situations while increasing educational services as one of the key cementing investments to move people away from conflict and provide hope for a future with more favourable options.

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
Objective 1: Expand Access to Education				
Construct 130 semi-permanent classrooms accessible to children with disabilities	Maban, Jamjang (Ajuong Thok and Pamir)	130 classrooms	59 classrooms	Construction of 18 additional semi permanent classrooms
Maintain and repair 66 temporary learning space structures	Maban	66 classrooms	37 classrooms	Maintenance of 7 existing educational facilities
Procure and deliver 12,000 students' desks	Maban	12,000 desks	765 desks	Procurement and delivery of 2,800 desks
Continue to implement accelerated learning program (ALP) to address over-aged learners in primary schools.	Maban, Jamjang (Ajuong Thok and Pamir)	Target to be finalised in 2017 mid-year report	6,215 individuals enrolled; 2 schools continued offering ALP	Continue to implement accelerated learning program (ALP) to address over-aged learners in primary schools for 6,025 learners
Procure and distribute 12,000 learners kits, 5,000 reference materials and general school supplies	Maban, Jamjang (Ajuong Thok and Pamir)	12,000 learner kits, 5,000 reference materials	19,858 Learner kit's distributed all schools in Ajuong Thok and Pamir were issued with teaching and learning supplies	Provision of 1,250 reference materials, general school supplies
Objective 2: Improve the quality of teaching and learning				
Organize continuous in-service training leading to recognized national certification and continuous professional development courses	Maban	Target to be finalised in 2017 mid-year report	295 teachers	Organize continuous in-service training leading to recognized national certification and continuous professional development courses & Organise training on teacher Code of Conduct for 360 training of teachers to adopt a policy to use positive discipline methods (non-corporal punishment)

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
Procure and distribute 10,000 textbooks by grade level and relevant curriculum	Maban, Jamjang (Ajuong Thok and Pamir)	10,000 textbooks	Old stock text books distributed to the schools in Maban. The total number of books available now =7,789	Procure and distribute 2,500 textbooks by grade level and relevant curriculum
Employ 600 teachers in 2015, 700 in 2016 and 800 in 2017	Maban, Jamjang (Ajuong Thok and Pamir)	Target to be finalised in 2017 mid-year report	491 teachers	Recruitment of 59 new qualified teachers
Recruitment of additional female teachers	Maban, Jamjang (Ajuong Thok and Pamir)	Target to be finalised in 2017 mid-year report	5 teachers	Recruitment of 28 additional female teachers
Conduct quarterly (early-grade) learning assessment in collaboration with MoE	Maban, Jamjang (Ajuong Thok and Pamir)	Target to be finalised in 2017 mid-year report	1 Joint assessment with education partners and County Education Department	Conduct quarterly (early-grade) learning assessment in collaboration with MoE
Objective 4: Promote Awareness and Advocacy on the Importance of Education for Refugee Children				
Conduct 14 sensitization and awareness raising campaigns on the importance of education to support strategies for enrolment, attendance and retention	Maban, Jamjang (Ajuong Thok and Pamir)	14 campaigns	15 campaigns	Conduct 14 sensitization and awareness raising campaigns on the importance of education to support strategies for enrolment, attendance and retention
Conduct trainings for Students Councils, PTAs/School Management Committee	Maban, Jamjang (Ajuong Thok and Pamir)	Target to be finalised in 2017 mid-year report	4 trainings	Conduct 2 trainings for Students Councils, PTAs/School Management Committee
Admit P8 students for the National Certificate Examination	Maban, Jamjang (Ajuong Thok and Pamir)	Target to be finalised in 2017 mid-year report	737 individuals	Admit P8 students for the National Certificate Examination
Objective 5: Improve data collection, management and analysis to promote learning and better programming				
Recruit 4 data Management clerks. (one per camp)	Maban	4 clerks	4 clerks	Paiment of clerks salaries
Develop education data management database and train data entry clerks and other education staff on data management	Maban	Database developed; additional Target to be finalised in 2017 mid-year report	22 officers	Continuous training for data clerks and education personnel on data management.
Implement and monitor strategies for improving girls' access and retention at primary schools	Maban, Jamjang (Ajuong Thok and Pamir)	Target to be finalised in 2017 mid-year report	1 education strategy development 2 schools initiated girls' education one joint monitoring visit	Implement and monitor three different strategies for improving girls' access and retention at primary schools
Objective 8: Promote Innovation in Education Programming and Interventions				
Introduce ICT in 2 centres with 4 tutors and provide training for teachers' development	Jamjang	2 centres; 4 tutors	1 Centre	Train 148 teachers on the use of computer
Connectivity, maintenance and repairs for 2 ICT centres	Jamjang	2 ICT centres	1 ICT Centre; 1 IT Officer; 2 INS FP	Connectivity, maintenance and repairs for 2 ICT centres
Procure 50 computers, equipment and accessories for AT and Maban	Jamjang, Maban	50 pieces of equipment	No activities planned	No activities planned
Procure and distribute 4 solar computers	Maban	4 solar computers	No activities planned	No activities planned

Sudan

Students welcoming visitors at Redaise1 Primary School in Al Salam Locality, White Nile State, Sudan.
© UNHCR/Hassan Ali



■ **27,207** Total to Date OOSC Enrolment

■ **27,207** Enrollment in reporting period

Overall Context

The operational environment in Sudan remains challenging. Sudan is a source, transit and destination country for asylum seekers, refugees and migrants travelling along the eastern African migratory route to North Africa and thereafter to Europe. Ongoing internal conflict in the peripheral regions of the country remains of significant concern. The continued economic deterioration in Sudan also negatively impacts the already vulnerable refugee population, which has limited access to formal employment. In addition to the large South Sudanese refugee population already in the country, the renewed conflict in Juba in July 2016 also triggered further refugee flows to Sudan.

East Sudan is home to over 100,000 refugees living in nine refugee camps and in urban areas across Kassala, El Jazeera and Gedaref states. During 2016, 9,410 asylum seekers arrived in eastern Sudan. In addition to the support provided to the refugee population, UNHCR up to also supports 200,000 nationals in the host communities who access services in the camps.

About 131,000 South Sudanese arrivals have been recorded in Sudan since in 2016, bringing the total of South Sudanese refugees in Sudan to more than 305,000 since December 2013. Of those arriving since January 2016, about 50 per cent have settled into East Darfur. Sudan hosts nearly one-third of all refugees who have fled South Sudan since the outbreak of the conflict in December 2013. White Nile State currently hosts over 115,000 refugees residing in the eight sites, and over 22,165 living in the host communities. Out of new arrivals, 27,026 are in the primary school age (6-18 years).

UNHCR Sudan established a refugee education coordination mechanism co-chaired by the Federal Ministry of Education with the participation of UNICEF and other national and international organizations working in the field of refugee education. A refugee education workshop was conducted in Sudan (30 May-1 June) with partners and the MoE at federal and state levels. Major recommendations of the workshop focused on the importance of developing a national strategy for refugee education in the country in line with UNHCR's global strategy. Follow-up meetings and advocacy continue on the basis of workshop recommendations. Preparation is ongoing to conduct an assessment that will provide data on number of the refugee at age of schools to facilitate provision of services and increase the enrolment of children at schools.

In eastern Sudan operation, the MoE revised the school calendar. According to the revision, schools were categorised into two groups: Group (A) which was less affected by the rainy season, started the school year in July 2016; Group (B) represents schools in rural areas, which started the school year in May 2016. This new calendar affected the finalisation of the overall education statistics/indicators.

UNHCR and partners, in an effort to address the high dropout rates in refugee schools undertook an in-depth 'Out of School' study. The study was



conducted by the University of Kassala in early November 2016 and covered all 9 refugee camps and surrounding host communities in eastern Sudan. The study identified root causes and proposed interventions such as raising awareness of the communities and improve the learning environment to address the dropout rate.

In Khartoum and White Nile State, the EAC activities were revised for 2016 due to the large influx of South Sudanese refugees and to better support needs among the large South Sudanese refugee and significant urban populations (Eritrean and Ethiopian) in Khartoum State, eastern Sudan, and White Nile State. Some of the changes include:

- 1 More teachers than planned were targeted for trainings in order to build the capacity of South Sudanese volunteer teachers.
- 2 Supplemental Arabic classes were introduced because the students are experiencing difficulties in Arabic.
- 3 Additional construction of classrooms, latrines and wash facilities took place to cater for the increasing enrolment of refugee children.

Impact

Both refugee and host community school-aged children saw increased enrolment from 81 per cent to 84 per cent between 2015 and 2016. School enrolment awareness campaigns were conducted with refugee camp populations as well as community mobilisation sessions targeting girls' education and children with special needs. UNHCR collaborated with the MoE officials at state level specifically on the enrolment of South Sudanese children in White Nile State, with targeted sessions on the importance of education in general and girls' education in particular, addressing cultural and social issues. Student grade level placement tests were carried out under the supervision of the MoE for 16,360 South Sudanese children. Also, in order to encourage and increase the enrolment and enhance the school attendance of children, school uniforms were distributed to 17,500 school children from host and South Sudan refugees (8,892 boys and 8,608 girls). 20 ALP classes accommodating 782 students were launched in eastern Sudan and 39 teachers were trained on ALP curriculum to foster children's integration into the formal education system.

Infrastructure improvements were made in various locations. In eastern Sudan and in White Nile State, 5 water and sanitation systems and additional latrine blocks were constructed. The latrines and provision of water at school improved school hygiene and students' health, limiting the number of days missed by students due to sickness. In White Nile State, a school was constructed, accommodating up to 624 children, and six classrooms and teacher's offices were rehabilitated, along with the provision of benches and desks to 16 schools. Similarly, Eritrean and Ethiopian populations were assisted with the rehabilitation of six schools, including classrooms, offices, latrines and water supply facilities as well as the provision of furniture. Textbooks, benefitting 2,884 school students were distributed, and 195 children assisted with grants to cover the payment of school fees. School supplies, including school bags, decreased the burden of education costs on families and contributed to retaining 5,880 children in school.

UNHCR supported education activities for South Sudanese refugee children and host community in 5 open areas in Khartoum to improve access to quality and inclusive education. A three-day training workshop was conducted for 50 PTA members (33 men and 17 women), which focussed on roles and responsibilities as well as school co-management and planning. The topics were broad-based and included advocacy, mobilisation of local resources to meet needs identified in school improvement plans, networking and linkages with locality's education and government officials, child protection and well-being, conflict resolution, and the monitoring of student and teacher attendance. In addition, targeted schools developed their School Improvement Plans (SIPs). PTA members from 10 schools used the skills that they gained in their training to identify and prioritise their schools' needs with engagement of students and teachers, and community members who gathered at the school premises to work on the development of their SIPs. The common needs identified by the PTAs and the school management committees mainly include furniture, construction of school buildings, safe drinking water supply, play grounds, construction of school fences and temporary shelters.

However, to support the PTA members to shoulder the responsibility of schools and to strengthen their role in school improvement, the PTAs in targeted schools were offered financial assistance under a small grants program. These grants enabled them to meet some of the priority needs identified in their SIPs. The programme served two purposes. First, it motivated the PTAs to tackle priority needs and second, the small grants process strengthened the planning and management skills of PTAs by working with them through the process of project development, planning, implementation and reporting.

In eastern Sudan, to improve teaching skills and help transform schools to 'child friendly schools', a total of 311 teachers were trained on teaching methods, code of conduct, elements of child friendly schools and core subjects. Technical monitoring visits were then conducted to monitor teachers' performance and to propose interventions to improve their skills. In White Nile, the education authorities undertook training for 121 teachers and 76 teachers of South Sudanese children in urban areas attended a training workshop in Wad El-Bashier training centre which was facilitated with technical support from the Khartoum State Ministry of Education.

Children's committees were established in 12 primary schools in Eastern Sudan, while the education authorities in Kassala State implemented student committees. The main objectives of the student committees was to increase the enrolment and retention of children in the schools, especially girls, share information with other children, and link the school with the community to raise awareness on health, sanitation, peaceful coexistence and cultural issues with the children, their families and the community. Income generating activity projects were implemented in five schools to support the schools meet recurrent administrative costs, as well as build the capacity of the PTAs and improve the learning environment.

Capacity development training for 11 staff of UNHCR's education partner took place with a focus on data collection, results based monitoring and evaluation. The overall objective of the training course was to equip participants with

basic knowledge, concepts and skills required for quality implementation of a monitoring and evaluation system, as well as an essential management tool for quality implementation of projects.

Challenges and Lessons Learned

In eastern Sudan, primary school dropouts due to various socio-economic issues such as poverty, child labour, early marriage, congested classrooms, represented some of the key challenges based on the 'Out of School' study conducted by UNHCR at the end of 2016. There were also difficulties in recruiting and retaining qualified teachers who were able to adapt to harsh camp living conditions.

In eastern Sudan the delayed approval of technical agreements of partners from government authorities meant that some key components were delayed. The construction of the school for girls in Kassala is proposed to be shifted to the later stage of the project. UNHCR, through its Education Team, worked directly with community schools for Eritrean and Ethiopian students in Khartoum to provide urgent needs such as teaching and learning materials and

school furniture and textbooks, in addition to the monitoring of school rehabilitation.

In some locations many of the schools have no or limited furniture, as well as reduced numbers of school supplies and textbooks, which affected the enrolment of students.

There is a need to strengthen the involvement of the community in improve students access to quality education. For example, in eastern Sudan, there were different levels of PTA engagements, with some working very well and others not. To take these differences into account, strengthening of refugee communities' capacity will be approached on an individual basis.

The fluid nature of the new arrival population creates a challenge in identifying out of school children. In addition, unaccompanied and separated children (UASC), particularly those with no access or previous link to formal education, constitute a group very difficult to reach. Similarly, girls in certain circumstances are denied access to school based on demands in the home. Although a significant increase in child enrolment has been noted compared to the previous years, there is still a large number of OOSC (a total of 11,241 children).

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
Objective 1: Expand access to education				
Construction of 1 new girls school for Shagarab.	Kassala	1 school	0	Starting phases of the school construction's activity (Negotiation with authorities)
Construction of new Classrooms in the host community in White Nile (South Sudanese Refugee)	White Nile	Target to be finalised in 2017 mid-year report	8 classrooms 3 teacher offices 16 latrine blocks	Construction of 3 classrooms and 4 teacher offices in the host community in White Nile (South Sudanese Refugee)
Construction of new Classrooms in the host community in South Kordofan (South Sudanese Refugee)	South Kordofan	Target to be finalised in 2017 mid-year report	No activities planned	No activities planned
Construction of new Classrooms in the host community in Blue Nile (South Sudanese Refugee)	Blue Nile	Target to be finalised in 2017 mid-year report	No activities planned	No activities planned
Construction of 15 classrooms (South Sudanese and Refugee Old caseload)	Khartoum	15 classrooms	6 classrooms rennovated 3 offices rennovated 6 schools rehabilitated 130 sets desks/chairs	Construction of 2 classrooms (South Sudanese Refugee and Old caseload)

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
Construct and Improve 5 WATSAN Systems In the camps schools in Wad Sharifi , Shagarab , Kilo 26 , Abuda	Kassala	5 systems improved	5	No activities planned
Construct and Improve 5 water and sanitation systems (WATSAN)	Khartoum	5 systems improved	No activities planned	No activities planned
Provision of school furniture for the new schools Shagarab	Kassala	Target to be finalised in 2017 mid-year report	8	No activities planned
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	2 2 4	No activities planned
Rehabilitation of 1 schools including 4 teacher houses in Abuda camp	Kassala	1 school 4 houses	1 4	No activities planned
Accelerated Learning Programme (ALP) organized (teachers identified, community mobilized, students' levels assessed, locations identified, supplies provided, flexible timetable) – 60 Classes	Kassala	60 classes	20 classes 39 teachers trained 4,432 students (Arabic curriculum) (White Nile) 2,631 students (English curriculum) (White Nile)	Cooperation with authorities to roll out ALP in 20 classes
Objective 2: Improve the Quality of Teaching and Learning				
School Grants for enrolling 3,000 refugee children to primary School (urban Refugee / South Sudanese Refugees and Old Caseload)	Khartoum	3,000 students	92 book allowances 50 transportation allowances 84 tuition fees 50 subsistence allowances 134 clothing allowances	No activities planned
School grants for children in poor/ vulnerable households (all camps)	Kassala	Target to be finalised in 2017 mid-year report	No activities planned	No activities planned
School fees for 1,000 vulnerable children	Khartoum	1,000 students	112	No activities planned
School and exam fees for 300 vulnerable children (South Sudanese Refugee)	White Nile	300 students	0	School and exam fees for 300 vulnerable children (South Sudanese Refugee)
School and Exam fees for 300 vulnerable children (South Sudanese Refugee)	South Kordofan	300 students	0	No activities planned
Exam fees provided for 1,200 vulnerable children	Kassala	1,200 children	482 children	Exam fees provided for 180 vulnerable children
Education fees & common examination fees for 218 students.	Darfur	218	0	No activities planned
Recruitment of new teachers, head masters Shagarab	Kassala	Target to be finalised in 2017 mid-year report	0	No activities planned
Subsidy for the teacher's incentives ensuring the free and equal access of the children at heightened risk to primary education	Kassala	Target to be finalised in 2017 mid-year report	230 teachers 15 Deputy Headmasters 10 Headmasters	Subsidy provided for 218 teachers, 20 deputy head masters and 16 head masters

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
Teachers incentives in White Nile (South Sudanese Refugee)	White Nile	Target to be finalised in 2017 mid-year report	112 teachers 12 head masters	Teachers incentives in White Nile (South Sudanese Refugee)
Incentives for 8 regular teachers & 40 volunteers	Darfur	48 teachers/ volunteers	No activities planned	Incentives for 8 regular teachers & 40 volunteers
100 teachers and/or directors training in literacy and numeracy methodologies, assessment of children's learning, participatory pedagogy, and inclusive education.	Khartoum	100 teachers	No activities planned	No activities planned
Train 600 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	600 teachers	200	Train 100 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.
30 Teachers trained on positive discipline methods	Khartoum	30 teachers	No activities planned	No activities planned
Train 109 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 (South Sudanese Refugee)	White Nile	109 teachers	121	Train 109 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. (South Sudanese Refugee)
100 teachers trained in MoE curriculum and teaching methods (South Sudanese Refugees)	Khartoum	100 teachers	76	No activities planned
Establish students' committees in Girba, Kilo 26, Wad sharify and Abuda camps "10 Committees"	Kassala	10 committees	12	No activities planned
Stationery/learning materials (i.e. school kits) and school uniforms for vulnerable children (20 Schools)	Kassala	20 schools students to be finalized in 2017 mid-year report	22 schools 11,491 students	No activities planned
8,000 students provided with books and Stationery/learning materials, i.e. school kits (South Sudanese Refugees and Old Caseload)	Khartoum	8,000 students	5,880	530 students provided with books and Stationery/learning materials (i.e. school kits) (South Sudanese Refugees and Old Caseload)
Provision of uniforms, text and exercise books, pencils, chalks, blackboards, school desks, school feeding, sport supplies & recreational materials to 1,850 students in Umshalaya refugee school	Darfur	1,850 students	17,500	No activities planned
Objective 4: Promote Awareness and Advocacy on the Importance of Education for Refugee Children				
Awareness Campaigns to increase the enrollment and reduce the drop out (all camps)	Kassala	Target to be finalised in 2017 mid-year report	1	No activities planned
Targeted community mobilization sessions to address girls education and children with special needs and minority groups education (all camps)	Kassala	Target to be finalised in 2017 mid-year report	6	No activities planned

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
Objective 5: Improve Data Collection, Management and Analysis to Promote Learning and Better Programming				
Regular technical monitoring/supervision of learning achievements conducted	Kassala	Target to be finalised in 2017 mid-year report	3	Technical monitoring/supervision of learning achievements conducted
Assessment and analysis of out of school children and refugees attending national schools .	Khartoum	Target to be finalised in 2017 mid-year report	grade level placement test for 16,360 students 1 learning assessment conducted (White Nile State)	No activities planned
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	Target to be finalised in 2017 mid-year report	No activities planned	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.
Regular monitoring of learning achievement (National Assessment for Refugees)	Khartoum			No activities planned
Objective 7: Emphasize Community Participation in Education				
Capacity building of PTA (IGA) (all camps)	Kassala	Target to be finalised in 2017 mid-year report	1 training 5 projects implemented	Identification of a partner to conduct capacity building of PTA
Trainings for 40 PTA members on co-school management & promotion of importance of girls education;	Darfur	40 members trained	No activities planned	Trainings for 40 PTA members on co-school management & promotion of importance of girls education;
Support to Loan and Saving Programmes to support PTAs in 10 urban refugee schools	Khartoum	10 PTAs supported	10 Small grants provided 50 PTA members trained	Support to Loan and Saving Programmes to support PTAs in 10 urban refugee schools

Syria



■ **131,783** Total to Date OOSC Enrolment

■ **129,311** Enrollment in reporting period

Overall Context

In 2016, the security situation in Syria continued to be volatile and rapidly evolving, with new areas becoming embroiled in violence while others experienced a cessation of hostilities. These developments caused further displacement and disrupted the lives of hundreds of thousands of civilians, as well as spontaneous return movements in insecure circumstances. More than half of Syria's pre-war population has been internally displaced or forced to flee the country since the conflict erupted in March 2011, with currently 6.3 million internally displaced people (IDPs) and 13.5 million people in need of life-saving and other forms of humanitarian assistance according to the inter-agency needs assessment "Humanitarian Needs Overview" carried out in 2016. The situation remains particularly precarious for the 4.5 million people living in hard-to-reach besieged locations.

By the end of 2016, an estimated 1.75 million children, or almost one third of the school-age population (5-17 years) from the scholastic year 2015/16 were out of school, with a further 1.35

million children at risk of dropping out. The formal education system has lost a total of 150,000 education personnel and teachers, which has significantly affected the quality of education. The conflict has seen one in three schools damaged, destroyed or otherwise made inaccessible due to their use as shelters for displaced persons or occupation by military and armed groups. As a consequence, many children have missed out on years of education, threatening a whole generation to grow up without the chance to reach their potential in life.

At the end of 2016, the number of asylum seekers and refugees registered in the country stood at 46,124 with the vast majority originating from Iraq (86%), followed by Afghanistan (6%) and Sudan (3%). Due to their particular legal situation in the country and the fact that they are not permitted to work in the formal labour market, refugees and asylum seekers residing in Syria have been particularly affected by the adverse effects of the conflict as evidenced by lower school enrolment and increased dropout rates. Moreover, refugee children who have dropped out also face difficulties to re-enrol in public schools, as schools in safe areas are overcrowded and cases of social discrimination have been reported. In addition, a lack of legal documentation poses a challenge for refugee children to access education.

Impact

Through partnerships with NGOs across the country and in close cooperation with the Ministry of Education, UNHCR successfully delivered education activities to affected school-age refugee children and IDP children, enhancing their access to education. Like other public services, the education sector was affected by the conflict in Syria, rendering 7,400 schools dysfunctional across the country, out of over 22,000 schools that were operational before the crisis. This resulted in over 1.75 million children and youth out of school and 1.35 million at risk of dropping out. By the end of 2016, it is estimated that over six million children and education personnel are in need of education assistance.



Rawa attends an English remedial class for 12th grade students in the rural town of Sahnaya, near Damascus, Syria.
© UNHCR/Q. Alazroni

Education offers new paths for Syrian children affected by war

Rawa is a young displaced Syrian girl with a dream. She wants to attend the Fine Arts school. Her dream was about to become true when the war forced her and her family to flee their home near Damascus four years ago. “It was the hardest time ever,” said Rawa. “I had to leave my house, my friends, and drop out of school”. The multi-displacement journey affected Rawa’s education. She failed several classes due to the continuous movement. By the time her family finally settled down in a small town south-west of Damascus, Rawa had already missed three years of education. “When I decided to go back to school, with my family’s support, I found it hard at the beginning to start over again in a new place, almost forgetting everything I’ve learned before”. After failing the 9th grade exam, Rawa decided to seek help. She heard about the remedial classes supported by UNHCR and implemented by an international NGO called Premiere Urgence International taking place in the local school where she lives. “I enrolled in the remedial classes, I passed the 9th grade exam, and now I’m preparing for my secondary school certificate”, Rawa said. “My dream is alive again”.

Thanks to the EAC programme, UNHCR is reaching the most affected Syrian children with educational assistance such as these remedial classes. Among Rawa’s classmates, there are some who had seen their homes destroyed and their relatives injured or killed. They were among those who made it to safety when sometimes their brothers or sisters did not. However, their education had been interrupted for weeks, months or even years.

In order to promote access to formal education, UNHCR rehabilitated 30 schools, delivered through its partners in Damascus, Rural Damascus, Hama, Homs, Tartous, and Aleppo governorates, in addition to 100 prefabricated classrooms in Damascus, Rural Damascus, Homs, Qunitra, Hama and Dara'a governorates; which benefited around 24,040 students in areas with low enrolment and/or high numbers of IDPs. Furthermore, throughout 2016, 128,770 vulnerable IDP students and 541 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 74 community centres funded by UNHCR across 11 governorates. These programmes facilitated the re-integration of out of school or dropped out children from IDP and affected host communities into the public education system.

Through mobile teams deployed by UNHCR partners, education support was provided to children who were evacuated from besieged Daraya and Moadamiyeh to Herjallah shelter in Rural Damascus. In regard to the refugee programme, 6,532 refugee and asylum seeker students received education grants to help them cover educational expenses and school fees, and 541 refugee children were enrolled in the accelerated learning programme.

Throughout the year, UNHCR continued its endeavours to improve the quality of education in collaboration with MoE by enhancing particular skills of the teachers that are especially relevant in the context of a conflict. In this regard, 628 teachers received trainings on psychosocial support, communication and child protection in various Syrian governorates. The training 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 the 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 issues in addition to responding to their education needs. During the reporting period, 6,532 refugee and asylum-seeker students received cash grants for education. The results showed that 95 per cent of refugee families spent the cash grant on education as stationary, uniforms and books, and five per cent of families used all or part of the education grants to cover transportation costs.

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 so-called Refugee Assistance Information System (RAIS), which aims at effective tracking of assistance delivery. 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 all partners across the country in relation to the 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 UNHCR's 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 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 Planning 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

The implementation of the EAC programme faced the following challenges: Bureaucratic procedures with governmental bodies in obtaining approvals from the relevant authorities to rehabilitate schools resulted in significant delays. Furthermore, UNHCR staff faced administrative hurdles to carry out monitoring visits of the implemented education activities and rehabilitation work in schools. To address this, UNHCR utilised its network of outreach volunteers to monitor implementation. Fluctuation in currency exchange rates affected the price of items and increased implementation

costs. For instance, the average cost of a school rehabilitation was estimated at USD 10,000 when the proposal was submitted to EAC; however, this cost increased during the project implementation to around USD 38,000.

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

In order to achieve the ultimate goal of UNHCR's education programme for IDPs, which is to re-integrate out-of-school 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 at risk or who have undergone traumatic experiences from schools to the community centres in order to receive child protection services, recreational activities and psychosocial support. MoE has agreed to closer cooperation, which will be integrated in an Memorandum of Understanding that UNHCR intends to conclude with the Ministry in 2017.

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
IDP Children				
Objective 1: Expand Access to Education				
Rehabilitation of public schools.	Damascus , Rural Damascus, Homs Aleppo and Dara'a	To be finalised in mid-2017 report	30 schools; 100 classrooms; 24,040 individuals	75 schools hat have received support for maintenance
Provision of remedial and catch up classes, accelerated learning programmes and summer camps.	All governorates	To be finalised in mid-2017 report	128,770 individuals	Accelerated learning programme for 9,039 children
Objective 3: Ensure Safe Learning Environments for Children				
Training of teachers on psychosocial support to improve the quality of education.	All governorates	To be finalised in mid-2017 report	628 education personnel	1,800 teachers and/or directors training in literacy and numeracy methodologies, assessment of children's learning, participatory pedagogy, and inclusive education.

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
Objective 4: Promote Awareness and Advocacy on the Importance of Education for Refugee Children				
Provision of education counselling and case management.	All governorates	To be finalised in mid-2017 report	128,770 children counselled 1,773 outreach volunteers mobilized	Sensitization and community mobilization campaigns conducted to promote school enrolment for 450 POCs
Refugee Children				
Objective 1: Expand Access to Education				
Distribution of cash grants	All governorates	To be finalised in mid-2017 report	6,532 individuals	Distribution of cash grants
Rehabilitation of public schools.	Damascus , Rural Damascus, Homs Aleppo and Dara'a	To be finalised in mid-2017 report	No activities planned	75 schools hat have received support for maintenance
Provision of remedial and catch up classes, accelerated learning programmes and summer camps.	All governorates	To be finalised in mid-2017 report	541 individuals	Accelerated learning programme for 9,039 children
Objective 3: Ensure Safe Learning Environments for Children				
Training of teachers on psychosocial support to improve the quality of education.	All governorates	To be finalised in mid-2017 report	No activities planned	1,800 teachers and/or directors training in literacy and numeracy methodologies, assessment of children's learning, participatory pedagogy, and inclusive education.
Objective 4: Promote Awareness and Advocacy on the Importance of Education for Refugee Children				
Provision of education counselling and case management.	All governorates	To be finalised in mid-2017 report	987 children counselled 67 outreach volunteers mobilized	Sensitization and community mobilization campaigns conducted to promote school enrolment for 450 POCs

Uganda



■ **55,023** Total to Date OOSC Enrolment

■ **48,540** Enrollment in reporting period

Overall Context

During the first half of 2016, the number of South Sudanese refugees arriving in Uganda remained significant with an average daily arrival rate of 150 to 250 individuals as of June 2016. There was a higher than anticipated influx witnessed during the four-month period of January to May 2016 with daily arrival rates of up to 800 individuals. In July, intensive fighting broke out again in South Sudan, resulting in the displacement and flight of hundreds and thousands of men, women and children over the border to Uganda, with daily arrivals as high as 3,776 during September with the average being 1,800 daily arrivals during other months.

Bio-metric registration of arrivals is ongoing, and December 2016 figures places the total refugee population in Uganda at 982,716 persons of concern, with the number of primary school age children bio-metrically registered at 185,520, though it may be as high as 400,646. As definitive numbers of 6-13 year olds are not available, neither therefore, is the number of out OOSC for this emergency. However, enrolment and OOSC

for the pre-existing settlements at the end of 2016 was: 109,881 children enrolled (59,291 male and 50,590 female) and 59,666 OOSC (25,752 male and 31,283 female).

New settlements have opened in West Nile, namely Bidibidi in Yumbe District and Palorinya in Moyo District. Bidibidi opened on 3 August and stopped receiving refugees on 20 December, with a population of 272,206. Palorinya opened on 9 December and continues to receive approximately 1,500 refugees daily. Refugee numbers in the South West and Mid-West meanwhile have also increased since the start of 2016. Arrival numbers peaked in February to March 2016, then reduced, before increasing slightly between June and December. In the 6-13 year cohort, there are 1,995 more children in the South West and Kyangwali as a result of the Burundian influx and the Congolese “silent emergency” during the first half of 2016. The 6-13 year old population in urban areas decreased slightly from 14,665 in January 2016 to 14,343 in December 2016.

The urban population is not only scattered around Kampala, but also in four neighbouring districts outside of the city. The Uganda General Election on 18 February pushed the opening of the first scholastic term from the first week of February to the last week of February. Additional public holidays, also related to the new term of office, impacted somewhat on the operation of education activities

Impact

Since June 2016, enrolments have increased in all settlements, except in Kyaka settlement, which saw a decrease of 228 children, from 5,246 to 5,018. Kyaka is the second smallest settlement with 28,175 enrolments as of June 2016. It is one of four settlements from which re-settlement is conducted, and between June and December 2016, 299 families (1,139 individuals) were re-settled from Kyaka.

Excluding enrolment figures from the new settlement in Bidibidi, enrolment increased by 36 per cent since June 2016. This however needs to be placed in the context of a higher population

Teacher Bako Zulaika poses for a photograph with teaching supplies outside her shelter at the Ofonze Primary School in Bidibidi settlement, Yumbe District in the Northern Region of Uganda.
© UNHCR/David Azia



of school age children in Uganda in that period. While the June 2016 net total enrolment (NER) was 48 per cent (64,672 children) and gross enrolment (GER) was 64 per cent (80,573 children), by December 2016 NER remained at 48 per cent (89,201 children) and GER 58 per cent (109,881 children). Consequently, numbers for OOSC decreased from 40 per cent (55,239) in June, to 35 per cent (59,664) at the end of December. In Bidibidi, 19,004 children are enrolled in 11 temporary (tented) primary schools. Ongoing mobilisation of communities and sensitisation of pupils and teachers is a contributing factor to increased enrolment. However, the fact that the increase was between Term 2 and Term 3 indicates that households and communities take time to enrol students. It is also worth noting that Kiryandongo, Adjumani and Rhino Camp all received significant numbers of refugees as a result of the emergency, which increased enrolment in existing schools.

Regarding enrolment in Bidibidi settlement, an innovative approach was taken to mobilisation and sensitisation, through the utilisation of “Boda Boda Talk Talk”. This is a practice initiated by UNHCR’s Innovation Lab colleagues who were on mission during the emergency. Motorbike taxi’s known as ‘boda boda’ were facilitated with speakers and recorded school information messages in Juba Arabic, Acholi and English. These ‘bodas’ went to villages, food distribution points, etc. to transmit messages about where schools were located and the process of enrolment.

In 2016, construction of classrooms and deployment of teachers helped to ease congestion and increase quality of learning. In response to requests from high numbers of South Sudanese students, UNHCR facilitated the ‘P8’ South Sudanese Primary Leaving Examination. Support to refugee children’s primary leaving examination was a new activity for 2016 identified as a significant need in light of the South Sudan

refugee response. Carried out in four locations hosting South Sudanese refugees, Yumbe, Adjumani, Arua and Kiryandongo, 1,458 children sat the exam (1,014 male and 444 female), and the overall pass rate was 59 per cent (865 children of whom 62% (628) male and 53% (237) female).

The successful holding of this exam, preparations for which began in September, was carried out with key support from a number of actors, including UNHCR South Sudan; Ministry of Education South Sudan; Ministry of Education Uganda; Uganda National Examinations Board; Office of the Prime Minister; education partner Windle Trust; field colleagues and the parents, teachers and communities of the candidates. The execution also involved the internal consultations with UNHCR colleagues from the Division of International Protection and the Regional Bureau for Africa.

For the Primary Leaving Examination (P7), the overall pass rate for seven of the settlements was 75 per cent, and a completion rate of 73 per cent. Kiryandongo settlement had a completion rate of 92 per cent and a pass rate of 93 per cent. Arnold Primary School, also in Kiryandongo settlement, had the highest pass rate of all government and UNHCR supported schools in all of Hoima District.

Based on the education data management training run by UNHCR Geneva and Regional colleagues in Nairobi in November 2015, the Uganda office held a similar training in May 2016, where, as well as agreeing on mandatory reporting on seven indicators within an agreed timeframe, UNHCR also identified areas in need of further strengthening including: greater support to teachers in their role in the data collection process; better coordination from Branch Office Kampala; and the need for more accurate information at registration (at the beginning of the school year). The impact of the agreed practice has been delayed by the emergency influx during the second half of the year.

Challenges and Lessons Learned

Changes to the remit of UNHCR's urban implementing partner meant some activities were under-achieved, for example, the number of children with special needs receiving assistance, and the procurement and distribution of desks being carried out under direct implementation.

In terms of recruitment and payment of teachers, in the South West colleagues reported challenges resulting from increased teacher salary rates, and the late release of funds to partners. Lessons learned include the need for timely release of funds, and clearer communication with the partners.

Generally speaking, children with special needs continue to be difficult to reach. The identification of children with special learning needs in the new settlements is a slow process, as parents and communities are being sensitised as to what the education options are for their children. Increased sensitisation, and further cooperation and coordination between education and child protection colleagues, will help to identify and reach more families and children.

As a result of the emergency, all areas of education in West Nile are under-resourced, with infrastructure, learning materials, teachers and teacher accommodation being ongoing needs. The ratios have increased dramatically, for example, in Bidibidi settlement, the teacher pupil ratio

stands as high as 1:179, with the latrine to pupil ratio reaching 1:130. In West Nile there is a need for approximately 1,065 more teachers; 770 units of teacher accommodation, 968 classrooms, 11,161 desks and 1,546 latrine stances. In order to try to best coordinate a response to this severe shortfall in education, the education stakeholders operating in West Nile are working together to identify their specific areas of intervention (under 13 separate headings), to ensure there are no persistent areas of gaps or overlaps.

The P7 results, while positive, also highlight a serious issue in the retention and performance of girls at the higher level of primary school. Less than half the number of girls than boys sat for the P7 exam, and the performance rate of girls lags behind that of boys by more than 10 per cent. In the seven locations, only 522 girls sat the P7 exam, of these 337 passed (185 failed). This compared with 1,347 boys who sat, and 1,064 who passed (283 failed). Girls who sat the P7 exam achieved a 65 per cent pass rate, and the boys who sat achieved a 79 per cent pass rate. The retention and performance of girls needs to be targeted at lower classes to ensure girls are staying in school and performing to the best of their capacity. To achieve this, parents and teachers, and the students themselves need to understand that with the current status quo, girls are, and will continue to be, left behind.

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
Objective 1: Expand access to education				
Pay mandatory utility and associated school charges for 370 vulnerable children identified through the BID/BIA to guarantee access to UPE schools. Each year the children from the previous year will be retained bringing the total to 370 by 2017.	Kampala	370 fees	No activities planned	Pay mandatory utility and associated school charges for 93 vulnerable children identified through the BID/BIA to guarantee access to UPE schools. Each year the children from the previous year will be retained bringing the total to 370 by 2017.
Provide school fees and assistive devices to 230 refugee children with special needs to access special needs schools. Each year the children from the previous year will be retained bringing the total to 230 by 2017.	Kampala	230 fees	46 children were supported with school fees & 15 supported with assistive devices (7 eye glasses, 8 wheelchairs)	Provide school fees and assistive devices to 42 refugee children with special needs to access special needs schools.
Enrol additional 157 children with specific needs; School uniforms, and assorted scholastic materials. Each year the children from the previous year will be retained bringing the total to 157 by 2017	Mid West / South West	157 fees	No activities planned	Enrol additional 40 children with specific needs; School uniforms, and assorted scholastic materials.
Enrol additional 290 children with specific needs; School uniforms, and assorted scholastic materials. Each year the children from the previous year will be retained bringing the total to 290 by 2017.	West Nile	290 fees	115 children with special needs supported and enrolled and fees paid for 45 children	Enrol additional 44 children with specific needs; School uniforms, and assorted scholastic materials.
Speak out Program- This program is designed to empower girls/boys boost self esteem, identify barriers to education and find ways, solutions from within, and among their peers to address these issues. We are targeting a total of 480 students across 4 schools over a 3 year period.	Mid West	480 students	Speak Out Program activities were carried in three settlement schools for a total of 686 students.	Target met
Construction of 230 new classrooms, built over a 3 year period.	South West	230 classrooms	16 classrooms constructed	Construction of 54 new classrooms
Construct 258 rooms for teacher's accommodation, built over a 3 year period	West Nile	258 teacher accommodation rooms	100 teachers were provided with family tents and 1 Block of teachers' accommodation constructed	Construct 65 rooms for teacher's accommodation.
Construction of 15 new classrooms with adjoining administrative office, built over a period of 2 years.	Mid West	15 classrooms	12 classrooms constructed	Construction of 3 new classrooms with adjoining administrative office
Construct 68 rooms of teacher accommodation, built over a period of 2 years.		68 teacher accommodation rooms	1 Block of teachers' accommodation completed.	Construct 17 rooms of teacher accommodation
Construct 15 classrooms in UPE schools with the highest refugee enrolment, built over a 2 year period.	Kampala	15 classrooms	0 constructed (Construction activities with urban partner on hold).	Construct 4 classrooms in UPE schools with the highest refugee enrolment

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
Construction of 10 new classrooms, built over a 2 year period.	West Nile	10 classrooms	42 classrooms were renovated in 8 schools, 69 temporary classrooms constructed construction of 11 schools comprising of 99 temporary classrooms.	Target met
Construction of 200 stances of drainable pit latrine and wash rooms/ urinals attached	South West	200 stances of pit latrines	3 blocks constructed	Construction of 49 stances of drainable pit latrine and wash rooms/ urinals attached
Construct 3 waterborne toilets and VIP latrines in nine UPE schools with high refugee enrolment. The target identified is the number of schools per year which will have the toilets/latrines constructed. With the unit number being the number of schools x the number of units.	Kampala; West Nile (Bidibidi, Adjumani and Arua)	3 latrines x 9 schools = 27 latrines	Urban: Construction activities with urban partner on hold. 110 latrines stances constructed Construction of 3 blocks of drainable latrines.	Target met
Procure and distribute a total of 1,875 desks across 110 classrooms in existing primary schools.	South West; West Nile	1,875 desks	procure and distribute 5,650, 3-seater desks.	Target met
Procure and distribute a total of 300 desks to 3 UPE schools (i.e. 100 desks in each school)- with highest refugee enrolment.	Kampala	300 desks	In procurement	Procure and distribute a total of 300 desks to 3 UPE schools (i.e. 100 desks in each school)- with highest refugee enrolment.
Objective 2: Improve the quality of teaching and learning				
Recruit and deploy an additional 60 teachers of which 28 shall be female teachers during 3 years period (12 months x 60 teachers x monthly unit cost. This recruitment will be carried out over 3 years, with a 12 month salary being paid for the year of recruitment. UNHCR, the local District Authority and other Development Partners will be engaged to integrate these teacher salaries within other programmes.	South West	60 teachers deployed	6 trained teachers recruited and deployed.	Recruitment and deployment of additional teachers
Recruit and deploy additional 235 teachers out of which 120 shall be female teachers for 3 years (12 months x 235 teachers x monthly unit cost). This recruitment will be carried out over 3 years, with a 12 month salary being paid for the year of recruitment only	West Nile	235 teachers deployed	13 head teachers recruited and salary paid 514 trained teachers recruited and deployed	Target met

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
Recruit and deploy additional 35 teachers out of which 15 shall be female teachers for 3 years (12 months x 35 teachers x monthly unit cost). This recruitment will be carried out over 3 years, with a 12 month salary being paid for the year of recruitment. UNHCR, the local District Authority and other Development Partners will be engaged to integrate these teacher salaries within other programmes.	Mid West	35 teachers deployed	21 trained teachers were recruited and deployed	Recruitment and deployment of additional teachers
Enrol 300 teachers in in-service refresher courses training	South West; West Nile (Emergency South Sudan Response)	300 teachers	Trained 141 newly recruited teachers for the South Sudanese emergency response on EIE modules, the UNHCR code of conduct and Uganda National teacher's code of conduct.	Enrol 40 teachers in in-service refresher courses training
Procure and distribute 3,333 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) 96 pages	South West; West Nile for South Sudan Emergency Response (Adjumani; Rhino Camp)	3,333 textbooks	4,600 textbooks distributed distribution of 63,780 exercise books to students, 200 lesson planning, lesson scheming books to teachers; Scholastic materials (pens, exercise books, math sets) distributed to 12,000 students.	Procure and distribute 260 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) 96 pages
Exam fees provided for vulnerable children and procure and administer beginning and mid-term examinations and holiday package P4-P7	West Nile	To be finalised in mid-2017 report	Procured examination printing papers and equipment procured P7 District Mock exams and facilitated candidates to sit exam Facilitated 1,458 students to sit Sth Sudanese P8 examination	Exam fees provided for vulnerable children on an emergency basis
Objective 3: Ensure safe learning environments for children				
Support 35 schools with school based child protection initiative including; essay competitions, the school family initiatives	Kampala	35 schools with child protection initiatives	No activities planned	Support 9 schools with school based child protection initiative including; essay competitions, the school family initiatives

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
Objective 7: Emphasize 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	School feeding and nutrition in 6 schools	No activities planned	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.
Objective 8: Promote innovation in education programming and interventions				
Conduct annual career guidance sessions in 31 primary schools targeting upper classes	South West	31 schools receive career guidance sessions	No activities planned	Conduct annual career guidance sessions in 8 primary schools targeting upper classes
Facilitate annual career guidance sessions in 7 primary schools targeting OVCs and UAC in three years	West Nile	7 schools receive career guidance sessions	No activities planned	Facilitate annual career guidance sessions in 2 primary schools targeting OVCs and UAC in three years
Implement Newspaper in Education (NiE) Program in collaboration with Daily Monitor Publications	South West	To be finalised in mid-2017 report	No activities planned	Implement Newspaper in Education (NiE) Program in collaboration with Daily Monitor Publications
Implement Newspaper in Education (NiE) Program in 4 settlement schools in collaboration with Daily Monitor Publications.	Mid West	To be finalised in mid-2017 report	Procured 5,760 copies of Monitor Newspapers in Education and distributed to 8 primary schools	Implement Newspaper in Education (NiE) Program in 4 settlement schools in collaboration with Daily Monitor Publications.

Yemen – Aden



1,067 Total to Date OOSC Enrolment

1,037 Enrollment in reporting period

Overall Context

The conflict in Yemen continues unabated, greatly affecting the living conditions and welfare of refugees, asylum seekers and other people of concern. Over a year into the conflict, the precarious humanitarian situation is compounded by a deteriorating national economy and the disruption of already limited basic services, together with the deterioration of security in most parts of the country. Humanitarian agencies have difficulties accessing and monitoring certain areas, including Kharaz refugee camp.

Impact

All refugee children have free access to education in Aden and Kharaz camp. In the school year 2015/16 a total of 7,251 (4,827 Aden and 2,424 Kharaz) refugees and host community children attended the five primary schools in the camp and in the urban area of Basateen-Aden. The new school year 2016/17 started in September 2016 where a total of 8,571 (6,071 Aden and 2,500 Kharaz) students attended the five primary

schools. Due to the deterioration of the security context, UNHCR was not able to actively conduct campaigns to identify OOSC children (such as door to door awareness). The programme was therefore focused on ensuring that children remain in school by providing adequate support. A total of 2,500 students in the camp and 500 in Aden received school kits and uniforms. UNHCR paid incentives to 170 teachers and service staff in five Kharaz and Aden primary schools in addition to incentives for the six refugee counsellors in the three primary schools in Basateen. Stationary and teaching materials were provided for the five schools including to the support of 12 internal educational and cultural competitions and one sport match between the schools. Student councils organised 15 meetings and the partners counsel organised 17 meetings during the school year.

The innovative mechanism of the community-based monitoring and tracking system of the OOSC was disturbed during 2015/16 school year due to the civil war, which greatly affected the refugee community. Part of the mechanism continues functioning, which involves psychosocial support to refugee children and the tracking of the schools' dropouts by the six counsellors.

In May, Alghaith Refugee Association organised a ceremony for the closure of the school year for the community-based accelerated education classes in the camp where 91 students (28 boys and 63 girls) successfully completed the scholastic year. During the reporting period, students were provided with education support, where each student received about \$14 per month for the rest of the school year from January-April 2016. In September, out of 91 students, 25 students (8 boys and 17 girls) will join the formal primary schools for the new school year in 2016/17.

The new school year started in September where a total of 2,500 refugee students attended two primary schools in Kharaz camp and a total of 6,071 refugee and host community students attended three primary schools in the urban area of Basateen. The new school year for the community-based accelerated education classes started in October, where Alghaith Refugee



Committee registered 70 students and 280 students attended remedial classes.

During the second semester of the 2015/16 school year, inspectors from the Office of Education (OoE) from Lahej Governorate conducted monitoring field visits to the camp schools on a monthly basis to monitor the educational process and provide technical support to teachers. Despite the shortage of textbooks in the schools in the south due to the ongoing armed conflict with the north, the OoE coordinator was able to provide the camp schools with textbooks.

UNHCR partners, in collaboration with the experts from OoE in Lahej, conducted trainings on early reading approaches and curriculum for 22 Arabic language teachers, headmasters, and heads of divisions in the camp. The training objective included reading skills approaches and strategies, phonology, and practical lessons to enable teachers to enhance their teaching performance. The teachers performed several lessons under trainers' supervision. The evaluation test showed that the trainees gained basic knowledge on early reading methods. The trainees need further refresher trainings on the same subject to strengthen their knowledge and skills.

UNHCR partners targeted 42 teachers with trainings on early inclusive education and the enrolment of children with disabilities in formal schools. Save the Children assessed the capacity

of primary and secondary school teachers following discussions with teachers. The purpose of this assessment was to identify and develop a capacity building plan based on the needs of the targeted group. The discussion highlighted several gaps and issues including the language and communication gap between Arabic and non-Arabic speakers (teachers and students).

Other capacity building needs that surfaced include interactive teaching methodologies, participatory approaches to teaching, inclusive education, Psychological First Aid (PFA) and detection of protection concerns and referral mechanisms. The participants recommended that there was a need to provide intensive Arabic courses for both children and teachers, and a more interactive method for learning. These methods should be incorporated into Active Learning teacher training. Teachers also need trainings on psychosocial first aid and stress management to enable them to recognise signs of physical or psychosocial distress and other protection concerns, such as children who have been separated from their families. The identified capacity building needs were collected, discussed and shared with UNHCR for exploring training opportunities for teachers.

386 refugee students approached social counsellors in Basateen schools for support. It was observed that the counsellors gained the trust of the refugee children as they are from the same

community. Counsellors provided children with counselling related to drop-out, family issues, girls' issues and *qat* drug addiction. UNHCR also developed a referral pathway for SGBV incidents inside schools where are referred to UNHCR's protection partner *Intersos*.

Basateen boys' school has been a challenge with frequent violence occurring inside the school. Overcrowding and diversity among the students could be one of the reasons for this violence, where the school is attended by Somali and Ethiopian refugees, Yemeni returnees from Somalia, marginalised children, internally displaced children from the north and other children from Basateen host community, including the children of the families who have moved from rural areas to Aden. UNHCR received reports of damage to school furniture and equipment, fighting and bullying. Teachers lack the skills in dealing with such situations in school, and lack skills in applying disciplinary measures for students. In the participatory assessment with children, they indicated that the behaviour of some teachers offered a bad example to the children.

UNHCR education, protection and community services partners targeted Basateen boys' school with multiple awareness-raising sessions related to child abuse, the importance of education, the role of the parents and community involvement, promotion of children and youth friendly spaces and trained social counsellors in order to reduce violence in the school and enable the school's management and teachers to promote diversity.

The education programmes in the camp and in urban Aden are implemented in close collaboration with OoE and refugee communities. Several stakeholders meetings between UNHCR, education partners and the OoE occurred throughout 2016 to coordinate the support of UNHCR to schools and the technical support of the OoE to refugee education. The support of the OoE is provided in the form of textbooks,

inspectors' visits, exams, and student certificates. PTAs, student councils and education committees played significant roles throughout the academic year in supporting education through the various educational, and cultural activities organised with the support of community services and education partners.

The partnership with Alghaith Refugee Committee and the Oromo Committee also played an important role in identifying and enrolling children into the accelerated education programme and remedial classes. The refugee community in the camp organised and continued classes even when the partner had no access to the camp. Refugee communities steered the direction of the accelerated education classes and organised themselves to provide support.

Challenges and Lessons Learned

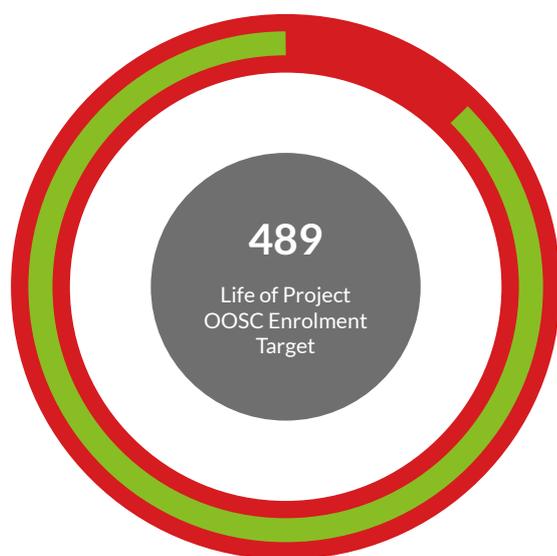
The fragile security situation prevents UNHCR staff from accessing the camp for monitoring, therefore the monitoring was conducted through meeting with partners and refugee committees inside the Aden office, and during follow up calls. During the second half of the school year, UNHCR was able to visit the camp to conduct an assessment that will feed into the next two years' planning and strategy. It was planned to construct four classrooms and three latrines in Alghafki School in Basateen. This plan could not be implemented due to operational challenges, where UNHCR could not get its new partner, Save the Children, on board on time (and for the same reason two teacher training sessions were not achieved).

Tracking students also remains a significant challenge for UNHCR. For example, UNHCR is not able to track students who move from accelerated education classes to the formal education system including the children who are brought back to school. The newly recruited Education Associate in UNHCR will closely follow the data system in formal schools and will work on developing a student tracking system with the OoE. UNHCR will also work with the Alghaith Refugee Committee to improve their reporting on educational activities.

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
Objective 1: Expand Access to Education				
Identified out of school children are registered in the 3 primary schools in Basateen	Basateen	To be finalised in mid-2017 report	No activities planned	Identified 500 out of school children are registered in the 3 primary schools in Basateen
Provide the children with uniforms, shoes and school bags.	Basateen	To be finalised in mid-2017 report	500 individuals	No activities planned
Provide the children with uniforms, shoes and school bags.	Kharaz	To be finalised in mid-2017 report	2,500 uniforms	No activities planned
Coordinate with the management of the 3 schools in Aden to enrol 150 overaged learners in accelerated classes.	Basateen	To be finalised in mid-2017 report	No activities planned	Coordinate with the management of the 3 schools in Aden to enrol 150 overaged learners in accelerated classes.
Coordinate with the management of the 2 schools in Kharaz to enrol 150 overaged learners in accelerated classes.	Kharaz	To be finalised in mid-2017 report	100 individuals	Coordinate with the management of the 3 schools in Aden to enrol 150 overaged learners in accelerated classes.
Provide the children enrolled in accelerated learning programmes with financial assistance.	Kharaz	To be finalised in mid-2017 report	70 cash grants	Provide 70 children enrolled in accelerated learning programmes with financial assistance.
Provide sport and recreational activities material	Kharaz	To be finalised in mid-2017 report	12 cultural competitions	No activities planned
Extension of Basateen school's fence.	Basateen	1 fence	1 fence	No activities planned
Construct Kharaz schools' fence.	Kharaz	1 fence	0 fence	No activities planned
4 classes+3 latrines will be constructed in Algafkhi primary school	Basateen	4 classes; 3 latrines	0 classes; 0 Latrines	No activities planned
12 classes+ 13 latrines in Alghafki School and furniture	Basateen	12 classes; 13 latrines	No activities planned	Construction commenced on Alghafki school
Rehabilitation of 3 primary schools	Basateen	3 schools rehabilitated	No activities planned	No activities planned
Rehabilitation of 2 primary schools	Kharaz	2 schools rehabilitated	No activities planned	No activities planned
Objective 2: Improve the Quality of Teaching and Learning				
Incentives to teachers at Kharaz primary schools	Kharaz	To be finalised in mid-2017 report	125 teachers	Incentives to 125 teachers at Kharaz primary schools
Incentives to teachers at Basateen primary schools	Basateen	To be finalised in mid-2017 report	45 teachers	Incentives to 45 teachers at Basateen primary schools
186 teachers (funded through UNHCR and Government) training in literacy and numeracy methodologies, assessment of children's learning, participatory pedagogy, early education and inclusive education.	Basateen	186 teacher trainings	No activities planned	186 teachers (funded through UNHCR and Government) training in literacy and numeracy methodologies, assessment of children's learning, participatory pedagogy, early education and inclusive education.
132 teachers (funded through UNHCR) training in literacy and numeracy methodologies, assessment of children's learning, participatory pedagogy, early education and inclusive education.	Kharaz	132 teacher trainings	42 teachers trained	132 teachers (funded through UNHCR) training in literacy and numeracy methodologies, assessment of children's learning, participatory pedagogy, early education and inclusive education.
School materials and teaching aides for 132 teachers in two schools	Kharaz	2 schools	2 schools	School materials and teaching aides for 132 teachers
School materials and teaching aides for 34 teachers in 3 schools	Basateen	3 schools	3 schools	School materials and teaching aides for 34 teachers

Activity Description		Targets		
Life of Project Activities	Location	Life of Project Targets	Actual 2016	Planned for the next 6 months
Establishment of Resources room in Kharaz	Kharaz	1 resource room	No activities planned	No activities planned
Objective 4: Promote Awareness and Advocacy on the Importance of Education for Refugee Children				
Objective 5: Improve Data Collection, Management and Analysis to Promote Learning and Better Programming				
Objective 6: Strengthen Capacity and Partnerships with Ministries of Education and Other Education Actors to Enable More Refugee Children to Access School				
6 Social counsellors will be recruited in the 3 schools for morning and afternoon shifts to support the monitoring systems in the schools	Basateen	6 counsellors	6 counsellors	6 Social counsellors in the 3 schools will receive incentives for morning and afternoon shifts to support the monitoring systems in the schools
Objective 7: Emphasize Community Participation in Education				
Organise monthly meeting with all education stakeholders	Basateen	Monthly meeting	5 meetings with students; 9 meeting with parent councils; 3 schools; several meetings with the OoE	Organise monthly meeting with all education stakeholders
Organise monthly meeting with all education stakeholders	Kharaz	Monthly meeting	10 meetings with students; 8 meeting with parent councils; several meetings with the OoE	Organise monthly meeting with all education stakeholders
Objective 8: Promote Innovation in Education Programming and Interventions				
Team of 50 refugee block leaders and university graduates will conduct a survey to identify out of school children in 15 blocks. Same team will collaborate with the schools' counsellors in monitoring students' drop out.	Basateen	Survey	No activities planned	Team of 50 refugee block leaders and university graduates will conduct a survey to identify out of school children in 15 blocks. Same team will collaborate with the schools' counsellors in monitoring students' drop out.
1 Supervisor based in Basateen school (assessment team)	Basateen	Survey	No activities planned	1 Supervisor based in Basateen school (assessment team)

Yemen – Sana'a



■ **885** Total to Date OOSC Enrolment

■ **778** Enrollment in reporting period

Overall Context

The escalation of conflict in Yemen has caused an unprecedented humanitarian crisis, with heavy and frequent airstrikes in Sana'a throughout 2016. Fuel shortages, increase of prices including public transportation fares, and deterioration of general economic situation affected the socio-economic status of nationals, refugees and asylum seekers. In August, the de facto authorities requested UNHCR to hand over registration activities for non-Somali refugees to the Bureau of Refugee Affairs (BRA) and, in November, suspended the registration activities for Somali refugees. As of December, Yemen hosted 269,783 refugees and 9,097 asylum seekers. In 2016, an estimated 117,107 new arrivals landed along the Arabian and Red Sea coasts of Yemen, 83 per cent of whom originated from Ethiopia and 17 per cent from Somalia. A significant increase is noted in the registration of Sudanese who had stayed in Yemen for years without requesting protection from UNHCR (127 Sudanese refugees were registered in 2016). The registration centres in Kharaz and Mukalla have been closed since the outbreak of the war in March 2015. Refugees

living in the outskirts of Sana'a town and other governorates where there are no registration centres were unable to access registration services in Sana'a due to security concerns and economic constraints such as the lack of transport fare to travel to Sana'a. Following suspension of registration activities in Sana'a since August 2016, more than 600 newly arrived non-Somali refugees remained unregistered and undocumented.

Impact

EAC provided an opportunity to UNHCR and its partners to reach large numbers of refugee children and increase education-related interventions. Through the partnership with EAC, UNHCR Sana'a has made significant achievements through its partner Sustainable Development Foundation (SDF). SDF conducted a range of education activities to increase 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. A community-based survey was conducted in July-August 2016 and 1,418 OOSC were identified, of whom 778 OOSC were new enrolments. 2,269 refugee children received school kits, which demonstrated an increase in enrolment and retention rates. However, it is expected that the dropout rate will remain high, and to facilitate enrolment UNHCR provided and delivered equipment and furniture to the Arrivals Department at the Sector of Curriculum and Guidance of the Ministry of Education, which was badly affected by airstrikes in 2015.

Regular meetings with refugee community leaders, as well as daily social counselling sessions and interaction with families, caregivers and children were also conducted to improve access to education and maintain retention. UNHCR's Family Centre remains the main point for identification of children at risk and referrals to UNHCR, partners and service providers. The Family Centre is a safe place for children of different backgrounds, developmental stages and abilities. An integral component of the services provided at the Family Centre are various training activities aimed at empowering children to

protect themselves and each other, which include 'Safe Me, Safe You' training, life skills, first aid and personal hygiene. 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. All of these activities significantly contribute to the improvement and support of the enrolment and retention in education services.

SDF conducted several activities in 2016 to improve the quality of education, despite the overall challenging situation as a result of the inability of MoE to afford relevant interventions. SDF trained 123 teachers and social workers on dealing with children with disabilities/special needs, and established fully-equipped four resource rooms in four schools to develop their skills and to overcome learning difficulties. With the Inclusive Education Department at the Education Office, UNHCR and SDF are exploring the possibility of using resource rooms and extra-curricular activities to support over-aged children through providing them with remedial classes so they can join and catch up their peers at the same grade. UNHCR provided equipment, furniture, teaching and learning materials such as desks, laboratory equipment, textbooks, sport packages and music equipment to five schools, and the remaining five schools will be considered in the 2017 plan based on available funds.

Despite the lack of proper infrastructure and political, security and economic stability, through equipping schools with computer laboratories and resources rooms, UNHCR emphasised the importance of adopting innovative approaches in education that can improve children's learning outcomes and can use technology to empower students to become lifelong students. Teachers were also provided with 'integrating technology in education' and 'basic computer literacy' trainings to build capacity in using technology and enhancing teaching methods.

The Child Protection in Crisis Network (CPCs) members assist in identifying OOSC, students at risk of dropout, and child protection cases. Data management systems were established and equipment was provided to ten schools such

as computers, printers and solar systems. The equipment will be used to establish and enhance information management system, data collection and establish a tracking system for OOSC and dropouts.

Key achievements include providing assistive devices (glasses, wheelchairs, crutches, and hearing aids) to 81 refugee children with disabilities, establishment of a parents group, and contracting an Education Coordinator. Community efforts included conducting a back to school campaign, community mobilisation and sensitisation sessions conducted. UNHCR and its partners conducted training for school staff and community members on different themes and provided health related equipment for school health rooms in five schools.

UNHCR maintains regular coordination with the MoE to discuss issues and interventions related to refugee children. In 2016, the MoE invited UNHCR to be a member in the Technical Committee to discuss the Education Cannot Wait initiative with other agencies. Education actors, with direct support from UNHCR's Representative, were successful in obtaining an exception for refugee children from paying fees for obtaining a school memo for new arrivals. The first consultative meeting with MoE officials was held in 2016 in order to involve the Government in understanding the challenges faced by refugee children. UNHCR sought to collectively discuss how to address challenges at the national level. One of the main results achieved following this meeting was the issuance of a number of memos to facilitate access to education using one of the following documents: a birth certificate or refugee ID or certificate, or arrival form. In the past a birth certificate was a pre-condition for a child to enrol in education, and refugee children previously faced difficulty in obtaining an admission application by the MoE.

Challenges and Lessons Learned

Unlike 2015 when education activities were almost frozen as a result of the deterioration of security situation and the lack of an education partner, all education activities have been



Two Somali refugee girls enrolled in school through the EAC programme receiving solar lamps in Al Ghafeki Primary School in Aden, Yemen. © UNHCR/Nasre Ahmed

implemented and targets met. A key challenge remains the monitoring of both enrolled and at risk of dropout children as well as other key education indicators, in particular in the urban context and considering that the statistics collected by MoEs, EMIS does not reflect statistics of refugee children.

The MoE and 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. Thus, UNHCR supported, as detailed above, the Sector of Curriculum and Guidance – MoE with equipment, furniture, and a re-designed database system in order to enhance data management system. In 2017, UNHCR will continue supporting the schools to make the established systems functional and effective. There are other challenges identified such as parents who refuse to enrol their children in education as they do not value the importance of education, or they send their children to work and support the family as a result of poverty. Families are sometimes unable to provide children with transportation and daily

meals. Another critical challenge is the security situation which prevents communication with the government.

The lessons learned highlight the importance of maintaining close and regular coordination with the school management in the ten targeted schools and MoE to promote the mainstreaming of refugee children's education into the national education system. Children who have access to school but are not enrolled are the group of OOSC proving to be difficult to reach. High numbers of families relocate to new locations and send children to work to support the family in poverty. In response, UNHCR conducts awareness-raising, community mobilisation and sensitisation sessions on the importance of education in order to encourage refugee families to send their children to schools, while working with other sections to provide alternatives to children working.

Activity Description		Targets	
Life of Project Activities (Location Sana'a)	Life of Project Target	Actual 2016	Planned for the next 6 months
Objective 1: Expand Access to Education			
School materials packages (uniforms, shoes, school bags including stationary) to OOSC and previously EAC children	To be finalised in mid-2017 report	2,269 individuals	School materials packages (uniforms, shoes, school bags including stationary) to OOSC and previously EAC children
Support the day care and Early Childhood Development	To be finalised in mid-2017 report	95 individuals enrolled; 115 individuals benefited from day care	Support day care and Early Childhood Development activities for 72 children.
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)	To be finalised in mid-2017 report	81 individuals	Identify 44 children with special needs in Sana'a and provide them with assistive aids to access schools (e.g. glasses, hearing devices, wheelchairs, and crutches)
Furniture, teaching-and-learning materials (Desks/chairs, laboratory equipment, textbooks, sport packages and music equipment to five schools	To be finalised in mid-2017 report	5 schools with furniture; 5 schools with medical supplies	Furniture, teaching-and-learning materials (Desks/ chairs, laboratory equipment, textbooks, sport packages and music equipment to 5 schools
Provide sport and recreational activities material	To be finalised in mid-2017 report	10 schools	Provide sport and recreational activities materials for five schools.
Provide sport and recreational activities material in the community centres	To be finalised in mid-2017 report	1 centre equipped	No activities planned
Maintenance for 2 schools	2 schools	2 schools	No activities planned
Objective 2: Improve the Quality of Teaching and Learning			
Train teachers and social workers on INEE (Inter- Agency Network on Education in Emergencies)	To be finalised in mid-2017 report	1 training; 36 school personnel	No activities planned
Organize training on teaching methodologies	To be finalised in mid-2017 report	No activities planned	Organise training on teaching methodologies
Train teachers and social counsellors on promoting psychosocial well-being among children affected by armed conflict and displacement.	To be finalised in mid-2017 report	1 training; 40 school personnel	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	To be finalised in mid-2017 report	3 trainings; 121 school personnel	Train teachers, social workers , health workers, and community members on dealing with children with special needs
Train teachers, social workers, health workers and community members on child protection and SGBV issues	To be finalised in mid-2017 report	3 trainings; 121 school personnel	No activities planned
Train teachers, social workers , health workers, and community members on dealing with children with special needs	To be finalised in mid-2017 report	3 trainings; 123 school personnel	No activities planned
Train teachers and social workers on learning disorders and use of resources rooms	To be finalised in mid-2017 report	No activities planned	No activities planned
Objective 3: Ensure Safe Learning Environments for Children			
Establish/support student councils to implement their annual activities plans	To be finalised in mid-2017 report	10 student councils	Establish/support 10 students councils to implement their annual activities plans

Activity Description		Targets	
Life of Project Activities (Location Sana'a)	Life of Project Target	Actual 2016	Planned for the next 6 months
Empower and train student councils on CRC, child protection, importance of education	To be finalised in mid-2017 report	93 individuals trained	Empower and train 91 individuals from student councils on CRC, child protection, importance of education
Establish/strengthen child protection committees and support their regular meetings on 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 path ways.	To be finalised in mid-2017 report	101 individuals trained	Establish/strengthen child protection committees and support their regular meetings on regular monthly basis. Child protection committee members are getting training on
Provide non-formal education such as: literacy, numeracy, hygiene, HIV/AIDS, or landmine trainings.	To be finalised in mid-2017 report	534 individuals attended the centre 377 individuals attended language classes 196 individuals enrolled and attended numeracy classes	Provide non-formal education such as: literacy, numeracy, hygiene, HIV/AIDS, or landmine trainings.
Objective 4: Promote Awareness and Advocacy on the Importance of Education for Refugee Children			
Conduct education awareness sessions, including on the importance of educating girls.	To be finalised in mid-2017 report	UNHCR through its partner SDF conducted 9 awareness sessions and community mobilization and sensitization sessions on importance of education, including on the importance of education of girls. Total persons targeted were 418(184F,234M),	Conduct education awareness sessions for 59 participants, including on the importance of educating girls.
Objective 5: Improve Data Collection, Management and Analysis to Promote Learning and Better Programming			
School-based survey at country level to set baselines for primary education (Feb/March 2014) and monitoring system with MoE established- Main aim: verify drop out cases, main root causes and follow-up as needed.	1 survey	No activities planned	No activities planned
A follow-up OOSC survey to identify root causes for children not attending school and tailor interventions	1 follow up survey	1 follow up survey	A survey to identify and address the OOSC
Assessment and evaluation for the impact of previous support provided in previous years and priorities the needs for 10 schools for 3 years	To be finalised in mid-2017 report	No activities planned	No activities planned
Organize training for MoE staff on the refugee education strategy-	To be finalised in mid-2017 report	No activities planned	No activities planned
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)	Inclusion of refugees	1 Memo signed	Inclusion of refugees into the 2015/2017 GoY Education Work plan (advocacy and team work, coordination meetings with MoE)
Regular coordination meetings with MoE, Education Office and School Directors of 10 schools	To be finalised in mid-2017 report	1 coordination meeting	Regular coordination meetings with MoE, Education Office and School Directors of 10 schools

Activity Description		Targets	
Life of Project Activities (Location Sana'a)	Life of Project Target	Actual 2016	Planned for the next 6 months
Back to school campaigns	To be finalised in mid-2017 report	1 campaign	No activities planned
Equipment to MoE to improve information management system and data collection on a national level	To be finalised in mid-2017 report	UNHCR provided equipment and furniture to the Arrivals Department at the Sector of Curriculum & Guidance- Ministry of Education, which deals with refugee children. This support aims to strengthen relationships and facilitate enrolment of refugee children.	Establish the database for the Control Department
Training of MoE education staff at central and local level on UNHCR global education strategy (specific or group seminars/workshops)	To be finalised in mid-2017 report	No activities planned	No activities planned
Train MoE education staff at a central and local level on refugee issues	To be finalised in mid-2017 report	0 trainings	Train MoE education staff at central and local levels on refugee issues
Objective 7: Emphasize 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.	To be finalised in mid-2017 report	1 parent group	1 parent group's session conducted
Objective 8: Promote Innovation in Education Programming and Interventions			
Equipment and educational materials for three resource rooms in three schools.	Equipment for 3 resource rooms in 3 schools	Equipment for 4 resource rooms in 4 schools	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.	To be finalised in mid-2017 report	10 schools	No activities planned
Provide 20 computers for 2 schools	20 computers in 2 schools	18 computers	No activities planned
Provide furniture for the computer lab for 4 schools	To be finalised in mid-2017 report	80 chairs ; 80 desks; solar system per each school	No activities planned
Provide projector for the computer lab	To be finalised in mid-2017 report	1 Projector	No activities planned
Provide Projector screen for the computer lab	To be finalised in mid-2017 report	1 Projector	No activities planned
Projector ceiling mount with installation	To be finalised in mid-2017 report	1 Project ceiling mount	No activities planned
Network web installation, items, electrical points for the computer lab	To be finalised in mid-2017 report	Network web installation	No activities planned
Train Teachers and school Directors on the basic computer literacy	To be finalised in mid-2017 report	1 training; 23 teachers trained	No activities planned
Train Teachers on computer maintenance	To be finalised in mid-2017 report		No activities planned
Train Teachers on integrating technology in education and education strategy	To be finalised in mid-2017 report	38 teachers trained	No activities planned

