

SCHOOL DAYS  
REFUGEE CHILDREN  
HAVE MISSED:  
700,000,000\*  
\*SINCE SEPT 2016, WHEN WORLD LEADERS PROMISED EDUCATION FOR ALL REFUGEE CHILDREN

# LOSING OUT ON LEARNING



Save the Children

Providing refugee children the education  
they were promised



10 year old Rou Klu Soe Doh, lives in Mae La refugee camp Thailand.

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# INTRODUCTION

**Over half of the world's registered refugees of school age, some 3.5 million children, are not in school. In fact, refugee children are five times less likely to attend school than other children<sup>1</sup>. But even for those who can access education, the quality is often very poor. The international community can and must do better to ensure refugee children's right to a quality education. There are some promising signs that it wants to.**

## SIGNS OF HOPE

During 2016, education in humanitarian situations in general and for refugees in particular, became the focus of the Supporting Syria and the Region Conference, the World Humanitarian Summit and important commitments to education were made at the UN General Assembly and the Leaders' Summit. Education for refugees was also a principal driver of the establishment of Education Cannot Wait, a global fund for education in emergencies.

Last year, when world leaders met at the UN to agree how to respond to the global refugee crisis, they promised that all refugee children would be in school and learning within a few months of becoming refugees. It is envisaged that the promise of education for refugee

children within a few months of their displacement will be delivered by the implementation of Comprehensive Refuge Response Plans in refugee hosting countries and regions and a Programme of Action underpinning the Framework that sets out actions that can be taken, both by Member States and by other relevant stakeholders. Taken together these two mechanisms will form the Global Compact on Refugees.

## URGENT ACTION

There is now a premium on urgency. Since the education related commitment to ensure all refugee children had access to education within a few months of displacement were made in September 2016 the world's 3.5 million out of school refugee children, have lost out on over 700 million days of school. Every day another 1.9 million school days are lost<sup>2</sup>.

Many of the children who have fled their homes seeking protection in other countries have of course already lost years of schooling and many, coming from poor and conflicted affected states have never enrolled in school in the first place. They cannot afford another year of prevarication on the part of the international community.

However, we know that in countless refugee situations education is severely delayed and sometimes never provided.

Although more than three quarters of school-aged refugee children interviewed by Save the Children in Greece said that going to school was one of their top priorities, more than one in five of them have never even begun their education. Our assessment found that

Syrian child refugees in Greece have been out of school for an average of 25.8 months, while Afghan child refugees spend an average of 10.7 months out of the classroom<sup>3</sup>.

The situation is equally bad among refugees experiencing long term displacement. In refugee camps in Kenya, which have been in existence since 1992, the primary net enrolment rate is 40% and the secondary enrolment rate is only 4%<sup>4</sup>.

## LOSING OUT ON LEARNING

Missing schooling means children are missing out on opportunities to learn, which we ordinarily do everything possible to minimise, including via national laws which compel parents to send their children to school and require school attendance.

When children are out of school their learning is not only no longer advancing but is also likely to regress. In fact, the longer children are out of school the more they lose skills and knowledge they have already acquired.

## LESS AND LESS LIKELY TO RETURN TO LEARNING

Not being in education has a wide range of other impacts, including the fact that the longer children are out of school the less likely they are to return. Reducing the time that children are out of school after becoming refugees increases the chances of them restarting their education and doing so on a sustainable basis.

Globally, only 34% of out-of-school children are likely to re-enrol in education, with the figure varying by region: 38% in Arab states, 36% in sub-Saharan Africa, 33% in East Asia and the Pacific, and as low as 15% in South and West Asia<sup>5</sup>.

We also know that the pressure on family incomes means that refugee children are particularly vulnerable to child labour and that once in child labour, children's chances of re-entering school diminish even further<sup>6</sup>.

In 2013, UNHCR<sup>7</sup> and Save the Children<sup>8</sup> assessments in Jordan found that almost half of refugee children were working and according to the US Department of Labour<sup>9</sup> children as young as 12 were working more than 12 hours per day in manufacturing, sales and food services<sup>10</sup>.

In the poorest communities, a child who has not gone to school for more than a year is likely to never return to the classroom.

## ONE YEAR ON: ASSESING PROGRESS AND ACCELERATING ACTION

The one-year anniversary of these commitments is an important moment to reflect on progress so far and identify what needs to be accomplished in the coming year to advance the pledges and deliver urgently needed positive changes in the provision of quality learning opportunities to the world's refugees.

This report provides an overview of the education specific developments associated with the commitments made both at the 2016 UNGA and the Leaders' Summit on Refugees. It draws on our experience of supporting education provision in refugee contexts and our engagement in national regional and global processes.

To mean anything the commitments made last year must provide the basis for a renewed focus on ensuring the provision of refugee education, not as a peripheral, stand-alone, optional activity but as a core component of the services, protection and durable solutions to which refugees are entitled.

We are convinced that fulfilling the commitment to quality education for all refugees in practice is possible. Some of this is already underway but it requires focussed attention, urgent reinforcement and sustained commitment to increase investment, refugee inclusion and educational improvement.

To that we have call for the following action in those three areas.

# RECOMMENDATIONS

## INVESTMENT

Close the funding gap to ensure inclusive, relevant and quality educational provision for refugee and host community children.

- Additional resources must be directed at improved planning and preparedness to ensure that communities that receive refugees have what they need in place to provide educational services when refugees arrive.
- Funding must be distributed appropriately so that all contexts are supported, including those that receive less media coverage or attention from donors.
- Given the protracted nature of crises, funding must go beyond short-term humanitarian support, and provide predictable, sustained funding to deliver holistic support of education systems in refugee hosting countries.
- Host country governments should be incentivised to include refugee education in national education sector plans, including through dedicated funding for refugee populations from the Global Partnership for Education.

Funding should be used to:

- Invest in education systems as a sustainable means to increase access to education and improve its quality. This should include system strengthening, school building, and training and paying teachers.
- Scale up funding and support for quality non-formal programmes to provide educational opportunities to children for whom the formal system is inaccessible. This funding must be flexible and allocated as needed to NGO partnerships to deliver quality non-formal education programmes.

## INCLUSION

Develop plans and enact policies to ensure that all refugee children are able to access relevant, quality education which is part of and recognised by the national system of their host country, offering an education of value and that lead to the next phase of their schooling.

- Host governments, and potential refugee hosting governments, must develop education sector plans which include provision for refugee children. This should be supported via joint technical and financial assistance from UNHCR, the Global Partnership for Education and Education Cannot Wait.
- Host countries must fulfil their legal and moral responsibilities and remove policy barriers which prevent refugee children from attending the formal school system, for example, by having an inclusive and flexible registration and documentation system that allows students to enrol in school without unnecessary requirements.
- Furthermore, host governments must develop and actively implement inclusive policies which allow and actively encourage refugee children to attend school.
- Lastly, host governments should enact policies that allow and certify innovative non-formal or informal learning opportunities that meet quality standards for out-of-school children. These opportunities should be accredited or should have pathways into the accredited formal system so that children can transition as ready.

## IMPROVEMENT

Improve the quality and relevance of education to ensure refugee student learning and well-being.

- Scale up the provision of pre-primary learning opportunities for refugee and host community children.
- Ensure refugee learners acquire foundational literacy and numeracy skills in the early grades, helping to lay the foundation for future learning, prevent drop out and reduce grade repetition.
- Build teacher capacity through professional development, adequate support and appropriate remuneration so that teachers can support the learning and well-being of all of their students. Professional development must build basic teaching skills for unqualified teachers and enhanced skills for trained teachers in areas such as positive classroom management, psychosocial support, and language acquisition.
- Institutionalize monitoring and accountability mechanisms that focus on student learning outcomes and teacher actions in the classroom and therefore measure and incentivise gains in learning.
- Increase recognition of student learning through certification pathways, expanded provision of secondary education and increased livelihoods opportunities for refugee youth.

## ACCOUNTABILITY

The move to comprehensive planning and response in response to refugee crises, with responsibility shared globally is welcome and necessary. However, the ultimate test of these commitments will be whether policy changes are implemented and whether these lead to improvements in the lives of refugees and host communities, including greater educational access and better learning outcomes.

This will not be achieved without focused action and accountability.

We call on member states and international institutions to:

- Develop and back with the necessary funding and technical support a global plan to ensure all refugee children have access to quality education. Mobilising the political will, financing and technical know-how necessary will requires nothing less.

The plan should be developed jointly by refugee hosting countries, donor governments, international institutions with an interest in and commitment to refugee education, civil society organisations and critically refugees themselves.

- Support host country governments to develop national refugee education action plans.

Such plans would help host country governments to develop a widely shared understand of the situation regarding refugee education in their country and set out a policy and delivery framework for ensuring all refugee children are in school in learning.

National Refugee Education Action Plans could form part of Education Sector Plans or where that isn't possible in the short term, adjuncts to them.

In the spirit of responsibility sharing the international community should commit that no credible National Refugee Education Action Plans should go unimplemented for lack of resources.

- Establish a results and accountability framework for the delivery of the New York Declaration pledges on education that has time-bound, measurable outcome targets and indicators that are reported on annually and which forms part of the global plan.

Taken together we believe that these actions would make the promises of the New York Declaration on Migrants and Refugees in respect of education a reality for the millions of refugee children who currently have no hope of going to school.

It will also signal that the international community stands ready to back the pledges made at international summits with practical action and the necessary funding.

# MASS DISPLACEMENT, A DEFINING CHALLENGE OF OUR TIMES

We are now witnessing the highest levels of displacement on record.

An unprecedented 65.6 million people around the world have been forced from home. Among them are nearly 22.5 million refugees, over half of whom are under the age of 18<sup>11</sup>.

20 people are forcibly displaced every minute because of conflict or persecution<sup>12</sup>.

The daily struggle for refugees and the communities in which they live, sometimes for many years or even decades, continues. Host country governments face significant challenges in providing basic services, including places in schools, for the large number of new arrivals or for communities in which a third generation of children have been born in the context of protracted displacement.

The world's response to large-scale movements remains inadequate and underfunded leaving refugees with an uncertain future and the countries that host them with inadequate support.

## THE REFUGEE EDUCATION CRISIS

The lack of quality educational opportunities for refugee children exemplifies this challenge. In fact, the state of provision for refugee education around the world is its own emergency.

If you're a refugee child the odds are that you experience the double jeopardy of losing both your home and your education.

More than half of all the refugee children in the world – 3.5 million – aren't in school<sup>13</sup>.

In today's world, there are 33 protracted refugee crises that average 25 years<sup>14</sup>, meaning millions of children miss out on some – if not all – of their education. These children often face discrimination and exclusion as they seek to rebuild their lives far from home. As a result, refugee children are five times less likely to attend school than other children in the countries in which they are displaced<sup>15</sup>. Only 22 per cent have access to secondary school and just one per cent attend university<sup>16</sup>.

There's no question that these children should be in school and learning. The case for education is abundantly clear.

Providing refugees with an opportunity to learn is the building block for their recovery and a vital link from humanitarian response to recovery, resilience and long-term development. During displacement the need for education, for safe, nurturing environments, for hope for the future and a path to the future is critical.

Education is also every child's basic right. The denial of education to refugee children, who having fled human rights violations in their country of origin, adds to their injury.

What's more refugee children and their families put a premium on education and ask for it to be prioritized. They see schooling as a source of hope and opportunity, and they right.

But despite the case for education and the demand for it from refugees themselves the barriers the barriers remain formidable. Chief among the measures required is greater responsibility sharing.

## SHARING RESPONSIBILITY FOR EDUCATING THE WORLD'S REFUGEES

Eighty-six per cent of the world's refugees live in low- and middle-income countries<sup>17</sup> whose education systems already struggle to meet the needs of the most marginalised. In such cases host countries need support from the international community to scale up provision of local services and to provide alternative educational opportunities to reach the most marginalised children until they can enter the formal system.

However, these capacity constraints are frequently compounded by political barriers which exclude children from the education system. Often there is a simple lack of political will or, worse, a political decision to obstruct the education of certain groups. Of 25 UNHCR priority countries only 16 (64%) allow refugees full access to their education systems at primary and secondary level, the rest placing limits on their access<sup>18</sup>. Furthermore, in countries where children are notionally allowed to access the national education system, missing or unrecognized identity documents frequently prevent school entry, progression and formal evaluation<sup>19</sup>.

It is equally important to recognise that the increased financial constraints and poverty facing refugee families act as a barrier to many children accessing an education. High costs of living combined with legal restrictions on the right to work can make the direct and indirect costs of schooling prohibitive. In many displacement contexts children are forced to work or to marry rather than continue their studies<sup>20</sup>.

## A HISTORY OF DERISORY FUNDING

Finally, the shortage of funding for refugee education is a critical barrier to educational provision.

Refugee responses in general are grossly underfunded, with the responsibility for meeting the needs of refugees disproportionately falling on the countries which host them.

The vast majority of refugees – nearly 90%<sup>21</sup> – are hosted by low- or middle-income countries, and increasingly living in urban areas rather than camps, where they rely on public services. However, these countries are already struggling to provide adequate quality basic services, including education, for their own citizens, and are often neither equipped nor prepared to extend national services to or meet the unique needs of populations crossing their borders.

Meanwhile, high income countries host very few refugees; based on end of 2016 UNHCR figures half of the refugees that are in high income countries reside in just three countries—Germany, France and the United States<sup>22</sup>. And while many wealthier nations have provided financial and technical support to refugees in lower income countries, the financing gap remains wide – 41 percent of UNHCR appeals went unfunded in 2016<sup>23</sup>.

In 2016 UNHCR's budget was set at \$7.5 billion; however, it only managed to raise \$4.4 billion<sup>24</sup>. This meant that UNHCR missed all its education targets for 2016. At the primary level, UNHCR was aiming to enrol 1.4 million children, but enrolled only 980,000, and at the lower secondary level the target was 149,000 and they only enrolled 66,000<sup>25</sup>.

And to make matters much worse, despite most refugee crises being protracted situations, funding is rarely multi-year or predictable.

## EDUCATION, THE POOR COUSIN OF AN UNDERFUNDED SYSTEM

Beyond refugee funding specifically, of the UN-coordinated humanitarian appeals in 2016 only 60% of requests were met, leaving a 40% shortfall<sup>26</sup>. Further these requests rarely match the actual needs of people requiring humanitarian assistance, as they are aggregates of requests by organisations and not always based on comprehensive needs assessments. In 2016 education received only 1.9% of humanitarian funding<sup>27</sup>, as the trend continues that in protracted crises funding for education is lacking as it falls between the humanitarian-development divide.



A temporary elementary school in Bidibidi refugee settlement in Yumbe district in Northern Uganda, constructed from wood and plastic sheeting is in disrepair after strong storms.

## THE CASE OF UGANDA

South Sudan's refugee children in Uganda face an education emergency. Uprooted from their homes by a vicious conflict, over half-a-million<sup>28</sup> have fled across the border into northern Uganda – one of the poorest parts of one of the world's poorest countries. For almost a year, one South Sudanese child has crossed the border every minute<sup>29</sup>. Many have lost parents, brothers, sisters and friends. They have witnessed unspeakable acts of violence. These children need security and a chance to rebuild their lives. Education has a vital role to play. Yet the vast majority of South Sudanese refugee children are either out-of-school or crammed into overcrowded schools lacking the teachers and books needed to deliver effective learning. There is a real and present danger that an entire generation of refugee children will be deprived of the education they need to rebuild their lives.

The Ugandan government has responded to the refugee crisis with extraordinary generosity. In marked contrast to governments in the rich world, it has offered sanctuary, and provided refugees with land, seeds and tools so that they can rebuild their livelihoods. It has opened its already over-stretched schools, health facilities and other services to refugee populations. On any measure of commitment, Uganda has delivered on its side of the global 'compact' to support a more effective response to refugees which was agreed by the United Nations General Assembly last year.

The same cannot be said of the international community. Donor governments have funded just 17 per cent of the UN appeal for the South Sudan refugee response in Uganda this year<sup>30</sup>. The response to the education emergency has bordered on derisory. Only a small fraction of the grossly inadequate \$61.6m appeal for education<sup>31</sup> has been delivered. To make matters worse, the funding provided has been short-term, unpredictable, and focused on individual projects. This has made it impossible for the Government of Uganda, UN agencies and national and international NGOs

to plan for what has all the hallmarks of a protracted and systemic crisis requiring a long-term, predictable finance to underpin a credible programme. In effect, the international community has turned its back on some of the world's most vulnerable children, leaving Uganda, and host communities living in endemic poverty, to shoulder the responsibility alone.

As part of its planning efforts, the Government of Uganda has delivered a costed comprehensive plan for meeting the needs of refugees within its borders<sup>32</sup>. The plan, which was presented at the at the Uganda Solidarity Summit on Refugees, co-hosted by Uganda's President and UN Secretary General Antonio Guterres in June 2017, called for \$2 billion in annual support to help translate the New York Declaration and related commitments into action. However, when it came time for the international community to step-up and make good on its promise toward fairer responsibility sharing, donors failed, announcing commitments of just \$350 million in support of Uganda's refugees<sup>33</sup>.

## RESTORING HOPE, REBUILDING FUTURES

In advance of the Solidarity Summit Save the Children published 'Restoring hope, Rebuilding Futures: A plan of action for delivering universal education for South Sudanese refugees in Uganda'<sup>34</sup>.

It sets out a plan of action which, if implemented, could deliver quality universal pre-primary, primary and secondary education for South Sudanese refugee children in Uganda at an average cost of \$132 million USD a year for three and a half years. This represents around \$152 USD per child annually<sup>35</sup>. The costs should be viewed as an investment in the future of over 1 million children – not just up to 900,000 refugees, but also the Ugandan children who will benefit from the expansion in services in the areas hosting refugees.

## I WANT TO BE A SCIENTIST

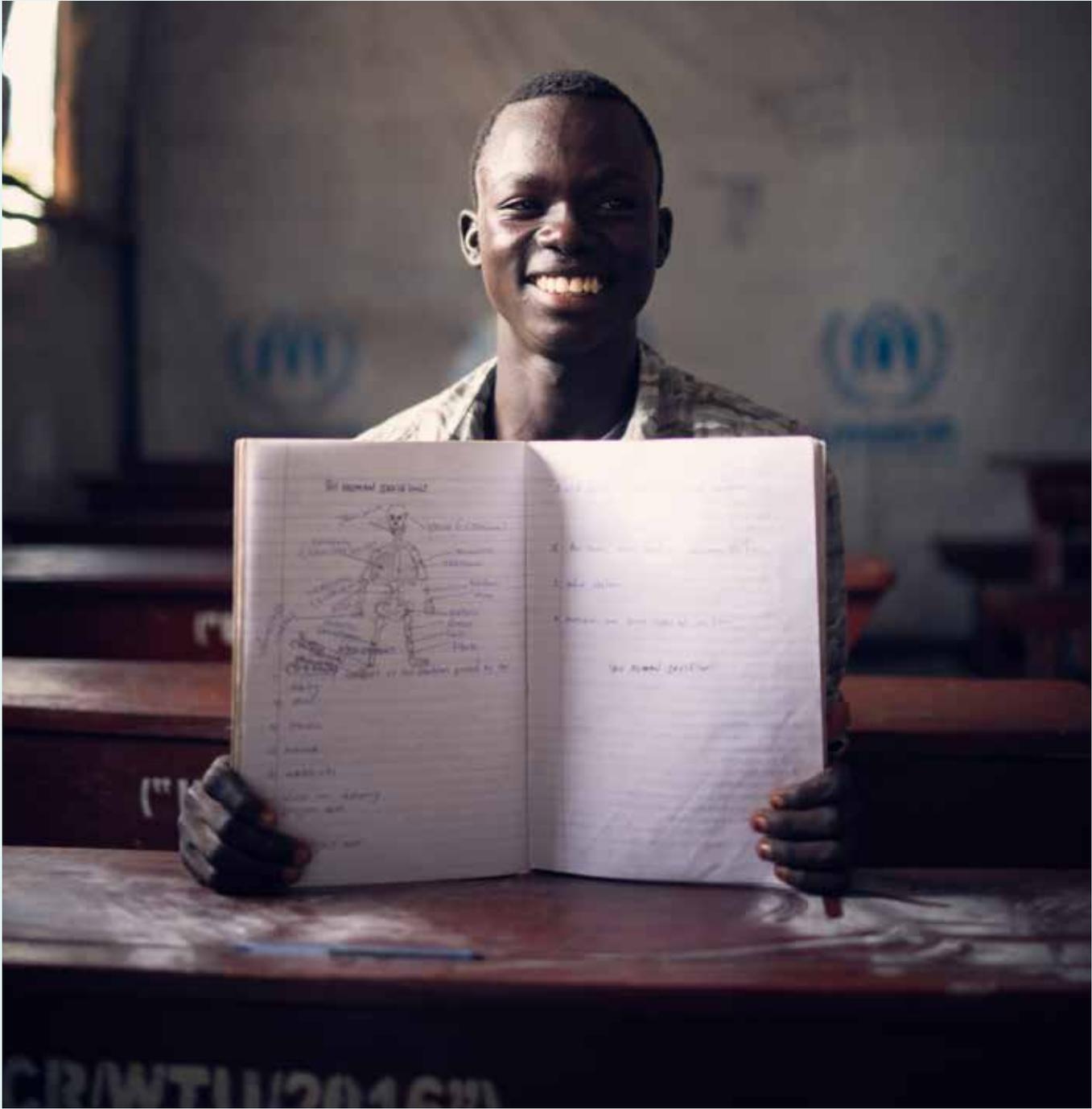
Daniel is a budding scientist and was top of his class in South Sudan. He is sitting at the back of his classroom quietly reading his book. The classroom, a temporary tent-like structure is stiflingly hot and very dark. There is not one text book in sight.

“I want to be a scientist” he explains. On that long journey from South Sudan, most people brought nothing but themselves. Daniel, however, clung to his book and a desire to learn in school.

Daniel lives in Bidi Bidi, now the largest refugee settlement in the world with around 270,000 people. His school represents a microcosm of the challenges facing refugees. There are over 1,400 registered students, 800 of whom are attending classes, in a school with just 5 teachers. It is unclear what happened to the

remaining 600 children. The ratio of pupils to teachers in the grade 1 class is 130:1. In Daniel’s class, Primary 6, the ages of the student range from 12 – 27 years old. The nine teachers are struggling. There are simply too many children and not enough resources. The teachers live in UNHCR tents adjacent to the school – also impossibly hot and uncomfortable.

Sitting outside the sweltering and stuffy classroom, under a tree, two of the teachers are marking a test. Hundreds of children are crowding around. The marks of the children vary widely. The teachers explain that they are teaching the Ugandan curriculum in English. Many of the South Sudanese children do not understand English and hence the degree to which they are learning is an issue.



# A RENEWED COMMITMENT TO THE RIGHT OF REFUGEE CHILDREN TO EDUCATION

There is growing recognition of, and support for, providing education services to refugees. During 2016, education in humanitarian situations in general and for refugees in particular, became the focus of the Supporting Syria and the Region Conference, the World Humanitarian Summit, the UN General Assembly and the Leaders' Summit. Education for refugees was also a principal driver of the establishment of Education Cannot Wait, a global fund for education in emergencies.

## THE NEW YORK DECLARATION

In September 2016, politicians, diplomats, officials and activists from around the world gathered to forge a path for addressing the plight of the world's refugees. The result was the New York Declaration for Refugees and Migrants, a landmark political declaration that is directed at improving the way in which the international community responds to large movements of refugees and migrants, as well as to protracted refugee situations.

The Declaration explicitly commits States to which emphasized education as a critical element of the international response.

## EDUCATION RELATED COMMITMENTS IN THE NEW YORK DECLARATION FOR MIGRANTS & REFUGEES

- Paragraph 32 - "We are determined to ensure that all children are receiving education within a few months of arrival, and we will prioritize budgetary provision to facilitate this, including support for host countries as required."
- Paragraph 44 - "Recognise that the lack of educational opportunities is often a push factor for migration, particularly for young people, we commit to strengthening capacities in countries of origin, including in educational institutions."
- Paragraph 81 - "We are determined to provide quality primary and secondary education in safe learning environments for all refugee children, and to do so within a few months of the initial displacement. We commit to providing host countries with support in this regard. Access to quality education, including for host communities, gives fundamental protection to children and youth in displacement contexts, particularly in situations of conflict and crisis."
- Paragraph 82 - "We will support early childhood education for refugee children. We will also promote tertiary education, skills training and vocational education. In conflict and crisis situations, higher education serves as a powerful driver for change, shelters and protects a critical group of young men and women by maintaining their hopes for the future, fosters inclusion and non-discrimination and acts as a catalyst for the recovery and rebuilding of post-conflict countries."



7 year old Khadija from Syria returns home after attending class at the open accommodation site of Volos, Greece. Our assessment found that Syrian child refugees in Greece had been out of school for an average of 26 months.

## THE COMPREHENSIVE REFUGEE RESPONSE FRAMEWORK

The New York Declaration sets out a Comprehensive Refugee Response Framework (CRRF), with specific actions needed to ease pressure on host countries, enhance refugee self-reliance, expand access to third-country solutions, and support conditions in countries of origin for return in safety and dignity. It calls upon UNHCR to apply the framework to particular situations, in close coordination with relevant States and involving other United Nations agencies and stakeholders, and to assess its impact with a view to refining it further.

This new approach envisions a world where refugees have access to countries where they are safe, included, where they are no longer living in camps, and are not dependent solely on humanitarian assistance.

## A GLOBAL COMPACT ON REFUGEES

At the end of 2017, UNHCR and its partners plan to assess the application of the comprehensive response in these varied contexts. The experience will inform the preparation of a Global Compact on Refugees, which the High Commissioner will include in his report to the UN General Assembly in 2018.

The Global Compact on Refugees will comprise two parts:

1. The Comprehensive Refugee Response Framework, as agreed by Member States in Annex I to the New York Declaration, supplemented by preambular and concluding paragraphs;
2. A Programme of Action underpinning the Framework that sets out actions that can be taken – both by Member States and by other relevant stakeholders – to ensure its full implementation.

Taken together these commitments and the mechanisms envisaged for their implementation hold out a huge promise to deliver a step change in the way the world deals with the needs of refugees and supports the communities that host them, including how they ensure the right to education.

## LEADERS' SUMMIT ON REFUGEES

On 20 September 2016, following the adoption of the New York Declaration, the UN Secretary-General and the governments of the United States, Canada, Ethiopia, Germany, Jordan, Mexico, and Sweden co-hosted the Leaders' Summit on Refugees to increase global responsibility sharing for refugees.

The Summit was a welcome initiative, and demonstrated the political leadership of both the co-hosts and the fifty-two countries and international organizations who participated in and made pledges at the Summit and their preparedness to begin delivering on the promise of the New York Declaration.

The participating countries and institutions announced commitments that cumulatively increased their total 2016 financial contributions to UN appeals and international humanitarian organizations by approximately \$4.5 billion over 2015 levels; roughly doubled the number of refugees they resettled or afforded other legal channels of admission in 2016; created improved access to education for one million refugee children globally; and, improved access to lawful work for one million refugees globally. The Summit suffered from a perennial challenge of pledging events which was that the parameters for pledges were not sufficiently clear and no monitoring or follow up mechanism has been put in place to assess progress.

## EDUCATION RELATED COMMITMENTS

To achieve the Summit's goal of improving refugees' access to education, 14 major refugee-hosting countries pledged to help increase refugees' school enrolment, including by constructing new classrooms, training and hiring new teachers, and certifying and streamlining refugee education programs that previously offered only informal education or education using foreign curricula.

## COUNTRIES HOSTING LARGE REFUGEE POPULATIONS

Although modest progress has been made, many of these commitments were restatements of existing commitments meaning at most if all the pledges were fulfilled only 347,000 extra school places would be created, in a world with at least 3.5 million refugee children out of school.

The detail of the individual pledges indicate no more than 733,000 places were actually pledged. Some countries, such as Bangladesh, Kenya, Lebanon, and Tanzania, made pledges to expand access to education without giving a specific number of school places while others made pledges of funding. For many of the pledges it is not clear to what extent these places are additional to existing commitments before the Leaders' Summit or include or are restatements of existing pledges. Of the 733,000 numerated places over half, 450,000, were pledged by Turkey. However only 139,000 of these are new places, as 311,000 refugee children were already enrolled in school in Turkey in the 2015/2016 academic year. Jordan's pledge of 75,000 was also a restatement of pledge made in February 2016 at the London conference.

This means the 1 million figure may in fact be less than 347,000 new places. However, some countries have made significant progress: most notably Turkey itself, which has enrolled 185,000 new students; Jordan has created 75,000 new school places – 50,000 in public schools and 25,000 in accredited non-formal catch-up classes; Ethiopia has enrolled an additional 30,000 new students; and Chad has made significant progress on textbook provision and has begun accrediting refugee teachers to enable them to work in public and private schools. This means that in total at least 290,000 new school places have been created in the 2016/2017 school year compared to 2015/2016.

The challenges in implementing, monitoring and accurately reporting on the Summit pledges reinforce the wider need for a detailed global plan, backed by the necessary funding and underpinned by a transparent, timebound result framework which is publicly reported on.

## DONOR COUNTRY PLEDGES

Overall \$216 million was pledged to at the Summit for education by four donor countries – Canada, France, UK and USA. Of the financing pledged by these four, \$74 million was pledged to the global fund Education Cannot Wait (ECW) which addresses emergencies and protracted crises broadly, including but is not limited to refugee crises. All of the pledges to ECW were restatements of existing pledges and were not additional. The countries also pledged funds to UNHCR and it is likely that these funds are also restatements of existing pledges.

The following sections provide a detailed overview of the pledges from the four donor countries and from all fourteen refugee-hosting countries that made education pledges at the Leaders' Summit. There are recommendations for refugee hosting countries about how to improve and accelerate efforts to ensure refugee children have access to education along with recommendations for how the international community can support them.

# OVERVIEW OF LEADERS' SUMMIT PLEDGES



# DONOR PLEDGES

This section analyses, where possible, to what extent pledges to refugee education at the Leaders' Summit by the four donor countries that made education specific pledges have been met. Overall where these pledges have been possible to track they have been fulfilled or are on schedule to be fulfilled.

## CANADA

At the Leaders' Summit Canada pledged:

- \$14.98 million (CAD \$20 million) to the Education Cannot Wait Fund;
- \$553,000 (CAD \$739,000) through the International Development Research Centre, to improve the accessibility and quality of learning for refugee and host community children, as well as build the capacities of teachers and educators in up to 25 schools in Lebanon and Jordan.

Canada has disbursed the \$15 million it pledged to ECW, however like US & UK this was not a pledge of additional funding, rather it was a re-statement of a pledge made at the World Humanitarian Summit in May 2016. It has not been possible to assess the second pledge.

## FRANCE

At the Leaders' Summit France pledged:

- to contribute approximately \$218 million (€200 million) in aid to the Syrian crisis through contributions to international organizations, NGOs, and scholarships (including \$109 million or €100 million in aid to Lebanon, half of which is earmarked for education).

The aid tracker for the Agence Française de Développement indicates they have eight open projects in Lebanon, however these were all started in 2015 or earlier, not since the above pledge was made in 2016<sup>36</sup>. French aid is difficult to track<sup>37</sup>, so this pledge has not been verifiable at the time of writing.

## UNITED KINGDOM

At the Leaders' Summit the UK pledged:

- \$39 million to Education Cannot Wait.

Rather than being an additional commitment this pledge was actually a re-statement of an existing pledge of £30 million that the UK made at the launch of ECW at the World Humanitarian Summit in May 2016. This figure was to be disbursed in instalments over two years and at the time of writing the UK was on track having disbursed £7.5 million in December 2016 with plans to disburse £15.2 in 2017/2018 and £7.3 million in 2018/2019<sup>38</sup>.

## UNITED STATES OF AMERICA

At the Leaders' Summit the USA pledged:

- \$37 million to UNHCR to increase the number of refugee children able to attend school and receive a quality education;
- \$20 million to the Education Cannot Wait Platform.

The USA has fulfilled both pledges, although like with the UK the pledge of funding to ECW was a re-statement of an existing pledge made at the World Humanitarian Summit in May 2016. The UNHCR pledge was not an additional pledge, but a reallocation to education specifically, of existing funding to UNHCR. However, since the Trump administration took office there have been threats to significantly reduce U.S. migration and refugee assistance. In June, the new U.S. administration proposed a budget that would have reduced the U.S. Migration and Refugee Assistance account by 18 percent, cutting off 3.5 million refugees and internally-displaced persons from basic assistance, leading to increased displacement and instability. Although the FY 18 budget outcome is not yet known, neither the U.S. Senate nor U.S. House of Representatives have gone along with funding reductions anywhere close to the range proposed by the Administration.

# SYRIA REGION

In Turkey, Lebanon, and Jordan 133 million school days have been missed since the Leaders' Summit<sup>39</sup>

As the Syria crisis is well into its sixth year, political instability forced millions of families to flee their homes seeking refuge in neighbouring countries. The Syrian refugee crisis is a clear example of a long term protracted crisis that is not adequately funded. By 1st July 2017, after the New York Declaration, of the \$4.63 billion requested for 2017, only \$1.04 billion (23%) has been funded. At the same point in 2016, before the New York Declaration, the Syria refugee response plan was 43% funded<sup>40</sup>. In 2016 of the \$4.54 billion requested to support refugees and resilience in the region's five major hosting countries – Egypt, Iraq, Jordan, Lebanon, and Turkey – only \$2.88 billion (63%) was funded<sup>41</sup>. Education received \$506 million of the \$662 million requested (77%). The Syria crisis is a protracted situation and the needs of the refugees in the region are relatively predictable. That the current appeal is less funded than the 2016 appeal at the same stage, especially after the New York Declaration, again undermines both the efforts of countries, such as Jordan, Lebanon, and Turkey, which are hosting huge numbers of refugees per capita, and the principle of responsibility sharing espoused by the Declaration. 35% of the 4.8 million Syrian refugees in the region are of school age. Whereas before the conflict 94% of Syrians attended primary or lower secondary school by June 2017 43% of Syrian refugees were out of school. This is in fact an increase from 34% in December 2016<sup>42</sup>.

## RECOMMENDATIONS FOR THE SYRIA RESPONSE

- The international community must fully fund the amount required for education by the 3RP, as well as fulfil the commitment made in London to provide \$1.4 billion per year to education in order to meet the No Lost Generation goal. Funding must be predictable, multi-year, flexible, and meet the actual education needs of all refugee children in the region.
- Education systems in host countries should continue to be strengthened through teacher training to cater for the specific needs of refugee children, including measures to ensure all children feel safe in and or on their way to school, plans to phase out the double-shift model and better tracking of drop-out rates and learning outcomes.
- The refugee response should reach every last refugee child by implementing measures that promote the enrolment of the most marginalised refugee children and address the wider vulnerabilities of their families. The international community must live up to their commitments to the protection and livelihoods of refugees by addressing issues of documentation and legal stay as well as removing barriers preventing adult refugees from accessing work.
- The refugee response should put greater emphasis on non-formal education with support from civil society so that children return to formal education ready to learn. Non-formal education must be certified and have with clear pathways to formal

# JORDAN

In Jordan over 16.6 million school days have been missed since the Leaders' Summit

## THE SITUATION IN JORDAN

Jordan currently hosts around 1.3 million Syrian refugees of which only 660,582<sup>43</sup> are registered with UNHCR. Over half of Syrian refugees in Jordan are children, including over 235,000 of school age. The Government has witnessed an increase in international support and funds, with the Jordan Compact, which attracted approximately 61% of the requested needs for the year as outlined in the Jordan Response Plan (JRP 2016-2018). According to the 2017-2019 JRP the education sector requires a total of \$1.18 billion of which \$420 million is for refugee response and \$763 million is for resilience response, including host communities affected by crisis.<sup>44</sup> Of the Syria regional refugee and resilience plan (3RP) 2017, Jordan has reported receiving (\$447.6 m) which is a 37.4% of the required \$1.6 billion. At the 2017 Brussels conference donors committed to support countries hosting refugees with aid with \$ 39.7 billion. It is not clear how much of that was designated to Jordan and how much was disbursed though.

## REFUGEE EDUCATION IN JORDAN

One of the sectors heavily affected by the on-going crisis is the education sector. 36% of the officially registered Syrian refugees in Jordan are school-aged (approximately 236,304).<sup>45</sup> During the 2016/2017 academic year, around 170,000 Syrian refugee children were enrolled in public schools in refugee camps and host communities, while around 90,000<sup>46</sup> children remain out of formal education. Adolescent boys between the ages of twelve to seventeen are the least likely group to attend school. The estimated needs identified for the education sector under the Jordan Response Plan for 2017 are estimated at about US\$337 million covering both refugees and resilience needs, of which only US\$73 million has been committed<sup>47</sup>.

The pressure on the Jordanian education system and competition for services coupled with limited resources are not only creating tensions but also increasing existing vulnerabilities in Jordan. Prior to the Syrian conflict, Jordan had a net school enrolment rate of 91% in primary education and a 94% gross enrolment rate in lower secondary, leaving 83,000 children out-of-school<sup>48</sup>. Vulnerable Jordanian children are therefore more at risk to be out of school or to drop out than before the crisis. Many refugee children attend makeshift and uncertified informal education centres that have been set up in host communities and informal settlements where both Jordanian and Syrians volunteer to teach refugee children.

The main reasons for the lack of attendance of children include distance and location of the schools, which affects younger children and female students, especially during winter for those that attend the evening shift that ends late in the day. Lack of sustainable livelihoods and related financial challenges lead to negative coping mechanisms such as child labour or child marriage, which are rarely combined with school attendance. Child labour is common in the camp and host community settings as it is often easier for children to find informal work than their parents due to restricted access for adults to the formal labour market. Child marriage is also common for girls as parents lack the income to support their children, it is also seen by parents as a way to protect girls who are withdrawn from school due to harassment and gender-based violence.

Other reasons include weaknesses in the education system including lack of teacher training to cater for the specific needs of refugees, a different curriculum, lack of school infrastructure, crowded classrooms, and lack of psychosocial support. This is particularly prevalent amongst children who have been out of school for multiple years and are struggling to catch up during the four hours of teaching a day they receive in the double shift system. Bullying and violence in schools also affects access to school and retention of refugee children.

Legal status of unregistered refugees is another significant obstacle for children's education. At the beginning of the 2016/2017 academic year many children were turned away by school principals' due to their lack of documentation. This was common amongst families who had crossed the border informally or moved from a camp to live in a host community.

## ASSESSMENT OF LEADERS' SUMMIT PLEDGE

At the Leaders' Summit Jordan pledged to:

- implement the Jordan Compact, which was announced on February 4, 2016 at the Supporting Syria and the Region conference, and where it committed, dependent on the level of international assistance received, to: (a) allow all children in Jordan to attend school, including an additional 50,000 Syrian refugees to attend Jordanian public schools for the 2016/2017 school year.

Despite Jordan's efforts in absorbing the high influx of refugees, exhaustion of existing resources and shortfall in funding from the international community continue to undermine Jordan's ability to respond to the needs of Syrian refugees and vulnerable Jordanians in camps and host community settings. In February of 2016 Jordan and donors pledged at the London Conference 'Supporting Syria and the Region' to get all out-of-school children into classrooms for the 2016/2017 academic year by creating 75,000 school spaces and opening of additional 102 public schools- 50,000 in public schools and 25,000 in non-formal education providing accredited catch-up classes. To eliminate the economic burden on Syrian families, it also pledged to issue 200,000 work permits over a three-year period.

## DELIVERING THE PROMISED FINANCING

The London Conference alone mobilised a record amount of over \$11 billion in support for Syria and its neighbouring countries<sup>49</sup>. Early this year additional \$39.7 billion were promised at the Brussels conference. Yet, the Government of Jordan claims that only a share of what was promised has been translated into real disbursements<sup>50</sup>. In order to follow up on the funding disbursed and ensure donors honour their pledges made at the London and Brussels Conferences, the Government of Jordan is requesting a side-meeting of the upcoming UN General Assembly to follow up on the pledges made at the London and Brussels Conferences<sup>51</sup>.

## EDUCATION

At the start of 2017 the Government of Jordan created 50,000 school places, however not all of these places have been taken up. According to the Government's Jordan Response Plan for 2017-2019 in January 2017 "additional 24,542 Syrian boys and girls were enrolled in formal education, bringing enrolment up to 170,000"<sup>52</sup>. Donors have supported the Ministry of Education's employment of the online Education Management Information System (EMIS) system in tracking all school-related data on enrolment and attendance. Ongoing technical support will be provided to double-shift schools. The Ministry of Education is drafting its 5-year Education Sector strategy, with support from UNESCO and the International Institute for Educational Planning. The strategy is focused on strengthening policy and on giving the Ministry full responsibility for education sector plans. 198 double-shift schools have opened across the country, and large teacher training programs rolled out. Enrolment in the 2017/18 academic year will be assisted by Enrolment Facilitators in each of the schools who will provide

assistance to families and schools. The government's Drop-Out program for children aged 13 to 18 is set to expand across the country in 2018. 3,449 students were enrolled in the summer school sessions run by the Ministry of Education and partners in host communities and camps. This progress means that for the first time since the Syrian crisis began there are now more refugee children in school than out of school in Jordan<sup>53</sup>. Despite this progress, at least 40,210<sup>54</sup> children have no access to education. Programs targeting the educational needs of out of school adolescents aged 13 to 18 and barriers to these are still needed.

## RECOMMENDATIONS

The Government of Jordan should:

- strengthen the school enrolment system to track out-of-school children and ensure enrolment in school.
- invest in teacher training to strengthen capacities to absorb refugee children and children with disabilities in Jordanian schools.
- measure learning outcomes to monitor and improve the quality of education.
- phase out the double shift model, creating a clear pathway to delivering a full-time, single shift system for both refugee and host community children.

The international community should:

- renew their promises made in London and Brussels to support Jordan in responding to the needs of Syrian refugees and vulnerable host community children.
- ensure long-term financial donor commitments focus on creating access to education and improving quality of education through technical capacity building and support.

15-year-old Syrian refugee Omaima at a drawing class she teaches at Za'atari refugee camp.

© UNHCR/Annie Sakkab



A group of children are gathered in a room, many with their hands raised in the air. In the foreground, a young girl with dark hair, wearing a yellow shirt with black polka dots and Hello Kitty and butterfly patterns, looks upwards with a joyful expression. Behind her, other children, including one in an orange patterned shirt, also have their hands raised. The background shows a simple room with a window and some colorful decorations on the wall.

Children play at the Save the Children  
“Rainbow Kindergarten” in Zaatari  
Refugee Camp, Jordan.

Hannah Maule-Ffinch/Save the Children

# LEBANON

In Lebanon over 49.6 million school days have been missed since the Leaders' Summit

## THE REFUGEE SITUATION IN LEBANON

Lebanon is currently host to just over 1 million Syrian refugees according to the June 2017 UNHCR figures<sup>55</sup>. There are a further estimated 500,000 unregistered refugees from Syria also residing in the country. Due to Lebanon's residency policy Syrian refugees find it difficult to maintain legal status, which increases their risks of exploitation and abuse and limits refugees' access to employment and key services such as health and education. It is estimated that 70% of Syrians in Lebanon now lack legal residency<sup>56</sup>.

## REFUGEE EDUCATION IN LEBANON

The on-going crisis in Syria has caused a complete disruption of education of hundreds of thousands of children fleeing Syria who have not received any formal education for months, in some cases for several years. Approximately 477,034<sup>57</sup> displaced children from Syria in Lebanon are between the ages of 3 and 18. An estimated 290,000 Syrian children (aged 3 to 18) remain out of school in Lebanon. Existing educational structures in Lebanon have been put under tremendous pressure due to the refugee influx. Barriers to education for refugees include the associated costs, such as those for transport and learning materials; language barriers – whereas in Syria students are taught in Arabic, in Lebanon children learn in French and English, as well as Arabic; and lack of safe transport to schools<sup>58</sup>. Since November 2013, with the support of UNHCR, public schools have operated a second shift in the afternoon to increase capacity. In 2017 330 schools were operating a double-shift system<sup>59</sup>.

## ASSESSMENT OF LEADERS' SUMMIT PLEDGE

At the Leaders' Summit Lebanon pledged to:

- reaffirmed its continued commitment to facilitate access to public schools for displaced Syrian children of school age.

Despite the efforts of the Lebanese Government to broaden access to the public system by opening second shifts the barriers to effective access and retention in education, both formal and non-formal, remain high. It is crucial to strengthen community-based outreach and monitoring mechanisms with the objective to promote access and retention in public schools. Although 200,000 places have been made available in Lebanese public schools, only 136,500 Syrian children have enrolled. Additionally, according to the Lebanon Ministry of Education and Higher Education (MEHE) statistics, four months after the start of formal education, 45,000 Syrian children had already dropped out.

Although the Lebanese government has waived documentation requirements for Syrian children, parents may experience challenges with school directors requiring documentation or informing them that there are no available spaces in the schools. MEHE has started to develop a NFE framework along with a multi-level curriculum with the Center for Educational Research and Development.

## RECOMMENDATIONS

The Government of Lebanon should:

- with support from international donors, must develop approved content and Standard Operating Procedures to operationalize the Non-Formal Education Framework in collaboration with NGOs to ensure the most hard-to-reach refugee children can access education and are prepared to re-enter the formal system when possible.
- develop a comprehensive strategy to address corporal punishment and bullying. This should include enforcing existing laws and regulations, and introducing better monitoring and by training of school staff.
- in order to better address and identify the gaps in access and quality of education, develop an independent and transparent monitoring system to track dropout rates and learning outcomes.

A large group of Syrian children and their English teacher are gathered together, smiling and waving their hands. The teacher, a woman wearing a blue headscarf and a dark jacket, stands at the back of the group. The children, of various ages, are dressed in colorful clothing and are looking towards the camera with joyful expressions. The background shows a simple indoor setting, possibly a classroom or a community center, with a framed poster on the wall.

Syrian refugees, together with their Syrian English teacher.

© UNHCR/Aytunc Akad

# TURKEY

In Turkey over 66.6 million school days have been missed since the Leaders' Summit

## THE REFUGEE SITUATION IN TURKEY

As of July 2017 there were 3.1 million registered Syrian refugees with a further 82,000 in pre-registration processes<sup>60</sup>. There are also large numbers of unregistered refugees. 90% of refugees reside outside of camps<sup>61</sup>. In 2014, the Government of Turkey introduced the "Foreigners under Temporary Protection" regulation<sup>62</sup>. This grants refugees the right to access to key services, such as health and education. In contrast to Syrians with residence permits, those with temporary protection are not able to apply for work permits. In March 2017 the EU and Turkey reached a deal for funding from the EU to stop refugees crossing from Turkey to Europe<sup>63</sup>.

## REFUGEE EDUCATION IN TURKEY

Syrian refugees who register for Temporary Protection are able to access education services, which include the formal education system as well as some informal education opportunities. With the aim to standardize certification and integration of Syrian refugee education, Ministry of National Education (MoNE) assumed management of the temporary education centres (TECs) and has planned to close them down as they enrol these children into nearby public schools, which use the Turkish curriculum. Similarly, with informal education, MoNE has required that only certified and permitted actors can provide such activities. For example, MoNE has been identifying specific actors to provide certified Turkish language courses. To meet the needs of Syrian refugees, MoNE is incorporating Arabic language courses into the curriculum at the public schools.

There are several other challenges that negatively impact the ability of Syrian refugees to access quality education in Turkey. Many refugees lack important documentation for accessing schools, such as official refugee status and certification of previous education. Language barriers restrict access in several ways: teaching is in Turkish, while Syrian refugees have previously studied in Arabic; language differences with other children in public schools can result in greater risk of bullying in school; and lack of information in Arabic means parents do not know how to navigate the education system. Parents also lack clarity on what services they are entitled to under the Temporary Protection directive. Parents' inability to get residency and work permits restricts family income, meaning children are more likely to engage in child labour or be at risk of child marriage, with parents less able to support the costs of schooling. Children are also lacking psychosocial support for the trauma and distress they have and continue to suffer.

## ASSESSMENT OF LEADERS' SUMMIT PLEDGE

At the Leaders' Summit Turkey stated it is:

- working toward enrolling 450,000 refugee students in its public schools during the 2016/2017 school year.

Although Turkey has not met this pledge it has made some notable progress since the Leaders' Summit. In the 2016-2017 academic year, there were a total of 833,039 school-aged Syrian refugee children of which 496,426 (60%) of them were enrolled in education. Out of these 496,426 children, 170,152 children were attending public schools while 326,244 children were attending Temporary Education Centres. This is an additional 108,000 children in public schools and an additional 77,000 children in Temporary Education Centers compared to the previous year academic year. This does however leave 338,000 children still completely out of school.

## RECOMMENDATIONS

The Government of Turkey should:

- address barriers to refugee children accessing education including through improving referral pathways, distribution of teaching/learning materials, the provision of transportation support to enable refugee children to access schools, and conditional cash transfers to reduce the risks of child labour for children in refugee families who do not have access to work.
- develop and implement programmes designed to help children make the transition from temporary education centres to public schools including psychosocial support, language courses, training teachers on identifying and responding to children that have been exposed to the conflict, social cohesion programmes, and curriculum support such as catch-up classes.
- prioritise teacher professional development and accelerated certification, to provide enough qualified teachers for the additional refugee population.
- develop and implement programmes aimed at supporting young people to increase their life skills and employability, including support for entering the labour market such as apprenticeships.
- refugee and host communities are engaged in identifying and responding to their needs, including through awareness raising sessions, community-based committees, focus group discussions and the community based needs analysis and planning.

# GREECE

In Greece over 1.3 million school days have been missed since the Leaders' Summit

## THE REFUGEE SITUATION IN GREECE

More than one million refugees and migrants transited through Greece in 2015 and 2016 along the Eastern Mediterranean route through Turkey to Europe. After the closure of the Balkan route, and with the implementation of the Joint EU-TUR Statement on 20 March 2016, UNHCR estimated in May 2016 some 50,000 people remain stranded in Greece<sup>64</sup>. According to the latest information of the Greek Government, the total number of refugees and migrants in Greece on the 11th of September 2017 is 62,206, of whom 13,131 in the Islands<sup>65</sup>.

This situation on the Aegean islands is untenable. More than eighteen months after the EU-Turkey Statement, thousands of refugees and migrants are still stranded in Greece while their applications for asylum are processed; meanwhile, new asylum seekers continue to arrive on the Greek islands. From June to August nearly 8,000 people arrived while the 10 first days of September more than 1,500 refugees and migrants reached the Aegean islands. This is leading to congestion in the facilities where many refugees and migrants – including children – are living in squalid conditions with limited infrastructure and access to basic services. Therefore, tensions continue to rise and protests, violence and fires are commonplace. Children's daily exposure to these traumatic events is severely affecting their mental health and, as a result, our staff have witnessed an increase in suicide attempts and self-harm amongst children as young as nine.

Most of the people arriving by sea are from Syria and Iraq. Of those who arrived by sea this year, 36.5% are from Syria and 13.4% from Iraq<sup>66</sup>. Other nationalities include people from Afghanistan, Congo and Algeria. Of the arrivals in 2017, 42% are adult men, 21% are adult women and 36% are children. There is no official data on the average length of stay and it depends on where refugees are and in which procedures they are in (i.e. return, family reunification, asylum, or relocation).

## REFUGEE EDUCATION IN GREECE

UNICEF estimates there are 20,300 refugee and migrant children across Greece, including 2,450 unaccompanied children<sup>67</sup>. Of this number, UNICEF estimates that there are approximately 9,600 school-aged registered refugee children (6-15 years) in Greece. Save the Children's Education Needs Assessment found that on average these refugee children have been out of school for over 18 months<sup>68</sup>. For Syrians, the average is much higher (over two years), with 45% having spent three or more years out of school. More than one in five of the school-age children surveyed have never been to school, including girls and boys as old as 13 years. The situation for refugee youth aged 16-24 years is even starker. With the age of compulsory education in Greece finishing at 15 years, many refugee youth have no access to educational opportunities.

On the mainland, all refugee and migrant children in theory have access to education regardless of their legal status. However, only approximately 3,200 school-aged refugee children have enrolled in the formal education services in the school year 2016/2017. This included 2,500 children<sup>69</sup> living in temporary accommodation sites registered for afternoon reception classes as part of the Ministry of Education's Reception Facilities for Refugee Education (RFRE) programme<sup>70</sup> and over 700 in morning classes in formal schools<sup>71</sup>. This illustrates a substantial gap in the attendance at formal education of refugee children under the age of 15 years. The drop-out rate for those who do access this education is likely to be high as well.

There have been many barriers that have prevented boys and girls outside camps from attending local schools, such as admissions processes, lack of documentation and fixed address, capacity of schools, language, transportation, local community opposition, attitudes of children and caregivers, the lack of cultural mediators and translators in the classroom and the lack of psychosocial support for children in the classroom<sup>71</sup>. For children over 15, education opportunities have been very limited. Most opportunities are provided by national NGOs and are focused on information technology and language classes. Recognition of past diplomas and certification provision remains a problem with the Government seeming not to make any progress on the issue.

On the islands, the Ministry of Education (MoE) has not established afternoon reception classes. On some islands, a very limited number of off-site children are registered in formal schools and attend regular morning classes. However, most children have not been able to access formal education due to their temporary status on the islands and therefore have relied solely on non-formal education programmes offered by NGOs in the hotspots and the open camps.

## ASSESSMENT OF LEADERS' SUMMIT PLEDGE

At the Leaders' Summit, Greece pledged to:

- establish an education plan that enables migrant and refugee minors to access public education in the 2016-2017 school year.

A thorough review of the achievement of the integration of refugee children in the education system in the school year 2016 – 2017 in Greece can be found in the Assessment Report of the Scientific Committee commissioned by the Ministry of Education Research and Religious Affairs<sup>73</sup>.

On the mainland refugee children have access to formal education by attending, either the afternoon reception classes, the regular morning classes, or classes in existing Intercultural Schools. However, attendance has been low and drop-out high, pointing to significant challenges in delivering the formal policy. Children on the mainland living in refugee camps attend the afternoon reception classes while children off-camp attend the regular morning classes.

On the islands, since there are no afternoon reception classes, attendance at formal schools has been much lower and on only a few islands do some off-camp children attend school. On the islands children in camps have not been able to attend formal school and rely solely on NFE programmes offered by NGOs.

## RECOMMENDATIONS

The Government of Greece should:

- integrate refugee and migrant children in the Greek education system as this will have a long-term impact on social cohesion and will also benefit Greek children and host communities
- provide access to public education schooling system on both the mainland and the islands for all refugee and migrant children stranded in Greece.
- intensify the provision of support to the public education system to better support refugee and migrant children, including by providing in service training for teachers, with a strong focus on how to support and integrate refugee/migrant children.
- continue to support education implementing partners to work in Greece and support the MoE education strategy as they are the main link between the communities and the schools. Their work should focus on education support programmes to ensure children remain enrolled, transportation to schools, and outreach and community awareness.
- work with civil society organisations to improve caregivers' understanding of the value of enrolling children into school. It has especially not been a priority for those in transit, but it needs to be made clear that ensuring children have access to learning opportunities, even temporary ones, will be beneficial wherever they end up settling.

# AFRICA



Sudanese refugee, Hosna Idris, 37, sits in an English class with her daughter Khadija, 15.

© UNHCR/Oualid Khelifi

# CHAD

In Chad over 17.2 million school days have been missed since the Leaders' Summit.

## THE REFUGEE SITUATION IN CHAD

At the end of 2016 Chad hosted 391,251 refugees. 300,000 of these refugees are from Sudan and 63,000 are from the Central African Republic (CAR). Chad has been welcoming and hosting hundreds of thousands of refugees for over 13 years<sup>76</sup>.

Most of the Sudanese refugees are from the Darfur region of Sudan and live in a series of twelve camps in eastern Chad, along the Sudanese border. In more recent years, instability in the region has resulted in new refugee arrivals from Nigeria and the CAR. According to UNHCR, few new arrivals are expected from Nigeria, CAR and Sudan as the situations in those countries continue to stabilize.

## REFUGEE EDUCATION IN CHAD

UNHCR in Chad reports that of the 182,000 refugee children of school-age, almost 78,000 are enrolled in school (about 43%), while the remaining 57% are out of school. There is also a significant and progressive drop in enrolment from an average of 71% enrolment for primary school, to 20% in middle school and 13% in secondary school.

There are a serious of significant and persistent challenges facing refugees trying to access education<sup>77</sup>. Families are often forced to rely on their children for additional income and must choose between sending them to school or paying for the family's basic needs. Some students return late to school, or decide to leave entirely, after working during the harvest season. Basic infrastructure is often lacking or of very poor quality, especially those built as temporary classrooms, which forces schools to operate in shifts for lack of space. There is a lack of teachers and learning materials at all levels of education. There are minimal professional development opportunities for teachers and refugee teachers receive lower salaries than their Chadian counterparts, which force many teachers to find supplementary employment or leave their positions entirely. Drop-out rates are high, particularly at the secondary level, as there is a dearth in employment opportunities for those who do complete secondary school<sup>78</sup>.

Compounding the challenges in Chad is an ongoing transition from the Sudanese curriculum to the Chadian curriculum, a process that began in 2014. Not all parents were supportive of the transition and initially pulled their children out of school. Teachers did not receive sufficient training in the new curriculum and adequate materials – including textbooks – were not available at the start of the transition. Much progress has been made and, in 2016, JRS instituted a “team teaching” approach to facilitate the ongoing transition to the Chadian curriculum. This approach, which allows Sudanese teachers to pair with Chadian teachers as they work together to implement the new curriculum, has been highly successful<sup>79</sup>.

## ASSESSMENT OF LEADERS' SUMMIT PLEDGE

At the Leaders' Summit Chad pledged to:

- Assume responsibility for and improve access to secondary education for approximately 75,000 refugee children in eastern Chad over the course of the next five years by:
- providing sufficient textbooks to schools hosting refugees;
- accrediting qualified refugee teachers and allowing them to teach in camp, public, and private schools; and
- increasing the number of qualified teachers in public schools with refugee students. Chad also pledged to facilitate refugees' access to tertiary education by encouraging universities to offer refugees the same tuition as Chadian students.

Some progress has been made. Regarding textbooks a significant effort will be made by different agencies and donors in the next year in order to achieve the minimum standards of textbooks per students. The government of Chad has allowed agencies to make copies of textbooks instead of purchasing new ones. This policy allows agencies to provide more textbooks with the same budget. For September 2017 11,000 new textbooks will be delivered in schools serving refugees in eastern Chad, under the support of Bureau of Population, Refugees, and Migration, and 180,000 textbooks for reading and mathematics will be delivered in the whole country as part of an initiative by Education Cannot Wait. In the east at secondary level, the ratio of one manual per student has been achieved.

The Chadian Government has begun to accredit refugee teachers and they have been allowed to work in private and public schools. Yet, it is still difficult for refugee teachers to achieve a tenure track within those schools.

Different specific activities are being implemented in order to increase the number of qualified teachers in the schools of the refugee camps in eastern Chad. At the primary level during the summer period in 2017 (when the schools are closed), 205 teachers have started a 3 months training course in the city of Abeche. These teachers are receiving a training in the Ecole Normale des Instituteurs Bilingues d'Abeche, where they are trained in different modules such pedagogical approaches, and reinforce their specific subject knowledge. Next year, following this initial training, they have to carry out specific practical activities in their schools under the supervision of the staff of the Ministry of Education. Those teachers who are able to pass all the tests will become qualified teachers. This status is officially recognized by the Government of Chad, their salaries will increase accordingly, and they would be able to work in the Chadian public system. At the secondary level, as part of the five-year Transition Strategy approved by the government for secondary schools in the refugee camps of eastern Chad, a specific training for 128 teachers has been set up. For three years, during the summer period, these teachers will be training in the Ecole Normale Supérieure of Abeche. The strategy is similar than for the primary education, to have qualified teachers recognized by the government. Their status will not be at the same level to those teachers who have finished their studies in university, but their certificate will allow them to work in the public system. Regarding university access a difference in tuition rates for Chadian and refugee students remains a challenge. Refugees are currently being asked to pay 300,000 CFA per student to enrol in tertiary education, compared to 30,000 CFA per Chadian student<sup>80</sup>.

## RECOMMENDATIONS

The Government of Chad should:

- support the integration of refugees into the public school system, through the provision of necessary materials, qualified teachers, and certification of refugee teachers.
- provide refugees throughout Chad with access to free education, not only in certain schools or cities.
- focus on marginalized groups, including girls and those with special needs, to increase access to education and reduce drop-out rates.
- should be supported by international donors and innovative funding mechanisms, such as Education Cannot Wait, and other new and diverse financing partners.

# DJIBOUTI<sup>81</sup>

In Djibouti over 640,000 school days have been missed since the Leaders' Summit

## REFUGEE SITUATION IN DJIBOUTI

As of December 2016, Djibouti hosts 25,774 refugees and asylum seekers. Of these, 13,077 (51%) are from Somalia, 7,759 (30%) are from Ethiopia, 3,777 (14%) are from Yemen, and 1,071 (5%) are from Eritrea. About four out of five refugees in Djibouti live in one of three camps: Ali-Addeh (15,257 people), Holl Holl (3,755), and Markazi (1,649)<sup>82</sup>. Children make up 49% of the refugee population in Djibouti<sup>83</sup>. Djibouti is one of the countries that is rolling out the Comprehensive Refugee Response Framework (CRRF), although little progress has been made to date.

## REFUGEE EDUCATION IN DJIBOUTI

In the 2016–2017 academic year, 3,900 refugee children were enrolled in school in Djibouti<sup>84</sup>. In the camps the enrolment rate at the primary level was 76% but only 4% at secondary level<sup>85</sup>. As the language of instruction in Djibouti is French and the chance of resettlement outside of Djibouti is low, the Djiboutian government strongly encourages refugees to concentrate on learning French to maximize economic and social integration in the host country. However, many, if not most, refugees in Djibouti prefer to learn English rather than French. The Government of Djibouti and the governments of refugees' countries of origin did not recognize the curriculum followed in refugee camps. Until recently, there was no agreement between the Djiboutian Ministry of Education and UNHCR regarding curricula. The Ministry of Education now recognizes English as the language of instruction in refugee camps<sup>86</sup>.

## ASSESSMENT OF LEADERS' SUMMIT PLEDGE

At the Leaders' Summit Djibouti pledged to:

- present the Refugee Bill, which will provide access to education, legal work, and the justice system, to the National Assembly in 2016
- give all refugee children access to accredited education through: committing to assess and train an adequate number of refugee teachers to teach the refugee population hosted by Djibouti; working with the Government of Kenya to establish certificate equivalency for the English- language curriculum taught in Djibouti's refugee camps; and convening a regional refugee education meeting among refugee education technical experts to reach agreement on certificate equivalency

In 2016, the Refugee Bill was presented to the National Assembly of Djibouti. This bill outlines the rights and obligations of refugees and asylum-seekers, as well as the obligations of the state to refugees and asylum-seekers. The National Assembly adopted the Bill in 2017. Efforts to provide all refugees with education are ongoing, but it is not possible to evaluate at this time whether significant progress has been made in respect of the second part of this pledge.

## RECOMMENDATIONS

The Government of Djibouti should:

- include the Ministry of Education in the development and implementation of the Comprehensive Refugee Response Framework so that the CRRF and the national education sector plan are aligned and the education needs of refugees and host communities are addressed.

The international community should:

- support Djibouti financially, so that it is able to provide quality education to all refugees in the country.

Teacher Lim Bol from South Sudan  
wants to become a medical doctor.

© UNHCR/Petterik Wiggers



# ETHIOPIA

In Ethiopia over 41.7 million school days have been missed since the Leaders' Summit.

## REFUGEE SITUATION IN ETHIOPIA

Ethiopia has a long history of hosting refugees from neighbouring countries. The refugee situation in Ethiopia is a protracted crisis as many refugees living in Ethiopia have been displaced for decades. In 2004, a national Refugee Proclamation was enacted based on the 1951 Convention relating to the Status of Refugees, and its 1967 Protocol and the 1969 OAU Convention, to which Ethiopia is party.

The Government of Ethiopia currently provides protection to over 830,000 refugees, from 19 countries, with the majority originating from South Sudan, Somalia, Eritrea, and Sudan respectively. Ethiopia maintains an open border policy towards refugees, despite the country facing its own challenges, including the ongoing drought in many parts of the country. In January 2017, 8,085 newly arrived refugees were registered, 9,834 in February 2017 and 20,515 in March 2017<sup>87</sup>. Ethiopia is also rolling out the Comprehensive Refugee Response Framework (CRRF). Currently they are putting together the secretariat to lead this process in the country.

## REFUGEE EDUCATION IN ETHIOPIA

Despite the high number of school aged children in refugee camps, access to education within the camps has been extremely low. In the 2016/17 school year, gross enrolment rates stood at 55.8% for early childhood education, 62.2% for primary and 9.5% for secondary<sup>88</sup>. The Ethiopian curriculum is used in refugee camp schools at both the primary and secondary levels<sup>89</sup>. This creates a barrier to learning for refugee children who speak different languages and want to study the curriculum of their country of origin. There is also a lack of qualified teachers; despite the double-shift system being employed in camps, student-teacher ratios average 80:1, and reach 163:1 in Tonga and Assosa<sup>90</sup>. The learning environments themselves are also inadequate. According to UNHCR, over 60% of refugee schools fall below standards for safe learning environments<sup>91</sup>. These schools lack basic facilities, such as furniture and sanitation. Only 20% of schools have access to water and the student to latrine ratio is 170:1<sup>92</sup>.

## ASSESSMENT OF LEADERS' SUMMIT PLEDGE

At the Leaders' Summit Ethiopia pledged to:

- increase the enrolment of refugee children – without discrimination and within available resources – from approximately 148,361 students to 212,800 students overall, including through increasing refugee preschool enrolment from 46,276 to 63,000; increasing refugee primary school enrolment from 96,700 to 137,000; increasing refugee secondary school enrolment from 3,785 to 10,300; and increasing refugee enrolment in higher education from 1,600 to 2,500.

Ethiopia has made good progress on this pledge at all education levels. The overall enrolment of refugee children increased from 148,361 to 177,745 which represents 54% of the pledged additional 64,439 places. At the preschool level enrolment increased from 46,276 to 55,741 of the pledged 63,000 places; at the primary level enrolment increased from 96,700 to 116,566 of the pledged 137,000 places; at the secondary school level enrolment increased from 3,785 to 5,438 of the pledged 10,300 places; and at the higher education level enrolment increased from 1,600 to 1,700 of the pledged 2,500 places.

## RECOMMENDATIONS

The Government of Ethiopia should:

- prioritise teacher professional development and teacher recruitment. While access to education for refugees has been increasing the last few years, the quality of education at all levels of education needs to improve and student-teacher ratios need to decrease.
- ensure that all schools are safe learning environments for students with adequate facilities, such as furniture and sanitation facilities.
- include the Ministry of Education in the development and implementation of the Comprehensive Refugee Response Framework so that the CRRF and the national education sector plan are aligned and the education needs of refugees and host communities are addressed.
- provide technical and vocational education opportunities to refugee young people to develop livelihood skills.

The international community should:

- fund any comprehensive refugee response developed by the Government of Ethiopia as it rolls out the CRRF.



South Sudanese new arrival refugee children pose for a photo at Nadapal Transit Centre.

© UNHCR/Samuel Otieno © UNHCR/Samuel Otieno

# KENYA

In Kenya over 23.6 million school days have been missed since the Leaders' Summit

## REFUGEE SITUATION IN KENJA

As of July 2017, Kenya was hosting 488,000 refugees, 57% of which are children. Over half, 291,000, are from Somalia, with 108,000 from South Sudan, 34,000 from DRC and the rest from Ethiopia, Burundi, Sudan, Uganda, Rwanda, and Eritrea. 87% of these refugees are in two camps, Dadaab and Kakuma, with 13% residing in Nairobi<sup>93</sup>.

## REFUGEE EDUCATION IN KENJA

Access to education is a major challenge for refugees, especially at the secondary level. In Kakuma refugee camp only 65% of children are enrolled at the primary level and only 3% are at the secondary level. In Dadaab the enrolment rates are 47% for pre-primary, 73% for primary and 29% for secondary. There are several issues that restrict refugees' access to quality education. There is inadequate funding to support quality education in camp settings. Funding for education in the refugee camps is provided by UNHCR, while the government provides funding for schools in host communities, that some refugees may access. In both cases funding is inadequate to meet the needs of all refugees. This leads to overcrowded classrooms and schools in both Dadaab and Kakuma refugee camps have high student-teacher ratios. Very few of these teachers have formal training, again reducing the quality of available education. The relevance of the Kenyan education curriculum offered to refugees is an ongoing issue. With refugees from a variety of countries, who speak different languages, the lack of relevant education is a further barrier for parents and children.

## ASSESSMENT OF LEADERS' SUMMIT PLEDGE

At the Leaders' Summit Kenya pledged to:

- Implement the "Guidelines on Admission of Non-Citizens to Institutions of Basic Education and Training in Kenya," which will facilitate enrolment of refugees and other noncitizens in Kenyan schools.

This is not a new commitment, but is a welcome reaffirmation of an existing valid effort by the Government to promote these guidelines.

## RECOMMENDATIONS

The Government of Kenya should:

- implement progressive policies, guidelines, and legislation to promote the right to basic education for refugees including the Refugees Act.
- continue hosting refugees particularly with the current drought and pre-famine situation in Somalia. Where repatriation does occur the process should be voluntary and guarantee provision of social services in Somalia including health and education for children.

The international community, through UNHCR, should:

- increase funds immediately to address the education and protection gaps in the camps. The resources should be commensurate with need and take into account the additional costs of operating in an insecure environment. This funding should be multi-year and predictable.



Congolese refugees in Kigeme camp.

© UNHCR/Frederic Noy

# RWANDA

## REFUGEE SITUATION IN RWANDA

From 1996, Rwanda has been hosting primarily Congolese refugees who now number nearly 74,000<sup>94</sup>. They include refugees who fled in the 1990s, as well as more recent arrivals who fled to Rwanda during the 2012-2013 renewed hostilities in eastern DRC. Because of election-related tensions in neighbouring Burundi, Rwanda has opened its border to more than 87,520 Burundian refugees most of whom have fled the country since April 2015. 63% of these refugees are hosted in Mahama refugee camp, the largest camp in Rwanda, with the rest residing in urban areas<sup>95</sup>.

## REFUGEE EDUCATION IN RWANDA

The Government of Rwanda allows refugees nine years of basic education and prioritises the integration of refugees into the public school system<sup>96</sup>. Enrolment for refugees is high at the primary and lower secondary level<sup>97</sup>, which corresponds with the nine years of basic education they are entitled to. Dropout rates are a concern, as are low enrolment in pre-primary and upper secondary, although data is lacking to fully assess refugees access to education at these levels or to assess their learning outcomes at any level. A major challenge for refugees in school is the language barrier. Refugees from DRC and Burundi, if they were in school before entering Rwanda, would have been studying in French, whereas education in Rwanda is in Kinyarwanda and English.

In Mahama refugee camp ECD takes place inside the camp, primary grades 1-3 is immediately adjacent to the camp, while primary level 4 through secondary school takes place in the local host community school outside the camp, which has 112 classrooms for 11,396 refugee and host community students<sup>98</sup>.

## ASSESSMENT OF LEADERS' SUMMIT PLEDGE

At the Leaders' Summit Rwanda pledged to:

- integrate into the national education system 35,000 refugee students in secondary schools and 18,000 in primary schools by 2018. Currently only half of refugee students are integrated into the national school system. This will eliminate the need for most parallel camp-based education structures and boost secondary school enrolment.

Given the lack of available data and that this pledge is not due for completion until 2018, it has not been possible to fully evaluate the extent to which this pledge has been fulfilled. However, the Government, with support from UNHCR and ADRA, has made good progress for refugees in Mahama camp, who are able to access the local school<sup>99</sup>.

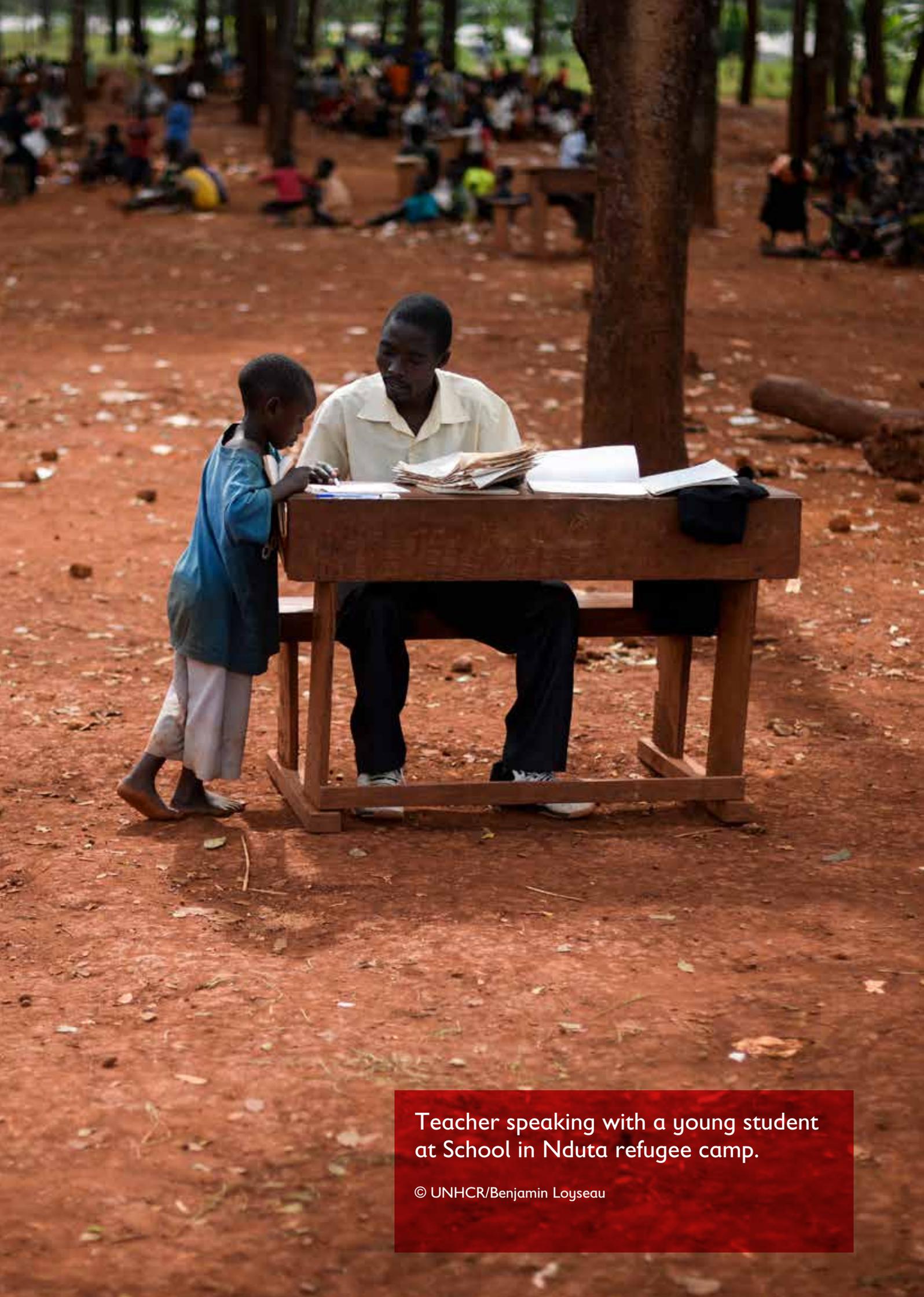
## RECOMMENDATIONS

The Government of Rwanda should:

- increase investment in all education, including for refugee children, so that there is sufficient infrastructure, trained teachers, and learning materials to support learning.
- prioritise the improvement of the quality of education provided to refugees, both in the public system and in camps, through expanded pre-service teacher training and continued professional development for teachers, and strengthened transition programmes for refugees who are having to study in a language other than their mother tongue.
- collect and make available more rigorous data on refugees' access to education and their learning outcomes.

The international community should:

- support the refugee response in Rwanda through multi-year, predictable funding and technical assistance.



Teacher speaking with a young student  
at School in Nduta refugee camp.

© UNHCR/Benjamin Loyseau

# TANZANIA

In Tanzania over 12.9 million school days have been missed since the Leaders' Summit

## REFUGEE SITUATION IN TANZANIA

The Regional Refugee Response Plan estimates that Tanzania will be hosting 300,000 Burundian refugees by the end of 2017, with the current number at 235,634, and an average daily inflow exceeding 300<sup>100</sup>. 59% of the refugee population in the camps are children under the age of 18. Tanzania also host 55,803 refugees from DRC<sup>101</sup>. Currently, there are 310,824 refugees in the Kigoma region of Tanzania living in Nyarugusu, Mtendeli and Nduta camps<sup>102</sup>. Of those, 146,087 are school age children (3-18 years).

## REFUGEE EDUCATION IN TANZANIA

There are 109,779 school aged children (3-18 years) in Mtendeli, Nduta and Nyarugusu of whom only 40% (44,401) are enrolled. The net enrolment rate for ECCD is 2%, 69% at primary, and only 5% at secondary. 25% of those who are enrolled are not regularly attending school and 46% at the primary level are overage. There are numerous challenges for refugees trying to access education in Tanzania. Very few alternative pathways to formal education, such as accelerated education and skills training, exist. Currently the Burundi accelerated education programme (AEP) only exists up to level 1 (grades 1 & 2) leaving a gap of level 2 (grades 3 & 4) and level 3 (grades 5 & 6). Access to teaching materials from Burundi for the formal curriculum is also a challenge as teachers struggle to find the right instruction guides. Currently, both AEP and Formal schools teach ten primary subjects although only seven of these are examinable in Burundi. Furthermore, delays in obtaining clarity around when transition to the national curriculum will take place is leading to increased quality gaps and protection risks associated with older children remaining out of school. The current AEP is not accredited for national exams, which makes it difficult for older children to move up to the next level of education. Of the \$100 million 2017 UNHCR budget for the Burundi refugee response in Tanzania, only 7.5% is allocated to education<sup>104</sup>. Of the overall \$250 million requested for the Burundi refugee response in the region only 6% has been funded as of the time of writing.

## ASSESSMENT OF LEADERS' SUMMIT PLEDGE

At the Leaders' Summit Tanzania pledged to:

- improve the quality of protection for refugees in Tanzania by specifically enhancing their access to education and the domestic labour market.

There has not been any practical action towards the realisation of the pledge. However, there is renewed dialogue on situating refugee education within the national education agenda.

Specifically UNHCR was for the first time invited to make a presentation to the Education Donor Partners Group in August 2017; The Joint Education Sector Review included one of the refugee sites (Nyarugusu) with the minister of education being part of the team; UNHCR has sought inclusion and participation in the Joint Education Sector Review (JESR) Technical Working Session from the in September 2018; and increasingly there is an indication that construction of semi-permanent classrooms will be permissible within the camps a welcomed change from strict directive on construction of permanent classrooms in 2016.

These are all welcome moves and should be used as the foundations for accelerated policy development and action to guarantee refugee access to education in Tanzania.

## RECOMMENDATIONS

The Government of Tanzania should:

- develop policies and legislation that facilitate the integration of refugees into the national education system, including through alternative pathways, such as accelerated education programmes.
- facilitate more direct involvement of the Ministry of Education Science and Technology at various levels to provide guidance and support to refugee education.
- allow for the construction of temporary and semi-permanent learning structures in the Kigoma region.
- include the Ministry of Education in the development and implementation of the Comprehensive Refugee Response Framework (CRRF) so that the CRRF and the national education sector plan are aligned and the education needs of refugees and host communities are addressed.

The international community should:

- fund the refugee response so that UNHCR and the Government of Tanzania are able to deliver education services to all refugees in conformity with the Government of Tanzania commitment during the leaders' summit as well as global commitments on education as provided for under Sustainable Development Goal 4.



Students at Nyumanzi Integrated Primary School for Ugandan nationals and refugees from South Sudan.

© UNHCR/Jordi Matas

# UGANDA

In Uganda over 48.5 million school days have been missed since the Leaders' Summit

## REFUGEE SITUATION IN UGANDA

As of July 2017 there were 1.3 million refugees in Uganda, 1.0 million of which are from South Sudan, and the remaining predominantly from DRC, Burundi and Somalia<sup>106</sup>. Close to 800,000 have arrived from South Sudan since the outbreak of violence in July 2016, and almost 350,000 of these arrived in 2017 alone. Refugees arriving in Uganda report general insecurity, limited access to food and basic services, violence, rape and abuse of women and girls, arbitrary detention, indiscriminate killing, and destruction of property by armed forces as reasons for fleeing their homes in South Sudan. Uganda is one of the first countries to be rolling out the Comprehensive Refugee Response Framework and has made progress towards setting up the secretariat that will manage this. In June 2017 Uganda held the Solidarity Summit in which they presented their plan for refugees, calling for \$2 billion a year in support from the international community. However, the Summit only raised \$350 million<sup>107</sup> for the first year, meaning Uganda can not possibly meet the needs of refugee and host communities.

## REFUGEE EDUCATION IN UGANDA

59% of those seeking refuge in Uganda are under 18, making the provision of education a priority. Most children remain out of school, and as daily arrivals continue, this number increases. Basic education provision is lacking in terms of both access and quality. Almost 1 in 4 arrivals are primary school aged (6-13 years), and in total 45% of refugees are school age when including early childhood education (3-17). In the five districts in the West Nile and Central regions, hosting the vast majority of 2016-17 arrivals, there are an estimated 206,739 primary aged children<sup>108</sup>. The total number of children requiring access to basic education will however be higher in order to take into account older adolescents who have not completed the primary cycle in their country of origin.

The available enrolment data for the five districts provided by members of the Education in Emergencies Working Group indicates that 152,044 children are currently enrolled in primary education. This number includes host community children attending government schools alongside refugee students. Since the data is not disaggregated, it is not possible to determine an exact out of school figure. However, with an estimated 206,739 primary aged refugee girls and boys, a minimum of 53,226 children aged 6-13 are out of school.

The current basic education response is comprised of support to and expansion of existing Government schools, and the established of community schools. In the former, refugees are added to the host community enrolment and children learn together (in the same single shift). In the latter, refugee children are enrolled in new temporary schools established by Windle Trust International. In both cases refugee children are taught using the Ugandan curriculum. P1-7 textbooks are in English but the policy for P1-3 is that teaching is delivered in children's mother tongue and English is taught as a subject making it easier for the learners to transition into P4.

In some cases, a Community school acts as a 'feeder school' whereby P1-3 refugee children are registered and taught separately in the temporary structures, with the plan being that they are enrolled into Government schools when they reach P4. The rationale here is that enrolment figures are much higher for the lower grades and therefore some burden is removed from Government classes. In Bidi Bidi settlement there are currently 37 primary schools, 12 of which are existing Government schools, and 25 of which are community schools established since the settlement was opened in August 2016.

The gaps in provision for those children already enrolled in basic education are significant. Classrooms are overcrowded, the majority of new structures were built as temporary classroom as much as three years ago, schools lack adequate WASH facilities, and face a significant shortage of both teachers and basic teaching and learning materials. A recent rapid assessment carried out by Save the Children in Palorinya settlement in Moyo district found that the existing eight Government primary schools had enrolled approximately 17,000 refugees since the settlement opened in December 2016, taking overall enrolment from just over 2,000 students to 19,602<sup>109</sup>. The classroom to student ratio across the refugee settlements in the five host districts stands at 1:154. To meet the Ministry of Education's minimum standards for the current enrolment alone 989 classrooms, 1,929 teachers, 2,113 latrines and 19,097 desks are needed<sup>110</sup>.

Many children arriving from South Sudan will have had their schooling disrupted and witnessed violence and conflict. It is vital that basic education provision includes psychosocial support, a protection referral mechanism, and appropriate training for teachers, in order to safeguard children's wellbeing.

UNHCR and Government of Uganda planning does not assume that the current rate of arrivals will continue throughout 2017 and into 2018. Given the severity, complexity, and protracted nature of the crisis in South Sudan, it is however very likely that more people will seek safety in Uganda in the coming months and years, though it is hard to anticipate the rate. If the average daily arrivals from the first half of 2017 (1,853) continued, the total number of primary school aged children would have increased to 300,927 by the end of the year, and to 456,486 by the end of 2018.

## ASSESSMENT OF LEADERS' SUMMIT PLEDGE

At the Leaders' Summit Uganda pledged to:

- Continue its settlement approach, providing access to education and legal employment for some 120,000 newly arrived refugees in 2016.

Since last year's Leaders Summit the situation in South Sudan has deteriorated and Uganda now hosts over 1 million South Sudanese refugees.

The Ugandan government has responded to the refugee crisis with extraordinary generosity. It has opened its already over-stretched schools, health facilities and other services to refugee populations.

On any measure of commitment, Uganda has delivered on its side of the global 'compact' to support a more effective response to refugees which was agreed by the United Nations General Assembly last year.

The same cannot be said of the international community. Donor governments have funded just 17 percent of the UN appeal for the South Sudan refugee response in Uganda this year<sup>111</sup>.

The Solidarity Summit jointly convened by the President of Uganda and UN Secretary General resulted in almost new international funding.

More specifically the response to the education emergency has bordered on derisory. Only a small fraction of the grossly inadequate \$61.6m appeal for education has been delivered<sup>112</sup>. To make matters worse, the funding provided has been short-term, unpredictable, and focussed on individual projects. This has made it impossible for the Government of Uganda, UN agencies and national and international NGOs to plan for what has all the hallmarks of a protracted and systemic crisis requiring a long-term, predictable finance to underpin a credible programme.

In a welcome move Education Cannot Wait: the fund for education in emergencies has made a small first response investment in Uganda and has flagged that it will be looking to make a larger contribution in the form of a multi-year investment. We support this initiative and hope it contributes to the development and funding of a comprehensive education refugee response plan.

In advance of the Solidarity Summit, Save the Children published 'Restoring hope, rebuilding futures: A plan of action for delivering universal education for South Sudanese refugees in Uganda'<sup>113</sup>.

It sets out a plan of action which if implemented could deliver quality universal pre-primary, primary and secondary education for South Sudanese refugee children in Uganda at an average cost of \$132 million USD a year for three and a half years.

There is an urgent need for donors and the Government of Uganda to develop, fund and implement their own plan.

## RECOMMENDATIONS

UNHCR, the education sector donor group, and the Government of Uganda should:

- as a matter of urgency develop a comprehensive education refugee response plan, setting out how pre-primary, primary and secondary education can be provided in host communities to both refugee and host community children.

The Government of Uganda should:

- support the immediate scale up of learning opportunities including by providing learning material to all existing early childhood development centres and primary schools in settlement areas; increase the provision of accelerated learning opportunities for refugees who've missed out on a year or more of schooling already.
- establish accelerated learning programs for adolescents in refugee settlements.
- include the Ministry of Education in the development and implementation of the Comprehensive Refugee Response Framework so that the CRRF and the national education sector plan are aligned and the education needs of refugees and host communities are addressed.
- ensure that the needs of refugee communities and the modalities for delivering refugee education in refugee settlement areas are included in the new national Educator Sector Plan.

The international community should:

- commit to funding the education refugee response plan and provide the Government of Uganda and implementing partners with technical and other support to ensure the provision of education is good quality.

# ASIA



CLASS ROUTINE

	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
Assembly						
Breaks Feeding						
Activity						

Two Rohingya girls head to class at the Kutupalong refugee centre in Bangladesh in 2013.

# BANGLADESH

In Bangladesh over 7.1 million school days have been missed since the Leaders' Summit

## REFUGEE SITUATION IN BANGLADESH

There are approximately 300,000 - 500,000 Rohingya people from Myanmar living in Bangladesh. For many years, the Rohingya people have periodically fled into Bangladesh in response to violence and persecution, only to be later repatriated back into Myanmar years later. Today, most Rohingyas who have crossed the border into Bangladesh, live in Teknaf and Ukhia Upazilas of Cox Bazar District as Unregistered Myanmar Nationals (UMNs) in host communities, makeshift camps, or, in two refugee camps (Kutupalong and Nayapara).

In October 2016, a series of coordinated militant attacks occurred targeting Myanmar police in Northern Rakhine State that killed nine police officers. The Myanmar military responded by sealing off the area and conducted military operations that resulted in a high number of incidents of rape, sexual violence, killings, torture and burning of Rohingya houses and property. In response to the violence, approximately 74,000 Rohingyas fled into Cox Bazar District of Bangladesh from October 2016 to January 2017<sup>114</sup>. These new arrivals have joined the roughly 300,000 Rohingya estimated to already be living in host communities and makeshift camps and, another 33,000 refugees in the two registered refugee camps. After a period of relative stability tensions have flared again in Myanmar and an additional almost 300,000 Rohingya have arrived in Cox Bazaar in late August, early September 2017<sup>115</sup>.

The Rohingya population has three different statuses: those who have official refugee status and who are living inside official camps; Undocumented Myanmar Nationals who live inside makeshift, informal settlements and; Undocumented Myanmar Nationals who live with host communities. Regarding freedom of movement usually all Rohingya can move around freely. Camps are not restricted or blocked, but also not officially recognized. Very few livelihood opportunities exist for official refugees. They have access to some vocational training, but are not allowed to work outside the camps. Undocumented Myanmar Nationals have no formal access to any livelihood activities but

are engaged informally in local labour markets.

The plight of the Rohingya living in host communities is not well known, but is further complicated by the fact that Cox's Bazar district is one of the poorest, most deprived districts in Bangladesh with the lowest early child development index score, low secondary school attendance and high rates of stunting and malnutrition. To date, minimal development assistance has been provided to both Rohingya and Bangladeshi populations in the host communities. As a result, the Rohingya population move freely from host communities, makeshift and refugee camps to access services. The refugee camps, having been in existence for 25 years, provide an extensive range of services, with an increasing level of service provision provided in the makeshift camps.

Funding for refugees is mostly channelled through the UN. UNHCR's 2017 budget for Bangladesh is \$14.3 million<sup>116</sup>, it is not clear how much of this has been spent, but given UNHCR's overall budget is underfunded it is unlikely they will fulfil this budget. Since the recent increase in arrivals from Myanmar the Inter Sector Coordination Group has issued an appeal for a further \$77 million to deliver life-saving assistance for up to 300,000 new arrivals between for August to December 2017<sup>117</sup>.

## REFUGEE EDUCATION IN BANGLADESH

Access to educational services in Cox's Bazar is particularly challenging for Rohingya children as they are not entitled to enrol in Government accredited schools, nor can they sit for the Primary School Certificate exam. An estimated 28.5% of primary school age children and 36.1% of secondary school age children are out of school, with educational coverage reaching less than one third of the target population. Children in official camps have access to non-formal education, starting from ECCD up to Grade-VIII (ages 4 to 17). This education is not accredited by the Government of Bangladesh. Children get a 'certificate of attending' at the end of grades V, VI, VII and VIII. As no proper certification is provided, parents and children take this education less seriously. In the makeshift camps, informal education provision has started recently. Currently Children of age 6 to 12 have access to education since January 2017. Undocumented Myanmar National children, who are residing in the host community, are still not allowed to be admitted to mainstream schools.

## ASSESSMENT OF LEADERS' SUMMIT PLEDGE

At the Leaders' Summit Bangladesh pledged to:

- successfully complete a census of the undocumented Rohingya population
- issue information cards to these people, which will provide protection and access to basic services, including freedom of movement, access to livelihood, and informal education opportunities
- allow informal education initiatives in order to increase access to education for this population.

Bangladesh's Bureau of Statistics completed the census in 2016. The report was expected to be published in December 2016 then rescheduled for June 2017, but has not yet published. Information cards for Undocumented Myanmar Nationals have not yet been provided.

## RECOMMENDATIONS

The Government of Bangladesh should:

- provide greater access to areas where refugees are residing so that NGOs can provide necessary services, such as health, sanitation and education.
- provide shelter for all newly arrived refugees from Myanmar, so that education facilities are not used as shelters.
- prioritise the issuing of information cards to all undocumented Myanmar nationals.
- provide good quality, certified education to all documented and undocumented children in Bangladesh.

UNHCR should:

- identify, in both camp and host communities, the exact number of out of school children and mobilise parents, religious leaders, and communities to support their education.
- conduct comprehensive research on access to quality education for adolescent refugee children with a particular focus on the particular needs of adolescent girls.

UNHCR and NGOs should:

- provide programmes that address child labour and provide unaccompanied and separated children with education opportunities.



6 year old Zarpari from Afghanistan is studying at a community school in Pakistan set up by Aqeela Asifi, herself a refugee and winner of UNHCR's 2015 Nansen Refugee Award.

© UNHCR/Sara Farid

# PAKISTAN

In Pakistan over 63.6 million school days have been missed since the Leaders' Summit

## REFUGEE SITUATION IN PAKISTAN

According to end of 2016 UNHCR figures Pakistan was hosting 1.4 million refugees from Afghanistan. This figure has fluctuated between 1.4 million and 3.3 million since 1980. Almost half of these refugees are children and 514,000 are school-age (5-18). There are also around 1 million undocumented Afghans residing in Pakistan<sup>118</sup>.

## REFUGEE EDUCATION IN PAKISTAN

Refugee children, especially girls and those who are undocumented, face serious challenges in accessing quality education in Pakistan. Only 47% of boy refugees and 23% of girl refugees are enrolled in primary school with even fewer attending<sup>119</sup>. Of those that do enrol in primary school, nearly half drop out before they reach secondary school<sup>120</sup> and only 5% of secondary-age refugees attend school in Pakistan<sup>121</sup>. Drop-out rates for girls are as high as 90% in some regions, resulting in a literacy rate of less than 8% for female refugees<sup>122</sup>.

## ASSESSMENT OF LEADERS' SUMMIT PLEDGE

At the Leaders' Summit Pakistan pledged:

- extension of the validity of Proof of Registration cards and reaffirmed on July 19, 2016 the right enshrined in Pakistan's Constitution for Afghan refugees to access government schools;
- provincial level actions to broaden awareness of this right include Balochistan's incorporation of refugees into their provincial education plans and Khyber Pakhtunkhwa's public statements affirming refugees' access to public schools;
- as a step toward the goal of universal enrolment, Pakistan also pledged to with the U.S., UNHCR and other potential donors to ensure that at least 29,000 additional refugee students are able to attend school in Pakistan in the coming year.

As promised the government has extended the validity of proof of registration cards of Afghan refugees. These have been extended until 31st December 2017<sup>123</sup>. It has not been possible to evaluate the extent to which the other two pledges have been fulfilled. However, the second half of 2016 saw the voluntary repatriation of around 370,000 refugees to Afghanistan<sup>124</sup>. This repatriation scheme restarted in April 2017 after a winter pause<sup>125</sup>. These returned refugees have very poor access to education in Afghanistan, which undermines any efforts that may have been made to expand access to education in Pakistan to remaining refugees.

## RECOMMENDATIONS

The Government of Pakistan should:

- provide good quality education to all documented and undocumented children in Pakistan. This should prioritise the most marginalised groups first, especially girls.

The international community and Government of Afghanistan should:

- develop, fund and enact plans to provide all returnee refugees with access to quality education.



Karenni refugee children attend Kindergarten at the Ban Mai Nai Soi camp in Northern Thailand.

© UNHCR/Sebastian Rich

# THAILAND

In Thailand over 4.3 million school days have been missed since the Leaders' Summit

## REFUGEE SITUATION IN THAILAND

According to the end-2016 UNHCR figures there are over 106,000 registered refugees in Thailand, of which half are children and 35,000 are school age (5-18). Almost all of these refugees are from Myanmar, with a few hundred from Pakistan and other countries. These refugees are based in camps along the border with Myanmar, with those arriving from other countries usually held in detention or residing in Bangkok. This situation is a protracted crisis with Thailand having hosted between 80,000 and 136,000 refugees from Myanmar since the early 1980s. Given the protracted nature and relative stability in numbers of refugees the needs of this population should be highly predictable. There are also a large number of undocumented migrant workers from Myanmar with estimates ranging from 1.8 million to 3 million<sup>126</sup>. It is unknown how many of these individuals are refugees and would qualify for asylum were they to apply for it and how many are undocumented migrants with no claims to refugee status or protection.

## REFUGEE EDUCATION IN THAILAND

All children in Thailand have a right to 12 years of free, quality, state-provided education under Thailand's domestic legislation. However, most refugees are not able to access Thai schools due to refugees being restricted to camps if they have refugee status or due to lack of documentation if they are unregistered<sup>127</sup>. Language and discriminatory barriers also minimise their access to quality education, while lack of certification of most camp based educational provision further reduces the value of the education children are accessing. In the refugee camps education is provided by indigenous and non-government organisations.

## ASSESSMENT OF LEADERS' SUMMIT PLEDGE

At the Leaders' Summit Thailand pledged to:

- ensure access to education for all children inside temporary shelters and aimed to provide educational opportunities to at least 28,000 children in the near term.

This pledge is a restatement of existing commitments already made by the Government of Thailand and refers to those children in refugee camps along the border and not an additional 28,000 school places for refugee children. The main issue of recognising the vast number of undocumented migrants and refugees in Thailand remains, meaning provision of education for undocumented school-age refugees in urban areas is still an ongoing challenge.

## RECOMMENDATIONS

The Government of Thailand should:

- provide education services to all migrant children in Thailand, regardless of refugee status. This can be through flexible and non-formal approaches, but ultimately should be through the national public education system.
- provide education that is relevant and formally recognised through appropriate certification.

The international community should:

- commit to providing predictable, multi-year finance to fund support education for refugees both in the camps along the border with Myanmar and for urban refugees outside of camps.

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# LOSING OUT ON LEARNING

## **Providing refugee children, the education they were promised**

Refugee children experience the double jeopardy of losing their homes, and their education.

More than half of all the refugee children in the world – 3.5 million – aren't in school.

In September 2016 when world leaders met at the UN to agree how to respond to the global refugee crisis, they promised that all refugee children would be in school and learning within a few months of becoming refugees.

One year on that promise hasn't been kept.

In fact, since the 19th of September 2016 refugee children have lost out on over 700 million days of school. Every day the world's out-of-school refugee children lose another 1.9 million days of schooling.

Many of the world's out-of-school refugees have already lost years of learning. They cannot afford another year of inaction.

In this report, we assess progress in implementing the education-related commitments made in the New York Declaration on Migrants and Refugees and at the 2016 Leaders' Summit on Refugees and challenge donors, host country governments and international agencies to do better.

We call on world leaders to keep their promises to get refugee children back into school by:

- Ensuring that there is enough funding to help already poor countries hosting large refugee populations to provide refugee children with a quality education.
- Asking refugee hosting countries to implement policies to ensure refugee children can attend school and learn from a quality education.

Refugee children and their parents consistently identify education as a priority. They see schooling a source of hope and opportunity – and they are right. It's beyond time for the international community to listen to them.

We must keep our promise and ensure every last refugee child is in school and learning.