



Ensuring Access to Education

Operational Guidance on Refugee Protection
and Solutions in Urban Areas

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ACRONYMS

AGD	Age, Gender and Diversity
CAP	Consolidated Appeals Process
CO	Community Organization
CNA	Comprehensive Needs Assessment
COP	Country Operations Plan
CSO	Civil Society Organization
CTA	Community Technology Access
DAFI	Albert Einstein German Academic Refugee Initiative
DIP	Department of International Protection
ECE	Early Childhood Education
ECWG	Education Cluster Working Group
EFA	Education For All
EFG	Education Field Guidelines
EMIS	Education Management Information System
FAL	Functional Adult Literacy
GSP	Global Strategic Priorities
ICT	Information Communication Technology
INEE	Inter-Agency Network for Education in Emergencies
IP	Implementing Partner
IT	Information Technology
LoU	Letter of Understanding
MoE	Ministry of Education
M&E	Monitoring & Evaluation

MoU	Memorandum of Understanding
NGO	Non-Governmental Organization
ODL	Open and Distance Learning
PoC	Person of Concern
PTA	Parent-Teacher Association
RBM	Results-Based Management
SCF	Save the Children Fund
SGBV	Sexual and Gender Based Violence
SLE	Safe Learning Environments
S&I	Standards & Indicators
UNCT	United Nations Country Team
UNDAF	United Nations Development Assistance Framework
UNESCO	United Nations Education, Science and Culture Organization
UNGEI	United Nations Girls' Education Initiative
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children Fund
UPE	Universal Primary Education
VTC	Vocational Training Centre
WFP	World Food Programme

OVERVIEW

In urban areas, education plays a particularly critical role for refugees and to enable those coming from rural areas to garner the necessary skills to become self-reliant and increase their chances of employment. As the number of refugees living in cities climbs, providing quality education to both local and refugee children, jointly attending classes, is a growing concern for all stakeholders.

There are many similarities in the ways UNHCR and partners respond to education challenges in urban settings, but there are also distinct and pertinent differences as each urban refugee situation is unique and requires a specific approach. However, there are some broader generalities that practitioners need to consider when planning and implementing education programmes in urban settings. As a main principle, every effort should be made for urban refugees to participate in mainstream education along with local children and young people, with national authorities managing and coordinating the education response, supported by UNHCR and partners where needed. Setting up parallel education services for refugees should be avoided if possible. Incorporating refugees within the national system ensures sustainability and supports peaceful co-existence of refugees within host communities both in the short and long term.

Facilitating the integration of refugees into the national education system requires the joint effort of Governments and humanitarian and development partners. Therefore UNHCR needs to establish at the earliest stage possible linkages and synergies with on-going and planned national programmes, supported by the donor community, into which refugees can be integrated. This will allow a gradual phasing down of UNHCR support to refugee education in urban areas and will ultimately result in sustainable education provision by the relevant authorities.

UNHCR's aim in urban settings is for refugees to access quality education services at a level similar to that of nationals. UNHCR's major role in urban settings is to advocate for and facilitate quality education services to be available to and accessed by refugees. There are multiple education service providers in cities including state, private and local and international non-governmental (NGO) and civil society organizations (CSO). While working with the Ministry of Education (MoE) and municipal authorities, UNHCR engages with a wide range of actors and stakeholders promoting shared responsibility and advocating for an appropriate resource base to enable the education needs of refugees living in urban areas to be met.

In cases where incorporation within the public system remains a challenge, UNHCR promotes access to schools supported by NGOs and assists community-based refugee schools as a transitional arrangement in their efforts to achieve quality standards, obtain recognized certification and become registered with the Ministry of Education.

UNHCR's three major education objectives are to **increase access, improve quality and enhance protection.**¹ These objectives apply to camp- and non-camp based refugee populations, including those who have settled in urban areas.

The education status of refugees will not be improved by education services alone: the underlying determinants of education must also be addressed by improving livelihoods and income generation, providing food security and nutrition, appropriate shelter and housing, health services and access to water and sanitation. UNHCR therefore engages in multi-sector and multi-agency mechanisms that address the underlying causes of vulnerability while at the same time creating targeted education opportunities for urban refugees. Specific safety nets may need to be established and supported by UNHCR to assist refugees most in need and surrounding local communities where applicable.

For the purpose of this document *education* refers to formal education (primary, secondary and tertiary) and non-formal education (literacy, skills training and life skills). Other education services referred to include Early Childhood Education (ECE) and Adult Education, including Functional Adult Literacy (FAL). Vocational and skills training are primarily located in UNHCR: "Livelihoods: Operational Guidance on Refugee Protection and Solutions in Urban Areas".

These guidelines intend to provide UNHCR and partner staff with basic tools on how to plan, implement and monitor urban education programmes with the objective to ensure quality services and a coordinated humanitarian response to meet the educational rights and needs of people affected by crisis and disaster, including refugees. They are aligned with INEE priorities for education in emergencies.²

The focus of this operational guidance is on refugees and asylum seekers, but in some contexts it may apply to stateless persons, internally displaced persons (IDPs) and returnees. The term refugee is used throughout to refer to all persons of concern. This guidance is relevant to all countries with a UNHCR presence and urban refugee populations. It is designed for the urban context but may be applicable as well for non-camp rural settings.

1 UNHCR Education Strategy, www.unhcr.org

2 Inter-Agency Network for Education in Emergencies (INEE), Minimum Standards for Education: Preparedness, Response, Recovery, 2nd edition 2010. www.ineesite.org

OBJECTIVE

To provide operational guidance for UNHCR country programmes to advocate for and facilitate access to **quality education services for refugees**, equivalent to those available to the national population.

KEY PRINCIPLES UNDERLYING UNHCR'S OPERATIONAL GUIDANCE ON EDUCATION

These principles are derived from UNHCR's policy on refugee protection and solutions in urban areas³ and from existing education guiding principles⁴ and referral documents that have been adapted to the urban context.

- 1. Access.** Ensure that refugees have access to all education services in the same way and at similar cost to that of nationals. UNHCR may draw on partners to temporarily provide education services where there are significant gaps in service provision.
- 2. Integration.** Advocate for sustainable education services for refugees integrated within the national public system when and wherever feasible.

³ Policy on Refugee Protection and Solutions in Urban Areas, UNHCR, 2009, www.unhcr.org

⁴ Education Guidelines, incorporating Education in Urban Settings, revised early 2011, www.unhcr.org

- 3. Quality.** Ensure that the education offered to refugees conforms to national and international standards and provides a safe and child-friendly learning environment, well educated teachers with a sound knowledge of child-centred pedagogy and sufficient well-equipped infrastructure and facilities.
- 4. Protection.** Provide protection and special assistance to the most vulnerable groups and individuals among refugee communities so they can access education equitably, including separated and orphaned children, girls and women at risk, the elderly, persons with disabilities and refugees in need of special education. Ensure education is free from protection risks, with a particular focus on gender and protection.
- 5. Partnerships.** Partner with a wide range of actors, especially Governments, local authorities, other UN agencies, international agencies, NGOs, civil society and community organizations, academic institutions and the private sector to ensure the availability of quality education services for refugees.
- 6. Participation.** Ensure that community members participate actively, transparently and without discrimination in assessment, planning, implementation, monitoring and evaluation of education programmes in urban settings.
- 7. Monitoring and evaluation.** Establish and utilize efficient monitoring and evaluation (M&E) systems to improve programme implementation, prioritization and impact.

Jordan/ Jordanian and Iraqi school girls start their 3rd day of the new school year 2007/2008 at the Bab-al-Wad secondary school for females in al-Hashemi al-Shamali neighbourhood of Amman, Jordan / UNHCR / S. Malkawi / August 2007



OPERATIONAL GUIDANCE

1. ACCESS

Ensure that refugees have access to all education services in the same way and at similar cost to that of nationals. UNHCR may draw on partners to temporarily provide education services where there are significant gaps in service provision.

Refugees face many barriers to accessing education services, stemming from economic, geographic, cultural, linguistic and administrative origins. Education services in cities may not be accessible to refugees because they are too expensive, too far away, or too costly to travel to daily; there might be a general lack of empathy with the cultural sensitivities of people from different ethnic groups; schools may not accommodate children who have missed out on schooling; and language barriers may prevent education access.

Practical steps to increase access

1.1 Promoting an effective legal environment

Analyze the relevant laws and directives in the country of asylum, and work out the practical implications of these laws in relation to refugees in terms of access and provision of education services.

- Assess the legal environment concerning refugees as it is different in each country. Governments may or may not have acceded to international conventions such as the 1951 Convention relating to the Status of Refugees, the 1966 International Covenant on Economic, Social and Cultural Rights and the 1990 Convention on the Rights of the Child. The country may have passed its own Refugee Act or other legislation or directives that describe the rights of refugee to access services, including education services.
- Make Governments aware of their obligations towards refugees living within their territory to attain the highest standards of education based on local laws and legislation. Where applicable, UNHCR and partners must advocate for changes and improvements.
- Advocate that refugees have appropriate status documentation/identity cards that will facilitate their access to education services.

- Ensure that refugees have full access to all education facilities open for nationals. Improving access to the government’s public education system is essential to sustainability.
- Advocate for the removal of any discriminatory directives or practices that impede access to education. This includes school fees in cases where education is free of charge, marginalizing refugee groups or individuals with specific needs, rejection of children who lost documentation during their flight or resentments and hostilities towards members of minorities and different ethnic groups.
- Advocate for access to education also in countries where there are challenges in integrating with national systems and services (legal and political), while supporting NGO and refugee schools as a transitional arrangement. These schools need to follow a certified education programme either from the host country or the country of origin, approved by the Ministry of Education (MoE). Support may include training of teachers to improve quality, language tuition, provision of official curricula and textbooks and upgrading of refugee schools according to national standards to become registered with the MoE.

1.2 Improving economically viable access

Advocate and negotiate together with development partners (such as UNICEF, UNESCO and others) and with the Ministry of Education (MoE) for refugees to receive education services at all levels of the public education system at similar cost to nationals.

- UNHCR aims to support and strengthen affordable education access and services for refugees particularly via the public sector.
- UNHCR advocates that early childhood, primary, post-primary and tertiary education access is available to refugees at similar costs as for nationals, or where free education services are available at no cost at all.

1.3 Identifying different financing options

Examine and decide upon the various financing options needed to support refugees who have to pay school fees for education services, and for special education where needed.

- The full costs that refugees pay for education services should be analyzed, including school fees (where applicable), and school-related costs such as transport, books, school supplies, uniforms, school meals, etc.

- Use different financing mechanisms for vulnerable cases where appropriate, including targeted cash assistance (which may be delivered via automated teller machines, vouchers, or mobile phone transfers) or other innovative financing schemes that may be available to nationals.
- Undertake a careful cost-analysis to compare cash assistance with in-kind assistance, and to ensure that the schemes are not exclusive of people with specific needs or for over-aged children or school-aged girls.
- Pay school fees directly to the school whenever possible (cash grants can be difficult to monitor).
- Discuss and decide on paying individual assistance packages (school related costs) or supporting school projects that benefit the entire school community.
- Negotiate reduced fees in the private sector.
- Aim to make existing government services affordable to refugees by improving the livelihoods and income of refugee households (see Module IV of the Guidelines: “Operational Guidance for Livelihoods”).

1.4 Ensuring education services are accessible to diverse needs

Identify important issues of diversity among urban refugees and work with partners to develop communication, advocacy and support mechanisms for equity of access to education services. National education programmes should be age, gender and diversity sensitive to ensure full inclusion of girls, women, the elderly, minority refugee groups and those in urban areas with disabilities or specific needs.

- Advocate for modifications in national public education services, where necessary and applicable, to enable them to respond to the diverse needs of refugee populations. However, processes for integrating refugees within mainstream education should not detract from meeting the unique needs of refugees.
- Identify and respond to the needs of refugees speaking different languages and of different cultures who may have difficulties in accessing an unfamiliar education system, including those who need support to catch up on missed schooling.
- Provide targeted support to refugees in need of information sessions, extra classes, induction trainings, language training, issuance of proper documentation for registration, and/or protection from the particular vulnerabilities of physical and sexual violence.

1.5 Identifying and supporting education services available for refugees

Map out available formal and non-formal education opportunities in urban areas, including day care, early childhood education (ECE), primary, secondary, university, non-formal, adult and vocational education. Many opportunities already exist and it is vital to link with them. UNICEF supports the MoE in many countries with programmes for ECE, primary, post-primary and accelerated learning programmes. Other partners also support these as well as education programmes for young people and adults.

1.5.1 Formal education

- Identify formal education opportunities under the six goals of the Education For All (EFA) initiative, i.e. early childhood care and education (Goal 1), universal primary education (Goal 2), youth and adult learning needs (Goal 3), improving levels of adult literacy (Goal 4), assessing gender parity and equality (Goal 5) and quality (Goal 6). Note that some countries have introduced free secondary education; others again have offered access or absorbed refugees, even in instances where relevant conventions have not been signed.
- Negotiate special fees for refugee children and youth with private and public schools/institutions.
- Place refugees in certified vocational and skills training centres, both in the public and private sector, with links to practical apprenticeships (in collaboration with Livelihoods).
- Engage academic institutions, universities, colleges and private donors to mobilize support for scholarship programmes by mapping out existing opportunities, holding bilateral meetings, organizing joint field visits, providing background information on urban refugees and organizing donor roundtables for resource mobilization.

1.5.2 Non-formal education

- Identify non-formal education opportunities that complement the formal system by undertaking a mapping out exercise, assessing the quality of services offered, identifying gaps where outside support is needed and negotiating an intake of refugees. Non-formal education may include tailor-made courses for young people and adults who do not have recognized certificates and diplomas.
- Collaborate with Child Protection partners to ensure that young children attend day care services. Refugees may leave young children at home alone or with inadequate care while they go to work. IPs can support the organization of low-cost

community day care services, training appropriate members of the community in early childhood care and development. In some countries national day care services exist that refugees can be linked to, also providing an opportunity for refugee children to mix with those from the host community.

- Provide assistance to children who have missed out on schooling to catch up with their peers. Every attempt should be made for children to attend the correct class for their age group; in many countries they are not allowed to attend school unless they are with their age cohort. They may need to attend catch-up classes prior to joining school and/or to receive additional support after school to help them to keep up with the class level. UNHCR and partners need to ensure that children are adequately assessed on arrival to ascertain their skill competency levels. Children and young people who are below the academic/skill level for their grade need to receive extra help; inability to keep up with class standards is a major cause of school drop out.
- Use accelerated learning programmes for older children who have missed out on a substantial number of years of schooling and may not be able to join formal schooling.⁵ Many countries have established these programmes to enable older students to complete primary and/or secondary education within a much reduced timeframe. This enables them to attain official certification and the potential to rejoin the formal education system. Investigate whether accelerated learning programmes are available, particularly with the MoE literacy unit, non-formal unit or equivalent. These programmes are often supported by UNICEF, UNESCO and others.
- Organize reach-out programmes (either with schools or with communities) to identify out-of-school children, assess their education needs and support them to access appropriate education, either within the formal sector (usually more successful for younger children), in an accelerated learning programme or within technical/vocational skills training.
- Identify existing certified Open and Distance Learning (ODL) programmes accessible to refugees and work with an appropriate Implementing Partner (IP) to support refugees to enrol and complete certification; contact UNHCR HQ for information on Community Technology Access (CTA) and ODL courses.⁶

5 In some cases education systems will not allow older children to join; another inhibiting factor is the unwillingness of older students to participate in a class where children are much younger. In addition, those who have been outside of the education system for a number of years often find it difficult to adapt to the rigidity of formal education.

6 CTA is located within UNHCR/DPSM; contact the Education Unit for information on available ODL programmes.

- Support life-skills education, aiming at attitude and behaviour change through the development of knowledge, skills and values; this includes peace education, conflict resolution, human rights, environment protection, preventive health care and other topics relevant to the lives of refugees; sports programmes also provide a valuable channel for life-skills acquisition, as well as a concrete opportunity to foster tolerance, teamwork and relationship building.
- Provide support to non-formal education activities such as language classes, literacy trainings, life-skills education and basic skills training. Provision of home country language, history and cultural classes is important; after school sessions can be organized with community teachers.
- Organize day care support for young mothers attending classes to be provided through community-organized day care (usually offered in homes).

1.6 Providing scholarships for secondary and tertiary education

Provide scholarships for refugees who qualify to access post-primary and higher education opportunities.

- Identify potential donors to sponsor secondary and/or tertiary education for refugees and develop an agreement with an implementing partner (IP) to manage the scholarships; ensure that funding is multi-year to cover the full duration of classes/courses. Provide scholarships for post-primary education, particularly for girls, to access higher secondary, university and/or technical colleges.
- If there is an existing DAFI⁷ scholarship programme, extend the IP partnership to incorporate locally brokered scholarships.
- Negotiate with universities and institutes of higher education to provide scholarships and/or subsidised courses for refugees.
- Negotiate registration and course fees for refugee students registered with UNHCR or the host government that are equivalent to those of national students. Negotiate a reduced rate applicable for international students where this is not possible.
- Document negotiated rates and agreed number of refugee students to be placed at national universities or other institutions in a Memorandum of Understanding (MoU) or a Letter of Understanding (LoU) to ensure that such agreements are still binding when university staff changes.

⁷ See Policy and Guidelines for DAFI Scholarship Projects, Geneva, 4th edition, October 2009

- Provide supplementary support to refugee students on an exceptional and case-to-case basis (in addition to scholarships that normally cover the registration and tuition fees, rent or accommodation, monthly food or subsistence allowances, and an annual book allowance).
- Provide financial or in-kind support to vulnerable post-primary students who cannot afford school-related costs that are not covered by scholarships (transport, books, meals, etc.).

1.7 Supporting community-based refugee schools

Support community-based schools in situations where the Government does not allow refugees to access the public education system.

- Ensure that refugee schools follow a *certified curriculum*. In situations where there is a high probability of repatriation in the short term, it is advisable to follow the home country curriculum so that children can continue their education without disruption when they return home. Find out about the curriculum and where it is possible and does not lead to protection issues, engage with the education authorities of the host country to ensure that the correct text books are available and that certificates issued will be recognised back home.
- In situations where it is unsure if or when the refugees can return home, use of the host country curriculum is preferable, with students following national exams certified by the MoE. It is helpful to have a mix of refugee and host community teachers. Provide local text books and teaching and learning materials. If the refugees do not speak the language used within the education system, provide language tuition.
- Assist schools to register with the MoE so that they are recognized as bona fide schools that offer officially certified primary and secondary education.
- Support schools achieve existing national education standards through the provision of equipment and teacher training. UNICEF and UNESCO often support the MoE with teacher training; negotiate the inclusion of refugee teachers in ongoing training courses.
- Assist qualified refugee teachers to find employment in Government and private schools. Provide language training where necessary.
- Support home-based schooling in cases where refugee children are not officially allowed to attend school, as an interim measure. In some countries there is an official home schooling programme for older children who have not gone to school that can be appropriate for refugees. Ensure that these programmes result in official certification.

2. INTEGRATION

Advocate for sustainable education services for refugees, integrated within the national public system when and wherever feasible.

UNHCR's Urban Policy is anchored in supporting refugees to access services while also improving services for the local community. The emphasis needs to be placed on improving access, quality and protection in education for all children, refugees and host community alike, with obvious benefits for those living in areas where there is a concentration of refugees.

UNHCR advocates for urban refugees to be treated in a similar manner to nationals in the public education system, and to be included in national strategic planning and donor proposals. Services become more sustainable if capacity can be enhanced to incorporate education for refugees within the national education system with sustainable financing and with the involvement of the skills and knowledge of both refugees and nationals.

Practical steps to enhance school integration

2.1 Working with local leaders and institutions

Avoid the establishment of parallel structures and promote the integration of refugees into the national education system.

- Ensure national ownership through the fullest possible engagement of national and local authorities in planning, implementing and monitoring education activities.
- Establish effective communication and coordination structures, creating an efficient referral system, advocating for better access, supporting capacity in government facilities and monitoring how refugees access education.
- Provide these services temporarily under an agreement to capacitate the authorities to eventually provide quality education by themselves in cases where adequate government services do not exist in certain areas (lack of space, qualified teachers).

2.2 Mainstreaming into government services

Advocate with partners for the needs of refugees to be included in national strategic education plans and donor proposals.

- Advocate that refugees have equal access to all public education institutions and services, similar to nationals.

- Promote refugee education with governments, bilateral donors, UN agencies through the UN Country Team and national/local education coordination groups/fora and identify donor-funded education programmes that could include refugees. Such programmes may include primary education and scholarships, teacher training for quality improvement, back-to-school programmes following a crisis and/or the provision of school supplies.
- Ensure the inclusion of refugee education in the United Nations Development Assistance Framework (UNDAF) and the Consolidated Appeals Process (CAP).
- Promote the inclusion of qualified refugee teachers into the national school system.
- Advocate for the recognition of previously obtained education qualifications (diplomas and certificates).
- Use existing coordinating mechanisms rather than establish new or parallel ones.
- Assist community-based refugee schools to conform to national standards and fulfil the conditions to become registered with the MoE.

2.3 Alleviating the burden on government services

While encouraging integration in national school systems, UNHCR recognizes the increased burden this may create on public services, particularly when there are large concentrations of refugees in certain urban areas. Discuss and decide with MoE and municipal authorities how to provide supplementary support to increase the capacity of public schools and improve the quality of services. This should also consider education needs of the host community.

- Assist the Government/MoE to enable public schools to accommodate refugee children in areas where there is a high concentration of refugees.
- Carry out an assessment jointly with the MoE (and UNICEF or an IP if appropriate) to assess education needs in the community, both for host community children and refugees, and to support improvements in selected schools to benefit all children.
- Expand the number of classrooms in the school to accommodate an increased number of students, both refugee and host community children; rehabilitate buildings and/or improve the general school environment.
- Ensure that school equipment and supplies, including textbooks and teaching and learning materials, are sufficient, either by providing them or linking in with other providers within the education sector.

- Support teacher training or up-grading on child-centred pedagogy in collaboration with the MoE and other UN agencies; include refugee teachers in public school teacher trainings where possible. UNHCR may finance additional training sessions based on existing MoE training courses.
- Provide targeted management support to education authorities/ counterparts to build/strengthen national and local capacity; include them in workshops and trainings; incorporate a module on refugee needs within existing trainings to increase understanding of the situation of refugees.

2.4 Enhancing emergency response

Ensure contingency plans are available for potential large-scale refugee influxes into urban areas.

- Although this guidance note is primarily designed for the non-emergency refugee urban setting, it may also be applicable in acute and immediate post-conflict/natural disaster settings where a large urban refugee influx occurs. In these situations, UNHCR and partners (including the Education Cluster where it exists) advocate for free access to emergency education services and inclusion of refugees into humanitarian and emergency response planning.
- Any emergency education planning should be linked to relevant longer term national education interventions to ensure sustainability and local ownership.

2.5 Living within host communities

Pro-actively support refugee acceptance within the local community, enjoyment of the same rights and access to the same education opportunities as nationals. The goal is to increase “social cohesion” by using education as a vehicle for peaceful coexistence.

- Provide induction trainings and information sessions on the economic and social environment, including history and culture, for newly arrived refugees to familiarize them with the host country and specifics of their urban setting.
- Provide language courses where necessary for students, teachers and adults to facilitate communication and integration.
- Conduct an information campaign with IPs and the refugee community to sensitize host communities, including teachers, students, parents and community members/ leaders on refugee issues to foster an understanding of the reasons why the refugees have fled their home country and of the challenges they face.

- Promote sports within schools as a venue for team-building, tolerance building, interaction and cooperation.
- Provide management and training support to school boards and headmasters, Parent-Teacher Associations (PTA), School Management Committees, etc.
- Organize joint extra-curricular activities such as sport and cultural events, including drama, theatre and dance, school sport days, etc., with a strong focus on mobilizing young people; organize inter-school competitions and activities.
- Advocate for the representation of refugee parents on PTAs and other education committees. If this is not allowed by local laws negotiate an observer status.

3. QUALITY

Ensure that the education offered to refugees conforms to national and international standards and provides a safe and child-friendly learning environment, well educated teachers with sound knowledge of child-centred pedagogy and sufficient and well-equipped infrastructure and facilities.

Quality is at the heart of education and what takes place in classrooms and other learning environments is fundamentally important to the future well-being of children, young people and adults. A quality education is one that provides students with the level of competence for their age and grade, develops their confidence and enables them to move forward in their lives.

Practical steps to improve quality

3.1 Training, professional development and support

Ensure quality teaching and learning that takes care of the psycho-social needs of children, their rights and individual development as learners through targeted trainings, the professional development of teachers and other appropriate support mechanisms.

- Consult with education partners to find out what types of teacher training courses already exist, particularly national trainings provided by the MoE with the assistance of UNICEF, UNESCO and others.
- Advocate for training for teachers in schools attended by refugees, and support training and up-grading courses on child-centred pedagogy, the role of a reflective practitioner, gender sensitivity and the school Code of Conduct.

- Emphasize interactive teaching methods and play and sport, both for younger and older children.
- Ensure that instruction and learning processes are learner-centred, participatory and inclusive.
- Focus on building and strengthening self-confidence, negotiating skills and coping behaviours through integrated life-skills education.
- Make available learning resources and teaching aids and organize stimulating classrooms; focus on gender sensitive learning and provide appropriate teaching and learning materials.
- Support the active participation of students by setting up student committees and organizing peer-to-peer education.

3.2 Providing early childhood education

Identify opportunities in early childhood education to maximize children's potential and early development, ensure protection and facilitate a smooth transition to primary education.

- Incorporate early care and parenting groups, play groups and kindergarten within other initiatives and programmes and link with health and nutrition services.
- Support setting up community-based early childhood education, in collaboration with other education partners. This is a low-cost means of involving community members in child protection and development activities.
- Provide training for early childhood education facilitators/ kindergarten teachers in collaboration with education partners; link in with existing training as much as possible.
- Create opportunities for local children to interact (play and learn) with refugees as much as possible.

4. PROTECTION

Provide protection and special assistance to the most vulnerable groups and individuals among refugee communities so they can access education equitably in safe learning environments, including separated and orphaned children, girls and women at risk, the elderly, persons with disabilities and refugees with specific education needs.

In urban settings, without access to education, young people, and more particularly girls and young women, are more likely to face violence, abuse and other forms of exploitation, including forced recruitment, child labour, sexual violence, drug abuse or alcoholism. Gender inequality often prevails; education can play an important role in ensuring gender equality in school, in developing an understanding among children and young people of gender equality issues, and in fostering life skills among children and youth that strengthen their ability to relate to others and to protect themselves.

Lack of livelihoods and income can force young people into survival sex or other illicit activities related to economic exploitation. General poverty, poor livelihoods, low income and parental inability to cover the costs of school fees, uniforms, books, teacher compensation or transport diminish educational access opportunities for many young refugees. On completion of primary schooling, they are often confronted with the general lack of post-primary education opportunities, both in the formal and non-formal sectors.

For children and young people attending school, provision of a safe learning environment is crucial; specific, monitored focus must be placed on ensuring that schools and other learning environments are safe and protective.

Practical steps to enhance protection

4.1 Creating safe learning environments⁸

Ensure that schools are secure and safe, promote the protection and psychosocial well-being of learners and teachers and are free of obstacles preventing children from attending classes or dropping out. This includes the physical environment, safety concerns and psychosocial well-being.

- Ensure that schools are safe and accessible, marked by protective boundaries and with sufficient class space and seating arrangements for students. Provide support to undertake necessary repair work, building of protective walls and fences, addition of classrooms and the provision of school equipment (desks, chairs, blackboards, etc.).

- Assist schools in latrine construction and ensure privacy, dignity and safety. Separate toilets for girls and boys with doors that can be locked from the inside (to prevent sexual harassment and abuse) should be located in safe, convenient and easily accessible places. Providing separate latrines for teachers is an important factor in teacher motivation.
- Ensure that children are safe walking to and from school, and organise community accompaniment for this if necessary.
- The presence of female teachers is important in retaining girls in school and in preventing exploitation of girls. Ensure that a balance is maintained between the numbers of male and female teachers in schools. Where there is real difficulty in finding female teachers, ensure the presence of female teacher's aides while solutions to locating/training female teachers are being pursued.
- Ensure a teacher's Code of Conduct is developed jointly with the community, signed by each teacher and used for accountability.
- Identify obstacles to integrating refugee children in schools including discrimination, bullying and racism; organize sensitization and awareness sessions for teachers, students and community members and plan periodic joint activities with local and refugee community participation. Students from both the local and refugee community should be centrally involved in organizing these events.
- Ensure the full participation of community and school members in all activities geared at improving the school environment in view of enhancing the quality of education.
- Ensure that physical structures and buildings are appropriate and include adequate space for administration, recreation and sanitation facilities. Provide support to schools for libraries, laboratories, sports fields, playgrounds, solid waste disposal (containers and waste pits) and drainage channels where needed.
- Promote safe water and hygiene practices such as hand and face washing; provide soap and sanitary materials/pads for girls.
- Identify obstacles to the general well-being of children; link school-based health and nutrition services, including feeding, de-worming to treat parasitic infections, provision of micronutrient supplements and communicable disease prevention (HIV/AIDS, measles, diarrhoea) with resources in the health sector (see Module I in the Guidelines).
- Ensure that the needs of persons with disabilities are considered in the design of education facilities in regard to access (entrance and exit), classroom space and furniture, and water and sanitation facilities.

4.2 Ensuring gender equality

Address the different needs of girls and boys and ensure their enrolment, participation and achievement in the learning environment.

- Work with communities to identify existing policies, cultures and practices that impact on education and raise awareness to meet the different challenges, needs and capacities of all female and male learners.
- Be aware of local beliefs and customs and promote dialogue and participation to improve the quality of programmes and to ensure that sensitive issues are addressed in ways that are culturally acceptable in the local context.
- Engage with young women and men, boys and girls to identify protection needs and barriers to learning that vary for female and male learners, and for teachers. Strengthen protection and prevention interventions to create a safe and enabling environment for all refugees to access and remain in education.

4.3 Organizing protection activities

- Monitor the reasons for dropping out of school/classes and work with the school and the wider community to address these.
- Form neighbourhood committees to accompany children to school.
- Organize home-based schooling for older children if public schools cannot be accessed (long distances, etc.); link in with existing government programmes.
- Organize community day care for children aged under 3.
- Organize early childhood education for children aged 3-5.
- Provide day care for young mothers who want to attend classes/courses.
- Support after school clubs (sports, theatre, entertainment).
- Facilitate young people's involvement in youth clubs.
- Organize activities during school holidays (summer camps with the local community, catch-up classes, language classes, sport events, etc.).
- Identify education opportunities for youth with the private sector (IT courses, vocational training, basic skills development, etc.); link with health, protection and livelihood sector activities.
- Support peer-to-peer monitoring and the establishment of volunteer organizations and safety networks.

4.4 Identifying vulnerable individuals and persons with specific needs

Establish, utilize and communicate a transparent system to identify vulnerable refugees and persons with specific needs. Vulnerable refugees and families will generally be identified through interviews and/or home visits conducted by UNHCR community services/protection/education staff and partners.

- Place a specific emphasis on proactively ensuring that children with disabilities can access education, both from the perspective of physical organisation of space if necessary and fostering a positive approach within schools towards differently abled children.
- Use existing UNHCR outreach mechanisms to identify individuals and families who have education needs but are unable to pay school fees and related costs or where other circumstances make them particularly vulnerable.
- Use refugee community leaders/networks to identify and select vulnerable groups/individuals.
- Develop transparent and measurable criteria to identify children with specific needs including psycho-social needs and those with disabilities.
- Use UNHCR implementing partners and community-based organizations to identify particularly vulnerable people and families who require support and close follow up. Where refugees are scattered across a city, some financial and logistical support may be needed for transport to enable those with specific needs to access schools.

4.5 Establishing special assistance arrangements

Make available special assistance arrangements according to identified needs.

- Request a partner agency, where possible, to take over the management of UNHCR special assistance arrangements for urban refugees.
- Support people registered on a UNHCR special assistance list through a variety of financial and in-kind assistance, including payment of school fees, transport costs, school books, uniforms, food, etc.
- Ensure that UNHCR staff working in protection, community services, health, education, livelihoods and other sectors coordinate and streamline their work so that, whenever possible, the same implementing partner (IP) is providing special assistance arrangements in the various sectors working with a unified urban refugee list.

4.6 Coordinating with other sectors

Collaboration within the education sector and with other sectors is crucial in maximizing the quality, comprehensiveness and usefulness of education programming. This includes working closely with the following:

- **Protection sector** to learn about the risks related to sexual and gender based violence and collect information on the populations at risk, including orphans and other vulnerable groups within the urban community; identify the barriers to access education and the available social and psycho-social support services. It is important to understand the legal framework and to ensure coordinated advocacy efforts with concerned partners.
- **Health and nutrition sector** to coordinate on school nutrition and feeding programmes and to learn about available basic preventive health services, and services for sexual and reproductive health and HIV prevention, treatment, care and support.
- **Water, sanitation and hygiene (WASH) sector** to ensure that reliable water supply and gender disaggregated sanitation and hygiene facilities are available at learning sites.
- **Livelihood sector** to learn about national employment policies and livelihood opportunities, income-generating activities, microfinance and available credit schemes and vocational trainings.

5. PARTNERSHIPS

Establish partnerships with a wide range of actors, especially Governments, other UN agencies, international agencies, NGOs, civil society and community organizations, academic institutions and the private sector to ensure the availability of quality education services for refugees.

UNHCR needs to increasingly work with governments and national education authorities and attract development partners to allow for a smooth transition from emergency and relief situations to sustainable development. In the context of education for urban refugees, it is important to map out all education stakeholders who can assist the organization in fulfilling its mandate and at the same time set the stage for an effective phasing down and handing over process.

Practical steps to build, strengthen and coordinate partnerships

5.1 Coordinating education services for refugees

Liaise closely and organize coordination efforts with the MoE, partner agencies and other stakeholders aiming at joint advocacy and programme planning to integrate services for refugees into the national education system.

- Identify wider coordination mechanisms at government, donor and UN levels to participate in and advocate that urban refugees are provided for within the national education system.
- Use these coordination meetings as platforms to promote improved services that address underlying determinants of accessing education such as general issues of poverty (no regular income, food insecurity, malnutrition and lack of housing and livelihood opportunities).
- Acknowledge and strengthen the leadership of the government (MoE and other relevant ministries). Any coordination mechanism should promote national leadership.
 - Participate in meetings organized by the MoE or municipal authorities in which the education needs of the urban poor, including refugees, are discussed.
 - UNHCR may co-chair with government authorities coordination meetings which specifically address education issues related to urban refugees.
- Advocate that refugees can be considered for the same social welfare schemes as vulnerable nationals and coordinate closely with other UN agencies so that urban education initiatives for nationals benefit refugees in the same way.
- Coordinate closely with UNHCR staff working in livelihoods, health, community services, protection and other sectors following a multi-functional team approach.

5.2 The roles of partner agencies

5.2.1 Conducting a stakeholder analysis and defining roles of partners

- **National governments:** Policy guidance and overall coordination; recognition of qualifications and schools; training, support and supervision; teacher training and upgrading; local curriculum development.
- **Learning institutions:** Access and enrolment of refugees; quality education and child protection; safe schools and learning environments; infrastructure and

equipment; teaching and learning materials; language training; catch-up support; accelerated learning programmes; community outreach and integration activities; Open and Distance Learning programmes.

- **Donor community:** Education funding to governments; programme support to UNHCR and NGO partners; input to policy dialogue; integration of refugees into national education system; education scholarships.
- **UN agencies:** Advocacy; education funding to refugees; training support; input to policy dialogue: integration of refugees into national education system; support to MoE.
- **NGO partners:** Advocacy and coordination; training, support and supervision; planning, implementing and monitoring programmes; co-funding education programmes; language training; catch-up support; ICT programmes; community sensitization and outreach activities.
- **Refugee communities:** Involvement in PTA /education committees; advocacy; supervision of schools; financial and material/in-kind support; school fees and school-related costs; organization of extra-curricular activities.
- **Private sector:** Support to refugees through trainings and apprenticeships; placement in technical institutes, vocational centres and private enterprises; provision of funding and in-kind donations; scholarships through foundations and local/international companies.
- **Education committees:** Tasks include, among others, assisting heads of schools and teachers in school management; monitoring children's learning progress; organizing extra-curricular activities; helping establishing and maintaining order and a safe learning environment; organizing community participation.

5.2.2 *Coordinating closely with other international agencies and supporting MoE services that should also be available to refugees.*

- UNHCR links into opportunities provided by national coordination and UN Country Team (UNCT) coordination mechanisms and processes related to the UN Development Framework Assistance (UNDAF) and the Consolidated Appeals Process (CAP).
- UNICEF is often the lead agency on the ground for education and may provide support to urban refugee education in the areas of advocacy, resource mobilization, assessment, planning and monitoring; incorporation of refugees within existing

education initiatives for early childhood education, primary and secondary levels; provision of strategies, tools and support for tested programmes such as community-based early childhood initiatives and accelerated learning programmes.

- UNICEF, along with Save the Children, is the co-lead of the IASC Education Cluster, focusing on emergency education provision in the event of a crisis or natural disaster, and support for strengthening education systems during periods of recovery and reconstruction.
- UNICEF may also be an important partner in discussing and negotiating handing over procedures with the government (MoE) and in establishing linkages with other international stakeholders.
- UNESCO has the official mandate for education within the UN and is an important partner in advocacy, government coordination, education management information systems (EMIS) including capacity development in data collection and analysis, research and publications, curriculum development and teacher training. UNESCO also provides tertiary education scholarships.
- WFP may incorporate refugees within its school feeding programme and other community programmes that provide food for the vulnerable, including children with specific needs and others identified as persons in need of special assistance.
- UN-HABITAT may wish to partner with UNHCR on school/classroom construction and rehabilitation programmes.

5.2.3 Engaging the services of an implementing partner (IP) for managing an urban education programme.

- The role of the implementing partner includes the following:
 - Identify schools and service providers, negotiate agreements and provide technical advice to institutions receiving refugees.
 - Develop and implement a communication and information strategy to promote the importance of education amongst refugee communities, to increase enrolment and retention in schools and to improve coordination among stakeholders.
 - Assist refugees to access services, e.g. through advocacy, financial support, transport, language services, coordination with education institutions, community mobilization to accompany refugee children to schools; case management and problem-solving.

- Improve quality of services available to refugees by supporting government schools with financial inputs, equipment, material supply and/or training. These inputs must be governed by a contractual relationship with the school and/or MoE, specifying the expectations and obligations of all contracting partners.
- Provide complimentary services to refugees that may not be available until such a time that the MoE is able to provide them, e.g. language classes, catch-up classes for children who have missed out on school, special education, psycho-social counselling, and services for refugees with physical disabilities or specific learning needs.
- Avoid the establishment of parallel education services/schools for refugees and rather promote the move towards integration, where possible.
- Monitor the quality of service provision, where possible, by using the MoE information system or UNHCR tools adapted to the urban context.

6. PARTICIPATION

Community members participate actively, transparently and without discrimination in assessment, planning, implementation, monitoring and evaluation of education programmes in urban settings.

UNHCR and partners need to ensure active community participation at all levels of an education response. UNHCR advocates that the voices of refugees can be expressed with education authorities. UNHCR also advocates refugee participation in education committees such as Parent-Teacher Associations (PTA). Furthermore, the agency advocates for qualified refugee teachers to be employed by public and private schools. UNHCR's urban education programmes must liaise with refugee representative groups and encourage the voluntary contribution of refugees in the promotion of education and in identifying and supporting the most vulnerable.

Practical steps to increase active participation of refugees

6.1 Promoting participation of refugees in the delivery of education services

Advocate and facilitate refugees to be involved in education services in various functions.

- Identify education experts (teachers, principals, other education personnel, curricula developers, managers, etc.) among the refugee population and involve them in programme planning and implementation.

- Negotiate temporary employment for education professionals/teachers with MoE and schools until such a time as they become authorized for full employment in the country. Refugee teachers can also be engaged to teach home country language and culture to refugees outside of school hours.
- Advocate that refugee professionals can be facilitated into employment in the education and other sectors.
- Promote the productive and creative potential of refugees to improve livelihood opportunities that will lead to an increased capacity to access education.
- Support the creation of voluntary roles in which refugees promote education for refugees in communities, or participate in education committees or other local consultative mechanisms such as municipal/district development committees, enabling them to participate in education planning and decision-making. Community education committees should include representatives of vulnerable groups; community development networks can support this.

6.2 Supporting participation and representation of refugee groups and organizations

Advocate and facilitate capacity building of refugee groups and organizations.

- Refugees often create their own representative groups, associations and community organizations (CO). UNHCR and partners should support these through targeted capacity building activities to enhance their effectiveness and efficiency, e.g. analyzing and communicating underlying causes for not accessing education, not attending classes or dropping out of school; promoting education messages; engaging in establishing safe learning environments; or supporting vulnerable refugees.
- The participation of children and youth in education activities is of equal importance. They have not only a right to be heard in matters that affect their lives but should also be invited to actively participate in assessing, planning, implementing and evaluating education programmes and projects. Children and youth can and should play an important role in identifying who is absent and in helping them to attend classes. Their ability to initiate positive change and become agents of development should be encouraged.
- Community participation through the inclusion of refugee parents in education committees and PTAs will help to assist and protect their children. In cases where there are legal restrictions, negotiate an “observer status” with school management/boards.
- Parents need to be further sensitized on the importance of education and trained in

school management issues, while local teachers and other school-related personnel require sensitization and training on refugee-related issues.

6.3 Engaging the community in identifying the educational context

- Assess the education needs of all learners.
- Identify locally available financial, material and human resources.
- Analyze the existing and changing relations between boys and girls, youth and adults.
- Consult with and foster meaningful participation of children and youth.
- Assess the power dynamics within the community, including relations between language groups, and any groups that may be excluded (minorities, etc.).
- Identify security issues, concerns and threats; safe and accessible school locations, local hazards and local approaches to disaster risk reduction.
- Analyze ways of protecting children and youth, staff and education institutions from possible attacks, including sexual and gender-based violence (SGBV).
- Identify ways of integrating relevant life-saving (mine awareness) and conflict-sensitive (SGBV, HIV/AIDS) education messages as well as environmental consciousness into all aspects of an education response.

7. MONITORING AND EVALUATION

Establish and utilize efficient monitoring and evaluation (M&E) systems to improve programme implementation, prioritization and impact.

M&E is an essential component of results-based programming in humanitarian and development contexts, and is critical to education programming. Since the refugee setting is usually dynamic, and the situation is constantly evolving, programmes need to be continuously monitored and adapted to the changing context and educational needs. This is especially evident in urban areas where refugees are highly mobile, following job opportunities, cheaper accommodation or proximity to schools. Monitoring ensures that interventions are appropriate and responsive, identifies possibilities for improvement, and promotes accountability. Acting on M&E results will increase the relevance, efficiency and effectiveness of ongoing and future programmes. The results of evaluations should lead to informed strategy and planning decisions, provide tangible feedback to partners and

stakeholders, and feed into donor reporting and resource mobilization initiatives. Monitoring and reporting is closely linked to UNHCR's Results-Based Management (RBM) with its supporting FOCUS⁹ software to enhance monitoring and improve results-oriented planning and programming.

Practical steps in monitoring and evaluation

7.1 Identifying the main components of what to monitor

- Location of learning environment, physical settings and facilities, looking at access, quality and protection aspects, aiming at a student-friendly environment.
- Safety for girls and prevention of sexual and gender based violence.
- School enrolment, attendance and completion data, with specific focus on gender equality.
- Teacher qualifications and competency in the classroom; teacher attendance.
- Female/male teacher ratio.
- Number and location of children out of school.
- Distribution, receipt and use of school supplies, including textbooks, teaching and learning materials.
- Satisfaction of students, teachers and parents with services and resources.
- Planned and unplanned impacts of education programmes should be monitored to ensure that they do not unintentionally increase discrimination, conflict or marginalization.

7.2 Identifying and using existing education management information systems

- Check with MoE and partner agencies whether systems for collecting, compiling and analyzing data are available and can be jointly used.

⁹ FOCUS is UNHCR's Results Based Management (RBM) software and the objective is to enhance the quality, effectiveness and efficacy of UNHCR's programme management. FOCUS will seek to achieve measurable results through integrated monitoring of programme implementation, budgeting, monitoring and evaluation as well as knowledge management.

- Incorporate data on refugees and analysis of information if Education Management and Information Systems (EMIS) exist locally. These are often supported by UNESCO.
- Respect the leadership and direction of the MoE or relevant educational authorities to assess the situation and map it. If a national EMIS does not exist, ensure that local authorities are involved as fully as possible in refugee data collection and analysis.
- Apply the UNHCR Education Standards and Indicators during the monitoring process (see 7.7 below).

7.3 Collecting, analyzing and reporting on data

- Data collection, analysis and reporting can be carried out by UNHCR Implementing Partners (IP) and other civil society organizations in their respective locations.
- Capacitate people to collect information from all groups in the affected population in a culturally sensitive manner. Ensure that teams are gender-balanced, fluent in local language(s) and well trained in data collection.
- Local practices may require that women or minority groups be consulted separately by individuals who are trusted.
- Community leaders/representatives, including young people, should be involved as early as possible in monitoring the effectiveness of education programmes that directly affect their lives. This is particularly important in non-formal programmes for specific groups, such as adolescent girls or learners with disabilities.
- UNHCR staff should, however, be responsible for ensuring the quality and reliability of the data.

7.4 Accessing data and information by using multiple sources

- School records.
- Implementing partner reports.
- Monitoring data collected through field visits.
- Result of assessment tests and examinations.
- Small-scale sample studies of schools and households.
- Focus group discussions, including through existing AGD information gathering mechanisms.

- Case studies of schools and communities.
- Information on national education programmes by MoE and other education providers.

7.5 Monitoring of learners

- Where national monitoring systems for monitoring educational quality and student skill acquisition exist, ensure that refugees are included (these are often supported by UNESCO and/or UNICEF).
- Students' skill level needs to be assessed prior to entering school, and skill acquisition should be monitored systematically at different times during the school year and on completion of classes/courses. Monitor in particular the:
 - Cognitive and socio-emotional development of young children.
 - Literacy and numeracy skills.
 - Awareness and application of key life-skills.
 - Access to post-literacy reading materials.
- Indicators for monitoring an education programme include:
 - Number of students enrolled/attending schools, disaggregated by gender and age. This needs to be recorded by net enrolment rate (NER), which is the number of students attending the correct grade for their age, and by gross enrolment rate (GER), which is the total number of students per grade regardless of age, to highlight whether or not there is a problem with overaged children.
 - Percentage of students of school going age who are not attending school or other forms of education.
 - Factors that may prevent or limit participation, such as gender, ethnicity, religion, language, domestic chores, disabilities, etc.
 - % of female teachers.
 - Student / teacher ratio in each class.
 - Number and characteristics of teachers and para-professionals, disaggregated by gender.
 - Level of teacher training.
 - Age and level-appropriateness of activities for learners.

- Quality of the learning environment, including availability of disaggregated water and sanitation facilities, supply of learning materials, equipment, etc.
- Reasons behind non-enrolment, non-attendance and dropping-out of school/classes.

7.6 Monitoring of Implementing Partners (IP)

- Ensure that partners have clear results-based plans and that progress can be monitored.
- Conduct regular project visits for on-site assessments.
- Unannounced monitoring visits can improve the validity of monitoring data.
- Organize regular meetings with implementing partners and adapt programming approaches where necessary. Build on results of student monitoring and assessment and modify programmes accordingly.
- Review implementing partner reports (financial and narrative) to ensure that expected results are being achieved.
- Conduct mid-term and final evaluations.

7.7 Applying FOCUS education indicators (general)

Education indicators:

- Access
 - % of population of concern aged 3-5 yrs enrolled in early childhood education
 - % of population of concern aged 6-11 enrolled in primary education
 - % of population of concern aged 12-17 enrolled in secondary education
- Quality
 - % of teachers who are qualified
 - % of population of concern aged 15-59 who are literate

- Protection
 - % of teachers who are female
 - % of youths aged 15-24 enrolled in certified training
 - Extent to which refugee/returnee qualifications are recognized

7.8 Organizing a systematic and impartial evaluation

Analyze the value of an intervention based on the following evaluation criteria:

- **Relevance:** What is the value of the intervention in relation to other priority needs, issues and efforts?
- **Effectiveness:** Is the activity achieving satisfactory progress regarding stated objectives?
- **Efficiency:** Does the programme use the least costly resources to achieve its results in the given context?
- **Impact:** What are the results of the intervention, including the social, economic and environmental effects on individuals, communities and institutions both in the short and in the long term?
- **Coherence/coordination:** Are partners working together to collect, analyse and use data?
- **Sustainability:** Will the activity and its impact be likely to continue when external support is withdrawn, and will it be replicated or adapted?
- Conduct either a mid-term exercise to evaluate the interventions as they are in progress, or a final evaluation at the end of implementation/project cycle.
- Prepare a final report, which should include documentation and a full record of findings, conclusions corresponding to the synthesis and analysis of findings and recommendations for future projects.
- Compile a set of lessons learned, corresponding to conclusions that can be generalized beyond the specific case evaluated – including lessons that are of broader relevance within the country or globally, to UNHCR or to the broader international community.

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DAFI scholarship: <http://www.unhcr.org/pages/49e4a2dd6.html>

Ninemillion campaign: <http://www.ninemillion.org/>

EXTERNAL DOCUMENTS, TOOLS OR WEB PAGES

Minimum standards for Education in Emergencies, Chronic Crises and Early Reconstruction, NEE-The Inter-agency Network for Education in Emergencies, London 2004
http://www.ineesite.org/index.php/post/inee_handbook/

INEE Tool kit, including all guidelines on emergency education response:

- Minimum Standards for Education: Preparedness, Response, Recovery
- Pocket Guide to Gender
- Pocket Guide to Supporting Learners with Disabilities
- Pocket Guide to Inclusive Education
- Guidance Notes on Teacher Compensation
- Guidance Notes on Teaching and Learning
- Guidance Notes on Safer School Construction
- Inclusive Education

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