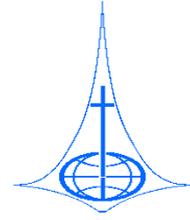




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Joint Strategy for Education in Dadaab

November 2011

Acknowledgements

This document reflects the needs of the Dadaab education sector in light of the 2011 Somali influx and presents a four-year strategy to address the challenges and opportunities present in both the refugee and host communities. It is the result of a joint collaboration with all of the acting Education partners in Dadaab, which gave generously of their time, experience and resources in order to create a communal vision and mission for education in the Dadaab context.

The Ministry of Education through the District Education Officer in Dadaab has given valuable input to ensure that this revision is in line with the strategic plan for the education of children in Kenya developed by the MoE.

The UNHCR Community Services Unit in Dadaab and UNICEF's Kenya Education and Young People Programme have been responsible for facilitating the process of developing this strategy. Additional support and guidance have been provided by the Country and Regional Offices of UNHCR and UNICEF in Nairobi.

This strategy builds upon the *Framework for Strategic Planning 2011 – 2015* as well as the findings in the August 2010 *Joint Assessment of the Education Sector in Dadaab Refugee Camp*.

Thank you all for your very valuable cooperation: UNHCR, UNICEF, ADEO, AVSI, Care, DRC , FAI, GiZ, Handicap International, LWF, NCCCK, NRC, Save the Children, Windle Trust Kenya.

Dadaab, October 2011

Contents

ACRONYMS AND ABBREVIATIONS	4
1. EXECUTIVE SUMMARY	5
2. DOCUMENT PRESENTATION	7
3. GENERAL PROBLEM DESCRIPTION	7
4. SITUATING THE EDUCATION PROBLEM IN DADAAB	9
4.1 SITUATION BACKGROUND	9
4.2 SITUATION ANALYSIS OF CAMP-BASED EDUCATION	9
4.2.1 <i>Camp context data</i>	9
4.2.2 <i>Camp Context Discussion</i>	10
4.3 SITUATION ANALYSIS OF HOST COMMUNITY EDUCATION	12
4.3.1 <i>Host Community Data</i>	12
4.3.2 <i>Host Community Discussion</i>	12
4.4 PARTNERSHIPS	13
4.5 DADAAB REFUGEE COMMUNITY AND IP OBSERVATIONS/PERCEPTIONS OF EDUCATION AND EDUCATIONAL SERVICE GAPS	14
5. SITUATING THE 2012-2015 DADAAB EDUCATION STRATEGY	17
5.1 METHODOLOGY	18
5.2 JOINT VISION FOR EDUCATION IN DADAAB	18
5.3 JOINT MISSION FOR EDUCATION IN DADAAB	19
5.4 JOINT POLICY COMMITMENTS IN EDUCATION IN DADAAB	19
5.5 JOINT PROGRAMME OBJECTIVES FOR EDUCATION IN DADAAB	20
5.6 ADVOCACY	21
6. STRATEGY	22
6.1 PRE-REQUISITES FOR EFFECTIVE STRATEGY IMPLEMENTATION	22
6.2 STRATEGY OBJECTIVES	22
6.2.1 <i>Objective 1: Increased Equality of Access to Education</i>	23
6.2.1.1 <i>Formal Education Programmes</i>	23
6.2.1.2 <i>Alternative Education Programmes</i>	26
6.2.1.3 <i>Infrastructure</i>	28
6.2.2 <i>Objective 2: Improved Quality of Education</i>	29
6.2.2 <i>Objective 2: Improved Quality of Education</i>	30
6.2.2.1 <i>Staff and Training</i>	30
6.2.2.2 <i>Curriculum</i>	34
6.2.2.3 <i>Teaching and Learning Resources</i>	34
6.2.2.4 <i>Medium of Instruction</i>	35
6.2.3 <i>Objective 3: Cultivate the Value of Education as a Protecting and Empowering Force in Children’s Lives</i>	37
6.4.2 <i>Objective 4: Increase Capacity of IPs, Education Officials and Teachers to Deliver Relevant Programming on Cross-Cutting Issues</i>	38
6.2.4.1 <i>Gender Mainstreaming Awareness</i>	38
6.2.4.2 <i>Community</i>	39
6.2.4.3 <i>Peace Education</i>	40
6.2.4.4 <i>Life Skills Education</i>	41
6.2.4.5 <i>Environment</i>	41
6.2.5 <i>Objective 5: Improved Planning, Implementation, Monitoring and Reporting through Coordination and Capacity Building</i>	42
6.3 HOST COMMUNITY RESPONSE	46
REFERENCES	48
APPENDIX 1	49
APPENDIX 2	50

Acronyms and Abbreviations

ADEO	African Development and Emergency Organization
ALP	Accelerated Learning Programme
AVSI	Association of Volunteers in International Service
CARE	CARE Kenya
CFS	Child Friendly School
CRC	Convention on the Rights of the Child
ECD	Early Childhood Development
ECE	Early Childhood Education
EFA	Education For All
FAI	Film Aid International
FGM	Female Genital Mutilation
GBV	Gender Based Violence
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GoK	Government of Kenya
HI	Handicap International
IASC	Inter-Agency Standing Committee
INEE	International Network for Education in Emergencies
IP	Implementing Partner
KCPE	Kenyan Certificate for Primary Education
KCSE	Kenyan Certificate for Secondary Education
KESSP	Kenya Education Sector Support Programme
LWF	Lutheran World Federation
MDGs	UN Millennium Development Goals
MoE	Ministry of Education
MOU	Memorandum of Understanding
NCKK	National Council of Churches of Kenya
NRC	Norwegian Refugee Council
PTA	Parents Teachers Association
SNE	Special Needs Education
SOP	Standard Operating Procedures
SCUK	Save the Children United Kingdom
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations International Children's Emergency Fund
WFP	United Nations World Food Program
WTK	Windle Trust Kenya
YEP	Youth Education Pack

1. Executive Summary

This document presents a revision of the Education Strategy for Dadaab. The revision process was conducted by UNHCR with support from UNICEF, and involved all acting education partners in Dadaab. In addition, national UNHCR Child Protection representatives and UNHCR and UNICEF senior staff from national, regional and international offices were asked to validate the document and ensure it meets the global and national planning criteria for education.

The strategy takes into consideration the educational needs of the existing and influx refugee populations as well as those of the host community. The strategy strives to address gaps in the delivery of formal and alternative educational programming and to identify solutions that can facilitate increased, accelerated provision of quality education to both the refugee and host communities.

The present strategy examines the issues and challenges facing education prior to and as a result of the 2011 refugee influx. Enrolment and retention have been problematic in Dadaab for many years. Some of the reasons for this identified by the partners are these:

- Inadequate ownership of education programmes by the refugee community
- Inadequate consultation with the refugee community about educational programming
- Programme provision, management and planning that does not adequately consider the needs of girls, over-aged children or children with special needs
- Inadequate coordination of educational programming
- Over-crowded classrooms
- Inadequately trained teachers
- Unmotivated teachers
- Inadequate infrastructure and use of existing infrastructure
- Inadequate funding

The problems faced by the host community are largely similar, though the enrolment and retention rates are approximately 60% poorer.

The gaps identified by the Dadaab education partners resulted in identifying the mission of education partners in Dadaab: to enhance the realization of each child's right to education.

The united vision of education partners in Dadaab focuses globally on these goals:

- To promote and uphold the right to education for all school-aged children and youth
- To provide children and youth with resources that will allow them to achieve intellectual, physical and psychosocial protection, self-actualization and empowerment
- To prepare refugees for productive, peaceful, safe and meaningful lives
- To provide educational opportunities for children and youth in the underserved host community

The Dadaab Education Strategy identifies five main objectives that address the mission and vision of Dadaab education partners, but also the gaps they have observed in educational provision in the camps and host community.

The first objective is "increased equality of access to education," which examines the challenges of physical and social access to education for different kinds of learners, and suggests ways to increase

access to formal education from within that system, and from feeder systems such as accelerated learning. The objective also addresses the challenges of accommodating over-aged children, girls, and children with special needs.

The second objective is “improved quality of education,” which addresses why retention has likely been poor in Dadaab for some time. As such, it makes recommendations for increasing the retention and capacity of teaching staff, increasing access to textbooks, learning and teaching materials, and makes recommendations about supporting the community to add culturally relevant courses to the Kenyan curriculum through community-led initiatives.

The third objective is “cultivate the value of education as a protecting and empowering force in children’s lives.” This objective addresses the need to provide community education on the concepts of safe schools and gender equality in education. It also examines the need for increased psychosocial support in schools.

The fourth objective is “increase capacity of IPs, education officials and teachers to deliver relevant programming on cross-cutting issues.” Schools necessarily prioritize the delivery of a formal education which can provide the greatest opportunities for children in the future. But they also provide a non-formal platform for the provision of education on social issues such as gender mainstreaming, the environment, and conflict resolution. Health and Sanitation messages can also be addressed to large numbers of children in school contexts. This objective thus examines ways to increase the capacity of schools and alternative learning centres to deliver such programming.

The fifth objective is “improved planning, implementation, monitoring and reporting through coordination and capacity building.” this objective targets the management and coordination of the education sector in Dadaab. The aim of this objective is to improve and maintain a well-functioning education coordination mechanism that directs planning and management in the education sector.

One of the main challenges facing Dadaab is the protracted nature of the relief response, and the heavy financial burden a social service such as education puts on operations. For this reason, the strategy suggests that communities are listened to more closely, and supported to take greater “ownership” of educational initiatives in order to ensure greater success and sustainability. In addition, the strategy suggests that development partners are sought both for their funding capacity and their expertise in solving long-term education challenges in complex contexts. The strategy also presents the plan to implement joint fundraising strategies which can both address the problems faced by education in Dadaab and promote cooperation rather than competition amongst the partners.

2. Document Presentation

This document first establishes the context, then the gaps and needs in education in Dadaab as identified by UNHCR, IPs and communities, and finally a revised strategy that reflects the new realities and strategic partnerships in the camp since the 2011 influx.

The new strategy encompasses the years 2012 to 2015. The strategy will be made operational by yearly work plans and checklists that will be developed jointly by partners in Dadaab every November. The 2012-2015 Dadaab strategy's purpose is to guide the development and implementation of the yearly operational work plans.

The present strategy is structured around five main programme objectives. The log frame of specific activities, target populations and percentage increases in coverage is related directly to the narrative objectives (Appendix 4).

The Appendices contain:

- Summary information about existing education partners in Dadaab
- Documentation describing the relationship between the objectives presented in this document and international standards and goals related to education for vulnerable populations
- A checklist for 2012 developed in coordination with IPs in Dadaab that allows for immediate action in anticipation of the development of the official 2012 work plan.

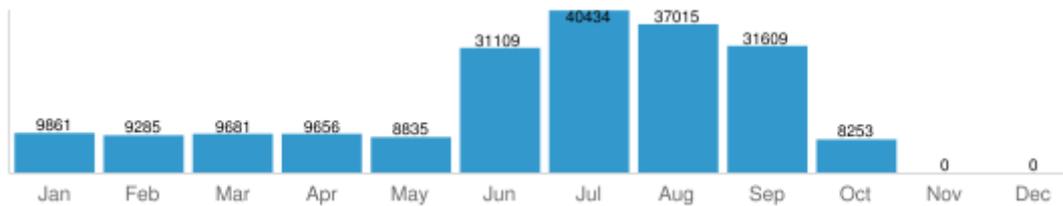
3. General Problem Description

The protracted crisis in the Horn of Africa reached critical proportions in 2011 when the United Nations declared a famine in parts of Somalia. The famine occurred both because of drought conditions and a lack of food security and preparedness resulting in part from the on-going conflict within the country. Women and children have been especially affected by the conflict and its repercussions. The refugees arrive at Kenyan and Ethiopian refugee camps in very poor health, with many chronically undernourished. This has led to high malnutrition rates and ultimately high morbidity and mortality rates, particularly among children.

Kenya now hosts the largest number of Somali refugees in the world. UNHCR and the GoK have a shared responsibility for the protection of the refugees but are faced with capacity limitations related to funding, staffing and material resources to ensure the well being of the refugees, in particular the new arrivals.

Since the beginning of the year, some 144,000 new arrivals (60,000 children) have come to Dadaab mainly from Somalia, with a clear spike in the number of new arrivals between July and August 2011. Current trends suggest that the number of new arrivals since 1 January 2011 may well reach 200,000 by the year's end.

Arrival Trends by Month (Reception Centre Head Count)



Source: UNHCR website: <http://data.unhcr.org/horn-of-africa/region.php?id=3&country=110>

As of 12 October 2011 the camp population is 444,320, of which 179,578 (40%) are children below the age of 18 and 83,632 (19%) are youth between the ages of 15 and 24¹.

Due to lack of space and absence of shelters, new arrivals most often settled in makeshift shanties on the outskirts of established camps. These areas are prone to seasonal floods, and render response time and adequate service delivery by humanitarian actors particularly problematic. Furthermore, security in the outskirts is continuously under threat, which has made the refugees vulnerable to protection incidents including sexual and gender based violence (SGBV).

Additional refugee settlement land was allocated by the government in July 2011 (Kambioos and Ifo II East and West). This will help to decongest the existing refugee camps, and represents an opportunity for UNHCR and its partners to deliver much needed humanitarian assistance in a coordinated, efficient and cost effective manner. Ifo II East and West are dedicated to the decongestion of the existing Ifo and Dagahaley camps. As of October 12, 2011, it is understood that the Kambioos camp will be used to decongest the Hagadera camp, which currently hosts a total of 130,000 refugees. The plan at the time this document is circulated is also to settle new arrivals there. For the moment the Government of Kenya has set a cap of 400,000 refugees and asked UNHCR to discontinue registration of new arrivals. It is however assumed that the current number of refugees (465,000) will remain acceptable and that only new arrivals may be relocated to other location in Kenya or within the planned buffer zone.

In the short- to medium-term, UNHCR will attempt to meet the immediate needs of the new arrivals including provision of food, protection and legal assistance, core relief items, and essential services such as water, sanitation and hygiene, health, education, as well as shelter and other infrastructure.

UNHCR's position is that all partners set up and maintain programmes and activities that will allow the refugees to develop their resilience and potential, and thus to prepare for an eventual return home or resettlement to a third country. In the current political climate in Kenya, local integration is not a sustainable option.

It is understood that Education, vocational training and livelihoods activities will play a critical role provided that other needs (shelter, nutrition, health, water and sanitation) are covered at a level that meets the global standards for humanitarian assistance as defined in the Sphere Project Handbook.²

¹UNHCR Dadaab Registration statistics as of 13th Oct, 2011

² The Sphere Project: Humanitarian Charter and Minimum Standards in Humanitarian Response, 2010

4. Situating the Education Problem in Dadaab

4.1 Situation Background

The Dadaab refugee camp was established in 1991 by the Government of Kenya and UNHCR to host Somali refugees. Over the years the camp population has also hosted other nationalities from the Horn of Africa, Great Lakes and East regions, but in 2011 those other nationalities constitute less than 2% of the population and are referred to in this document as “minority” populations.

Between 1991 and 1994, the Somali refugee population organised education in the camps themselves and followed a Somali curriculum. There was a transition period between 1994 and 1998 by UNHCR and the Government of Kenya to provide the Kenyan curriculum at camp schools was implemented by UNHCR and education IPs. The Somali refugee population generally welcomed the opportunity for a recognised primary and secondary education certificate. Since 1998 there have been opportunities to sit the Kenyan Certificate of Primary Education (KCPE) exams as well as to sit for the Kenyan Certificate of Secondary Education (KCSE) exams in Garissa and Dadaab.

The prevailing conditions in Somalia show that peace is not immediately on the horizon. It is therefore likely that the Government of Kenya (GoK) will continue to offer protracted asylum to refugees in Dadaab and other camps for some time to come. This makes the issue of quality in educational programming and delivery even more important. Many socio-cultural factors affect operations in the camps and are with time changing slowly. These changes could be much more progressive if educational access could be enhanced for children, youth and adults.

Education sector partners agree that the protracted context of the Somali-majority refugee camps requires a shift in perspective from “emergency” to “development” in order to better address the realities and challenges of that sector. Addressing development-like needs can prepare the camp inhabitants for a better present and future in the camp and beyond. It can also provide a solid toolkit of intellectual and practical skills that can support their capacity to eventually build, maintain and participate in a stable civil society after peace and repatriation, or their capacity to participate in the civil societies of countries to which some are re-located.

4.2 Situation Analysis of Camp-Based Education

This section presents data current as of October 2011, and summarizes existing analyses relevant to educational operations in Dadaab camp contexts.

4.2.1 Camp context data

Measurement category	Primary education ³	Secondary education ⁴	Alternative Education (Youth 15-24)
General Enrolment	42%	5%	1%
Girls' Enrolment	33%	2%	
Gender Disparity Index	0.92	0.72	
National test averages	KCPE ⁵ 2009: 148 ⁶ (2316 graduates);	KCSE 2007 ⁸ : 35 ⁹ (344 graduates)	

³ UNHCR, Education Statistics, 2011

⁴ Ibid

⁵ UNHCR, Education statistics, 2009, 2010

⁶ Maximum score: 500

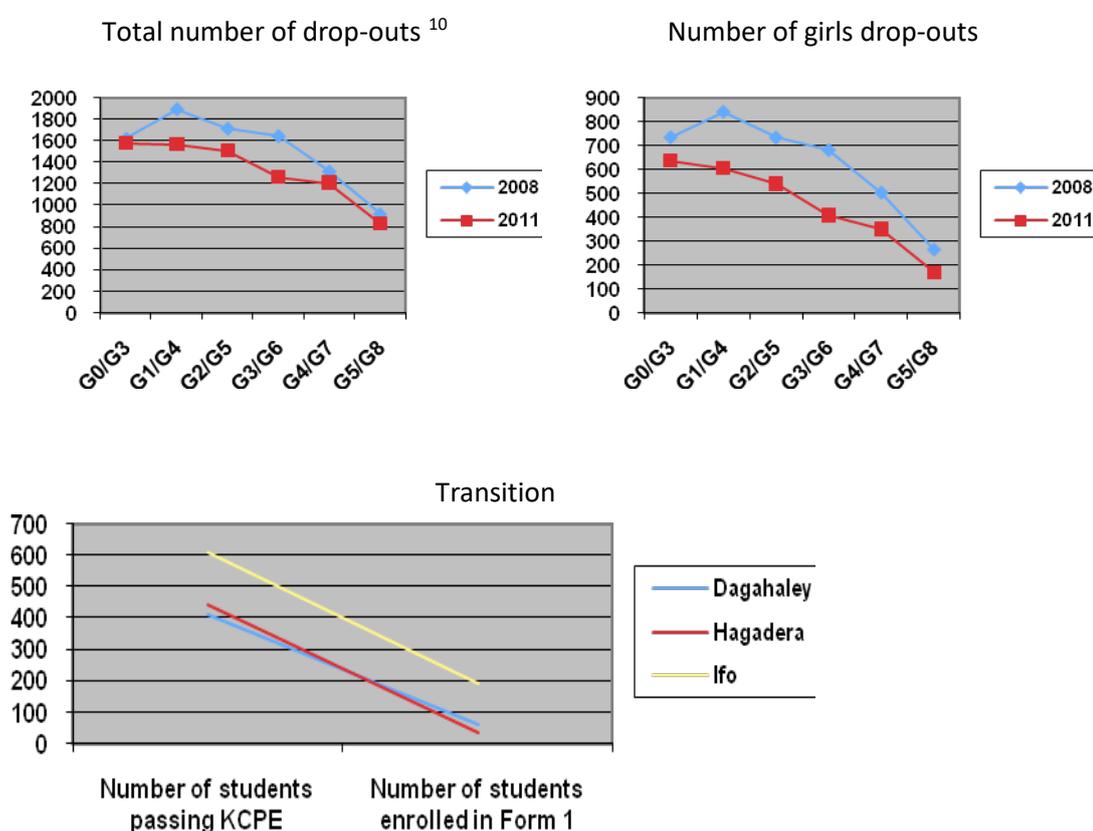
	KCPE ⁷ 2010: 171 (1665 graduates)	KCSE 2009: 26 (392 graduates)	
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4.2.2 Camp Context Discussion

The *UNHCR Joint Review and Assessment of the Education Sector in Dadaab Refugee Camps* (August, 2010), and the *UNHCR Framework for Strategic Planning 2011-2015, Education Sector – Dadaab*, (June 2011) form the basis for the present strategic revision and contain relevant observations about the pre- and post-influx situation of education in camp contexts necessary to understand the directions suggested by the joint revision.

Pre-influx context

The retention/completion rates depicted in the graphs below are highly regrettable given the potential that education has for the economic empowerment of this population in future, the social and health returns on education, and the opportunity for education to address the violence which has divided Somali communities in the past and is part of the root cause of the current complex emergency.



Summary Pre-influx facts:

- 24 primary and 6 secondary schools supported by UNHCR

⁸ UNHCR, Education statistics, 2007, 2009

⁹ Maximum score: 84

⁷ UNHCR, Education statistics, 2009, 2010

¹⁰ 'G0/G3' tells about the number of learners enrolled at Pre-Primary in 2008 and the numbers of learners that in 2011 had advanced in Grade 3. The format is progressed for the following grades in primary school. Numbers are based on Hagadera camp.

- 11 primary and 3 secondary privately owned schools
- Primary-level teacher/student ratio: 1:100
 - MoE standard for teacher/student ratio: 1:45
 - INEE Minimum Standard for Education in Emergencies (developed by a steering committee that included UNHCR) teacher/student ratio: 1:40
- Desk/student ratio: 1:7
- Textbook/student ratio: 1:13
- 19% Of the 985 primary-level teachers are certified¹¹
- 40% of the 244 secondary teachers are certified
- Curriculum employed: Kenyan National Curriculum
- Active Education IPs pre-influx: ADEO, AVSI, CARE, LWF, NRC, Windle Trust
- Coordinating mechanism pre-influx: The Education Coordination Meeting, chaired by UNHCR's education officer or community service officer. The meeting was held weekly in the different camps (Dagahaley, Ifo, Hagadera and in Dadaab).
- Limited tertiary opportunity available nationally and internationally

The gaps identified in those pre-influx assessment/planning documents include:

- Consistent though inadequate funding
- Consistent though inadequate coordinating mechanisms
- Lack of adequate teaching and learning materials
- Lack of laboratories for science study required for KPSE
- Lack of staff /resource/administrative infrastructure
- 58% of children do not receive primary education
- 66% of girls do not receive primary education
- 95% of children do not attain secondary education
- Integration/inclusion of children with special needs problematic
- Lack of qualified/supported special needs teachers
- Many children arrive without prior education history/experience
- Alternative education available to 1% of youth
- Skills training programmes only alternative education option for youth

Post-influx context

A number of new education IPs arrived as a result of the 2011 emergency and the international community's commitment to meeting the needs of famine and conflict-affected refugees. New camps areas defined by the GoK created opportunities for new construction and the expanded provision of education. While welcome, the additional partners put strain on a coordination mechanism that already required support, and also on DEO and UNHCRs' capacity to monitor the education response.

The current demand for education far exceeds the capacity of UNHCR and IPs to provide it.

¹¹A Kenyan certified teacher holds a P1 certificate from a GOK Teacher Training College which means that 2 years of pre-service training has been undertaken.

4.3 Situation Analysis of Host Community Education

This section presents data current as of October 2011, and summarizes existing analyses relevant to educational operations in the host community context.

4.3.1 Host Community Data

Measurement category	Primary education ¹²	Secondary education ¹³	Alternative Education (Youth 15-24)
General Enrolment	23%	4%	0.01%
Girls' Enrolment	19%	2%	
Gender Disparity Index	0.81	0.55	
National test averages	KCPE ¹⁴ 2007: 226 ¹⁵ KCPE ¹⁶ 2010: 223	There is no data for KCSE average score for the host community. The national average in 2007 was 49 (English, Mathematics, Biology, Physics and Chemistry) ¹⁷ .	

4.3.2 Host Community Discussion

ECD, primary and secondary educational programming are all available in the host community, and in Dadaab town, where there is also an opportunity for vocational skills training for youth. The host community often expresses perceptions of disadvantage as compared to the refugees, which sometimes affects education activities.

Host community schools do not achieve high enrolment for a number of reasons:

- Inadequate geographic coverage for education creates a distance/protection issue for parents
- Nomadic livelihoods which do not allow for continuous access to school
- Children perceived as essential components of the family economy and who therefore tend to livestock rather than attend school
- Conservative views on girls' education
- A perception that formal education has been imposed upon society in line with imperialistic values
- An overall preference given to Islamic education.

The picture of education in the host community is best described by analyzing the education indicators in North Eastern Kenya in relation to the Kenyan national averages. For example:

- National enrolment rates average 92%; North Eastern Province: 35%
- National primary school completion rate: 80%, North Eastern: 36.8%(lowest nationally)

¹² UNHCR, Education Statistics, 2011

¹³ Ibid

¹⁴ UNHCR, Education statistics, 2009, 2010

¹⁵ Maximum score: 500

¹⁶ UNHCR, Education statistics, 2009, 2010

¹⁷ Ibid

- 75% of Kenya's poorest citizens live in North Eastern Province. Of that population, only 64% attend school
- Nationally, 52% of grade three students could not read at an acceptable level (2010)¹⁸; North Eastern 61% could not read at an acceptable level
- Only 0.01% of the candidatures for KCPE and 0.007% for KCSE came from North Eastern in 2007¹⁹ although they constitute 6% of the national population (Kenya Census, 2009)

The drop-out rate in host community schools is 4% (girls 6%; boys 2.5%)²⁰ and the completion rate in the host community is 63% (girls 36%; boys 86%)²¹.

4.4 Partnerships²²

Partnership between key education agencies is essential for the delivery of quality services, especially in the Kenyan context where the GoK plays a limited role in social service delivery in refugee contexts.

Eleven IPs presently coordinate with UNHCR to deliver educational services in Dadaab. Of those, three deliver primary education programming: ADEO, CARE and LWF; one delivers secondary education programming: WTK ; one delivers alternative education: NRC. There are other partners that implement life skills activities (Appendix1). UNICEF and WFP play a supporting role.

The dramatic increase in the refugee population, many of whom are children, puts considerable strain on educational access. The partners that deliver basic primary and secondary education are few.

For an effective education response, the three UN agencies, UNHCR, UNICEF and WFP need to be coordinated and united in order to facilitate the primary work of NGOs, on whom actual programme delivery is incumbent. NGOs need the coordinated support of the UN agencies in order to focus exclusively on high quality educational programming that aligns with the MoE strategy on refugee education in Kenya.

It will be necessary to increase the number of IPs capable of delivering basic and alternative education and to diversify implementing partners in the sector. To ensure equal levels in provision of services it is crucial to minimise gaps in capacity between existing partners and use criteria for selection of new partners.

¹⁸Acceptable reading level for grade three in this assessment = infers meaning of short passages, interprets meaning by matching words and phrases

¹⁹Government of Kenya, Ministry of Education, EMIS, 2007

²⁰Ibid

²¹ Ibid

²² A comprehensive list of partners and programme activities is to be found in Annex 1

4.5 *Dadaab Refugee Community and IP Observations/Perceptions of Education and Educational Service Gaps*

The Refugee Community and Quality Expectation in Education

The pre-influx refugee community has repeatedly expressed its appreciation for the opportunities presented by access to formal and alternative education programming. They have also frequently expressed their understanding of the value of a secular education, while indicating that more of the community would likely invest if a means of grafting that secular education, especially at the primary level, with religious education, were undertaken. Of note here is the fact that such grafting was once attempted, but that religious leaders perceived the plan as a means of eventually eliminating dugsi education, and as such failed. In any new plan, leaders from religious, community and women's groups need to be thoroughly involved and invested in the process so that their inputs form an intrinsic part of any new proposal and community ownership of such a change is assured. These groups should be the ones to determine the most appropriate way to proceed, and be put in a position in which they lead a process supported by UN agencies and NGOs.

The post-influx population expressed a desire to access the education system as soon as they were provided with shelter, water and food. Despite these facts, statistics presented earlier in this document demonstrate that many children, both pre- and post-influx, do not enrol or remain in school. A study of private schools in Dadaab in 2009²³ revealed that concerns about the quality of primary education available through IP supported schools drove parents who had knowledge of the benefits and value of education to send their children into the private system.

Parents with the means to pay school fees prefer to send their children to private schools instead of the public agency camp schools because they perceive that a better, safer quality of education is available there. Such an education, from their perspective, includes closer teacher follow-up and stronger discipline. The parents whose views were reported in the 2009 study believed that that private schools offer better quality education and instruction overall, and that learners actually learn, especially in English. Another factor that brings parents to invest in private education is the longer school day, which prevents children from roaming the streets after school hours. The integration of secular and religious education is also a pull factor. Private schools have a lower teacher/ student ratio than the public system, and more teachers who stay invested in the school for longer periods of time. The fact that parents invest in their children's future enhances their commitment to the education of their child and gives them increased ownership of the school. In the largely business-driven Somali culture, the idea of free services may be interpreted as services of low quality.

While some children are kept at home by families that have had little exposure to formal education and so have no cultural or social investment in the idea or benefits of education, other families with the same profile, open to what they have heard about the opportunities that an education can provide, send their children willingly at first and then, after observing over-crowded, age- and gender-inappropriate classrooms and children with little or no observable benefit from that education or motivation to attend, come to the conclusion that the quality of what is offered is not worth the social investment.

Many parents who value education and can afford to do so send children who attend public schools to additional tuition because they feel the public system fails to deliver quality education, especially English, Maths and Kiswahili. The study also revealed, however, that students at the time felt that they received better support from agency camp schools at the secondary level.

²³CARE and UNHCR. Filling the Gap? Informal schools in Dadaab Refugee Camps, November 2009

Finally, the refugee community, while appreciating the benefits of an education that allows their children to receive certification through the MoE, have expressed the desire to include additional courses: Somali language and Social Studies. They have requested this because they believe such courses are necessary to maintain cultural coherence, and a connection to the homeland most want to or must eventually return to. The MoE Refugee Policy on Education currently in development will address the language course issue. It will be important to advocate with the government during the writing of that policy, as the MoE already has provision for KPSE language course choice with the Kenyan Somali population. Once the issues have been decided and the policy has been published, the decisions taken there can be more accurately mirrored in amendments to this strategy.

In the meantime, the community can be encouraged and supported to find ways to allow both Somali language and Social Studies courses to take root in schools, after school hours or on weekends. It is understood that the MoE does not have the capacity to provide Somali Social Studies, or the capacity to evaluate such a course officially. Nevertheless, the community should be supported in finding the appropriate syllabi for such a course, and the capacity to develop the integration of Somali Social Studies as a community-led initiative.

IPs: Perceived Needs and Gaps

In a joint forum conducted in September 2011, Dadaab IPs identified gaps and challenges in current education programmes in Dadaab. These are summarized in the table on the following page.

Perceived Needs and Gaps in Education in Dadaab

Access Enrolment / retention low because:	Teacher/student ratio far exceeds reasonable standards
	Inadequately trained teachers
	Inadequate teaching/learning materials
	Inadequate access to textbooks
	Limited access to alternative education programmes for over-aged children
	Significant academic gaps between new arrivals and existing population
	Age-inappropriate classrooms results in protection risks
	Age-inappropriate classrooms results in learning/teaching obstacles
	Inconsistent attendance/annual drop-out affect learning outcomes
Many classrooms in need of rehabilitation	
Quality Enrolment / retention low because:	Very limited availability of ECE for pre-school children
	Very limited availability of alternative education for youth and adults
	Kiswahili rather than Somali as language of first instruction problematic
	Poor primary education delivery/performance results in low transition rates to secondary
	Poor linkage between career opportunities and education results in low retention for over-aged children and low transition to secondary
	Student certification does not guarantee transition to post-primary opportunities in Kenya
	High teacher turnover due to: double work load; low incentive rates; over-crowded, age-inappropriate classrooms; classrooms with learning challenged students; special needs classrooms with inadequately trained teachers
	Inadequate/irrelevant teacher training
	Inadequate school management skills
School day too short	
Protection Enrolment / retention low because:	Safety and security issues to, in and from schools due to: distance, insecure school routes and lack of physical schools boundaries
	Congested, age-inappropriate classrooms
	No implementation child friendly schools initiatives
	Limited provision/appropriate services for children with special needs
	Inadequate sanitation facilities, furniture, laboratories, sports grounds and equipment
Lack of child-protection training or monitoring for school staff	
Community Enrolment / retention low because:	Added value of education not apparent to communities or an established community value
	Parents do not encourage school participation for all children
	Low literacy among parent population a hindrance to parent buy-in and home-based support
	Cultural barriers: Female Genital Mutilation (FGM), early marriage, primacy of religious education, child labour, priority of employment opportunities, domestic chores for girls and some boys
	Noticeable gender imbalance, with girls' enrolment decreasing exponentially with age and especially at onset of adolescence
	Community participation , contribution and sense of ownership low in schools
	Perception of poor educational quality at classroom and management levels discourages parents from sending children to school
	Schools do not provide access to other services (health, WASH, environment, psycho-social support, adequate referral systems)
Few extra-curricula activities	
Coordination Service delivery compromised because:	Education as a sector has not been prioritized
	Education has never been adequately funded
	Poor leadership
	Lack of: common strategies to address needs of beneficiaries and donors; strategic thinking in coordination; monitoring and evaluation; reporting
	Previously established access and enrolment plan has not been implemented
	Lack of resources, logistics and mobility for partners to participate in issue-based coordination meetings both at camp and Dadaab levels, especially in light of 2011 security issues
	Compartmentalization of services has limited partners' capacity to act
	Selection of partners for service delivery not transparent or adequate

5. Situating the 2012-2015 Dadaab Education Strategy

UN Policy on Education as a Right

For both UNHCR and UNICEF, safeguarding the right to education for every child is an essential strategy to ensure the protection of children and adolescents and to fulfil its commitments towards the Education For All framework and the 2015 Millennium Development goals.

Education is recognized by the UN and the governments and agencies that support its mandate as a basic human right. The UNHCR *Handbook for Emergencies* specifically states: “Education in emergencies is not only a basic human right but also an essential tool of protection (2007).” For both UNHCR and UNICEF, safeguarding the right to education for every child is an essential strategy to ensure the protection of children and adolescents and to fulfil mutual commitments towards the Education For All Framework and the Millennium Development Goals for education.

The 2012-2015 Dadaab Joint Education Strategy has the INEE Minimum Standards for Education in Emergencies as the guideline and monitoring tool. Implementation of activities will be in line with revised Standard Operation Procedures in Education for Dadaab²⁴.

Education has been proven to provide intellectual, physical and psychosocial safety during emergencies and beyond. Basic Education can lead to personal and social improvement and is fundamental to the attainment of higher levels of education. Education has a key contribution to make towards ensuring sustainable development, eradicating poverty and in contributing to social, economic and cultural progress, tolerance and international cooperation. It can also contribute towards a safer, healthier, more prosperous and environmentally sound world.

Encompassing traditional knowledge and indigenous heritage into education broadens the ground on which socially sustainable development can take root. Providing education for all people is an international obligation and international conventions also insist that education should address issues of inequality, including gender disparity.

In the Dadaab context specifically, education can enable children and youth to acquire academic and life skills that will help them to become more resilient in themselves and their communities, self-reliant, and to lead improved daily lives. Education can also serve to provide opportunities for their adult lives.

For refugees and the host community, education can be a means towards sharing a vision of peace and stability in the area. The ultimate hope is for refugees to repatriate with an understanding of what it means to build, partake in and be accountable for a viable civil society in a viable Somalia that has strong alliances with its Horn of Africa and Great Lakes neighbours.

A new strategic partnership

The population explosion in Dadaab, combined with an already-ailing education system in both camp and host communities has led to a special partnership between UNHCR and UNICEF and the expansion of other partnerships. In a letter dated 27 October 2011, António Guterres, the United Nations High Commissioner for Refugees, and Anthony Lake, Executive Director of UNICEF requested a partnership in order to “support refugee operations in a more effective and predictable manner, drawing on comparative advantages to achieve our common goal: better outcomes for affected populations.”

²⁴ UNHCR Standard Operating Procedures in Education, Dadaab Refugee Camp, June 2011

As such, and as agreed upon by UNICEF will take on a coordination role for the duration of the strategy presented in this document, with a focus on quality accountability.

The 2007-2011 UNICEF Education Strategy²⁵ states that the following guiding principles need to be emphasised in programmes: reinforcement of existing mechanism and tools; partnerships; inter-sectoral links; added value, urgent needs and building knowledge. It will bring those standards to its coordinating commitment in Dadaab.

Both parties, in collaboration with all education partners in the camps, have agreed to establish coordination mechanisms to facilitate the effective and efficient collaboration and delivery of assistance at the point of delivery.

5.1 Methodology

The influx and new partnerships necessitated by the influx resulted in a need to review and revise the *UNHCR Joint Review and Assessment of the Education Sector in Dadaab Refugee Camps* (August, 2010), and the *UNHCR Framework for Strategic Planning 2011-2015, Education Sector – Dadaab*, (June 2011) which had been guiding operations.

To secure ownership of a new strategy by all partners in education in Dadaab a number of workshops and meetings were held in Dadaab to discuss the vision, scope and direction of programmes that would be reflected in the present strategy.

The joint revision process was fully participatory and involved all Dadaab education partners.²⁶This 2012-2015 Education Strategy for Dadaab aims to:

- Accelerate and increase the provision of education to the refugee and host communities with the objective of providing equal opportunities for all to access quality education
- Improve the education programming to enhance the development of human resource capital for Dadaab refugees and the host community, with the aim of promoting peace and stability in the region and long-term improvement of livelihoods for a post-repatriation/resettlement future
- Meet the rights of the new arrivals and those of existing communities.

As of 1 November 2011, the GoKhad not finalised its legislative position in regard to refugee education. As such, the present strategy could require certain revisions when the GoK position is finalized.

5.2 Joint Vision for Education in Dadaab

The UN has made a commitment to providing educational opportunities to all vulnerable children by 2015. UNHCR's specific commitment is to ensure provision of education as an essential service for refugees. UNICEF is joining in that commitment for the duration of this strategy, and in addition will continue its support to the host community. Therefore, the joint vision for education agreed upon by Dadaab education partners is:

- To promote and uphold the right to education for all school-aged children and youth

²⁵UNICEF Education Strategy 2007-2011

²⁶ Partners taking part in the revision process are: ADEO, AVSI, CARE, FAI, GiZ, HI, LWF, NRC, SCUUK, WTK, UNICEF

- To provide children and youth with resources that will allow them to achieve intellectual, physical and psychosocial protection, self-actualization and empowerment
- To prepare refugees for productive, peaceful, safe and meaningful lives
- To provide educational opportunities for children and youth in the underserved host community

The vision will further serve as a foundation for the development of productive citizens and leaders.

The UNHCR Global Programme Objectives in Education²⁷ state that in order to make the vision into reality, operational strategy needs to focus on providing field operations with immediate technical support for its people of concern.

5.3 Joint Mission for Education in Dadaab

The joint mission for education in Dadaab is to increase access and quality of education to children and youth in the refugee and host communities, and thereby:

To enhance the realization of each child's right to education.

This will be achieved by providing increased access to minimum standards²⁸ of primary education and wider access to other quality education opportunities, including ECD, secondary, TVET, alternative and tertiary education, youth training and adult literacy.

This joint mission is expected to provide educational services and resources that build resilience in the populations served, and can help children and youth mitigate conflict through reasoning, provide them with the tools to identify peaceful solutions in their personal lives and in their communities, and engage them in the prevention harmful cultural practices such as tribal antagonism, early marriages, and FGM.

This mission is broad-based, as it is intended to lead toward a holistic development of the refugee and host community learners, education providers and the community as a whole.

5.4 Joint Policy Commitments in Education in Dadaab

The combined policy commitments listed below guide the joint strategy. Participatory monitoring that includes direct beneficiaries, the larger refugee community, donors, UNHCR, UNICEF and IPs will ascertain the level of success on a yearly basis.

1. Safeguard the right to education for refugees and implement the six goals of Education For All (EFA) which include:
 - a. Free access to child friendly primary education¹
 - b. Equitable access to appropriate learning for youth and adults
 - c. Adult literacy
 - d. Gender equity and quality education based on the Core Commitments for Children in Emergencies established by UNICEF and the INEE Minimum Standards for Education in Emergencies

²⁷UNHCR Global Education Strategy 2010 - 2012

²⁸ INEE Minimum Standards for Education: Preparedness, Response, Recovery, 2010

2. Ensure provision of basic education for refugees and other persons of concern in order to ensure their protection and security and to enhance the possibility of sustainable education solutions
3. Ensure *safety* by providing adequate monitoring, reporting and referral mechanisms to control for abuse and exploitation in school contexts, and by constructing or rehabilitating learning spaces that provide easy access and security
4. Prioritise the availability of primary education (the first eight grades of school)
5. Prioritise community-based initiatives for early childhood and pre-school education
6. Support provision of secondary education
7. Support partners that can facilitate enrolment and retention of successful students in post-secondary education
8. Advocate for tertiary education
9. Provide low-cost adolescent and adult alternative education linked to psychosocial development and specific education needs of the groups. When appropriate, this will include technical and vocational education. Avoid establishing alternative education opportunities that would attract children and youth to drop out of primary education before completion. Coordinate with livelihoods actors that can provide assessment expertise and appropriate skills training personnel and programming.
10. Promote quality of education as a high priority commitment through teacher training and the development of quality teaching and learning materials
11. Ensure on arrival, early intervention and development of education programmes that respect age and gender sensitiveness and provide education opportunities for children from an early age up to the age of 18 years and beyond, including adult education. Special attention is provided to girls and to children with special needs
12. Co-ordinate local, national, regional and global inter-agency mechanisms and partnerships regarding refugee and returnee education issues including educational materials, certification of studies, teacher training, language of instruction issues and general support for education.
13. Ensure inter-sectoral collaboration to guarantee a cohesive, integrated approach to adequate monitoring and evaluation of all refugee and host community education programmes in line with the jointly established standards and indicators presented in the log frame, ensuring that these programmes receive the necessary human resources and appropriate funding at all levels and phases.

5.5 Joint Programme Objectives for Education in Dadaab

Partners agree that the habitual emergency/humanitarian nature of a refugee response to education is complicated in Dadaab by the fact that a large part of the population has been there for 20 years, and it is likely that the influx population's stay will also be protracted.. If we cannot assume a relatively rapid repatriation of the Dadaab refugee population, then our commitment and strategy needs to change its focus from emergency to development. This means that development approaches to programming in particular, especially when setting objectives for operations, need to be mined and implemented.

The five main objectives described below are fully in line with international standards outlined in the Millennium Development Goals, the Education For All Strategy and the Convention of the Rights of the Child, among other international commitments, which are outlined in Appendix 2.

In order to align these objectives with longer-term goals and create a system that delivers on its responsibility of teaching children knowledge and skills for a better future, the log frame annexed to the strategy additionally aligns commitments towards sub-sectors to the overall strategy. The relationship between the objectives of this strategy, the INEE minimum standards and the EFA goals can be seen in Appendix 2.

The present strategy draws on five mutually reinforcing education objectives that harmonize with the missions of the individual partners, have previously been the focus of annual education planning, and are derived from experience and lessons learnt:

1. **Increased equality of access** to education for all children and youth in refugee camps as well as children and youth in the host community.
2. **Improved quality of education** from ECE and school readiness through all levels of education and leading to increased retention and completion rates.
3. **Increased intellectual, physical and psychosocial protection** for children and youth as a result of educational interventions.
4. **Increased integration of cross-cutting issues** by increased capacity of Implementing partners, education officials and teachers to deliver relevant cross-cutting programmes (e.g. gender mainstreaming, peace education, life skills, environment).
5. **Enhanced coordination and capacity building** that improves planning, implementation, monitoring and reporting.

5.6 Advocacy

Education builds human capital and leads to further opportunities in life. The importance of ensuring all children and youth in Dadaab's refugee camps and host community exercise their right to a quality education requires advocacy with the GoK and its Ministry of Education. Collaboration is presently being defined in the developing GoK/UN Policy on Refugee Education, including support for quality assurance and teacher assistance, but further collaboration and resource sharing is needed.

In addition to support from the GoK, international support is essential to preserve the right to education for all children and youth and sustain education at the camp schools. In the Dadaab context, this means advocating for funds and implementation experience from development partners to support the particular and protracted education needs in the camps.

In 2007, IASC determined that in an emergency context there is no efficient humanitarian response that does not include the education sector as part of the life-saving response mechanism, as many services, especially those targeting children and youth, may be delivered at schools. Children and youth benefit, at any given time, in many ways from regular and organised learning interventions.

6. Strategy

The programmatic descriptions of strategy are developed from the UNHCR objectives for education, which are themselves informed by Education for All and INEE Minimum Standards, and which align programmes with the fundamental protection needs of refugees.

6.1 Pre-Requisites for Effective Strategy Implementation

A reliable, systematic habit of collecting relevant statistical data against which gains in enrolment, retention and quality might be measured has not yet been established in Dadaab. The sector requires a dedicated information management specialist who could establish a database and build the capacity of partners to collect and analyse such data for the ends of planning, impact assessments, and fund raising.

Based on the current situation and the joint policy and programme objectives explored in section 5, it is obvious that increased funding is crucial to achieve the INEE Minimum Standards for Education in Emergencies for all programmes in Education in all camps and the host community.

The partnership between UNHCR and UNICEF requires a joint fundraising strategy for education in Dadaab linked to the new MOU. Donors, including those from the private sector that support both humanitarian and development interventions should be sought out.

Providing the same standard of education in both the host community and in the refugee camps would help reduce tensions between beneficiaries. While equal attention to both host community and the refugees is a pre-requisite for the education partners supporting Dadaab, the present strategy focuses primarily on interventions inside the camps. This is not because the refugees are prioritized, but simply because the host community schools are under the mandate of the GoK and all support to these areas should be aligned with government strategies and policies. However, many interventions in the camp can and should benefit the host community as well. Examples of such activities and programmes include capacity development of Quality Assurance officers and strengthened teacher-training modalities.

Therefore, it is important that influx children are catered for separately through a contingency plan that establishes the parameters for emergency education response. However it is strongly believed that a pre-requisite for a holistic education response in Dadaab is that all children are catered to within defined systems and any emergency intervention simply serves as a bridge for newcomers to enter the formal education system or one of the learning centres providing alternative options to basic education.

6.2 Strategy Objectives

Each objective described in the following sections reflects the joint policy commitments and programme objectives of the acting education partners in Dadaab.

Each objective is followed by:

- The problem description addressed by the objective
- A description of the general target

- A series of recommendations meant to steer the development of the annual work plan so that it addresses the objective and target

An activity checklist for 2012 is presented in Appendix 3, and will serve to guide the partners in their 2012 planning until the 2012-2015 strategy has been approved and a joint work plan developed. A log frame describing specific indicators and goals by sub-sector for the years 2012 and 2015 is presented in Appendix 4.

Dadaab education partners will develop joint annual workplans every November based on the objectives, targets and recommendations detailed below, and based on their interpretation of mitigating contextual circumstances that affect the prioritization of a given objective and its components.

6.2.1 Objective 1: Increased Equality of Access to Education

Problem description: For the 2011 school year, Dadaab camps presented 42% enrolment at the primary level and 5% at the secondary level²⁹. The retention rate is not known. Quality and protection issues can explain part of the enrolment and retention problem, but equal access is especially constrained by insufficiently adapted programming for children and youth who arrive with varied academic histories and capacities, and lack of community prioritization and support of secular education. Access problems related to gender are also critical. Necessarily access is also constrained by infrastructure gaps and inefficient use of existing infrastructure.

Target: Increased enrolment and retention at all levels through development and support of age-, ability-, and gender-appropriate formal and alternative programming, as well as increased infrastructure and increasingly efficient use of infrastructure.

6.2.1.1 Formal Education Programmes

All partners recognize that formal education is the preferred option for all refugees and the most sustainable solution to education in protracted settings.

In Dadaab and elsewhere in Somali refugee contexts, a particular situation presents itself. While most of the influx population, as nomads and pastoralists, has had little or no exposure to formal education, in their home country and in the camp setting *all* small children attend Dugsis, religious schools whose purpose is to teach the Quran. Tapping into the commitment of enrolling the youngest children in these schools and integrating the importance of religious education into the secular formal schools then becomes an important step to increasing access.

If we can find a way to appropriately engage the community in order to ensure their ownership of the idea of integrating ECD programming into the practice of attending Dugsis, then we create an integrated school where parents do not have to make a choice between religious or secular. It should be made clear that the curriculum in the secular schools will not interfere with the religious curriculum. However, teacher training can include appropriate child-centred methodologies. ECD centres that are set up in relation to the Dugsis can then serve as feeder schools to the main primary schools. It is important to note here that an attempt was made to integrate Dugsi & ECD in the past, and inadequate communication with the community caused the idea to be perceived as a threat to the importance and place of religious education when it was put into action. It will be essential that

²⁹ See section 3.1

religious leaders, women's groups and community groups all be engaged in establishing the ways and means of integrating such programming.

The influx population demonstrated high rates of acute and persistent malnutrition. For children 0-2, there are irreversible cognitive consequences if mothers are not taught to appropriately stimulate their infant or child. As infant and early childhood stimulation tends to fall into the domain of Health and Nutrition, it is essential that education partners advocate with Health and Nutrition teams to ensure appropriate follow-up to avoid a sudden influx of special needs children in 3-5 years.

Site Planning

ECD Centres should be available in each block to make accessibility possible and to keep children protected. In places where this is not possible, the centres should be located on school grounds but fenced as a separate part of the school.

Special needs

ECD centres provide an opportunity to provide early identification of special needs. It is also possible to imagine that such identification might take place at the registration centres. Education is the right of all children and special needs education should be integrated in schools when suitable, and conducted in separate sessions at the school when methodology and learning requires different approaches based on specific needs. A joint specific-needs assessment involving partners with experience in providing special needs education should be conducted and discussed in the Dadaab Education Working Group so that joint planning and fundraising can be planned for this cohort.

Peer Modelling

Children and youth who have successfully completed their education and have benefited from that education either in career opportunities or in their capacity to continue education at higher levels can be encouraged to be present for community presentations, career days, graduations and scholarship presentations. Such presence will provide role models for children and allow them to imagine the "end result" of education more clearly.

Girls' Education

Improving access to education for girls, including girls and young women who have married early and might have children is a priority in this strategy. This cannot be done without guidance, cooperation and ownership of the endeavor by the community. Women's groups and religious and community leaders need to be consulted about the suggestion in this strategy for providing girls from adolescence on with access to gender-segregated school opportunities to ensure support and buy-in. Such a plan can be a "quick fix" for encouraging girls to continue education and complete primary and secondary education as long as the community is securely on board. Girls who have become mothers would benefit from a single-sex school environment not only academically but because of the presumed availability of ECD Centres on the same premises.

Other interventions that could improve girl's enrolment rate would be to increase the number of female teachers and role models, and to build enough separate latrines for girls and female teachers in the existing and planned schools.

Secondary Education

Secondary school opportunities need to be created annually in relation to the number of KCPE candidates who pass their exams. A student with a passing mark on the KCPE must not be denied a place in a secondary school. That said, successes in the improvement of primary education quality will necessitate a significant increase in the need for secondary education provision. If, for example, all grade 8 students transition from primary to secondary in 2012, there will be an 80% increase in secondary enrolment.

Tertiary Education

A survey or a study assessment for opportunities for tertiary education would be welcome, especially as those opportunities are related to equipping refugees with the kinds of knowledge and skills necessary for participation in a functioning civil society upon repatriation. Tertiary education is not an early priority, however, considering the state of primary education. Still, organizations interested in providing opportunities are welcome to explore the provision of tertiary education that best meets the needs of the present population as it is hoped that the present strategy will provide IPs with the guidance necessary to rapidly improve the quality and thus success of Dadaab students, who can then imagine continuing access to education at higher levels and standards.

A summary of the recommendations for Formal Education can be found in the text box below.

Summary Recommendations for Formal Education Programmes

1. Increase participation in and access to ECD as a means to developing school-readiness, through partnerships with women's groups, community elders and Dugsieducation
2. Locate ECD centres in each block for the ends of protection and increased enrolment
3. Use ECD centres as screening facilities for children with special needs
4. Determine the coverage Health IPs provide for mother-child early stimulation programming (0-2) to address potential cognitive deficits in pre-school influx population that will impact the general education system shortly, and advocate with Health IPs for increased coverage as necessary
5. When it is not possible to separately locate ECD centres, fence in the ECD centres within existing school grounds
6. Prioritize increased enrolment, especially in primary education. This will require concerted enrolment campaigns and awareness-raising to secure community buy-in and ownership of educational initiatives in the camps. Parents, community leaders and children need to be made aware of the benefits of education and the procedures for accessing available programmes
7. Recruit successful youth and student "role models" to advocate for education in schools and communities at appropriate school and community events
8. Integrate the provision of essential learning and teaching materials into all partner proposals and budgets
9. Issue education identity cards for appropriate tracking of student programme involvement and progress
10. Provide differentiated learning access to students with special needs when teaching and learning requires a modified approach to formal curriculum
11. Address the problem of girls' enrolment by establishing gender-segregated classrooms or schools at adolescence, greater provision of female teachers and role models and sufficient gender-segregated and screened latrines.
12. Address the problem of girls in early marriage and parenthood by providing gender-segregated classrooms with simultaneous access to ECD
13. Assure and encourage access to secondary upon completion of the KCPE
14. Encourage partners with an interest in tertiary education to assess the career opportunities available for camp residents, including those that would lead to a class of worker capable of understanding, supporting and participating fully in a camp- or home country-based civil society

6.2.1.2 *Alternative Education Programmes*

In Kenya, the term “Alternative” with reference to education programmes³⁰ means any educational activity that lies outside the formal system. Therefore the term includes remedial help for students in need of additional support, accelerated formal learning programmes, vocational skills training programs with or without literacy components and literacy programs for adults, among others.

Language barriers, little or no previous experience of schooling and the pressures of domestic chores all make learning a challenge for many children. When a child falls behind in formal or alternative learning settings, the feeling of inadequacy and failure can become overwhelming and the child may opt to drop out of school. Alternatively, the child might continue to move ahead poorly through the system without sufficient basic knowledge. Eventually, the gaps in his or her education will make passing examinations difficult or impossible.

Experience has shown that children who drop-out of school are at risk of never rejoining formal education. Out-of-school youth and adults who have not completed basic education have a bleak future. The varying ages of the out-of-school population is an issue of concern in all access-related discussions. Prioritization of religious education for the youngest children as well as the varying degrees of education that the refugees carry with them from their home countries leads to a large over-aged population in schools that under-qualified teachers then have difficulty managing.

Needs Assessment

A Dadaab-specific out-of-school children and youth assessment is necessary to establish a baseline understanding of why children and youth do not take advantage of existing educational opportunities, what alternative educational opportunities have been and are presently available in the camps, the degree to which former and present programming addresses the needs expressed by out of school children and youth and the larger refugee community, and what kinds of alternative and vocational programming might be offered to either bring children back into the public system, or provide them with learning opportunities that will enlarge their livelihoods opportunities.

Community-Based Initiatives

Communities should be supported to take ownership of their community schools, and existing and proposed community-based educational activities that align with the present strategy and can act as feeders for the regular system should be encouraged, welcomed, and brought to the attention of the Education Coordination Meeting for possible support and directed action.

Accelerated Learning

Dadaab primary classrooms are presently populated by both “age appropriate” and “age inappropriate” students. This is partly because Dugsi education can slow down access to age-appropriate learning, partly because children arrive in the camp at all ages without having accessed education, or having accessed it sporadically, so they join at the “appropriate” level, without the level or materials that are cognitively appropriate for their ages. In Dadaab, mixed-aged and ability primary classrooms pose not only a protection risk, but a challenge for an already strained teaching corps. Over-crowding means reduced ability to directly engage with teachers for children of all ages, which is likely a significant contributor to drop-out rates. An extensive accelerated learning programme that operates both within and outside the formal education system can partially address the problem of over-crowding, partially address the problem of overwhelmed teachers, and act as a means to streaming children back into an age- and gender-appropriate level of the formal system.

³⁰ The use of the term ‘alternative education’ rather than ‘non-formal education’ is to align this strategy with MOE Policy for Alternative Provision of Basic Education and Training, May 2009

Out-of-school children will be offered an accelerated programme that compresses the curriculum by half and is designed to bring them to their appropriate class level. After that they can either transfer into the appropriate level of primary school or complete primary school through a self-contained accelerated learning programme. Once they sit the KCPE, they can continue into appropriate post-primary education programmes. All accelerated learning programmes must follow the Kenya Curriculum and the accelerated curriculum developed by the Kenya Institute of Education.

To the degree possible, and in close coordination with the Education Management Group, alternative education programs should utilize existing school facilities. A Task Force established within the Dadaab Education Management Group should prioritize the possibility of providing electricity in schools for early evening classes. The additional expense of electricity, when compared to the expense, space and host community issues that can arise with increased construction, would be a worthy investment.

Adult learning

Learning programmes for youth and adults may be offered at different levels: level one for literacy and numeracy, and level two for subject knowledge based on the primary curriculum and culminating in the KPCE. Such programmes can be critical in terms of increasing adult buy-in for education at the community level, increasing parent capacity to support children in their educations, enhancing community knowledge about health and nutritional issues, and providing opportunities to address parent education, reproductive health issues and conflict resolution.

Vocational Education

While it is understood that formal schooling is the education of preference because of the opportunities that can result, not all children and youth want to attend formal schooling. For this reason, it is important to expand opportunities for inclusive vocational skills training programmes that are combined with components of literacy and life skills. Coordination with Livelihoods programmes and partners is necessary to determine the choices for relevant vocational skills and the kinds and frequencies of assessments that would be required in order to ensure the market value of the education being provided and to ensure expanding choices in an evolving market. A labour market study conducted by a reliable livelihoods partner is highly desirable.

For the ends of sustainability, vocational programming in the camps would benefit from alignment with the requirements of the existing Kenyan Vocational Training Certificate. That programme offers holistic development opportunities for vocational skills progress over time, with intermittent of periods of internship. A Task Force established within the Dadaab Education Coordination Group should explore options for coordination with the MoE on programming and establishment of programmes appropriate for the Dadaab context.

As education delivery improves in Dadaab, it will be important to provide access to more advanced vocational training opportunities, for which a KCPE, adult education certificate, or specific entrance exam can be required. Continued vocational training can provide the opportunity for learners to achieve greater technical capacity and broach the more theoretical subjects that can lead to middle management opportunities with social services, public services, and agencies within the camps.

Further advocacy with GoK to improve the work conditions of incentive workers is needed to ensure that trained refugees feel that their training and work is valued appropriately.

A summary of the guiding recommendations for Alternative Education can be found in the text box on the following page.

Summary Recommendations for Alternative Education Programmes

1. Encourage all IPs to input into and participate fully in joint out-of-school children and youth assessment to appropriately identify programming for over-aged and out-of-school children and youth
2. Prioritize establishment of extensive accelerated learning opportunities that operate both as a feeder to the formal education system and a means to transitioning into vocational programming
3. Ensure that all accelerated learning programmes follow the Kenya Curriculum and the accelerated curriculum developed by the Kenya Institute of Education.
4. Encourage programme IPs to establish remedial classes for children who are not performing at an appropriate level or for children who have poor attendance and at risk of not passing their grade should be offered.
5. Address the need of those students who because of circumstance fail their exams. Advocate for more leniency from MoE in regard to re-taking exams, and provide catch-up classes for those who failed exams.
6. Provide teacher training on appropriate techniques for remedial teaching
7. Provide academic counselling assessment services for children to address the reasons for falling behind in the first place
8. Provide life skills components in all alternative programs
9. Encourage IPs to explore community-based initiatives for alternative education programmes
10. Offer adult learning programs at different levels (e.g. Level 1 for literacy and numeracy and Level 2 for subject knowledge based on the primary curriculum and resulting in KCPE examination)
11. Ensure that adult programming enhances community knowledge about health and nutritional issues, parental education, reproductive health and conflict resolution
12. Expand opportunities for inclusive vocational skills training programmes for youth, preferably combined with components of literacy and life skills. The choices for vocational skills need to be assessed continuously in order to ensure market value and relevance to participation in an operational civil society upon repatriation
13. Invite a Livelihoods Task Force to coordinate with the Dadaab education coordination meeting and report on appropriate kinds of vocational programming that could align with the established Kenyan vocational training programme and benefit from its internship models and certification
14. Explore market for feasibility of providing programming that would lead to middle-management opportunities for refugees (social services, public services, agencies)
15. Delegate responsibility for determining infrastructure use to the Dadaab management Group in order to determine to what extent alternative education programs can make use of existing school facilities. Establish the additional security requirements necessary for the protection of students in this scenario.

6.2.1.3 Infrastructure

While it is essential not to confuse provision of a *building* with provision of an *education*, it is also essential to provide adequate learning spaces for a population likely to remain in a protracted

situation for some time to come. Land availability and use is an issue in Dadaab; creative solutions to providing physical access to education must always be addressed in matters of construction. That said, communities and education actors must also think creatively about the use of educational infrastructure. As of October 2011, it was estimated that Dadaab had 179,578 school-aged children. 4,490 classrooms would be required to reach the UNHCR goal of a 1:40 teacher/student ratio in that scenario. It is not feasible from land-use or host-community perspectives to provide exactly the number of permanent classrooms required, and therefore alternative solutions must be sought. Whenever possible, locating schools where both the host community and refugee community can benefit should be encouraged.

The Education Management Group needs to ensure that a jointly-agreed upon unified design that maximizes land use and takes into account the possibility for expansion is employed by all IPs that engage in construction. They must also ensure that construction of education facilities is preceded by an environmental impact analysis.

Efficient use of space

Reaching all children in Dadaab with educational opportunities cannot only be done through construction alone. More efficient use of existing buildings is recommended through the creation of *Two Schools in One*. This concept differs from a multi-shift system because the administrative and teaching staff changes completely from morning to afternoon. This means, for example, that all-girls upper primary might be present in the morning, and an all-boys upper primary in the afternoon. The Education Management Group will need to determine which programmes are being offered and how best to house those programmes. In a *Two Schools in One* scenario, the fact that twice as many pupils use the school will put additional strain on school furniture, material storage and auxiliary services such as sanitation. The student profile and the total population that will use the facilities needs to be taken into consideration when agreeing on a unified school design.

Child-Friendly

Schools should be constructed/rehabilitated, equipped and furnished in a way that it is safe, child friendly and conducive to learning for all children, including children with special needs. Special attention should be given to the provision of ramps, and specialized indicators (e.g. painted lines or signs with symbols in addition to language) to address the problem of inclusiveness.

A summary of the guiding recommendations for infrastructure can be found in the text box below.

Guiding Recommendations for Infrastructure

1. Establish “Two-Schools-in One” standard to optimize infrastructure use and decrease pressure on teachers and school management caused by the “shift” system
2. Ensure WASH provision is in line with doubled school population
3. Establish standard school and school land design that takes the needs of an expanding population into consideration and is preceded by an environmental impact analysis that ensures efficient/sustainable use of water and land
4. Ensure INEE standards for school construction, rehabilitation, water, sanitation and furnishing are met
5. Ensure basic structures are provided for children with special needs, including standard provision of ramps
6. Engage host community in discussions about school construction in outskirts that could accommodate learners from both camps and host community

6.2.2 Objective 2: Improved Quality of Education

Problem description: The camp-level KCPE average score is 171, the transition-to-secondary rate of 28%, and the KCSE average score is 26. Over-crowded, under-resourced, mixed-gender, age-inappropriate classrooms headed by largely under-trained novice teachers expected to work two shifts explains in part high teacher turnover, low teacher quality, poor programme delivery, poor student achievement, dropping retention rates and consequently, minimal community buy-in over the long-term.

Targets: Increased quality education delivery across all levels, with a particular focus on increased capacity and retention of lower-primary teachers, increased school management capacity, age-appropriate literacy achievement for lower primary students, 40:1 student/teacher ratio, and improved access to appropriate teaching and learning materials.

6.2.2.1 Staff and Training

If the 1:40 teacher/pupil ratio defined in the UNHCR global education strategy is to be used as a benchmark for planning, roughly 4,490 teachers would need to be employed and supported with in-service training to cover the needs of an estimated school-aged population of 179,578. Currently 985 teachers are on staff, approximately 25% of the number that would be required if all eligible children and youth enrol. Well over 95% of camp teachers come from the refugee community. The majority of the influx refugees are illiterate, and so teachers must primarily be recruited from the pre-influx population. While the use of refugee incentive teachers is in line with recommendations around self-reliance, language policies and career paths it presents a challenge in the quality of teaching that takes place in schools/learning facilities.

Dadaab-Specific Teacher-Training Plan

In accordance with INEE Minimum Standards, the development of a Teacher Training Plan for Dadaab should define a unified approach to training for all levels of education, including ECD. The specific needs of the alternative forms of education and special needs education also need to be identified. Jointly accepted definitions for the various levels of “trained” and “untrained” teachers must be established.

Due to the varying levels of qualifications and the large number of untrained teachers, teacher training in Dadaab must establish both formal certification and an in-service pedagogical upgrade system. This combined approach will provide a fast-track solution to bringing new teachers closer to qualification and accommodate for a longer-term development strategy.

In accordance with INEE Minimum Standards, the development of a Teacher Training Plan for Dadaab should look at defining a unified approach to training for all levels of education including ECD along with the specific needs of the alternative forms of education sub-sector and special needs education. The plan may include different approaches and courses at varied duration at different times, but defined approaches to training must include a jointly accepted definition of a “trained” versus an “untrained” teacher.

Due to the varying levels of qualifications and the large number of untrained teachers, teacher training in Dadaab must follow an approach that incorporates both a formal certificate in teacher training and an in-service pedagogical upgrade process. This combined approach to training will provide a solution to quickly bringing new teachers closer to a level of teacher qualification while at the same time offer a more long term strategy for development of a qualified teacher force.

In-service training modules on specific topics will continue to take place to address the cross cutting issues of gender (including SGBV), participation, environment, Child and Youth rights and protection, Life Skills and Peace education. Training on these cross cutting themes should be attended by all staff, teachers, managers and support staff.

Peer learning at camp based resource centres through experience sharing with colleagues is yet another way of extending teaching methodology and pedagogy.

More specifically the plan will take into consideration:

- creating a local training center that links into an accredited institution
- creating camp based resource centres that would be used for training and peer learning
- defining the involvement of the Government Teacher Training Centers
- define an appropriate training curriculum that also takes into consideration the psycho-social needs of children, youth and teachers
- training programmes must include provision of practical teaching experience
- all training must include participatory teaching techniques for children of all ages
- training should be held in mother tongue and in English to ensure accurate and comprehensive vocabulary for teaching
- training programmes should be designed in a way that fulfills requirements for qualified teachers and leads to accreditation and recognition by education authorities and/or the education group of humanitarian partners where courses do not fully meet national qualifications
- in relation to accreditation of qualification the old Kenyan system of P3 and P2 diplomas, an entry level for teacher training in remote areas, could be explored
- teacher training programmes should be developed in a way that they create career paths where further learning provides incentive to teachers to remain in the profession
- relevant disaster risk reduction and preparedness
- the need to identify certified special needs teachers when possible, and the need to establish a training programme to certify unqualified special needs teachers

School Management

Teachers are at the heart of all school/learning facilities but they are not the only staff members of importance. A poorly managed school will likely yield poor results even with a qualified faculty of teachers. It is recommended that selection criteria need to be established by the Management Group to uphold quality.

A Teacher Training Plan for Dadaab will establish a systematic approach to school management training targeting head and deputy head teachers. This training will, among other things, take into account the following:

- School administration and leadership
- Planning and Management
- Data management
- Understanding of curriculum and examination
- Recruitment and Supervision of teachers and staff
- Accounting
- Community relations and parent involvement
- Student participation and student councils

A summary of the guiding recommendations for improving service delivery quality can be found in the text box below.

Guiding Recommendations for Improving Service Delivery Quality

1. Design a joint Dadaab-specific Teacher Training Plan with IPs that defines appropriate in-service and pre-service training modalities based on child-friendly methodologies for all teachers and potential teachers. The plan should take into consideration:
 - a. Mobile training units or teacher training institute(s) in the host and/or refugee communities
 - b. GoK Local Teacher Training Centre involvement
 - c. Specific training on material development from locally available, low cost resources in alignment with the Child Friendly Schools Guidelines
 - d. Camp-based resource centres for training and peer learning opportunities
 - e. Participatory teaching techniques for children of all ages
 - f. Somali and English languages of instruction training to ensure accurate and comprehensive communication of curricula
 - g. Bi-lingual teaching methodologies
 - h. in relation to accreditation of qualification the old Kenyan system of P3 and P2 diplomas, an entry level for teacher training in remote areas should be explored
 - i. DRR training

2. Establish a unified system of Quality Assurance across the camps in line with the national policy on refugee education. This means:
 - a. Developing standard monitoring tools related to access and quality, and relevant to Kenyan and international standards for learning outcomes.
 - b. Predicating top-up funding support for IPs on timely and accurate communication of resulting data for the ends of generating accurate baseline and development data
 - c. Hiring Somali-speaking Kenyan teachers to the greatest degree possible in existing and projected budgets, from the host community when possible, and finding means to engage them in capacity building and monitoring at the school level¹ (e.g. by awarding them “head teacher” or other responsibility-bearing status)
 - d. Encouraging and fostering Ministry of Education involvement in quality assurance.
 - e. Advocating with the MOE to operationalize the recommendation of an MOU developed between the UN, MOE and the Teacher Service Commission (TSC) that defines roles and responsibilities of Quality Assurance for each one of the main partners. These roles and responsibilities are defined as follows:

UN responsible for:	MOE responsible for:
Quality assurance of service delivery	Quality assurance of curriculum implementation and examinations
Managing implementing partners to regularly ensure quality of education services through systematic follow up and support	Including camps in the administrative structures and defining zones that cover the camps schools. This structure will ensure quality assurance from the DQASO and the TAC tutors.
Training quality assurance officers on curriculum, teaching methodologies, participatory assessment and analytical feedback to ensure appropriate, regular support to schools. Facilitating experience sharing with government DQASOs.	Deploying DQASOs in accordance with total school population in Dadaab including both host community and camp schools
Ensuring that every school has at least one national teacher on staff (in addition to the head teacher deployed from the TSC by MOE)	Deploying TAC tutors to zones that include camp schools and include these schools in regular monitoring visits
	Deploying a TSC registered teacher to head the schools

NB: Costs for activities under each stakeholder are covered by the stakeholder responsible and should be included in all work plans

Hiring

A Task Force under the direction of the Education Management Group will develop appropriate job descriptions and selection criteria for school/learning facility³¹ staff. The job descriptions should be developed so as not to discriminate on the basis of gender, ethnicity, religion, disability or other areas of diversity and will at a minimum include:

- roles and responsibilities
- clear reporting lines
- code of conduct, including specific reference to the inappropriateness of having more than one full-time employment at the same time

In the context of the Dadaab camps with large gender disparities in enrolment and completion, and traditional practices that limit girls' access to school, it is necessary to work proactively towards gender balance in the recruitment of teachers and other education personnel. This will involve adjusting recruitment criteria to include affirmative action for female employment in schools. The minimum age for teachers and other education personnel should be 18 years, in accordance with international labour and human rights instruments, laws and regulations³². In addition, all employment contracts must include identity card numbers.

When possible, the recruitment of national teachers should be encouraged in order to improve quality. In this process it is important to consider the role these teachers play in fostering good relations with the host community.³³ In addition, certified Special Needs Education teachers should be recruited when possible in order to meet the needs of special needs learners.

A summary of the guiding recommendations for hiring can be found in the text box below.

Guiding Recommendations for Hiring

1. Establish hiring projections based on:
 - a. sustainable use of existing infrastructure
 - b. the addition of planned infrastructure
 - c. established programme needs
 - d. projected programme needs
2. Establish joint recommendations for recruitment and selection guidelines of trained and untrained refugee teachers to control for quality teaching staff when possible
3. Recognize the need to aim for gender parity in recruitment and hiring and determine jointly how to improve recruitment and retention of female teachers (and thereby female students)
4. Collaborate with all Dadaab IPs to write common job descriptions for all school/learning facility¹ staff. The JDs should establish: roles and responsibilities; reporting lines; code of conduct
5. Ensure teacher contracts include identity card number to control for multiply-employed teachers
6. Assure age for teachers and other education personnel is at least 18 years, in accordance with international labour and human rights instruments, laws and regulations¹

³¹Staff and teachers here mentioned refer to those in both formal and alternative teaching and learning facilities.

³² Incentives and motivation package to be included in the SOPs

³³ INEE Minimum Standards for Education: Preparedness, Response, Recovery, 2010

6.2.2.2 Curriculum

Kenyan curricula for primary and secondary education have been used in the camps since 1994. Beneficiaries generally appreciate the certification to which the Kenyan curricula lead. Still, they believe the addition of Somali-specific Social Studies to the curricula would help to maintain values necessary for community identity and repatriation.

Guiding Recommendation for Curriculum

1. Determine an appropriate curriculum for Somali Social Studies and explore:
 - a. Options for its provision as a co-curricular subject in schools, and/or
 - b. The means to make it available for community-based private tuition

6.2.2.3 Teaching and Learning Resources

Textbook/Student Ratio

The Education Management group will adopt the Kenyan Education Sector Support recommended standard of student/textbook ratio of 1:3 for lower primary classes and 1:2 for upper primary for all subjects. Provision of textbooks in accordance with international standards and guidelines will improve the quality of education and are a priority of this strategy. For 2012 the target will be a student/textbook ratio of 1:6, with provision of teachers' manuals as well. By 2015, the aim is 1:3.

The 2012 target is relatively low for reasons related to data collection and textbook management. First, inadequate statistical data on school-going children per grade makes it difficult to estimate the numbers and kinds of textbooks required. Second, if the "Two Schools in One" idea is implemented, this will effect the number of textbooks required. It is hoped that the incoming information manager will have the opportunity to set up data collection and communication systems that will allow for accurate prediction for the next school year. Finally, partners have observed that in the past, there has been a problem with retention of books. School managements do not presently have systems in place to assign and track books. IPs will be expected to assist PTAs and school management to address the issue of textbook loss and accountability so that accurate planning can be more easily achieved.

Child-Centred Learning Materials

The availability of supplementary instructional materials is rare in most classrooms. Materials that facilitate implementation of participatory, child-centered teaching methods should be made available in the languages of instruction in all classrooms. These materials can and should be developed from locally available, low cost materials in alignment with the child friendly schools guidelines that will be made available to all head teachers. Training of teachers on how to develop and used such materials should be a priority during the time period covered by this strategy.

Administrative Resources

While learning outcomes are dependent on the availability of teaching materials they are not solely affected by these. It is important that a school is managed effectively and therefore, a part from training in management, office materials need to be provided to support head teachers in their roles as school managers.

School Libraries

Children should have access to resource books, magazines, stories and novels in order to encourage not only reading, but also intellectual, imaginative and linguistic flexibility, as well as contact with the varied world outside the camp setting. School libraries, whether in classrooms or resource centres or mobile units need to be established for school-going children.

In addition, the feasibility of introducing technologies that can broaden the availability and variety of textual material need to be explored. Specifically, if the HQs of all partners are to be lobbied for funds to introduce technologies such as the Kindle or the iPad, the Education Coordination Group would need to liaise with UNHCR's Telecommunications and Power Supply Unit. That unit could support the Education Coordination Group to determine the access and power supply necessary to charge such technology. Such information would be necessary to determine the actual budgets required for an innovative approach to knowledge access.

A summary of the guiding recommendations for teaching and learning resources can be found in the text box on the following page.

Guiding Recommendations for Teaching and Learning Resources

1. Establish a standard per-pupil list of materials required per grade, per year, with costs upgraded annually for the ends of budget projection
2. Make available materials that facilitate implementation of participatory, child centered teaching methods in the languages of instruction in all classrooms.
3. Ensure pre- and in-service teacher training includes sustainable material development modules in order to reduce the cost of materials
4. Establish a 2015 target plan with IPs to meet the Kenyan Education Sector acceptable pupil/textbook ratio of 1:3 for lower primary classes and 1:2 for upper primary
5. Support IPs to meet a 2012 student/textbook target ratio of 1:10
6. Establish and project accurate enrolment statistics in order to budget appropriately to meet the standard
7. Ensure standard school year IP budgets provide material support for school administration
8. Determine jointly the best approach to the problem of school libraries (e.g. established in classrooms, resource centres, mobile units, innovative technology)

6.2.2.4 *Medium of Instruction*

Like most multi-lingual environments, the refugee setting poses a challenge for determining an appropriate instructional language. International research clearly states the importance of mother tongue in lower primary to ensure a solid foundation for lifelong learning. English is the medium of instruction for the Kenyan curriculum. However, the language policy of the Ministry of Education states:

Language of the catchment area or Kiswahili in multi-lingual communities shall be used in the lower primary levels with Kiswahili and English taught as subjects. English should be used as medium of instruction at the upper primary levels.³⁴

In lower primary, the language of instruction will be determined by the origin of the majority of learners. Still, there is a need for a survey assessing the language situation of minority groups in the camps in order to support provision education in language of origin, especially in early primary. As the policy is re-enforced there is a need for training of teachers on bi-lingual teaching methods.

As children progress through school mother tongue teaching is gradually replaced by English, which prepares children for their final examinations. English is not the only challenge for Somali-majority refugees, however. In 2010, the average KCPE score for Kiswahili was 18. The average mathematics score was 43.³⁵

In alignment with the National Policy on Refugee Education, The Education Management Group should lobby with the GoK for Kiswahili to be replaced with the language of instruction in the country of origin as a KCPE subject. Any such agreement would also need to specify that the replacement exam would still allow those who succeed to qualify for the certificate of primary education. This would not only increase the performance of examination candidates but also create a bridge from the refugee education system to that of the children's home country. A summary of the guiding recommendations for medium of instruction can be found in the text box below.

Guiding Recommendations for Medium of Instruction

1. Liaise with community leaders, elders and religious leaders to explain the importance of mother-tongue in lower primary to ensure community buy-in
2. Ensure Somali mother tongue instruction and materials in lower primary classes
3. Ensure Somali and English languages of instruction training of pre- and in-services teachers to ensure accurate and comprehensive communication of curricula
4. Ensure significance of language of instruction is explained in teacher training curricula
5. Advocate with the GoK/MoE to replace Kiswahili with Somali as a KCPE subject
6. Provide, until such a time Somali is accepted as a KCPE subject:
 - a. Swahili as a second language instruction for pre- and in-service teachers
 - b. Opportunities for additional Swahili instruction/activities/exam preparation for primary school students
7. Determine how minority populations might access education in language of origin during primary school¹, while accepting the language of the majority population as the language of instruction in lower primary schools.

³⁴Ministry of Education.Policy for Alternative Provision of Basic Education and Training, Government of Kenya, May 2009

³⁵ The maximum score for each subject is 100.

6.2.3 Objective 3: Cultivate the Value of Education as a Protecting and Empowering Force in Children's Lives

Problem statement: The lack of safe, structured environments and the absence of information on specific child protection issues that can be addressed by education increase vulnerability.

Targets: Provision of community education on the concepts of safe schools and gender equality in education. Increased school-level counselling for psychosocial support.

Providing a structured educational environment can protect children and youth from physical and psychological danger, while at the same time providing a platform for delivery of information about their rights. Education that offers interaction and involvement engages children in exploring and wanting to learn more, and provides a means to a meaningful future. In order to secure a conducive, safe and gender conscious environment in schools there is a need for awareness raising and training of all staff at schools on child protection and gender issues.

Referral mechanisms

Counseling services, psycho-social counseling and career guidance would provide additional support for learners. Those engaged in this technical capacity could serve as liaisons for referrals with other service providers a necessary.

Special Needs

Children with special needs require specific support to be protected and empowered. School premises need to be accessible, and programming, teaching methods and teaching and learning equipment need to answer to different needs to ensure retention and learning. Children with special needs require specific attention outside and inside the classroom. In addition, awareness campaigns addressing the required attitude and behavioural changes of the larger community need to be deployed.

Minorities

Minority sub-populations in the camp require fair treatment in schools, including possible support in their language of origin during primary school.³⁶

Girls

Encouraging girls to continue and complete education adds value to society as a whole. Gender balance amongst school staff is important for encouragement and empowerment of girls. Female role models who do not marry before completion of education should be encouraged to advocate for school retention with other girls.

Provision of opportunities for married girls and those who have children are needed to ensure an educated society. Girls who finish their educations are more likely to ensure their own children finish their educations. Gender-specific solutions such as single-sex schools with trained staff and security are one route towards success.

Student Government

The Education Management Group should encourage all IPs to ensure student councils are established at all schools. Student councils at primary and secondary schools are representative structures for students only, through which children and youth can begin to understand the concepts

³⁶ See 7.1.2.6

of self-governance and become directly involved in their own educations by working in partnership with school management, staff and parents for the benefit of the school and its students. This kind of opportunity provides life skills that in turn can lead to self-empowerment, especially for girls.

Student councils help make audible and visible student ideas, interests, and concerns for teachers and school management. Councils can help raise funds for school-wide activities, including social events and community projects. Many student council members learn skills that extend the parameters of their formal education into practical application.

A summary of the guiding recommendations for protection can be found in the text box below.

Guiding Recommendations for Protection

1. Identify or establish school and community programming that addresses how education acts as a protection mechanism for vulnerable populations, including girls, young mothers, and children with special needs
2. Provide code of conduct training and monitoring
3. Require all school staff to receive training on child protection and gender issues, with yearly refresher courses
4. Ensure presence, at established intervals, of psychosocial counsellor on school premises who can liaise with education authorities or child protection services for appropriate referrals
5. Establish or empower student councils at primary and secondary schools as a means towards providing children with a voice within their communities

6.4.2 Objective 4: Increase Capacity of IPs, Education Officials and Teachers to Deliver Relevant Programming on Cross-Cutting Issues

Problem statement: Over-crowding, restricted movement, sudden or protracted challenges to traditional social practices and experienced or inherited trauma can all conspire to interfere with a child's healthy development and his or her capacity to successfully engage in secular education programmes.

Targets: Increase the capacity of schools and alternative learning centres to deliver cross-cutting issue programming such as life skills, peace education, environmental education and gender mainstreaming awareness training. By association, increase the number of children and youth who benefit in formal and alternative education settings from such programming.

6.2.4.1 Gender Mainstreaming Awareness

Vast disparities in girls' and boys' enrolment and retention rates in Dadaab suggest the need for a stronger strategic approach to gender mainstreaming in education. The UN Socio Economic Council defines "gender mainstreaming" as a strategy for helping ensure that women and men benefit equally from policies and programmes in all political, economic and social contexts. Fossilization of gender issues can be re-enforced at school, where the strengths and weaknesses of a society with

distorted perceptions of gender roles and rights can be mirrored.³⁷ Fortunately, it can also be gently challenged and new realities can emerge from the modified and controlled social structures schools can offer.

While providing access to quality education, gender mainstreaming is a means towards optimizing equal learning outcomes and will be implemented through reduction of biases in lessons and teacher-pupil interaction through awareness and training of teachers in gender unbiased methods supported by resource materials as well as community sensitization on traditional practices as barriers to education.

A summary of the guiding recommendations for gender mainstreaming can be found in the text box below.

Guiding Recommendations for Gender Mainstreaming

1. Identify and employ teacher training modules that examine the issue of gender mainstreaming, and especially gender unbiased teaching methods and materials
2. Identify and employ community education modules that examine the issue of gender mainstreaming, and especially sensitization on traditional practices as barriers to girls' education.
3. In coordination with Dadaab IPs, promote culturally sensitive options securing girls' access to education

6.2.4.2 *Community*

Educational programming in Dadaab will never fully succeed if the community perception is that the education offered does not match their need. Therefore, it is necessary to engage with communities to ensure that education is perceived as relevant to their needs and that all children are encouraged to come to school. Its importance can be categorized thus: community dialogue, participation and contribution.

Community dialogue aims to establish positive pre-conditions for learning through a general commitment from all parts of society to value education for all. Initially, engaging communities in a dialogue about education would focus on general awareness-raising about the importance of education for all children irrespective of age or previous school experience. This would especially be the case for the influx population, which has little direct experience with education. The focus of continued dialogues would be on how best to support the community and community leaders to:

- create conditions for the regular attendance of children throughout the entire basic education cycle
- create conditions in which parents see the value in, or are supported to create environments at home that are conducive to learning
- take their places as necessary and valuable members of the school community with a right and an obligation to engage with the schools about the education of their children

Community-based initiatives for education opportunities in line with the strategy derived from extra-community dialogue, or originated from inter-community development processes will be encouraged and supported.

³⁷ Chapman, Amanda. *Gender Bias in Education*, D'Youville College, New York State, 2002

Following a general understanding of education and the role of community in ensuring that each child can realize his or her right to learn in more specific forums would need to take place. The focus would need to be on girls' education, existing barriers and the role of the community in minimizing those barriers. The same applies for children with special needs and minority populations.

In the context of a refugee camp the existence of School Management Committees and Parent Teacher Associations creates a condition where two committees have overlapping functions. It is therefore recommended that well-functioning PTAs with clear roles and responsibility defined in the revised Standard Operating Procedures (SOP) become the focus of support and capacity building. In the revision of the SOP, priority should be given to the PTAs' role in supporting parents to create good learning environments at home, participate in the annual planning process of the school to set up goals, define school activities that require contribution from the community and monitor implementation of the annual school plan. In addition, IPs need to build the capacity of PTAs to minute their meetings. IPs should then be required to share those minutes at Coordination Meetings as a standing agenda point. This will support a clear connection between what is happening directly in the schools and what is happening to support the communities in their support of their schools.

As defined in the school's annual plan and agreed on between the school management and the PTA, the community could be requested to contribute cash or voluntary labour to minor school improvements such as clearing land, cleaning of school premises and repairing fences.

The guiding recommendations for community participation in education can be found in the text box below.

- Guiding recommendations for community participation
1. Engage community in a "GO to SCHOOL!" campaign that puts forward messages about the importance of education for all children irrespective of age, gender or previous school experience
 2. Encourage community-based initiatives for provision of educational opportunities
 3. Support, empower and build the capacity of PTAs, and eliminate the doubled governing structure of School Management Committees
 4. Solicit material and volunteer support for educational initiatives

6.2.4.3 *Peace Education*

Peace Education is a means to developing a shared vision for peace and stability. Its aims are to foster tolerance and respect. Through Peace Education, children, young people and adults can learn to solve conflicts through negotiation or mediation. This increases the possibility that they will participate peacefully in their present community, in respectful cohabitation with the host community, and eventually in the civil society of their homeland or the country to which they are relocated.

The guiding recommendation for peace education can be found in the text box below

- Guiding Recommendation for Peace Education
1. Encourage IPs to institute the INEE curriculum for peace education in both formal and alternative programmes in alignment with the UNHCR *Manual on Peace Education for Refugees* and the Ministry of Education *Peace Education Curriculum*.

6.2.4.4 *Life Skills Education*

The healthy growth and development of children is a priority for the education sector. This strategy stresses the importance of teaching curricular subjects related to the well-being of pupils, such as Physical Education and Health and Hygiene. Other Life Skills opportunities more related to Livelihoods (e.g. agriculture and vocational training) must be coordinated with the Livelihoods sectors of the participating partners.

In alignment with the Kenyan Life Skills Education syllabus, health and hygiene will be streamlined in the schools. Lessons should include awareness of hygiene practices, HIV/AIDS, drug abuse and knowledge about human rights and the Convention of the Rights of the Child. Teaching Life Skills and encouraging improved hygiene practices can include provision of supplies such as soap and sanitary wear for girls.

School management should be supported to promote the psychological well-being of children. Their capacity to do so will be strengthened through the recruitment of counsellors. For healthy growth, one meal of food per day should be provided to children attending pre-primary and primary schools as well as to learners attending educational institutions that operate a full day training/learning programme.

The guiding recommendations for Life Skills education can be found in the text box below

Guiding Recommendations for Life Skills

1. Provide health and hygiene education inline with the Kenyan Life Skills Education syllabus in formal and alternative educational settings
2. Liaise with Education, WASH and Health IPs to provide regular health and hygiene supplies such as soap and sanitary wear for girls at school and at home
3. Ensure provision of one meal per day for pre-primary and primary school students as well as learners attending educational institutions that operate a full day training/learning programmes

6.2.4.5 *Environment*

Dadaab is located in a desert and so has limited natural resources such as water and firewood. To ensure continued availability of those resources, and to promote and maintain a healthy relationship with the host community, providing environmental education through the opportunity presented by gatherings of children and youth in formal and alternative education settings is a priority.

For the well-being of people in Dadaab and sustainable development the education sector will mainstream an environmental focus through all programmes.

In order to promote awareness of the environment amongst the next generation, all schools will organize environmental clubs to promote awareness. These clubs will focus on:

- waste management
- protection of the environment

- innovative approaches to gardening
- tree planting
- adoption of energy saving methods

The club activities will provide a practical experience of environmental friendly behaviour to complement the teaching of environment as defined in the Science and Social Studies syllabus.

The guiding recommendations for Environmental education can be found in the text box below.

Guiding Recommendations for environmental Education

1. Mainstream environmental awareness and education through all programmes
2. Organize environmental clubs to promote environmental awareness in conjunction with the teaching of environment as defined in the Science and Social Studies syllabus. Topics of focus:
 - a. waste management
 - b. environmental protection
 - c. innovative approaches to gardening
 - d. tree planting
 - e. adoption of energy-saving approaches to fuel and water use

6.2.5 Objective 5: Improved Planning, Implementation, Monitoring and Reporting through Coordination and Capacity Building

The MOU between UNHCR and UNICEF spells out the exact roles and responsibilities of these two partners for the delivery of education in Dadaab, and the specific role of the IPs in the new coordination mechanism. Developing the TORs for each responsible party will be undertaken as soon as the MOU is signed by UNHCR and UNICEF. Generally speaking, for the duration of this strategy, UNHCR has the overall accountability for management of education in the operations in Dadaab, while UNICEF has the responsibility for technical oversight of and support to all programmatic activities³⁸. A shared office, staffed by both UNHCR and UNICEF, would take on a leadership role of daily management, technical and monitoring issues.

Problem statement: The absence of a holistic overview of the education situation and possible solutions present challenges in coordination and planning. IPs report compartmentalization of services that impedes programme delivery. Lack of information management seriously impairs coordinated management of education programmes.

Targets: Maintain a well- functioning education coordination mechanism that directs planning and management in the education sector. Ensure all partners understand and adhere to this jointly planned and agreed-upon strategy, which presents an overall vision and mission.

Education Management

All partners should consult the MOU to understand their exact roles and responsibilities in the delivery of education support and services. UNHCR has the overall accountability for management of

³⁸UNHCR and UNICEF MOU for Education in Dadaab, October 2011

education in the operations in Dadaab, while UNICEF has the responsibility for technical oversight of and support to all programme activities³⁹.

In order to deliver on a jointly planned and agreed-upon strategy, the overall vision and mission needs to be understood and adhered to by all partners. This can be secured by establishing a Management Group consisting of the major partners Dadaab education partners. The Management Group would meet regularly and often for the sake of planning, monitoring, information sharing, and for determining joint approaches to donor relations, programme implementation, cost effective programming solutions, and reporting.

The criteria for selection of partners involved in the Management Group, and those for termination of partnerships in education need to be established. Some components of the selection criteria would be:

- culture and context sensitive
- a record of excellence in education
- a record of technical capacity in the education segment delivered (e.g. ECE or ALP)
- a minimum 3-year commitment.

Components of the termination criteria are:

- disregarding the jointly strategy
- repeated inability to meeting targets
- repeated evidence of cost ineffective programme implementation
- ignoring reporting deadlines

Coordination meetings with all relevant partners will be held regularly both at camp level as possible, and at the Dadaab levels. For sustainability, coordination meetings need to be budgeted to ensure continuous participation. The joint education office will secure inter-sectoral coordination management issues, receive and introduce new partners and as necessary and possible build the capacity of education partners that fail to meet agreed targets.

Transparency in funding for education interventions between partners is required and a joint financial agreement linked to the MOU between UNHCR and UNICEF needs to be established.

Information Management

There has long been a need for access to relevant and accurate data on education in Dadaab. A common and centrally-administered information management system, including joint data collection tools, systematic data collection processes, systems plans and records needs to be established without delay by an education data management specialist, implemented by the IPs and supervised by the specialist. Resulting data will then be presented to the Education Management group who will then use the information to hone or plan appropriate programming and programme delivery.

Standard Operating Procedures

The Standard Operating Procedures, including roles and responsibilities for education partners in Dadaab, need to be revised in accordance with the revised MOU and education strategy. In addition, a transparent procedure through which partners are enabled to collaborate and not compete for UNHCR funds will be outlined in that document .

Contingency Plan

³⁹UNHCR and UNICEF MOU for Education in Dadaab, October 2011

A contingency plan for any sudden change of scenario needs to be established (e.g. security alerts, flooding, refugee influx). That plan should include the various emergency entry points to education, and the relevant learning preparedness activities that are related to the various points of entry to the education system in Dadaab. It is crucial to develop such a programme contingency plan in order to establish or maintain INEE standards in any given situation. The contingency plan should include:

- infrastructure response for emergency education (e.g. tents or pre-established plan for temporary classroom structures)
- plan for provision of trained teachers
- plan for provision of teaching and learning materials
- plan for student/programme triage

Visibility

A joint visibility strategy will be developed, and will include a supply distribution plan and a documentation record. A prepared list of items for specific supplies in bulk will be agreed with a contractor to make donor contributions for specific distribution effective and efficient.

The guiding recommendations for improving coordination and its outputs can be found in the text box on the following page.

Guiding Recommendations for Improving Coordination and its Outputs

1. Write TORs for the Management and Coordination Groups that establish their respective authorities and the criteria for member selection, including IP selection for the Management Group
2. Establish the Management and Coordination Groups
3. Ensure Management meets regularly and often for the sake of clear communication, expectation clarification, planning, monitoring, information sharing, establishment of effective joint approaches to donors, monitoring, reporting, and cost-effective programme implementation.
4. The Management Group will report to the Coordination Group
5. Ensure regular coordination meetings with all relevant partners at camp and Dadaab levels. For sustainability reasons, establish which agency or organization or combination of organizations or agencies will budget for coordination meetings to ensure continuous participation
6. Ensure joint education office oversees inter-sectoral coordination management issues, including reception and introduction of new partners and capacity building of education partners that fail to meet agreed targets
7. Establish transparent selection criteria for partners. For example:
 - a. Culture and context sensitive
 - b. Record of excellence in education
 - c. Minimum 3 year commitment
8. Establish transparent procedures and rules for partnership terminations. For example:
 - a. Disregarding the joint strategy
 - b. Repeated failure of meeting targets
 - c. Repeated cost ineffectiveness
 - d. Consistent inability to meet reporting deadlines
9. Establish a joint, centrally-administered information management system that institutes systematic data collection processes, systems plans and records, and joint data collection tools.
10. Revise the Standard Operating Procedures, including roles and responsibilities of partners for education in Dadaab, in accordance with the revised education strategy. In the SOP, provide a mechanism that can address partner solidarity in situations of operations disputes
11. Establish a contingency plan for any relevant change of scenario (e.g. changes in security or natural disaster). This contingency plan should present emergency response decisions related to:
 - a. Order of action with designated actors
 - b. Description of acceptable emergency classroom structures
 - c. Locations of contingency stock, including classroom construction materials or tents, learning materials, teaching materials
 - d. Provision of emergency teacher training
12. Establish a joint financial agreement linked to the MOU between UNHCR and UNICEF to ensure transparency in funding for education interventions
13. Develop a joint visibility strategy that includes a distribution plan and a documentation record.

6.3 Host Community Response

Although not specified in the objectives above, overall support to the host community will be provided in order to enhance education in general and to secure every child's right to education. Both programme and material support will be given in line with the Government of Kenya's Sessional Paper No 1 of 2005 and the National Education Sector Strategy.

Host community support is to be reflected in the joint work plan on an annual basis and, to the extent possible, should be an integral part of all fund-raising. Host community response must go beyond the supply-driven interventions of construction, provision of WASH facilities and distribution of materials.

Programme support in the host community should especially address the problems of access and quality of education at schools. The support provided should be in line with Ministry of Education Policy on education for Northern Kenya and quality improvements through ten atonal Child Friendly School frameworks. Development of annual work plans on host community interventions will be guided by the camp interventions stated in this strategy.

Vocational skills centres and environmental clubs are examples of programme responses that can address both the host community situation and that of the camps, and similar/simultaneous training opportunities could be explored by all organizations. A key area for exploration is locally based teacher training, the host community should be featured in the upcoming strategic plan for professional development of teachers and training facilities should benefit the host community in an equal extent to that of the camp based refugee teachers.

Gender disparities in education should be reduced as a result of continuous and persistent sensitisation of the benefits of girls education within the community. Provision of protection measures such as fences around schools and separate and sufficient sanitation facilities for girls is necessary to support girls retention. Empowering girls to complete education by activities that support their attendance and focus on studying are necessary in order for the community to develop. This can be done by targeted awareness messaging on human rights, providing single-sex learning opportunities and include provision of supplies such as soap and sanitary wear for girls.

Additional activities at schools to address issues of life skills in order to add value to education and overall capacity building in the community are to be encouraged.

Coordination mechanisms for education in camps will link into host community coordination under the umbrella of the National education Cluster from which a representative will be a regular participant in Dadaab Coordination meetings alongside the District Education Officer.

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Appendix 1

2011 Dadaab Operational and Implementing Education Partners

Partner	Activity	Location
ADEO	Primary Education; Education in Special Needs; Adult Learning	Ifo camp, Ifo II camp
AVSI	Teacher Training; Capacity building of teachers; School construction and rehabilitation	Dagahaley, Hagadera and Ifo camps Ifo II and Kambioos camps
CARE Kenya	ECD; Primary Education; SNE; Catch-up Primary Programme; Adult Literacy	Dagahaley camp
DRC	Construction of school buildings	Hagadera and Ifo camps
FAI	Capacity Building for Youth in media production for awareness campaigns	Dagahaley, Hagadera and Ifo camps
GiZ	Environmental Education through extra-curricula clubs at schools	Schools in Dadaab community and Dagahaley, Hagadera and Ifo camps
HI	Consultants on children with special needs	Dagahaley, Hagadera, Ifo, Ifo II and Kambioos camps
LWF	Primary Education; ECD; Adult Education; Education in Special Needs	Hagadera camp
NCKK	Peace Education Programme training teachers and students in conflict resolution and related life skills	Dagahaley, Hagadera and Ifo camps
NRC	Youth Education Pack; a combined literacy, numeracy, life skills and vocational skills training programme; Construction of school buildings	Dagahaley, Hagadera and Ifo camps, Dadaab community
SCUK	ECD; Literacy classes for out-of-school children	Dagahaley, Hagadera and Ifo camps
WTK	Secondary Education; English Language Programme to improve language skills; Girl Child education to support girls attendance at school; Scholarships programme for tertiary education	Dagahaley, Hagadera and Ifo camps

2011 Dadaab Supporting Education Partners

Partner	Activity	Location
AAR Japan	Tents as temporary classrooms and fencing of school	Ifo II
UNICEF	Supporting Education Programs implemented by partners	Dagahaley, Hagadera and Ifo
WFP	School Meals Programme	Dagahaley, Hagadera and Ifo

Appendix 2 (a)

Relationship between the Strategy Programme Objectives, INEE Minimum Standards and the EFA goals

Strategy Objective	Minimum Standards	EFA goals
<p>Objective 1. To Increase Equality in Access and Enrolment</p>	<p>All individuals have access to quality and relevant education opportunities.</p> <p>Learning environments are secure, and promote the protection and mental and emotional well-being of learners.</p> <p>Education facilities are conducive to the physical well-being of learners.</p>	<p>Goal 1 Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children</p> <p>Goal 2 Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have <u>access to</u>, and complete, free and compulsory primary education of good quality.</p> <p>Goal 3 Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes</p>
<p>Objective 2. To Improve Quality of Education</p>	<p>Culturally, socially, and linguistically relevant curricula are used to provide formal and non/formal education appropriate to the particular emergency situation.</p> <p>Teachers and other education personnel receive periodic, relevant and structured training according to need and circumstance.</p> <p>Instruction is learner centred, participatory and inclusive.</p> <p>Appropriate methods are used to evaluate and validate learning achievements.</p> <p>A sufficient number of appropriately qualified teachers and other education personnel is recruited through a participatory and transparent process based on selection criteria that reflect diversity and equity.</p> <p>Teachers and other education personnel have clearly defined conditions of work, follow a code of conduct and are appropriately compensated.</p> <p>Supervision and support mechanisms are established for teachers and other education personnel, and are used on a regular basis.</p>	<p>Goal 2 Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good <u>quality</u>.</p> <p>Goal 6 Improving all aspects of the <u>quality</u> of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.</p>

Appendix 2 (b)

Relationship between the Strategy Programme Objectives, INEE Minimum Standards and the EFA goals

Strategy Objective	Minimum Standards	EFA goals
<p>Objective 3: To Cultivate the Value of Education as Protecting and Empowering Children’s Lives</p>	<p>Learning environments are secure and safe, and promote the protection and the psycho-social well-being of learner, teachers and other education personnel.</p>	<p>Goal 4 Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for <u>women</u>, and equitable access to basic and continuing education for all adults.</p> <p>Goal 5 Eliminating <u>gender disparities</u> in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality.</p>
<p>Objective 4: To Build Additional Capacities for Improvement of Life through Cross-cutting Issues</p>	<p>Affected community members actively participate in assessing, planning, implementing, monitoring and evaluating education programmes.</p> <p>Local community resources are identified and used to implement education programmes and other learning activities.</p>	
<p>Objective 5: To Improve Planning, Implementation, Monitoring and Reporting through Coordination and Capacity Building</p>	<p>Education authorities prioritize free access to schooling for all and enact flexible policies to promote inclusion and education quality, given the emergency context.</p> <p>Emergency education activities take into account national and international educational policies and standards and the learning needs of affected populations.</p> <p>There is a transparent coordination mechanism for emergency education activities, including effective information sharing between stakeholders.</p>	

Appendix 3

Checklist for Accountability of Activities in 2012

Note: A similar checklist should be developed every year when the work plan has been developed.

Activity	Completion date
Integrated ECD Programme designed and accepted by all stakeholders including religious leaders and village elders.	
Construction guidelines completed and jointly agreed upon	
15 new ECD centres constructed in or near the blocks	
15 Primary schools constructed following joint guidelines (of which at least one girls' schools)	
1 secondary school constructed following joint guidelines	
Toilets constructed to meet 1:35 girls ratio and 1:65 boys	
One "two schools in one" operational in each camp	
Age disaggregated school data made available	
EMIS system in place	
Community mobilization and awareness raising campaigns organized twice during 2012 (incl ECD, primary and SNE awareness)	
Learning Achievements assessment completed to serve as a baseline	
Somali Social Studies subject curriculum developed	
Textbook distribution to reach 1:10 ratio	
Desks provided to reach 1:5 ratio	
Training on participatory teaching techniques to at least 25% of teachers	
One resource centre in each camp established	
Teacher Training Plan developed	
MOU with MOE signed on deployment of teachers and Quality Assurance interventions including registration of schools	
At least 25% of the teachers are trained on the P1 equivalent certificate	
School management conducted for at least 50% of head teachers	
Joint Quality Assurance monitoring tools developed	
Job descriptions and common selection criteria developed	
Adult basic Education programme offering KCPE subjects developed	
Accelerated Learning Programme introduced	
Joint evaluation plan developed	
All schools have PTAs and 25% meet regularly	
Common Pupil/student council guidelines developed	
School counsellors recruited in 50% of all schools	
Life Skills materials for HIV/AIDS, child rights and gender issues developed	
Environment clubs established in all primary schools	
Joint work plan completed	
Joint fund-raising and visibility strategy developed	
Joint UN staffed office functioning	
SOP for relationships between partners developed	
Emergency Preparedness and Response Plan (contingency plan) developed	

