

UNHCR

**REVISED (1995)
GUIDELINES
FOR
EDUCATIONAL ASSISTANCE
TO REFUGEES**

PTSS/June 1995

PREFACE

This revised edition of 'Guidelines for Educational Assistance to Refugees' replaces a similar document issued in May 1992, under IOM 69/92, FOM 68/92. It incorporates policies developed in response to the 1989 *Convention on the Rights of the Child*, including the 1993 'UNHCR Policy on Refugee Children', the 1994 UNHCR 'Refugee Children: Guidelines on Protection and Care' and recent 'Conclusion. on Refugee Children' of UNHCR's Executive Committee.

The text has been rewritten to take account of the circumstances of the mid-1990s, and in particular the emphasis on the durable solution of voluntary repatriation. This has major implications for refugee education policy.

This edition of the Guidelines also incorporates information on the Albert Einstein German Academic Refugee Initiative (DAFI), funded by the Federal Republic of Germany to assist refugee students attending university-level courses in their countries of asylum. It incorporates guidelines for the various types of scholarship under the Annual Programme, which may from 1996 include a limited number of short vocational scholarships for secondary school leavers, to enable them to acquire job-oriented paraprofessional skills in support of a durable solution for themselves and their communities.

The present document is divided into five Parts. Part I of the Guidelines provides an introduction to the subject of refugee education. Part II gives an overview of UNHCR policies in respect of different types and aspects of refugee education and training.

For readers concerned specifically with education in large-scale refugee situations, Part III offers more detailed guidance on the design and content of education and training programmes.

Part IV offers guidelines for staff concerned with the management of scholarship programmes.

Part V indicates reporting requirements in respect of education statistics.

UNHCR staff are requested to share relevant sections of these Guidelines or a summary thereof with concerned staff of implementing partners.

Comments and suggestions to improve the usefulness of these Guidelines are welcomed and should be addressed to the Education Unit, Programme and Technical Support Section (PTSS), UNHCR. The Guidelines will be updated regularly, and readers should confirm that they are using the most recent edition.

The Guidelines cover the education sector' (Sector 1) in the UNHCR budget system. Handbooks on two activities within this sector (distance education, vocational training) are in preparation.

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EXECUTIVE SUMMARY

1. Education is recognized under various international legal instruments as a human right. Education helps meet the psychosocial needs of displaced and often traumatized refugee children, through restoring structure to their days, providing group activities and encouraging a constructive attitude to the future. Education programmes can convey survival messages and life-skills needed in the refugee situation and contribute knowledge and skills supportive of a durable solution.

Access to education

2. The 1989 *Convention on the Rights of the Child*, a 'normative framework of reference' for UNHCR, requires that the ladder of educational opportunity be 'available and accessible' to every child; with access to school for all children, and with 'higher education' being 'on the basis of capacity by every appropriate means'. UNHCR can promote such access for refugee children by means such as: advocacy; establishment of refugee education coordination committees; and, if necessary, contributing resources to supplement the efforts of the refugees, the host government and other organizations.

3. UNHCR should ensure that the ladder of educational opportunity is open to refugee children, in some form, from entry to class I to the level of at least the first secondary school leaving examination in the system of education which they are following.

4. Only a small proportion of students completing secondary school can be given scholarships to attend university or similar courses under the DAFI programme. Other young people completing this level of schooling should be assisted, where possible, to acquire employment-oriented paraprofessional skills using their secondary education, through individual scholarships or through innovative low-cost training programmes. Many will be future leaders and middle-level administrators/ technicians in their communities.

UNHCR support for schooling

5. The principle that UNHCR should promote access to appropriate education and training for refugees is universal. The implications of this principle will be different in each specific refugee situation. The present Guidelines suggest appropriate interventions by UNHCR and other concerned agencies in particular scenarios and situations. (Advice may be sought from the Education Unit, PTSS, regarding education policy and programmes for situations which differ substantially from those described.)

(v)

6. Support from the international community is most likely to be needed when a large refugee population enters a sparsely inhabited area of a developing country. In this situation, rapid educational response normally requires that the refugee community be assisted to develop temporary schools for their children, which can be gradually improved, pending a durable solution. Three main phases have been distinguished (by UNICEF/UNESCO/UNHCR):

Phase 1: Recreational/ Preparatory

Phase 2: Non-formal schooling

Phase 3: Near-normalcy

A: Restoration of curriculum

B: Introduction of mixed curricula.

7. In Phases 1,2 and 3A, the content of schooling should follow the principle of education for voluntary repatriation, with refugee teachers providing a familiar type of education, using familiar languages of instruction. The content of schooling should follow the basic curriculum of the country or area of origin. If repatriation is delayed, there should be discussions between refugee and host government educationists, regarding the possible introduction of a 'mixed' curriculum which 'faces both ways', incorporating elements of the host country curriculum, where this is substantially different (Phase 3B). If return is further delayed, or there is considerable local settlement, the host country curriculum may be adopted by mutual consent.

8. Children and youth who were in the upper classes of the school system in their home country should be included in the rapid response phase of an emergency; for example, by having classes to maintain their basic study skills in an afternoon 'shift' at centrally-located 'primary' schools. Older children who were not in school at the time of leaving their home country and who had not completed primary education should be admitted to primary school classes if they wish to study, perhaps in a separate 'shift' at centrally-located schools.

9. Where refugees are mixed among local rural populations, and their children can be accommodated in local schools, UNHCR or other agencies may assist local schools to absorb refugee pupils. This solution is more practicable where the language(s) of instruction is/are familiar to the refugee pupils.

10. UNHCR's role in respect of schooling for urban refugees includes advocacy, coordination, counseling, and support for children from vulnerable families.

11. Schooling should be provided to refugee children in 'transit' camps (except where the length of stay is short) and to children who are asylum-seekers.

Enhancing the employability of secondary school leavers

12. A limited number of vocational scholarships for secondary school leavers may be available under the Annual Programme (replacing the type of scholarship previously funded under the Education Account). Such scholarships should normally be for short, job-oriented 'paraprofessional, courses, to prepare beneficiaries for middle level office/ administrative/ supervisory/ technician levels of employment. (Current Education Account scholarship-holders may finish their present courses, however.)

13. Scholarships, whether under the DAFI or Annual Programme, should normally be within the country of asylum. If students have studied previously in a language different from that used in the country of asylum, they should be encouraged or assisted to learn the language of the asylum country, e.g. by classes organized in refugee camps or settlements, before applying for scholarships.

14. Where there are substantial numbers of displaced university students and secondary school leavers in refugee camps or settlements, UNHCR and other agencies may support low cost courses in language skills, administrative/small business management skills and possibly other subjects (not requiring expensive facilities), to maintain their study skills and enhance their employability.

UNHCR support for other education and training activities

15. UNHCR should not support costly vocational skills training centres. Approaches such as apprenticeships, mobile courses, and 'sandwich' courses are preferred. Since market openings are limited, assistance should be targeted to vulnerable groups, such as the disabled and needy female-headed households, where practicable.

16. UNHCR staff should motivate refugee communities to organize non-formal education and training activities, such as pre-schools, literacy or language classes, study of traditional or modern handicrafts, and cultural, recreational or sports activities. UNHCR support for such activities should typically comprise staff training, start-up materials and equipment, etc. and materials for constructing simple accommodation, if needed.

Community-based approach and sustainability

17. Education and training programmes should preferably be community-based, and managed on a decentralized basis by or with refugee committees. Where possible, implementing partners should be contracted to train refugee committees to manage educational activities, not to run them for the refugees.

18. Refugee teachers should be given 'incentives' (in cash or kind) not formal 'salaries', since they receive relief assistance and are helping their own community (also because of constraints on humanitarian funding). 'Incentive' levels of remuneration are more likely to be sustainable if donor funding is reduced and after repatriation.

Participation of girls and women

19. Participation of girls and women should be promoted by strategies developed jointly with refugee women.

Promoting environmental, health and reconciliation awareness

20. Formal, non-formal and informal learning channels should be used to convey environmental, health and reconciliation messages to refugee children, youth and adults.

Terminology

21. The terms 'primary', 'secondary' and 'tertiary' education are basically administrative categories for use within a single country, and have no precise educational meaning from an international perspective. This can be seen from the wide variation in the number of years of schooling classified as 'primary' or 'secondary' in different countries, and the changes made intermittently within individual countries.

22. Where these terms appear in the Guidelines, 'primary' refers to the stage of schooling including class 1, 'secondary' refers to the upper stage(s) of schooling oriented towards key 'school-leaving examinations', and 'tertiary' refers to courses with admission requirements similar to those of universities in the country concerned.

23. The term 'vocational training' refers here to any training for the acquisition of specific occupational skills. The term 'paraprofessional courses' is used in the Guidelines to refer to training for 'middle level' occupations, for which a good educational background is essential. The term 'skills training' is used here mainly for the teaching of 'craft' skills, through courses or apprenticeship schemes.

PART I. INTRODUCTION

1. Objectives of refugee education
2. Refugee education and international law
3. UNHCR support for refugee education and training
4. Current situation of refugee education

1. OBJECTIVES OF REFUGEE EDUCATION

Education is needed for refugee children's personal and social development, to meet psychosocial needs after trauma, to convey life-skills for survival, and for a durable solution. *

1. 1. Education is recognized as a human right in international instruments such as the *Universal Declaration of Human Rights* and the *Convention on the Rights of the Child*. It is a necessary foundation for personal development and adequate social functioning in the modern world. The right of refugees to education is recognized in the 1951 *Convention relating to the Status of Refugees*. As noted below, rapid educational response is now seen as a means of addressing the psychosocial needs of victims of mass population displacements, caused by war, civil conflicts and persecution. Education can convey knowledge and skills important for survival in a refugee crisis, and can help prepare for a durable solution such as voluntary repatriation.

1.2. Meeting psychosocial needs, Refugees have fled their home country because of fear of persecution or to escape civil conflict, and have often seen or suffered traumatic experiences. Children have lost their sense of security, and valued relationships have been shattered. Older children and young adults, torn from their schools or daily work, feel additionally the loss of their future. A primary reason for supporting refugee education programmes, and supporting them as soon as possible, is thus psychosocial. Children regain emotional balance by coming together for games and study. School can focus children's attention, stimulate their creativity, and help develop social skills and a sense of responsibility. Teachers can be trained to look for signs of emotional problems, to help children cope with their experiences and to identify those needing special individual attention.

1.3. Conveying survival messages and life-skills. Important messages relating to health, hygiene, environmental protection, and other aspects of refugee life, as well as messages of reconciliation, can be conveyed through schools and non-formal education programmes.

1.4. Contribution to a durable solution: education for social and economic development. Education and training can contribute to the durable solution of voluntary repatriation', through giving children the knowledge, skills and emotional stability to successfully re-enter the education system in their home country, and eventually contribute to the social and economic development of their communities.

1.5. Where 'local settlement' is the durable solution, education and training will provide support for the social and economic development of the area of settlement and the host country. Education can also prepare for resettlement, another durable solution, but one which is currently reserved mainly for individual security and vulnerability cases.

*Key points are summarized, in italics, at the beginning of each section.

2. REFUGEE EDUCATION AND INTERNATIONAL LAW

Education must be available and accessible to refugee children, including children in 'transit camps'; and asylum-seekers.

2. 1. Convention relating to the Status of Refugees. The right of refugee children to public education was spelled out in the 1951 *Convention relating to the Status of Refugees*, Article 22, 'Public Education': 'the Contracting States shall accord to refugees the same treatment as is accorded to nationals with respect to elementary education'. Regarding other types of education, the Contracting States are requested to 'accord to refugees treatment as favorable as possible, and, in any event, not less favorable than that accorded to aliens generally in the same circumstances, with respect to education other than elementary education and, in particular, as regards access to studies, the recognition of foreign school certificates, diplomas and degrees, the remission of fees and charges and the award of scholarships'. (The meaning of the term 'elementary education' was not defined, but at the time often carried the implication of about 7 to 9 years of general schooling).

2.2. Convention on the Rights of the Child (CRC). The CRC, which was adopted by the General Assembly of the United Nations on 20 November 1989, provides an important tool and guide for assessing not only the needs and rights of children generally, but also the special needs of refugee children. For the more than 170 States that have ratified the Convention, the CRC provides a basic legal framework defining their responsibilities towards all the children within their jurisdiction, including refugee children. Moreover, in view of its wide acceptance by States, it is clear that the CRC represents a broad consensus of the international community with respect to the needs of children. UNHCR's Policy on Refugee Children (1993) notes that, as a United Nations Convention, the CRC 'constitutes a normative frame of reference for UNHCR's action' on behalf of refugee children.

2.3. The CRC emphasizes the rights of all children to education, in terms which override previous entitlements, unless those were more favorable (Article 41). It sets out the following guidelines, and urges States Parties to 'promote' and encourage international cooperation' to facilitate their progressive implementation in developing countries:

'Make primary education compulsory and available free to all;

Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;

Make higher education available to all on the basis of capacity by every appropriate means...' (Article 28) (emphasis added).

2.4. The CRC thus makes it clear that education must be available and accessible to all children; including refugee children (even those in transit camps for more than a short period) and asylum-seekers:

'States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's ... national, ethnic or social origin ... or other status' (emphasis added) (Article 2).

3. UNHCR SUPPORT FOR REFUGEE EDUCATION AND TRAINING

UNHCR should identify educational requirements early in an emergency so that prompt attention may be given to such needs.

3.1. Place of education in the UNHCR programme, UNHCR has been supporting education programmes for refugees since the 1960s, when 'Primary' education activities were funded under its General Programme and 'secondary', 'tertiary' and 'vocational' education were funded under a special 'Education Account'. 'Junior secondary' education has been funded under the UNHCR Annual Programme (rather than the Education Account) from the mid-1970s, and 'Higher Secondary' was included under the Annual Programme from 1989.

3.2. Tertiary education is now funded under the Albert Einstein German Academic Refugee Initiative (DAFI). (No new beneficiaries have been accepted under the Education Account since 1994.)

3.3. Executive Committee 'Conclusion on Refugee Children'. 1994. EXCOM has placed increasing emphasis on the education of refugee children, stressing in 1994 that:

. educational programmes for refugee children contribute enormously to their well-being and towards finding a durable solution for them' (EXCOM Conclusion on Refugee Children, October 1994).

3.4. In the same Conclusion, EXCOM requested the High Commissioner

'to continue her efforts to give higher priority to the education of all refugee children, ensuring equal access for girls, giving due regard to the curriculum of the country of origin'.

3.5. EXCOM also stressed the importance of rapid educational response, welcoming the early deployment of Community Services Officers in emergencies as a means of identifying and addressing children's various needs; and urged UNHCR

'to identify educational requirements in the early stages of an emergency so that prompt attention may be given to such needs'.

3.6. EXCOM had earlier, in 1987, stressed the importance of meeting the 'special psychological, religious, cultural and recreational needs of refugee children in order to ensure their emotional stability and development'.

4. CURRENT SITUATION OF REFUGEE EDUCATION

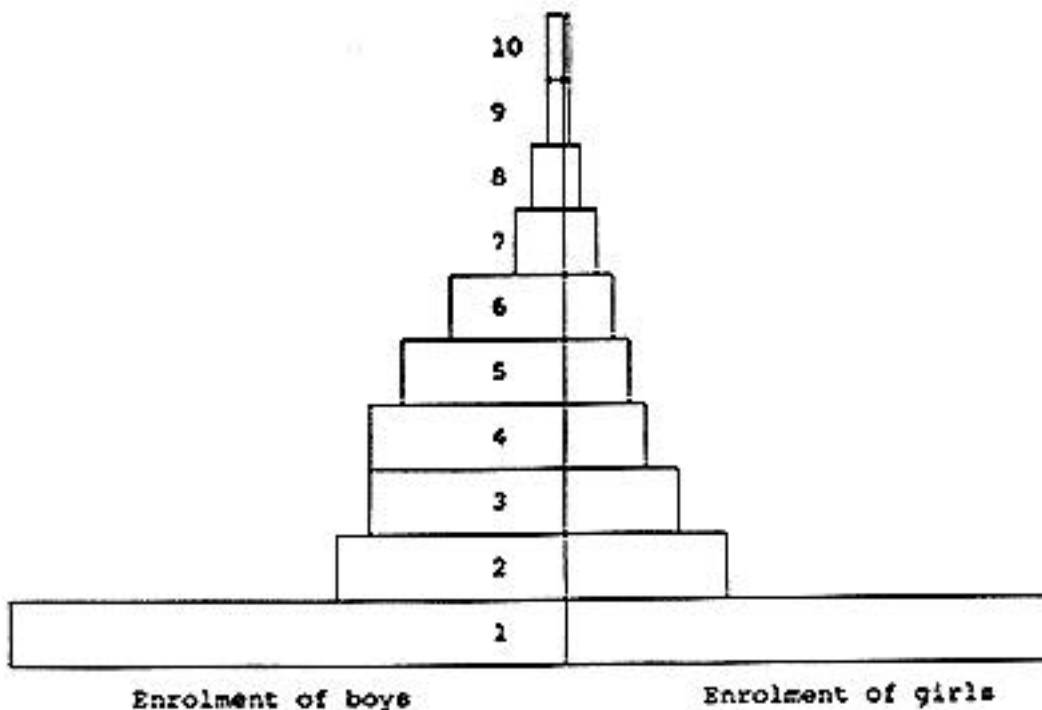
The refugee 'education pyramid' is often broad-based and narrow-topped, with more boys than girls.

4.1. In 1993, UNHCR itself funded or co-funded the schooling of over 600,000 refugee children, together with about 2,500 students at post-secondary level, 1,000 trainees on vocational courses, 16,000 students on literacy courses and 3,000 refugees learning a needed foreign language.

4.2. These figures do not include the many refugee students whose education in government, private or NGO-run institutions in their countries of asylum is not funded by UNHCR. Comprehensive data on refugee education is not available.

4.3. The 'education pyramid' Projects for refugee schooling funded by UNHCR in 1993 in Third World countries mostly show an 'education pyramid' with a broad base and narrow top. (This reflects the situation in the rural areas of the countries from which most of the refugees originated.) Some 55 % of the about 500,000 refugee pupils in these countries whose schooling received UNHCR support were in class I and class 2. Another 32% were in classes 3, 4 and 5. A typical refugee education pyramid is shown below. There is clearly a need to reduce drop-out and improve female participation.

Refugee 'Education pyramid' for Regional Bureau for Africa
(UNHCR-funded schooling, 1993)
Class



PART II

UNHCR EDUCATION POLICY: AN OVERVIEW

5. Assistance policy: schooling
6. Assistance policy: secondary school leavers
7. Assistance policy: skills training
8. Assistance policy: other educational activities
9. Some general policy issues

The Problem of terminology. Like other international agencies, UNHCR faces problems of communication due to different ways of organizing and naming educational activities in different countries. Words like 'primary', 'secondary', 'tertiary' or 'higher' education, and 'vocational' or 'skills training', have different meanings in different countries, and cannot always be translated exactly from one language into another.

The term 'Primary, education normally refers to the first school in which the skills of literacy, numeracy, other subjects and lifeskills are taught. In some countries, the name applies to 4 years of schooling, in others 5, 6, 7 or 8 years of schooling. It is thus meaningless in international terms. 'Secondary education, is an equally unclear concept in international terms, since it may begin in class 6, 7, 8 or 9 and continue to class 10, 11, 12, 13 or 14, according to country. Terms such as 'tertiary', 'higher', and 'post-secondary' education likewise have a meaning only in a specific national context.

According to the UNESCO Statistical Yearbook (1994), most countries had a 'first level I of schooling comprising 5 to 8 years of study (4, 9 or 10 in some instances). There is similar diversity regarding the 'second' level of education.

Decisions of the Executive Committee. UNHCR resolved some of the problems associated with terminology in 1976 when its Executive Committee decided that 'lower secondary' schooling should be included with 'primary, schooling under the General Programme (rather than under the separate 'Education Account'):

'Lower Secondary schooling and vocational training at this level should be the minimum assured to refugee students and thus be included as a standard component of integration assistance, in the same way as primary education. Moreover, in a number of countries primary and secondary level education are amalgamated into one continuing cycle, which will be obligatory for nationals'.

UNHCR resolved the problem of distinguishing between 'lower, and 'higher, secondary education in 1988, when the Executive Committee decided to include all 'secondary' education under the General Programme:

'UNHCR assistance at post-primary level is granted to refugees in developing countries.

Important expansions and reforms of the international system have been accomplished in these countries which render the traditional division between lower and higher secondary education no longer valid. The overall tendency is for refugee children, especially in urban education ... to complete a full schooling cycle. Refugees then stand better chances to gain employment.'

5. ASSISTANCE POLICY: SCHOOLING

UNHCR should ensure access of refugee children and youth to primary and secondary schooling.

5. 1. The concept of access . Children and youth who have become refugees should continue to have access to education and training. The trauma of exile should not be aggravated by the trauma of loss of educational opportunity,

5.2. It is important also in the context of durable solutions to promote continued access to study opportunities for those refugee students who have reached the upper levels of the schooling pyramid, as well the larger numbers in the lower grades. This is to ensure that there will be a cadre of middle level opinion leaders, administrators and technicians to promote the future social and economic development of the community.

5.3. UNHCR should therefore ensure that the ladder of educational opportunity is open in some form, from entry to class I to the level of at least the first secondary school leaving examination.

5.4. While UNHCR should attempt to ensure access to the ladder of educational opportunity, it must be recognized that emergency conditions will not necessarily allow the ladder to be climbed at the normal speed; and that cost levels must be contained.

5.5. Role of UNHCR. UNHCR's role in promoting refugees' access to education will vary according to the specific circumstances. In some instances, UNHCR may be able to ensure educational access through advocacy or establishment of coordination mechanisms. In other instances, responsibility for external funding of refugee education programmes may fall primarily on UNHCR.

5.6. The nature and extent of UNHCR's involvement in supporting access to schooling (and other education sector programmes) will relate in part to the demographic and socioeconomic setting:

Large refugee emergency: where large refugee populations have entered sparsely inhabited areas, and refugees would overwhelm any local facilities, UNHCR must ensure the development of refugee education programmes.

Mixed rural populations: where a limited number of refugees live alongside a local population, UNHCR would normally expect refugee children to attend local schools and should, if necessary, help local schools to cope with the larger number of pupils.

Urban areas: in urban areas refugees may have access to income-earning opportunities and to local schools, and UNHCR's financial involvement may be limited to special cases.

5.7. UNHCR policies in these situations are outlined below, together with brief comments on children in transit camps and asylum-seekers.

5.8. Scenario Of a large refugee emergency: phases of response

In a large refugee emergency, UNHCR should promote, and fund if necessary, the rapid introduction of recreational activities, non-formal schooling and structured schooling, on a phased basis, with due attention to older students.

5.8.1. Based on recent experience UNHCR, UNESCO and UNICEF have distinguished three main phases of emergency response: a recreational and preparatory phase, a non-formal phase, and the near-normalcy phase (also known as the reintroduction of curriculum). These phases are briefly described here, and are elaborated in more detail in Part III[of the Guidelines. (It may be noted that there is not always a clear demarcation between the phases, and that the third phase has to be subdivided, unless there is speedy voluntary repatriation.)

Phase 1: Recreational/Preparatory, UNHCR should form a rapid response refugee education coordination committee for the area and normally chair or co-chair it. Where appropriate, camp management or community service NGOs should promote and guide the formation by refugees of school (or school cluster) education committees to initiate children's recreational activities and prepare sites and shelter for emergency schooling.

Phase 2: Non-formal Schooling, While teachers may give simple lessons under Phase 1, Phase 2 resembles normal schooling in the home country, except that fewer subjects are taught, resources are limited and some teachers may be inexperienced. The materials required for this stage include, as a minimum: temporary shelter, blackboards (or black-painted surfaces), chalk, writing materials for the children. The duration will depend on the scale of the emergency and the time required to procure school textbooks for moving on to Phase 3.

Phase 3: Near-normalcy (Re-introduction of Curriculum), Phase 3 is when the core curriculum is resumed, with standard textbooks. If the refugees' previous education system (especially the languages) of study) was substantially different from that of the host country, there should be sub-phases:-

Phase 3A: 'education for repatriation', using the basic curriculum of the country or region of origin, begins when teachers (and pupils, if possible) have enough school textbooks (or photocopied texts) to recommence the schooling that was interrupted by flight.

Phase 3B: if repatriation is delayed, the refugees and host government may wish to introduce a host country language as a subject of study. If repatriation is further delayed, the question of curriculum mix (combination of country of origin and country of asylum curriculum materials/languages, or mainly asylum country curriculum) may be reviewed, having regard to the expected durable solutions) for the refugees concerned.

5.9. Scenario of mixed rural populations

Mere a limited refugee population enters a country with a similar education system, UNHCR should help local schools absorb refugees, and allow local children to attend any schools set up in areas of refugee concentration.

5.9.1. Scenario of schooling in mixed rural populations. Where a limited refugee population resides alongside local citizens, it may be practicable for refugee children to attend local schools. Circumstances vary widely, but some typical scenarios are reviewed below.

5.9.2. Small numbers of refugees, similar education systems, enough places. Where a small number of refugees reside near local government schools, the host government may be requested to admit the pupils on humanitarian grounds. If this does not worsen the educational opportunities of local children, no further action by UNHCR -or other outside agencies is needed. However, refugee children from vulnerable families may be given financial help or help in kind (writing materials, school books, clothing, transport, fees, as necessary). Also, refugee communities may be encouraged to establish non-formal classes in out-of-school hours for their children to undertake studies, cultural activities, etc. related to their country of origin.

5.9.3. Moderate number of refugees, similar systems, not enough places (or other resources). UNHCR or other agencies may provide additional resources to the government schools in a refugee-hosting area, to enable these schools to accommodate refugee children. One approach is to give an initial grant, in return for which the government schools will provide services over the period of refugee residence. For example, UNHCR may fund the construction of additional classrooms (and/or repair of existing ones, and/or provision of temporary additional shelter), provide school furniture, equipment, books, materials, etc., to expand the capacity to receive refugee pupils and to ensure a better quality of schooling for local children also. In this model, the government provides any additional teachers that are needed.

5.9.4. Sometimes the government is unable to pay the salaries of additional teachers and other recurring costs of extra pupils. In this case, calculations would have to be made about the relative costs to UNHCR of paying for refugees to attend local schools or establishing temporary schools for refugee children, until the durable solution is clearer. UNHCR and an implementing partner might establish refugee schools in some of the more heavily refugee-hosting areas, with these schools also being open to local students.

5.9.5. Dissimilar systems, It is problematic for refugee children to study in schools using unfamiliar languages of instruction. This should be avoided unless and until proper transition arrangements have been made. Options here include establishment of refugee primary schools, or refugee shifts in local schools, teaching as a subject the languages needed for transfer of pupils in higher classes to local schools.

5.10 Urban areas

UNHCR's role in respect of schooling for urban refugees includes advocacy, coordination, counseling (for individuals and communities) and support for children from vulnerable families.

5.10.1. Advocacy. It may be necessary to approach the host government regarding the admission of refugee children to local schools. Problems may include lack of documentation (refugees who left home in haste without evidence of children's school attainments), mismatch between school curricula in the countries of origin and asylum, etc.

5.10.2. Coordination. A number- of agencies may be active in refugee education, especially in a capital city. UNHCR Branch Offices should where appropriate convene, or co-chair with the host government, an education coordination committee, including the host government, concerned UN agencies and NGOs, refugee educators, and one or more sympathetic host country educationalists (in addition to the government representatives). This committee can review problems faced by different refugee communities and propose remedial action. (It may serve as, or liaise with, the coordination committee for scholarships (see section IV below).

5.10.3. Counseling and community initiatives, Individuals and communities may be offered guidance on access to schooling, and on any special arrangements that would help children adjust to and benefit from available opportunities in host country institutions. Communities may be advised on self-help approaches to organizing pre-school activities, and extra classes for children to study home country languages and culture (or to cope with local curricula); modest financial support may be provided for self-help initiatives of this type, especially for training of teachers, and supply of materials.

5.10.4. Vulnerable families, Community Services Officers may identify vulnerable families (e.g.. female-headed households) whose children require financial assistance to meet the costs of schooling.

5.10.5. See also 'Community Services for Urban Refugees' (PTSS, 1994).

5.11 Transit camps and asylum-seekers

Schooling should be provided to children in 'transit' camps and to asylum-seekers.

5.11.1. Education activities should be initiated in 'transit' camps, except where the length of stay is too short. Non-formal schooling should be provided, as a minimum, if the host government has objected to the establishment of formal schools (see also para. 2.4 above). Other assistance in transit camps should, where possible, be made conditional on children's access to some form of schooling there.

5.11.2. Children who are asylum-seekers should not suffer any form of discrimination as regards access to education. UNHCR should promote, and if necessary fund, their schooling (see para. 2.4 above).

6. ASSISTANCE POLICY: SECONDARY SCHOOL LEAVERS

A limited number of scholarships are available to support studies in host country institutions, oriented to durable solutions. Innovative low-cost study mechanisms may also be supported.

6.1. UNHCR scholarship programmes. Post-secondary refugee students have been supported for university or other formal studies under a special 'Education Account', since the 1960s. Since 1992, a Trust Fund known as DAFI (Albert Einstein German Academic Refugee Initiative), funded by the Federal Republic of Germany, has also supported students attending university or other courses with similar entry requirements. (For particulars of the DAFI programme, please see Annex 2.)

6.2. Restructuring of the scholarship programme. New admissions to scholarships under the Education Account were terminated in 1994. As from 1996 a limited number of vocational scholarships for secondary school leavers may be available under the Annual Programme. Beneficiaries of such scholarships should follow short job-oriented 'paraprofessional' courses, that will use their secondary education and will equip them with middle-level skills needed for employment while in exile and after repatriation. The Education Unit, PTSS, should be informed in advance of the proposed courses of study, for advice and to ensure comparable approaches in different countries.

6.3. Internships/work-experience, for DAFI and Annual Programme scholarship-holders. In future, greater emphasis should be placed on the constructive use of vacation periods, and of any lengthy period of closure of institutions due to disturbances. Allowances should normally be paid during these periods on the basis that, if practicable, the student obtains a UNHCR-approved work-experience placement and provides evidence of regular attendance (preferably a placement relevant to future employment).

6.4. Opportunities for non-scholarship holders. In some rural locations there are large numbers of refugee students who have completed secondary school, have few opportunities for employment, and wish to continue their studies (or to resume their studies, if they were at university prior to displacement). Low-cost and self-help approaches to continuing education for non-scholarship-holders should be encouraged, such as afternoon or evening classes in language studies and office/ administrative/ small business management skills; or in other areas in which expertise is available (e.g. from project staff).

6.7. Low cost distance education possibilities may sometimes exist, and might be suitable for those who had done well in language classes.

7. ASSISTANCE POLICY: SKILLS TRAINING

UNHCR may fund carefully-designed low-cost skills training projects, subject to availability of funds. Priority should be given to disabled refugees/refugees from vulnerable families.

7.1. Modalities of assistance, In some circumstances, UNHCR may support placement of selected individual refugees for skills training in host country training centres, through award of scholarships). Another option is to negotiate a 'block' enrollment of a group of refugee students in a host country institution (alongside national students, or in a separate 'shift' using their own language). Where refugee numbers are large, then new 'skills training' projects may be established (preferably open to some local students as well as refugees). Especial consideration should be given to the needs of vulnerable refugee groups, such as the disabled.

7.2. For more detailed comments on skills training projects, see section 16 below. For guidelines on management of scholarship programmes, see Part IV below.

8. ASSISTANCE POLICY: OTHER EDUCATION-ACTIVITIES

8.1.1. Foreign language training/cultural orientation, When refugees arrive in a country where a language is used that they do not know, it may be appropriate to fund language training. Language classes may also be needed for resettlement cases.

8.1.2. Initial or further study of an international language can be a constructive activity for young refugees. Group tuition can sometimes be organized by refugees on a self-help basis; in which case UNHCR should be willing to provide study materials and perhaps other support. In other cases, UNHCR may need to fund individual tuition.- UNHCR scholarships for refugee youth will in future be awarded mainly for study within the asylum country, and demonstrated competence in the language of study there will be a prerequisite for receiving an award. Command of one or more international languages will in any case enhance the future employability of refugees.

8.1.3. The advice and assistance of agencies such as Alliance Francaise and the British Council may be sought, regarding certification of language studies undertaken by refugee students, including study groups in refugee camps. Assistance in the form of materials and/or expertise might be available from these or other agencies.

8.2. 1. Non-formal education and training The term 'formal' education and training refers typically to programmes that appear in the chart of a country's education system', that have entry requirements defined in terms of the education ladder, and examinations (leading to certificates) organized by or recognized by the government. In contrast, 'non-formal' programmes have minimal entry requirements, and are developed to meet particular social or economic needs.

8.2.2. Non-formal programmes organized by and for refugees may include literacy classes various types Of 'awareness' programmes, and cultural/recreational/sports/ hobby activities with a learning component. They may be supported through community motivation, encouraging funding by other organizations, and if necessary funding or co-funding by UNHCR (typically for materials/equipment and training of trainers or of community volunteers; with 'incentive' payments possible where there is a full-time work-load for the refugee organizers).

8.2.3. Literacy is to be encouraged, in view of its role in social and economic development and the special needs of a displaced population, having. to cope with unforeseen circumstances and interact with international agencies. The structure of a refugee literacy programme should emerge from preferences of the refugee population: any preferred separation by sex or age-group; timings (time of day, duration, seasonal factors); locations; whether combined with other learning activities, etc. The availability of suitable existing adult literacy and post-literacy materials for the concerned language and setting should be investigated before developing new materials.

8.2.4. Course materials, or post-literacy reading materials, may convey relevant 'awareness' messages (see section 21 below). A competition may also be organized in order to generate fictional materials illustrating these messages for new literates. A few copies can be photocopied, bound and circulated; or, if numbers justify it, collected materials can be printed locally.

8.3. Reading/ library facilities, Small community reading rooms or libraries represent a means for informal education on practical issues, as well as practice in using literacy skills. UNHCR should support such initiatives with help such as materials for construction and shelving, and the purchase or production of reading materials for neo-literates. Communities should assume responsibility for setting up and managing such facilities, and may be encouraged to approach appropriate agencies for donation of suitable books.

8.4. Cultural/recreational/sports/hobby - activities with a learning component. Since many refugees are in conditions which limit their range of activities, it will often be desirable to promote community self-help initiatives in the field of cultural activities and traditions, and sports/ recreational activities. UNHCR may provide materials and training, if required, in support of community initiatives. These activities are especially important in creating a positive attitude on the part of adolescents and young people, rather than depression, apathy, violence or militarism.

9. SOME GENERAL POLICY ISSUES

9.1. A number of issues relating to several or all types of education and training programmes are reviewed in this section. For a more detailed discussion of their application in the situation of a large refugee emergency, please see Part HI below.

9.2. The community-based approach. For effectiveness and sustainability, assistance programmes build upon community initiatives and structures wherever possible. Humanitarian agencies should implement education projects incorporating training of community organizations such as school management committees in necessary management skills, rather than implementing indefinitely projects in which refugees are passive beneficiaries.

9.3. The community-based approach can be used to bring together urban refugees in a common endeavour. In large refugee emergencies, community structures should be developed in support of all education sector activities.

9.4. Participation of girls and women. Consultations with refugee women's groups are important in understanding the cultural and socioeconomic situations of female refugees, and in design of appropriate approaches and programmes. Where various types of scholarships are awarded for academic or vocational/ paraprofessional studies, there should be an equal participation by sex in each category, where possible. In any case, 50% of the total number of scholarships (all categories combined) should be awarded to female refugees.

9.5. Education and training of disabled refugees. Disabled refugee children should receive support for schooling, whether as individuals or groups. Agencies implementing education projects should incorporate appropriate arrangements for the disabled. Since disabled persons have various disadvantages in the employment market, e.g.. lack of mobility or physical strength, they should have priority access to scholarships, and priority of place in vocational training programmes.

9.6. Use of non-traditional approaches As larger numbers of refugees seek education and training at higher levels, the use of nontraditional methods such as distance education will need to be systematically explored. Branch Offices in countries of asylum will need to be aware of any relevant correspondence courses, external examinations set by universities or other institutions, distance learning institutions, etc. in the country concerned.

9.7. Promotion of 'awareness' messages. Educational programmes should be supplemented with 'awareness' programmes and materials, incorporating messages relevant to survival and reconciliation. These should include messages relating to the environment, to health and hygiene, to dangers posed by mines (where relevant) and to the need for conflict resolution and reconciliation.

9.8. Peroration for repatriation, All education sector projects should be designed with a view to promoting durable solutions, initially voluntary repatriation. The school curriculum should be supportive of return as should the content of vocational training and non-formal education projects. In any case, full documentation should be provided to returning refugee students and teachers.

**PART III: REFUGEE EDUCATION IN
LARGE SCALE EMERGENCIES, ORIENTED TO DURABLE SOLUTIONS**

10. The stages of educational response in a large scale refugee emergency; Phase 1: Recreational/preparatory
11. Phase 2: Non-formal schooling
12. Phase 3A: Education for early voluntary repatriation
13. Phase 3B: Adjustment to extended stay
14. Building a future for older students
15. In-service teacher training
16. Skills training
17. The community-based approach
18. Participation of girls and women
19. Education and training of disabled refugees
20. Use of non-traditional approaches
21. Promoting environmental, health and reconciliation messages
22. Education and repatriation
23. Inter-Agency cooperation

**10. THE, STAGES OF EDUCATIONAL RESPONSE
IN A LARGE SCALE REFUGEE EMERGENCY-
PHASE 1: RECREATIONAL/PREPARATORY**

Rapid educational response should begin with mobilising interested community members to initiate group activities such as games and help undertake a needs assessment.

10.1. Stages of educational response. Refugee emergencies can take many forms, and the procedures for rapid response and subsequent consolidation of educational activities will vary widely. Part III of this document elaborates on the scenario of an emergency in which a large population of refugees is accommodated in a remote location. A possible response was outlined in section 5 above; with notionally 3 phases, namely, recreational/preparatory, non-formal, and near-normalcy (re-introduction of curricula). Some general guidelines for Phase 1 of such a scenario are outlined in this section.

10.2. Involving the community in recreational and preparatory activities. Community Services officers or field staff of UNHCR/NGOs/government departments, who work with newly arrived populations, have to undertake a rapid appraisal of the refugee population and their circumstances. Especial attention has to be given to water, food, cooking fuel, shelter and health, and to the vulnerable groups. While organizing these basics, community spokespersons will emerge, and some of these will be teachers or students. They will be interested in the restoration of education activities, and can be informed that a first priority (once health and other conditions permit) is to bring children together for recreational activities - games, songs, listening to stories, and perhaps some simple lessons. An informal education committee can be formed in each location where there is a wish to work for immediate resumption of educational activities.

10.3. Demarcating school sites. Community Services Officers or field staff may bring site planners and community representatives together to identify sites that could be used for recreational activities, schooling and perhaps other community activities, and to demarcate them, e.g. with boulders painted white. While simple recreational activities can take place almost anywhere, it will be easier to keep school spaces clear if they are in active use for children, through community-based initiatives.

10.4. Estimating pupil numbers An initial estimate of the numbers of children likely to attend school can be made, by asking teachers and students in selected locations to visit every hut/tent and inquire how many persons live there (adults and children), which of the children were attending school before becoming refugees, and which school classes they were in, which children were due to start school soon or wish to do so. The results of this survey in selected locations can be multiplied up to cover the whole camp.

10.5. Another approach is to obtain data on school attendance (preferably in each class level) in some other location where schools for refugees from the same country have already been established. In case this is not applicable, statistics on the percentage of boys and girls attending school in the country of origin can be consulted (see Annex 5), although these may not be typical of the refugee population.

10.6. The initial estimate of school enrollments will only be very approximate, and should be revised as schools are established and needs become evident. (There is no need to delay action pending a formal 'survey', since this also may not give an exact prediction of actual demand.)

10.7. As the first schools are established, the possible interest of older 'out-of-school' children (those who never entered school, or dropped out quickly) will become apparent. There should be no age barrier- for children who wish to begin or resume schooling; but there may need to be a special shift for older children.

10.8. Use of shifts In Phases 1 and 2 of an emergency, it may be appropriate to use available school space intensively, on a 2 or even 3 shift basis (depending, inter alia, on the climatic conditions). If it appears that repatriation will be delayed, then the use of shifts should be reduced, by increasing the number of classroom spaces; with the aim of progressively increasing the hours of schooling to normal levels.

10.9. Emergency materials, The emergency budget should provide for local purchase of simple recreational materials (footballs, volleyball nets, or whatever is quickly available locally) and simple classroom materials. Procurement of blackboards should be envisaged from the start (see next section): they will always be needed if there is to be rapid educational response. Meanwhile black paint and chalk may be procured locally, and packing materials painted as blackboards, and perhaps as slates. Relief agency offices may supply teachers with a small quantity of paper, if asked.

10.10. Shelter. If the expected durable solution is rapid voluntary repatriation, it is more important to invest in 'human resources' - education of students and training of teachers - than in semi-permanent buildings. Initial shelter should be erected by the refugee community, using similar materials to those used for family shelter, e.g. plastic sheeting, mud walls, etc. according to the circumstances. School tents may be used, if available.

10.11. Resource persons from the community, It must be made clear that at this stage community members offer their services as teachers on a voluntary basis, and that there is no commitment that the persons concerned will definitely be included in any more structured activities that come later.

10.12. Coordination role of UNHCR. UNHCR should convene informal refugee education coordination committees for each locality (including prospective implementing partners, other agencies wishing to support/supporting refugee education activities, the District Education Officer and refugee educationists) and normally chair or co-chair it.

11. PHASE 2: NON-FORMAL SCHOOLING

Humanitarian agencies and communities should cooperate to establish non-formal schooling on a systematic basis as soon as possible.

The content of schooling should follow the country of origin pattern at this stage.

11.1. Community-based approach, In Phase 2, communities should be systematically encouraged to create and manage self-help non-formal schooling. Typically, a community services or camp management NGO will initiate this stage, by encouraging the establishment or further development of community education committees and by entering into discussion with them regarding the support they might need to initiate non-formal schooling.

11.2. Use of country-of-origin= curriculum content, and refugee teachers, Although there is only limited schooling in Phase 2, non-formal schooling should be based in terms of language(s) of instruction and general content on the pattern of schooling in the country of origin. This is for several reasons. First, the psychosocial factor. Refugee children have faced enough change. They should study familiar educational topics, in the language(s) normally used at their level in the country of origin. Secondly, they should study with teachers who are from their home country: this will again lessen the shock of exile to the children, and will also provide a meaningful role for the refugee teachers. Thirdly, it is important to build up, through training, a cadre of teachers who can reconstitute the education system of the displaced community after return home. Fourthly, the service of teaching is one of the resources that refugees can contribute, through voluntary work initially (with modest incentives later), alongside contributions made by the international and host communities to the relief effort. Fifthly, and very importantly, the concept of education for repatriation is that refugee children should be able to continue their studies on return to their home country because they have been following their home country curriculum in exile.

11.3. 'Non-formal schooling' in this situation would tend to mean that the pupils learn, or practice, basic skills in the fields of reading, writing and arithmetic; and do not prepare for formal end-of-year examinations or follow the exact school curriculum from the point at which studies were interrupted. The process of schooling should not be used to disseminate political messages to refugee children. Rather, the international humanitarian community, which is supplying relief goods and funding, should insist on progressively training teachers to convey skills of cooperation, conflict resolution and reconciliation; as well as messages relating to health and to environmental awareness.

11.4. Materials and shelter requirements.
stage include, as an absolute minimum:

- temporary shelter;
- writing materials;
- blackboards (and stands) and chalk.

The material requirements for this

11.5. Other educational and recreational materials are also desirable.

11.6. UNESCO has promoted the use of a 'Teacher Emergency Package' for use in Phase 2 of large scale emergencies. As of 1994, it contained a teacher's manual, some wall charts, and writing materials (see Annex 4). The 'Package' concept is evolving, through UNESCO/UNICEF/UNHCR cooperation, and Mini-Packages on special topics are likely to follow, as a means of disseminating environmental, peace and other messages. The Education Unit, PTSS should be consulted regarding the availability of materials of this kind suited to a particular refugee situation.

11.7. Class size. Class size was recommended as no more than 35 pupils by the 1987 UNHCR-NGO Regional Primary Education Workshop in Bangkok, and no more than 45 by the corresponding Workshop in Mogadishu. A figure of about 40 may be used for general guidance (meaning 40 pupils regularly attending the class). Extra 'shifts' are preferable to large classes.

11.8. Meeting the needs of older students. Older children who wish to enter school for the first time, or re-enter schooling, should be encouraged to do so, perhaps with a special afternoon shift separate from younger children. Initially they may study on the same basis as younger children; later, an accelerated primary education course may be introduced for them, as has been developed in several Third World countries.

11.9. Students who were enrolled in higher primary classes or secondary classes at the time of flight should, if possible, be assisted to resume schooling on the basis of the three phases indicated above.

11.10. It is recommended that one of the 'primary' schools in each geographical area be developed as a multi-purpose resource centre, with facilities for students in higher classes, to be used also for teacher training. Study for higher classes during phases I and 2 should focus P-n maintenance and development of study skills in languages and also in other core subjects if refugee teachers for these subjects are available.

11.11. Teacher training. In-service training of trainers, head-teachers and teachers should feature in refugee school programmes from their inception. (See section 15 below).

11.12. Incentives to teacher. 'Incentives' for refugee teachers depend on the availability of resources. During Phase 2, the teachers, like other refugees, normally receive relief goods and services to meet their most basic needs. However, it is desirable to provide some kinds of benefits to teachers as soon as possible, as encouragement and to promote continuity, such as extra relief goods, priority in queueing for rations, and certification of any training received. When schools have been organized in a systematic fashion, regular incentive payments may be considered (see section 12 below).

11.13. Recruitment of female teacher. The community and implementing agencies should be sensitized to the importance of recruiting women teachers.

11.14. Coordination. Coordination committees for refugee education, with representation of the host government, concerned international agencies and NGOs, and refugee educationists, should progressively be established at appropriate levels, e.g. district, province and/ or national.

12. PHASE 3A: EDUCATION FOR EARLY VOLUNTARY REPATRIATION /RE-INTRODUCTION OF CURRICULUM

in Phase 3A, schools should be re-established on the basis of education for repatriation (curriculum normally based on country of origin pattern).

Refugee Education Coordination Committees should be established at district/provincial/central level as appropriate.

12.1. Re-introduction of normal curriculum. In Phase 3, schools operate a normal timetable, incorporating most - school subjects and -using textbooks. If the refugees are in a country with a different language (or different languages) of instruction, and different curriculum content, then it is preferable for refugee schools to begin operations using the curriculum and language(s) of instruction of the country of origin, as indicated' above. To facilitate education for repatriation, efforts should therefore be made to get sets of country of origin school texts as early as possible in an emergency, for use by teachers; and to procure or reproduce larger quantities for the envisaged number of school places as a matter of priority.

12.2. If other school textbooks in the appropriate language are reasonably suitable, they may be used on an interim basis. Where there is no language problem, host country textbooks may be used for some or all subjects (subject to approval of the host government).

12.3. Implementation By this stage (or earlier), a suitable agency (or agencies) should be acting as the channel for international assistance to the educational efforts of the refugee communities. It is important that such agencies should not be seen as 'providing' education on the basis of a 'welfare state' approach, since this could create problems of sustainability if repatriation is delayed. Rather, the agencies should be seen as training and assisting refugee communities to organise their own schools, with a subsidy to assist in respect of certain costs while the community is not self-reliant.

12.4. Linkage with the Education Ministry of the asylum country, Emergency education will often be provided by NGOs, with the Ministry of Education of the host government playing an advisory role. If schooling programmes are to be implemented by the government, with UNHCR funding, it will nevertheless be the case that teachers will be paid 'incentives' rather than full salaries (as has happened in some previous programmes, but is no longer financially sustainable). Moreover, there should be direct involvement of the Ministry of Education, rather than any 'parallel structure' such as a 'refugee education unit'. The Education Ministry will be involved in taking over any durable educational resources after refugees repatriate, or the regularisation of refugee schools if there is extended stay or local settlement. It is useful to build up detailed knowledge of refugee education institutions inside the Education Ministry, so that there is a long-term institutional memory (something which is lost if refugee education issues are handled under a separate unit that will be dissolved).

12.5. Linkage with the Education Ministry of the country of origin. Where political conditions permit, there should be liaison with the government of the country of origin, regarding such matters as supply of textbooks, recognition of studies undertaken while in exile, recognition of in-service teacher training received in exile, etc.

12.6. Materials and shelter. Ongoing assistance is likely to be required in respect of equipment/furniture for basic school operations (e.g. blackboards and stands, school cupboards and padlocks, teachers' tables and seats, floor coverings for pupils to sit on, etc.), educational materials, educational aids (maps, charts, etc.), textbooks, teachers' guides and teacher's manuals, and development of improved school accommodation.

12.7. Teacher training. Since many of the teachers may be untrained, it is important that the supply of textbooks be coordinated with supportive in-service teacher training. (See section 15 below.)

12.8. Incentives for teachers In the past, there has sometimes been sufficient funding to pay full salaries to refugee teachers, equal to those received by government teachers in the asylum country. This has obvious benefits, but also some negative side-effects, such as unsustainability if donors withdraw funds or if no salaries are available after repatriation. It is important not to pay generous sums to refugee teachers in the early stages of an emergency just because there is world sympathy and emergency funding, as these teachers will feel very unhappy if they are asked to work for less a year later when funds are short.

12.9. If possible, a standard policy for benefits to refugees working for the community should be established between all agencies and for all sectors. If this is not possible, care should be taken nevertheless to ensure the sustainability of the costs of education, since teachers outnumber other community workers. The policy should take account of the benefits that refugees may receive in kind, such as food and non-food items, shelter and living space of some kind, health and water supply services; as well as the fact that humanitarian funds are limited. The policy may incorporate a small extra 'incentive' to local employees, if appropriate, since they do not receive relief supplies.

12. 10. The term 'incentives' should be used in preference to 'salaries', for the staff of refugee schools.

13. PHASE 3B: ADJUSTMENT TO EXTENDED STAY

If repatriation is delayed, and there is a likelihood that some refugees may stay for a long period, UNHCR, the host government, and refugee educationists, should review the case 'for a 'mixed' curriculum that faces both ways' (repatriation and extended stay) and other planning issues.

13.1. Circumstances of possible curriculum adjustment. As noted earlier, refugee schools should begin operations on an emergency basis using the children's previous curriculum. If repatriation is delayed, the emergency response curriculum needs to be reviewed, on the basis of consultations with the refugee community and the Education Ministry of the host government. It is at this point, when the host government has had time to clarify policy issues regarding the influx of refugees, that the question of including host country language(s) as subjects in the refugee schools, or of adopting part or all of the host country curriculum, may be considered; changes which may be wanted by refugees, by the host government, or by both.

13.2. It is not normally desirable to create a new (as contrasted to a mixed) curriculum. The Education Unit/PTSS should be consulted if there is any question of this.

13.3. Movement towards a 'mixed' curriculum. If repatriation is delayed, refugees and host government may agree that refugee schools should teach the language skills needed in the host country. Later the possibility may be discussed of changing to the host country curriculum, with the language(s) of study of the country of origin timetabled as subjects. (The latter language(s) should normally be studied, because of the possibility of ultimate return and for reasons of cultural identity.)

13.4. Containing costs while modifying the curriculum. Relevant here is the issue of staff costs. The host country languages and curriculum may not be familiar to refugee teachers; and host country nationals might require substantially more remuneration than refugee teachers. It may be advisable to 'make haste slowly' and train educated refugees to become teachers of the host country languages and curriculum.

13.5. Level of technology, The level of educational technology, such as audio-visual aids, science kits, etc., should be similar to that of good-practice government schools in the host country. The provision of school furniture and type of floor/floor covering should be similar to that of good government schools in the same district. The type of shelter should be decided after review of local practice (in the same district) and cost considerations. It may be cost-effective at this stage to provide corrugated roofs and semi-permanent structures. All refugee schools should have latrines (separate for girls) and clean drinking water.

13.6. Area planning, If a refugee influx occurs in a border area of a developing country, the services provided by humanitarian agencies sometimes may be better resources and managed than local services, even if the level of technology used is basically similar. In this situation, UNHCR should provide some modest support to local education systems; and should also sponsor coordination meetings with donors funding development projects, to discuss ways of providing additional resources to local schools in refugee-hosting areas.

14. BUILDING A FUTURE FOR OLDER STUDENTS (PHASES 1 TO 3)

For psychosocial reasons and for future set(-reliance, arrangements should be made for adolescents and young adults who so wish to resume the process of study.

14.1. Refugee adolescents and youth face a hiatus in their life, when the future is uncertain. This can lead to anti-social and aggressive behavior or depression. It is preferable, where possible, to involve young people in community planning from the beginning, and let them help design a meaningful future, including services to the community, recreational and cultural activities, and some form of study.

14.2. This section brings together points made elsewhere concerning the education of adolescents and young people, in large scale emergencies. Those who have not completed primary education may attend classes held in ordinary primary schools or elsewhere. Literacy classes may also be developed, suited to refugee needs.

14.3. Even in a large emergency, it may sometimes be possible to accommodate the refugee students who have reached the higher levels of schooling in local schools, depending on conditions such as language of study, distances involved, etc. Necessary support may be given by UNHCR to extend the space and resources in these schools.

14.4. Site planning, of refugee schools to include centrally located facilities for older students, Young people who were engaged in upper primary or secondary studies at the time of flight can readily see that facilities such as laboratories, libraries, etc. cannot suddenly be set up in the middle of a refugee emergency. They should be counselled that they need to maintain and develop their study skills, pending an early return home or the development of better study facilities in the refugee situation.

14.5. One approach is for the students in higher classes to continue their studies but without the use of specialized facilities and a separate cadre of teachers. This could be arranged if one emergency primary school in each catchment area provides classes for higher grades, initially in language skills and adding in other subjects as this becomes possible. Site planning for refugee schools does not need to reproduce exactly the physical distribution of classes in the home country. It may be best to have quite a lot of 'feeder' schools, widely spread, to cater to the first 3 or 4 years of schooling.

14.6. Each catchment area should have one school with classes which extend up to class 8 (at least). This school should be staffed by teachers who have had more formal education, and who can teach part of the subject matter of the higher grades. This school should be a repository for teaching materials, such as simple science equipment and materials, wall charts, simple tools, etc. It should be used for teacher training, and equipment based at this school can be taken to other schools on a mobile basis, to enrich the schooling there. Each larger catchment area or district should have at least one school which incorporates some type of programme for secondary students.

14.7. If some of the students who wish to continue their studies in higher school classes are themselves teaching in lower classes, then the study programme for the higher levels may be scheduled to take place outside normal school hours. If security conditions permit, higher classes may be held in the late afternoon/ early evening (with some kind of lighting/lamps provided), at weekends and during vacations.

14.8. The subject matter of secondary schooling may initially have to be learned over a longer period and perhaps in a different sequence than normal (some subjects first). During Phases 1 and 2, the emphasis should be on maintenance of study skills.

14.9. The quality of support for the higher grades of schooling should be developed on a continuing basis, so that the longer the refugees stay the more will have been done. If significant numbers of children begin to reach the middle and upper classes of schooling in the refugee schools then it may be appropriate to develop the facilities of a secondary school in semi-permanent classrooms in or adjacent to centrally located primary schools.

14.10. Issues regarding incentives for teachers. During the emergency, incentives should probably not be determined by the level of studies taught. Higher incentives should relate to additional administrative responsibilities or hours worked. The question of whether incentives should be higher for teachers teaching at higher levels is indeed likely to arise, but can perhaps be resolved in terms of additional hours worked, e.g. for in-service teacher training activities. If there is an extended period of stay, and structures are established for secondary education, this issue may be reviewed again, taking note of incentives received by health workers or others with a similar level of qualifications.

14.11. Post-secondary students. When there are large numbers of students who were enrolled at post-secondary level before exile, it will be difficult to have any systematic continuation of their previous studies, which would have been in different subjects and institutions. For these students, if they wish to continue the process of study, there should be a redirection of topic towards what is practicable in the emergency situation. These students should be counselled initially to work at improving their language and study skills (including mathematics, for those who wish, if a teacher is available). Deeper command of international languages such as English or French will assist in any future higher education, as well as in the world of work (including work for humanitarian and development agencies). Modules of job-oriented skills can be introduced later. The use of open learning/ distance education approaches in this context is discussed in section 20 below.

14.12. If older students (at any level) come up with a self-help study programme arranged by themselves, even early in an emergency, this may be supported with basic resources, such as writing materials and books for shared use, if available, to provide a constructive activity for the youth concerned.

14.13. Scholarship programmes can accommodate very few beneficiaries (see Part IV below programmes of the type. just described should for students from competing for any available UNHCR scholarships.

14.14. Skills training should be built into refugee programmes from their inception, e. . apprentices helping to make school equipment and furniture. Only a limited number of youth can be accommodated under vocational training programmes (see sections 16 below). Some employment-oriented element, as well as 'awareness' elements , may be included in more general study programmes, however.

15. IN-SERVICE TEACHER TRAINING

In-service training of trainers, head-teachers and teachers should be included in all refugee education programmes from the beginning.

15.1. Need for in-service training, Rapid response to a refugee emergency means that there may be insufficient trained or experienced teachers, and that suitable educated refugees will also serve as teachers. This factor, together with the disorientation affecting even experienced teachers in the unforeseen refugee situation, means that in-service training is needed as soon as teachers are identified, i.e. before schools begin, with training on a continuing basis thereafter.

15.2. Identification of teacher trainers. A first step is thus to identify experienced and qualified refugee educators, who should organize and then conduct induction courses for head-teachers and teachers, introducing the basic elements of pedagogy and the specifics of what to teach (depending on curriculum policy, availability of educational supplies, etc.).

15.3. Importance of training for head-teachers. The key role of head-teachers means that they should have additional and regular in-service training on topics relating to school Organization, including record-keeping, reporting and financial responsibilities. They should be fully aware of relevant curriculum issues and appropriate teaching methods, and should be trained to supervise and guide the teaching-learning process in their schools. They should be oriented regarding issues such as relations with the community and parents, promotion of girls' attendance and any special concerns of female teachers, and to the modalities of enriching the school programme with 'awareness' elements (see section 21 below), cultural and recreational activities for pupils and perhaps for the wider community, etc.

15.4. Content of teacher training The in-service training of teachers should continue on a regular basis, as part of any refugee education programme. Topics of study should include revision of the basic subject-matter being taught (often very necessary), and teaching methods: how pupils learn; lesson objectives and planning; enriching teacher talk and group repetition with activities, beginning with the use of simple questioning (open and closed questions) and spreading questions around the class. The training should include relevant 'awareness' programmes (notably health awareness, including AIDS, mine awareness (where applicable), environmental awareness, and education for peace).

15.5. In-school training. Often, in-service training will begin with the 'cascade' method (trainers training teachers as trainers, who train other teachers). The limitations of this technique are obvious, as the messages get diluted. After the disruption caused by a refugee crisis, in-service training needs to be supplemented by frequent in-school guidance of teachers by master teachers, responsible for upgrading teaching and school management in a small group of schools. It is important for education projects to budget for such master teachers separately from administrative supervisors of the school system (otherwise administrative functions will always take priority, with consequent spoiling of the whole education process.)

15.6. Psychosocial problems, Teachers should be trained, during in-service training and visits of master teachers, to identify children with psychosocial problems. They should be advised on activities they can undertake themselves, and on referral procedures for severely traumatized children. Approaches to the education of disabled children should also be introduced.

16. SKILLS TRAINING

UNHCR may W low-cost skills training projects, subject to availability of funds, if the following conditions apply: - the skills will help supplement refugee livelihoods or, if the skills is intended for use after repatriation, work-experience can be gained in the asylum situation; - the training itself is based on, or includes, real work-place experience;

- gender issues have been sensitively considered,
- effective implementation capacity is available.

Priority should be given to disabled refugees/refugees from vulnerable families.

16.1. Terminology for employment-oriented studies. The term 'skills training' is used in these Guidelines mainly to refer to manual and sometimes lower clerical skills, and the term 'paraprofessional' is used to mean courses of preparation for specific types of work which entail mastery of specialized book knowledge. The term 'vocational' is used here to include any studies related to preparation for specific occupations (to employment, self-employment or livelihood supplementation). The term 'apprenticeship' is used here to refer to learning 'on-the-job', perhaps with supplementary part-time classes.

16.2. These terms are used in different ways by different people, especially by persons of different nationalities. Moreover, it is difficult to keep the same shades of meaning when such terms are translated from one language to another. It is better therefore to give a descriptive indication of the type of studies referred to.

16.3. Community-based approach, UNHCR staff should consult with refugee communities to identify vocational training options that would be of value in the refugee setting or after repatriation.

16.4. Modalities of assistant. In some circumstances, UNHCR may support placement of selected individual refugees in host country vocational training institutions (see Part IV below). Another option is to negotiate a 'block' enrollment of a group of refugee students in a host country institution (to study alongside national students; or in a separate 'shift' if their language of study is different). Where refugee numbers are large, then new 'skills training' projects may be established (preferably open to some local students as well as refugees).

16.5. Criteria for establishing 'skills training', projects. The following conditions should be met:

- (i) The skills are expected to lead to employment or livelihood support, preferably both in the refugee situation and after repatriation. Skills useful after repatriation but not in the refugee setting are less suitable, since the skills may not become fully developed and may be lost for lack of practice. Skills that are useful only in the asylum situation may be considered, if repatriation is considered unlikely for several years.
- (ii) Effective implementing capacity is available. Many vocational training centres are ineffective, producing graduates with inadequate, half-formed and inappropriate skills.
- (iii) Community support is available for on-the-job work-experience placement.

16.6. Avoidance of the 'training-centre only' model. Proposals mentioning only a 'training centre' should normally be discouraged (for better options, see below). (It is commonly thought that building and equipping a 'training centre' will cure unemployment and/or create skilled craftsmen for reconstruction after repatriation. Often, such training centres give a rather 'theoretical' training, which does not prepare trainees for production of well-finished, marketable goods, or for fault diagnosis and improvisation of spare parts in repair of vehicles or appliances. If a training centre does convey a useful skills, there is soon saturation of employment opportunities in the surrounding area).

16.7. Apprenticeship-type projects: maximizing-work-place experience, The best approach to skills training for the 'informal' or 'bazaar' sector is often through 'apprenticeship' projects, using the traditional method of learning on the job from a master craftsman as his or her assistant. This training should be supplemented by part-time theory classes, in fields where such classes are relevant, e.g. electrical and auto-repair trades.

16.8. Another possibility is the 'sandwich' approach providing alternating periods of study in a training centre and as apprentice to a skilled practitioner. Another option is an 'open sandwich', including apprenticeship as the second part of a training programme, following initial training in a centre.

16.9. 'Apprenticeship' programmes can be cost-free, if master craftsmen or craftswomen are motivated to take on needy youth as trainees, and if they or others hire them later as employees or provide them with tools on completing their training. At the other extreme, 'apprenticeship' programmes can be as costly as training centres, with technical advisers visiting apprentices in their workplaces, with extra tools (or cash) provided to master craftsmen as an incentive, and with tool sets provided to ex-trainees on graduation. (However, the expensive type of apprenticeship scheme may still be more cost-effective than a conventional centre, if more ex-apprentices get to use their skills after training.)

16.10. Reaching vulnerable groups, such as the disabled and needy female-headed households. Some population groups are less mobile than others, both as regards traveling to training locations and as regards use of the skill after training. Women are often less mobile than men; needy female heads of household than other women; and disabled persons than the able-bodied. Provision of training opportunities near the home may be possible through:

- (i) apprenticeships with skilled persons working nearby;
- (ii) 'mobile' forms of training.

16.11. An example of 'mobile' training is provided by NGO projects in Pakistan, whose staff assist community groups to organize training for needy women or disabled men. The project provides materials, equipment and guidance in training. It moves from community to community, so that a few vulnerable persons in each community learn a skill such as tailoring or leatherwork, without over-saturating the labour market in that community with these skills.

16.12. Reserving certain forms of training for vulnerable groups. It may be desirable to restrict aid for training in tailoring, leatherwork, watch repair, etc., to disabled persons and needy female heads of household, since only a few persons can earn income in these fields.

16.13. Toolkits for ex-trainees, Tools are needed to practise many skills, and even a wage employee may earn more if he brings his own tools. Where it is possible for trainees to make some of their tools, this should be part of the course. For the rest of a basic toolkit, one approach is to issue successful trainees with the tools on which they were trained (being scratched, the ex-trainees will be less tempted to sell them).

16.14. Another approach is to provide work for ex-trainees, e.g. making relief goods, and to deduct installment payments for a set of tools and equipment from the payment for the work done.

16.15. Another possibility is to link ex-trainees to an independent micro-credit scheme (but vulnerable refugees may have difficulty making repayments, unless there is a good market for their work).

16.16. 'Vocational training' for psychosocial reasons and interest, Where a refugee community lacks access to raw materials and/or markets, it may be better not to introduce intensive 'skill training' as a major programme. Some productive skills may be included on a less intensive basis in a longer-term youth or adult education programme that includes also literacy/numeracy, environmental awareness and other 'awareness' programmes.

16.17. See also the 'Vocational Training Handbook' (Smawfield, 1994), published by the Norwegian Refugee Council.

17. THE COMMUNITY-BASED APPROACH

Education and training should be built around the refugee community, to encourage sustainability over the longer term, and after repatriation

17.1. The education sector can provide a training ground for development of community organizational skills and self-reliance, to reduce the vulnerabilities and increase the capacities of the displaced populations. The current UNHCR thrust towards community-based emergency response is especially important in this sector.

17.2. Community-based, decentralized management. Where possible, school programmes should be initiated through Community Services NGOs, which can animate the communities to mobilize volunteer teachers, clear sites and erect shelters from the earliest stages of a refugee emergency. Community education committees should be formed to manage each school or group of adjacent schools, either led by refugees or with strong refugee participation. (Where resources are being supplied by or through an NGO, that NGO has the ultimate power of withholding resources, if the committee favors activities that contravene humanitarian principles.)

17.3. Objective: training for decentralized management. UNHCR in its coordination role, or as funding Organization, should advise agencies implementing school programmes that their role should be not merely to support refugee schools, but to train community education committees and head-teachers towards decentralized school management. Thus, schools should have their own financial records (however simple), and preferably any 'incentive' payments to teachers should be made there (normally in the presence of a representative from the implementing agency or its nominee, and a school management committee refugee member).

17.4. Resources from the community Refugees should be made aware of the world-wide pressures on humanitarian assistance and that they too must contribute to the humanitarian effort. The host country contributes space for schooling and plays at least an advisory role in the development of refugee education. Refugees should be responsible for at least unskilled labour for site clearance, erection and repair of school accommodation and, where possible, security of school premises. Refugee teachers and other educated refugees should be motivated to serve as teachers on a voluntary basis, to be supplemented with 'incentives' not 'salaries' (see section 12 above), where possible, in Phase 2 or 3 of a refugee emergency .

17.5. If stay is prolonged and refugees become more self-reliant, they should gradually assume financial responsibility for the schools and other education or training activities (with fee exemptions for pupils from needy families). If refugee schools are formally absorbed into the education system of the host country, then refugee communities should consider organizing and themselves funding supplementary classes to maintain cultural and linguistic traditions (especially as some families may later repatriate).

17.6. Vocational training and non-formal education projects. The community education committees, or other community groups, may be helped to identify useful low-cost education and training activities which can be implemented by the community, with some outside assistance if necessary. Examples would include apprenticeships and other vocational training ideas, pre-school, child groups for disabled children, literacy classes, language classes and post-secondary classes. Where possible, resources should be supplied by the community. However, if there is no other source of funding, UNHCR may supply materials, equipment, training of teachers/instructors, etc. (through an implementing partner, or directly, as relief goods). 'Incentives' may be given, where justified, bearing in mind that this diminishes sustainability if funding decreases, or after repatriation.

17.7. Facilities for local populations. Needs of local communities should be borne in mind. Limited numbers of local students may be included in UNHCR-funded projects, and other forms of cooperation are also possible.

17.8. Workload of Community Services Officers. Education is only one aspect of the Community Services Officer's workload. In a large programme, it would be advisable to allocate a staff member to focus exclusively on educational activities within the overall community services approach. A decision should be made regarding the appointment of either an education officer/assistant, or a part-time/short-term national consultant, who should be made aware of the need for a community-based approach.

17.9. In view of current international concerns for rapid educational response, an experienced education officer will normally be required from early in a major refugee emergency, to provide professional insights and coordination and to negotiate effectively with all concerned agencies.

17.10. See also 'Social Services in Refugee Emergencies' (PTSS, 1991).

18. PARTICIPATION OF GIRLS AND WOMEN

Participation of girls and women in education and training should be promoted, by strategies developed jointly with refugee women.

18.1. Community-based approach to promotion of female education. Participation of girls, or older girls, in education is viewed negatively in certain cultures. Girls' attendance is also hampered by poverty since presentable clothing, schoolbooks, etc., may be too costly for vulnerable families and because ' girls can help their mothers cope with domestic tasks from an early age. (in the 1993 inventory of UNHCR-funded school programmes, only 15 % of the refugee pupils in the South West Asia, North Africa and Middle Eastern region were girls, whereas this figure was 40 % for Africa, 45 % for Asia and 47% for Latin America.)

18.2. There should be serious consultation with women's groups or committees in the refugee community regarding the facilities needed to encourage girls' participation in schooling. In some cultures it may be desirable to have single sex schools, or shifts, or classrooms. The disadvantages to this approach are primarily logistic: there may be insufficient educated women to serve as teachers, or the population may be scattered and pupils too few to justify separate facilities. It may be enough to have boys sit on one side and girls on the other. Separate latrines for girls and for women teachers should be provided if desired. A small separate area for female teachers to sit during school break may be needed or preferred in some cultures.

18.3. Community services committees, women's committees, education committees, etc., can initiate school enrollment campaigns, to ensure that girl children as well as boy children enroll for schooling. These committees may also promote arrangements for childcare, reorganization of camp activities that conflict with school attendance of girls, extra-curricular activities for girls and other measures to encourage female participation in educational activities.

18.4. Women's groups may wish to organize self-help pre-school classes, as a way of interesting parents in education for girls as well as boys. They may wish to suggest non-formal structures for the schooling of girls, at times and in places more convenient or acceptable to the community.

18.5. One possibility is to hold one-teacher multi-grade classes for girls (or older girls) near their homes. (Variants of this approach are being tried in many countries. For example, many States in India have introduced 'non-formal education centres' for 20-25 pupils, in which older pupils study an adapted version of the primary school curriculum for two to three hours daily.)

18.6. Recruitment of female teachers. The presence of female teachers is likely to increase the enrollment and retention of girls. Recruitment of female teachers (at least 50%) is desirable, even if their formal education is less than that of males; so long as they have sufficient schooling to benefit from in-service teacher training.

18.7. Women who take up teaching for the first time as refugees are likely to use their teaching skills to benefit their community, in formal, non-formal or informal education situations after repatriation.

18.8. Quantitative targets. There should be a target for at least 50% female participation in each type of education program. Where this is not feasible, there should be a target of 50% female beneficiaries for the education and training sector as a whole.

18.9. Initiating appropriate non-formal education and training opportunities for older girls and women. Women's committees should be made aware of the range of possible educational activities that could be of benefit to refugee women and older girls. They could draw up plans for community-based literacy, vocational and life-skills programmes, or combinations of these, for which external assistance could be sought as necessary, from UNHCR and other agencies.

18.10. Legal awareness training for refugee women. UNHCR Protection Officers are strongly encouraged to conduct legal awareness training for refugee women. In addition, or alternatively, such training could be conducted through implementing partners, such as local human rights or women's rights advocacy groups. The objective of legal awareness training is to ensure that female refugees are aware of their various rights under international instruments, such as the *Universal Declaration of Human Rights*, and national laws to empower them.

18.11. This is in line with the EXCOM recommendation which 'urges the High Commissioner to undertake initiatives for refugee women in the areas of leadership and skills training, legal awareness, and education..' (Conclusions on the Recommendations of the Working Group: Refugee Women (1994) para.(b); emphasis added.)

18.12. See also pages 22-25 of 'People-oriented Planning at Work: using POP to improve UNHCR programming' (UNHCR, 1994).

19. EDUCATION AND TRAINING OF DISABLED REFUGEES ('SPECIAL EDUCATION-1

Special attention should be given to the education and training of disabled refugees.

19.1. Humanitarian agencies should give especial attention to education and training for refugees with disabilities. The entitlement to schooling under Articles 28 and 29 of *the Convention on the Rights of the Child* applies equally to disabled children, with the added objective of promoting their social integration. Vocational or professional training is especially important for disabled refugees, since their access to the broader labour market may be restricted by physical or other incapacity.

19.2. Promotion of schooling Efforts should be made with the community, parents, school personnel and medical agencies to identify, assess and assist children with special needs, such as physical handicaps, visual impairment, speech or auditory impairment, learning or mental impairment or emotional disturbances. The integration of children with special needs into the regular education system **is** recommended when this is in the best interests of the child. Scholarships to specialized host country schools may be awarded, provided that repeated assessment and counseling interviews indicate that this is in the best interests of the children.

19.3. Training of teachers and parents, Teachers should be trained to identify, assess and follow up children's special education needs. Experts (national, refugee or international) in special education should be requested or hired to refugee teaching staff in such areas as sign language, braille, physical therapy, and special teaching methods. Parents should be trained to support and participate in their children's education and to encourage self-reliance and independence.

19.4. Materials//equipment. Appropriate materials and equipment should be provided, at a level of technology not inappropriate in the local setting. As in other areas of education, humanitarian agencies should aim for a level of technology found in 'best practice' government schools in the host country.

19.5. Facilities. Camp facilities, including schools, should be accessible to disabled refugees. Special education facilities should be as closely integrated with regular schools as possible.

19.6. Often, disabled children can study alongside other children, sometimes with a particular child assigned to help. Where there is a large refugee population, a special classroom may be set aside. As an example, deaf children and youth have their own classroom in one of the normal primary schools, in each refugee camp in Dadaab, Kenya. A teacher who knows sign language teaches them a mixture of their own (Somali) signs and Kenya sign language; the students also learn to write.

19.7. Vocational training-. Disabled refugees should have priority access to vocational training and income generation activities, under refugee projects or scholarship arrangements.

19.8. See also 'UNHCR Guidelines on Assistance to Disabled Refugees' (PTSS, 1992).

20. USE OF NON-TRADITIONAL APPROACHES

Open learning and distance learning techniques can be adapted to the refugee situation, to supplement face-to-face classes.

A first step is to improve proficiency in the language of instruction, since this is very important in using self-instructional materials.

20.1. Refugee populations often include significant numbers of students for whom continuation of secondary or post-secondary education is a pressing concern, for maintenance of their- mental health. If their needs cannot readily be met by conventional means, the use of non-traditional methods such as distance education/open learning may be considered.

20.2. Distance education, In recent decades, distance education (using self-study materials with or without some face-to-face tuition or tutor groups) has been used for secondary schooling, teacher education and non-formal education of refugees from South Africa, Namibia, Palestine, the Horn of Africa and elsewhere. The classical models of distance education, which formed the basis for several of these programmes, have disadvantages, however, which may limit their application, e.g.:

- poor postal facilities make correspondence study difficult;
- new study materials take years to develop;
- existing study materials may relate to another culture/continent;
- radio and television are not suited to many refugee situations;
- difficult security conditions may limit use of video/radio cassette players, if available;
- teachers in camps may need training to become effective tutors for students using distance materials.

20.3. Correspondence courses. UNHCR staff should investigate whether there are correspondence courses in the host country (or another suitable country), which could meet the needs of certain refugee students; and, where appropriate, advocate for admission of refugee students to these courses. UNHCR may pay modest tuition and examination fees for needy refugee students, or for groups of students, such as refugee teachers.

20.4. Ad hoc. mixed approach In areas of high refugee concentration, it may be advisable to review available expertise among the refugee population, and develop an ad hoc mixture of face-to-face classes and tutored self-study activities; especially as refugee youth may not have the peace of mind, and private study facilities, needed for classical distance education.

Rapid response stage If a refugee group includes ex-secondary or ex-post-secondary students who wish to continue their studies, a first rapid response should often be face-to-face tuition to maintain and improve study skills, especially language skills. A sample of students should be interviewed in depth at this stage, to identify realistic options for further study.

Open learning centre approach. Following the 'rapid response' stage, open learning resource centres' may be established. Activities based on these centres could include:

- continued improvement of language skills needed for further studies;
- continuation of secondary or tertiary education, by correspondence /self-study; with face-to-face support in 'tutor groups';
- face-to-face tuition in modules of job-oriented skills;
- distance courses in office/administrative/small business skills;
- life-skills/awareness-raising (see section 21 below);
- school subject-matter and pedagogy (for serving teachers).

(A pilot project based on the open learning centre approach is in progress in a refugee camp in Tanzania.)

20.5. @ students. Limited numbers of local students may be included in UNHCR-funded 'non-traditional' education projects. UNHCR should encourage other donors to help local youth benefit from the same or similar innovative programmes.

20.6. 'External' examination It may be possible for refugee students to enter for the external examination of an educational institution in the country of asylum or elsewhere, and this possibility may be explored where appropriate.

21. PROMOTING ENVIRONMENTAL, HEALTH AND RECONCILIATION MESSAGES

Formal, non-formal and informal learning channels should be used to convey environmental, health and reconciliation messages to refugee populations.

21.1. Important 'awareness' messages need to be conveyed to refugees early in an emergency, while other messages relate to the stages of 'care and maintenance' and preparation for repatriation or local settlement. Early messages may relate to emergency health and nutrition issues and careful use of limited environmental resources. Later messages should relate to life skills for the period of exile and after voluntary repatriation, and to promoting attitudes of reconciliation among the refugee community.

21.2. 'Awareness' programmes need to be culture- and situation-specific, and UNHCR staff are encouraged to promote these programmes using a 'bottom-up' approach; exploring these issues initially with community leaders and with interested teachers and teacher trainers. The programmes may be conducted through enrichment of the formal school curriculum, through enrichment of the curriculum of non-formal programmes such as literacy classes, and through informal means, such as mass media, music and drama, etc.

21.3. These programmes may be built upon expertise available within specialized projects, and/or added on to such projects. For example, school studies relating to the environment may draw upon nearby NGO projects promoting solar cookers, tree planting and organic vegetable gardening. These same projects may be encouraged to extend their activities to include non-formal or informal environmental education, using face-to-face communication methods, audio-visual aids, and/or written materials. Likewise, schools may draw upon the expertise associated with major mine-awareness programmes for adults, to introduce locally-relevant mine-awareness messages for school classes, where needed.

21.4. Health, Schools should always draw upon the expertise of health workers to convey appropriate health and nutrition messages to children. Primary health care programmes usually include a component for dissemination of health messages to the general population. Staff working with the community and promoting vocational training or non-formal education should contact health workers to inform them of the possibility of conveying health messages through these channels.

21.5. Environmental awareness. Rural people readily understand environmental messages, as they have direct experience of the environment. The purpose of environmental awareness programmes is to set their earlier experience in a wider context, and to provide specific solutions to the environmental problems they face as refugees and/or will confront as returnees.

21.6. Key topics in environmental education include energy conservation, sustainable shelter, conservation of trees and other vegetation, sustainable agriculture, soil conservation, water conservation, and environmental health. Reference materials and reading matter on these topics may be available from institutions in the country of asylum, including government departments, NGOs and development agencies.

21.7. Education for peace, cooperation, conflict resolution and reconciliation. Attitudes of reconciliation and peace may be prerequisites for the durable solution of voluntary repatriation and reconstruction, and should be promoted among children as well as adults, to avoid a repetition of conflict by a new generation. Topics under peace education may include famous practitioners of peace/non-violence, exploring diversity, non-violent communication, self-understanding, community-building and conflict resolution. The latter includes a 'win-win' view of mutual needs, empathy, listening skills, cooperation, managing emotions, willingness to resolve a conflict situation, mapping the conflict, designing options, negotiation of a solution, and commitment to peace; through investigating how these skills can be applied in personal and community life.

21.8. Action needed, UNHCR field staff should discuss these 'awareness' themes with the community and with implementing partners and other agencies, to see to what extent and in what form action can be taken. UNHCR should fund or mobilise external resources for the enrichment of its projects with these awareness' activities. (The additional expenditure is not likely to be very great; moreover, the addition of simple 'awareness-related' reading materials will serve the important purpose of providing additional classroom reading material or post-literacy reading practice. Insufficient reading materials inside as well as outside the classroom is a major constraint on the acquisition and retention of literacy.)

21.9. Staff are warmly encouraged to document and share their experience, so that refugees elsewhere may benefit from well-designed and well-delivered 'awareness' programmes.

21.10. Since some UNHCR field staff, as well as staff of UNESCO and UNICEF, are currently developing programmes of this type, up-to-date information on materials and experiences may be requested from the Education Unit, PTSS, when required. (Examples of current work include the development of an 'environmental education' mini-kit for schools, jointly by UNESCO and UNHCR, and an 'education for peace' initiative for Rwandan children, based on UNICEF/UNESCO/UNHCR cooperation.)

22. EDUCATION AND REPATRIATION

Students and teachers should be provided with documentation before return. Schooling should be promoted in returnee areas.

22.1. Documentation/certification, Where political conditions permit, there should be contact with the Education Ministry of the country of origin from early in a refugee emergency, to arrange for recognition within that country of studies undertaken in exile.

22.2. In any case, when repatriation approaches, documents should be given to returning students, indicating the studies they have undertaken. Teachers should also be provided with documentation regarding any training they have received, years of service and positions held.

22.3. Orientation, Orientation may be provided to children and parents regarding various aspects of the return process. For example, young children may have discussions with adults or older children about life in the area of return. Older children and adults may be informed of expectations regarding education programmes (whether government schools will be operational and have sufficient capacity for returnees or whether self-help arrangements will be needed).

22.4. Skills training may be reoriented to meet return and reconstruction needs. Educated refugees may be trained to participate in the organizational tasks required by the repatriation and reception phases.

22.5. Advance information on returnees, To ensure the smooth integration of students and teachers into the educational system, local school officials of the districts of return should be informed of the characteristics of the expected returnee population (number of students by level and type of study, number of teachers and trainers, percentage of females, etc.).

22.6. Support for reintegration, After repatriation, UNHCR may, if necessary, intervene in the initial integration phase, to ensure that adequate educational personnel, educational facilities, textbooks and learning materials are provided in the communities where the returnees will settle.

22.7. During the initial phase, UNHCR may, jointly with the government, other international agencies and NGOs, participate in or support the formulation, implementation, monitoring and evaluation of returnee educational programmes. Field Offices should progressively transfer any responsibilities to other organizations, in order to gradually phase out UNHCR participation.

22.8. Information and counseling. Information and counseling on all available educational programmes and employment opportunities should be provided to those students/trainees whose studies were interrupted by repatriation. Government and other agencies should be approached to arrange appropriate placements in home country institutions, wherever possible.

23. INTER-AGENCY COOPERATION

Inter-Agency cooperation at field level has increased in the 1990s and should be encouraged.

23.1. Cooperation at field level between UNHCR, UNESCO and UNICEF has increased in the 1990's, and should be extended further. UNHCR has the universal obligation to promote the education of refugees, but where UNESCO and/or UNICEF are also involved in an emergency situation, the agencies should cooperate to meet the specific requirements of an emergency. The following examples illustrate just some of the possibilities:

Somalia emergency. School textbooks had largely disappeared after the recent Somalia emergency. UNESCO hired Somali educators and graphic designers to reconstitute primary school texts and teachers' manuals, which were printed in Nairobi with funds from UNESCO, UNICEF, UNHCR and other donors, for use in Somalia and in Somali refugee camps in surrounding countries.

Rwandan emergency, UNESCO, UNICEF, GTZ and UNHCR met the costs of assembling 'Teacher Emergency Packages' (including writing materials and a teachers' manual) for issue to schools in Rwanda and in Rwandan refugee camps and, under an agreement with the Government of Tanzania, set up a joint technical unit in Ngara, Tanzania, for in-service teacher training there.

23.2. Regional.- unified approach, The examples above illustrate the 'radial' or 'regional' approach facilitated by inter-agency cooperation, whereby the same curriculum materials and in-service teacher training programmes are used in a country of origin and in adjacent countries to which refugees from that country have moved in large numbers. This unified approach can facilitate re-establishment of the education system after repatriation, since children and teachers in a village school may have been scattered in different countries but have followed the same curriculum. Cooperation between UN agencies and the organizations directly providing education - often NGOs from different countries - across several international borders in support of this unified approach is not easy but is worthwhile.

23.3. Since NGOs play a leading role in refugee education, it is important to arrange UN-NGO consultations on this topic, at field and Headquarters level, as a follow-up to the Partnership in Action (PARINAC) UNHCR-NGO consultation process and to ensure a unified or harmonized approach.

**PART IV: MANAGEMENT OF
SCHOLARSHIP PROGRAMMES**

24. Types of scholarship assistance
25. Scholarships for secondary school leavers: eligibility
26. Scholarships for secondary school leavers: new guidelines on courses of study
27. Selection of beneficiaries
28. Student support and counseling
29. Work-experience placements
30. Monitoring, reporting, evaluation and coordination

24. TYPES HIP ASSISTANCE

24.1. Purpose of scholarships UNHCR may award scholarships to needy refugees to follow programmes of study in host country institutions. Such scholarships will have the objective of enabling refugee children to obtain schooling which they would otherwise be denied through poverty, or of facilitating a durable solution for refugee youth, through studies likely to help them towards self-reliance. The education and training of scholarship-holders will also prepare them to contribute to the social and economic development of their country of origin, if they return home, or of their country of asylum.

24.2. Types of scholarship. Scholarships may be awarded for different levels and types of study:

- Scholarships at school level. Scholarships will be awarded for attendance at schools in the country of asylum, where this is the most cost-effective way of meeting the special needs of particular categories of refugee children. It may be noted here that some of the comments in Part IV below do not apply to scholarships for school-children; this will be obvious from the context.

- Scholarships at tertiary level. A limited number of scholarships are available at tertiary level under the DAFI programme.

- Scholarships for vocational training. Scholarships may be awarded for participation in a host country vocational training programme, if this seems likely to promote a durable solution for a particular young person. Special priority should be given to females and to vulnerable groups. A limited number of scholarships may be available for training of secondary school graduates in middle level vocational skills (see sections 25 and 26 below).

24.3. Types of assistance. Assistance may be provided under UNHCR scholarship programmes to cover part or all of basic expenses such as:

- tuition,
- board and lodging,
- books and schools supplies,
- uniforms,
- living costs,
- local transport,
- medical costs or insurance,
- tools/equipment/materials (if applicable; see also para 24.6. below).

24.4. Level of benefits. The level of benefits which may be granted to refugee students through UNHCR projects will be determined having regard to the levels of benefit granted by other humanitarian agencies and the levels of benefit awarded by the host government to needy local students. Scholarship awards should be sufficient to permit effective study, and should take into account the special problems of refugees, but should not unduly privilege refugees vis-a-vis local students.

24.5. Vacation allowances may be paid where necessary, at the discretion of the UNHCR Field Office. The desirability of using the longer vacation periods for post- secondary and vocational training beneficiaries to gain work-experience is discussed below.

24.6. UNHCR staff or implementing agencies should try to help scholarship-holders find employment after completion of their courses. This might entail expenditure on tools and equipment in the case of a vulnerable refugee, if no other solution can be found (e.g. linkage to a micro-credit project).

24.7. Fact sheet. It is recommended that a 'fact sheet' be signed by every student receiving scholarship assistance. This fact sheet should state the financial entitlements and conditions of the scholarship (for which course, institution, and duration of study). It should state that renewal after each year is dependent on good conduct and serious study, and normally upon satisfactory completion of year-end examinations.

24.8. Part-time studies. Scholarships may be awarded for part-time studies, or examination fees, as appropriate.

24.9. Cost-effectiveness. Every effort should be made to ensure that the education or training provided is the most economic in terms of cost-effectiveness, i.e. of a high quality, in a reputable institution and at a reasonable cost. The quality of the institutions where beneficiaries may enroll should be assessed by Field Offices to ensure that the education/training provided will enhance the beneficiaries' chances of employment.

24.10. It is considered advisable to limit the number of institutions attended by beneficiaries, to permit thorough monitoring and control, as well as counseling and support services. This should not exclude institutions outside the capital.

24.11. Should a need exist for a large-scale assessment of training institutions to which refugees are sponsored, Field Offices may hire qualified local consultants for this purpose.

24.12. Renewal - of scholarship assistance. UNHCR scholarship assistance will be awarded for one year at a time (in the case of courses of over one scholastic year's duration). Renewal of scholarships will normally be dependent on the beneficiary's success in being promoted to the next level/grade. Only weighty extenuating factors will justify scholarship renewal after performance well below the standard for promotion; and such lenient treatment should not normally be repeated. Beneficiaries (or their guardians, for younger children) should ensure that UNHCR receives certified results, immediately after they are available.

24.13. Postgraduate studies Scholarships are not normally awarded for postgraduate study. Where a postgraduate course is needed for a beneficiary to practice an intended profession, the case should be submitted to the Education Unit/PTSS for authorization.

24.14. Closure of institutions due to disturbances. When host country educational institutions close due to disturbances, scholarships should continue to be paid for a period of 3 months. During that period UNHCR, the implementing partner (if any) and the scholarship-holders should, in close cooperation try to find constructive activities for the students, such as internship/ I work-experience placements or short courses relevant to their studies. When necessary, students may be given the option of changing to shorter job-oriented studies.

24.15. After a period of 3 months, if the institutions are still closed:

- the assistance may be continued to the end of the normal academic year to students who have found constructive activities or are cooperating in the search for such activities;
- students who are not cooperative or have refused proposed activities will have their scholarship payments suspended and should be assisted under the care and maintenance project.

24.16. No scholarships will be granted to refugee students at the beginning of an academic year if the institutions are closed.

24.17. Change of courses. If a student is unable to cope with a course of studies, UNHCR staff should as soon as possible consider the option of transfer to a short course within the student's capabilities.

24.18. Change of course and/or institution by a beneficiary is not permitted without prior authorization by UNHCR.

24.19. Responsibility within UNHCR. Scholarship schemes entail serious responsibilities and need adequate staff time within UNHCR. Even if there is an implementing partner, there should nevertheless be a designated staff member responsible for scholarship issues within each concerned UNHCR office. This person should be responsible for organizing a training workshop for implementing partner staff if needed.

24.20. In case no suitable implementing partner is available and there is a significant number of scholarships, then a full-time or part-time education assistant may be needed to cope with this work. The concerned Community Services Officer or other staff responsible for scholarship programmes should document the time devoted to this work, and any tasks for which time is insufficient, such as visiting institutions in distant locations. The Office may then request other staff to assist with this work, or consider recruitment of a part-time or full-time local officer/assistant/consultant, if needed.

24.21. Field Offices administering DAFI scholarship funds should notify PTSS Education Unit immediately, if it is found that the allocated funds will not be spent due to failure in examinations, dropouts, repatriation or resettlement. This will permit re-allocation of these funds to another country for utilization within the same financial year.

24.22. Example of a scholarship programme, An example of a vocational training scholarship programme may be given from Ethiopia, where cooperation between the Education and Community Services Officers led to the following selection process in January 1994:

Number of applicants attending interview (urban refugees): 22

Desired field of studies:

Computer	7	males, 1 female (widow with dependents)
Tailoring	4	females
Telex	1	female
Electronics	1	male
Automechanic	6	males
Driving	2	males

Selected:

Computer	1	male, 1 female
Tailoring	1	female
Telex	1	female
Electronics	1	male
Driving	1	male

Those selected were considered to have a suitable background for the proposed studies and good employment prospects. Those awaiting news of other scholarship applications were not considered at this time. A balance was maintained among the successful candidates between males and females, and between nationalities. (2 Sudanese, 2 Ugandans, 1 Somali and 1 Namibian). Priority was given to vulnerable groups.

25. SCHOLARSHIPS FOR SECONDARY SCHOOL LEAVERS: ELIGIBILITY

25.1. Funding sources UNHCR provides a limited number of scholarships for refugee youth who have completed their secondary schooling to a high standard, to enable them to pursue further studies that will improve their employment prospects and contribution to socioeconomic development. The scholarships are provided under the following programmes:

- DAFI: to enable UNHCR to provide more educational opportunities to needy and deserving refugee students, the Federal Republic of Germany has, since 1992, donated funds for scholarships at university level and/or institutions for higher education. This donation is administered by the Education-Unit/PTSS under a Trust Fund programme called the Albert Einstein German Academic Refugee Initiative (DAFI).
- Education Account (EA): the Education Account was created in 1967 in order to bring together, outside UNHCR's General Programme, contributions earmarked specifically for refugee education. After 1990, the Education Account was utilized specifically for educational assistance to refugee students at post-secondary level. No new students will be awarded EA scholarships.
- Annual Programme (AP): a limited number of short-term scholarships for paraprofessional courses may be available from 1996. (They should be budgeted under Sector-Activity I.31.)

25.2. Branch Offices wishing to introduce this type of scholarship programme for the first time should contact the Education Unit, PTSS, for further information. Budgetary amounts for short-term scholarships to be funded under the AP should be included in project submissions due at Headquarters in September of every year and will be examined as part of the Regional Operations Review. Once the appropriate Letter of Instruction has been received, Offices in the field may commence the selection process.

25.3. Eligibility criteria. Refugees eligible for scholarships will include:

- Refugees with high motivation and commitment who have successfully completed their secondary school education to a satisfactory standard and are qualified to attend a university or equivalent institution in their country of asylum (or, occasionally, elsewhere in the same region);
- Refugees with high motivation and commitment with an excellent university degree who have an exceptional need to pursue a postgraduate course (in the asylum country/region) to achieve a durable solution;
- Repatriated refugees with high motivation and commitment who wish to complete their interrupted post-secondary education, but have no financial means to do so because their families have not yet firmly re-established themselves in the country of origin.

25.4. Limited resources. In view of the limited funding, award of scholarships will be competitive, based upon (a) academic performance - only the highest achieving secondary school graduates to be considered (with consideration also of gender issues and vulnerability) and (b) a series of interviews (see section 27 below). Where students have sat examinations such as those of the West African Examinations Council, specific levels of performance may be required for award of UNHCR scholarships.

25.5. Age criteria. For courses of over one year's duration, scholarships should not normally be granted to refugee students older than about 25 years starting their first year of study, or to refugee students older than 20 years who have already commenced education cycle. Although it is recognized that refugees may have had to interrupt their studies due to circumstances arising from their status, and although it is understood that each case should be considered on its merits, it is not advisable to diverge substantially from the above ages, except for very valid reasons.

25.6. Education placement outside the country of asylum. Scholarships will not normally be awarded outside the country of asylum. In cases of exceptional merit, scholarships at post-secondary level may occasionally be awarded for study in another country within the same region. For guidelines on placement outside the country of asylum, please see Annex 3.

26. SCHOLARSHIPS FOR SECONDARY SCHOOL LEAVERS **NEW GUIDELINES ON COURSES OF STUDY**

26.1. Need for a new approach. In previous years there were no formal guidelines regarding the selection of courses of study for scholarship-holders under the DAFI and EA programmes, except that the course of study should promote a durable solution for the beneficiary. In practice, some students have enrolled in university courses that were not their preferred choice, and not well suited to increasing their employability, in order that they could obtain a scholarship. Because students were enrolled in long courses, many applicants had to be turned away.

26.2. In future, there should be more attention to review of courses of study available at the different institutions in the asylum country that might be supportive of a durable solution for refugee students who have completed their secondary education.

26.3. Need for middle level skills. The reconstruction of conflict-affected areas of countries of origin requires administrative and clerical skills such as record-keeping and simple accountancy for programmes such as Food-For-Work, as well as middle level technical skills. Lack of such skills is often a major barrier to rehabilitation and development activities in rural areas of Third World countries. Hence, there is a real need to provide secondary school leavers with such skills as a contribution to effective durable solutions.

26.4. Vocational scholarships for secondary school leavers, It is hoped to provide achieving secondary school leavers to follow short courses of skills of the type described in the previous paragraph. This type of scholars would replace the EA programme. Educational institutions providing relevant courses should be identified, having regard to both costs and effectiveness.

26.5. The emphasis on shorter, employment-oriented courses, will permit more secondary school leavers to benefit from scholarships, than when most students enrolled for courses of 3 years duration and more.

26.6. Ex-scholarship-holders may be advised how to continue their higher education privately (at their own expense), if they so wish (e.g. by correspondence courses).

26.7. Informal survey of employment-oriented courses. It is recommended that UNHCR or implementing partner staff, or a local consultant, should review the courses available to secondary school graduates, that would build on their secondary education and give them middle level occupational skills. Such courses might include office and secretarial skills, book-keeping/accountancy, business administration, computer skills, hotel management, technical drawing, technician level skills in health, agriculture, and other technical fields, etc.

26.8. This survey should identify institutions of good reputation giving courses in the above-mentioned or similar fields, noting course duration, costs, entry requirements, and any information on the success or otherwise of their ex-students in obtaining employment. The survey should also indicate any sources of support for self-employment of ex-scholarship-holders (such as micro-credit schemes) and courses that might prepare beneficiaries to take advantage of such schemes.

26.9. Authorization of proposed scholarships for secondary school leavers to follow paraprofessional courses of study under the Annual Programme, In order to ensure that the new approach is well understood, and that the criteria are applied on a similar basis in different countries, proposals for paraprofessional scholarships for secondary school leavers should (until further notice) be submitted to the Education Unit/PTSS in advance for technical appraisal. The proposal should include notes on courses available and their costs (the informal review mentioned above, where possible), the number of candidates and their interest in different types of courses. The proposed list of new beneficiaries and their intended courses of study should also be submitted, when available (listed, for convenience, on an EDS Form marked "Proposed New Admissions").

27. SELECTION OF BENEFICIARIES

27.1. Application procedures. As a very small percentage of the total refugee population will benefit from scholarships, great care must be taken in the selection of the candidates. Scholarships will only be given to the most deserving and vulnerable refugee students. The refugee status of candidates must be determined before educational assistance can be provided.

27.2. Candidates should complete an "Application for Educational Assistance" (HCR/FORM/ED.1), preferably in the presence of the interviewer. Financial needs must be determined: candidates whose families or employers have the ability to pay, or who can identify another source of funds, should not be included.

27.3. The previous academic performance of the refugee applicant must clearly indicate his/her ability to undertake and benefit from the education or training for which scholarship assistance is being requested. Verification of the level of previous education can be achieved through:

- (i) the presentation of certificates and other relevant documents;
- (ii) in the absence of these documents, a request for information from the country of origin (if at all possible and advisable) or country of previous study;
- (iii) an assessment of the individual's level of knowledge, if none of the above-mentioned information is available. For such assessment, the assistance of specialists may be requested.

27.4. It will often be desirable to ask a specialist in the proposed field of study to review the knowledge and study potential of the applicant, so as to identify any remedial or gap-filling tuition needed for the student to do well on the proposed course.

27.5. Selection procedures. Candidates will not be granted scholarship assistance simply on the basis of gaining admission to a course; their academic background and motivation must be assessed through an in-depth interview of the applicants. In-depth interviews imply that the refugees are seen on various occasions and by different persons (i.e. from the implementing agency and from UNHCR, and within UNHCR by the Community Services Assistant and Officer or programme staff, etc.) before the actual selection takes place, in order to cross-check the information given by the refugees and to assess their motivation.

27.6. Applicants should also be asked to write an essay for 30 minutes under supervision, in the language in which they propose to follow a course of study (to ensure that they have basic language skills needed to succeed).

27.7. Selection committee. The selection of the candidates should be made through a scholarship committee involving UNHCR staff and the implementing partner, if any; together with a representative of the German Embassy in the case of DAFI scholarships. Representatives of other agencies operating scholarship programmes may be invited to participate either in pre-selection consultations, or in the inter-view panel, to share experience and minimize double sponsorship.

- 27.8. Example of good practice. An example of good selection procedures is the administration UNHCR scholarships by the African Refugee Education Programme (AREP) in Kenya.

'Information provided by applicants on refugee status, biodata and personal background and situation is presented to UNHCR for counterchecking with UNHCR's files.

Having established that the applicant meets the academic standards, AREP Foundation and UNHCR jointly assess the need of the applicant to receive assistance, as well as his/her eligibility for consideration under a specially vulnerable category ... applicants who have been subjected to torture, single mothers, individuals without a social network and refugees selected from the camps.

AREP is also committed to affirmative action by giving priority to female applicants, if they meet the required academic standards.

Applicants who have already progressed with their studies and shown excellent academic performance, high motivation and commitment are also given priority, provided that they are in need of assistance.

In-depth interviews imply that candidates are seen by our implementing partner on various occasions. These meetings take place prior to the actual selection and function as a pre-selection process.

AREP then prepares a list of pre-selected candidates which is shared with UNHCR. Based on this list, AREP Foundation and UNHCR select the candidates who are invited to appear for the interview panel ... three times as many candidates as scholarships available... Some of the candidates not selected by the interview panel for this particular intake are shortlisted for a possible later intake.'

(Extract from Kenya presentation at Regional Education Workshop, 1995.)

28. STUDENT SUPPORT AND COUNSELING

28.1. Need for support, Once the selection process has been finalized, the most important task of the Field Offices or the implementing partner begins. This is to create an environment for success. This environment for success may be achieved in many ways, but sympathy with and understanding of the kinds of problems faced by the refugee students is the first essential, creating a good climate for their studies, which will hopefully lead to their successful completion. This environment should be conducive to dialogue in a friendly and understanding atmosphere.

28.2. It is by no means easy to make the transition from secondary school to university, polytechnic or other college, even if one is in one's own country. It can be very difficult if there is a transition also to a foreign country, since the first-year courses in the foreign university will be adapted to the secondary school programme of that particular country. Refugee students are not only foreign but have often been traumatized. They may also have had a gap of a year or more between their previous studies and gaining UNHCR scholarships.

28.3. It is therefore important to investigate, for individuals or groups as appropriate, whether remedial tuition is needed in language, mathematics or other subject matter. This should be discussed with the concerned university polytechnic, college or school staff as soon as possible, to enable remedial tuition to begin. The Field offices or implementing partners should continue this enquiry into any study problems at least until the successful completion of the first year of studies. This attention to the need for remedial classes before or during the course, or possibly for individual tuition, would serve the dual purpose of improving the study experience for the refugees, and of reducing failures and repetition, which have the effect of wasting scarce scholarship resources.

28.4. UNHCR Field Offices or implementing partners should also provide or arrange for counseling in relation to psychological or other problems, as appropriate. It is important for the scholarship holders that the implementing partner or UNHCR staff set aside the necessary time to listen and to discuss any problems they may have, whether personal or academic.

28.5. Counseling should not end by providing advice, but should lead to finding appropriate solutions. For ex-ample, if a student needs extra tuition, or has to meet an unavoidable expense, counseling will not solve the problem unless there is provision in the budget to permit the necessary action.

28.6. Close contact with educational institutions helps in identifying individual students' problems; knowledge of students' progress in their studies is essential for effective counseling.

<p>A good example may be the DAFI scholarship scheme in Kenya: AREP, the implementing agency has employed a refugee who is an ex-scholarship holder as a counselor.</p>

28.7. Workshops. Groups of scholarship-holders may be brought together for workshops, to brief them on their responsibilities as recipients of international assistance, and to prepare them for a successful approach to their studies. This approach has been developed with DAFI students in Kenya:

It is made clear to all students... that we have high expectations regarding their performance and conduct and that this is a good opportunity for them to take control of their own lives. This implies that we, the AREP Foundation and UNHCR, look at the refugees as responsible individuals with the ability and capacity to make decisions for themselves, despite the limitations imposed by their current situation. Workshops to give students an understanding of what it means to be a sponsored student, and to prepare them for active participation in their studies, have been conducted in the following areas:

- Induction course and briefing;
- Ways, means and techniques for formal and informal employment after graduation;
- Job application strategy and performance during interviews;
- Preparing for employment after graduation.

A workshop was also held for former beneficiaries to learn how to further improve the scholarship programme in Kenya ... and its impact on their current job situation.' (Ibid.)

29. WORK-EXPERIENCE PLACEMENTS

29.1. In order to familiarize scholarship-holders with the world of work, it is desirable for them to gain employment or serve as interns or apprentices during their longer vacations. Such work-experience activities will help justify payment of subsistence allowances for the longer vacation periods, which is at the discretion of UNHCR. (Scholarship-holders often prefer to stay in urban areas during vacations, even when they have families in rural camps; though many urban refugee students have no links with camp populations and cannot be expected to spend their vacations there.)

29.2. Similar work-experience may be supported as a means of insertion into the labour-force immediately after completing a course of study, or during closure of educational institutions due to strikes, civil unrest, etc.:

'We encourage students to take up practical attachment during semester holidays. However, when the public universities close because of strikes or riots it is a must for students to be attached to institutions, private companies, or have field attachment arranged by the university; otherwise their scholarships will be temporarily suspended. (Alternatively they may take up training courses relevant for their studies.)

Realizing the difficulties that refugees face in securing a job... arrangements have been made to allow students to make their own arrangements for practical attachment more or less immediately after their studies, while still receiving an allowance. With such arrangements, which are usually for a period of 3-4 months, students will be in a position to put into practice their acquired academic skills, gain work experience and confidence and develop personal and professional contacts in their field.' (Ibid.)

29.3. UNHCR or an implementing partner should assist in obtaining such placements, where possible, so as to increase the future employability and competence of the trainee.

29.4. In future, scholarships may be extended to cover the period immediately following a final examination, to provide work experience. The extension should normally be limited to 3-4 months but may be extended to 6 months where this permits internship in an occupation which would constitute direct use of the recently completed studies. (Experience shows that interns are quite often hired by their employers or by other employers who have seen their work.)

30. MONITORING, REPORTING, EVALUATION AND COORDINATION

30.1. Monitoring. The monitoring of scholarship schemes will include:

- monitoring through contact with the students and review of their progress reports;
- monitoring through contact with the staff of the educational institution;
- monitoring the work of an implementing partner if the programme is run by an implementing agency.

30.2. Monitoring of students' progress should be frequent during the first year (and regular thereafter), to enable speedy detection of any problems encountered by the students, and necessary remedial action. Monitoring data is also needed for purposes of reporting to donors on the use of their donations.

30.3. Monitoring will be an automatic consequence of a regular counseling programme for students. Personal contacts should also be made with the educational institutions attended by scholarship-holders and academic performance reports requested each term, as well as information on the attendance of the scholarship-holders. Once the contacts are established, the monitoring should not be too time-consuming.

30.4. Reporting. Timely and accurate reporting is essential. For reporting requirements, please see section 31 below.

30.5. Evaluation. UNHCR Field Offices and implementing agencies are encouraged to take any suitable initiative to measure the success of the ex-scholarship-holders in obtaining employment. This information will interest donors. It will allow UNHCR staff to know which areas of study lead to employment and which institutions do the best job of making students employable; and to assess whether counseling and other services provided after graduation have successfully linked refugees with employment. As an example, AREP Foundation, Nairobi, found in a recent evaluation that their graduates in Business Administration and related subjects were able to enter employment or self-employment, suggesting that this is a useful avenue of study for 'arts' students.

30.6. Coordination Committee. UNHCR offices are recommended to establish a scholarship committee in order to avoid double sponsorship and to discuss common problems such as high registration and tuition fees and their possible reduction for refugee scholarship holders, student placement, medical schemes, travel allowances, and the level of stipends. The composition of such a committee could include:

- (i) other UN/intergovernmental agencies, NGOs, religious institutions, etc., which are sponsoring refugee students at university level;
- (ii) university representatives;
- (iii) representative of the German diplomatic mission (for DAFI students);
- (iv) other concerned persons, e.g. government representatives, refugee educationists.

PART V: REPORTING REQUIREMENTS

31.1. Education statistics are needed for reporting to donors and for planning purposes. Reporting requirements and forms are indicated in Chapter 4 of the UNHCR Manual (see most recent edition).

31.2. As per the 1995 edition of the Manual, the EDSTAT1, EDSTAT2 and EDSTAT3 form must be submitted to the Desk at Headquarters, with copy to PTSS, at project closure.

31.3. In addition, for DAFI, EA and the proposed new Annual Programme vocational scholarship programme for secondary school leavers, the relevant EDSTAT and EDS forms should be submitted 2 months after the commencement of the academic year (EDSTAT 3 for DAFI and EA, but EDSTAT 2 for the new scholarships). The EDS forms should also be submitted immediately after the announcement of examination results, with the results entered in columns 11 and 16 of the form.

31.4. If some courses do not correspond to the normal academic year, the Education Unit may be consulted regarding appropriate reporting procedures.