Education Strategy
Kakuma Refugee Camp
Kenya

Introduction

UNHCR Global Review of Education (2011) emphasized the importance of high quality and protective education for refugees to meet the 'Education for All' goals and achieving durable solutions, sustainable development and reconstruction. In line with the 1951 Refugee Convention, Convention of the Rights of the Child and Sustainable Development Goal 4 to "ensure inclusive, equitable quality education for all" as well as UNHCR's Education Strategy 2012-2016, the provision and implementation of inclusive, high quality education opportunities for children and youth will remain a key priority. Education continues to be a key priority activity in Kakuma refugee camp. The Education Programme in Kakuma Refugee camp currently has 13 pre-schools, 21 primary and 5 secondary schools which has enabled approximately 56% of pre-primary, 92% of primary and 6% of secondary eligible children to enrol. In addition to these, at two training centres, refugees are provided with opportunity to learn vocational skills. With a number of scholarships and connected higher education initiatives, refugees continue to have access to post-secondary education and training. Despite significant achievements, challenges remain in relation to access, equity, quality and protection.

This strategy informed by the UNHCR education strategy for Kenya outlines the guiding principles of education activities, strategic objectives and approaches specific to Kakuma refugee camp. Education services are assessed for adequacy through the **5A's** framework (*Availability, Accessibility, Acceptability, Affordability and Appropriateness*).

Guiding Principles

Education Strategy for refugees is guided by the following principles:

- **Complementarity.** The strategy of a multi-year perspective is developed in close consultation with the respective Ministry of Education as well as key partners so as to complement efforts of governments and provide support to the national education reforms and plans.
- **Equity.** The strategy requires addressing the needs of the population in camp. Specific attention is paid to ensure equal education opportunities for girls and boys as well as retention of both, girls and boys.
- **Solutions-orientation.** The strategy uses education as means to promote peaceful co-existence between refugee and host communities. It facilitates the integration of refugees in the host communities, but is also conceived as an investment into any of the durable solutions. In this context, **accreditation** is of importance. The strategy thus needs to support access for refugee children and young people to accredited education programmes, certified by a recognized national authority. This will enable them to obtain certification that will provide a pathway to further education and work opportunities, whether upon return or in exile.
- **Inclusivity.** The strategy takes into consideration specific needs of refugee boys and girls, in particular, UASC and children with disabilities.
- **Sustainability.** The strategy aims at strengthening national capacity and structures meet conditions set out by the national authorities.
- **Family and Community-based Protection.** The strategy needs to understand, support and build upon existing family- and community-based mechanisms that promote education opportunities for girls and boys and provide protection and care that refugee children need. The strategy advocate for safe learning environment for children and address harmful practices.

Strategic Objectives

UNHCR works on the following six strategic objectives to provide education to refugees:

Objective 1: The number of boys and girls accessing secondary education gradually increases

Secondary schooling provides a crucial stepping-stone in the continuum of education, and whilst secondary school enrolment in Kakuma has significantly increased, 94% of eligible secondary school aged children are out of school and 87% of those enrolled are over-aged. Female students only constitute 22% of the overall enrolment and 57% of the teachers are untrained. Compared to 21 primary schools, only 5 secondary schools are available in the camp which remains a constraint. The quality of learning need improvement addressing the low number of qualified teachers, insufficient learning materials and overcrowded classes. Learning enablers like reproductive health programs, sanitation, ICT, electricity and sports are either lacking or grossly inadequate.

The activities that UNHCR and partners undertake may include:

- Increase the number of schools under the approach of 'two-schools-in-one' to address the limited infrastructure for secondary schools and support the running of the girls' boarding;
- Provide scholarships to bright students and those with impairments to national schools;
- Advocate for increased expansion of secondary education infrastructure, associated facilities and provision of scholastic materials;
- Support community-led initiatives such as the 2 community secondary schools with technical and curriculum advice, capacity building and support to enhance the quality of provisions;
- Maintain close dialogue with refugee community members to contribute to the rising cost of secondary education through small fee levies for all secondary students;
- Provide regular monitoring (monthly, quarterly and bi-annually) through teachers, Board of Management and partners in order to evaluate the progress of students and identify students with heighted protection risks;
- Provide logistical and other support (financial or in-kind) to partners and University Institutes (such as HU University, Holland, Teachers College, CU) for provision of in-service support to teachers (including peer observation, collaboration, coaching, mentoring and ongoing pedagogical support);
- Integrate life-skills training in school programs and curriculum to meet the diverse needs of overaged learners and vulnerable children and youth especially around behavioral change, sexual abuse, and HIV and peace education;
- Facilitate for equation/ recognition of foreign certificates; ;
- Provide technical and financial support to eliminate barriers related to cost, language and documentation;
- Advocate for provision of targeted material support including cash- based assistance and instructional materials and infrastructural support as appropriate.

Objective 2: The number of young men and women benefitting from tertiary education increases

Higher education is a critical part of the education continuum and access to this sector is a motivation for refugees in primary and secondary school. Existing opportunities include WUSC and DAFI scholarships and on-site scholarship programmes as well as a number of certified connected learning programmes offered by local and international universities. Higher education access remains very low with less than 1 percent of eligible refugee youth participating. High cost of tertiary level study, insufficient availability of scholarships and issues with equivalencies remain key bottlenecks.

The activities that UNHCR and partners undertake may include:

- Scale-up provision of partial scholarship for refugees that are found to be socio-economically better;
- Scale up scholarships for certificate, diploma and degree programs taking advantage of the presence of the Masinde Muliro University campus in Kakuma;
- Advocate with connected learning providers such as JRS/JWL, In-Zone, University of Geneva, Teachers College, Columbia University to increase the quota for certified higher education courses and programs;
- Advocate for expansion of Borderless Higher Education for Refugees (BHER) to Kakuma;

- Advocate with partners for increased number of scholarships through DAFI, WUSC, DDPURI, DRC Professional scholarships;
- Provide assistance with regard to equivalencies of certificates and qualifications ;
- Provide regular monitoring, facilitation and technical support to partners delivering tertiary level programs;
- Support programs offering alternative pathways that are effective and meet minimum protection considerations;
- Advocate for increased scholarship schemes in third countries;
- Advocate for recognition or accreditation of qualifications obtained in countries of origin to facilitate the transfer of credits for students who have had their studies interrupted.

Objective 3: The number of boys and girls benefitting from programs addressing the root causes of out-of-school-children increases

In the primary school, out of school numbers significantly fell by 43% from 13,104 (6825 female) to 7,427 (4,213) children. Despite this progress, girls constitute only 40% of the enrolment and 45% of children enrolled are over-age. In secondary education, 94% of the eligible children are out of school, majority (87%) of those enrolled are over-age with girls making up only 22% of the enrolment. Over-age children, adolescent girls, children head of households, UASCs and those with poor exam scores are at risk of drop-out and is a key concern for UNHCR and partners. Low retention and completion rates can be attributed to non-supportive learning environment, socio-cultural issues such as early marriage, domestic labor at home or elsewhere, inability to adapt to different curriculum, and opportunity cost of schooling.

The activities that UNHCR and partners undertake may include:

- Establish at school level with partners a mechanism to identify and follow children at risk of school drop-out;
- Promote safe school practices that addresses the specific accessibility and protection needs of girls, children with disabilities and those with other vulnerabilities;
- Mainstream an integrated protection framework for schools including training on code of conduct, confidential safe reporting, and referral systems;
- Design a school behavior change program that will allow girls and boys to increase their knowledge around their rights, adolescent health, build their self-confidence and aspirations to learn;
- Maintain and expand support for ongoing Accelerated Education Program at primary level to meet the education needs of over-age learners;
- Support ongoing initiatives that address specific needs of girls such as the boarding schools, after school academic remediation/support for girls(to improve learning outcomes), provision of sanitary wear and cash grants transfer(to reduce economic burden of schooling);
- Support teacher capacity development in alternative/positive discipline to eliminate use of corporal punishment in schools to enhance safe learning environment;
- Identify, map and strengthen existing community networks e.g. Parents-Teachers Associations for knowledge sharing on education issues such as prioritization of needs, identification of vulnerable out of- school-children and children with disabilities that are excluded from education and awareness raising on documentation required by authorities for enrolment of children in schools;
- Build the capacity of communities leaders and education networks on measures to make schools safe for children including combating sexual and gender based violence, developing codes of conduct for teachers and promoting social cohesion and peace building among students from refugee and host communities.

Objective 4: The number of life skills and vocational training opportunities increases

Available vocational education and like skills programs remain insufficient to address the current need. As a result, youth are becoming extremely vulnerable to serious protection risks and may resort to negative coping mechanisms.

The activities that UNHCR and partners undertake may include:

- Provide flexible options that provide opportunities to mainstream back into formal education for adolescent girls including young mothers and unaccompanied children who are out of school;
- Support art, music, sports and talent development that can provide meaningful avenues to leverage youth creativity, and overcome boredom that contribute to deep feelings of apathy and lack of hope, which in turn leads to crime, and drug use;
- Enhance linkage between education and child/youth protection in youth development activities such as arts, sports and other talent shows/identification;
- Support existing vocational programmes to provide training based on market assessment so as to better link it improved refugee livelihood and resilience;
- Implement life skills initiatives that has an implicit SGBV/women's empowerment and risk-reduction related agenda with emphasis on peace conflict resolution and problem management skills;

Objective 5: The number of children attending pre-primary and primary education gradually increases

In Kakuma, pre-primary education is under-developed with 44% of pre-primary aged children out of school. 8 primary schools do not have a pre-school unit and the existing 13 pre-schools in the camp are congested with the number of teachers, textbooks, desks, WASH and play equipment remaining insufficient. Primary education covers standards 1 to 8 with pupils sitting for the Kenya Certificate of Primary Education (KCPE) at standard 8. Despite the progress made to reduce the number of out of school children, the existing 21 primary schools are overcrowded with nearly 150 children per classroom. UNHCR and partners are committed to enhancing access and quality in pre-primary and primary education which are the foundation for learning in order to assure refugee children the right to quality education.

The activities that UNHCR and partners undertake may include:

- Strengthen the implementation of double shift system across the 21 primary schools;
- Advocate with partners for increased expansion of primary school infrastructure, associated facilities and scholastic materials;
- Undertake with partners, teachers and Board of Management (BOMs) community sensitization, awareness and dialogue forums/campaigns' to spur education demand and maintain momentum;
- Provide logistical and other support (financial/in-kind) to partners supporting teacher training, coaching and mentoring programs;
- Expand the use of ICT mediated teaching and support for on-going initiatives (Vodafone supported INS, Skype in the classroom etc);
- Support ongoing remedial teaching programs for girls to improve their learning outcomes;
- Strength school level quality assurance and supervision mechanisms through regular(monthly, quarterly) monitoring with partners;
- Support communities to set-up schools (ECD & primary) to bridge the gap and meet increasing demand;
- Establish a framework for community contribution to schools;
- Lead efforts to revitalize school Management; paying attention to capacity and efficiency of school management structures-student councils and Boards of Management/SMCS.

Objective 6: Improved data and information management inform responses

Education Management Information System is imminent for effective planning to provide access to quality education and protection. The current Education Management Information System (EMIS) that collects school data on monthly, termly and annual basis from the education partners using Excel spreadsheets meet the need of keeping track of the basic access and quality indicators such as enrolment and attendance rates, teacher pupil ratios and teacher to textbook ratios. While the system has been extremely useful to collect general education data and generate information on key indicators for reporting, it does not collect data on individual students which is critical for tracking individual student progress. Without education indicators regularly monitored and pupils with heightened protection risks timely identified, education programs may not be effective. The operation run a simple EMIS system.

- Support systematic assessments, surveys and strengthening of EMIS systems to generate reliable education data that is also disaggregated by age, gender and diversities:

- Support partner agencies to strengthen systems for collecting, compiling and analyzing education data at both school and pupil-level;
- Strengthen knowledge and information management mechanisms to monitor and measure learning including undertaking periodic learning assessments;
- Develop a system to better link education partners with protection ones to facilitate the identification, referral and response to children with heightened protection risks or at risk of dropping out of school.

Strategic Approaches

To achieve the Kakuma refugee education objectives, UNHCR will focus on the following strategic approaches:

Strengthened Effective Partnerships and Coordination
Securing enduring relationships with stakeholders, including the Ministry of Education, implementing and operational partners as they play a crucial role in program delivery, accountability and standards. UNHCR will actively seek to collaborate with the Ministry of Education to mainstream refugee education services including the continued registration of Kakuma schools as public entities, provision of quality assurance services, examination management, and support with equivalencies of qualifications and teacher training. The Education Sector Working Group will continue to ensure that a coherent and well-coordinated mechanism and information-sharing platform is in place to achieve this strategy paper objectives in an efficient manner and also advocate for greater support to the education sector.

Capacity Development
Capacity building will be enhanced for UNHCR and partner agency staff to ensure prioritization of key capabilities for program delivery and implementation of the strategy. Capacity development will focus in particular on the school level (systems, processes, human and physical resources) to ensure school personnel are able to monitor and effectively deliver education services.

Innovative Use of Technology
ICT will be leveraged as a tool to support and enhance learning, on the part of educators and refugees, in classrooms and in non-traditional education settings.

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