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# Education for refugee children

*A case study on UNHCR's strategy.*



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## Abstract

The subject being studied is education for refugee children. Today, there are many children that are not allowed, or have the possibility to go to school and get an education which is a failure towards children's development in relation to human rights. Despite that refugees are supposed to have rights to be provided education, they are reported getting lower access to education than other children. The purpose of this study is to understand the educational contribution from an organisation's perspective and how to understand what needs to develop to ensure all refugee children with education. The research question that this study is based on is: How can we understand the role of education at a young age for refugees in relation to children's development? The method chosen for this study is a case study through two reports of the United Nation High Commissioner (UNHCR) to collect data of their education strategy implemented in a project called *Educate A Child*. Theory selected to analyse and understand the strategy is Pierre Bourdieu's theory of Field, Capital, and Habitus. The conclusion of the study is that the educational sector has several factors that play different roles. Teacher's training is of great importance and must be taken more into account in their role and responsibility towards the children, the economic capital is important to be able to develop opportunities for children to attend school, and inclusion and partnership also play a great role. Keywords that have been used are education, primary school, UNHCR, refugee children.

## Keywords

Education, primary school, UNHCR, refugee children.



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## 1. Introduction

### 1.1. Topic introduction

Today, there are many children that are not allowed, or have the possibility to go to school and get an education which is a failure towards children's development in relation to human rights. Agenda 2030 in their fourth goal of the Sustainable Development Goal (SDG), *quality education*, has become one major contributor to force this development globally around the world (UN, n.d). The goal focus on eliminating discrimination and provide access to including education of high quality, which is of most relevance for refugee children. Education as a tool can act to protect children from being used, unhealthy lifestyles and even death (Horst & Aden, 2021).

Before children become refugees, they often live in countries with ongoing conflicts which can mean that they do not have any education at all before leaving their home country. Many refugee children and teachers describe the constant travelling and consistent behaviour of moving around disturbing and as a disruption in their life (Dryden-Peterson, 2015, p.7). Many refugee children living in host countries to ongoing conflicts are experiencing a lack of educational support and individual inclusion as a true challenge. Despite that refugees are supposed to have rights to be provided education, they are reported getting lower access to education than other children. In 2014, reports showed that 50% of refugees were provided access to primary school and are continuing to be persistent numbers (Dryden-Peterson, Adelman, Bellino, Vidur Chopra, 2019, p.348). Globally there are about 258 million children of young age that are not in school, including 59 million children who should be in primary school, 62 million should be in lower secondary school, and 138 million should be in upper secondary school. UNESCO presents those 3,7 million refugee children in school age were reported not going to school. That



is taken out of a total of 7,1 million refugee children, which shows that more than 50% of the refugee children are not attending any education (UNESCO, 2021).

A contributing factor that plays a great role in refugees' possibilities to develop is the language barrier. The language can play a great role in how the refugee children have the opportunity to develop, not having the knowledge to speak the language in the host country can result in lack of communication and education. In countries where refugees are offered to go to school, refugee children can be placed in lower classes to be able to understand the education material, when in real life the child already has the knowledge for that level, and therefore gets stuck in their developing process (Dryden-Peterson, 2015, pp. 8-10).

Children's unresolved emotional issues, such as displacement and mental issues as trauma can contribute to difficulties with learning and development in educational aspects. Mental health of refugee children is also known as a constant problem in their everyday life, which can be solved through different actions. One can either wait for the issue to become so big it is undeniable to ignore and the need for help is crucial, or one can work preventatively with activities, such as education, which has been proven to be a working method to prevent increasing issues with mental issues and Post-traumatic stress disorder (PTSD). Schools can often provide support for the children and preventative activity by confronting their problems and showing them that they are not alone (Björkenstam. et.al, 2020; Ingleby & Watters, 2002, pp. 43-44).

Several studies in the literature review touches upon the subject with a methodology in a case study in relation to global policies and interviews, both quantitative and qualitative. This study aims to investigate how United Nation High Commissioner for Refugees (UNHCR) as a global organisation applies



their approach in their practical actions towards refugees' needs of education in their educational program. By doing research on their approach towards supplying all refugee children with education, a greater understanding of the work of UNHCR will be clarified on how their education program is specifically adapted to the particular situation of refugee children. The literature gives an understanding of the educational impact on refugee children but lacks the approach of how it is put into practice which will be done in this study.

## 1.2. Research objective

The aim of this study is to contribute to a greater understanding of how UNHCR works in contributing help to refugee children in relation to their educational rights. The goal of this study is to create a better understanding of how education can contribute to developing a person's life and how different projects can be seen out of different perspectives, this one through Bourdieu's theory of capital, field, and habitus. UNHCR is a large organization with great influence globally, it is therefore interesting in looking into their work in how to apply it practically. The research questions the study will be based upon is:

***What are the objectives for refugee child education in UNHCR's strategy?***

### ***Sub questions:***

1. What has UNHCR's work with refugee children education achieved?
2. How do Bourdieu's concepts of capital, field and habitus contribute to understanding UNHCR's work with refugee education and potential problems?



### 1.3. Disposition of the study

This paper will begin with a section of an in-depth literature review in relation to the educational perspective for refugees, touching upon several factors that affect and contribute to refugee children's development. An explanation of chosen theory will be presented. The chosen theory is Pierre Bourdieu's theory of capital, field and habitus. Method that is being used is a case study on UNHCR and their education strategy that they apply on a project within the years of 2015-2019 in their project: *Educate A Child*. The paper will then use the theory to analyse the reports on their project to present conclusions that have been found. It will then end with a discussion and thoughts on further research.

## 2. Literature Review

Sustainable Development Goal (SDG) 4 seeks to eliminate discrimination and provide access to including education of high quality towards these populations of refugees. The educational aspect is provided as a tool to protect children from being used, unhealthy lifestyle, and death. Education can provide these children with peaceful integrations, and ways to cultivate them with knowledge to be able to live their lives with full potential (Horst & Aden, 2021). Statistic numbers by UNHCR presented in 2021 were a total of 84 million forcibly displaced people worldwide. 35 million people, that is 42%, were children under the age of 18 years old presented in the middle of 2020 (UNHCR, 2021-2022). Most of the refugees are reported living in the neighbouring country to an ongoing conflict, where educational systems and individual inclusion is challenging. According to UNHCR and the New York declaration, they state that every refugee child has a right to be provided education. Despite these arrangements, refugees are reported to get lower





access to education than other children. It was reported in 2014 that 50% of refugees were provided access to primary school, this in comparison to 93% of all children on a global scale, and the low rate of refugees getting access to school has shown to be persistent (Dryden-Peterson et al. 2019, p.348).

All children come with different backgrounds into all social institutions. They all have different experiences with teachers, parents, families, friends, and all these experiences are of importance to understand their way of experiencing school and the relationships they form to different people and how they affect the present for these children (Dryden-Peterson, 2015, p.2). Children often live in countries with ongoing conflicts before becoming refugees, which in turn can result in no education at all before leaving their home country (Dryden-Peterson, 2015, p.7). Many teachers and refugees themselves describe the situation with lack of education as a problem also in their everyday disruption factors as well as social factors. Disruption factors can be the travelling and consistent moving behaviour refugees can experience. One example is from a boy in The Democratic Republic of Congo travelling between the capital and their refugee camp in need of being present for population census but ending up missing his final exam which resulted in him being forced to do a whole year of education again from the start. Similar situations as this have been described by teachers saying “they are always on the move”, which means that the students' study time is postponed to what can be years (Dryden-Peterson, 2015, p.8).

Mariane Hedegaard (2012) builds her article on the cultural-historical approach of Vygotsky, Elkonin, and Leontiev extended with the concepts of institutional practice and activity settings. The concept focuses on children's different institutional environments in everyday life and their social life situations. The relationship between children's interactions in their environment and activities is what ultimately results in learning and children's development (Hedegaard, 2012, p.127). Children are living throughout social



institutions in their everyday life. The tasks they are being challenged by are the demands that teach them and make them develop through time in their everyday practice, which is either in their home environment, kindergarden or in school (Hedegaard, 2012, p.136). Children are always put in different social institutions and have their own demands on the surrounding and the surrounding have its demand on the children. It is in these social situations the children learn through their environment. Development comes from situations in crisis or when the child crosses institutions and is being exposed to new demands that go outside from their existing practice (Hedegaard, 2012, p.136). Hedegaard & Dryden-Petersson (2015; 2012) can conclude by their articles that factors such as the children, social institutions, families and the environment are crucial for children's development, but can also build barriers and postpone their educational opportunities.

Factors concerning refugee children is their ability to adapt to new situations, especially in their social life and education when arriving in a country that is not their home country. Depending on how the family manages to adapt to the new surroundings and the social circumstances, will have a direct impact on the child and how they can adapt to the environment. In addition to this, another factor that also plays a great role in adaptation to new environments is the children's unresolved emotional issues such as displacement and mental issues such as trauma which can contribute to issues with learning and development within school. Another factor that will have a great impact on the refugee child will be the familiar social environment and if it is still intact or not, if the child still has its family, friends and neighbours or not, will impact the child's ability to develop within school. A contributing factor outside of the family situation is the support services available in the host country, who are there to help coordinate to help the children and families can either be very helpful or become a barrier to the process of adaption for the children (Hamilton & Moore, 2004, p.10)



The language barrier is also an important factor to really acknowledge that can create years of education without any new knowledge. If a child for example originates from a French-speaking country and migrates to an English-speaking country. Not having the knowledge to speak English this child will most likely be put in a lower class to be able to understand the education material, but already knows this, that the barrier of language becomes a reason for this child to be in school without actually learning on their individual level. Including refugee children in the classroom is of great importance to understand that everyone speaks different languages, and to see all children for their own needs, and for teachers to do whatever they can to include everyone into the education (Dryden-Peterson, 2015, pp. 8-10).

Mental health can also be a critical issue refugee children handle in their everyday life. Even with family members also being traumatised from conflicts lacking support to their children, how can we then help to prevent these children from ending up with worsen mental health? One approach is to prevent this by giving support and encouragement and guiding them in the right direction to confronting their problems, and to show them they are not alone. The school can often contribute with this support and preventative activity for these children if handled right (Ingleby & Watters, 2002, pp. 43-44). The increasing numbers of refugees are getting higher every year globally. A study of refugees compared to Swedish born youths shows that refugees run a higher risk of common mental disorders (CMD), especially PTSD. There have been presented results that the statistics of reactions to severe stress and adjustment disorders have decreased with years spent in Sweden. Within the relation to education, it has resulted in a positive result where increasing years of education has resulted in a decreasing risk of CMD (Björkenstam et.al, 2020). Both articles show factors of risk is refugees' mental health which in the longer run can become critical, but preventative actions and activities such as education has been shown to work as a preventative method.



To conclude the literature review one can see a relation between educational opportunities for refugee children and the affection this comes with in relation to their possibilities to evolve. Barriers such as language, stable environment and service support plays a great role and are factors affecting their opportunities to develop. Education can also have a great impact on refugee children's mental health, where support from school and services can make a large difference, and the sooner the better to prevent these children from societal destruction. This study aims to investigate how the United Nation High Commissioner for Refugees (UNHCR) as a global organisation adapts their approach in their practical actions towards refugees' needs of education. The literature gives us an understanding of the educational impact on refugee children but lacks the approach of how it is put into practice.

### 3. Theoretical Framework

The theory chosen for this study is Bourdieu's sociological theory of capital, field and habitus. Bourdieu's theory can generate an understanding of the field of research and can help to legitimise the school as a fundamental social field for development which is relevant for this study in relation to educational rights for refugee children (Broady, 1998, p. 3).

#### 3.1. Field

Bourdieu speaks of the society as a social room or as a field, that is specified with specific rules and values. By the word field, Bourdieu is associated with the social room to distinguish agents' social positions. This social position is created through interactions with the norms and rules within the field, such as agents' habitus, and agents' social, economic, and cultural capital. A social field is with other words a group of people united through common interest. The word field for Bourdieu can be understood using an analogy of a social act, or a game.



The different meaning for a game is that it is a product, and a field is not. The field is the social situation that is being constructed by society, but still has rules to follow. In relation to the comparison of the game, one can understand that the people in real life are the players of the game. Each moment in the game, the players define the structure of the field. Bourdieu and Wacquant (1992, pp. 98-99) describe the players having opportunities in the game to set up rules and structure where each player owns their personal capital. They can use their capital in the game to influence the game and the rules of the field.

There are general laws and norms within the field that are worth studying. Even though there are field specific forms of capital that are evaluated within the field that can contribute to competition, the players of the field all share a certain common interest. The actors in the fields agree that the field's laws, norms, and principles are their responsibility to fight for and keep within the field, this means that together they protect the field from threats so that the field's values and activities should not be degraded from the outside (Engdahl & Larsson, 2011, pp. 247-248). In all fields, there is a constant battle between the established ones and newcomers in the field, where the established who hold a large field-specific capital, is trying to defend their position in the field while the newcomers who possess a low field-specific capital is trying to create a position within the field. According to Bourdieu, this struggle creates a development of the field's social rules and pushes the field's laws to development (Engdahl & Larsson, 2011, p.248).

### 3.2. Capital

Bourdieu's theory of capital can also be translated into resources and that it includes actors who possess various resources that are of value to be able to be part of the social field, and that an actor who is in a position of power has the right resources to be able to contribute and assist with development. Capital can be referred to as resources that demonstrate value within a specific field (Broadly, 1998, p.3; Engdahl & Larsson, 2011, p.244).



Bourdieu also uses the term capital and refers to a certain inequality that occurs in children in school, this in the form of both before and during a type of selection/category of the children based on their capital worth within the field.

The cultural capital refers to an individual's resources the person possesses within the field, for example education and learning. A prosperous cultural capital can therefore be inherited from one's parents if one has lived a life in a more developed environment with parents who have higher economic and cultural capital in education, for example, where they are well acquainted with and have the knowledge to value opportunities, education and also the professional life that the social world has to offer. Therefore, children who have grown up in a family with a developed cultural capital, experience easier access to adopt the existing culture and the upper class. The educational system is a fundamental factor when it comes to bringing access and to legitimise the culture of a general society. Bourdieu means that there is only one institution that can bring as many possibilities to cultural access as the educational sector (Broady, 1998, p. 10). Cultural capital contributes to distinction in the sense that one knows the rules in what is right and wrong within the social field. Cultural capital lays a foundation for how other capital develops for an individual (Broady, 1998, pp. 6-8). Bourdieu expresses the access to be mobile and possible for change, that they are not entirely written in stone just because a person is born into a family but can always change course, especially within the education system. A child who is in a cultural disadvantage in school can also in extreme cases succeed in getting out of this disadvantage if he and the family possess special qualities and if schooling develops in a positive direction, if he manages to break this disadvantage of cultural capital, it can lead to studies of higher rank over time. Educational communication is a fundamental factor in developing educational opportunities for children, where language acts as a factor when a person goes from owning a certain habitus to imprinting a new one (Bourdieu, 2008, p.120). An individual who possesses a certain capital can



benefit from this in relation to those who possess less capital. An example is the linguistic capital, in both writing and speech, where the linguistic capital in the school can play a major role in which selections an individual needs to go through in order to achieve development. An individual with poorer linguistic capital needs to get through more selections or categories to achieve these goals. In relation to education, this therefore becomes relevant as education creates a basis for the linguistic development of that capital. When a child changes environments where the person in question possesses a lower linguistic capital than his surroundings, he is forced to experience a longer selection to achieve the same goal as the others who possess a greater linguistic capital. To describe the symbolic capital, the cultural and the social capital are linked to what is considered valuable in a field. The symbolic capital is invisible and is determined based on the individuals within the social field. The symbolic capital thus has no fixed value but is flexible based on the value of the active field and conception. Symbolic capital is what is being recognized by the people in social groups and what they see as valuable resources (Broady, 1998, p. 6). The Symbolic capital is the relation between an individual, group or institutions, assets or personality to the people who distinguish and create a value for the people's qualities and assets. One example that Bourdieu is using is teachers' ability to identify certain students that are by special talent. These students process specified symbolic assets that are inherited by cultural capital, which in relation to the education criteria is what the school is rewarding, which results in teachers acknowledging as valuable through their own dispositions that has been created through their education and have taught them is by value. Other specific symbolic capitals can be good grades, examinations from fine schools, ability to speak and write in a way that creates respect and so on (Broady, 1998, p. 6).

In relation to refugee children, this will be applied to create an understanding of how UNHCR contributes to provide the children with their needs based on their



different capitals and how to increase them. This will be investigated in how the organisation takes into consideration the children's different capitals to create opportunities for the children's learning possibilities based on their individual capitals and needs.

### 3.3. Habitus

Something that is also referred to in Bourdieu's theory is the term "habitus" which describes an individual who is embodied. Depending on an individual's habitus, it affects how a person finds it easier or more difficult to act in specific fields (Broady, 1998, pp.16-17). Habitus will be used to understand the needs based on where a person is from and previous experiences. What will be investigated is how the project of UNHCR will take into consideration all these aspects in relation to the children's needs of different support based on different habitus.

Furthermore, habitus of class should also be considered where Bourdieu makes the description that there are three different social classes, the upper class, the middle class and the working class. Within these social classes, different class habitus can be distinguished, it also means that we can have three different class habitus depending on our lifestyles, which can include where one lives or what job position one has depending on which class one belongs to. Within the working class, lifestyle choices are characterised by a "taste for the necessary". The meaning of this description is that this class has a taste for what it can afford due to their situation in life. Furthermore, the upper classes principle of life is characterised by a "sense of distinction". That is that they know how to act in order to distance themselves from other social groups. For economic reasons one can understand that these groups have the opportunity to live in a way that excludes other groups. The third social class which is between the upper classes and the working class possesses a habitus which is characterised by "a good will". This can be explained by the desire this group have to learn the distinctions and rules of the upper group, they often imitate the upper classes,





without success they lack the cultural and economic capital to enter the new social class (Engdahl & Larsson, 2011, pp. 252-254).

The chosen three key concepts based on Bourdieu's theory are interesting to analyse in relation to this study in the sense that: 1) The field, which helps to understand the research field and through the theory conducts to highlight the rules and laws raised in the field in the different countries, but also in UNHCR as an organisation and how they apply their skills into the field of education for refugees. The theory of field will be used in this study to create an understanding of the social environment, and how UNHCR works with their supplies and knowledge to increase security to the refugee children. It will also be used to understand how UNHCR works with the adaptation to every child's need in relation to the rules and norms they may come from. 2) Furthermore, cultural capital is useful in this study because the word cultural capital translated from "culture" means Educational Capital and affects the area of education directly. In addition, the linguistic capital is to be included in the cultural capital, it is helpful in being able to describe the differences that migrants have compared with students in host countries. The theory of capital will be used to understand how UNHCR works with adaptation of education in relation to every child's different capitals. 3) Finally, habitus is being used to increase the understanding of the conditions the students have based on their life situation and background in relation to their previous studies (Broady, 1998; Engdahl & Larsson, 2011). The theory of habitus will be used to understand how UNHCR adapts their strategies based on every child's background and their need in specific situations.



## 4. Methodology

### 4.1. Research design

The research design for this study is applied by a qualitative case study involving documents from the United Nations High Commissioner for Refugees (UNHCR). The study aims to draw conclusions based on documents describing the work of UNHCR for refugee children in relation to education. The chosen case is an illustrative case, where UNHCR functions as an organisation relevant for the research question (Bryman, 2021, p.60). By bringing in several documents in the single case opens up opportunities to widen the result in the perspectives on different cultural aspects (Bryman, 2021, pp.62-63).

My choice of doing a case based on UNHCR shows a valid source by this international organisation working globally with human rights questions. This can be questionable, if the material being used are false or not reliable it can result in skewed perception and the result ending up not showing a true picture of the situation. This can affect the reliability of the study which in turn can affect the validity (Esaïasson, Gilljam, Oscarsson, Towns & Wängnerud, 2017, p. 288). By choosing UNHCR as an international organisation, in my case in this study, the report of their implemented strategy will be impartial, the result would have been more biased if the study would have been based on a national state strategy, in this case, ideology and politics would have impacted the result.

### 4.2. Selected Case

Selected case for this study is UNHCR and their work with educational rights for refugees. UNHCR is an organisation that aims to work with questions regarding human rights for refugees, especially to provide the right for asylum seekers to be safe in another state, and to be able to have an option in eventually returning home, integrate in the new country or resettle. UNHCR



provides assistance in emergencies in terms of clean water, shelter, sanitation and healthcare, households and sometimes food (UNHCR, 2021-2022).

UNHCR works globally and to select a specific area within their work, the chosen documents are all valuable information in their foundation of how to work with refugees and education. The study will be based on UNHCR implementation of their education strategy 2012-2016. The Education Strategy 2012-2016 is a strategy created by UNHCR, renewed in their progress with focus on implementing it in the years 2012-2016. The focus, and goal, with this strategy is to ensure the provision of education for all refugees. This strategy aims to secure sustainable solutions and protection for refugee children. Quality education will provide refugee children knowledge to build healthy lives, right skills to develop, and build self-trust within time. The education strategy is built upon the Refugee Convention 1951 and human rights instruments relevant to education (UNHCR, 2012, p.7).

*Educate A Child* is a project in a partnership between Education Above All (EAA) and UNHCR. The project's goal is to offer quality primary education for refugee children and out of school children (OOSC). The project *Educate A Child* is created by a partnership, based on UNHCR education strategy, and follows the values with it such as strengthening educational rights for refugee children as international protection. EAC and UNHCR want to contribute by helping and ensuring all children have access and the opportunity to be able to develop through the advantages of vital education (EAC, n.d). It was decided that the programme was to be implemented in 14 different locations in 12 countries in Asia, the Middle East and Africa. The locations are Chad, Ethiopia, Islamic Republic of Iran, Kenya – Dadaab, Kenya – Kakuma, Malaysia, Pakistan, Rwanda, South Sudan, Sudan, Syrian Arab Republic, Uganda, Yemen – Aden, and Yemen – Sana'a. (UNHCR, 2020, p.10). The programme of the project is to use 8 different objectives to reach the goal (UNHCR, 2020, p.10). The objectives will be presented and



analysed in the analysis section. The end of project report on the project of Educate A Child 2015-2019 is being used as a result with a focus on some of the actions in the strategy presented in 2012. The results from the project implemented in 2015-2019 are being used to analyse possible results in their different actions using the strategy as a base to understand the different actions and their focus in relation to Bourdieu's theory.

The focus in this study has mainly been based on the strategy that UNHCR created 2012-2016. It aims to investigate in what area the project has its focus, and how they present the outcome in their project in relation to education for children and their development. The analysis will be built on their way of working and implement education towards refugees in need and where their focus lies.

The empirical material that has been used are two reports from UNHCR.

1. The presentation of the education strategy 2012-2016.
2. Report on the results from the project to implement the strategy 2015-2019.

The reports will be used to analyse the outcomes and their focus in relation to the refugees' needs. The reports will be analysed in relation to the theory of Pierre Bourdieu.

In relation to Peace and Development, the educational sector for refugee children is relevant to both peace and development. Refugees are the fruit of countries in situations of crisis, whether it is war, conflict, injustices, or violence. Instability is the result that forces people to flee from their home. Children's development is crucial in the sense of possible future development due to children being the future. With education, everyone will have a better understanding of injustices and human rights and how to use and fight for



them. This study will help to understand the importance of education for children and how projects can contribute to that understanding.

#### 4.3. Collection of data

The empirical material has been collected from the internet using the website of the UNHCR official data base (UNHCR, 2021-2022). The data was collected through a search on their website to find reports regarding this strategy and implementation.

The analysis is structured by a thematic analysis approach (Bryman, 2021, pp. 537-541). Where the two documents have been themed into three different phases of the process. The first theme is the first document where the strategy is presented, the second theme is the second document where they present the result of a project using the strategy. Within each theme, each document has been categorised into different categories using their different actions and objectives within the strategy and project.

#### 4.4. Methodological considerations

A case study can be both quantitative and qualitative, whilst this study aims to focus on the progress, contributory factors related to social construction and interactions a qualitative method is therefore more suitable.

A quantitative study would have contributed to more statistical evidence to create an understanding of concrete information in relation to the refugees, despite this, I have chosen a qualitative study to capture the social factors in relation to refugees' needs in their social institutions, here in the educational sector.



#### 4.5. Ethical considerations

In relation to ethical considerations this study aims to be as transparent as possible to cause no harm. The reports that will be used are secondary data, they are public and official through the UNHCR project, therefore no ethical considerations are relevant to implement.

#### 4.6. Limitations and Delimitations

By doing a case study based on a report and digital documents makes it more accessible to collect the empirical data. In order to not be limited it is important to choose projects that have been finished and not still ongoing. In my chosen case the project has its final reports from when it was ongoing 2015-2019. The project has also been extended within the years 2020-2022 which can contribute to understanding what they managed to succeed with and what they still must work on for further development, this report has also been used in the discussion of the analysis. Delimitations that were made with the choice of case to study were chosen based on the time limit. The study is delimited to this one strategy by UNHCR. The strategy contains partnerships with other organisations that must be taken into consideration in the final report when analysing the final results of the strategy, but because the case is based on UNHCR as an organisation it is their final report that will be used for this study.

### 5. Findings and Analysis

The following section is an analysis including the two reports from UNHCR, one on the education strategy, and the other a document of the end of a project report from a project using the education strategy. The two articles are both analysed through the theory of Bourdieu.



## 5.1. Analysis of The Education Strategy of UNHCR 2012-2016

The education strategy of UNHCR is divided into six different actions which have been categorised in this section where the categories will analyse each action in the education strategy.

### **5.1.1. Action 1: More children will learn better in primary school**

In the first activity (UNHCR, 2012, pp.10-13), the goal is to increase achievements in knowledge in primary school, to have more children to learn better and for more refugee children to have access to primary school. To be able to improve learning achievement in primary school, UNHCR points out the need for teachers training which will be a key activity. To make sure the teachers have the right training, some important knowledge and training is required. Teacher's training will underline teaching skills of literacy and numeracy skills, estimation of children's learning, engaging pedagogy, and education that is inclusive. The teaching training will provide in-service training, skills of mentoring, and group support for already qualified teachers to be able to update their existing skills.

In relation to Bourdieu's theory one can see that the knowledge of the teachers is of great importance in the symbolic capital. The teachers are the people that can provide the children with the right knowledge that is relevant to complete primary school. Already qualified teachers will also be provided to update their already existing skills to match the needs for refugee children (UNHCR, 2012, p.11). The norms of what is expected from the school is through the symbolic capital, and within education it can be interpreted as the teachers' skills as a symbolic capital. Their focus on developing teachers' skills can be analysed as they want to increase the symbolic capital for the teachers to provide better knowledge and conditions for the refugee children in school to learn better with higher quality. The symbolic capital in relation to refugee



children is therefore important because of their different backgrounds and previous lifestyles when children come from different places with different previous capitals. The teacher must also take into consideration the children's existing capitals and provide them the right knowledge to increase every child's individual cultural capital within the norms of the school to achieve the expected grades and knowledge. It is important for teachers to be able to understand the children's habitus and where they come from to provide them with the right tools towards their needs, and to be able to do this they need to possess the right symbolic capital in education to provide them the right knowledge and help achieve the goals in school (Broady, 1998, p. 6).

The teaching training in the first activity will also consist of supporting and developing the professional development of principals of the school. If one looks at the hierarchy of a school, the principals can either provide great teachers with the right knowledge for the children's needs, or they fail and place unqualified teachers which can lead to a lack of quality education for the children. Lack of quality education can in turn result in children not achieving what is set out as goals in primary school. It is therefore important to make sure, such as the teacher's symbolic capital is required (Broady, 1998, p. 6), that the leading communities also hold the right knowledge and standard in the field.

UNHCR also points out that a key activity to reach the first action will be to attach the norms of the length of a school day, minimum school days of a year, standards for students and teachers' attendance and to make sure students qualify to upgrade to the next level from primary school to secondary school completion (UNHCR, 2012, p.12). This shows that education already consists of norms of how a field of education should work, and UNHCR wants to uphold these rules to follow the norms to be able to give the refugee children the time and attendance that is set out to achieve the goals of primary school (Engdahl & Larsson, 2011, pp. 247-248).





### **5.1.2. Action 2: Schools will protect children and young people**

The second action of the strategy is to have a safe educational environment that protects the refugee children and young people. It aims to create a protective learning space for children. To do this, schools must have to be physically safe, socially integrated, psychologically, and emotionally healing. Schools must therefore create a relationship between teachers, students, and family. The education must include conflict-sensitivity, peace building and social integration. The environment must have a great infrastructure, water supply and sanitation, basic furniture, and good facilities. It must also include a cultural and religious context to ensure inclusion for all children. Safe environments for learning benefit children wanting to attend school and not drop out because of lack of security and safety. The quality of education in relation to children's needs is considered a protectional tool for students' learning (UNHCR, 2012, pp.14-17).

The theory of field can be described as a social field by a group of people being united with a common interest (Bourdieu & Wacquant, 1992, pp. 98-99). The educational sector can be analysed as a social field, and the leading communities, principals and teachers all have a common interest, which is to contribute to children's development and knowledge. An interest also in their common goals towards providing knowledge to children is the safe environment. For the children to be able to learn and develop they must feel safe to achieve progress. The school as a field probably must deal with different cultural aspects that indicate different symbolic capital of parents and children who are to receive education together with host countries or in refugee camps. It is therefore always important to be aware that the norms and laws of the field are not self-evident to everyone as everyone comes from different places in the world. To create a safe environment and make sure everyone is aware of these norms and laws within the field, it is of great importance to have good relationships between teachers, children and families to make sure



that cooperation is possible, and a common effort can be made towards a common goal. Therefore, it is also included in action 2 that the school must include cultural and religious aspects to achieve inclusion for all children. All children should feel welcome and included, for this to be achieved, we can interpret Bourdieu's theory of the field that it is important for all refugees to know about norms and laws in order to more easily adapt and create a community for learning purposes (Bourdieu & Wacquant, 1992, pp. 98-99). As the strategy wants to achieve safety for the children within the school, we can interpret that it is their strategy to keep the children in school and not have so much absence. If they succeed in creating a safe environment for the children to learn and achieve development, the goal is for children to want to be there and learn, which in turn contributes to increased cultural capital and a field based on security and community. We can also interpret here that the quality of education also contributes as a security for the children, that with good quality education and that the children achieve development and learn, they stay in school and thus are protected from environmental conflicts.

Activities UNHCR wants to implement to reach the second action are for example training all teachers in safe learning environments to raise the importance of children learning their rights to education and safe learning environments which once again points out the field of education. They want to train all teachers and refugee children in pedagogy for children, inclusion methods using existing expertise within the national systems, local teachers training institutes and NGOs (UNHCR, 2012, pp.15-16). By wanting to improve the pedagogy for the children and knowledge about the national system in the hosting countries, one can analyse this through the theory of cultural capital, and to increase the cultural capital, UNHCR wants training for teachers, students, school directors and parents addressing the issue to identify children at risk. To reduce the risk of children being exposed to forced recruitment, abuse and violence, includes following up on services that



provide help for this. This can be analysed through the theory of field in creating safe environments as mentioned before, but also through the theory of capital. For the children to be able to change course and not having to be recruited or to experience violence, the school can be interpreted as a protective field, where the teachers possess the symbolic capital to teach the children of their human rights to be able to change the course. When children are offered education through their younger years, it can help children to change course in life. Children's habitus is the description of where one comes from, but the school can always contribute in changing where you want to go, and is an important factor for a child that comes from a poorer family, or from a family in lower social class, the school can contribute to the possibility of changing course for this child (Bourdieu, 2008, p.120). It is therefore important to look into this issue that UNHCR wants to implement, teaching teachers, students, school directors and parents of the rights they all possess as human beings, and their right of being safe.

Another activity UNHCR wants to implement in the second action is Implementing strategies to include all girls in school (UNHCR, 2012, p.15). A specific focus will be placed on girls to attend school and focus on fighting gender-based violence in school and implementing a fostering participation of boys to learn about this in relation to protection. By implementing strategies to include more girls in school, we can interpret that girls generally do not have the same opportunity to go to school in vulnerable countries as boys. Therefore, an in-depth focus on including girls in school is needed to have the opportunity to catch up. Strategies for including girls indicate that their habitus need to be taken into account and that they need support in being able to achieve the same goals as boys. Bourdieu describes that a person who possesses a lower capital, in this case within the school for the girls, it is interpreted as that girls possess a lower symbolic and cultural capital, that they need to go through a harder selection to be able to achieve higher results and



catch up the boys who were interpreted to have wider access to education (Bourdieu, 2008, pp.120, 143; Broady, 1998, p. 8). Because the girls need to undergo a tougher selection process, they may need extra support in school to get the same opportunity as the boys to achieve the set goals. Again, we can also highlight that the school has the opportunity for girls to change their course in life, where they may not have had the same opportunity as the boys to achieve success and knowledge, but that the school in this case can contribute to changing course and an opportunity to development. Because UNHCR also focuses on boys in school to teach them about this problem of inequality and protection, the school also contributes with an increased knowledge for boys to be able to use this as resistance to the gap between girls and boys in school. As the boys become more educated and aware of this, they too can in turn contribute with increased help and understanding for the girls to gain access to knowledge and contribute to help in their selection.

Another aspect of the UNHCR activity they want to implement is inclusion for all children in the school, with emphasis on those with functional disabilities, children with specific needs, language minorities, people who have passed the age of school years but need education to name a few. This will be done by developing learning programs and psychological approaches. Based on a person's habitus that defines a person's needs, it is important to take into account that not everyone is based on the same conditions physically or mentally, I have previously mentioned the cultural and religious aspect, but in this point, they also focus on people with other needs where the limitation is more physical or mental (UNHCR, 2012, p. 16). We can interpret here that UNHCR sees this as an opportunity to meet everyone's needs based on the individuals' habitus and the capital they possess due to these functional or mental disabilities, or simply previous injustices where access to education has not been possible. Those who possess a lower linguistic capital are also important to highlight where the linguistic capital plays a major role in the



possibility of education when it comes to refugees (Bourdieu, 2008, pp.120, 143; Broady, 1998, p. 8). Linguistic capital can also mean an inability to express oneself in one's own language due to disability, which in turn creates another disadvantage for the vulnerable, that UNHCR chooses to pay extra attention to these minority groups, we can interpret as an increased inclusion for these individuals, and that they want to call for the right to adapted education for all, regardless of habitus and capital. The result in the end with the strategy, we can then interpret as an opportunity for increased capital, which UNHCR sees as an important part of development.

### **5.1.3. Action 3: More young people will go to secondary school**

The third action aims to give more young people access to secondary school, and to do this, it requires access to primary school and for the children to fulfil the education of primary school to first have the opportunity to even enter secondary school. Also including developing economic growth, to be able to reconstruct and develop homes and host countries. There are still some barriers for girls entering primary and secondary school. Girls need role models in school, and female teachers are a minority in school. The language barrier is also important to raise awareness of, where language training is of great importance for young children to impact educational opportunities, where the language is the fundamental key for children to be able to learn and understand in the first place (UNHCR, 2012, pp.18-20).

UNHCR wants to give support to the educational costs of secondary school for refugees, this can be done through partnerships that allow integration for national systems, both when it comes to refugees but also for those who return to their home country (UNHCR, 2012, p.19). By giving everyone a possibility to go to secondary school, we can interpret that the result of more people educating secondary school, it increases the cultural capital. With a larger cultural capital, the possibility of increased economic capital also increases,



where the cultural capital places great emphasis on educational knowledge, and that education is what contributes most to the increase in the other capital, such as the symbolic capital but also the economic capital (Broady, 1998, pp. 6-8, 10). If one increases the support for young people to go to secondary school, we can therefore interpret that it could contribute to increased financial capital for these students where a higher education can contribute to a more paid job, and the opportunity for the student to get a job in the future.

UNHCR also wants to increase education for teachers and the conditions for teachers with stable compensation and development to have specialised skills in their professions (UNHCR, 2012, p.19). The professional resources of the teachers can be interpreted in relation to the cultural and symbolic capital. UNHCR wants to implement the right symbolic capital within the cultural approach towards the educational sector, whereas the professional capital in knowledge exists and meets the expectations from the school to ensure the result from the students and the students cultural capital.

They also point out that they want to offer support to school management committees, parents, student committees to develop leadership and financial administration to support all workers, children, and school staff. To make sure they have the feedback they need to develop in order to fulfil these goals. The field within education must work with the help of boards and a functioning management, and even the leaders need a cultural capital and an understatement for the symbolic capital within the field of education that they want to increase here. To be able to achieve development within the field, the right symbolic capital is a fundamental factor (Broady, 1998, p. 6), which here could be the knowledge and qualification to lead the educational sector forward with the right competence. To see that UNHCR wants to put a focus on this we can understand they have a perception of the whole picture within education, including not only the practical perspective, but also the leading



perspective that is fundamental for the practical part to be working in the first place.

#### **5.1.4. Action 4: More young people will follow higher education courses**

Action number 4 aims to include more young people to higher education courses. When speaking of higher education, it means every education after secondary school, University or college degrees and other training are included. A lot of young refugees crave education in their will to contribute to society. Higher education has a lot of benefits, to mention some: With higher education, national leadership is developed, development of skills to take part of any civic life, it empowers people to take responsibility for strategic choices, It helps young refugees to have a stable environment and safety, and not having to move around as much, and also to develop economic growth and gain for poverty prevention (UNHCR, 2012, pp 21-23). Improving the access to higher education can contribute to increasing and building these individuals' cultural, economic, and symbolic capitals for different fields in social life. By focusing on further education after secondary school, one can analyse the knowledge in increasing possibilities for jobs, which creates more financial stability, and the knowledge to possess the symbolic capital in more social institutions and situations. UNHCR wants to create greater opportunities for scholarships with the help of partners, academic institutions, and other foundations. They also want to reduce barriers of refugee access to higher education by talking to ministries of education and institutions locally (UNHCR, 2012, p.19). By including everyone to a greater possibility for higher education helps the opportunities to higher capitals. One can see a correlation from activity number one, that with a priority of including children from primary school, the possibility increases of getting access to secondary school and higher education which is a goal of this action and strategy.



#### **5.1.5. Action 5: Education will be available at every age**

The fifth action touches upon the equality of education, and the goal in this activity is to ensure availability of education for all ages. Early Childhood Education (ECE) is of great importance, especially for young refugees in the ages of 3-5 that need a safe environment and might have spent much of their time in their life in insecure and traumatic surroundings. It plays a great role for children's development and social skills, even personal growth. When children are being offered schooling, it also gives the mothers opportunities to provide economically for the family. Young people by the age of 15-24 that do not have the opportunity to enter secondary school have other needs such as technical skills development and vocational skills development in relation to having the right skills to enter labour opportunities, skills in numeric and literacy to have the right skills to enter economic work in society, sports activities to learn about teamwork and to strengthen their identity. To increase life skills and develop personally in critical thinking, health encouraging, and HIV prevention (UNHCR, 2012, pp. 24-26).

By engaging all ages into education can be analysed through Bourdieu's theory of cultural capital. As mentioned before, education increases the cultural capital which in turn creates a greater opportunity in changing course for refugee people and to enter higher social classes (Bourdieu, 2008, p.120). By creating opportunities for children to enter school gives an increased opportunity for the mothers to provide for the family. This in turn results in increased economic capital for the children. This can be analysed as a double win situation, the children develop higher cultural capital, whilst the family develops higher economic capital which is a win-win situation for both parties, the child and the mother.

UNHCR wants to create opportunities in sports activities for boys and girls to develop teamwork and personal development (UNHCR, 2012, p. 26). This is something that is valued by UNHCR and a lot of countries around the world.





It is not certain to all people, but to increase this symbolic capital, it creates better opportunities in relation to human rights and working opportunities. By giving opportunities to sport and the skills of teamwork can also be analysed through a bigger perspective, the symbolic capital within the global society. By learning these fundamental grounds in school can help children to understand human rights and human relations better. If the symbolic capital within the school and through sports is to develop personal critical thinking, health encouraging, and HIV prevention it could possibly result in positive effects on a global scale with more respect towards one another and gender equality (UNHCR, 2012, pp. 25-26). By increasing the symbolic capital, this could generate quality education with a common goal, with common norms within the field.

#### **5.1.6. Action 6: Education will be part of all emergency responses**

The sixth and final action UNHCR uses in their strategy is that education will be included as an emergency response. Education is a core element and priority for UNHCR and a right, especially in emergencies. Education is used as a protecting tool for children against abuse, forced recruitment in armed forces, exploitation, and a tool to prevent health, awareness of landmines, and knowledge of issues regarding protection. Education is being used to create stability for refugee children, young people and the families in need. Education is also being used to maintain continuity of education and thereby prevent negative consequences that may arise if not educated (UNHCR, 2012, pp.27-29). This whole action aims to use education as a protective field for all refugees. UNHCR wants to provide immediate education, to identify possible teachers within refugees to establish possibilities of learning training. By doing this, in relation to the theory of capital and field, one can analyse that the learning process of the possible refugee teachers provides them with extended cultural capital and strengthens the security of children within the educational field for refugee children. By always being prepared with



strategies to implement in emergencies, education can provide children with the security of the educational field before something else takes that time and place in the children's lives. If that fails, that can be possibly negative for their development if it involves recruitment and other negative activities.

When using education as a social field, one can see a hint that education is used as a measure to capture these refugees who now do not have a safe environment, for example, to offer them education to meet their need for help and to develop its cultural capital. UNHCR also strives to be able to include refugees in the national education systems that are available to increase integration and inclusion for all people. In accordance with Bourdieu's theory, we can understand that inclusion and integration can contribute to increased competence, increased knowledge, which in the end means increased cultural capital (Broady, 1998, pp. 6-8). By contributing with education, one can understand that it also contributes to the children's health if they receive education, where education has been shown to have positive effects on health, and that they are not being recruited.

## 5.2. Educate A Child - 2015-2019 - End of Project Report

The End of Project Report is divided into eight different objectives which have been categorised in this section where the categories will analyse each objective towards the education strategy.

### 5.2.1. Objective 1: expanding access to education

In the first objective of the project, the goal was to expand the availability of education. The first objective of the project was the main objective in the programme. Classrooms have been constructed in the project to provide access to education for the children. The results present that the project of classroom constructions have been generally successful but that they also stumbled upon



some challenges in some locations, and some overachievements. The results in Chad were measured above expectations due to the community being involved to help diminish the costs, this resulted in the possibility of constructing more classrooms than was planned out in the beginning. priorities had to be made in Sudan to prioritise the need for classrooms instead of rehabilitation work to be able to handle situations of new arrivals in relation to the need of education. On the other hand, some locations met some challenges that resulted in the targets not being met because of land scarcity, inflations, and security. In Rwanda for example where land scarcity was a problem, which resulted in the constructions being two floors instead of a single one, which resulted in more expensive costs. A result of expanded costs of classrooms, latrines were deprioritised in Rwanda but met expected achievements in all other locations. The results of classroom constructions also include desks, rehabilitation work of already existing schools, teacher offices and more, where the results all go hand in hand with what has been accomplished and what has not (UNHCR, 2020, p.12).

The construction of classrooms can be connected to the second action in the strategy where they want to build safe environments for the children to develop and participate in school (UNHCR, 2012, pp.14-16). To build safer environments can be analysed through safer fields, where the educational environment is the field (Bourdieu & Wacquant, 1992, pp. 98-99). If the field is safe, is it easier to create opportunities for learning the symbolic capital and extend their cultural capitals? We can understand that individuals and children feel better in a safe environment, but one might also think that in a safe environment it is easier for the children to adapt and take in new impressions to adapt to new social situations. And by having safer environments, the children and parents will feel safer to also attend school and bring their full attention to education.



The economic aspect has played a major role in access to schooling for refugees, where economic grants are of great importance. In Sudan, for example, strikes have been an obstacle to grants. They receive these allowances to be able to pay for their children in school, which then becomes problematic and results in fewer children to be able to afford and have the opportunity for education (Broadly, 1998, pp. 6-8).

Economic capital is very important for UNHCR to be able to carry out its work due to external factors. Education, as we can see here, not only contributes to increasing economic capital over time, but in certain situations, the existing economic capital can also affect access to school. We can see that the external factors like strikes in Chad (UNHCR, 2020, p.13) have an impact on the financial contribution for refugees to be able to attend school in the first place. These external factors are problematic for the project, but also plays a great role for the results of the programme.

They have also implemented activities that aim to specifically include more access to primary education for girls. In Pakistan, sanitary supplies have been one action towards students, female teachers and girls going to school from home. It has also contributed with satellite classes to support the girls that do not have access to go to school. The result of access to education for refugee children with special needs also had positive results. The most generating action was the provision of special materials, such as glasses, wheelchairs, hearing devices etc (UNHCR, 2020, p.13). By including all children, especially minorities such as girls and children with special needs shows that the second action of providing protection for girls and children with special needs were successful. By providing education for all children can possibly result in higher cultural capital for more individuals, and by focusing on girls and children with special needs help them through their journey of tougher selections in their capitals. This helps them to change their course in relation to Bourdieu's theory of capital (Bourdieu, 2008, p.120).



## **5.2.2. Objective 2: improving the quality of teaching and learning.**

To offer teachers education has been an important activity that has been implemented and was prioritised when the needs were critical and when funds were available. One challenge that was noticed was the lack of teachers who were willing to teach in refugee camps in several locations. A declining result was presented by a result in Chad which showed that the teacher who is financially reimbursed had fallen by 20% unlike in 2016, however, this was due to many getting opportunities for further education at university or similar (UNHCR, 2020, pp. 14-15), which can be interpreted as a positive result with more teachers getting provided access to higher education such as in action number four in the Education strategy (UNHCR, 2012, pp. 21-23).

To make sure that the teacher possesses the right capacity it is important to focus on specialised training such as knowledge in their everyday skills, for example, literacy and numeracy methodologies, pedagogy, special needs education, classroom management, learning assessments, curriculum delivery, planning lessons, but also broader topics such as child protection and education in emergencies. A survey showed that these kinds of training for teachers plays a great role in strengthening teachers in their different aspects of teaching and has shown positive results in the quality of teaching. an increased number of trained teachers were presented in Ethiopia, where in 2017 it was 293 trained teachers, but in 2018 it was increased up to 599 teachers (UNHCR, 2020, p.14). The quality of the teachers can be analysed through Bourdieu's theory of symbolic capital (Broady, 1998, p. 6), that the teacher's knowledge is correct in relation to the development of the children in school. By showing positive results in teachers training one can expect the training to be correct in relation to the children's development. If the teachers are well trained, the children's result will more likely be aligned with the curriculum. It is expected that those who are to teach possess the right knowledge to do so. The curriculum is also based on the goal for what the



children are expected to learn, but also for what the teachers are expected to know to be able to teach it. It can therefore be interpreted in that the teachers' cultural capital is of great, and quite decisive, importance for the children to even have good conditions for learning. This also strengthens the importance of teachers needing the right education to possess the right knowledge to pass it onto the children. This can be connected together with the analysis of action number one in the education strategy (UNHCR, 2012, pp. 10-13).

Another thing that has been shown to have positive effects on the children's educational environment has been the contribution of the right materials for the management of the school, that they possess the right materials for managing the organisation, materials to be able to arrange sports activities, and to generally increase children's social interaction. This has shown a positive result in contributing to the children's well-being and development in school. Once again, the symbolic capital has shown its present. With the right technical equipment, the right educational skills, the results show positive effects on the children's development (Broadly, 1998, p. 6).

### **5.2.3. Objective 3: Ensuring safe learning environments for children**

The third objective has had its focus on safe environments for children in school. School uniforms have been something that has been part of securing the children's learning environment, where many locations have shown positive results in providing children with school uniforms. Pakistan and Sudan are two examples that did not reach the expected results where the economy had to be redirected to school bags and desks and other needs that were perceived as more necessary (UNHCR, 2020, p. 15). In relation to this objective, we can analyse that by pointing out and emphasising that school uniforms are an important aspect for children's safety to and from school, and then pointing out negative results where the economy needed to be re-prioritized, we can question the project's priorities on these. In relation to this



part, which aims to provide a safe learning environment, we can question this prioritisation, but who are the decision makers?

Teacher's training has also had a focus on acknowledging the consequences of different kinds of violence, displacement of children and conflicts. Some locations have shown positive benefits of this, Syria presented a 50% higher than planned in teachers training, Yemen-Sana'a has shown a downward pattern because of the costs turned out to be higher than predicted. Health education organised in schools in Malaysia showed positive results in beneficiaries, on the other hand, Iran was affected by inflation and did not reach the goal in the distribution of hygiene kits. Some events were cancelled in 2018 and put forward to 2019 due to a lack of speakers because of priorities that had to be changed (UNHCR, 2020, p. 15). Once again, the teachers training shows positive results when being prioritised, but the lack of possibilities makes the progress limited, which can make us question, where are the priorities? and who is making these priorities? Can UNHCR influence these priorities, and what are the thoughts? This is not presented in the report other than external factors such as inflation which cannot be affected by any organisation in this matter.

#### **5.2.4. Objective 4: Promoting awareness and advocacy on the importance of education for refugee children**

A successful result in South Sudan was to collect more campaigns in practice, but with fewer people to be able to reach out to a wider crowd, which in turn reached out to more people than expected in the first place. In Syria, the project chose to focus on reaching out to more and better places and spreading awareness about the school and in this way, they demonstrated the importance of the educational effects and how it can contribute to protection of children and prevent sexual gender based violence (SGBV). In Pakistan, it turned out that the mobilisation of refugees and enrolment campaigns for schools in relation to the start of a new school year, they managed to capture and engage



more refugees to the schools. This in turn contributed to 24,887 children being registered, which was more than a third above the expected number than the entire length of the project (UNHCR, 2020, p. 16).

The fourth objective turned out more successful than anticipated because external factors did not have the same effects on the result. In this action, one can see that this was only based on the actions from the project and the people involved (UNHCR, 2020, p. 16). The successful result can be analysed through a successful relation between the knowledge of knowing the importance of the effects coming from education. To enlighten concerned people can have beneficial results in people attending and participating in school. This, once again, points out the result of the symbolic capital in relation to the effects of education. To have the knowledge of how education can contribute to people's capitals, can provide better lives with better options, safer environment, and protect people in exposed situations as refugees (Broady, 1998, p. 6).

#### **5.2.5. Objective 5: Improving data collection, management, and analysis to promote learning and better programming**

Improving possibilities for data collection, management and analysis resulted in positive outcomes. In Malaysia they could hire two teams, in Rwanda, they could financially support seven assistants in data management. A positive presented result was in Ethiopia where they established and implemented the Education Management Information System for refugee education that was presented in refugee camp schools by the end of 2016, this was later implemented into the national education system. By the help of surveys and assessments it improved the management of the schools in several locations. Some activities were reprioritized because of economic factors and were more costly than expected, for example in Rwanda (UNHCR, 2020, p. 17).

This can be connected to the strategy approach C which was not mentioned in the strategy analysis. The approach aims to measure the progress to strengthen the learning result and to get a greater picture of what is successful and what





is less successful. Evaluating the results during the project will help the project to see possible needs for change over time. This can be analysed through the evaluation of the field, and what the field is offering in their symbolic capitals. What are the norms, and the educational strategy to provide the knowledge for the children, and if the knowledge is correct to achieve the goals in school for the children's development?

## **5.2.6. Objective 6: Strengthening capacity and partnerships with MoE and other actors to enable more refugee children to access school**

By working in partnership with Ministries of education have strengthened the outcome of the project in their capacity-building activities. Training and meetings resulted in being important for a common vision and to be able to share knowledge and expertise in efficient implementation. The role of inclusion has become important for several locations where the refugee educational sector has been implemented in several national educational systems. A positive result in Chad showed that refugee camp schools integrated formally with the national education where refugees were included into the national education plan in 2018-2019 (UNHCR, 2020, p. 17).

By including all refugee children into the educational plan, even in camps where refugee children do not have the same opportunity shows positive results in the national systems and the possibility to see beyond one's habitus to make sure everyone is included into education (Broady, 1998, pp.16-17). When developing the inclusion, more possibilities are made for children to develop and increase all their different capitals such as the cultural, symbolic, and economic (Broady, 1998, pp. 6 & 10).

## **5.2.7. Objective 7: Emphasising community participation in education**

Objective number 7 also aims to include different factors into involving everyone to participate in increasing educational opportunities for refugee



children. The expected result was mostly met with some exceptions due to inflation in for example Sudan. By giving support to Parent teachers associations (PTAs) and School management committees, it helped to increase these possibilities. This also shows positive results in including more people, enlightening people of the effects of education can help with the help of mobilisation (UNHCR, 2020, p. 18).

#### **5.2.8. Objective 8: Promoting innovation in education programming and interventions**

The last and 8th objective was to promote innovation in education programming and interventions which showed positive results in all activities. The activities were slightly challenged due to demanding creativity, enlarged engagement and flexibility from outer factors such as refugee and host committees which affected the number of activities (UNHCR, 2020, p. 18).

These kinds of actions can be interpreted into the broader picture of the project which includes all actions in the strategy in the meaning of promoting education programmes and interventions. In relation to theory, this objective includes the promoting of the importance of all categories within the theory, the field of education, the different capitals and the effects that comes with them, and habitus, by seeing everyone's needs to be able to offer the best possibilities to development.

## **6. Results and findings**

By doing the analysis in relation to Bourdieu's theory of field, capital and habitus, several findings can be presented in different perspectives and aspects. The sociological approach can confirm that in social institutions such as education, several factors have different impacts. The different actors of the field play a great role in their own way, the national management,



organisations, partnerships, teachers, parents, children, economy, to mention the ones that has been highlighted in this study.

The education of teachers is of most importance to be able to even be able to provide the children with knowledge. The end of the project report (UNHCR, 2020) shows positive results in having teachers training. The teachers' training shows a positive effect in the outcome of quality education, which we can understand through the symbolic capital of the teachers' knowledge possession. The teachers also need the right education to be able to teach what is expected from them to have the children achieve development. In this study and the project focusing on refugee children shows a specific need for refugee children in relation to education. Education contributes to security and prevention of being recruited to armed forces and violence. The educational sector can therefore confirm that education increases the symbolic capital and enlightens children in human rights and protection (Broady, 1998, p. 6; UNHCR, 2020).

Another factor found by the analysis that has shown great impact on the result is the economic capital, mostly from aid through organisations and partnership, and unpredictable expenditures. When expenditures become unpredictable, the financials must be redirected and reprioritised which can have great impact on the outcomes of a project. Depending on where the financial support is being prioritised, it will most certainly affect the outcome. Another economic factor that has been shown in this project is the impact of inflation which cannot be predictable.

This project that aims to include more girls and people with specific needs results in education being able to contribute to increased equality where everyone is included and is provided with education. In the long run, if it becomes more equal, we could assume that people will be more informed about the human rights that can contribute to the society of the future. We can



interpret this as the symbolic capital within the school, the school has been shown several times to have positive effects on people's life value, and this is where we can see a positive effect on education and young people's lives and opportunities for development.

To answer the main research question: *What are the objectives for refugee child education in UNHCR's strategy?* We can interpret the results above as a common factor that contributes to children's development where education is fundamental for children to create an opportunity for development. Without education, the risk for children to be recruited as child soldiers, crime, and the risk of being exposed to violence and threats to their human rights increases. Without education, children's knowledge in relation to their human rights is also lacking. Education has resulted in children being informed about what protection they are entitled to, despite their life situations that may look different, the importance is still great that they must be aware of their rights in order to be able to claim them.

To answer the first sub question: *What has UNHCR's work with refugee children education achieved?* We can see a great impact from the teachers, where the teachers are of the absolute importance for the school and the right education to be given at all. Without teachers, the school loses its value where it is the teachers who possess the right knowledge for the children to receive the right education to be able to achieve the goals. The greatest achievement of UNHCR's project has been providing teachers with the right education to pass it forward to the children. This in turn show results of more children being present in school, receiving better education, and more children getting the access to education.

To answer the second sub question: *How do Bourdieu's concept of capital, field and habitus contribute to understanding UNHCR's work with refugee education and potential problems?* We can understand the complexity through



the many factors that play a role in whether the possibility of education can look like. Education as a field has been shown to play a major role in the environment for children's safety, where safety is an important factor. The field's norms and values have been shown to be important for an increased understanding of the education's basic starting point. The field's rules and norms contribute to increased capital, at the same time as the capital involved by those involved already affects whether they can gain access to education where the linguistic capital is of particular importance to refugees. Those who have the power to offer education must take into account the linguistic capital in order to meet each individual's need for a possible development. Through that aspect, we can also understand that habitus is of the utmost importance to take into account in order to offer inclusion for everyone in an equal world.

## 7. Discussion

Throughout this study many aspects have been touched upon. They mention that it is of great importance that both girls and boys are equally included in education to promote gender equality where girls today do not have the same conditions. They mention the importance of female role models and emphasise that female teachers could contribute to increased female role models, especially to increase girls' awareness of their value. However, their approach in the third action does not include recruiting more female teachers, which contributed to a reflection on why this was not highlighted. This would have been interesting to dive deeper into understanding how they can work more with the gender equality issue specifically and how they view its development, as well as how it contributes to future results in education for girls.

I believe that inflation, which has played a major role, has also affected the outcome of the project in the countries concerned, such as Sudan and Iran. In



the report, we must not take part in how the priorities have been redistributed to the extent that I would have liked, which gave increased interest in being able to understand where the priorities are placed. Why have the priorities been redistributed as they have been made in the project and what impact have they had on the result?

There are many of the negative results that cannot be related as strongly to the theory as external factors such as political decisions, authorities, financial resources that have been relocated and more that the organisation has not been able to influence to the same extent. Which has resulted in certain parts of the analysis not being able to consider to the same extent. This may affect the validity of the reliability of this study, however, I believe that I have nevertheless been able to answer my research questions through the available information that has been available.

## 8. Conclusion

The conclusions being presented in this study is that education is of great value and importance for children's development. That education contributes to children's development and without education, the risk for children to be recruited as child soldiers, crime, and the risk of being exposed to violence and threats to their human rights increases. The teachers play a great part in the educational sector. Without teachers, the school loses its value where it is the teachers who possess the right knowledge for the children to receive the right education to be able to achieve the goals. The complexity of education can be seen through the different aspects of different needs for education to function as it is supposed to. It is important to include all perspectives in the educational sector to be able to offer the children the right knowledge to achieve the goals and increase their knowledge and different capitals.



### 8.1. Further research

An interesting aspect would have been to examine how, for example, Europe handles the education issue in situations such as today's ongoing war in Ukraine. How the school is prioritised and how Europe works with the education issue to offer people on the run the education they need and are entitled to.

One could also focus on a specific refugee camp to see how they work practically on site. One could include qualitative interviews to get a broader understanding of how people on the ground experience whether hosting countries and organisations contribute to increased opportunities for education in these refugee camps.

Possible further research could be an extended one on this study to include the ongoing project they extended. The project *Educate A Child* has been extended with new priorities 2020-2022 which was not included in this study because it has not ended which makes it difficult to measure the results.

One could do a similar study with a quantitative approach and measure direct data and review the context of priorities in the economic aspect whether one has put the financial planning and priorities if there may be connections that lead to positive and negative results.

Aid has been shown to be an important part of the economic factor. As the economic factors have played a major role in several of these actions and its outcomes, indications that cooperation and development assistance can play a major role in being able to offer better schooling for refugees and children in general in vulnerable countries or situations. This could be an opportunity to investigate in further research where one could examine the assistance from various actors to vulnerable countries and see what contributing effect it has and to what extent in relation to education.



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## Appendix 1