### Demographics

<table>
<thead>
<tr>
<th>Country</th>
<th>Pop.</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. Sudan</td>
<td>100,657</td>
</tr>
<tr>
<td>Somalia</td>
<td>54,558</td>
</tr>
<tr>
<td>Sudan</td>
<td>10,605</td>
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<td>D.R. Congo</td>
<td>9,815</td>
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<tr>
<td>Ethiopia</td>
<td>7,490</td>
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<tr>
<td>Burundi</td>
<td>7,011</td>
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<tr>
<td>Uganda</td>
<td>1,295</td>
</tr>
<tr>
<td>Rwanda</td>
<td>634</td>
</tr>
<tr>
<td>12 Others</td>
<td>193</td>
</tr>
<tr>
<td>Total</td>
<td>192,218</td>
</tr>
</tbody>
</table>

- 54% men
- 46% women
- 56% < 18 years

### Higher Education Program

**Theory of Change**
Refugees have limited opportunities to pursue higher education. Offering a Diploma and certificate courses will allow people to learn skills that will benefit them and their communities.

**Features**
- Located in Kakuma at the Arrupe Learning Center with classrooms, computers, internet access, and study spaces
- Diploma in Liberal Studies from Regis University offered online
- Five certificate courses offered in person
  - Community and Business Development
  - English Language Learning
  - Peace Studies and Interreligious Dialogue
  - Primary Teacher Education
  - Psychosocial Case Management

**Task**
Analyze the higher education program’s existing monitoring system

**Main Challenges**
- Certificates had poorly developed, unachievable outcome indicators
- Certificates lacked specific data collection tools for outcomes
- No monitoring tool for the Project Director to assess achievements

**Deliverables**
- Data collection tools, i.e. student surveys, for four certificate courses
- Comprehensive monitoring tool that calculated each indicator’s achievements and progress relative to its target. The tool also tabulated beneficiary demographics
- Monitoring guidelines distilled basic monitoring concepts, a proposed system for the program, and clear definitions of indicators
- Second quarter program report used to refine the monitoring tool
- 2017 proposal written based on my analysis and meetings

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### Jesuit Refugee Service

**Mission**
Accompany, serve, and advocate for the rights of refugees and other forcibly displaced people

**Stakeholders**
- UNHCR – responsible for overall coordination of camp’s services
- Lutheran World Federation – provides primary education in the camp
- Windle Trust Kenya – administers camp’s secondary schools

**Jesuit Commons: Higher Education at the Margins** – partner Jesuit organization that oversees higher education curriculum

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### Observations on Program Quality

- Unfamiliar Technology – Students start online Diploma program with limited or no experience using computers. They must adapt to an unfamiliar medium of instruction and demands of new courses.
- Low female enrollment – Women are 19% of the students even though the target is 30%. Women face cultural, economic, and family influences that limit their access to higher education. Girls finishing secondary school seem largely unaware of Diploma program.
- Infrastructure challenges – The internet connectivity is inconsistent and the connection is slow when there are many users.
- Arrupe Learning Center – The higher education program is located in Kakuma’s Section 1, making it difficult for residents of Sections 3 and 4 to access because of distance and transportation costs.
- Diploma recognition – Universities and employers do not recognize the Diploma as equivalent to Diplomas earned at Kenyan colleges or universities. Kenyan diplomas take one year to complete.

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### Recommendations

**Monitoring**
- JRS needs a dedicated regional or country level M&E officer who will ensure indicators are properly developed and projects have the correct data collection and monitoring tools

**Higher Education**
- Increase female enrollment by offering child care to female students with children and direct outreach to girls finishing secondary school
- Investigate whether a faster internet connection from Safaricom would improve connectivity and performance issues
- Build a second center in Section 3 or 4 to ease access barriers for refugees living in those sections of the camp
- Meet with Kenyan universities to discuss recognition of the Diploma
- Develop a clear economic rationale for how the Diploma and certificates will benefit refugees

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### References

Implementing the Investment Plan for Building a Resilient Health System

Ministry of Health, Republic of Liberia

**Abstract**

Since the end of the civil war in 2003, the Ministry of Health (MOH) of Liberia has worked to rebuild the national health system. Although they were making progress toward that goal, the Ebola outbreak in March 2014 devastated the advancements. Not only was the health sector unprepared to respond to the epidemic, but the turmoil revealed the enormous weaknesses in the health system as a whole. These weaknesses were especially apparent in the health workforce. Health workers were poorly trained, mistrusting of the government, improperly paid, and therefore unmotivated. Additionally, as of April 2015, 372 health workers were infected and 184 had died of Ebola. When the WHO declared Liberia “Ebola free” in May 2015, the MOH released the Investment Plan for Building a Resilient Health System, a report that outlined the steps to be taken to rebuild the health system. The first priority of this plan was Human Resources for Health (HRH):

“Build a fit-for-purpose, productive, and motivated health workforce that equitably and optimally delivers quality services”

**HRH: The Issues**

1. 32% of health workers are NOT on government payroll. They do not receive pensions or benefits.
2. There are people on government payroll who are no longer working or have passed away (ghost workers).
3. Because there is little desire to work in the rural counties, health workers migrate to Monrovia, leaving these areas without healthcare.
4. Training facilities, including medical and nursing schools, are understaffed and underfunded.
5. Health workers in rural areas have trouble accessing their monthly payments because of poor bank coverage.
6. Clinical health workers are severely underpaid.
7. Clinical health workers trained abroad have little incentive to work for low salaries in Liberia. This leads to brain drain.
8. There are not enough clinical staff to serve the population.

**The WHO recommends 23 doctors, nurses, and midwives per 10,000 people. As of 2015, Liberia had 8.6.**

**HRH: The Goals**

- National Health Policy and Plan [2013-2021]: Goal
  - Improved health status of the populations of Liberia on an equitable basis

**To build a fit-for-purpose productive health workforce, the MOH has targeted the following objectives in 2016:**

1. Ensure 100% of health workers are on government payroll.
2. Build the capacity of MOH central and county offices in order to implement adequate planning and management of staff.
3. Use innovative strategies to improve health worker’s accountability and performance.
4. Improve education and training for clinical staff.
5. Provide incentives to reduce attrition in rural areas.
6. Increase the salaries of clinical health workers, thus incentivizing retention.

**References**

1. CIAM and Norming Payroll, Ministry of Health, Government of Liberia, June 2016
4. mSTAR: Digital Payments One Callout at a Time, USAID and FHI360, November 20, 2016.
Gender and Property Rights
Gender Innovation Lab, World Bank - Kampala, Uganda
Deepta Ramachandran, Georgetown University, Global Human Development Program

- An arm of the World Bank that generates impact evaluation evidence for decision makers in government and the private sector to address gender inequality across Africa.
- 50 impact evaluations in over 20 countries across Sub-Saharan Africa in four thematic areas: land, agriculture, entrepreneurship, and youth employment.

Farm and Family Balance Details
Two main aspects to the intervention:
1. A couples-based participatory training using the Gender Action Learning System (GALS) methodology to alter the way spouses communicate and organize their households.
2. Household visits by specially trained staff to inform each farmer that he is allowed to transfer one or more of his contracts into the name of his wife at any time and to assist in the logistics of the transfer itself.

Learning Outcomes
1. Managing partners’ interests: I was able to see the difficulties that play out when there are multiple partners involved in a large scale project. Keeping the intervention at the forefront and adhering to the initial program plan can be challenging.
2. Quality of data: There are several levels at which data can get skewed. The design of the survey, the questions, the time frame and the ability of the enumerators, contributes to the quality of the data collected.
3. Using data: People who are part of the intervention team need to be discerning about the pieces of data that are used in the analysis.

Personal insights
- This experience was critical in helping me develop an appreciation and interest in quantitative analysis.
- It made me a more conscientious development practitioner because I was able to see a lot of criticism about the development field play out.

References
1. Gender Innovation Lab Concept Note, Competence and Enterprise Development Project.

Acknowledgements
- Ludovica Gerbi, World Bank Consultant, Kampala.
- Iacopo Bianchi, World Bank Consultant, Kampala.
- Michael Sullivan, Economist, Washington DC.
Emergency Response in East Cameroon
Catholic Relief Services – Yaoundé, Cameroon
Lauren Shaughnessy, Georgetown University, Global Human Development Program

Context
Since violence erupted in the Central African Republic (CAR) in 2011, Cameroon has experienced an influx of over 250,000 refugees, 177,613 of whom inhabit Cameroon's East region.

Internal Security Threats:
- Boko Haram militants have ventured further and further into the country from Nigeria, perpetrating suicide attacks and other violence.
- Fear that the CAR refugee influx could lead to similar attacks beyond the Far North. This threat has bred

Challenges:
- Already limited resources must accommodate both host and refugees populations.
- Multisectoral challenges, from access to education, to community services for those with specific needs, to the transversal need for peaceful coexistence.

Emergency Response Sector
The complex and growing emergency situation in Cameroon requires the coordination of a number of organizations working in all sectors of response.

Food Security
Emergency Cash-Based Food Assistance Program (ECBAP)
To support the World Food Programme’s ECBAP program to distribute a monthly cash-based transfer of 8,500 FCFA per person via mobile phones to 23,000 CAR refugees in Gado site, CRS lead the 1) registration of beneficiaries, 2) monitoring of moolie phone distribution and training, 3) beneficiaries’ sensitization on household food economy and nutrition, 4) establishment and monitoring of beneficiaries protection and feedback mechanisms, and 5) monitoring and reporting.

- Goal: To improve food access and nutritional status for vulnerable CAR refugees in the Gado site in Eastern Cameroon.
- Strategic Objective 1: 23,000 CAR refugees in Gado site have improved access to essential food items for 6 months.
- Strategic Objective 2: 23,000 CAR refugees in Gado have improved food consumption and stabilized under-nutrition.

Challenges
- Logistical issues resulted in several food ruptures, compromising food quantities and dietary diversity.
- Procurement delays resulted in an undersupply of CRS visibilities for camp workers. Individuals posed as program staff and stole mobile money from refugees.

Learning Outcomes
- Exposure to challenges associated with work in higher risk security zones.
- Exposure to proposal development process for rapid emergency contexts.
- Enhancement of monitoring and evaluation skills.

Integrated Social Assistance Program (ISAP)
Through funding provided by UNHCR, CRS implemented ISAP in 30 villages and seven refugee sites in the East, Adamaoua, and North regions of Cameroon for 12 months. The program encompassed three elements: peace building, social cohesion, and education.

- Goal: refugee and host community members realize their right to live with dignity.
- Outcome 1: Refugee and host community children receive quality education.
- Outcome 2: The most vulnerable refugees and host community members access basic community services.
- Outcome 3: Refugees and host community members coexist peacefully.

My Role: Conduct site visits and meet with field staff and beneficiaries in order to develop a baseline strategy and design a baseline survey for the education component of the project.

Emergency Response
ECBAP
- 100% of targeted beneficiaries were successfully reached during each month of the cash-based food distribution program – 100% of refugees in Gado camp received food.

ISAP
- CRS staff facilitated the return of a young girl to her parents when she confessed that she wanted to leave her forced marriage and go back to school.
Strengthening Delivery of Higher Education for Syrian Refugees in Jordan

Columbia Global Centers – Amman, Jordan
Marion Abboud, Georgetown University, Global Human Development Program

Problem: Syrian Refugee University Enrollment is Critically Low

- Across the MENA region, fewer than 6% of Syrian refugees 18-24 are enrolled in universities - a major drop from a 25% enrollment rate prior to the conflict
- In Jordan, 39% of 21,600 Syrian refugees 18-24 are enrolled in some form of higher education

• Syrian refugees’ high demand for scholarships is overwhelming the grant system, which can only provide a fraction of what is needed

But the challenges go far beyond a lack of scholarships...

- Informal labor: Many youth are working in full time jobs
- Camp restrictions: Refugees cannot leave camps without permits
- Documentation: Many lack required academic transcripts and records
- National exam: Placement exam is very difficult for Syrian students
- Camp conditions: Difficult living conditions make it hard to study
- Gender: Many parents fear for the safety of their young daughters
- Lack of information: Little to no access to university information
- Costs: Refugees cannot afford living costs
- Lack of job opportunities: Difficulties in obtaining work permits

Intervention: First Annual University Summit in Azraq and Zaatari Refugee Camps

Who? Relief International (RI), in partnership with UNHCR, OCHA, and UNICEF

What? Creating a space for camp refugee high school students and recent graduates to receive information regarding university programs, application requirements and processes, and scholarship opportunities

Where? Zaatari and Azraq camps, housing 80,000 and 50,000 refugees respectively - 40% of whom are school-aged children

How? Day-long university fairs where students, parents, teachers, camp staff, and NGOs could freely visit tables to speak to representatives from major Jordanian universities, online education initiatives, and grant providers

Why? This program aimed to:
• Inform students and their families of the higher education opportunities available, along with the application requirements and processes
• Motivate highschoolers to continue their studies and to work hard to pass the national exam by showing them that they have university opportunities open to them.
• Assess the major obstacles blocking highschoolers’ and recent graduates’ access to higher education
• Strengthen coordination between the major players in higher education (universities, NGOs, and donors) by convening them for the purposes of this event

Results and Next Steps

Pilot intervention reached a total of:
• 250 Syrian refugees (16-25 y.)
• 100 parents, teachers and other camp staff
• 17 Jordanian universities
• 10 international organizations and NGOs

Syrian students reported increased knowledge of higher education opportunities, and application requirements and procedures

Participating universities and organizations reported increased understanding and awareness of challenges facing Syrian refugee students, and strengthened commitments to collaborate

Although the pilot intervention is a promising next step, it will not increase refugees’ university enrollment numbers without a concerted and coordinated effort to address the many other cultural, institutional, and environmental barriers they face.