

EDUCATION FOR REFUGEES

Priority activities and requirements
supporting enrolment and retention
in 2016



10 August 2016



UNHCR
The UN Refugee Agency

Cover photo:

A young refugee from South Sudan at the Numanzi transit centre in Adjumani, northern Uganda.
UNHCR/Will Swanson

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Introduction

Education is a basic human right, enshrined in both the 1951 Convention relating to the Status of Refugees and the 1989 Convention on the Rights of the Child. And during times of displacement, education plays an additional, crucial role in fostering social cohesion, addressing psychosocial needs, and providing a safe and stable environment for those who need it most.

Yet globally it is estimated that only 50 per cent of refugee children of primary-school age are actually in school, a number that drops to 25 per cent for adolescent refugees in secondary school. Indeed, refugee children and adolescents are five times more likely to be out of school than their non-refugee peers. Continued, sustainable access to quality education thus remains a key concern for the roughly eight million refugees under UNHCR's mandate who are under 18 years of age.

Compounding the challenge of addressing these vast needs are the diverse contexts in which they arise, from unfolding emergencies to protracted situations. Eighty-six per cent of all refugees are hosted in developing countries, some of which are confronting institutional challenges in their education systems and have limited capacity to support new populations. Behind global averages, there are significant differences among countries, but the fact remains: far too many refugees are excluded from an education, compromising the future of entire generations.

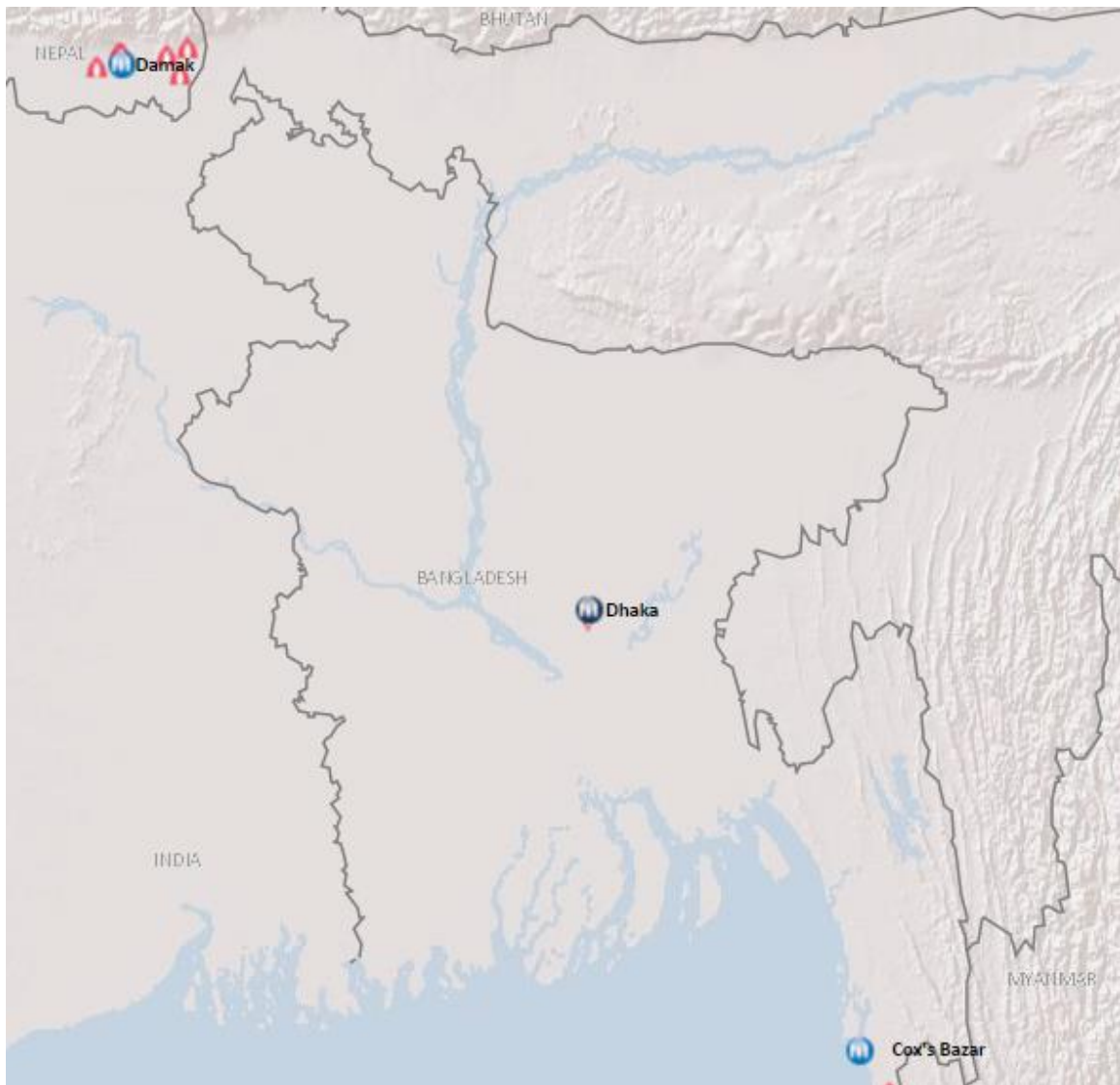
Through its global "2012 – 2016 Education Strategy" and country-level education strategies, UNHCR supports the provision of refugee education as a core element of its mandate to ensure protection and durable solutions for people of concern. Partnering with governments and international and national non-governmental organizations, UNHCR seeks to integrate refugee learners within national systems wherever possible and appropriate.

Focusing on 16 countries in Africa, Asia and the Middle East – which collectively host 2.1 million refugee children of school-age (5-17 years), an estimated 57 per cent of whom are out of school – this document highlights targeted activities and requirements that could enable tens of thousands of refugee children to enrol in school during the upcoming academic year. These activities also seek to support retention of currently enrolled students; redress classroom over-crowding and a lack of qualified teachers; provide critical learning materials; and generally contribute to a safe and protective learning environment for all students. In some instances, especially where refugees are living in host communities, these activities will enhance the learning experience of host community students as well.

This information is drawn from UNHCR's 2016 budget, as presented in the 2016-2017 Global Appeal and subsequent supplemental appeals approved by the Executive Committee. The requirements outlined correspond to existing unfunded needs for activities which UNHCR could reasonably implement by the end of this year. Individual chapters provide an overview of the refugee and education context in each of the 16 countries, followed by a description of critical challenges and proposed activities. The table that follows specifies remaining funding requirements for planned activities, providing relevant performance indicators, comparably 2015 year-end results (where applicable), and output targets for the activities by year-end 2016.

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Bangladesh



For over 20 years, Bangladesh has hosted refugees who fled Myanmar in the early 1990s. Currently, close to 32,000 registered refugees -- 56 per cent of whom are children -- reside in Kutupalong and Nayapara refugee camps in Cox's Bazar district. Some 9,300 children are enrolled in 52 early childhood development centres, 21 primary and 2 secondary schools in the camps.

Starting in 1996, registered refugee children were permitted to access non-formal educational services using the Myanmar curriculum. By 2007, the Government of Bangladesh, in collaboration with UNHCR, agreed to adopt the formal Bangladesh national curriculum for refugee children for grades 1 through 5, and the Government subsequently authorized the expansion of education to post-primary levels grades 6 and 7.

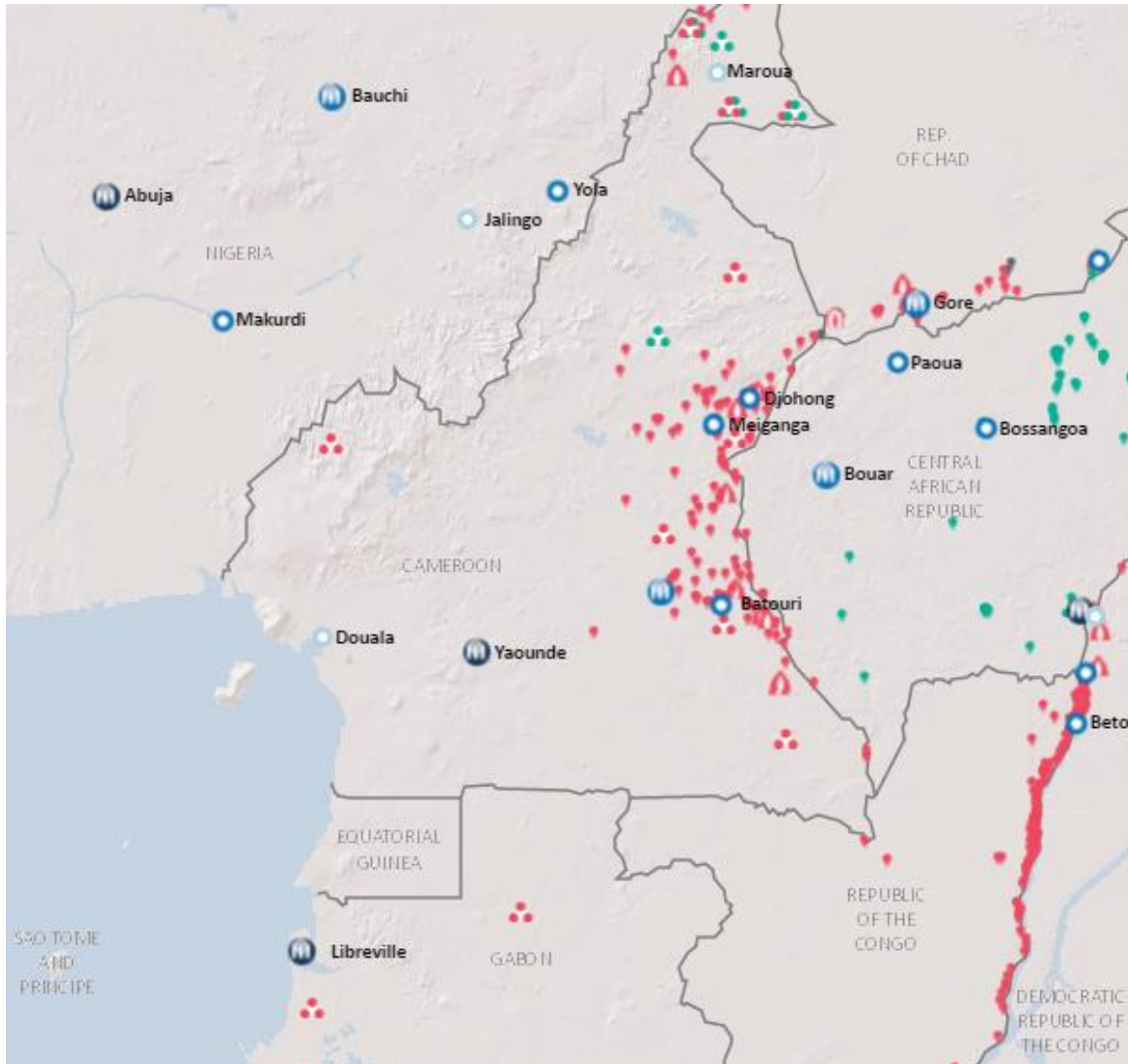
While enrolment and attendance rates in primary and secondary education in the camps have improved over time, more progress is needed: enrolment of school-aged children in primary education is 82 per cent, while attendance is 78 per cent. The high rate of dropout remains a primary protection concern, with enrolment in secondary education (grades 6 and 7) being only 11 per cent. Contributing factors include financial pressure for children to work and supplement household income; the low quality of education and learning environment; restrictive cultural norms concerning adolescent girls; child marriage; and loss of hope for the future.

In support of improved enrolment and attendance, UNHCR will continue to advocate for recognition of students' education achievements, including through formal certificates upon completion their studies. UNHCR will also provide teaching materials, accelerated learning programmes to facilitate the re-assimilation children who have been out of school, and transportation allowances for vulnerable families.

The quality of education is greatly affected by the lack of qualified teachers: approximately 40 per cent of existing teachers are refugee volunteers who have not completed teacher training and received education only to the grade 8 or 9 level. The challenging working environment, including low salaries, is another disincentive for highly-qualified Bangladeshi teachers. In response, UNHCR will focus on the recruitment of qualified teachers, including female teachers, as well as enhancing the capacity of existing teaching staff.

Population	Activity	Remaining requirements (US\$)	Performance indicator	2015 year-end results	2016 output target
<i>Refugees from Northern Rakhine State, Myanmar</i>	Primary education: provision of school materials; teacher trainings; accelerated learning programmes; transportation allowances for vulnerable families	384,133	# of children enrolled in primary education	7,046	7,800
	Secondary education: rehabilitation of classrooms; provision of school materials; teacher trainings; accelerated learning programmes; transportation allowances for vulnerable families	80,000	# of children enrolled in upper secondary education	573	700
Bangladesh total		464,133			

Cameroon



Cameroon hosts the largest number of refugees from the Central African Republic – some 260,000. The majority (more than 158,000) have only arrived since December 2013, while approximately 100,000 have been hosted in the country since 2003. In addition, Cameroon’s far north has received an influx of over 65,000 Nigerian refugees following escalating violence in Nigeria’s Adamawa, Borno and Yobe states. Approximately 70 per cent of refugees live in host communities, with the remainder in refugee sites located in the East, Adamawa and North regions.

Specific education strategies are being implemented for each refugee population group. Based on the 1951 Convention and other international treaties to which Cameroon is party, national law stipulates that refugees have the right to education, and, in principle, refugee children have the same access to schools as nationals. However, the capacity of public institutions to absorb refugee children is often limited, particularly in secondary schools where space for Cameroonian children is not always sufficient.

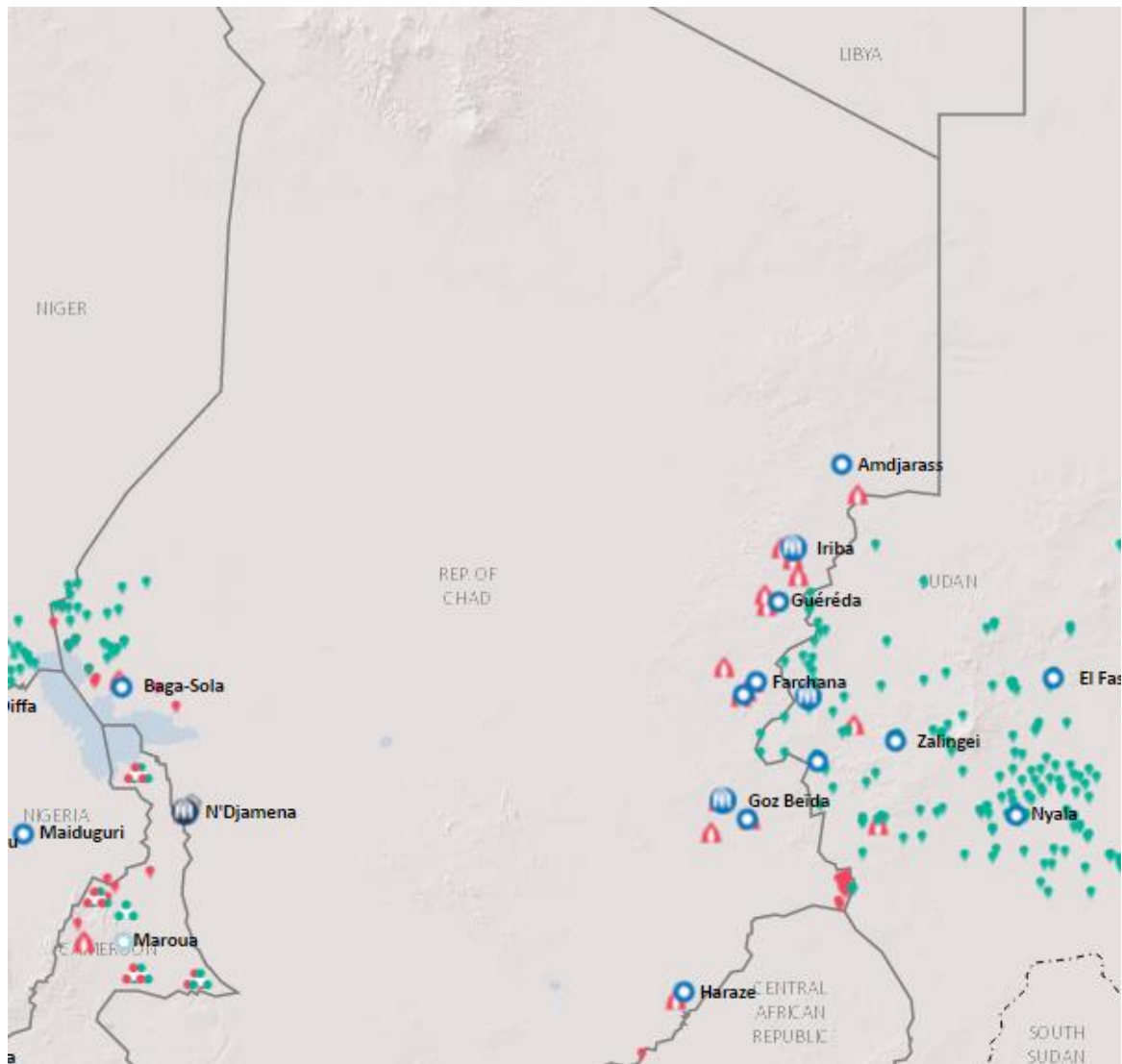
In part due to the presence of large numbers of Central African refugees, local schools have reached full capacity, and children/teacher and children/classrooms ratios are well above both national averages and acceptable standards. Despite this, refugee children have not been discriminated against nor denied access to Cameroonian schools. In the Eastern region, education of Central African refugee children is being provided in collaboration with UNHCR and UNICEF under the framework of the Regional Refugee Response Plan. Nearly 33,500 refugee children are able to access primary school (an enrolment rate of 49.5 per cent) and some 1,200 are registered in secondary school (an enrolment rate of 5.3 per cent).

For Nigerian refugees in Minawao, who have not been integrated into existing public schools given current access constraints, UNHCR has established schools inside the camp in collaboration with the government. Currently, close to 13,700 children are registered in primary school (about 82 per cent of the total population aged 6-13 years old) and another 2,400 children have registered in secondary school.

UNHCR will work to increase existing capacities, to strengthen facilities to ensure refugee children have access to and can benefit from Cameroon's education system, and to alleviate some of the burden on the Government of Cameroon. To alleviate overcrowding and provide safe, appropriate learning environments, additional infrastructure will be built, including classrooms and WASH facilities, and some existing infrastructure will be rehabilitated. Because refugee families often struggle to meet education-related costs, UNHCR will provide education materials, school kits, uniforms and other support as necessary. Teaching capacity will also be increased through stipends and training for teaching staff.

Population	Activity	Remaining requirements (US\$)	Performance indicator	2015 year-end results	2016 output target
<i>Refugees from the Central African Republic</i>	Early education: construction of pre-school centres, procurement of equipment, payment of teacher stipends	154,296	# of children aged 3-5 enrolled in early childhood education	2,930	5,000
	Primary education: construction/rehabilitation of classrooms; construction of WASH infrastructure in schools; provision of school equipment and educational materials; sensitization of population to increase enrolment especially of girls; advocacy on deployment of teachers to schools in refugee-hosting areas; payment of teacher stipends	1,417,819	# of PoC enrolled in primary education	33,495	36,500
	Secondary education: payment of enrolment fees; uniforms, books and accommodation fees	390,726	# of students enrolled in lower secondary education	1,244	1,244
<i>Nigerian refugees in the Far North</i>	Early education: extension of pre-school centres and payment of staff stipends; provision of educational materials	248,823	# of children aged 3-5 enrolled in early childhood education	1,294	2,500
	Primary education: construction of classrooms and WASH infrastructure; distribution of school kits; provision of educational materials; teacher training and payment of teacher stipends; advocacy on posting teachers to schools in refugee-hosting areas	949,967	# of PoC enrolled in primary education	12,921	15,100
	Secondary education: construction of classrooms and WASH infrastructure; provision of educational materials; teacher training and payment of teacher stipends	313,341	# of students enrolled in lower secondary education	2,188	2,600
Cameroon total		3,474,972			

Chad



As of 30 June 2016, Chad hosted some 388,000 refugees, the majority originating from Sudan (78 per cent) and the Central African Republic (18 per cent), with the remainder from countries including Nigeria (2 per cent) and Cote d'Ivoire (1 per cent). Chad hosts large groups of Central Africans in the south and Sudanese in the east, while some 5,600 individuals reside in N'djamena.

UNHCR supports formal and informal education, vocational training, and literacy for refugee children and youth. In particular, the Office supports the integration of refugee education into the national system, working in partnership with the Ministry of Education and humanitarian and development partners.

In the east, some 70,400 of 126,300 school-aged Sudanese children are registered in schools either in camps/sites or in host villages. In the south, some 21,600 of 33,800 school-aged Central African refugee children are registered in pre-school, primary, middle and secondary schools. In urban areas and in some sites, access is provided through existing public schools, where some 1,200 children are registered out of a school-aged population of about 1,680 children.

Traditionally Sudanese refugees followed the Sudanese education system, with English and Arabic as the teaching languages. Since late 2014, schools in the twelve camps hosting Sudanese in the east have joined the Chadian education system and follow the national curriculum in Arabic. Schools in the south (hosting Central Africans) and the Lakes (hosting Nigerians) have been following their national curriculum in French since their arrival.

The national gross enrolment rate is 53 per cent, and net enrolment is 31 per cent. Following UNHCR's "back-to-school" advocacy campaigns, school enrolment during the current year increased by 2.4 per cent in pre-school, 16 per cent in primary school, 10 per cent in middle school, and 5 per cent in high school. Similar campaigns targeting out-of-school children will be implemented to further increase enrolment.

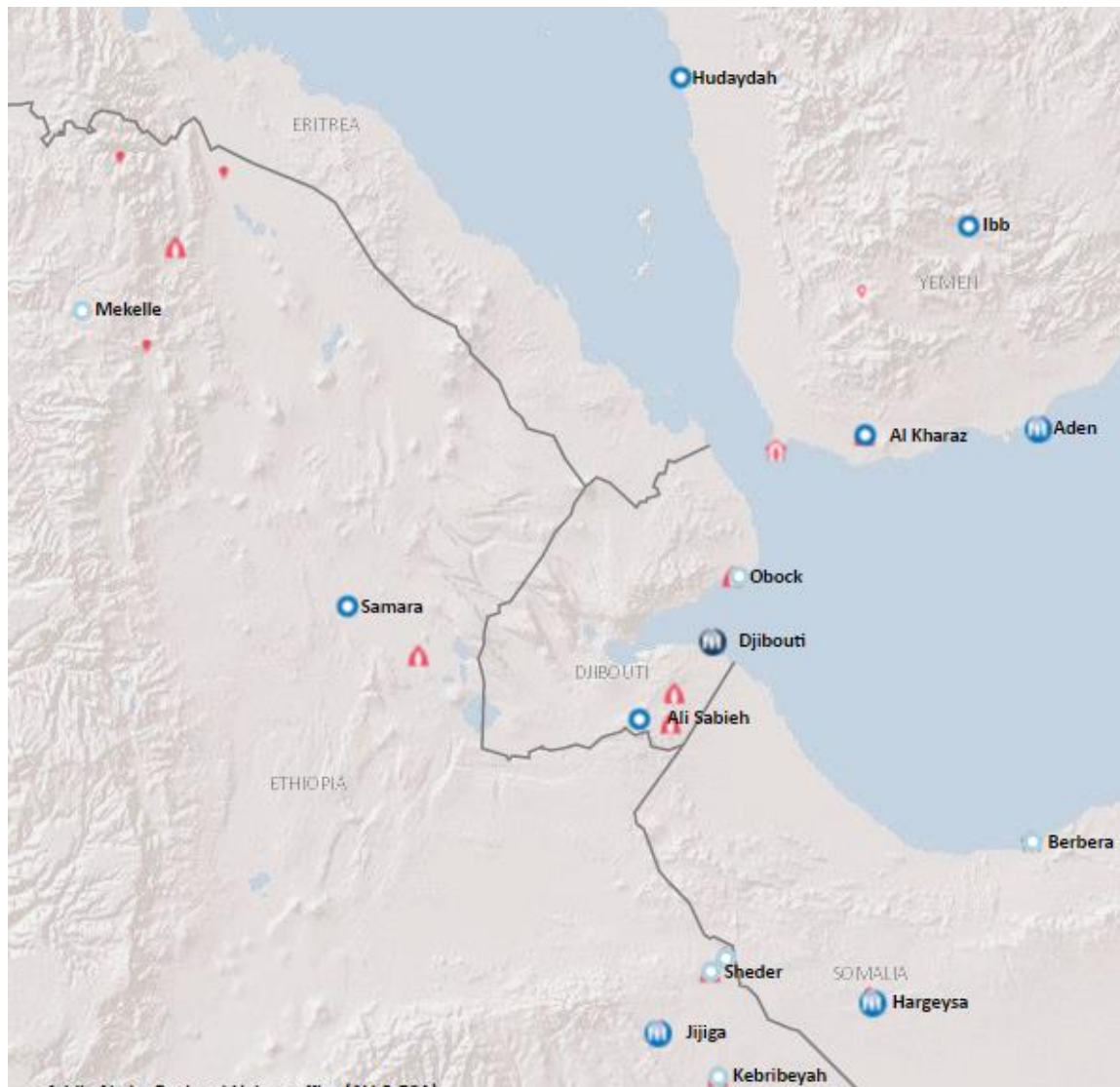
In N'djamena, the 30 per cent of refugee children that are not registered are subject to additional protection risks. In response UNHCR uses targeted assistance and regular monitoring to increase refugees' school attendance. Monitoring visits will be made to all schools to identify protection gaps and prevent discrimination related to refugee status. Financial assistance will be provided to cover basic education costs including fees, school uniforms and learning materials. UNHCR will also support refugees completing their final year of tertiary education in N'djamena, including with assistance for accommodation and health care.

In an effort to enhance learning and provide a child-friendly learning environment, UNHCR will rehabilitate classrooms and provide academic materials. Extensive investments will be made to improve teacher qualifications and compensation, to strengthen and motivate teachers for refugee education. UNHCR will also provide financial support to schools as well as students to enable them to complete their schooling and undertake exams. To promote sustainable enrolment, parent-teacher associations will receive training and orientation in good practices, while income-generating activities will be introduced in each school to enhance the pool of funding for educational support.

Population	Activity	Remaining requirements (US\$)	Performance indicator	2015 year-end results	2016 output target
<i>Refugees from the Central African Republic</i>	Primary education: campaigns targeting out-of-school children; payment of school grants; Savings and Loan Programmes to support parent-teacher associations; assessment of children's learning, participatory pedagogy and inclusive education; school materials and teaching aides; provision of books and school materials	1,187,643	# of children enrolled in primary education	13,282	15,000
	Secondary education: campaigns targeting out-of-school children; payment of school grants and exam fees for children in secondary education	545,963	# of students enrolled in lower secondary education	2,504	7,500
<i>Sudanese refugees in the East</i>	Primary education: campaigns targeting out-of-school children; payment of school grants, Savings and Loan Programmes to support parent-teacher associations; teacher and director training in literacy and numeracy methodologies; assessment of children's learning, participatory pedagogy, and inclusive education; certified teacher training; teacher incentives; school materials and teaching aides; provision of books and school materials	7,264,461	# of children enrolled in primary education	44,332	71,041
	Secondary education: campaigns targeting out-of-school children; payment of school grants and exam fees for children in secondary education	2,905,329	# of students enrolled in lower secondary education	8,593	10,316
	Construction/rehabilitation of permanent classrooms and provision of desks	1,997,981	# of children per classroom (primary school)	88	30
	Day care or nursery for babies of students and female teachers; monitoring and school retention of students, especially girls; support to mother-educator associations; awareness campaign on girls education; recruitment of female teachers	396,436	# of measures in place to facilitate women and girl's access to education	4	6

<i>Urban refugees in N'Djamena</i>	Primary education: payment of school grants; Savings and Loan Programmes to support parent-teacher associations	953,256	# of children enrolled in primary education	755	2,200
	Secondary education: campaigns targeting out-of-school children; payment of school grants and exam fees	1,751,869	# of students enrolled in lower secondary education	324	675
	Tertiary education: support to refugee students in final year at university	1,197,308	# of PoC receive education scholarships	100	600
	Campaigns targeting out-of-school children; workshop on refugee education	25,740	# of families identified with school-aged children out of school	30	100
	Training of partners on education information management systems and education in urban areas; development of refugee education monitoring systems	114,869	# of partners recording achievement statistics	1	1
<i>Nigerian refugees in the West</i>	Primary education: campaigns targeting out-of-school children; payment of school grants; Savings and Loan Programmes to support parent-teacher associations; assessment of children's learning, participatory pedagogy and inclusive education; school materials and teaching aides; provision of books and school materials	843,087	# of children enrolled in primary education	1,609	2,500
	Construction/rehabilitation of permanent classrooms and provision of desks	606,883	# of educational facilities constructed or improved	N/A	12 permanent classrooms
Chad total		19,790,825			

Djibouti



Djibouti hosts close to 20,000 refugees, including Somalis (62 per cent), Yemenis (17 per cent), Ethiopians (14 per cent), Eritreans (5 per cent) and others (2 per cent). The majority – some 69 per cent – live in the two camps in Ali Sabieh Region (Ali Addeh and Holl-Holl), with the remainder (7 per cent) in Obock Region (Markazi camp) or in urban areas (24 per cent).

Djibouti has ratified several international conventions that promote access to education, including the Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child.

In Djibouti city, children aged 6-18 years represent 21 per cent of the registered urban refugee population. Urban refugee children can enrol in either public or private schools (with expensive fees), both of which are part of the formal education system. However, as the majority of school-aged refugee children do not have a birth certificate, many are denied enrolment in the formal education. Their only alternative is to follow informal or religious educational programs, where most teachers

are untrained volunteers. To address this issue, UNHCR will continue advocating for the issuance of birth certificates to all refugee children born in the country.

In camps, children aged 6-18 years represent 33 per cent of the total refugee population. Enrolment rates are 55 per cent in pre-school (under 5 years); 76 per cent in primary school; and 4 per cent in secondary school.

In Ali Addeh and Holl-Holl camps, effective access to the national system is very low, again due to the lack of birth certificates. The curriculum is based on the Kenyan curriculum (in English), although this curriculum is not recognized by the Djibouti authorities. In order to address this, UNHCR is supporting a gradual transition towards the Djiboutian curriculum in French.

In Obock/Markazi camp, some 340 school-aged children (75 per cent) have access to primary education. The curriculum is based on the Yemeni education system, which also includes French. Inadequate facilities in pre- and primary school schools are a major challenge, preventing even some children who are enrolled from attending.

UNHCR's education strategy in Djibouti has prioritized transitioning to the national curriculum in camp schools; improving children's access to documentation to guarantee access to public schools; improving learning outcomes; ensuring safe learning spaces for refugee girls and boys; and ensuring that educational opportunities remain available.

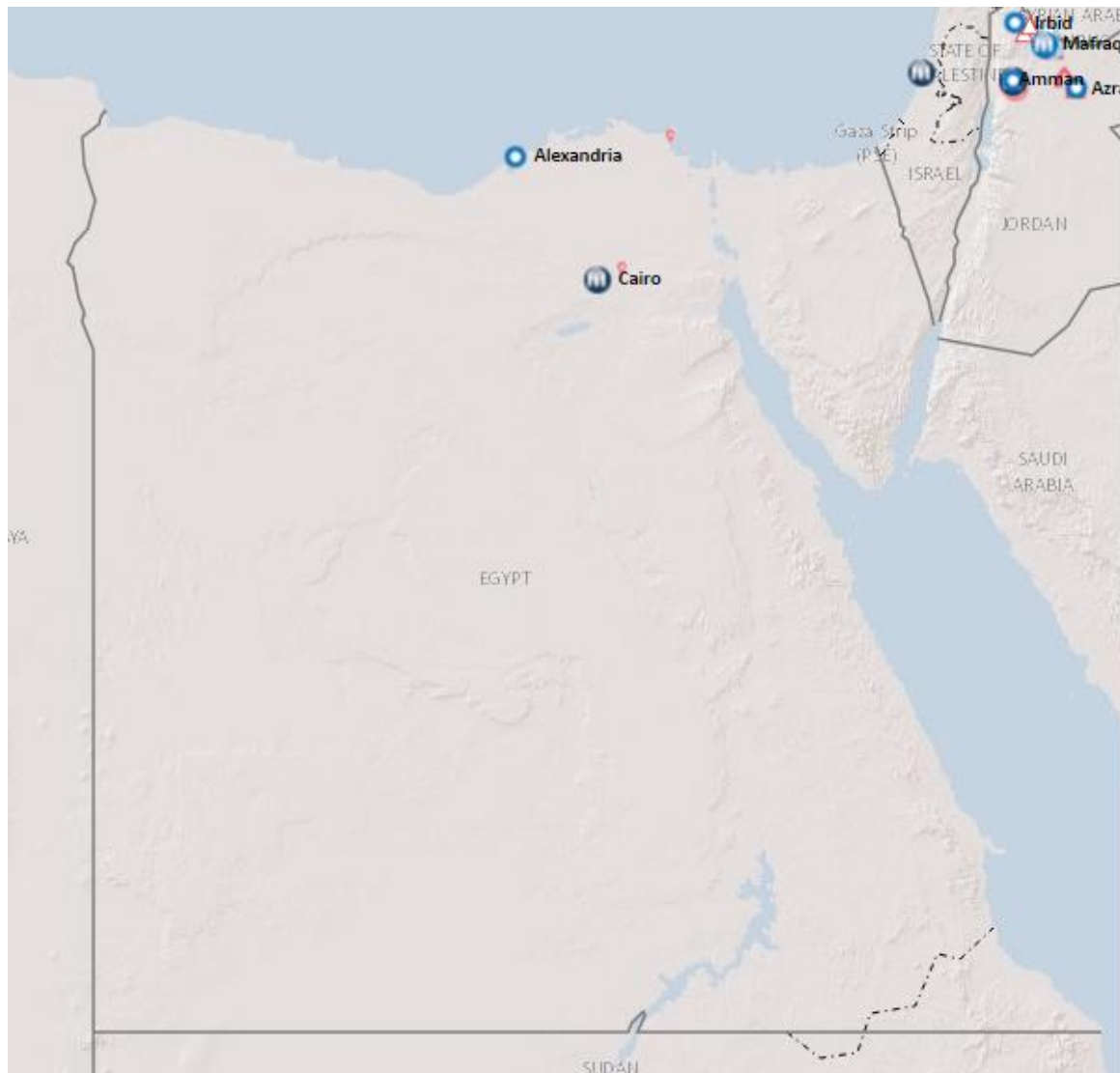
In particular, UNHCR will organize awareness campaigns on the right to education; provide school kits to students in the camps and in urban areas, in collaboration with UNICEF; strengthen monitoring of enrolment and attendance, particularly in urban areas; and strengthen partnerships and collaboration with relevant stakeholders, particularly government counterparts, in order to promote the inclusion of refugees in national systems. To expand access to education, UNHCR will construct and maintain additional classrooms as well as sports and recreational facilities; provide additional sports and other equipment for children and youth centers in the Ali Addeh camps; and organize activities encouraging girls' participation in youth centers, especially in urban areas.



Zeid, 8, fled the war in Yemen with his five siblings and parents to Obock, a small port town in neighbouring Djibouti. UNHCR / Hannah McNeish

Population	Activity	Remaining requirements (US\$)	Performance indicator	2015 year-end results	2016 output target
<i>All populations</i>	Advocacy activities promoting inclusion, enrolment and integration in national frameworks	15,000	# of sensitization and community mobilization campaigns conducted to promote school enrolment	4	25
	Construction of new classrooms, library, laboratories, computer room, administrative blocks, fence and other teaching/recreational facilities; construction of latrines for girls and boys	600,000	# of educational facilities constructed or improved	0	39
	Provision of literacy and language classes for adults and youths	70,000	# of PoC enrolled in language classes	0	2,400
			# of PoC enrolled in literacy classes	80	800
	Primary education: provision of school materials; teacher trainings; accelerated learning programmes; transportation allowances for vulnerable families	1,095,882	# of children enrolled in primary education	3278	3300
	Secondary education: provision of school materials; teacher trainings; accelerated learning programmes; transportation allowances for vulnerable families	62,831	# of students enrolled in lower secondary education	71	100
Djibouti total		1,843,713			

Egypt



Egypt is party to the 1951 Convention relating to the Status of Refugees, its 1967 Protocol and the 1969 OAU Convention Governing Specific Aspects of Refugees Problems in Africa. Its ratification of the 1951 Refugee Convention included a reservation to article 22(1) (access to primary education). Despite this, some refugee children have access on an exceptional basis: for example, Syrian children have access to public education by presidential decree, whereas a bilateral agreement between Egypt and Sudan provides Sudanese children with access regardless of refugee status.

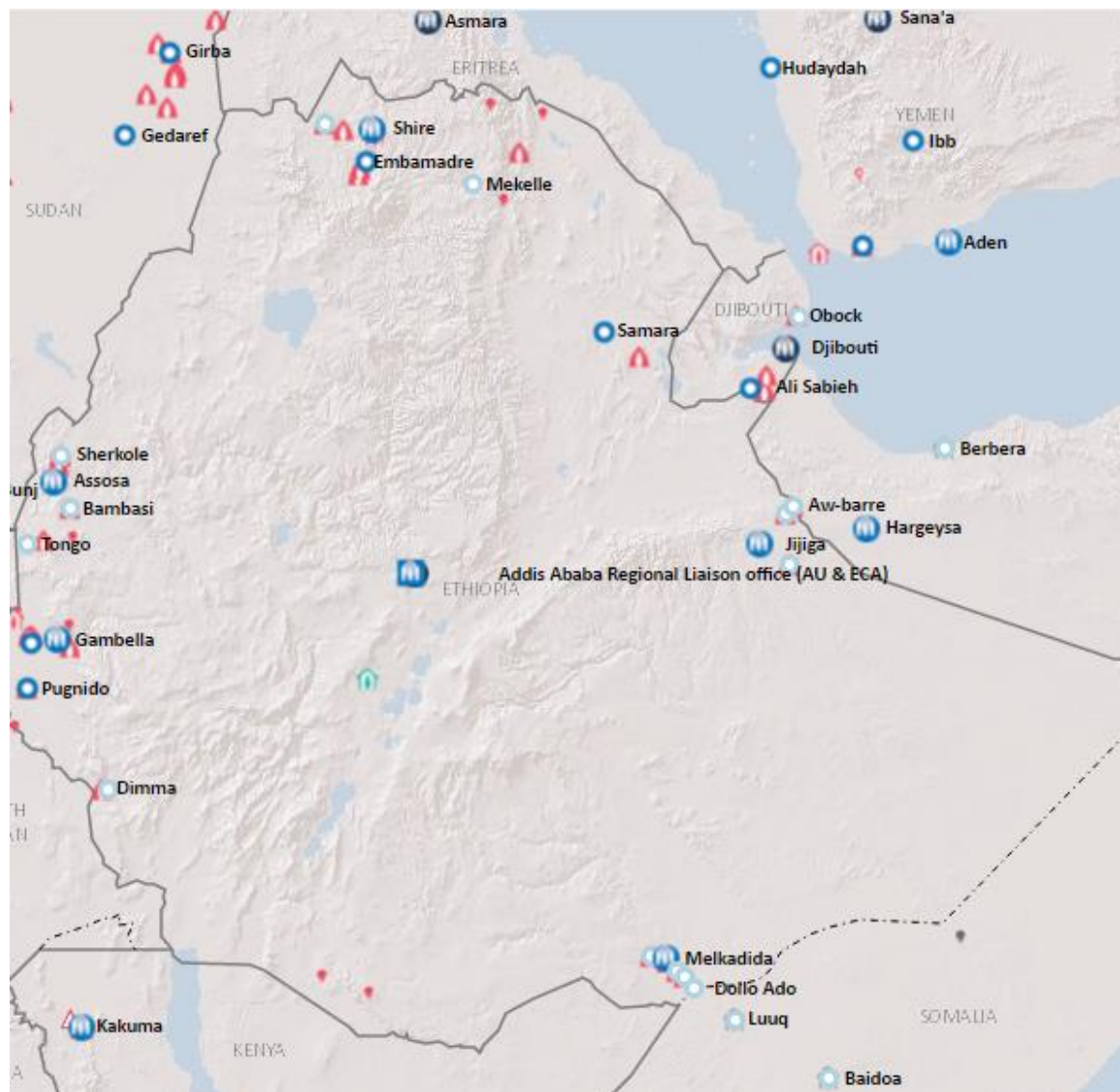
As of 1 January 2016, more than 180,000 asylum-seekers and refugees were registered with UNHCR in Egypt, including some 117,600 Syrians, 28,600 Sudanese, 7,680 Somalis, 7,200 Iraqis, 6,900 Ethiopians, 4,130 Southern Sudanese, 3,800 Eritreans, and smaller numbers from more than 50 different countries. Refugees reside in urban areas, primarily in Cairo, Alexandria and Damietta. Children represent nearly 41 per cent of all registered asylum-seekers and refugees in Egypt.

In 2015, UNHCR provided 11,920 African and Iraqi refugee and asylum-seeker students with educational grants to support their access to public, private and refugee community schools. In collaboration with UNICEF and implementing partners, UNHCR will continue to support refugee children in grades 1 to 12 with education grants supporting their enrolment. Vulnerable families will receive additional support to pay for school supplies, uniforms and transportation. Children with disabilities will receive education grants to cover special school fees and transportation needs.

Population	Activity	Remaining requirements (US\$)	Performance indicator	2015 year-end results	2016 output target
<i>Refugees in urban areas</i>	Provision of education grants to support refugee children to enrol in schools	84,000	# of household provided with conditional education grants	857*	600
	Support 30 community schools with teacher stipends, rent, administrative expenses and minor works in school premises	100,000	# of community schools provided with additional support	25	30
	Provision of education grants for vulnerable families	60,000	# of household provided with additional education grants	N/A	300
<i>Iraqi refugees in Egypt</i>	Provision of education grants to support refugee children to enrol in schools	56,000	# of household provided with conditional education grants	N/A*	400
Egypt total		300,000			

* Iraqi refugees were included in the population group "refugees in urban areas" in 2015; a separate population planning group for Iraqi refugees was created for the 2016 planning year.

Ethiopia



About 738,000 refugees from 18 nationalities are living in Ethiopia, making it the largest refugee-hosting country in Africa. Children under 17 years constitute 59 per cent of the refugee population. Some 89,000 primary school-age children have access to formal and non-formal education, with a gross enrolment ratio of 52 per cent and a net enrolment ratio of 48 per cent. Student-to-teacher ratios average 80:1, despite a double-shift system in place in all refugee camps.

Secondary schools in particular have insufficient classrooms and impoverished library facilities. In Assosa, in western Ethiopia, Sudanese refugees' education is hindered by inadequate infrastructure and compromised by the quality of the education provided. All camps in Assosa are short of classrooms. As an example, in Bambasi camp the lack of classrooms meant that no grade 1 classes were held during the 2013-2014 school year. While courses resumed the following year, the one-

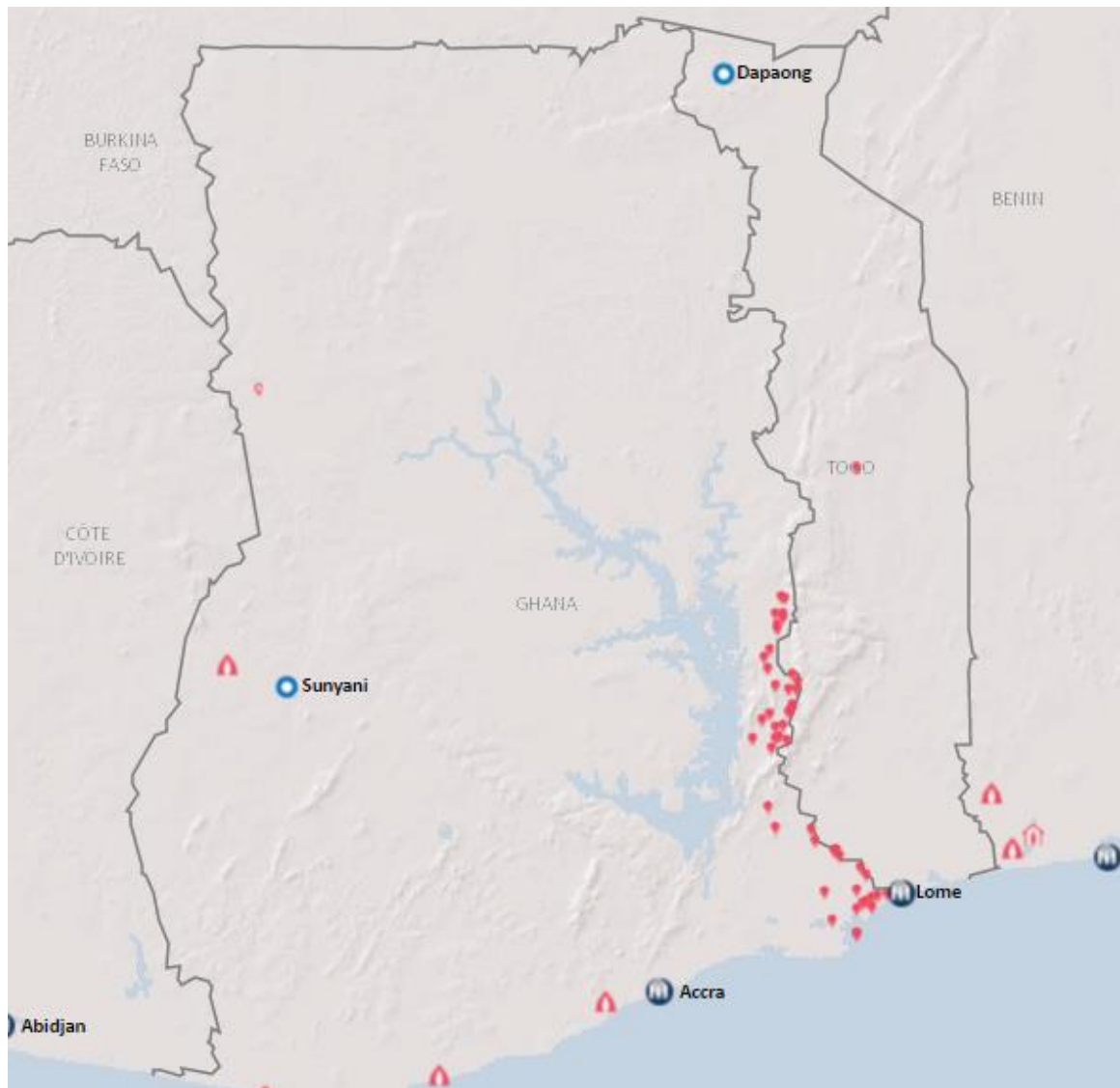
year gap resulted in a backlog and a double-shift system was necessary to accommodate all students.

In both northern and western Ethiopia, the quality of education is also compromised by high teacher-student ratios (up to 1:163 in Tongo and Assosa) and a lack of textbooks and learning materials. These challenges have led to school dropouts.

As camp-based populations continue to grow as a result of births and new arrivals, demand for education is increasing. In addition to the constructing additional classrooms and facilities, UNHCR will provide instructional materials and equipment to create more favourable learning environments. In certain contexts, UNHCR will also support the payment of teacher stipends as appropriate to increase the number of teachers and improve the teacher-student ratios.

Population	Activity	Remaining requirements (US\$)	Performance indicator	2015 year-end results	2016 output target
<i>Refugees from Sudan in western Ethiopia</i>	Secondary education: construction of additional classrooms (Assosa)	187,403	# of students in secondary education	323	357
	Construction of additional classrooms, a library and an administrative office (Gambella)	927,232	# of students in lower secondary education	302	400
	Provision of school materials and equipment; payment of teacher stipends (Jewi)	500,000	# of children enrolled in primary education	5,595	8,500
<i>Refugees from Eritrea in northern Ethiopia</i>	Provision of school materials and equipment; payment of teacher stipends	380,000	# of children enrolled in primary education	5,393	5,720
Ethiopia total		1,994,635			

Ghana



The number of persons of concern to UNHCR fell from 21,000 in 2014 to some 19,000 by the end of 2015. The decrease in numbers is mainly due to the local integration of former Liberian refugees. Persons of concern included Ivoirians (59 per cent), Togolese (17 per cent), Liberians (15 per cent), and Sudanese (3 per cent). About half lived in either one of four refugee camps, while the other half resided in urban areas, including 2,900 Togolese refugees living in the Volta Region.

Since 2011, Ivoirians fleeing post-election violence have taken refuge in Ghana. The majority live in three camps located in the Central, Western and Brong Ahafo regions, while about 2,300 live in and around Accra. There are some 4,000 Ivorian children and youths aged 3 - 17 years who are in need of education in or near the camps.

Despite efforts made by the Government of Ghana to provide free basic education to children aged 4-14, challenges remain regarding the provision of equitable, quality education for both Ghanaian and refugee students in public schools. For example, the shortage of textbooks is a nation-wide

problem, and although the provision of school uniforms is part of the Government’s efforts to provide free basic education, most schools do not receive enough school uniforms for all students.

Enrolment and attendance rates among refugee children are low; approximately half of children aged 6 to 11 years are enrolled in primary school. Challenges specific to refugees include the economically unstable situation of the parents and the language of instruction, as most do not speak the local language, nor do they speak English at home. Nevertheless, the inclusion of refugee students in the Ghanaian system ensures the certification of their studies through accredited examinations and provides access to all levels of education.

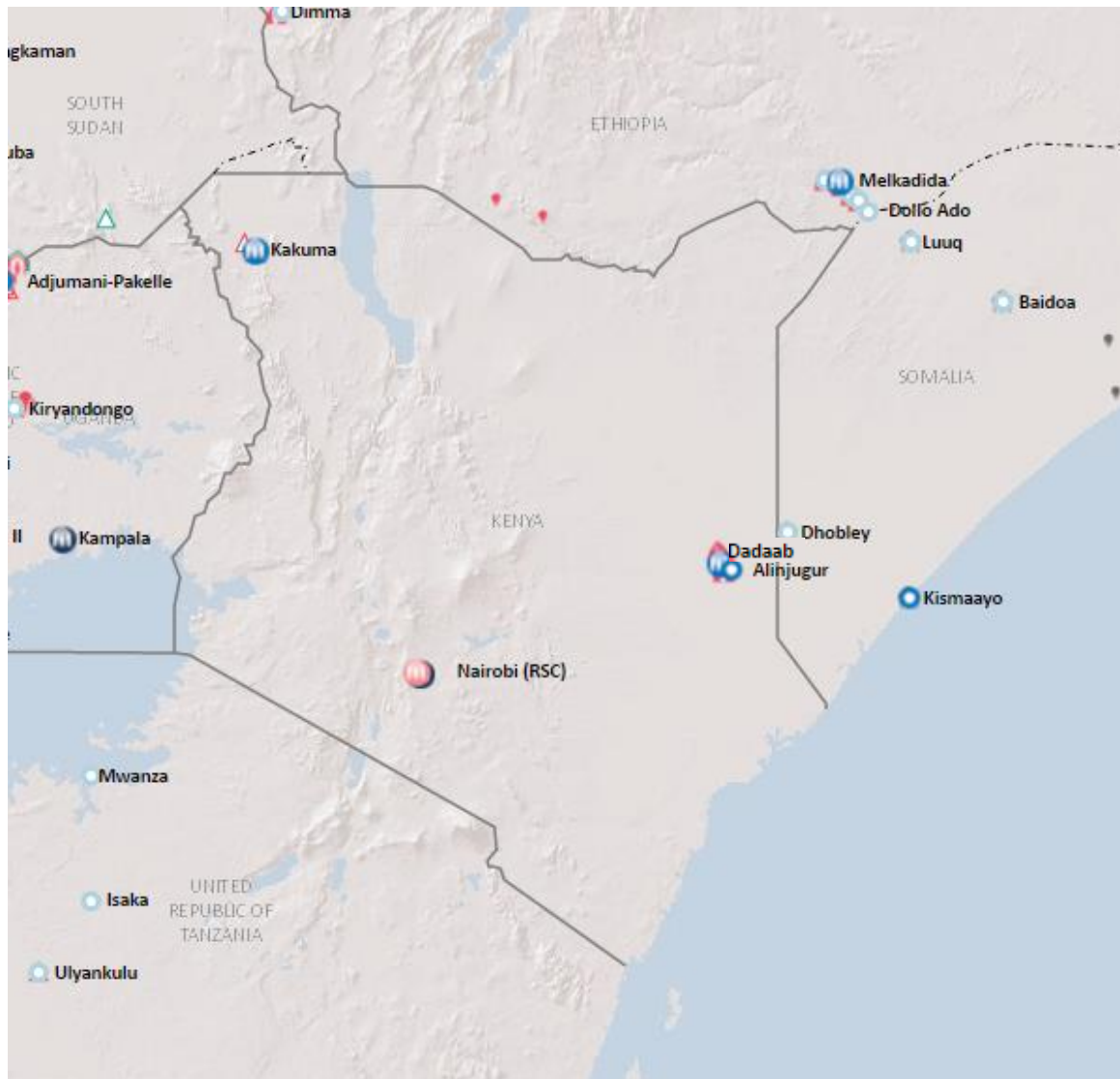
To enhance access to quality education, UNHCR will promote access to academic and reading materials, including both textbooks and reading materials for all primary school-age levels. This will support foundational skills in literacy and numeracy to enable children to build their knowledge, skills, and competencies.



Ivorian refugee students in school at Ampain refugee camp, Ghana. UNHCR/Caroline Schmidt

Population	Activity	Remaining requirements (US\$)	Performance indicator	2015 year-end results	2016 output target
All populations	Primary education: provision of books, school uniforms and education materials for students in 4 camps and in urban areas; provision of teaching and learning materials for schools	112,081	# of children enrolled in primary education	932	960
Ghana total		112,081			

Kenya



The Kenyan Constitution (2010) and the Basic Education Act (2013) provide access to education as the right of every child in the Kenya. In 2003, Kenya implemented free primary education under the framework of Education for All, and enrolment grew dramatically. Children in refugee camps and in urban areas use the Kenyan curriculum, sit for national examinations, and are awarded certificates just like Kenyan children.

Refugees in Kenya reside in urban areas and in the Dadaab and Kakuma camp complexes. The encampment policy, which restricts the movement of refugees, also affects access to schools outside the camps. However, children in urban areas are permitted to enrol in public schools, and most of the public schools situated in refugee-populated areas in Nairobi, such as in Eastleigh, have a high number of refugee pupils (up to 80 per cent in some schools).

According to the 2014 Kenya Basic Education Statistical Booklet, the national net enrolment ratio (NER) was 88 per cent at the primary level and 47.4 per cent at the secondary level. In the Kakuma refugee camps – which host about 180,000 refugees and asylum seekers, including 50,000 children enrolled in 19 primary schools – the NER stands at 65 per cent at the primary level and 3 per cent at the secondary level. Comparison of the gross enrolment ratio and NER indicates a high enrolment of over-age children, as well as 16,169 children between 6-13 years who are out of school (79 per cent female). Enrolment in the refugee camps is significantly lower than the national threshold, even more so at secondary level. This is largely caused by the exclusion of refugees in the national selection and placement for secondary school, leaving the few camp schools as the only option.

Access to post-secondary education is at an even lower level due to the limited opportunities available. Refugees are not included in the Kenya Universities and Colleges Central Placement process, which includes government subsidies, because they are non-citizens. Few refugee youth have funding available to sponsor themselves. Access to tertiary education stands at 2 per cent through limited scholarship opportunities and blended opportunities for online/distance learning.

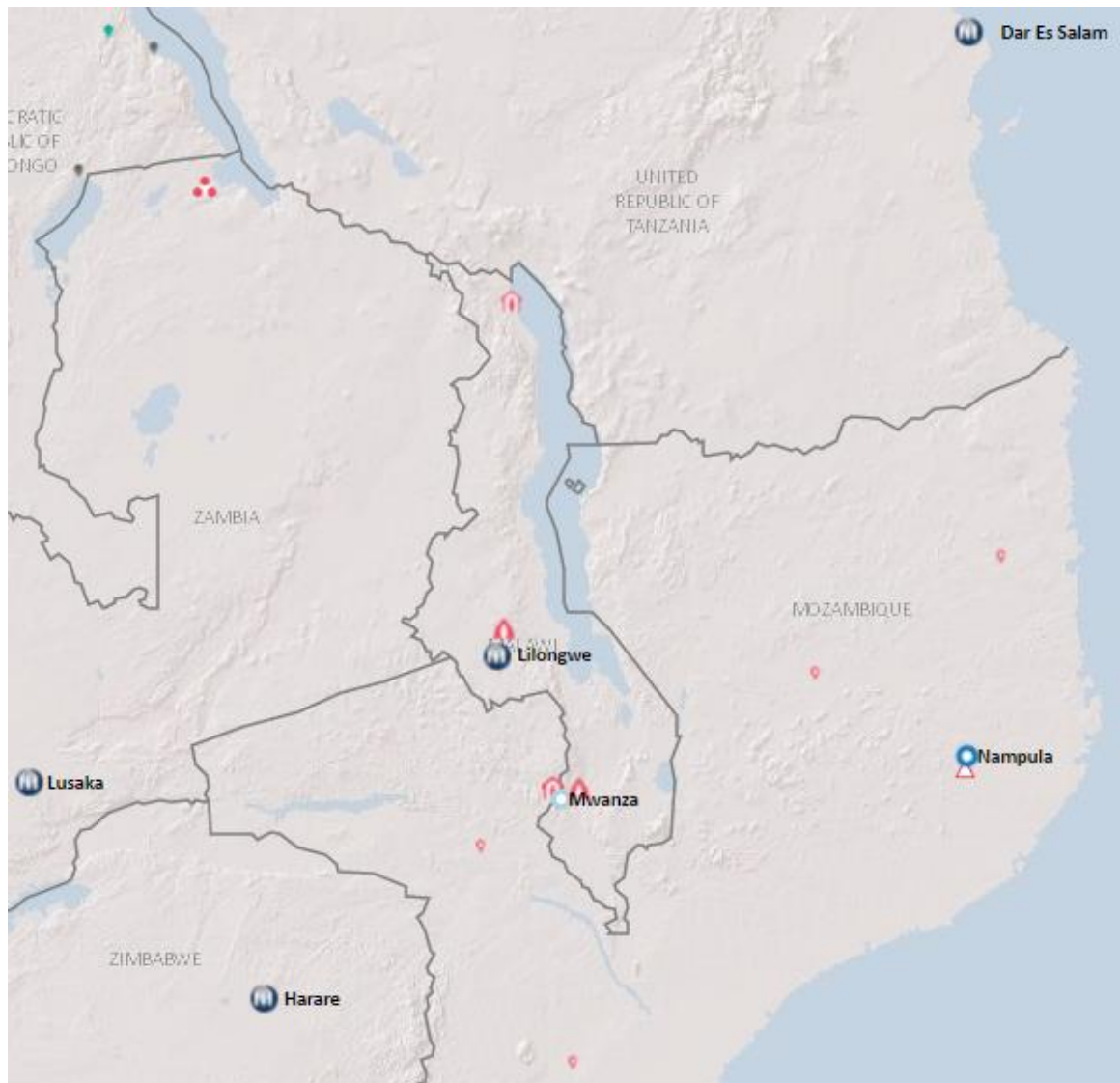
The increasing population of school-aged refugee children has placed considerable strain on already overstretched school facilities, resulting in severe congestion and low quality of education. High teacher turn-over, due to low levels of remuneration, also affects the quality of instruction.

Participation in quality early childhood education is a clear predictor of primary school success and subsequent retention in the full school cycle. In refugee contexts, full participation in a quality education cycle is a meaningful protection tool. In this regard, UNHCR will strengthen access to early childhood education through construction of additional centres with appropriate WASH facilities in Kakuma; recruit new teachers and support quality assurance through the provision of teacher training; and provide scholastic supplies.

Refugees indicate that the greatest barriers to their enrolment and retention include insufficient infrastructure and poor quality of education. To address these concerns, UNHCR will provide additional support to primary and secondary schools, including equipment and materials, and capacity building for teachers. In Kakuma -- where there are currently 13 pre-primary schools, 22 primary schools and 5 secondary schools -- additional schools will be constructed and existing forums for refugee community participation in education will be strengthened through training, mentoring and support for school management committees.

Population	Activity	Remaining requirements (US\$)	Performance indicator	2015 year-end results	2016 output target
<i>Urban refugees</i>	Primary education: provision of school equipment and materials; teacher trainings; uniforms	187,651	# of children enrolled in primary education	6,878	7,750
	Secondary education: provision of school equipment and materials; teacher trainings	851,441	# of students enrolled in secondary education	128	6,250
	Pre-school education: provision of school equipment and materials; teacher trainings	182,277	# of children enrolled in early childhood education	86	567
<i>Kakuma camp</i>	Pre-school education: construction of 3 Early Childhood Development centres, including WASH facilities; procurement of school supplies; recruitment and training of teachers	340,802	# of children enrolled in early childhood education	5,123	12,000
	Primary education: construction of 3 primary schools and associated facilities, including WASH; supply of teaching/learning materials; community mobilization initiatives; hiring and training of teachers; training of school management committees	4,228,149	# of children enrolled in primary education	60,556	69,600
	Secondary education: construction of 2 secondary schools and associated facilities (including WASH and school laboratories); provision of student textbooks; support for student lunches; recruitment of teachers; training of school management committees	2,425,691	# of students enrolled in secondary education	4,228	6,200
Kenya total		8,216,011			

Malawi



Malawi hosts some 26,300 refugees and asylum-seekers – approximately 55 per cent of whom are under the age of 18 – residing in two camps. The Dzaleka camp, located near Lilongwe, hosts some 24,500 refugees and asylum-seekers, mostly from Congo, Burundi, Rwanda and Somalia. The Luwani camp, located near Mwanza, hosts some 1,800 new arrivals from Mozambique. The refugee situation in Dzaleka camp is protracted, while that in Luwani camp is an emergency. In fact, during 2015, Malawi received new arrivals at the rate of approximately 400 persons per month.

Malawi is party to the 1951 Convention relating to the Status of Refugees and its 1967 Protocol. However, it maintains several reservations, including article 22 (education) and article 26 (freedom of movement), that affect refugee children’s access to the formal education system. Pursuant to its encampment policy, refugees in Malawi must reside in the camps and may only travel outside with the requisite identification or temporary exit permits. For this reason, the majority stay within the

camps and do not generally benefit from national social services. The encampment policy also effectively means refugee children can only access educational facilities inside camps.

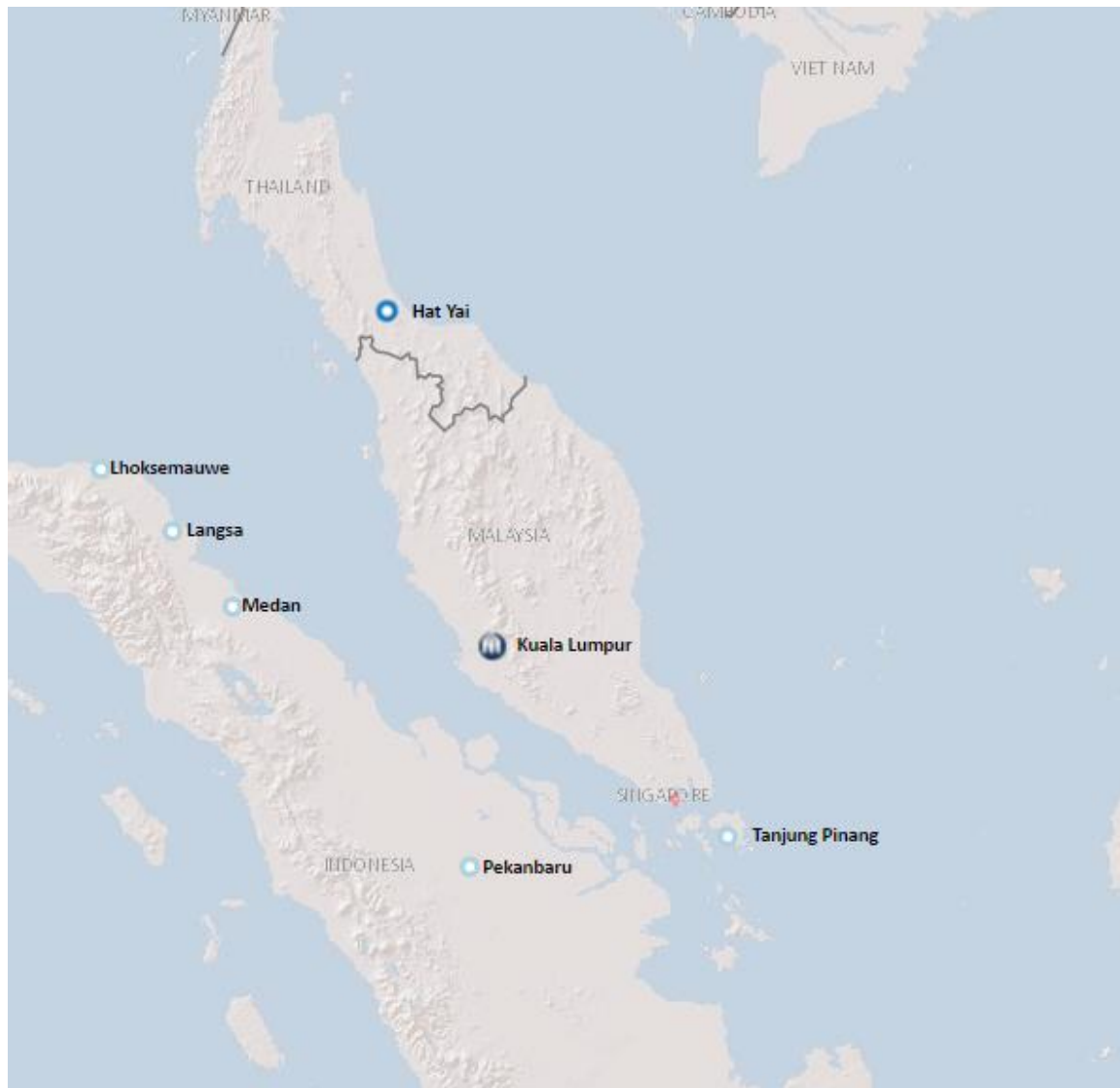
Social services and child protection responses for refugee children thus operate in parallel to the national social protection system, with limited exceptions. UNHCR supports education in Dzaleka camp through Jesuit Refugee Services, an international NGO. Approximately 700 children attend secondary education in Dzaleka camp. A school feeding scheme is also offered to pre-school and primary school children.

The mainstreaming of refugee education into the government system has been possible with Luwani camp primary school through UNICEF's education support of government systems. UNICEF has also supported UNHCR to establish linkages with the Ministry of Education. The curriculum and calendars adopted follow the national system, and children are allowed to sit for national exams.

Despite the high demand for places, insufficient infrastructure and human resources have limited the number of students able to be enrolled. School-aged children represent some 48 per cent of the total population in Dzaleka camp, but over 25 per cent of these children are unable to access educational services. Classroom congestion and the high student-to-teacher ratio also affect the quality of education for those able to receive it. An accelerated learning programme was terminated three years ago due to a lack of teachers and infrastructure. To address these problems, UNHCR plans to construct additional school blocks and classrooms. The WASH situation is also critical, and UNHCR plans to drill an additional eight boreholes with multiple water points at Dzaleka.

Population	Activity	Remaining requirements (US\$)	Performance indicator	2015 year-end results	2016 output target
<i>All populations</i>	Primary education: construction of 10 school blocks and two classrooms for Accelerated Learning Programmes and English for non-English speaking learners	500,000	# of children enrolled in primary education	5,152	8,000
	Construction of 10 primary school latrine stands consisting of four blocks each	50,000	# of children per latrine	N/A	20
	Drilling of 8 additional boreholes with multiple water points	50,000	# of children per water point	N/A	50
Malawi total		600,000			

Malaysia



Malaysia remains a non-signatory to the 1951 Refugee Convention, and the absence of a legal framework has created a complex environment for refugees, especially refugee children, who do not have access to formal education in the national system.

Some 158,000 refugees and asylum-seekers are registered with UNHCR in Malaysia, 33,000 of whom are under the age of 18 and 22,000 of whom are school-age (3-17 years old). Enrolment rates at the end of 2015 were 10 per cent for early childhood education; 48 per cent for primary education; and 21 per cent for secondary education.

In an effort to ensure that refugees in Malaysia have access to education, a parallel system is in place, and education is largely provided through community learning centres, with parents and the community both playing a significant role in sustaining the schools. Six NGOs and the refugee

communities have been providing education to refugee children at 127 community learning centres. The majority are located within the central region of Kuala Lumpur and Selangor, with 26 being located in other states. UNHCR’s activities include identifying locations needing learning centres; providing textbooks and other material support; and providing financial support, including teacher compensation.

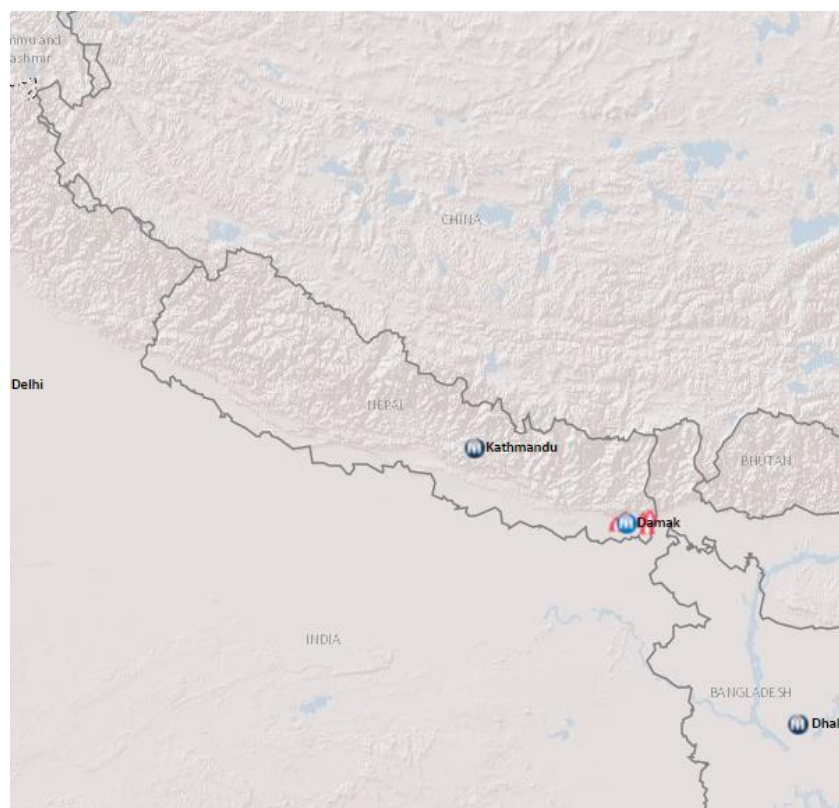
Because many of the schools have extremely limited resources, UNHCR will continue to support refugee children with textbooks and other relevant materials. Teaching quality remains generally low, as they are often untrained refugee volunteers, although a marked improvement has been observed since modular teacher training programmes have been implemented. UNHCR will continue to support capacity-building activities for teachers, including child-centred teacher training.

Outside of the central region, distances to the learning centres often preclude access for many children. Transportation is thus a necessity.

UNHCR will also expand the use of technology to enhance educational opportunities and access. Internet access and computers will allow teachers to access and share online resources, enhancing the quality of teaching and engaging students in the classroom.

Population	Activity	Remaining requirements (US\$)	Performance indicator	2015 year-end results	2016 output target
<i>All populations</i>	Early childhood education: school feeding; school materials; teacher stipends; teacher trainings	59,314	# of children aged 3-5 enrolled in early childhood education	653	1,745
	Primary education: school materials; teacher trainings; accelerated learning programmes; transportation allowances for vulnerable families	347,085	# of children enrolled in primary education	4,713	6,678
	Secondary education: school materials; teacher trainings; accelerated learning programmes; transportation allowances for vulnerable families	70,098	# of children enrolled in lower secondary education	1,028	1,441
	Use of technology in education service	59,314	% of primary schools providing students daily access to computer	72.65	80
Malaysia total		535,811			

Nepal



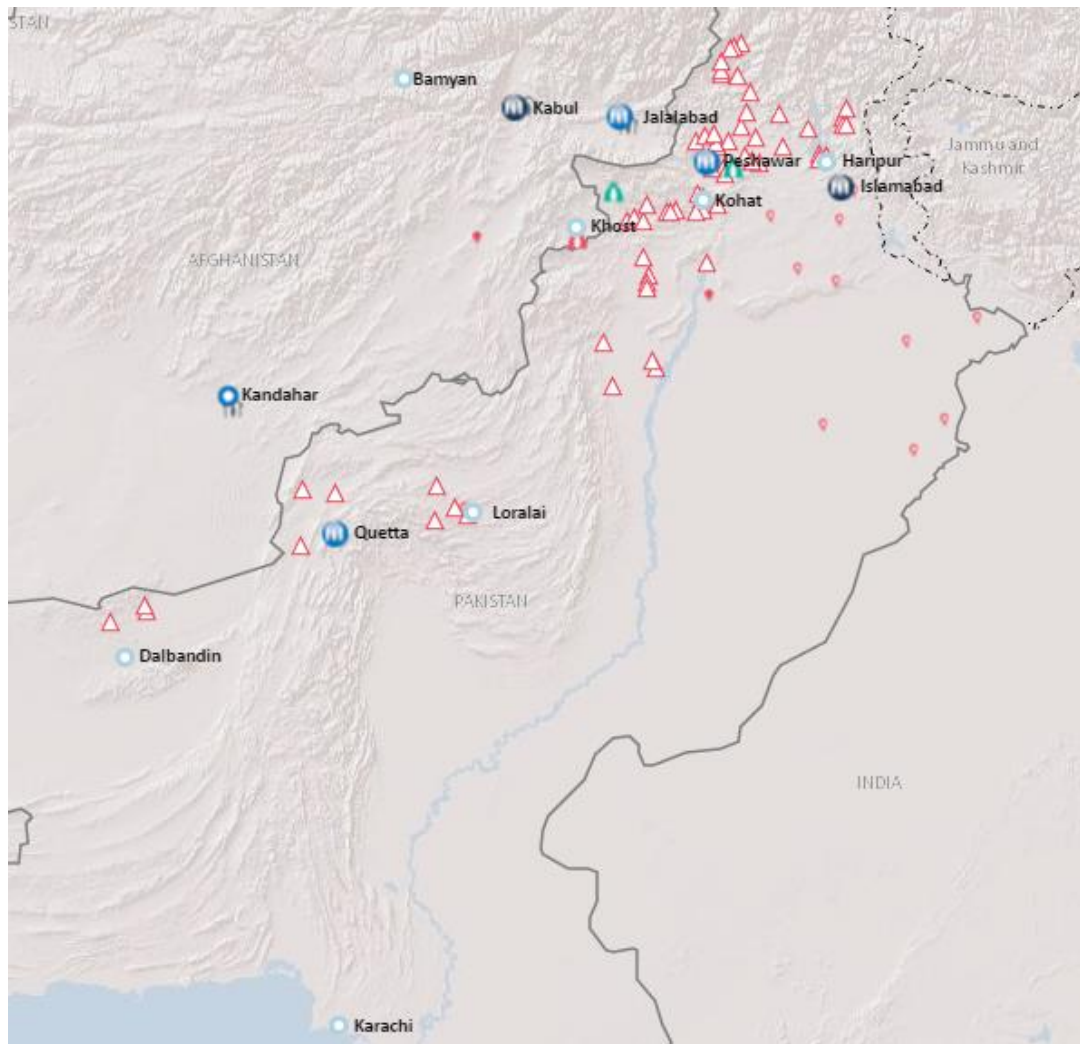
By year-end 2015, there were just over 32,000 refugees in Nepal. Fewer than 18,000 refugees from Bhutan remained in camps, while some 14,000 refugees were living in urban areas, approximately 30 per cent of whom were below 18 years of age. Approximately 87 per cent of primary school-aged children in the camps were enrolled in primary education, while that number rose to 93 per cent for urban refugee children.

Urban refugee children do not have access to the national public education system and therefore attend private school to the extent possible. In 2015, 121 urban refugee children were enrolled in primary and secondary education with financial assistance from UNHCR.

UNHCR's educational support in Nepal will continue to focus on facilitating access to primary education, ensuring that urban refugee children of primary school age can attend school. The Office will provide education allowances to all eligible refugee children (from age 5 through grade 10). With an average of 2.5 school-aged children per household, cash grants will benefit 56 urban refugee families living in the Kathmandu area.

Population	Activity	Remaining requirements (US\$)	Performance indicator	2015 year-end results	2016 output target
<i>Refugees in urban areas</i>	Primary education: provision of education cash grants or vouchers	87,322	# of children enrolled in primary education	75	140
Nepal total		87,322			

Pakistan



Pakistan hosts one of the world's largest protracted refugee populations, with more than 1.5 million registered Afghan refugees and an estimated one million undocumented Afghans. Refugees live in 54 refugee villages (approximately one-third of the population) as well as in urban or peri-urban areas.

The Government of Pakistan and UNHCR have historically focused on providing support to education systems in Afghan refugee settlements, which are often located in remote areas where government services and infrastructure, including primary and post-primary education, are largely unavailable.

Overall, UNHCR provides education to over 72,000 refugee children in 175 schools in the refugee villages, although the majority (approximately 60 per cent of children aged 6 - 17 years) are not enrolled in school. Enrolment levels are lower for girls, who constitute 33 per cent of those enrolled in primary schools, and only 4 per cent of those attending secondary schools. The student-teacher ratio is 53:1, significantly higher than the national average of 40:1. The student-classroom ratio at primary level is 52:1, reaching 62:1 for the lower primary grades (below grade 3), significantly above the acceptable national trend. Recent assessments revealed that approximately 117 learners are using one latrine, posing health and retention challenges. Primary completion rate is reported to be 65 per cent in refugee village schools.

The Office will focus on increasing access to quality primary education, expanding access to secondary education, and providing safe learning environments. A lack of qualified and experienced teachers is a major impediment to increased enrolment. Therefore the Office will provide formal training to Afghan teachers as a way to improve the quality of teaching in refugee village schools, and will also recruit qualified teachers, in particular female teachers. Schools will be rehabilitated and school management committees (SMC) will be trained to support enrolment and reduce dropout rates, especially for girls, and to enhance the general management of schools and involvement of communities. As poverty is a key barrier for accessing education, UNHCR will distribute text books and learning materials.

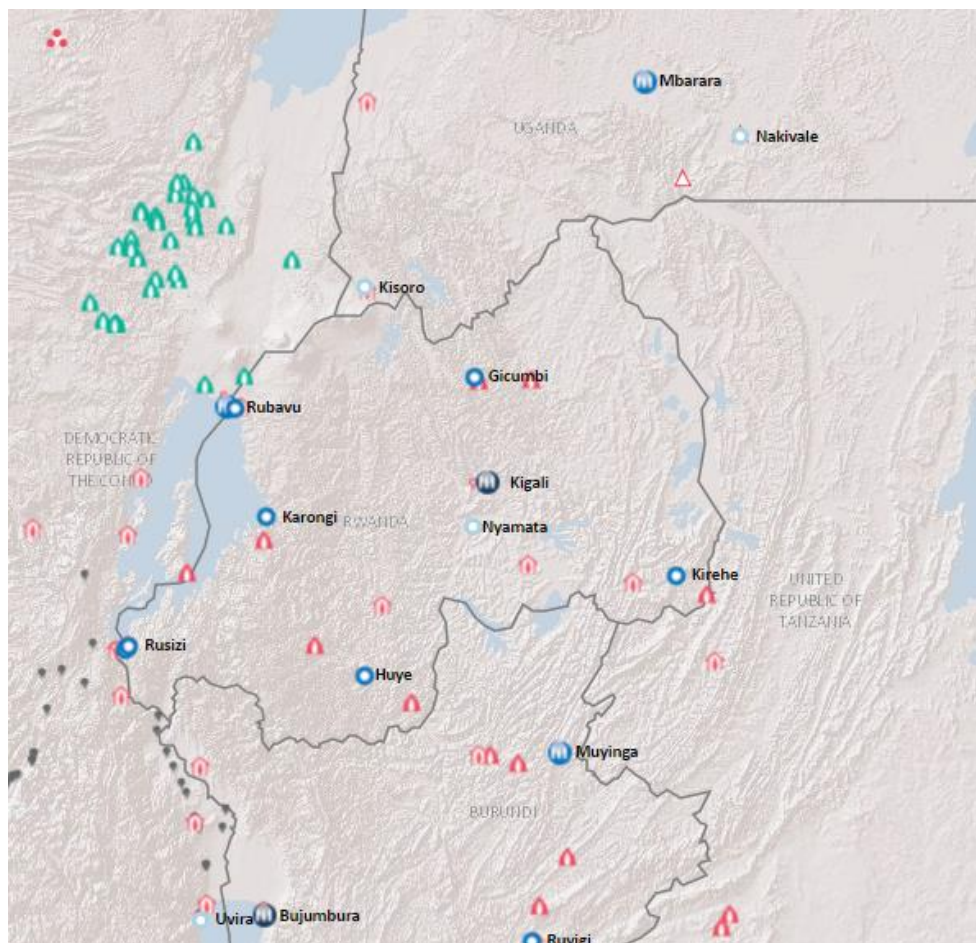
In collaboration with UNICEF, UNESCO and the provincial Commissionerates for Afghan Refugee, UNHCR will advocate for the access of refugees urban or peri-urban areas to public schools. UNHCR and partners have mapped educational facilities near the refugee villages and other high-density areas, in order to ascertain the numbers of Afghan children attending these institutions. As part of the Refugee Affected and Hosting Areas (RAHA) programme, state-run schools will be supported with infrastructure, including additional classrooms and WASH facilities, teaching and learning materials, and capacity-building and awareness-raising, benefitting local and refugee student populations alike.



Afghan refugees studying at a girls school in Kot Chandana refugee village in Mianwali, Pakistan. UNHCR/Sebastian Rich

Population	Activity	Remaining requirements (US\$)	Performance indicator	2015 year-end results	2016 output target
<i>Afghan refugees</i>	Provision of school equipment and educational materials	1,610,000	# of educational facilities constructed or improved	N/A	80
	Recruitment of qualified teachers, particularly female teachers	555,834	# of teachers with professional teaching qualifications	232	370
	Construction/expansion of classrooms and upgrading/maintenance in existing educational facilities	2,228,142	# of educational facilities constructed or improved	N/A	18
	Advocacy activities promoting inclusion, enhanced enrolment and integration in national frameworks	449,036	Strategy to promote admission of PoC to national education system established	1	1
	Sensitization campaigns to increase enrolment of refugee children	105,000	# of sensitization and community mobilization campaigns conducted to promote school enrolment	122	190
	Capacity building for school management committees	80,000	# of SMCs strengthened	N/A	65
Pakistan total		5,028,012			

Rwanda



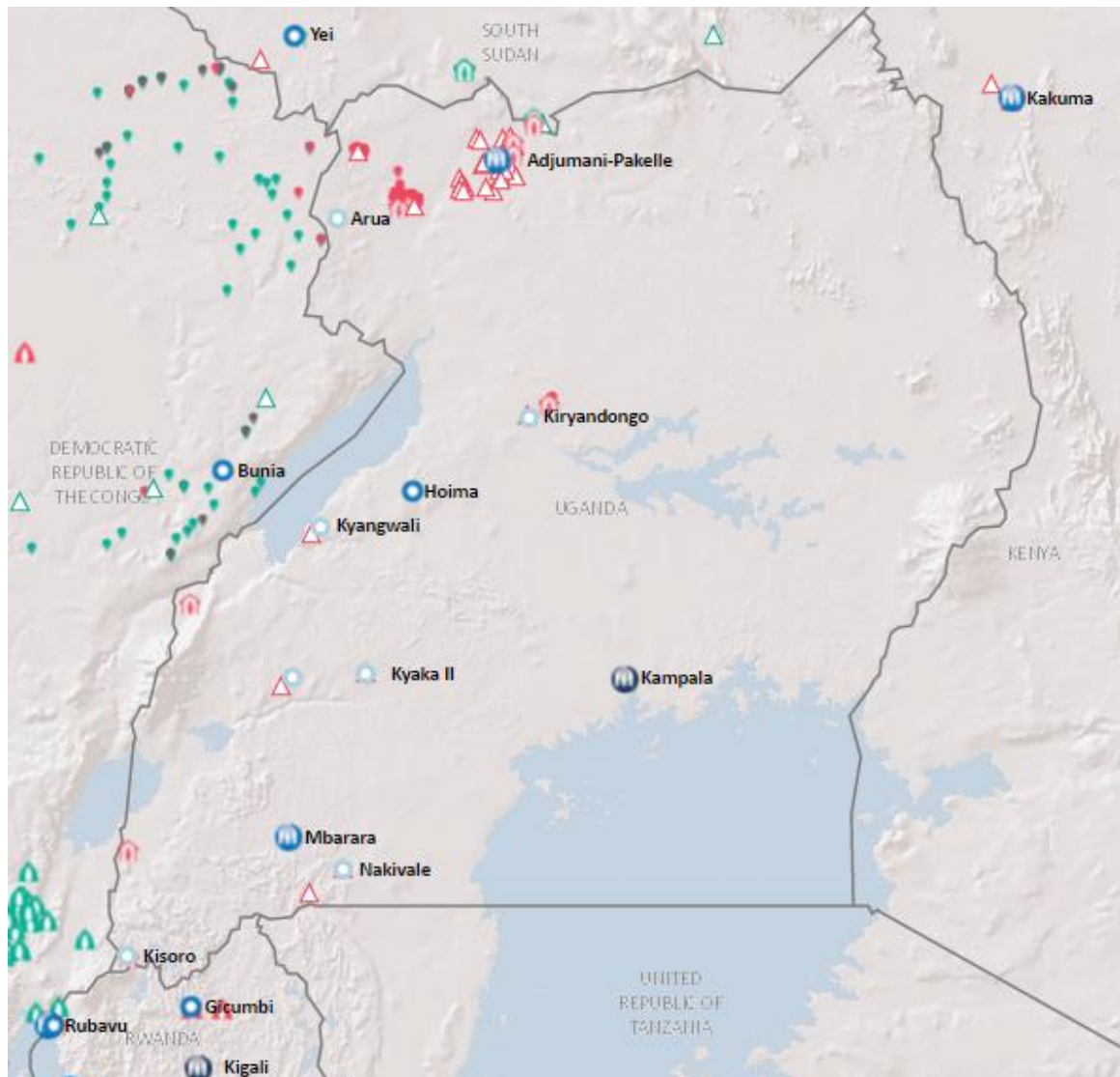
In addition to hosting approximately 74,000 Congolese refugees since 1996, in 2015 Rwanda received a mass influx of refugees following election-related violence in neighbouring Burundi. Rwanda's open-border policy enabled Burundian refugees to have access to asylum on a *prima facie* basis. As of 1 June 2016, more than 78,000 Burundi refugees were registered in Rwanda, the majority of whom are hosted in Mahama camp (49,000), while the remainder are living in urban settings in Kigali and Huye. Around 60 per cent of Burundian refugees are children.

The Government of Rwanda's policy provides that all refugee children will be afforded access to quality education and integrated into the national school system. Refugee students attend government schools in urban areas and in the camps of Kigeme and Nyabiheke; the remainder attend parallel school systems inside the camps in Gihembe, Kiziba and Nyabiheke. Access to the nine-year basic education – the compulsory education in Rwanda – is high, but enrolment drops dramatically from lower to upper-secondary education.

To enhance schools' capacity to accommodate the growing number of refugee children, and to ensure safe, enabling learning environments, UNHCR will build additional classrooms and facilities, including WASH facilities. Teaching and learning materials will be distributed to teachers and scholastic materials and uniforms to students. School feeding programmes will be continued to prevent malnutrition and stunting in early childhood, and to promote enrolment and retention in secondary schools. Both primary and secondary national schools will receive supplementary support to provide uniforms, teaching and learning materials, as well as financial support for enrolment and exam fees. Recognizing that tertiary education supports self-reliance during protracted displacement and prepare refugees for durable solutions by providing broader and deeper professional prerequisites, UNHCR will also provide scholarships for an additional 200 students.

Population	Activity	Remaining requirements (US\$)	Performance indicator	2015 year-end results	2016 output target
<i>Refugees in urban areas (Congolese and Burundians)</i>	Primary education: provision of uniforms, books, note books and other materials; tuition fees	469,608	# of children enrolled in primary education	449	3,736
	Secondary education: provision of uniforms, books, note books and school materials; tuition fees; school feeding for 1,006 students in lower secondary and 635 students in upper secondary; exam registration	82,022	# of students enrolled in lower secondary education	151	1,506
		36,011	# of students enrolled in upper secondary education	71	738
	Tertiary education: scholarships and education materials for 100 students	100,000	# of PoCs who receive tertiary education scholarships	100	100
<i>Refugees in camps (Congolese and Burundians)</i>	Primary education: provision of uniforms, books, note books and school materials; teacher stipends; teacher training	1,108,305	# of children enrolled in primary education	18,555	32,158
	Secondary education: provision of uniforms, books, notebooks and school materials; tuition fees; school feeding for 7,949 students in lower secondary and 2,156 students in upper secondary; exam registration; payment of teacher stipends; teacher training	405,714	# of students enrolled in lower secondary education	4,924	9,149
		88,948	# of students enrolled in upper secondary education	541	2,656
	Tertiary education: provision of scholarships and education materials for 100 students	147,000	# of PoCs who receive tertiary education scholarships	77	147
	Construction of classrooms and WASH facilities, libraries and laboratories, plus safe rooms for girls	970,423	# of children per classroom (primary school)	47	50
			# of educational facilities constructed or improved	N/A	70
	Early childhood education: school feeding; school materials, payment of teacher stipends; teacher trainings	308,790	# of children aged 3-5 enrolled in early childhood education	2,339	9,100
Rwanda total		3,716,821			

Uganda



By the end of 2015, Uganda was hosting some 513,000 refugees and asylum-seekers. Steady inflows from South Sudan (42,000 new arrivals), the Democratic Republic of the Congo (DRC) (26,000) and Burundi (14,000) occurred throughout the year.

Refugee rights are enshrined in the Refugee Act of 2006, including the right to access education, and Uganda has mainstreamed refugee education into national educational structures. UNHCR's strategy for refugee education therefore supports and complements the work of the government, in alignment with the Ugandan Education Sector Strategic Plan. UNHCR works closely with the Ministry of Education and Sports, other government agencies, and a range of partners to implement a variety of interventions aimed at providing quality education to the refugee population throughout the country. The Office establishes and equips education infrastructure, recruits and deploys teachers, in support of both refugee children and the host communities.

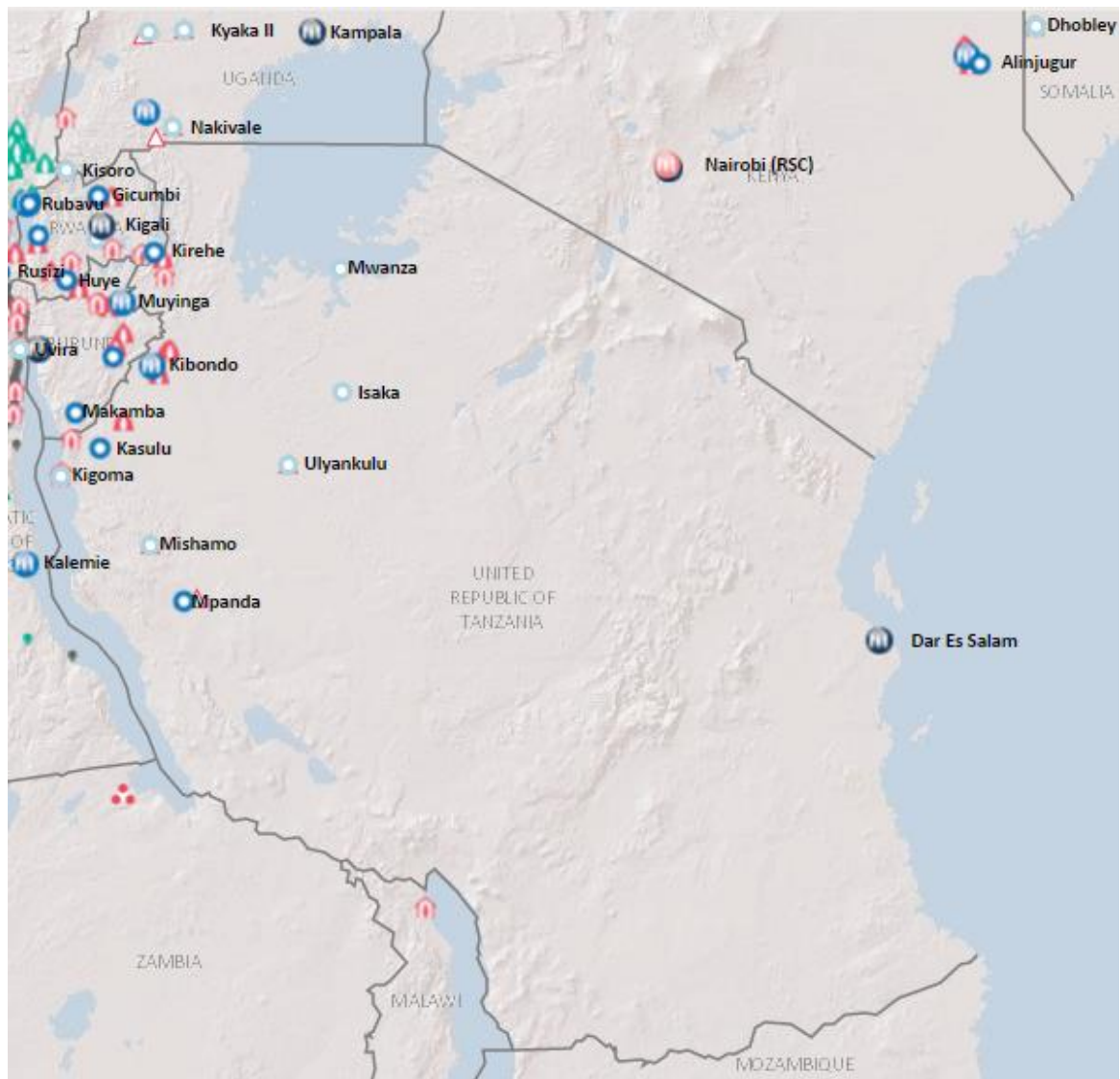
Education infrastructure requires significant expansion and repair in order to meet the growing demand for education from refugee communities. Currently 48,965 children of primary school age remain out of school, underlining the need for targeted interventions to further promote access and quality education. The gross enrolment ratio for refugee children is 57 per cent, while the net enrolment ratio is 54 per cent. In the refugee settlements, where 46 primary and 4 community secondary schools are operating, there is a critical need for more classroom space, latrines, administration buildings, libraries and other basic facilities in the existing schools. Overall, the Ugandan education system is experiencing a teacher shortage, in addition to a lack of teaching and learning materials such as textbooks.

In addition to providing scholastic and instructional materials, the Office will provide teachers with incentives and grants to vulnerable children. As the proportion of refugee children accessing tertiary education remains low, UNHCR will increase the number of refugee scholarship recipients now in their final year of tertiary study.

Population	Activity	Remaining requirements (US\$)	Performance indicator	2015 year-end results	2016 output target
<i>Congolese, Rwandan, Somali, Burundian and other refugees</i>	Early childhood education: training and incentives for caregivers; capacity building; learning and play materials	32,702	# of children 3 -5 enrolled in early childhood education	15,143	36,683
	Primary: teacher salaries; teacher training and capacity building; training of school boards and parents groups; support to OVCs and children with special needs; distribution of textbooks and teaching materials; exam paper procurement; school furniture and desks	1,111,359	# of children enrolled in primary education	36,071	56,532
	Secondary: support to OVCs; library and laboratory stocks, school desks and chairs; teacher training; support to school clubs and extra-curricular activities; exchange visits; head teacher training and coordination training	555,236	# of students enrolled in secondary education	856	9,822
<i>Refugees from South Sudan</i>	Early childhood: training and incentives for caregivers; capacity building; learning and play materials	66,594	# of children 3 -5 enrolled in early childhood programs	13,009	15,085
	Primary: teacher salaries; teacher training and capacity building; training of school boards and parents groups; support to OVCs and children with special needs; distribution of textbooks and teaching materials; exam paper procurement; school furniture and desks	1,844,006	# of children enrolled in primary education	31,360	34,092
	Secondary: support to OVCs; library and laboratory stocks, school desks and chairs; teacher training; support to school clubs and extra-curricular activities; exchange visits; head teacher training and coordination training.	659,990	# of students enrolled in secondary education	2,029	15,650

Population	Activity	Remaining requirements (US\$)	Performance indicator	2015 year-end results	2016 output target
<i>Refugees in urban areas</i>	Early childhood: training and incentives for caregivers; capacity building; learning and play materials	10,387	# of children 3 -5 enrolled in early childhood programs	2,749	2,680
	Primary: teacher salaries; teacher training and capacity building; training of school boards and parents groups; support to OVCs and children with special needs; distribution of textbooks and teaching materials; exam paper procurement; school furniture and desks	391,639.14	# of children enrolled in primary education	12,180	10,000
	Secondary: support to OVCs; library and laboratory stocks, school desks and chairs; teacher training; support to school clubs and extra-curricular activities; exchange visits; head teacher training and coordination training	29,511.50	# of students enrolled in secondary education	4,815	5,000
Uganda total		4,701,425			

United Republic of Tanzania



By April 2015, Tanzania hosted 64,000 refugees in Nyarugusu camp, including some 60,000 Congolese, in the only remaining refugee camp in the country following the naturalization of more than 150,000 former Burundian refugees. However, by year end, 123,000 new Burundian refugees had arrived, fleeing political tensions in their country. The growing refugee population in Nyarugusu prompted the Government of Tanzania to open a new camp, Nduta, in October 2015, with two additional camps, in Karago and Mtendeli, opened in early 2016.

The Refugee Act (1998) grants refugees access to the mandatory national primary education system. However, the Refugee Policy (2003) mandates that refugees receive education using the curriculum of their country of origin. This requirement has disadvantaged many refugees and other people of concern in Tanzania, with a different impact for each population group.

The majority of the Congolese refugees living in Nyarugusu refugee camp have been in Tanzania since the 1990s. They use the Congolese curriculum and attend schools within the camp, taught by refugee teachers. National exams are administered by Congolese officials. Given the protracted nature of the displacement for this group, the continued use of the country of origin curriculum has disadvantaged Congolese students in several ways: in particular, the Tanzanian university system has not accepted their educational certificates for several years, so they have largely been unable to access tertiary education. In addition, the Congolese curriculum uses French, whereas Tanzania is an English-speaking country. As there are not enough teachers among the refugee population, particularly female teachers, the quality of education and gender-balance among teachers are both affected.

With the influx of new Burundian refugees in 2015, additional schools had to be established, which entailed the recruitment of teachers, construction of facilities and sourcing of scholastic materials.

As nearly two-thirds of both refugee populations are children under the age of 18, UNHCR is working to ensure access to quality education for the increasing number of Burundi refugee children during the emergency phase of its response, as well as to sustain formal education for Congolese refugees. Measures to enhance the quality of education will include the provision of teacher training, teacher incentives, and learning materials. To ensure an enabling physical environment for teaching and learning, additional classrooms will be established, as will appropriate WASH facilities.

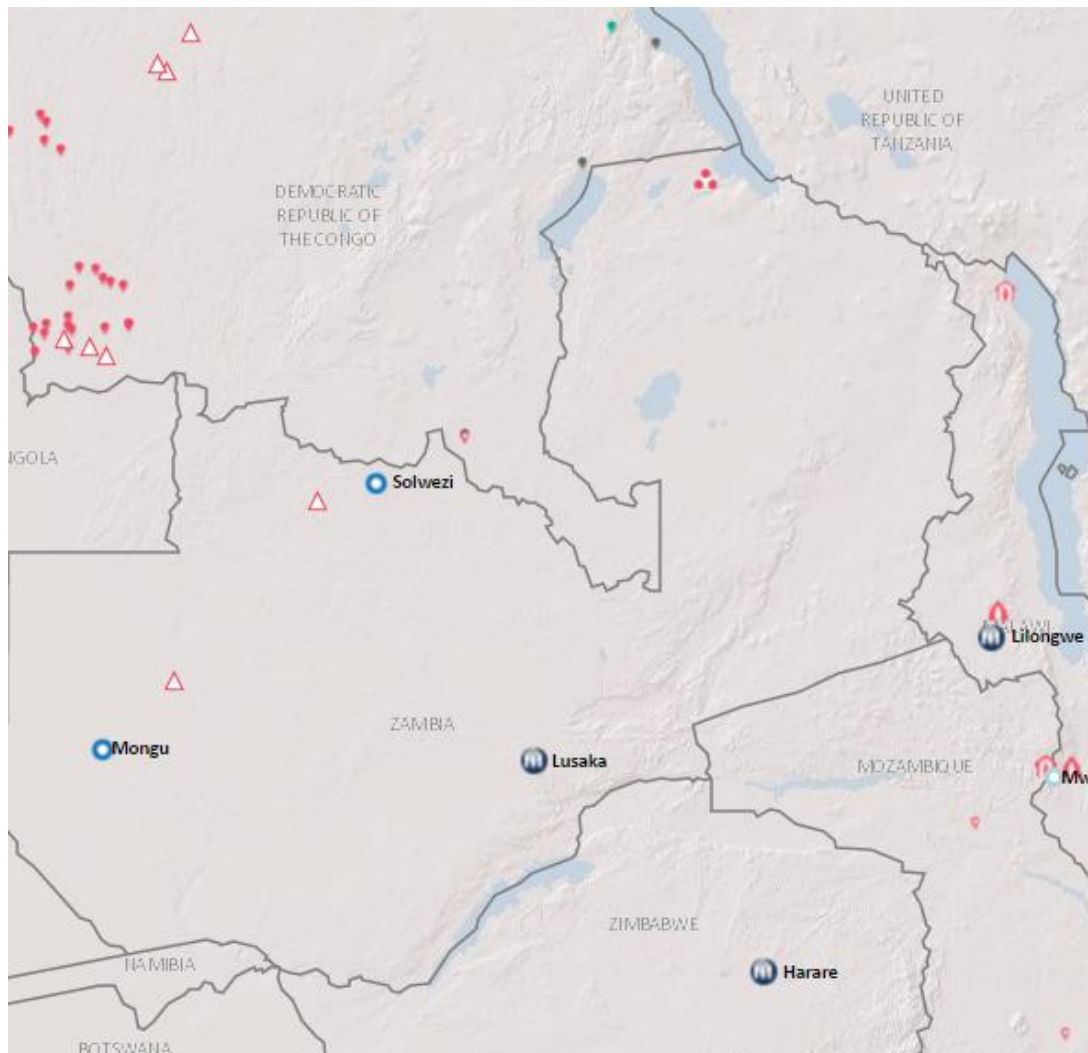
Population	Activity	Remaining requirements (US\$)	Performance indicator	2015 year-end results	2016 output target
<i>Burundian refugees</i>	Primary education: payment of teacher stipends; training and capacity building for teachers	1,878,213	# of children enrolled in primary education	N/A	100,000
	Primary education: construction of permanent classrooms	868,000	# of classrooms constructed	N/A	334
	Provision of teaching, academic materials and equipment to primary and secondary school children and classroom furniture	921,888	# of school benches provided	N/A	27,936
	Construction of drop hole latrines in primary schools	140,000	# of latrines drop holes constructed	N/A	337
	Secondary education: payment of teacher stipends	1,547,912	# of students enrolled in lower secondary education	N/A	35,500
	Secondary education: construction of permanent classrooms	210,000	# of permanent classrooms constructed	N/A	28
	Construction of drop hole latrines in secondary schools	337,917	# of drop holes latrines constructed	N/A	48
<i>Congolese refugees</i>	Primary education: payment of teacher stipends; provision of training and capacity building for teachers	1,180,606	# of students enrolled in primary education	24,095	56,266

Population	Activity	Remaining requirements (US\$)	Performance indicator	2015 year-end results	2016 output target
	Construction of primary and secondary classrooms	577,500	# of classrooms constructed	N/A	77
	Provision of teaching, academic materials and equipment to primary and secondary school children	427,065	# of school benches provided	N/A	1,925
	Secondary education: payment of teacher stipends	645,495	# of students enrolled in lower +upper secondary education	8,280	18,300
	Construction of additional drop hole latrines in primary and secondary schools	110,000	# of drop holes latrines constructed (maintained	N/A	148
Tanzania total		8,844,596			



7-year-old Alikeli fled his country of Burundi with his parents and found safety and shelter in Nduta refugee camp, Kibondo, Tanzania. UNHCR/Sebastian Rich

Zambia



Zambia has been hosting refugees for five decades. While most have returned, approximately 51,000 people of concern to UNHCR still live in the country, 52 per cent of whom are under 18. The majority of refugees reside in two refugee settlements, Meheba and Mayukwayukwa.

Although Zambia made reservations to article 22 of the 1951 Convention in relation to access to education, in practice refugee children benefit from access to primary and secondary education similar to nationals. There are some limitations with regard to government schools in urban areas, where priority is given to Zambian children at the time of enrolment. Refugee children are also entitled to receive official educational certification on par with nationals.

In the two refugee settlements, refugees attend primary and secondary school alongside Zambian students. In Meheba, there are five government primary schools and nine community schools, as well as a secondary school. In Mayukwayukwa, there are two government-run primary schools, two community schools, and a secondary school. Community schools in the settlements are run with

support provided by UNHCR, however, they do not meet national standards for quality of education due to a lack of trained teachers, high student-teacher ratios, a lack of learning material and equipment, and poor infrastructure.

As of the end of 2015, 81 per cent of primary and 23 per cent of secondary school-aged children were enrolled in school, with a minimal disparity between sexes. The total number of camp-based refugee children of primary school age is 7,673 (3,263 females and 4,410 males), while the total number of secondary school age is 4,132 (1,723 females and 2,409 males). The completion rate for lower secondary school in 2015 was 88.25 per cent, with 100 per cent for upper secondary school (data refer to students enrolled in settlement-based schools). However school drop-outs remain a concern, especially amongst girls at upper primary and secondary education level.

The main impediment to refugee education is economic. Refugees do not have the right to work in Zambia, and very few skilled refugees manage to obtain formal employment. Livelihood prospects are minimal, and only the most vulnerable refugees with limited or no income are supported by UNHCR with partial payment of school costs in urban and settlement areas. While primary education in Zambia is free in government schools, in reality there are costs related to project fees, transport, food and school uniforms. Generally high levels of poverty often force children and adolescents into economic activities, which result in long-term absences and eventually drop-outs.

UNHCR’s education strategy in Zambia seeks sustainable pathways towards quality education and the increased self-reliance of communities. Community schools are entirely dependent on UNHCR funding. With the funding sought, the Office will provide additional support for school fees, uniforms and educational materials for refugee children from vulnerable families. UNHCR will also support refugees’ income-generating activities to assist schools in improving the school feeding programme.

Population	Activity	Remaining requirements (US\$)	Performance indicator	2015 year-end results	2016 output target
<i>Camp refugees</i>	Primary and secondary education: partial payment of school fees, uniforms and educational materials for vulnerable refugees; income generating activities for schools in two refugee camps for the improvement of facilities	122,500	# of children enrolled in primary education	6,467	7,000
Zambia total		122,500			

PUBLISHED BY:

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