

**Mapping of Education
Facilities and Refugee
Enrolment in
Main Refugee Hosting
Areas and Refugee
Villages in Pakistan**



UNHCR Country Office Islamabad, Pakistan



UNHCR
The UN Refugee Agency

UNHCR Pakistan

Diplomatic Enclave-2

Quaid-e-Azam University Road

G-4, Islamabad, Pakistan

For more information pertaining to the mapping, please contact:

Ms. Noreen Hasan at hasanno@unhcr.org (Education)

Mr. Abdelrahman Jaber at jaber@unhcr.org (Information Management)

Mr. Aqeel Zahoor at zahoor@unhcr.org (Information Management)

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List of acronyms

| | |
|--------|---|
| ANRD | Afghan National Registration Database |
| EMIS | Education Management Information System |
| FATA | Federally Administered Tribal Areas |
| FDE | Federal Directorate of Education |
| GCI | Global Competitiveness Index |
| GDP | Gross Domestic Product |
| GoP | Government of Pakistan |
| HBGS | Home-based Girls School |
| ICT | Islamabad Capital Territory |
| KP | Khyber Pakhtunkhwa |
| MDGs | Millennium Development Goals |
| NADRA | National Database and Registration Authority |
| PPVR | Population Profiling, Verification and Response Survey of Afghans in Pakistan |
| PSLM | Pakistan Social and Living Standards Measurement |
| RAHA | Refugee Affected and Hosting Areas programme |
| RVs | Refugee Villages |
| SDGs | Sustainable Development Goals |
| SSAR | Solutions Strategy for Afghan Refugees |
| UNESCO | United Nations Educational, Scientific, and Cultural Organization |
| UNHCR | United Nations High Commissioner for Refugees |
| WEF | World Economic Forum |

1. Introduction: Global Context

There are an estimated 21.3 million refugees around the world (UNHCR, 2017), and many find themselves in an indeterminate state for years, unable to exercise the full range of rights they need to become self-sufficient and restart their lives. Refugees need practical and quick pathways to protection and solutions. This begins with quality education.

Education is not only a fundamental right; it is one of the most valuable assets a refugee can have.

Refugee children and adolescents who are able to access national school systems build lasting friendships with local children, learn languages, and develop vital skills they need to sustain themselves and their families. For refugee children, school can be a safe place where they can learn and play—basic necessities for any child growing up, but especially important for those that have been torn from their homes and seen the horrors of war.

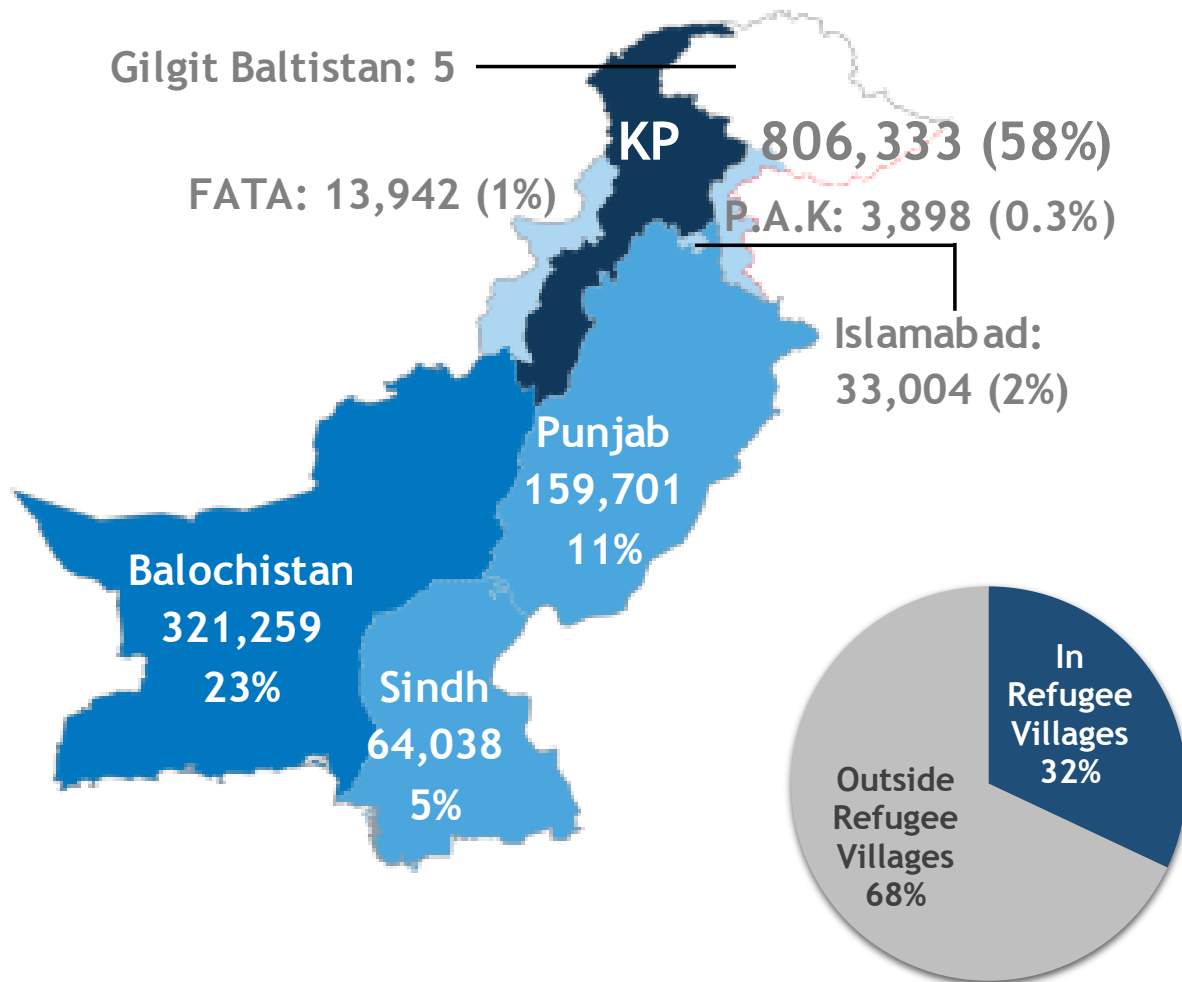


However, despite the crucial role that education plays for refugee communities, it is often not given the same level of attention as it deserves by the donors and governments. Only 2% of funding in emergencies is dedicated to education globally. As a result, there are approximately 3.7 million refugee children out of school around the world (UNHCR, 2017). The impact of this is devastating, with children easily falling victim to exploitation or forced to work to earn money for their families.

Compounding the challenge of addressing these vast needs are the diverse contexts in which they arise, from emergency to protracted situations, such as the Afghan refugee situation in Pakistan. Refugees often live in regions where governments are already struggling to educate their own children. Those governments face the additional task of finding enough space in already overcrowded schools, providing trained teachers and learning materials for hundreds of thousands of newcomers, who often do not speak the language of instruction and have missed out on an average of three to four years of schooling.

Making sure that refugees have access to education is at the heart of UNHCR's mandate to protect the world's rapidly increasing refugee population, and central to its mission of finding long-term solutions to refugee crises. However, as the number of people forcibly displaced by conflict and violence rises, demand for education naturally grows and the resources in the countries that shelter them are stretched ever thinner.

The future security and well-being of refugees is intrinsically linked to the acquisition of transferable skills and assets, as well as knowledge and capacities developed through education. With access to education and livelihood opportunities and with guarantee of a durable solution, young people will foresee positive futures and will be able to contribute to building more stable and peaceful societies. On the contrary, displacement and lack of education, skills and livelihood opportunities may force youth to resort to negative coping strategies, including radicalisation, to ensure their own and their families' basic needs, thereby amplifying their vulnerabilities and exposing them to a variety of new risks.



Registered Afghan refugee population in Pakistan: 1,402,180 (source: ANRD) 30 May 2017

1.1 Education in Pakistan

Pakistan's standing in health and primary education is 128 among 138 countries on the Global Competitiveness Index (GCI) issued by the World Economic Forum (WEF) in 2016-17. According to the Pakistan Education Statistics 2015-16, there are 22.6 million out-of-school children in Pakistan, the second highest figure in the world after Nigeria. 44% children between the ages of five and 16 are still out of school, with 21% primary schools being run by a single teacher while 14% are one room schools (Pakistan Education Statistics 2015-16). Balochistan is home to the highest proportion of out-of-school children in Pakistan (70%) followed by FATA (58%).

In terms of school infrastructure, the Pakistan Education Statistics 2015-16 reports that 40% public sector primary schools are operating without electricity, 28% do not have toilets, 25% are without boundary walls and 29% had no access to drinking water. In addition, 7% schools do not have any building and 43% have an unsatisfactory building.

According to the United Nations Educational, Scientific, and Cultural Organization's (UNESCO) Institute for Statistics, the Government of Pakistan's expenditure on education was 2.7% of the GDP in 2015 which is the lowest expenditure on education in South Asia. This partly explains the low literacy rate of 60% (PSLM Survey 2015), a figure that falls short of the target of 88% that was set by the Millennium Development Goals (MDGs).

These challenges in the education system in Pakistan are mirrored in the statistics for Afghan refugee youth as well. According to the UNHCR PPVR survey 2011, the overall literacy rate of Afghans aged 10 and above is 33%. This rate is highest (44%) among the youth (12 to 24) while adults (25 to 59) and elderly (60+) comprise 34% of the total literate population.

1.2 Pakistan's Education System and Afghan Refugees

Pakistan has been hosting millions of Afghan refugees over the past four decades. As of 31 May 2017, there are over 1.4 million registered Afghan refugees in Pakistan (UNHCR, 2017). 68% of the population live outside of refugee villages in urban and peri-urban areas, whereas 32% of the population reside in refugee villages in Khyber Pakhtunkhwa, Balochistan and Punjab. 47% of this population are children below 18 years, while children and youth below 24 years constitute 63% of the total Afghan refugee population in the country.

| Province | Primary School age children (5 - 11 Years) | | Middle School age children (12 - 14 Years) | | Secondary School age children (15 - 16 Years) | | High Secondary School age children (17 - 18 Years) | | Total | | | |
|--------------------------|--|----------------|--|---------------|---|---------------|--|---------------|----------------|------------|----------------|------------|
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Male % | Female | Female % |
| KP | 90,381 | 84,503 | 29,753 | 28,844 | 24,138 | 22,726 | 21,973 | 18,652 | 166,245 | 52% | 154,725 | 48% |
| Balochistan | 33,896 | 31,789 | 12,489 | 12,239 | 11,040 | 10,001 | 8,918 | 7,486 | 66,343 | 52% | 61,515 | 48% |
| Sindh | 7,040 | 6,683 | 2,380 | 2,134 | 1,613 | 1,638 | 1,895 | 1,759 | 12,928 | 51% | 12,214 | 49% |
| Punjab | 17,298 | 16,354 | 5,827 | 5,650 | 4,505 | 4,296 | 4,761 | 4,044 | 32,391 | 52% | 30,344 | 48% |
| Islamabad | 3,445 | 3,257 | 1,292 | 1,147 | 919 | 829 | 1,060 | 934 | 6,716 | 52% | 6,167 | 48% |
| Pak Administered Kashmir | 389 | 343 | 146 | 120 | 93 | 80 | 98 | 88 | 726 | 54% | 631 | 46% |
| Gilgit Baltistan | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 100% | 0 | 0% |
| Total | 152,449 | 142,929 | 51,888 | 50,134 | 42,308 | 39,570 | 38,705 | 32,963 | 285,350 | 52% | 265,596 | 48% |
| Total % | 52% | 48% | 51% | 49% | 52% | 48% | 54% | 46% | | | | |

Province wise distribution of Afghan refugee school going age (5-18 years) children's population (source: ANRD) 31 May 2017

As of 31 May 2017, 39% of the (544,102 out of 1,402,180) Afghans registered with UNHCR in Pakistan are school-aged children between 5-18 years old. Of these registered school-aged children, 22% (119,403) children received a formal education last year in the UNHCR mapped 25 high density Afghan refugee population districts and 45 refugee villages in Pakistan as per the findings of UNHCR's mapping exercise. This number does not reflect all the children enrolled in school as UNHCR mapped only schools in a 5 km radius of the refugee villages in the districts where there is a high concentration of Afghan refugees. It is estimated that the Afghan enrolment in public institutions across Pakistan is much higher than this number.

Despite the challenging education context in Pakistan, the government has over the years maintained a generous policy of enabling access of Afghan refugee children to public and private schools, recognizing this as an essential investment into building the human capital of the future generations of Afghans. This commitment is firmly rooted in the Constitution (Article 25-A), which stipulates free and compulsory education for all children between 5-16 years

regardless of their nationality, and was further reaffirmed in Pakistan's resolve to achieve Sustainable Development Goal # 4 which calls for inclusive and equitable education for all. Most recently, the Government of Pakistan renewed its commitment to ensuring unhindered access of Afghan children to Pakistani schools at the Leaders' Summit on Refugees (September 2016). However, Afghan children and youth continue facing some difficulties in accessing schools for a variety of reasons, notably the absence of a uniform policy/legal framework developed by the Government of Pakistan that allows for seamless admission of documented as well as undocumented Afghan children in public schools and lack of absorption capacities of public sector educational institutions.

The regulatory framework for the management of Afghan refugees in Pakistan is the regional Solutions Strategy for Afghan Refugees (SSAR), the Tripartite Commission Agreement on Voluntary Repatriation between the Government of Pakistan, Government of Afghanistan and UNHCR, and the Comprehensive Policy for Voluntary Repatriation and Management of Afghan Refugees (Comprehensive Policy) approved the Federal Cabinet in 2017. The Comprehensive Policy and its accompanying decisions on adoption of national refugee legislation and implementation of a flexible visa regime could effectively change the landscape of refugee protection and migration management in Pakistan. The flexible visa regime for different categories of Afghan refugees will open up a legal avenue for Afghans to reside, study and work in Pakistan while also regulating the status of migrant workers who have been crossing the border for decades in an irregular manner.

Article 25-A of the Constitution of Pakistan: "The State shall provide free and compulsory education to all children of the age of five to sixteen years in such a manner as may be determined by law"

1.3 Refugee Education Strategy

The UNHCR Global Education Strategy 2012-2016, focuses on

- 1) Increasing access to quality primary education;
- 2) Expanding secondary education access;
- 3) Providing safe learning environments;
- 4) Providing opportunities for lifelong learning;
- 5) Meeting educational challenges with innovation, and innovation connected to ICT where appropriate.

The UNHCR Pakistan Refugee Education Strategy 2016-18 has the following key objectives:

1. Enhancing quality of and access to primary education for children, especially for girls.

2. Enhancing the quality of education and learning achievements.
3. Pursuing youth empowerment, skills training and stronger linkages with education pathways.
4. Policy changes to optimize refugee education pathways.

Since the UNHCR Pakistan Refugee Education Strategy, in full alignment with the UNHCR Global Education Policy, seeks to enhance access of Afghan refugee children to the national education system, UNHCR engages in efforts to support and address the challenges present in the Pakistan education sector. This includes lending strategic support to provincial educational authorities, community engagement and advocacy and collaboration with development actors.

2. Objectives of the mapping

UNHCR Pakistan's last large-scale report on the demographics and socio-economic profile of the Afghan refugee population in Pakistan is the *Population Profiling, Verification and Response Survey of Afghans in Pakistan (PPVR)*, which was completed in 2011. The most current data on refugee demographics is obtained from the Afghan National Registration Database (ANRD), maintained by the National Database and Registration Authority (NADRA), Government of Pakistan. However, neither the PPVR nor the ANRD provide sufficient information on the education status and enrolment of Afghan children in schools.

With a view to better tailoring and targeting education interventions of UNHCR and partners, between the end of 2015 and mid-2016, UNHCR conducted a mapping of education facilities and school enrolment of Afghan children in the vicinity of refugee villages and in and around major urban clusters with high concentration of refugees. The first edition of the *Mapping of Education Facilities and Refugee Enrolment in Main Refugee Hosting Areas of Pakistan* was published in July 2016. This report focused on gathering gender disaggregated information on enrolment and access to education for Afghan school-age children residing outside of the refugee villages.

Since a large number of people repatriated to Afghanistan in 2016, including school going children, there was a need to re-validate the data of the previous exercise. The large-scale repatriation affected enrolment in schools, resulted in closure of private Afghan schools and schools in refugee villages, and saw departure of qualified teachers, particularly female, who returned to Afghanistan. With a view to get more robust data on the effect of the repatriation on education for Afghan refugee children in Pakistan, as well as to collect information on the needs of educational institutions where Afghan children study, UNHCR decided to conduct another mapping exercise in 2017.

In April, 2017 UNHCR conducted a re-validation of the education facilities data collected in 2016. The 2017 revalidation exercise re-validated 945 out of 1,675 education facilities mapped in 2016. However, in the second phase of mapping, the scope has been widened to include schools in refugee villages as well. More detailed information on missing facilities in schools has also been collected to inform the interventions in the education sector within available resources.

The objectives of the schools mapping study were to:

1. Collate disaggregated information about the number, type and level of education institutions in and outside of refugee villages.

2. Map the enrolment of Afghan children in selected education institutions.
3. Collect information on the most critical needs in mapped schools (lack of infrastructure, classrooms, equipment) in and outside of refugee villages.

3. Methodology

The data collection exercise was carried out in April and May 2017 by UNHCR education, field and protection colleagues by using two simple data collection tools developed by UNHCR for urban areas and refugee village schools with high density of refugees (Annex A, B). The mapped schools included those situated in Refugee Villages (RVs), schools outside Refugee Villages within a 5 km radius of the RVs and schools in areas that have a high density of Afghan population.

Categories of schools that were included in the mapping exercise are as follows:

1. Public schools registered with the provincial Departments of Education/Ministry of Federal Education and Professional Training
2. Private Pakistani schools registered with the provincial Departments of Education through the private school regulatory authorities
3. Private Afghan schools registered with the Ministry of Education Afghanistan through the Afghan Embassy/ Consulates
4. Refugee Village schools supported by UNHCR

The schools that were excluded from the data collection exercise included (Annex A):

1. Non-formal schools (including unregistered community schools, NGO schools)
2. Madrassahs
3. Vocational and training institutes
4. Tertiary level institutes (Colleges, Universities)

Data was collected by visiting the schools and collecting the required information from principals or head teachers. In KP, this data was also cross validated with data on public and private schools available with the Elementary and Secondary School Department, provincial Government of KP. The Afghan consulate in Peshawar was also consulted with regard to registered private Afghan schools operating in KP.

In Balochistan, due to mobility issues, UNHCR partner staff were also utilised to collect some of the information, especially in the refugee villages. The Information Management team in UNHCR analysed the data and prepared the infographics to inform this study.

Of the total 945 facilities in high density urban/peri-urban Afghan refugee areas in KP, Balochistan, Punjab and Islamabad, 72% facilities surveyed were public institutions, 19% were Pakistan Private institutions and remaining 9% were Afghan private schools.

In 45 refugee villages in three provinces of Pakistan, 171 schools were surveyed of which 72 % were in Khyber Pakhtunkhwa, 23% in Balochistan and 5% in Punjab/Islamabad Capital Territory (ICT).

3.1 Geographical Scope

| Khyber Pakhtunkhwa | | |
|--------------------|-------------------------------------|----------------------------------|
| District | Total refugee population (May 2017) | School-age population (5-18 yrs) |
| Abbottabad | 14,053 | 5,456 |
| Bannu | 6,987 | 2,617 |
| Buner | 10,261 | 4,090 |
| Charsadda | 17,040 | 6,726 |
| Dera Ismail Khan | 8,218 | 3,270 |
| Haripur | 79,214 | 32,252 |
| Kohat | 67,922 | 25,871 |
| Lakki Marwat | 8,706 | 3,438 |
| Lower Dir | 31,528 | 13,332 |
| Malakand | 7,421 | 3,056 |
| Mansehra | 40,953 | 15,788 |
| Mardan | 22,251 | 8,831 |
| Nowshera | 84,229 | 35,557 |
| Peshawar | 306,913 | 111,934 |
| Swabi | 48,841 | 18,985 |
| Upper Dir | 2,473 | 661 |
| | 757,010 | 291,864 |

The data collection was carried out in 25 districts: 16 districts in Khyber Pakhtunkhwa, 5 in Balochistan and 4 in Punjab, including the Islamabad Capital Territory (the breakdown is provided in the tables below).

Balochistan and Punjab/ICT focused on UNHCR's priority districts for education interventions that have a high

| Balochistan | | |
|-----------------|-------------------------------------|----------------------------------|
| District | Total refugee population (May 2017) | School-age population (5-18 yrs) |
| Chagai | 27,671 | 11,810 |
| Killa Saifullah | 17,728 | 6,973 |
| Loralai | 18,644 | 7,625 |
| Pishin | 55,054 | 21,530 |
| Quetta | 185,588 | 72,112 |
| | 304,685 | 120,050 |

concentration of Afghan refugees as is evident from the

tables below, whereas Khyber Pakhtunkhwa also covered some other districts in addition to the seven high Afghan population density districts. Peshawar city and its suburbs have the highest number of registered refugees and consequently the highest number of school going age children as well (111,934), followed by Quetta with 72,112 registered school age children (5-18 years). Some of the other districts that have a significant concentration of Afghan refugees are Nowshera, Haripur and Kohat in KP and Pishin in Balochistan.

| Punjab/ICT | | |
|------------|-------------------------------------|----------------------------------|
| District | Total refugee population (May 2017) | School-age population (5-18 yrs) |
| Islamabad | 33,004 | 12,744 |
| Attock | 37,697 | 14,162 |
| Mianwali | 29,338 | 11,049 |
| Rawalpindi | 33,221 | 12,894 |
| | 133,260 | 50,849 |

All refugee village schools (171) were mapped during this exercise in Khyber Pakhtunkhwa, Balochistan and Punjab. Khyber Pakhtunkhwa has the highest number of UNHCR funded schools (123) in 34 refugee villages, followed by 39 schools in 10 refugee villages in Balochistan and 9 schools in Punjab in one refugee village in Mianwali.

3.2 Limitations of the study

The scope of this exercise was limited to only refugee village schools and public and private schools within a 5 km radius of refugee villages and/or in selected areas with high concentration of Afghan refugees. Therefore, the data collected is not comparable to the Pakistani district education statistics. It is also difficult to extrapolate trends in enrolment or teacher pupil ratio for the entire Afghan refugee school-going age population, based on the limited data available. However, an attempt has been made, where possible, to compare some of the data to national data available for public as well as private schools in the high priority UNHCR districts where there is a large concentration of Afghan refugee population.

The last socio-economic survey of the entire registered Afghan refugee population in Pakistan by UNHCR and the Government of Pakistan was undertaken in 2011. Therefore, it is not possible to compare the data collected to socio-economic indicators such as poverty, income, livelihoods, participation in the labour force and its effects on enrolment, drop out or retention rates.

3.3 Challenges in data collection

The geographical location of the schools presented a difficulty, particularly in Baluchistan, as many of the schools are located in remote areas. The provincial EMIS in all three provinces only collects information on enrolment without distinguishing between Pakistani and Afghan children, therefore, providing enrolment numbers for Afghan children only in public schools can be a cumbersome process for the heads of each school.

Access/ Approval process

- Lack of GPS coordinates, the full names and/or addresses of some schools in the provincial EMIS which hindered the data collection process and identification of schools by UNHCR's field staff.
- Some schools resisted UNHCR's requests for data on Afghan enrollment despite the letter issued by the Education Department to facilitate the process. Follow up requests took a lot of time and did not always yield results.
- In Islamabad, physical access to public schools is not given without the approval of the Federal Directorate of Education (FDE). A written request was submitted to the Director of the FDE, however the approval was not received despite several follow-up attempts. A few of the school administrations refused to share any information, even telephonically, without the approval of FDE.

Access to the Education Management Information System (EMIS)

- It was very difficult to get access to the Punjab and Balochistan EMIS, resulting in delays in data collection of public schools where Afghan children are enrolled.



4. Key findings

Access to formal education

- **72% of mapped schools with Afghan enrolment** in districts with a high density of Afghan population **were public institutions**. These findings confirm UNHCR's assertion that Afghan refugee children have access to the public education system in Pakistan.
- **Of the mapped public schools where Afghan children are enrolled, the highest number of schools (78%) accessed by Afghan children were in Balochistan**. This could be due to several reasons: a) Balochistan has a limited number of Afghan private (mainly in Quetta urban) and Pakistani private schools in the province b) successful school enrolment campaigns carried out by the provincial government and development partners have created a demand for quality education in the province.
- **The issue of language of instruction and curriculum does not seem to be a major concern** for Afghan parents who send their children to Pakistani public schools. Due to the protracted nature of the refugee situation in Pakistan, most of these children are second and third generation refugees who were born in Pakistan and speak the local language.

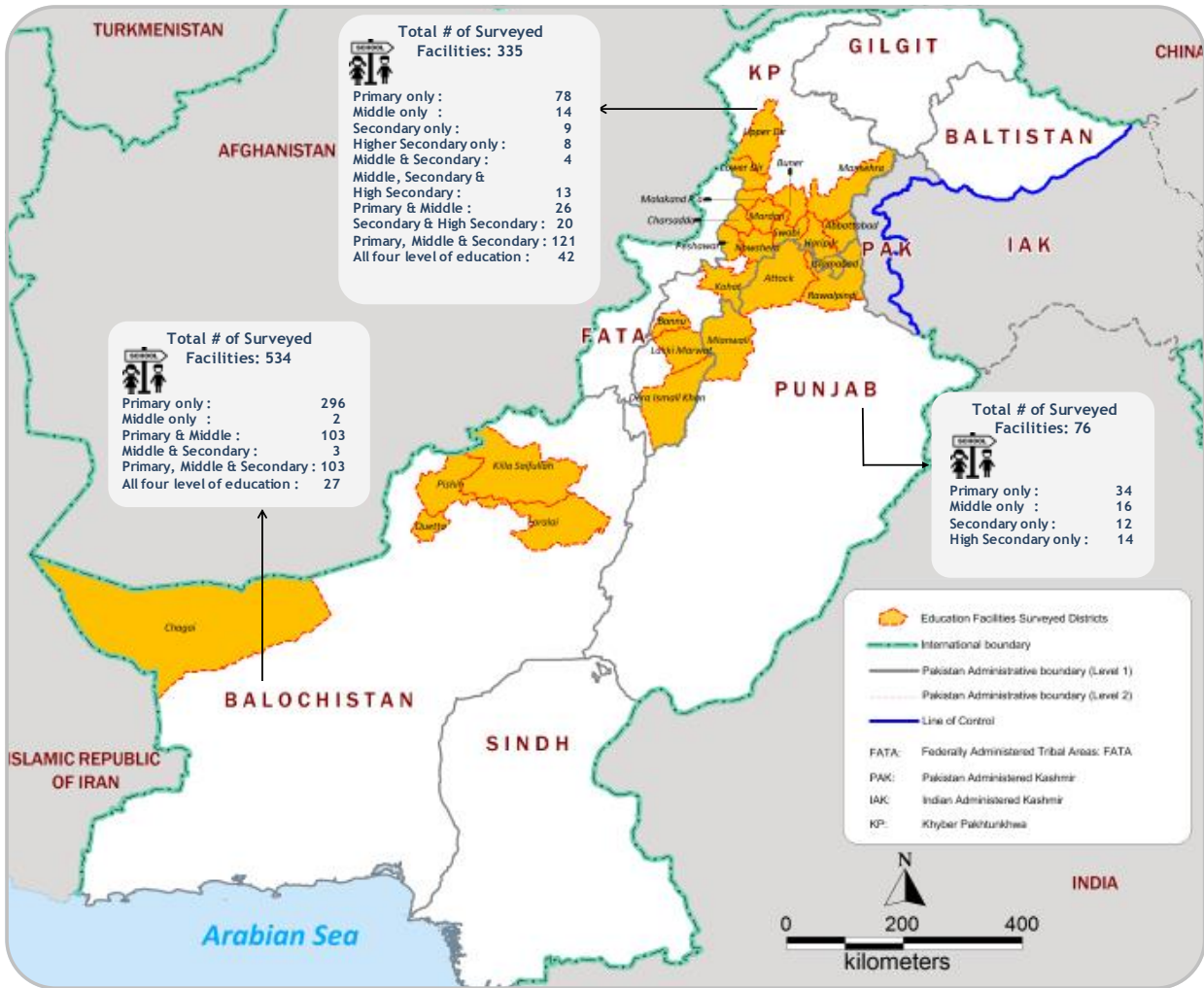
Enrolment

- **544,102 (39%)** out of the 1,402,180 registered Afghans in Pakistan (as of 31 May 2017) **are school-aged children between 5-18 years**.
- **Out of these 544,102 registered school going age children, only 22% (119,403) children received formal education** last year in the UNHCR mapped 25 high density Afghan refugee population districts and 45 refugee villages in Pakistan.
- **Afghan refugee girls' enrolment in school remains low at all levels of education and across all provinces**. In the UNHCR funded 171 refugee village schools, only 18% girls of school going age girls are enrolled in school. **Balochistan has the highest girls' enrolment at 65% whereas in Punjab and Khyber Pakhtunkhwa, only 20% and 14% girls are enrolled in schools respectively**.
- The **urban schools** mapped in the three locations show even worse statistics-**only 14% girls (22,370) are enrolled in the mapped schools against a total female school going population (5-18 years) of 160,878 outside the RVs**. However, the small sample size of schools mapped might account for this low percentage of female enrolment.

Missing facilities

- Public and private schools in urban and peri-urban settings identified **additional classrooms (37%) as their highest priority, followed closely by the need for toilets for children (29%)**. Nearly half of the surveyed public and private schools in urban areas identified a need for primary and secondary school furniture. 42% schools also identified a need for computers, whereas, sports equipment and science laboratory equipment needs were only identified by 31% and 27% schools respectively.
- In refugee villages, 49% schools have identified a need for additional classrooms, 28% the need for additional toilets and **95% schools required primary school furniture**.

OVERVIEW OF SCHOOLS SURVEYED IN URBAN AREAS



Total Number of Education Facilities Surveyed throughout the country in Urban Areas:



945



Khyber Pakhtunkhwa | 16 Districts

335



146



84



105

Public | 210 - Pakistani Private | 80 - Afghan Private | 45



Balochistan | 5 Districts

534



269



154



111

Public | 418 - Pakistani Private | 80 - Afghan Private | 36



Punjab & Islamabad | 4 Districts

76



26



12



38

Public | 48 - Pakistani Private | 23 - Afghan Private | 5



Boys Institutions

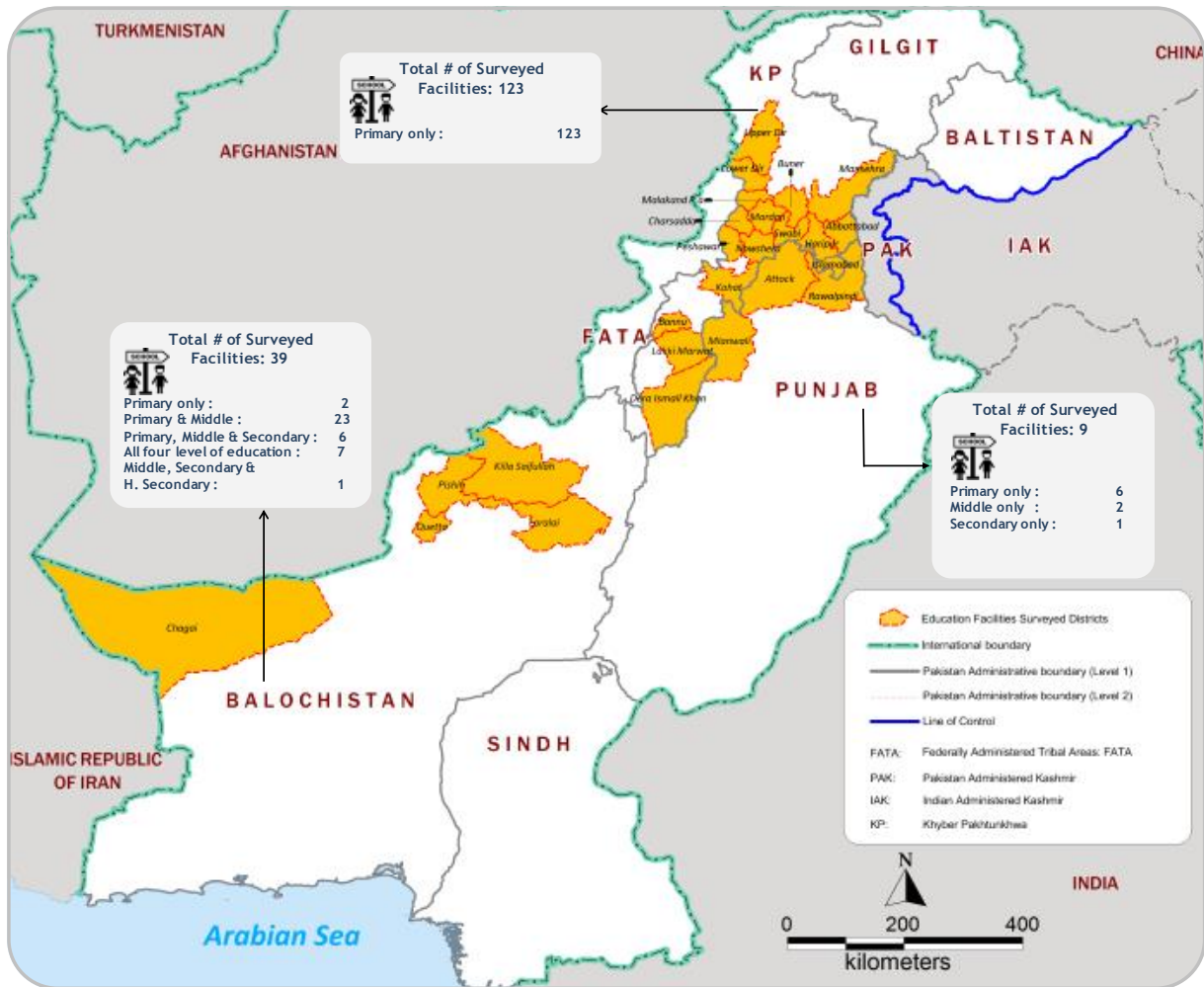


Girls Institutions



Co-Education Institutions

OVERVIEW OF SCHOOLS SURVEYED IN REFUGEE VILLAGES



Total Number of Education Facilities Surveyed throughout the country in Refugee Villages:



171

SCHOOL Khyber Pakhtunkhwa | 16 Districts



34 Refugee Villages

123



59



36



28

SCHOOL Balochistan | 5 Districts



10 Refugee Villages

39



1



2



36

SCHOOL Punjab | 1 Districts



1 Refugee Village

9



4



5



0



Boys Institutions



Girls Institutions



Co-Education Institutions

A young boy with short brown hair, wearing a blue long-sleeved shirt and blue pants, is sitting cross-legged on a patterned rug. He is smiling broadly at the camera. He is holding an open book. The left page of the book features a large black footprint. The right page is dark and appears to be a photograph or a drawing. The rug has a complex pattern with red, yellow, and black colors. The background is a plain, light-colored wall.

ACCESS

4.1 Access to Primary and Secondary Education for Afghan Refugee Children in Pakistan

The number of children of school age in Pakistan far exceeds the number and capacity of schools, classrooms, furniture, sanitation facilities and learning materials. The Government of Pakistan does not have policies that necessitate a cap on the number of school enrolments, but due to the issue of capacity, schools are forced to place discretionary limits on the number of children that can be accommodated in a classroom or by a given teacher.

Public schooling is free in Pakistan but often not perceived as such by children and families who cite the cost of school supplies, transport and uniforms, as costs that can be difficult to meet or are not a priority for families. Likewise, in a context with few income generation opportunities, school attendance is at times perceived in terms of the loss of income it represents, either where a child might be generating income through cheap labour, or required to tend younger siblings while a parent or guardian undertakes duties outside the home. This is more likely to be the case for girls, who become increasingly underrepresented at primary school through the grades.

Cultural factors play a significant role in the educational decision-making in refugee villages in Pakistan. The Afghan population brings various experiences and expectations of formal schooling, some negative or placing low value on education; and cultural interests that take precedence over formal schooling. These cultural beliefs may result in shortened length of time available for school attendance, delayed initiation of schooling, preference to attend madrasas or early drop out including due to early marriages. Cultural barriers are more likely to inhibit opportunities for girls than boys to access education, and arguably represent the most challenging barriers about which to collect accurate data.

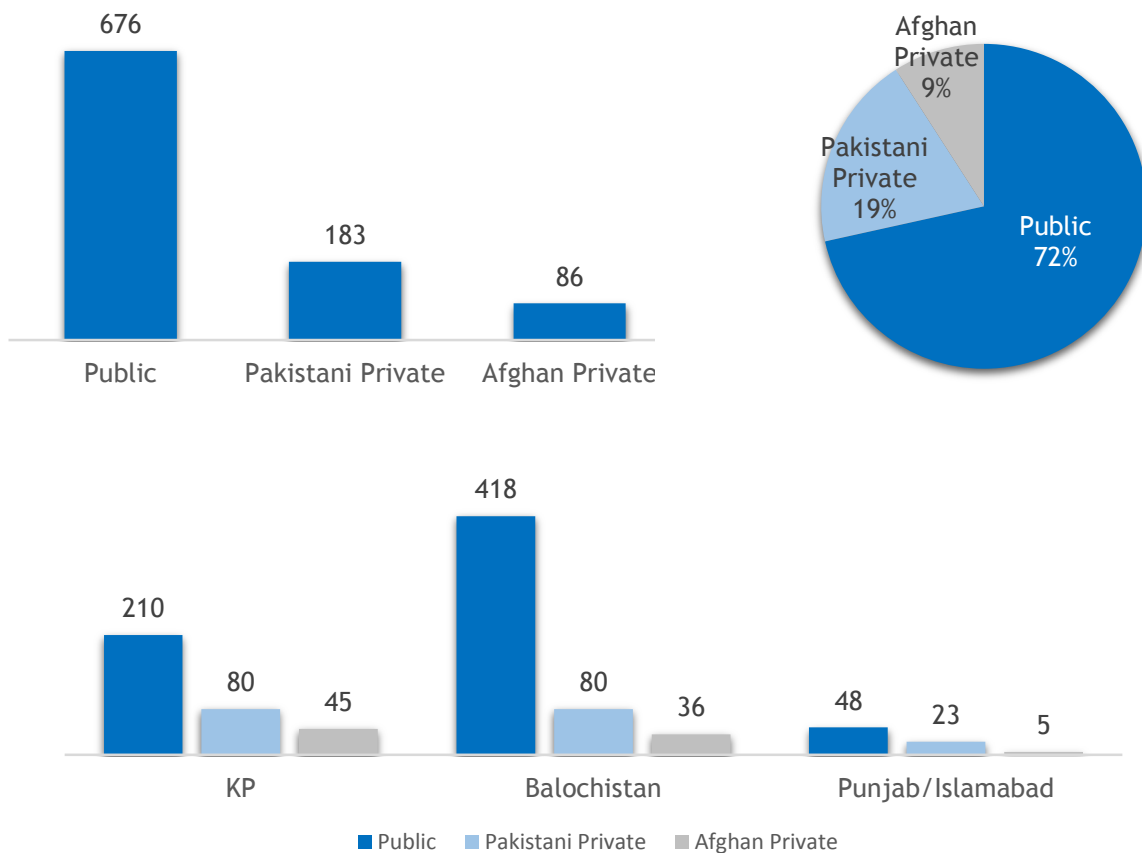
Human resources also represent a cross-cutting barrier to educational access and quality. A limited number of teachers in low-cost private or refugee village schools hold relevant qualifications, limiting the capacity and interest of the teachers in managing large class sizes, with limited resources, in poor infrastructural conditions. While the low qualification of teachers has a significant impact on the continuation of learning for students, so too can it contribute to weakened management structures and act as a barrier to participation in education.

4.1.1 Education Institutions

In order to assess the extent of access to primary and secondary education for Afghan refugee children in urban, peri-urban and refugee village settings, UNHCR mapped 945 primary and secondary education institutions across the three provinces in Pakistan that host the majority of Afghan refugees. The findings below relate to what type and level of institution Afghan children are enrolled in various settings.

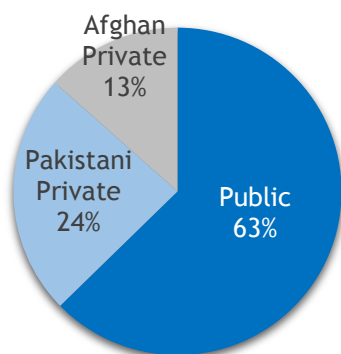
Out of the 945 mapped institutions in KP, Balochistan and Punjab/ICT, the highest number of mapped schools were public schools (676) in areas where Afghan refugees reside. Under Article 25-A, there is no barrier to access to schools for any children, including refugee children. However, overcrowded schools are common in the public sector which can result in some children being put on the waiting list for admission. Where public institutions are close to their homes, Afghan parents prefer to send their children to public schools as these are free and often have better facilities than low cost private Pakistani or Afghan schools.

Surveyed Education Facilities by Category / Type of Institution



4.1.2 Mapped Education Institutions by Province

Education facilities by category in KP

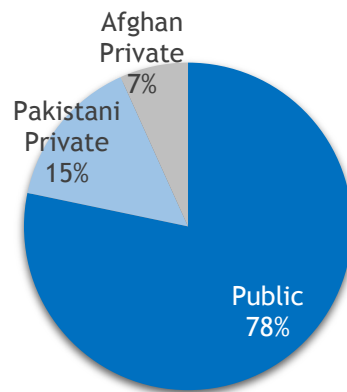


There are 27,506 public schools in Khyber Pakhtunkhwa, out of which 27,261 are functional (KP EMIS 2015-16, Government of KP). Of these, 22,044 are primary schools (61% boys schools and 39% girls schools), whereas 5,217 are secondary schools. 16,161 is the total number of public primary schools in the 16 selected districts for mapping (KP District EMIS 2014-15). Out of this number, a sample of 210 public schools was selected in districts with estimated high enrolment of Afghan refugee children in public schools. 80 low cost private Pakistani schools were also mapped in 16 districts in

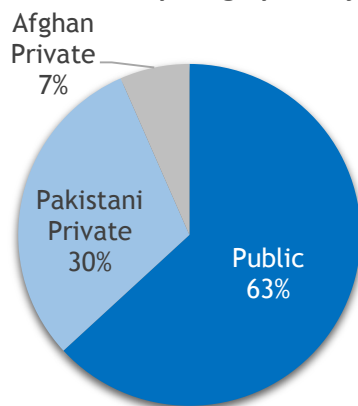
KP in addition to 45 Afghan private schools where the Afghan curricula is taught.

In Balochistan, in the 5 districts chosen for this exercise, there are a total of 2,992 public schools (Balochistan EMIS 2015-16, Government of Balochistan). UNHCR collected data on Afghan children's enrolment and missing facilities from 418 public sector schools. 80 Pakistani private schools and 36 private Afghan schools were also visited by UNHCR field teams for data collection.

Education facilities by category in Balochistan

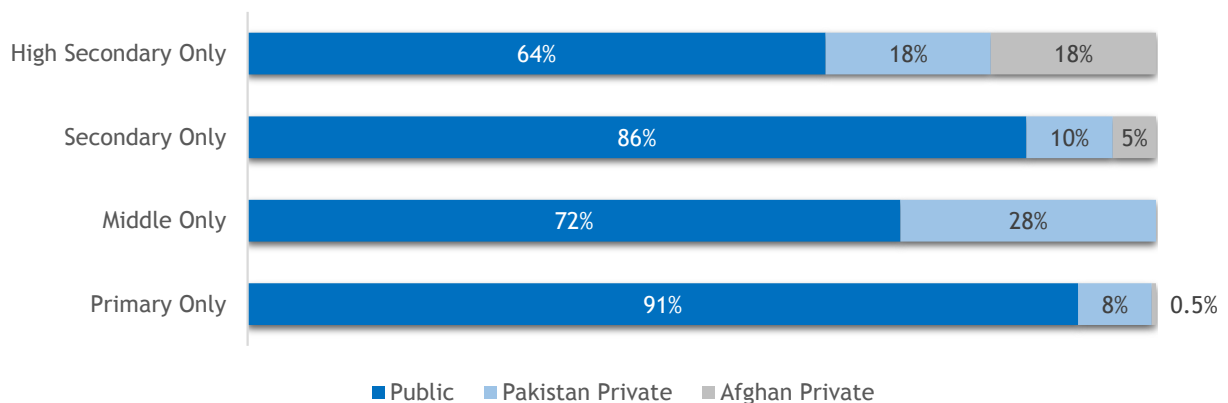


Education facilities by category in Punjab/ICT

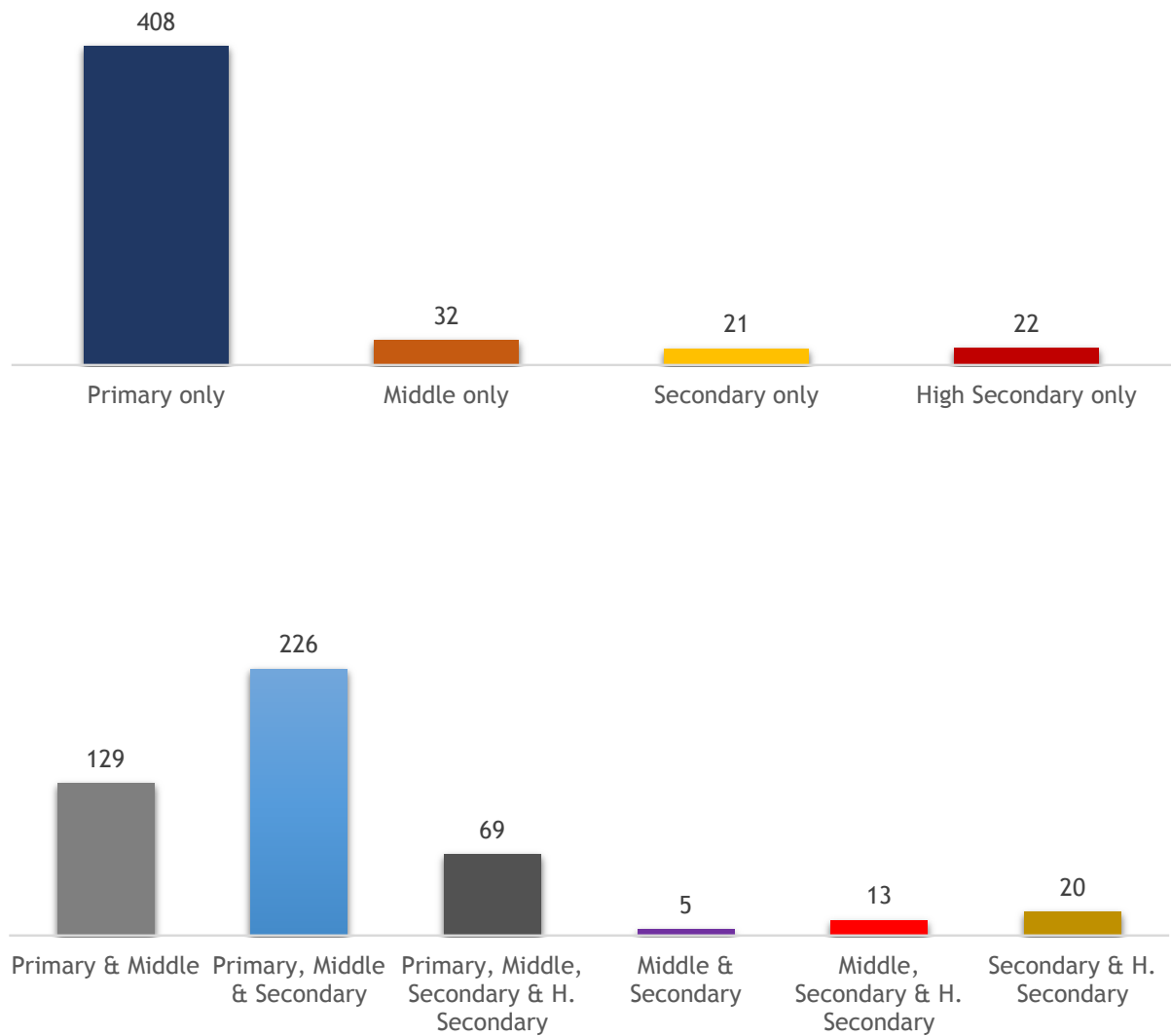


In Punjab and Islamabad, out of a total of 1,606 public and private schools (Pakistan Education Statistics 2014-15, p. 44) in Islamabad and 4,536 public schools in the three districts in Punjab, 48 public schools, 23 private Pakistani schools and 5 Afghan private schools were included in the survey for data collection as they had some Afghan refugee enrolment in these schools.

% of Education facilities surveyed by institutions' category & level of education only

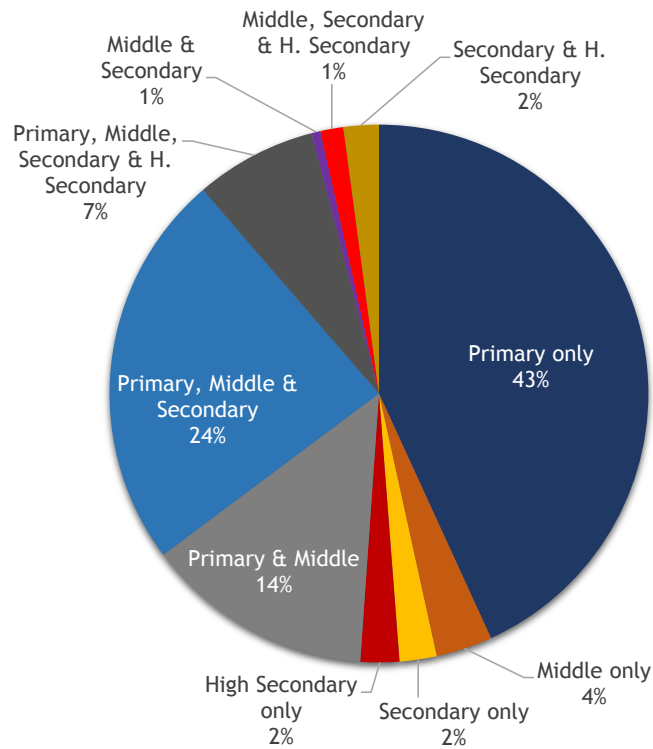
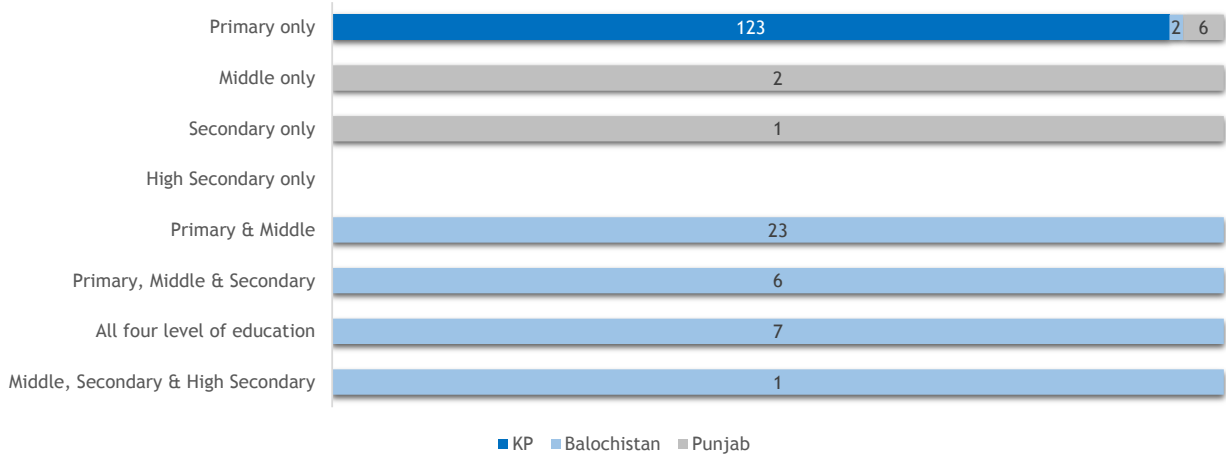


SURVEYED EDUCATION FACILITIES BY LEVEL OF EDUCATION IN THE URBAN LOCALITIES OUTSIDE RVS

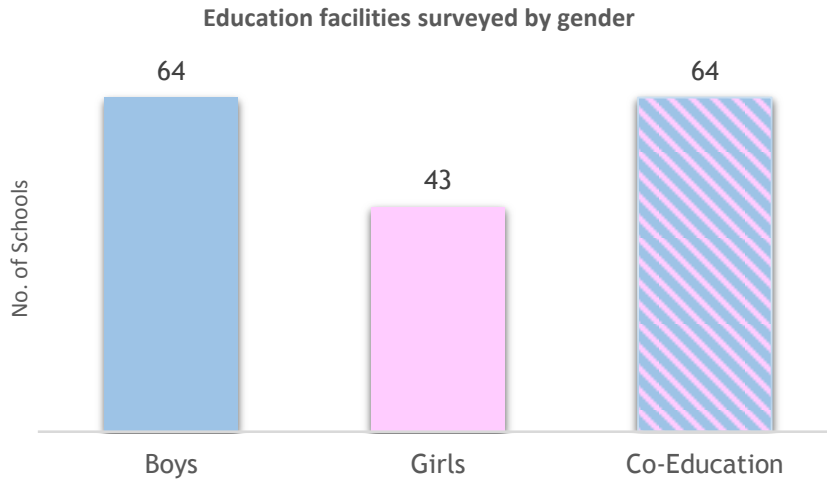


EDUCATION FACILITIES SURVEYED BY LOCATION AND LEVEL OF EDUCATION IN THE REFUGEE VILLAGES

Total No. of Education facilities surveyed by location & level of education



EDUCATION FACILITIES SURVEYED BY GENDER IN THE REFUGEE VILLAGES



A young girl with a white headscarf and a blue dress is sitting at a desk, reading a book. She is looking down at the pages with a focused expression. The background is a chalkboard with faint Persian text. A blue banner with the word "ENROLMENT" is overlaid on the image.

ENROLMENT

4.2 Enrolment Statistics

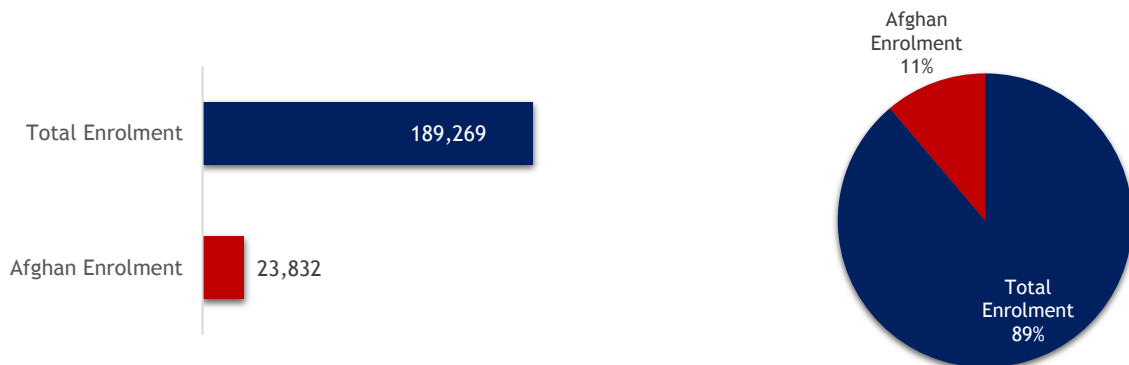
544,102 (39%) out of the 1,402,180 Afghans registered with UNHCR in Pakistan are school-aged children between 5-18 years (in the RVs and outside the RVs). Out of these 544,102 registered school going age children, only 22% (119,403) children received a formal education last year in the UNHCR mapped 25 high density Afghan refugee population districts and 45 refugee villages in Pakistan. The breakdown of these figures is presented in the charts below.

The total enrolment of Afghan children in the schools within a 5 km radius of Refugee Villages and urban settlements was 66,423 (20%) against 273,795 (80%) Pakistani children enrolled in the same schools. In the refugee villages, the cumulative enrolment was 52,980 across all levels of education which is only 30% of the total school age children aged 5-18 years in RVs (176,612).

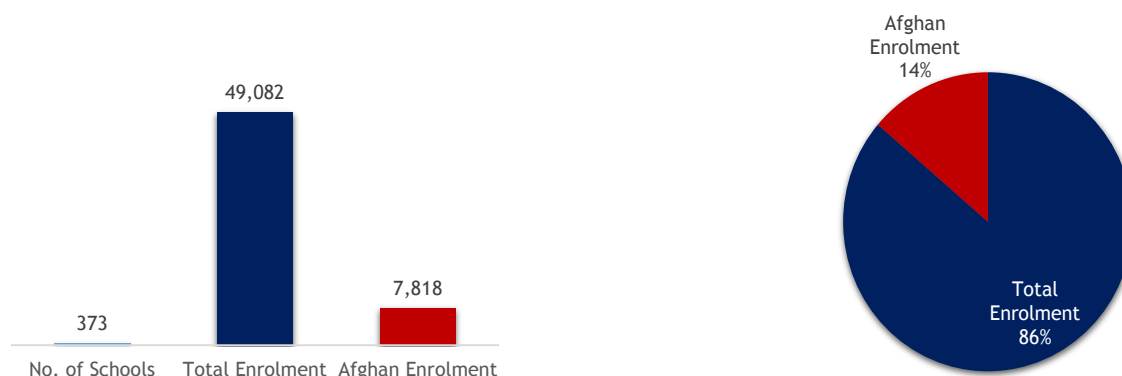
Enrolment of Afghan children compared to enrolment of Pakistani children in all institutions



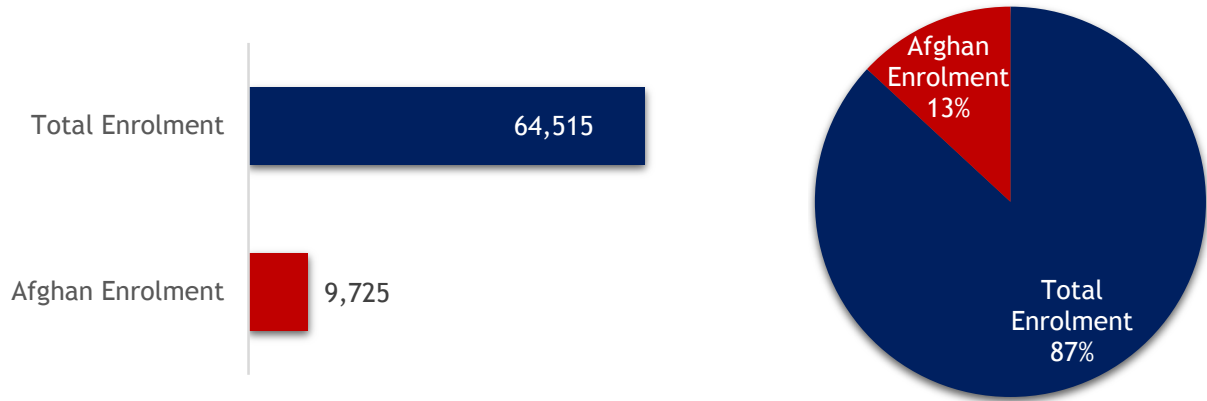
Enrolment of Afghan Children compared to enrolment of Pakistani children in public institutions



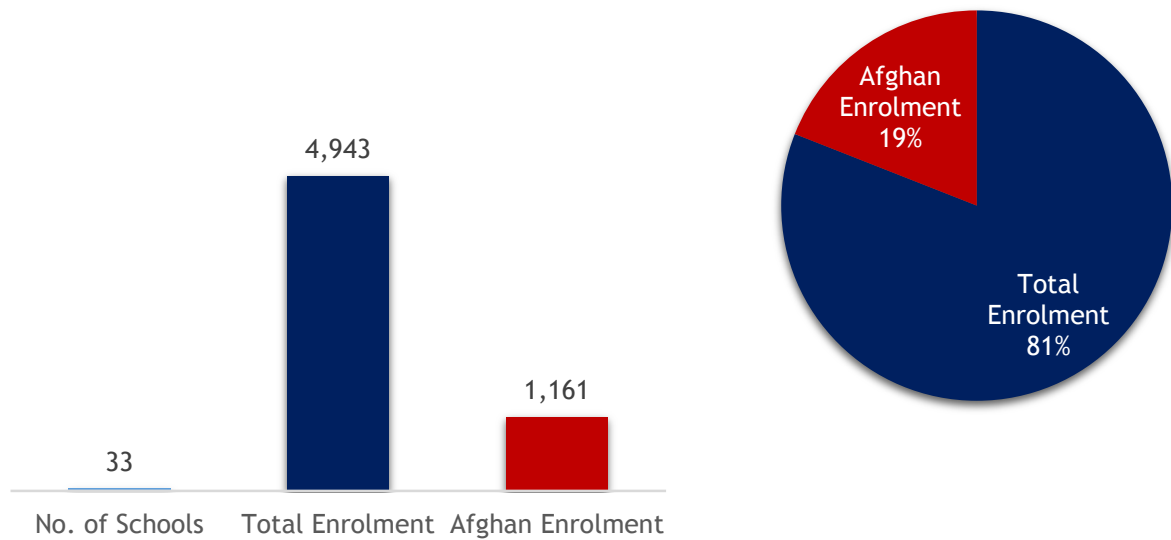
Enrolment of Afghan children compared to enrolment of Pakistani children in public primary schools



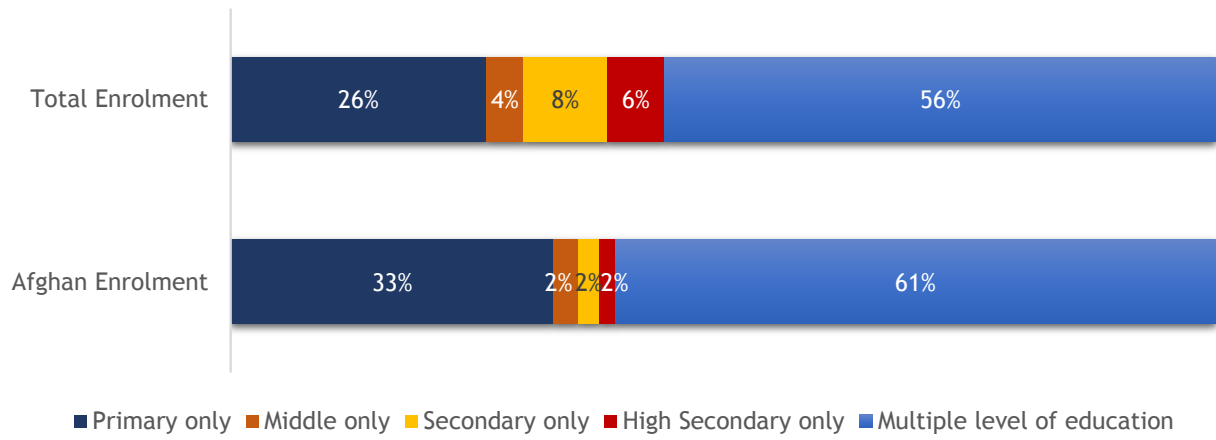
Enrolment of Afghan Children compared to enrolment of Pakistani children in Pakistan private institutions – Cumulative



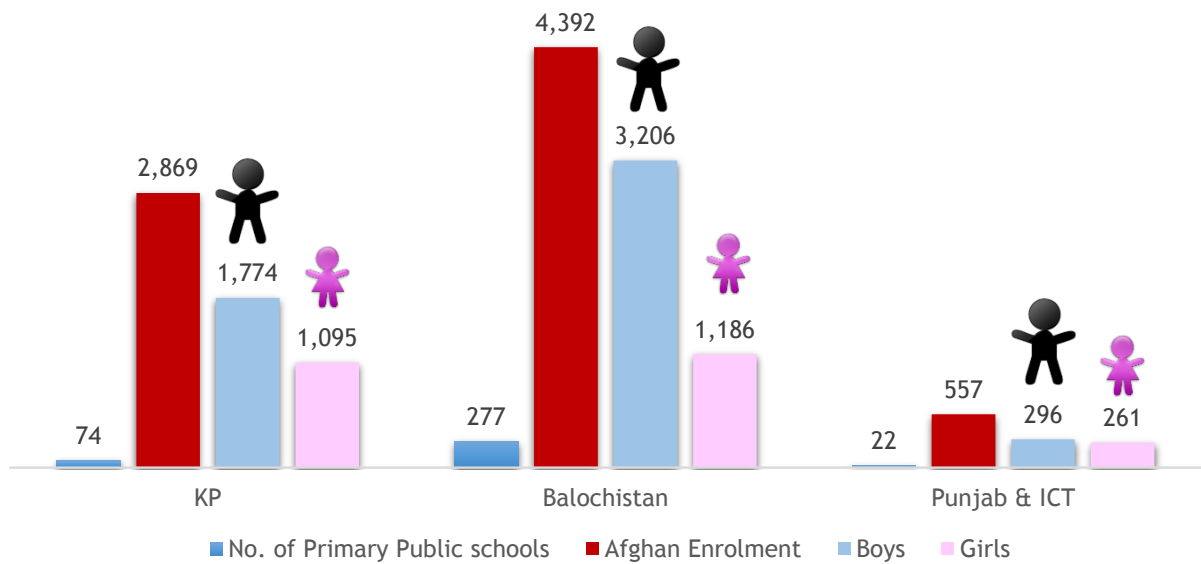
Enrolment of Afghan Children compared to enrolment of Pakistani children in Pakistani private Primary institutions – Cumulative



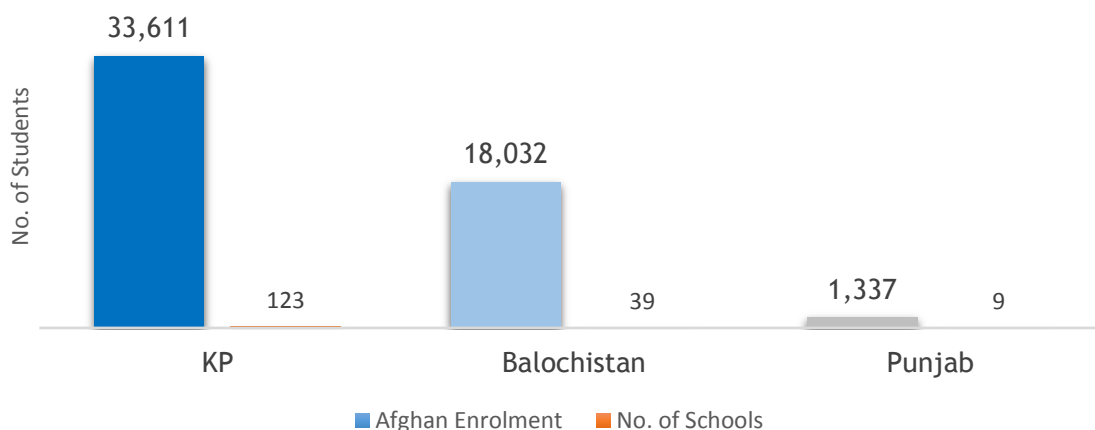
Enrolment of Afghan children compared to enrolment of Pakistani children in public institutions by level of education



Enrolment of Afghan children in public primary institutions by location and gender



Enrolment in refugee village schools by province



| Province wise distribution of Afghan refugee school going age children-5-18 years in the refugee villages | | | | | | | | | | | |
|---|--|--------|--|--------|---|--------|--|--------|---------|--------|----------------------------------|
| Province | Primary school age children 5-11 years | | Middle school age children 12-14 years | | Secondary school age children 15-16 years | | Higher Secondary school age children 17-18 years | | Total | | Cumulative total (male & Female) |
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | |
| Khyber Pakhtunkhwa | 41,376 | 39,284 | 13,933 | 13,831 | 12,224 | 11,585 | 10,099 | 8,615 | 77,632 | 73,315 | 150,947 |
| Balochistan | 4,832 | 4,595 | 1,948 | 1,931 | 1,817 | 1,624 | 1,569 | 1,268 | 10,166 | 9,418 | 19,584 |
| Punjab | 1,921 | 1,771 | 407 | 470 | 303 | 343 | 477 | 389 | 3,108 | 2,973 | 6,081 |
| Total | 48,129 | 45,650 | 16,288 | 16,232 | 14,344 | 13,552 | 12,145 | 10,272 | 90,906 | 85,706 | 176,612 |
| Cumulative total | 93,779 | | 32,520 | | 27,896 | | 22,417 | | 176,612 | | |

Source: ANRD-31 May 2017

As is evident from the above graph and table, enrolment in the RV schools presents some interesting differences. Although the cumulative enrolment of 52,980 is just 30% of the total school age population aged 5-18 years in the RVs (176,612), the provincial breakdowns reveal considerable discrepancy between Khyber Pakhtunkhwa, Balochistan and Punjab. In Khyber Pakhtunkhwa, UNHCR provides only primary education in the 123 RV schools. Considering the age range of 5-11 years only, the enrolment figure of 33,611 students in the primary grades represents 42% of the total primary school age population in the Khyber Pakhtunkhwa RVs (80,660). In stark contrast to this, in the 39 Balochistan RV schools, UNHCR provides education from primary to higher secondary school. This is mainly because the RVs in Balochistan are located in mostly remote locations where there are no public or private schools available close to the RVs. The total enrolment in the Balochistan RVs is 18,032 which is 92% of the 5-18 age range of children (19,584) in the refugee villages. There is just one refugee village in Kot Chandna (near Mianwali city) in Punjab. There are nine schools in the Punjab RV with an enrolment of 1,337 from the primary grades to secondary school (15-16 years), which is only 26% of the total school aged population (5-16 years) in the RV (5,215).

Lack of infrastructure, limited absorption capacity of existing schools, quality of education, lack of trained teachers, early learning in the mother-tongue, and relevant curriculum constitute some of the key factors affecting enrolment, retention and transition to post-primary education of

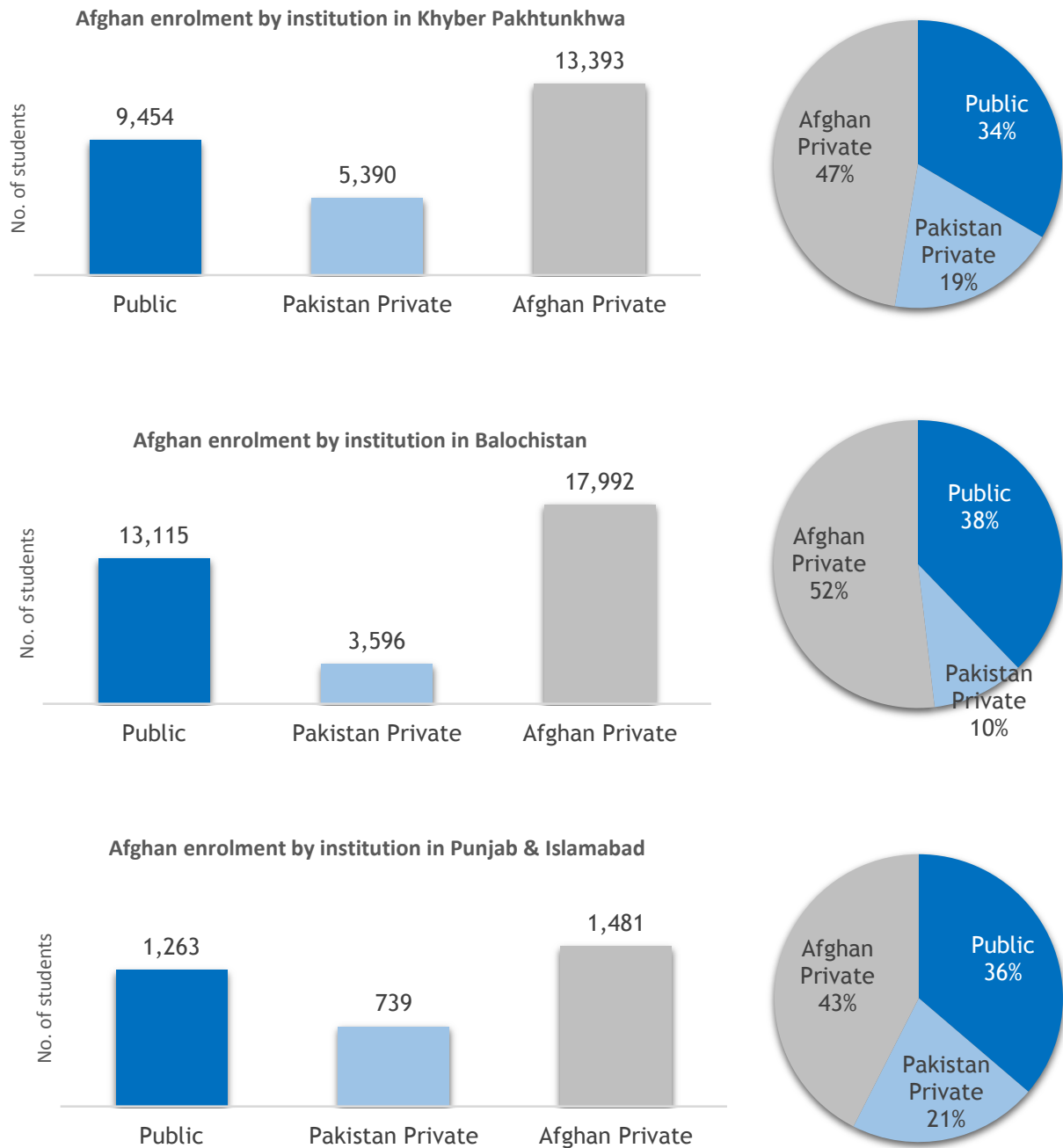
Pakistani and Afghan children alike. The distance of schools can serve to dissuade enrolment or attendance too, especially for female students.

The main reasons cited by refugees for poor school attendance, retention and completion in the 2011 UNHCR PPVR survey as well as the 2016 participatory assessment (PA) were: 1) Access – schools were too far from the children’s residence, 2) Inability to pay private Afghan/Pakistani/NGO-run school fees, 3) Lack of qualified Afghan or Pakistani teachers in the Refugee Villages, 4) Limited access to post-primary education, and 5) Social and cultural traditions that undervalue education, particularly for girls, as well as an insufficient number of segregated schools for girls.

The 2017 participatory assessment confirmed the findings of the previous years. Education was seen as a top priority amongst communities as all value the importance of education and the positive impact it has on a person’s ability to be employed and earn a living. Regarding the general school enrolment of children, 42% of adults and 55% of children reported that the majority of children do attend school. The results demonstrate an overall improvement when compared to the PA 2016 in which an average of 30% of females and an average of 50% of males reportedly were attending school. Overall, communities put less importance on education for girls, which is exacerbated when separate schools for girls, as well as female teachers, are not available. Additionally, if schools are located far away from the residential area of the community, females will not be able to attend due to traditional movement restrictions. There was an expressed interest to enrol out of school children, particularly girls. Grades 10-12 are the highest levels of education readily available to Afghan students. Adequate support to enrol in higher education is reportedly not available. The majority of youth not attending school are involved in daily labour type activities to support their families. Generally, child labour is considered a common practice. Most community members are not satisfied with the quality of education, teachers are not generally regarded to be well-qualified or professional, and effective monitoring mechanisms are not in place in most public schools.



4.2.1 Enrolment-Provincial Breakdown



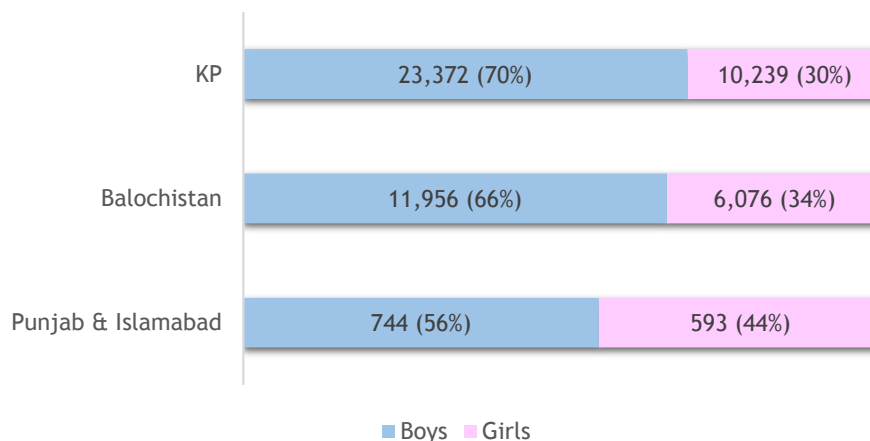
The graphs and charts above provide a breakdown of enrolment by province and type of institution. The highest percentage of enrolment is in Afghan private schools which is unsurprising as these schools teach the Afghan curricula leading to a seamless transition to schools in Afghanistan following voluntarily repatriation.

4.2.2 Enrolment disaggregated by Gender

Afghan refugee girls' enrolment remains low at all levels of education and across all provinces. The majority (86%) of the school going population attend schools within 30 minutes walking distance from their homes, but public secondary schools tend to be further away from their homes, resulting in low enrolment rates, particularly for girls at the secondary level due to mobility restrictions for secondary school age girls.

For refugee girls, particularly in more remote or conservative communities, there are significant barriers to accessing primary, secondary and tertiary level schooling, whether through the public system or community based mechanisms. Lack of qualified female teachers (particularly at higher grades), inappropriate school facilities to meet socio-cultural and religious expectations of propriety, distance to schools and lack of transport, safety concerns and socio-cultural issues such as early marriage, all negatively impact the level of access to education enjoyed by Afghan refugee girls. These issues become particularly acute when girls reach adolescence and thus enter upper secondary level learning, when their mobility is often restricted and they are expected to take up domestic responsibilities or to marry. This results in large numbers of girls who drop out of school after attending a few grades or getting no education at all.

Afghan gender disaggregated enrolment in refugee villages

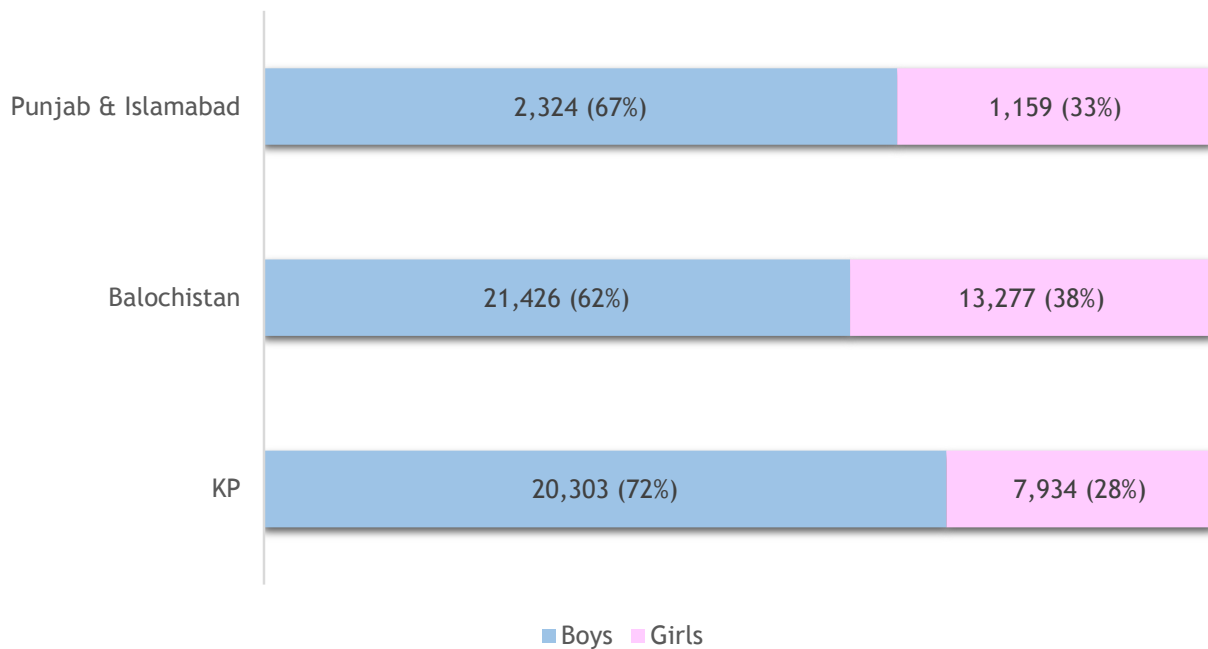


In the UNHCR funded 171 refugee village schools, only 18% girls of the total school going registered population are enrolled in schools. Balochistan has the highest girls' enrolment at 65% in comparison to just 20% in Punjab and 14% in Khyber Pakhtunkhwa, mainly due to special measures taken in the Balochistan RV schools to encourage girls' education. There are no public or private schools in the vicinity of the refugee villages in Balochistan, especially in Chagi and Loralai districts. In Khyber Pakhtunkhwa, UNHCR is trying to increase access by enabling older, out of school girls to attend home-based schools through the use of a certified accelerated curriculum which would allow them to apply for secondary school after completing primary education in three years.



The national statistics in Pakistan, on the other hand, show a reverse trend where 45.5% girls are enrolled in Punjab in the public and private sector, whereas boys constitute 51% of the total enrolment numbers in the public and private sector in 2015-16 (Pakistan Education Statistics 2015-16, p.62). In the Islamabad Capital Territory (ICT), the enrolment figures for girls increases to 47% in comparison to 53% boys in the public and private sector schools. In contrast, 38.5% girls are enrolled in Khyber Pakhtunkhwa and 33.5% in Balochistan (Pakistan Education Statistics 2015-16, p.62).

Afghan disaggregated enrolment in all urban institutions mapped by gender & location

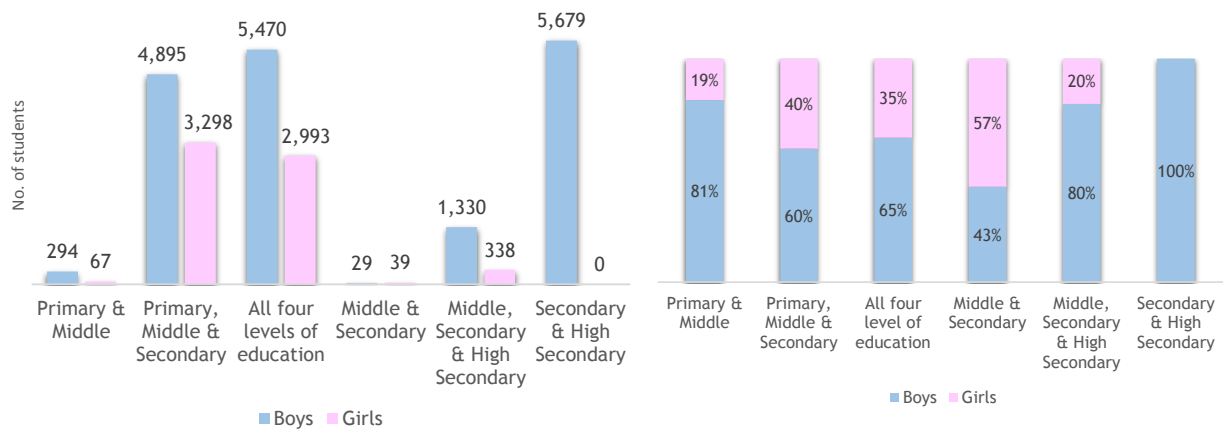


In the mapped urban schools, the enrolment of Afghan girls shows an even lower average-only 14% girls (22,370) are enrolled in the mapped schools against a total female school going population (5-18 years) of 160,878 outside the RVs. Province-wise, 18% girls are enrolled in Khyber Pakhtunkhwa in the public and private sector schools mapped during this exercise, 25% in Balochistan and only 3% in Punjab and Islamabad.

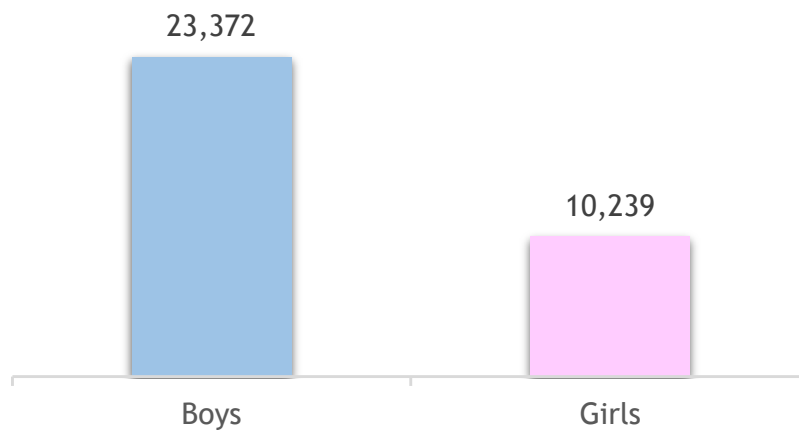
4.2.3 Enrolment disaggregated by gender and educational level-provincial comparison

The gap between the enrolment of girls and boys increases exponentially when moving beyond lower secondary to higher secondary education with zero enrolment of girls at the higher secondary level in the urban settlements in KP. This is evident from the graphs below.

Afghan enrolment disaggregated by gender and educational level in KP in the urban schools

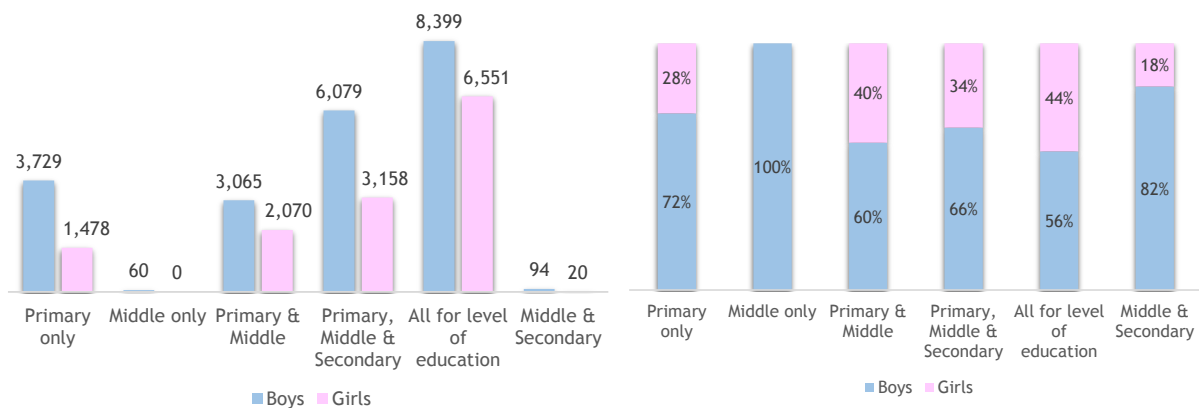


Afghan enrolment disaggregated by gender in KP in RV schools (primary level only)

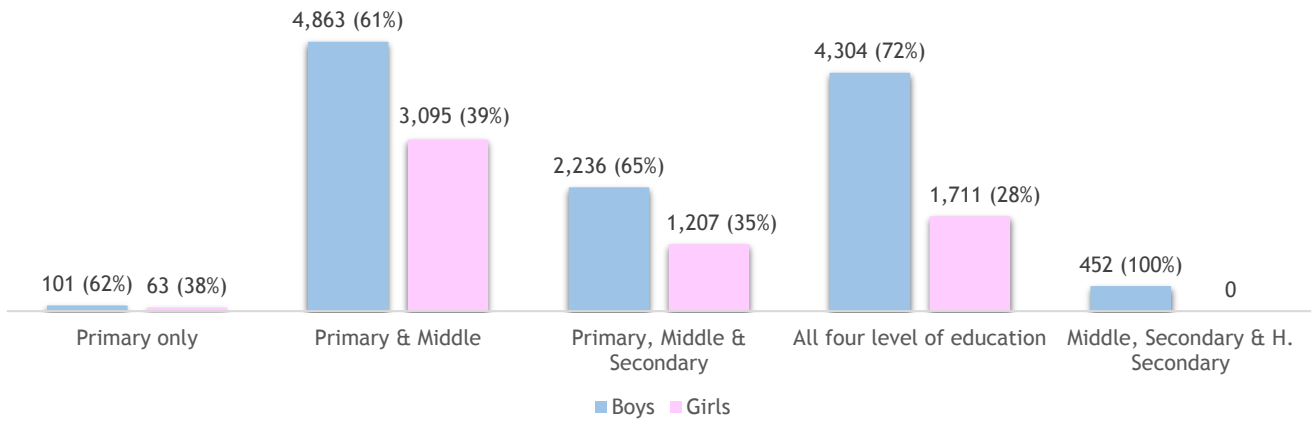


In terms of the gender gap in RV schools in KP where UNHCR only provides primary education, the gap is even wider between girls and boys, pointing towards the need to design programmes focused on getting more girls into school and keeping them in school beyond the primary cycle. Only 18% girls of the total school aged girls in the RVs are enrolled in the UNHCR funded RV schools in 34 RVs.

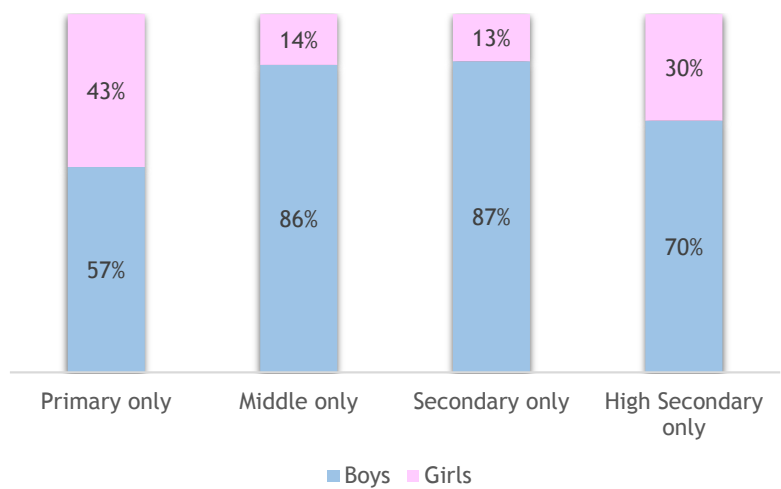
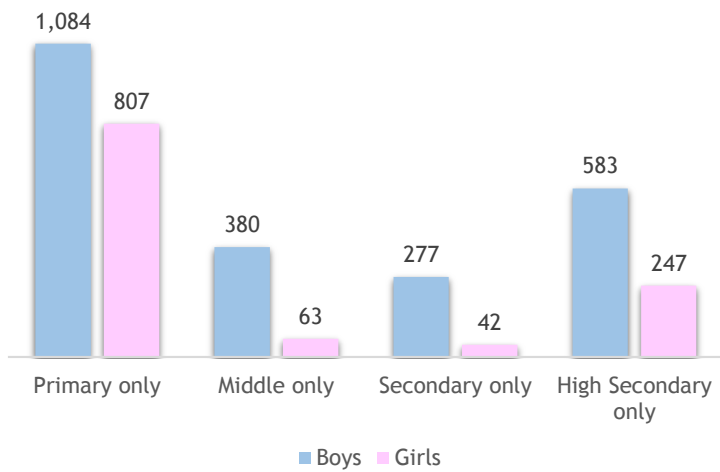
Afghan enrolment disaggregated by gender and educational level in Balochistan in the urban schools



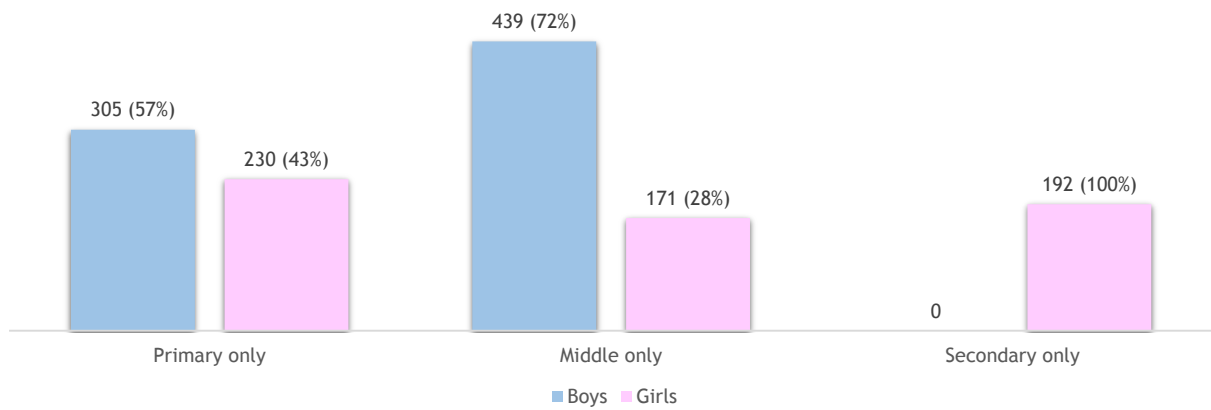
Afghan enrolment disaggregated by gender in Balochistan in RV schools



Afghan enrolment disaggregated by gender in Punjab in RV schools



Afghan enrolment disaggregated by gender and educational level in Punjab/ICT in the urban schools



HOME-BASED GIRLS SCHOOLS

The UNHCR Home-based Girls School (HBGS) programme currently being implemented in Khyber Pakhtunkhwa is targeting older girls aged between 10-16 who have either dropped out of school or never went to school. This programme allows them to attend school in a secure home-based environment. Through this initiative, 899 adolescent girls are enrolled in 30 HBGS in Khyber Pakhtunkhwa province. Female teachers conduct classes in a room in their house which is equipped with lights and a fan which are powered by solar batteries which provide uninterrupted electricity and allow education activities to be carried out for these adolescent girls.

The home-based schools offer some indications of how culturally appropriate strategies targeting girls' enrolment can be useful in communities where parents may not want to send their adolescent girls to school because of cultural norms, mobility, safety or security issues.

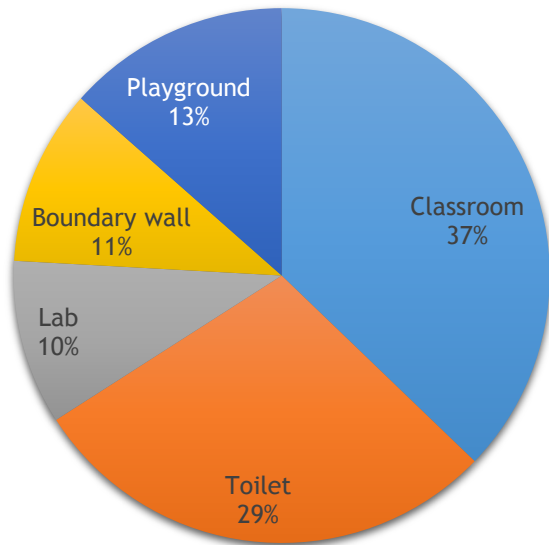
A young girl with red hair is peering through a blue metal door. She is smiling and looking towards the camera. The door is made of vertical blue bars. The background is blurred, showing some white fabric or paper.

MISSING FACILITIES

4.3 Missing facilities

One of the three objectives of this study was to collect information on the most critical needs in mapped schools (infrastructure and equipment). The key constraints to the delivery of education in a safe and child friendly environment identified by the mapped schools related to the lack of classrooms, toilets, playgrounds, boundary walls, furniture for the classrooms and science and computer laboratories, computers, science laboratory equipment and sports equipment.

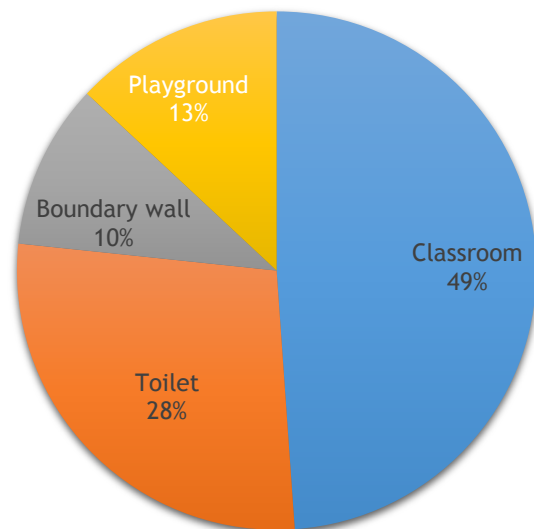
4.3.1 Infrastructure



Public and private schools in urban and peri-urban settings identified additional classrooms (37%) as their highest priority, followed closely by the need for toilets for children (29%). A smaller percentage of schools identified the need for play grounds, laboratories and boundary walls in their schools.

Infrastructure needs identified in urban schools

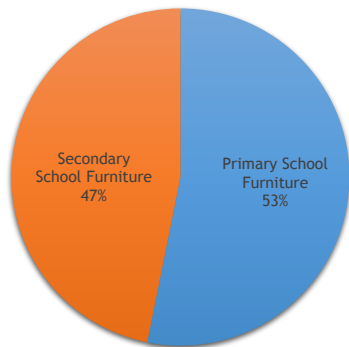
Interestingly, the infrastructure needs in the refugee village schools provide very similar trends as compared to public and private schools. The proportion of additional classrooms needed is higher (49% schools require classrooms) but the other needs identified follow the same pattern.



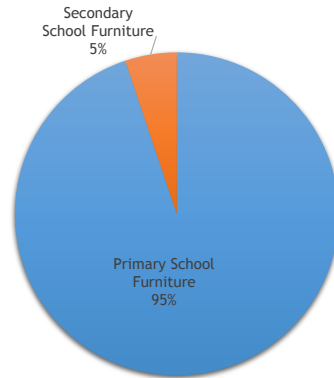
Infrastructure needs identified in refugee villages

4.3.2 Equipment

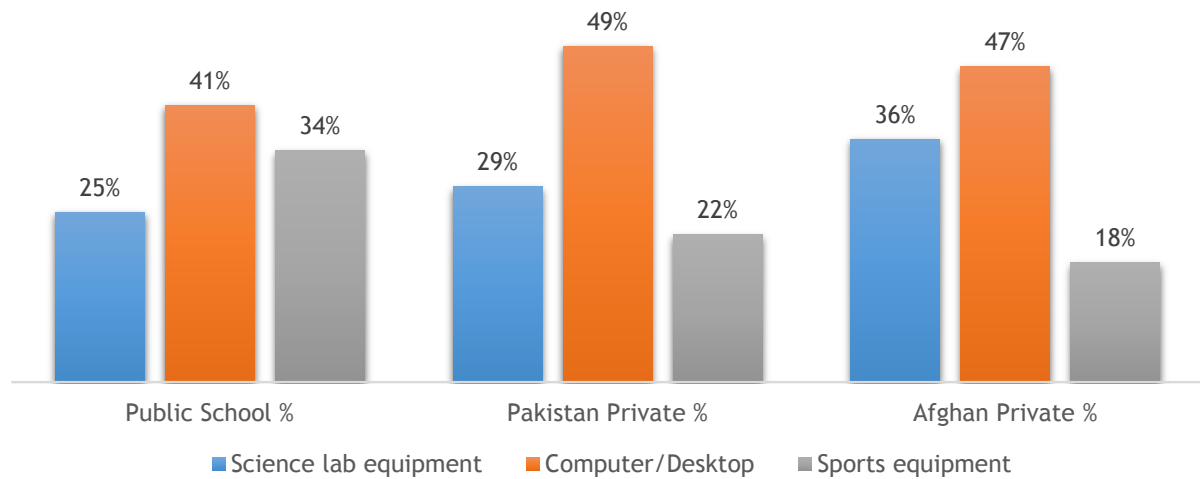
Furniture requirements-Urban schools



Furniture needs in RV schools

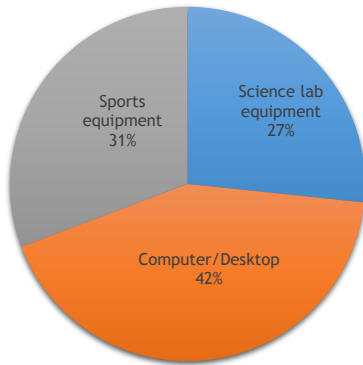


Nearly half of the surveyed public and private schools in urban areas identified a need for primary and secondary school furniture. 42% schools also identified a need for computers, whereas, sports equipment and science laboratory equipment needs were only identified by 31% and 27% schools respectively. This is mainly due to the fact that the Government of Pakistan has also in recent years started collecting information on missing facilities in public schools and is prioritising provision of these facilities to schools in their annual budget. However, the need to fully furnish classrooms is immense and requires resources that the Government often cannot spare.

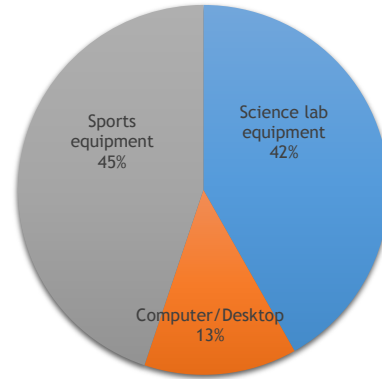


In the case of refugee village schools, 95% of the primary schools and 5% of the secondary schools identified a need for furniture in the classrooms. There was also a great demand for science laboratory and sports equipment.

Equipment needs in urban schools



Equipment needs in RV schools



UNHCR is in the process of providing furniture to primary and secondary public schools in 2017 in KP, Balochistan and Punjab/ICT. The findings of this survey will further support UNHCR to target interventions in the education sector based on the identified needs, especially in public schools where Afghan refugee children are also enrolled. This is directly in line with UNHCR's Refugee Education Strategy which envisions progressively phasing out (where possible) of a parallel primary education in RVs where state facilities exist nearby. The RAHA programme is being used in consultation with provincial education departments, to increase the absorption capacity of public schools which have refugee children already enrolled in their schools.



5. The Refugee Affected and Hosting Areas (RAHA) programme

Pakistan has been home to millions of Afghans for the past nearly four decades. RAHA is a joint initiative launched in 2009 between the Government of Pakistan (GoP), represented by the Ministry of States and Frontier Regions (SAFRON) and the Economic Affairs Division (EAD) in the Ministry of Economic Affairs and Statistics, a consortium of UN agencies, and a number of Government and non-governmental organisations. It is an integral part of the Government's Policy on Voluntary Repatriation and Management of Afghan Nationals and a key component of the regional Solutions Strategy for Afghan Refugees (2015-2017).

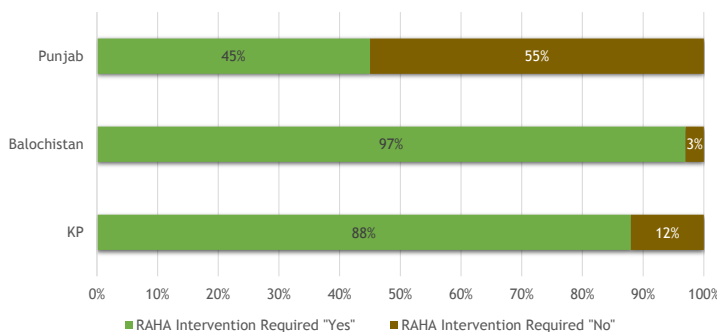


RAHA

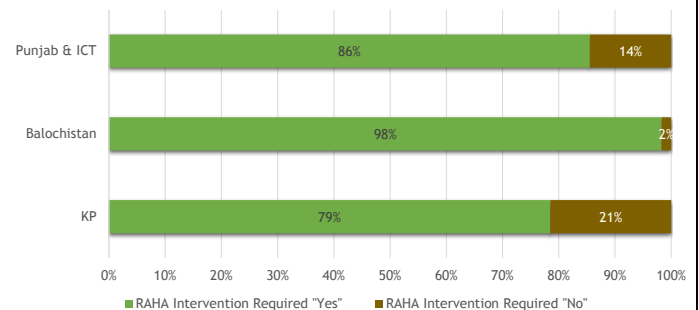
The Refugee Affected and Hosting Areas (RAHA) programme in Pakistan seeks to improve social cohesion to promote co-existence and provide Afghans with a predictable means of temporary stay. It aims to complement individual humanitarian assistance with tangible development investments whilst simultaneously integrating interventions into the Government's national programmes. To date, 144 education projects have been implemented by RAHA with an estimated number of 11,500 beneficiaries.

5.1 Needs identified for RAHA interventions

88% schools in refugee villages identified a need for a RAHA intervention, such as construction of additional classrooms, toilets, boundary walls or playground. As many as 90% urban schools (private and public) also identified a need for mainly an infrastructure RAHA intervention. Most of these needs were identified by schools in Balochistan province.



RAHA intervention needed in RV schools



RAHA intervention needed in urban schools

6. Overall findings

The results of this mapping survey indicate that country-wide, 20% of Afghan refugee children are enrolled in public and low-cost private schools within a 5 km radius of refugee villages, in refugee villages or urban refugee clusters. 72% of mapped schools with Afghan enrolment in districts with a high density of Afghan population were public institutions. This figure points towards the availability of educational institutions in the vicinity of refugee villages and in districts where there is a large concentration of Afghan refugees. Where there are existing public schools and these have the capacity to absorb refugee children, a preferred solution would be to encourage out of school children and those enrolled in refugee village schools to enroll in these public schools as a priority.

UNHCR's education strategy aims to facilitate access of Afghan children into nearby public schools where these are available, in order to avoid provision of parallel education, maximise resources and encourage peaceful co-existence amongst refugee and local children. One of the strategies used by UNHCR to support this process is directing RAHA resources towards improving existing public sector educational facilities within accessible distance to refugee villages, thus reinforcing their absorption capacity to benefit both local and refugee communities, thereby contributing to social cohesion and unity.

However, UNHCR recognises that in certain contexts, especially in remote areas of KP and in Balochistan, it will not be feasible to mainstream refugee village school children or out of school children in public schools in the short term because of issues related to language of instruction. Possible transition for those remote communities will be considered and planned for separately.

Including refugee children in national and provincial primary education programmes can also facilitate their eventual access to secondary education, which in turn improves their solutions profiles, feeding into the overall aims of the SSAR, including efforts to create conditions for sustainable reintegration. Such an approach also affords refugee children the flexibility to remain in Pakistan to pursue their education if conditions allow. This approach is in line with the Government of Pakistan's national Comprehensive Policy on Voluntary Repatriation and Management of Afghan Refugees Beyond 2015 which envisages the adoption of a visa regime catering to the needs of various categories of Afghans, such as students, businessmen and certain categories of 'vulnerable' women. With either option, refugee children get the opportunity to pursue their education, earn a living and become functional members of their host communities pending return and of their country of origin upon repatriation.

Enrolment of Afghan refugee girls (14% in urban clusters and 18% in RVs) remains low at all levels of education and across all provinces. The gap between girls and boys enrolment increases exponentially beyond the primary grades, pointing to an urgent need to address this gap. UNHCR is using community engagement strategies, especially in Balochistan and Khyber Pakhtunkhwa to encourage parents to send their girls to schools. In addition, UNHCR's education activities are focused on improving the quality of education, increasing the number of female teachers especially beyond the primary grades and provision of missing facilities, especially toilets for girls and boundary walls in schools to create an enabling environment to encourage more girls to enrol in schools and reduce the dropout rates.

Annex-A

STANDARD OPERATING PROCEDURES

SCHOOL MAPPING AND RE-VALIDATION OF DATA-KP, BALOCHISTAN AND PUNJAB

Overall objectives of the mapping

- Collate disaggregated information about the number, type and level of education institutions in and outside of refugee villages.
- Map the enrolment of Afghan children in the selected education institutions.
- Collect information on the most critical needs in mapped schools (lack of infrastructure, classrooms, equipment).

The findings of the mapping will help to

- Inform UNHCR's refugee education strategy and overall programming with a view to enabling enhanced access to quality education for Afghan children in Pakistan.
- Inform the potential future UNHCR - World Bank programme under the IDA 18 refugee sub-window.
- Calibrate RAHA education interventions to channel humanitarian and development assistance in support of the public education system, with benefits for both host communities and Afghan refugees;
- Inform UNHCR's resource mobilization strategies and efforts to strengthen synergies with development actors to minimize duplication and maximize impact of development investments in the education sector, within the framework of SDG # 4.

Geographical Scope

1. Schools in Refugee Villages (RVs)
2. Schools outside Refugee Villages within a 5 km radius of the RVs
3. Schools in (urban and rural) areas that have a high density of the Afghan population

Categories of schools to be included in the mapping exercise

Please refer to the Annex A for details regarding definitions and registration with authorities

Only Schools REGISTERED with the authorities:

5. Public schools registered with the provincial Departments of Education/Ministry of Federal Education and Professional Training

6. Private Pakistani schools registered with the provincial Departments of Education through the private school regulatory authorities
7. Private Afghan schools registered with the Ministry of Education Afghanistan through the Afghan Consulate
8. RV schools (in a separate template)

Schools included in the mapping exercise:

1. Public schools –information available with the Departments of Education in each province
2. Pakistani private schools-registered
3. Afghan private schools-registered
4. Refugee village schools

Excluded from the exercise:

5. Non-formal schools (including unregistered community schools, NGO schools)
6. Madrassahs (this includes schools such as the Hira Schools funded by Jamat-e-Islami, the Usman Public School System, Dar-e-Arqam School, Islamic Children’s Academy or School for Contemporary & Islamic Learning etc.)
7. Vocational and training institutes
8. Tertiary level institutes (Colleges, Universities)

Further guidance:

- The scope of the exercise will include ALL Afghan children (both PoR card holders and undocumented) without distinction.
- While engagement of CARs and other partners in the exercise is encouraged, UNHCR offices will be responsible for primary data collection and validation.
- All staff (UNHCR/partners) will be invited for a half day briefing on the objectives of the exercise, categories of schools for mapping, lessons learnt from the 2015-16 mapping exercise, distribution of geographical coverage to staff in order to complete the exercise in an orderly manner and to address any issues of concern.
- Sub offices’ work plans to be shared with COI as well as with partners and staff (UNHCR staff including data entry focal persons and Partner staff) involved in the mapping exercise to ensure data is available on the pre-set deadlines.
- Data collection and entry shall follow precisely the mapping templates encompassing all columns (utilizing the User Guide for clarity).

- Data on public schools taken from the provincial EMIS regarding missing facilities/government's allocated funds or planned interventions should be endorsed by the provincial Department of Education before sharing with COI.
- Provincial teams designated for data collection are encouraged to share their observations, constraints and good practices in addition to the mapped data.

Annex-B

USER GUIDE FOR THE TEMPLATES FOR SCHOOL MAPPING AND DATA VERIFICATION

THIS USER GUIDE CAN BE USED TO FILL BOTH TEMPLATES-OUTSIDE THE REFUGEE VILLAGES- WITHIN A 5 KM RADIUS AND SCHOOLS INSIDE RVs

1. GPS coordinates- to be added ONLY for Public Pakistani Schools (Government Schools) by using the EMIS data available with the Provincial Education Departments (links available in Annex-A)
2. Province- Select using the drop down menu
3. District- Select using the drop down menu
4. Tehsil- Write down the tehsil using the most common spelling
5. Union Council (UC)- Write down the UC using the most common spelling
6. Type of location-Select using the drop down menu (using the definition closest to the categories provided)

Categories:

- Urban
- Semi-urban
- Rural
- Semi-rural

7. Name of the school- Provide the name of the school using the EMIS code for Public schools and using other numbers for RV or private schools (for example: School # 109, Kebabian RV)
8. Type of school- Select from the drop down menu

Categories:

Public

Pakistan private

Afghan private

9. Level of school- Yes or No- Select Yes or No from the drop down menu if the education level exists in this school

10. Category of school-boys, girls or co-educational-Select from the drop down menu. Disregard the Primary level (*The majority of all primary schools in Pakistan -Public and Private are co-education schools at the primary level*) and choose type from the drop down menu based on the remaining grades (for example if the name of the school is Government Girls Secondary School but a primary level exists in this school which is co-educational, the school will still be categorized as a Girls school).
11. Total enrolment-will be calculated automatically once you enter the number of girls and boys enrolled in the school.
12. Existing capacity- number of classrooms and number of teachers
13. Additional requirements-number of classrooms and number of teachers
14. Availability of space to build new classrooms-Yes or No- Select Yes or No from the drop down menu
15. Focal person- First and Last Name of Principal or Head teacher and contact number (probably mobile no.)
16. Proposed area of intervention for RAHA- Select Yes or No from the drop down menu
17. Infrastructure: Select from the drop down menu the most important

Categories:

- Construct or rehabilitate a classroom/ toilet-it could either be a classroom or a toilet or both
- construct a lab- it could either be a computer or a science lab or both
- construct or rehabilitate a boundary wall
- construct/rehabilitate a playground-this might mean any kind of playground, for example a cricket ground or a basketball court

18. Furniture: Select from the drop down menu the most important

Categories:

- Primary school set (refer to Annex A for the definition)
- Secondary school set (refer to Annex A for the definition)

19. Equipment: Select from the drop down menu the most important

Categories:

- Laptop/Desktop
- Science lab equipment (for example, equipment for biology, chemistry or Physics labs)

- Sports equipment (for example: cricket bats, volley balls, badminton rackets etc)

20. Source of information- Write the name of the organization/person in charge who collected the data. This could be the internal UNHCR team, our education partners or the Government.

21. Enumerator's name: the person who will enter the data in the template

22. Data collection date (DD, MM, YY): the date the school was visited/contacted for data collection or the designated Government Department

Data collection template for school in urban areas

Mapping Tool for Learning Facilities in Urban within 5km Radius, Mar_17_v01_jabe011 - Excel

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| Mapping of Learning Facilities within 5 KM of Radius for Highly Concentrated Refugee Population Districts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| SR | GPS Coordinates of mapped schools | | Location Detail | | | | Type of School (Public, Afghan, Private, Pakistan private) | Level of School (Yes/No) | | | | Type of school (Boys, girls, Co-Ed) | Outside RA's School distance | Total Enrolment | | | | | Existing Capacity | | Additional Requirement | Focal person at school | | Proposed area of intervention or RAKA (Yes/No) | | Type of Intervention Required | | Source of Information | Enumerator Name | Co | | | | | | | | | | | | |
| | Latitude (Y-Coord) | Longitude (X-Coord) | Province | District | Tehsil | UC | | Primary (01-05) | Middle (06-08) | Secondary (09-10) | Higher Secondary (11-12) | | | Total | Girls | Boys | Alghan Girls | Alghan Boys | No. of Class Rooms | No. of Teachers | No. of Class Rooms | No. of Teachers | Availability of space to build more class rooms | Name | Contact # | Infrastructure (Construct or Rehabilitate) | Furniture | | | | Equipment | | | | | | | | | | | |
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School_Mapping_Urban_SKM Sheet2

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Data collection template for school in refugee villages

Book1 - Excel

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Mapping of Learning Facilities in Refugee Villages (RVs)

| Mapping of Learning Facilities in Refugee Villages (RVs) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| SR | GPS Coordinates of Mapped School | | Location Detail | | | | Type of School (Public, Afghan, Private, Pakistan or other, RV School) | Level of School (Yes/No) | | | | Type of school (Boys, girls, Co-ed) | Total Enrolment | | | | Existing Capacity | | Additional Requirements | | Focal person at school | | | | | | | |
| | Latitude (Y-Coord) | Longitude (X-Coord) | Province | District | Tehsil | UC | | Type of Location (if RV) Name/No. of RV Name in next column | RV name | Name of School | Primary (01 - 05) | | Middle (06-08) | Secondary (09 - 10) | Higher Secondary (11 - 12) | Total | Girls | Boys | All Total | Alghan Girls | Alghan Boys | No. of class Rooms | No. of Teachers | No. of class Rooms | No. of Teachers | No. of Teachers | Availability of space to build new rooms | Name |
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