



REFUGEE EDUCATION STRATEGY-PAKISTAN



2020-2022

FOREWORD

Despite the overall challenging socio-economic context, the Government of Pakistan has placed the highest priority on protecting and assisting refugees, including maintaining an open and generous approach to enable Afghan refugee children to access public schools. The government has recognized this as a foundational investment in the human capital of the future generations and the preparation of their eventual safe and sustainable return to Afghanistan.

UNHCR's global education strategy encourages an early adoption and use of the host country curriculum; particularly in protracted refugee situations. This allows refugee students to more easily progress from primary to higher education and provides refugee students access to accredited national-level examinations and certification.

In the case of registered Afghan refugees in Khyber Pakhtunkhwa and Balochistan who attend UNHCR-funded schools in Pakistan, this important adoption of, and transition to, the host country curriculum, began in 2018 and will be fully supported until 2024.

The refugee students' transition to Pakistan's curriculum will enable UNHCR and its partners to optimize the use of resources towards improved education opportunities and services for registered Afghan refugees and their host communities. This will be attained through close alignment with the Government's educational development policies and provincial education sector plans and priorities. By collectively investing in Government and UNHCR education programmes, humanitarian and development donors will greatly improve the quality and inclusiveness of Pakistan's national education system without discrimination.



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REFUGEE EDUCATION STRATEGY PAKISTAN 2020-2022

RATIONALE

The revision of the UNHCR Education Strategy comes about in the fortieth year of Afghans' cross-border displacement into Pakistan. As such, it focuses on the protracted nature of the situation and proposes solutions that encapsulate the right of children and youth to education as enshrined in the Convention on the Rights of the Child (CRC). In continued partnership with the Government of Pakistan, UNHCR will further its advocacy and support refugees' access to a decent education including their inclusion within the national education system, regardless of their gender, race, ethnicity, religion or disability.

The UNHCR Education Strategy also aims to support the Government of Pakistan in creating a most favorable social environment for continued refugee protection and the equal provision of quality education for refugee and host communities alike, while strongly encouraging sister UN agencies, development partners, civil society and academics to also advocate for and include refugees in their ongoing humanitarian and development programs.

MISSION STATEMENT AND KEY OBJECTIVES

This strategy adopts approaches that support an inclusive and equitable quality of education for refugee and asylum seeker children and youth (and their host communities) to enable them to realize their full potential, build their resilience and contribute to their communities.

The following objectives are identified for the UNHCR Pakistan 2020-2022 Education Strategy:

1. Access to *quality* primary, secondary and tertiary education
2. Increase girls' participation in education
3. Include refugees within the public education programs and systems
4. Strengthen the linkages to education pathways

OBJECTIVES OF THE UNHCR GLOBAL REFUGEE EDUCATION STRATEGY 2030



Promote equitable and sustainable inclusion in national education systems for refugees, asylum seekers, returnees, stateless and internally displaced persons;



Foster safe, enabling environments that support learning for all students, regardless of legal status, gender or disability;



Enable learners to use their education toward sustainable futures.

CONTEXT

UNHCR has been providing access to primary education to Afghan refugees for the past four decades. 2019 marks the fortieth year of the major refugee influx in Pakistan.

At the outset of their arrival, some 96% of the refugee population were living in refugee camps and villages and emergency education was provided on-site. During the mid-1990s, Afghan refugees gradually started to move out of refugee villages into urban areas. Today, only 32% of the registered refugee population reside in 54 refugee villages throughout the country, while the majority (68%) reside in urban and semi-urban areas alongside their host communities.

At the end of 2019 there are still 1.4 million registered Afghan refugees in Pakistan, out of which 500,000 children are of school-age going age. Many of these children have been accessing Pakistan's national education system. Available data suggests that more than 20% of refugee children that are enrolled in schools attend Pakistani public schools, followed by Afghan and Pakistani private schools. As the current refugee situation continues it is foreseen that the progressive move towards urban areas and the number of Afghan refugees attending public schools, will increase.¹

Understanding this reality and considering the protracted and still uncertain nature of the Afghan refugee situation in Pakistan, UNHCR must channel more of its resources in support of targeted interventions to help improve the quality of Pakistan's national education system in the refugee affected and hosting areas and support the refugees' access to these educational facilities. In-line with the Global Compact on Refugees, investments in Pakistan's national education system will benefit both the refugee communities and their Pakistani hosts. The UNHCR education strategy will demonstrate the importance of burden-sharing with Government and support the absorption capacity of schools to mitigate the impact of refugee children's inclusion within the national education system.

For the past forty years UNHCR has, and will continue to, fully fund the refugee education programmes over 146 schools in the refugee villages (103 schools in Khyber Pakhtunkhwa, 35 in Balochistan, 08 in Punjab) catering for the education needs of some 56,000 children. UNHCR continues to assist students in obtaining a quality education through the provision of textbooks, learning material and uniforms alongside scholarship support to those seeking higher education. UNHCR also supports the salaries of 1,319 teachers, education advisors and support staff. In long-standing partnership with the Albert Einstein German Academic Refugee Initiative Program (DAFI), UNHCR has also supported Higher Education Scholarships, and in 2019, 419 students benefitted from the scholarship program.

¹UNHCR, Mapping of Education Facilities and Refugee Enrolment in Main Refugee Hosting Areas and Refugee Villages in Pakistan, 2017.

METHODOLOGY

The revision of the UNHCR Education Strategy was based on a desk review of qualitative and quantitative data, participatory assessment (PA) feedback, focus group discussions (FGD) and key indicator interviews (KII) were conducted with the refugee communities that included girls and boys, youth, mothers, teachers, community elders and leaders in the Refugee Villages and urban areas. A reflection of the lessons learnt during the previous education strategy (2016-2019) supported the discussions; and a review of the UNHCR Education Retreat conclusions and comprehensive education mapping reports (2016 and 2017) was undertaken in conjunction with the Refugee Village school mapping survey conducted during the first half of 2019. The UNHCR Pakistan Education Strategy for 2020-2022 has also been informed by the Agency's Global Refugee Education Strategy 2030, the Global Compact on Refugees, and the multi-year regional Solutions Strategy for Afghan Refugees (SSAR).

Internal consultations were held with UNHCR staff in the Education, Protection and Programme Units, the two Sub-Offices and with senior management. The provincial Commissionerates for Afghan Refugees were also consulted during meetings and discussions.

The zero draft was shared externally with the UN and development partners, UNHCR NGO Partners, the Federal Ministry of Education and provincial education departments for their comments and review. Workshops were arranged to capture their feedback and advice concerning the ongoing inclusion of Afghan refugees in their program. The zero draft was peer reviewed by UNHCR's Education Section under the Division of Resilience and Solutions (DRS) in Copenhagen and the Regional Bureau for Asia Pacific, in Bangkok.

While UNHCR Pakistan's Education Strategy 2016-2018 placed emphasis on a phased transition from the Afghan to the Pakistani national curriculum in all UNHCR-funded schools in the Refugee Villages, the revised Strategy will try to consolidate the lessons learnt during the implementation period for the previous Strategy and endeavour to improve the education services provided to refugees and asylum seekers. The transition is allowing refugee students to progress from primary to secondary education within the same education system with greater access to accredited national level examinations and certification. It is easing students access to tertiary education without the need for equivalence of qualifications from another education system. As part of the process, Afghan refugee teachers already teaching in the Refugee Village schools were provided training on the Pakistani curriculum through a customized government program by the provincial institutes for teacher education in Khyber Pakhtunkhwa and Balochistan provinces.

Fifty-one Home Based Girls Schools (HBGS) have been set up in Khyber Pakhtunkhwa and Balochistan for out-of-school girls who would otherwise not be allowed to attend regular school because of cultural reasons. Female teachers were also hired to teach at the HBGS and ensure a safe and satisfactory learning environment for the female students. In Balochistan, satellite classes and early childhood education centers also assisted students living in remote locations to access learning opportunities.

Advocacy with the provincial governments was undertaken for inclusion of refugees in provincial education sector plans to ensure that children's needs are reflected in relevant

planning and budgeting processes, allowing for a coordinated response and mobilization of additional resources.

Agreement by the Academy of Educational Planning and Management for inclusion of refugee data in the National Education Management Information System (NEMIS) and provincial EMIS will provide a basis for evidence-based advocacy, resource mobilization and targeted interventions. Disaggregated data will also help better illustrate Pakistan's generosity and contribution to international refugee protection and the burden shouldered by the host communities and national systems.

Stronger linkages with livelihoods programmes and a focus on alternative learning pathways will be essential in order to ensure that the large number of out-of-school children can be brought into the education fold and given opportunities to acquire livelihoods knowledge and skills.

TARGETS

UNHCR Pakistan aims to align itself with UNHCR's global targets in pre-primary, primary, secondary and tertiary education striving towards enrolling more refugee and displaced children and youth while focusing on achieving parity for girls, children and youth with disabilities and other disadvantaged groups during the three-year implementation period of the revised Education Strategy.

ALIGNMENT

This revised Education Strategy is fully-aligned with the Government's education priorities outlined in the 2018 National Education Policy Framework. This includes: i) decreasing the number of out-of-school children and increasing school completion; ii) ensuring uniformity in education standards (e.g. common curriculum and teaching and learning standards, etc.); iii) improving the quality of education; and iv) enhancing access to and relevance of skills training.

In addition, it also takes into consideration Afghanistan's National Education Strategic Plan 2017- 2021 that emphasizes educational quality and relevance, equitable access, and efficient and transparent management.

The Education Strategy takes its direction from the Global Compact on Refugees and the UNHCR's Global Refugee Education Strategy that acknowledges the need for burden sharing and supporting governments hosting refugees. In that regard, partnerships with all stakeholders including government are paramount. Humanitarian and development agencies and civil society; the focus is self-reliance through investing in refugees and host communities and working towards their durable solution.

Guided by the Sustainable Development Goals, in particular SDG 4 which calls for inclusive and equitable education for all, the Convention on the Rights of the Child, the Child Protection Framework and the Alternatives to Camps Policy, this Strategy also takes into account the principles of non-discrimination; adherence to the best interests of the child; the right to life, survival and development; and the right to participate.

The Strategy is also aligned with the multi-year regional Solutions Strategy for Afghan Refugees (SSAR), implemented by the Governments of Afghanistan, Iran and Pakistan with UNHCR's support, which identified youth empowerment through education and skills training as its cross-cutting priority theme.

Linkages have been developed in this Education Strategy with the UNHCR Pakistan strategies concerning Livelihoods, Health, Protection and Solutions, Community-Based Protection and Youth Empowerment. This will help ensure that not only do children go to school and acquire the knowledge and skills to lead productive lives, but the benefits of education extend well beyond learning to include meaningful employment, better health, protection against sexual and gender-based violence, self-reliance, civic participation, and supporting a conducive environment for Voluntary Repatriation and sustainable reintegration back home in Afghanistan.

OBJECTIVES AND ACTIVITIES

The objectives for the UNHCR Pakistan 2020-2022 Education Strategy include:

1. Access to *quality* primary, secondary and tertiary education
2. Increase girls' participation in education
3. Include refugees within the public education programs and systems
4. Strengthen the linkages to education pathways

Objective 1: Access to *quality* primary, secondary and tertiary education

Activities required to achieve this objective include:

- i) Maintain Refugee Village schools in locations where no public schools are available;
- ii) Prioritize community funded schools in Refugee Villages by supporting the community to manage and eventually self-sustain these schools;
- iii) Ensure access to public schools for refugees and asylum seekers through advocacy with national, provincial and district education authorities (including school heads and administrators) and other government departments as required;
- iv) Standardise school management committees (SMCs) terms of reference and provide capacity-building training to SMCs in refugee village schools;
- v) Register Refugee Village schools with the provincial governments for EMIS codes and inclusion by the provincial monitoring / supervisory district authorities;
- vi) Use the public-private partnership model, appropriately, to support education delivery and further enhance school enrollment and student learning outcomes;
- vii) Prioritize children with disabilities and support upgrading facilities to allow easy access;
- viii) Provide remedial classes to children that may struggle with some subjects in school;
- ix) Introduce low-cost, local educational technological solutions to improve quality and strengthen the capacity of teachers in Refugee Village and public schools;
- x) Provide cyclical teacher training to Refugee Village school teachers through the provincial authorities to improve their capacity, skills and knowledge;

- xi) Resolve the long delays in acquisition of equivalency certificates for higher secondary Afghan qualifications with the Inter Board Committee of Chairmen (IBCC), Afghan Embassy, UNHCR Afghanistan and the Ministry of Education, Afghanistan;
- xii) Advocate for the inclusion of refugees in the Annual Status of Education Report (ASER) learning assessment survey conducted by the Idara-e-Taleem-o-Agahi;
- xiii) Advocate with the Higher Education Commission for the same fee concessions in tertiary level institutions for mandate refugees.

Objective 2: Increase girls' participation in education

This objective will be achieved through implementation of the following activities:

- i) Scale-up Home-Based Girls' Schools for older, out-of-school girls, introducing provincial government's certified accelerated education curriculum to allow girls to complete their primary cycle in thirty-two months and enrol in formal secondary schools;
- ii) Prioritize incentives for girls and their progression from primary to secondary school;
- iii) Use Afghan refugee youth as role models to encourage the participation of girls in schools to help reduce the high drop-out rate at the primary level;
- iv) Pilot connected learning programmes for refugees that live in remote locations, with a focus on girls who cannot access universities due to cultural constraints;
- v) Train teachers and school management committees to report cases of sexual and gender-based violence (SGBV) and provide appropriate support to children.

Objective 3: Include refugees within the public education programs and systems

The following activities will be implemented to achieve this objective:

- i) Advocate for inclusion of refugee children in provincial education sector plans, including through the Global Partnerships for Education focal point for Pakistan;
- ii) Sign Letters of Understanding (LOUs) with key development partners to include refugees in their ongoing education programmes;
- iii) Provide Urdu and English language support to students in Refugee Village schools to assist with the curriculum transition;
- iv) Use RAHA Program funding in consultation with provincial education authorities and the Commissionerate of Afghan Refugees (CAR) to both up-grade and increase the absorption capacity of public schools through the construction of additional classrooms, toilet and washroom facility, science and computer labs, and training for teachers, education administrators and school management committees.

Objective 4: Strengthen the linkages to education pathways

This objective will be achieved through implementation of the following activities:

- i) Provide information to secondary level refugee students about certified government technical and vocational courses and skills-training centres;

- ii) Allocate a percentage of students to be selected from Refugee Village schools for the UNHCR funding provided to the National Vocational & Technical Training Commission (NAVTTTC) for training of refugee and host community youth;
- iii) Establish links across the border to connect with DAFI alumni for employment opportunities in Afghanistan, possibly through the DAFI alumni portal;
- iv) Identification of government programmes launched to ensure enrolment of out of school children and advocate for inclusion of refugees in these programmes;
- v) Advocate the inclusion of refugee youth in government led initiatives such as *Ehsaas* (perception or consciousness) and *Kamyab Jawaan* (successful youth) programs.

STRATEGIC APPROACHES

The Education Strategy will employ the following strategic approaches to ensure successful implementation of the UNHCR education programme in Pakistan:

1. Partnerships

To ensure the inclusion of refugees in the national education programs, it is vital to realize the importance of investments in and capacity-building of the education system. UNHCR cannot achieve its refugee education objectives without the support of the Government of Pakistan, sister UN agencies such as UNICEF, UNESCO, WFP and ILO, development partners such as DfID, USAID, GIZ, the European Union and the World Bank. UNHCR and its education partners will participate in the SDG 4 development groups meetings and continue advocacy efforts to include and expand refugee children's access to all levels and forms of education through public, private, refugee community self-funded, or UNHCR-funded education facilities.

In addition to local education initiatives, global mechanisms that support education, for example, the Global Partnership for Education (GPE) can be leveraged to ensure that support for inclusion of refugees is discussed with the government at the highest level. In addition, the 'Education Cannot Wait' fund supports education in crisis settings. It pools funds for governments, non-governmental organizations and donors, and aims to improve collaboration and coordination between humanitarian and development actors, encouraging national ownership of programs and addressing both immediate and long-term needs.

2. Capacity-building

The support of the national and provincial governments and civil society partners to implement the education strategy is vital, but it is also imperative to focus on building and strengthening their capacities to understand the specific issues relevant to the education of refugee and asylum seeker children and youth and to ensure joint ownership and more collaborative commitment.

The inclusion of refugees in the national public education system requires that UNHCR support the education departments at the national, provincial and district levels. Such support must include training on administration and management services to a range of public and private sector partners.

3. Innovation

In any protracted refugee situation where remoteness, mobility and cultural issues can be barriers to effective education delivery, UNHCR must capitalize on opportunities to support innovative practices at all levels of education. The application of technology to education and learning offers a range of benefits from improving data collection, building the capacity of teachers to become facilitators of learning, to driving down costs and offering low cost solutions such as off-line material based on the national curriculum. Ultimately, innovation and investments in alternative learning pathways like open educational resources (such as massive open online courses - Coursera and Kolibri to name a few) can be offered as solutions for refugee children and youth, especially girls and young women that are unable to easily access education or achieve the desired results for lack of available resources.

4. Evidence-based interventions

Schools, colleges, universities and other educational institutions where refugees are enrolled hold large amounts of data related to students and teachers. This data must be analyzed to strengthen knowledge and insights that improve the effectiveness of the educational institutions and UNHCR activities in the education sector. Students' behavior, students' exam results, and the development of each student as well as the educational needs based on changing educational requirements will be supported through statistical analysis. The use of standardized data will pave-the-way for refugee students to learn in more exciting ways.

5. Cross-border interventions

Without a strong and clear cross-border component, UNHCR's efforts in Pakistan in the education, protection, health and livelihood sectors are less likely to be successful. No matter how creative or active UNHCR is in Pakistan, there are limits to what it can achieve without the active cooperation of UNHCR, IOM, World Bank and GIZ, the Ministry of Education and other partners in Afghanistan. Issues such as equivalence of Afghan certificates in Pakistan, recognition of Pakistani certificates in Afghanistan, job opportunities for educated youth and social inclusion programs require combined solutions and cross-border collaboration. Indeed, the most promising education activities are multilateral and regional, where there is greater potential to strengthen mechanisms for cooperation and coordination.

END

ANNEXES

Annex 1: Implementation Plan

Annex 2: Mind-map of key interlocutors in the education sector

REFUGEE EDUCATION STRATEGY 2020-2022

Objective 1: Access to quality primary, secondary and tertiary education

Activities	Implementation Measures	Responsibility	Time Frame	Assumptions
i) Maintain Refugee Village schools in locations where no public schools are available	Use the results from the school mapping exercise to determine locations where no public schools exist	COI, SOQ, SOP	2020-2022	Community is on board regarding sending their children to public schools, including girls. Refugees are allowed access to public schools
ii) Prioritize community funded schools in Refugee Villages by supporting the community to manage and eventually self-sustain these schools	Explore the possibility of collaboration with the education foundations in Punjab, KP and Balochistan to provide support to community schools	COI, SOQ, SOP	2020-2022	UNHCR is able to use the public-private partnership mechanism to support the existing community schools
iii) Ensure access to public schools for refugees and asylum seekers through advocacy with national, provincial and district education authorities (including school heads and administrators) and other government departments as required	Continued advocacy with the government, including identification of cases where admission has been denied.	COI, SOP, SOQ, CBP	2020-2022	The Government of Pakistan continues to support free access to public schools for refugees and asylum seekers
iv) Standardise school management committees (SMCs) terms of reference and provide capacity-building training to SMCs in refugee village schools	Develop ToRs and provide training to SMC members	COI, SOP, SOQ	2020	SMCs continue to function in RV schools and agree to the training
v) Register Refugee Village schools with the provincial governments for EMIS codes and inclusion by the provincial monitoring / supervisory district authorities	Start the registration process with the Private School Registration Authority, followed by advocacy with the district education authorities for EMIS codes	COI, SOP, SOQ	2020-2022	Full cooperation by the provincial and district education authorities
vi) Use the public-private partnership model, appropriately, to support education delivery and further enhance school enrollment and student learning outcomes	Explore the possibility of collaboration with the education foundations in Punjab, KP and Balochistan to provide support to RV schools	COI, SOP, SOQ	2020-2021	UNHCR is able to use the public-private partnership mechanism to support RV schools
vii) Prioritize children with disabilities and support upgrading facilities to allow easy access	Identification of cases of children and youth with disabilities and infrastructure support through RAHA to ensure schools are accessible for children and youth with disabilities	COI, SOP, SOQ, RAHA, CBP	2020-2022	The community is willing to share data of children and youth with disabilities; RAHA funding is available for rehabilitation of public schools
viii) Provide remedial classes to children that may struggle with some subjects in school	Conduct an assessment of additional tuition needs of students that are in grade 2 and 3 after transition to the Pakistani curriculum	COI, SOP, SOQ	2020-2021	Children in grades 2 and 3 are struggling with the content of the Pakistani curriculum
ix) Introduce low-cost, local educational technological solutions to improve quality and strengthen the capacity of teachers in Refugee Village and public schools;	Installation of the EDUPi devices in seven schools, establish baselines of student learning outcomes and provide training to school heads for use of the device	COI	2020	Technological solutions will assist in improving quality
x) Provide cyclical teacher training to Refugee Village school teachers through the provincial authorities to improve their capacity, skills and knowledge;	Next batch of teachers to be identified for PITE training; in Punjab exploring training through PITE for the 53 teachers in Kot Chandna	COI, SOP, SOQ	2020-2022	PITE continues to provide customised training for RV teachers
xi) Resolve the long delays in acquisition of equivalency certificates for higher secondary Afghan qualifications with the Inter Board Committee of Chairmen (IBCC), Afghan Embassy, UNHCR Afghanistan and the Ministry of Education, Afghanistan;	Take steps towards simplification of the equivalence issue	COI	2020	IBCC and the Afghan government are fully on board.

xii) Advocate for the inclusion of refugees in the Annual Status of Education Report (ASER) learning assessment survey conducted by the Idara-e-Taleem-o-Agahi;	Contact ASER to explore the possibility of inclusion of RV schools in the next ASER report	COI	2020-2021	The Idara-e-Taleem-o-Agahi is willing to cover RV villages
xiii) Advocate with the Higher Education Commission for the same fee concessions in tertiary level institutions for mandate refugees.	Follow-up with the HEC regarding moving a summary to the Ministry of Interior for same fee concessions	COI, SOP, SOQ	2020-2022	The Ministry of Interior agrees to the same fee concessions for mandate refugees

Objective 2: Increase girls' participation in education

Activities	Implementation Measures	Responsibility	Time Frame	Assumptions
i) Scale-up Home-Based Girls' Schools for older, out-of-school girls, introducing provincial government's certified accelerated education curriculum to allow girls to complete their primary cycle in thirty-two months and enrol in formal secondary schools;	Conduct an impact assessment of the HBGS in KP after introduction of the AE curriculum	SOP	2020	The accelerated education curriculum will assist in allowing girls to transition from primary to formal secondary schools in 32 months
	Use the results to take an informed decision	COI, SOP	2021	The results show a positive impact of the HBGS on girls' enrolment. There is funding available to scale up the programme
ii) Prioritize scholarships for girls and their progression from primary to secondary school;	Discuss the benefits with Programme colleagues vs sustainability	COI	2020	Programme agrees to the scholarships
iii) Use Afghan refugee youth as role models to encourage the participation of girls in schools to help reduce the high drop-out rate at the primary level;	Identify role models from within DAFI alumni to act as role models	COI	2020	Female DAFI alumni agree to act as role models and travel to RVs and urban locations to encourage girls to finish school
iv) Pilot connected learning programmes for refugees that live in remote locations, with a focus on girls who cannot access universities due to cultural constraints.	Liaise with the Kenya operation regarding their connected learning programmes	COI	2020	There is funding available to pilot connected learning programmes for girls

Objective 3: Include refugees within the public education programs and systems

Activities	Implementation Measures	Responsibility	Time Frame	Assumptions
i) Advocate for inclusion of refugee children in provincial education sector plans, including through the Global Partnerships for Education focal point for Pakistan;	Ongoing activity	COI, SOP, SOQ	2020	The willingness of the provincial education departments to include refugees in the ESPs
ii) Sign Letters of Understanding (LOUs) with key development partners to include refugees in their ongoing education programmes;	Ongoing meetings with development partners	COI, SOP, SOQ	2020	Development partners willingness to include refugee children in their ongoing programmes
iii) Provide Urdu and English language support to students in Refugee Village schools to assist with the curriculum transition;	Conduct a needs assessment to ascertain how many children require language support in Rv schools; based on the results arrange for training through Pakistani teachers	SOP, SOQ	2020-2021	Young children in junior classes actually need assistance with language
iv) Use RAHA Program funding in consultation with provincial education authorities and the Commissionerate of Afghan Refugees (CAR) to both up-grade and increase the absorption capacity of public schools through the construction of additional classrooms, toilet and washroom facility, science and computer labs, and training for teachers, education administrators and school management committees.	Use the results of the school mapping exercise to identify public schools that need upgradation to enrol more refugee children	COI, SOP, SOQ	2020-2022	There is funding available to continue RAHA projects in education

Objective 4: Strengthen the linkages to education pathways

Activities	Implementation Measures	Responsibility	Time Frame	Assumptions
i) Provide information to secondary level refugee students about certified government technical and vocational courses and skills-training centres;	Establish linkages between current livelihood trainings provided by uNHCR and secondary school students studying in RV schools	COI	2020-2022	Secondary level students are willing to transfer into the technical and vocational stream of education

ii) Allocate a percentage of students to be selected from Refugee Village schools for the UNHCR funding provided to the National Vocational & Technical Training Commission (NAVTTTC) for training of refugee and host community youth;	Negotiate the terms with NAVTTTC	COI	2020	NAVTTTC's agreement regarding a quota for RV students
iii) Establish links across the border to connect with DAFI alumni for employment opportunities in Afghanistan, possibly through the DAFI alumni portal;	Make the DAFI alumni portal functional and connect with alumni based in Afghanistan	COI	2020	The alumni show an interest in sharing employment opportunities with current DAFI students or recent graduates
iv) Identification of government programmes launched to ensure enrolment of out of school children and advocate for inclusion of refugees in these programmes;	Continued advocacy with the government, including provision of out of school refugee children data to the government	COI, SOP, SOQ	2020-2022	The willingness of the provincial education departments to include refugees in these programmes
v) Advocate the inclusion of refugee youth in government led initiatives such as <i>Ehsaas</i> (perception or consciousness) and <i>Kamyab Jawaan</i> (successful youth) programs.	Ongoing activity	COI	2020	The willingness of the provincial education departments to include refugees in these programmes

Mind map of key interlocutors in the education sector

