

Streamlining Education of Afghan Refugee Children in Pakistan

1.7 million Registered Afghan refugees remain in Pakistan in 340 camps, set up in Khyber Pakhtunkhwa (KP), Baluchistan and Punjab. Due to the continued internal factional and ethnic conflicts within Afghanistan this number increased to 3.3 million putting strain on Pakistani social services and creating the need to address the overwhelming issue. While uneducated refugees are less likely to return to their native land compared to the educated ones, many children educated in Pakistan opting to return to Afghanistan find it difficult to continue schooling there due to the lack of relevance and problem of accreditation of the grades and syllabi completed in Pakistan.

There is, therefore, a need not only to bring all Afghan refugee children to school, but also to streamline the education they receive in Pakistan. There is therefore an immense need to sensitize the stakeholders including education department officials to devise policies and strategies that support fulfilling educational needs of Afghan children not only to be enrolled in Pakistani schools but also to find the education they received in Pakistan relevant and recognized in Afghanistan. The Afghan communities have shown positive intensions towards educating their children in Pakistani schools provided that their major concerns like accessibility, provision of infrastructure and basic facilities, quality and relevance of education and the quality of teaching staff is ensured.

Therefore, UNESCO and UNOPS jointly designed portfolio of projects which targets the children, youth, teachers and other relevant stakeholders in education. UNESCO component focuses on Policy formulation at the provincial level, awareness raising, and policy dialogue for institutionalization and scaling up of quality basic education (including Early Childhood Education), focusing on disadvantaged and vulnerable, including Afghan children. Whereas UNOPS component focuses on Improvement in Education Infrastructure to provide a conducive environment for quality education to vulnerable refugee and host population in the targeted areas.

UNESCO

UNESCO	Policy formulation at the provincial level, awareness raising, and policy dialogue for institutionalization and scaling up of quality basic education (including Early Childhood Education), focusing on disadvantaged and vulnerable, including Afghan children.	1. Deputy Director 2. Programme Officer 3. Provincial Coordinator Khyber Pakhtunkhwa 4. Provincial Coordinator Balochistan 5. Provincial Coordinator Punjab 3. Project Assistant 7. Admin & Finance Assistant	2014-2015	1. Khyber Pakhtunkhwa (Peshawar and Nowshera) 2. Balochistan (Quetta and Pishin) 3. Punjab (Lahore)	20000 (students, teachers, government officials, policy makers, vulnerable communities, womens)	1) Policy formulation process initiated towards facilitating Afghan refugee children in accordance with article 25-A of the constitution. This would also ensure that the Afghan refugee children are educated inside Pakistan, which would complement to the intent of the Afghan Management and Repatriation Strategy (AMRS) in that a refugee is more likely to return to his/her area of origin if he/she is educated.	1. 5 model schools through, distribution and dissemination of essential teaching learning equipment and materials (e.g computers) created. Womens groups developed for enhancing education of children	51,302,400	480,000
							2. Preliminary meetings with SAFRON, CCAR, MoRR, Provincial CARs and Provincial and District Education Authorities organised in order to ensure participation and ownership of the programme	1,282,560	12,000
						2) General public's awareness improved towards the right to education of Afghan refugee children in Pakistan, as their basic human right.	3. Situational analysis and round-table meetings for facilitating Afghan refugee children's education in Pakistan in order to facilitate their repatriation to Afghanistan. Creating educational learning opportunities for Afghan refugee children, which are applicable in Afghanistan.	1,710,080	16,000
							4. District level seminars/workshops (policy makers, community people, teachers, women groups) organised for enrollment and quality education delivery	1,496,320	14,000
							5. Provincial level seminars organised for education authorities and teachers trainers and curriculum developers for responding educational needs of afghan refugees	5,344,000	50,000
							6. Analysis of institutional and education policy from the point of view of streamlining education of afghan refugees children	2,137,600	20,000
						3) Teachers in Pakistani education system trained on assisting/educating the marginalised children including Afghan refugee children.	7. Workshops for training of teachers on health education and health screening organised.	1,710,080	16,000
							8. Dissemination and public awareness seminars organized for sensitization of communities and policy makers on EFA and addressing needs of excluded groups	8,550,400	80,000

							9. Inter-Provincial Conference in Islamabad Organised for sensitization of communities and policy makers on EFA and addressing needs of excluded groups	4,275,200	40,000
						4) Model schools demonstrating at least 10% increase in the total number of Afghan refugee children's enrolment. These schools will use Afghanistani curriculum, syllabus and contents enabling afghan refugees to go back to Afghanistan.	10. The pilot phase in Upgrading and Up-scaling of model schools launched	2,137,600	20,000
							Programme support cost 7%	5,596,236	52,360
							Total	85,542,476	800,360

UNOPS	Improvement in Education Infrastructure to provide a conducive environment for quality education to vulnerable refugee and host population in the targeted areas	The total number of staff to be funded by this project are 10 (including but not limited to, Project Manager, Education Expert, Senior Engineers, Social Mobilizers and Infrastructure/DRM Expert)	2014-2015 (2 years)	Khyber Pakhtunkhwa (Peshawar, Nowshera) Punjab	100,000	Education Infrastructure for Quality Education:Design review and validation, school site identification, land verification and construction of partially/fully damaged schools with WASH facilities.	Assessment & Coordination		50,000
						Design & DRM:to build capacities of key educational insitutions through design and incorporate UNOPS DRR and Build Back Better principles in design and construction	Construction and Rehabilitation of School facilities (up to 40 schools)		2,600,000
						1. Coordination with UNESCO and compliment their activities to provide an overall conducive learning enviroment.5 model schools provided and rehabilitation/reconstruction of up to an additional 35 schools	Direct Project Support Cost for provision of quality education Infrastructure		925,711
						2. Children have access to a school building with Disaster resilient components and disable access	Procurement of furniture and equipment		800,000
						3. Children will have access to Water and sanitation			
						4. Income generation for community members where local skilled and un-skilled labour can be used			
						Sub-Total			4,375,711
						Support Cost (7%)			306,299.77
	TOTAL			4,682,010.77					