UNHCR Education Fact Sheets
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**Cover (Clockwise):**
Ethiopia/Somali refugees/Primary school and classrooms in Awbarre refugee camp, Jijiga area/UNHCR/F.Courbet/December 2008

Kenya/Somali Refugees/Dadaab/Students from Dagahaley camp/UNHCR/R. Gangale/May 2010

Iraq/ Makhmour camp/ Turkish Kurd refugee children attend a Kurdish literature class in Makmour camp.

Sri Lanka/Retured IDPs/Students of Katchilaimadu Govt. School. All the students were displaced during the last phase of the war, living in hiding and then government run camps. Oddusudan. Mallaitivu district. North East Sri Lanka/UNHCR/D. Seneviratne/ May 2010.

**Back insert:**
Nepal/Refugees from Bhutan/Sanischare camp/UNHCR/J. Rae/December 2007
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Angola

Country profile
Angola is a signatory to the 1951 Refugee Convention and its 1967 Protocol, as well as to the 1969 OAU Refugee Convention. A national refugee status determination (RSD) system has been established with UNHCR’s help, but there is a considerable backlog of cases. UNHCR is working with the Government and IOM to improve the management of mixed movements, with a view to improving access for asylum-seekers at Angola’s borders and other entry points. A key challenge involves the repatriation and reintegration of Angolan refugees from neighbouring countries. Another challenge in 2011 is finding a durable solution for some 13,000 Congolese refugees from Katanga Province (DRC). UNHCR is advocating for their naturalization. Along with local and international partners, UNHCR is also assisting some 4,000 other refugees and asylum-seekers from various countries.

Total people of concern: 19,396 refugees and asylum seekers and over 700 returnees
Origin of refugees: DRC, Zambia, Rwanda, Sierra Leona, Ivory Coast
Implementing partners: Refugee Department of the Ministry of Social Assistance and Reintegration (MINARS), Refugee Status Determination Committee (COREDA), International Organization for Migration (IOM), Jesuit Refugee Services (JRS), Save the Children, UK, Brothers Evangelic Church in Angola (IEIA)
Education program setting: Urban
Overall education needs budget 2012: Angolan returnees: USD 1,398,343 Refugees and asylum seekers: USD 378,944

Situation of refugee education

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>2008</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>2009</td>
<td>29</td>
<td>25</td>
</tr>
<tr>
<td>2010</td>
<td>29</td>
<td>25</td>
</tr>
</tbody>
</table>

Enrolment in primary education of children with specific needs

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Absolute number</th>
<th>Male</th>
<th>Absolute number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>100%</td>
<td>6</td>
<td>100%</td>
<td>4</td>
</tr>
<tr>
<td>2008</td>
<td>100%</td>
<td>6</td>
<td>100%</td>
<td>4</td>
</tr>
<tr>
<td>2009</td>
<td>100%</td>
<td>29</td>
<td>100%</td>
<td>25</td>
</tr>
<tr>
<td>2010</td>
<td>100%</td>
<td>29</td>
<td>100%</td>
<td>25</td>
</tr>
</tbody>
</table>

Number of refugee youth in training

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>2008</td>
<td>30</td>
<td>14</td>
</tr>
<tr>
<td>2009</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>2010</td>
<td>30</td>
<td>15</td>
</tr>
</tbody>
</table>

Number of refugees in tertiary education

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>2008</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>2009</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>2010</td>
<td>20</td>
<td>60</td>
</tr>
</tbody>
</table>
## Challenges and objectives

### Returnees

**Challenges**
- Returnees do often not speak Portuguese and thus face difficulties with reintegration
- Most of returnees are women who are illiterate
- Capacity of the school system in the areas of returnee is low
- Absence of an organized teacher’s training policy in Angola
- Resources to construct schools are limited particularly in the rural area

**Objectives**
- Continue Portuguese language training for adults from DRC and Zambia
- Recruit more teachers
- Construct more schools and to increase the number of classrooms at the already existing schools

### Refugees and asylum seekers

**Challenges**
- Refugee children do not speak Portuguese
- Public schools are understaffed and infrastructures are poor or inexistent
- Refugees and asylum-seekers need to have relevant documentation to enroll in schools
- Registration offices (Conservatorias) do not recognize Refugee identity card of the parents for the issuance of birth certificate (cedula)
- Applying in a public school for children older than 14 years requires cedula. Vulnerable families do not have the capacity to afford it

**Objectives**
- Advocate with provincial authorities to facilitate children’s access to school even if they lack the required birth certificate
- Distribute school material annually in the schools where significant numbers of refugee children are enrolled
- Improve the infrastructure of the public school system
- Support children to attend school by distributing school kits

*Angola / Congolese refugees from the Democratic Republic of the Congo (DRC) / School children in a refugee settlement on the edge of Lisala. The school was originally only for Congolese refugees but is now incorporated into Angolan state school system and teaching both Congolese and former Angolan IDPs. / UNHCR/J. Redden / 24 February 2006*
Country profile

Despite the economic crisis and some socio-political tensions due to high unemployment and the rising cost of living, Cameroon remains an attractive destination for many refugees and asylum-seekers from the Central African and Great Lakes region. Even in the East and Adamaoua regions of the country, where security had been fragile, the situation has improved significantly with the deployment of Government forces. Even though Cameroon is signatory to the 1951 UN Convention and its 1967 Protocol, the legal framework for the protection of refugees is not fully effective, pending the implementation of a decree creating a Commission for eligibility and appeals. UNHCR works with the Cameroonian authorities to provide international protection and humanitarian assistance to more than 100,000 people of concern, including a total of some 14,000 refugees and asylum-seekers in urban areas and 80,900 Central African refugees in the Adamaoua and East regions. Refugees enjoy the same rights to basic services as the host population in Cameroon.

Total people of concern: 106,658 refugees and asylum seekers

Origin of refugees: Central African Republic, Chad, Rwanda

Implementing partner(s): Comprehensive education budget 2012:
North: USD 503,503
East: USD 1,132,591

Objective: Ensure that all children have access to education

Situation of refugees in the North

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of children in primary school age (6-11)</td>
<td>719</td>
<td>722</td>
</tr>
<tr>
<td>Total number of children in secondary school age (12-17)</td>
<td>316</td>
<td>387</td>
</tr>
<tr>
<td>Total number of refugees aged 15-24</td>
<td>544</td>
<td>553</td>
</tr>
</tbody>
</table>

Presence of a local education committee with implementing partner/government participation: Yes

Number of students per teacher: 55

Teacher gender parity, by year

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of teachers who are female</td>
<td>90</td>
<td>60</td>
</tr>
<tr>
<td>Percentage of teachers who are male</td>
<td>10</td>
<td>40</td>
</tr>
</tbody>
</table>

Teacher gender parity, by year

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of teachers who are female</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Percentage of teachers who are male</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

Enrolment of refugee youth (15-24 yrs) in training (% and absolute numbers)

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>20%</td>
<td>49%</td>
</tr>
<tr>
<td>2010</td>
<td>7%</td>
<td>17%</td>
</tr>
</tbody>
</table>

Challenges

- Access to education is limited due to lack of teachers and cultural traditions
- Out-of school children engage in activities which expose them to security risks and challenge social cohesion (delinquency, prostitution, alcohol and drug abuse, violence)
Situation of refugee education in the East and Adamaoua

| Objective: Ensure the retention of school children
|---|---|

### Challenges
- Some refugee families do not send their children to school as they do not see the value of education
- Children are charged with family responsibilities at an early age which can cause drop out of school
- Children start school tardily

### Objectives
- Create school gardens and canteens to motivate parents to send their children to school
- Intensify literacy class for out of school youth
- Ensure access of all refugee children in primary school age (2000 children) and in secondary school age (1000 children) to the corresponding grade
- Reduce drop out due to parents’ incapability to cover school related costs because of poverty
- Raise the scholarships for post secondary education
- Raise the number of scholarships for professional trainings

### Situation of refugee education in urban settings

<table>
<thead>
<tr>
<th>Total number of children in primary school age (6-11)</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>24,095</td>
<td>29,704</td>
<td></td>
</tr>
<tr>
<td>Total number of children in secondary school age (12-17)</td>
<td>11,315</td>
<td>12,058</td>
</tr>
</tbody>
</table>

| Objective: Improve access to education and professional training
|---|---|

#### Challenges
- Many parents cannot sign up their children for school because of precarious financial conditions
- The financial assistance that families receive remains insufficient because of the high living costs
- Some refugees cannot adapt to the Cameroonian school system and need catch-up classes
- Language difficulties
Country profile
Chad continues to host over 340,000 refugees in the east and south of the country. The majority of the refugees are from Sudan and the Central African Republic, though there are a small number of urban refugees living in the capital, N’Djamena.

In the east, there are close to 270,000 Sudanese refugees living in 12 camps along the border with Sudan. Confined in camps with little access to land or livestock, the majority of these refugees have been dependent on humanitarian assistance provided by UNHCR and its partner agencies and government counterparts, since their arrival from Sudan in 2003. However, relations between Chad and Sudan have improved recently, and the two countries signed an agreement in January 2010, leading to increased cooperation and security along the border area. In addition to this, the first high-level tripartite meeting was held between Chad, Sudan and UNHCR in July 2011, which set up a joint Technical Working Committee to further investigate the possibility of repatriation. Yet until conditions for return are confirmed, humanitarian assistance for the refugees in the camps will continue.

In the south, Chad hosts just over 65,000 refugees from the Central African Republic (CAR), who have been arriving periodically since 2004. The living conditions in southern Chad offer more opportunities to refugees in terms of livelihood. The government, UNHCR, and its partner agencies are therefore promoting self-reliance.

Total people of concern: 345,966 refugees and asylum seekers
Main origin of refugees: Sudan, Central African Republic
Implementing partners: JRS, CORD, CARE, IRC, ACRA, AIRD, ADESK
Comprehensive education needs 2012 (includes staffing and ABOD):
Urban refugees and asylum seekers: USD 92,886
Refugees from the Central African Republic: USD 2,666,976
Refugees from Sudan: USD 13,789,884
Programme settings: Camps (southern and eastern Chad) and urban (N’Djamena)

Situation of refugee education in urban settings

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Number of refugee youth enrolled in training</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>n/a</td>
</tr>
<tr>
<td>Enrolment of children with specific needs in primary education</td>
<td>n/a</td>
<td>n/a</td>
<td>100% (8)</td>
<td>100% (15)</td>
</tr>
<tr>
<td>Number of refugees enrolled in tertiary education</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Objectives
- Achieve full enrolment in primary education and 70% enrolment in secondary education
- Support 100 children with school fees
- Involve 40 children in sport programs
- Enroll 40 youth in vocational programs

Challenges
- Poverty prevents many parents from covering education costs, such as school fees, books and uniforms. Support is needed for an additional 100 children.
- More support needed to support 23 refugees to attend professional training in health, wood-working, mechanics, information technology, tailoring and hair-dressing.
Situation of refugee education in camps in Southern Chad
Camps: Amboko, Gondje, Dosseye, Moula, Yaroungou, Gore, Haraze, Maro, Moyo, Koy

Enrolment in primary education in 2011, by camp and gender

Teacher gender parity in 2011, by camp

Refugee teachers in 2011, by camp

Students enrolled in secondary education in 2011, by camp

Objectives

- Achieve full enrolment of children aged 6-15, with a special focus on females
- Increase the transition rate to secondary education from 60% to 80%
- Increase the rate of qualified community teachers from 46% to 80%
- Improve school infrastructure
- Construct new schools and a vocational training centre, particularly in new refugee camp of Haraze; reinforcement of schools infrastructure in Amboko
- Mainstream socioeconomic integration, enabling parents to partially cover school costs themselves
- Advocate with the Ministry of Education to ensure the inclusion of refugee children in the national structure
- Encourage peaceful co-existence by supporting the local population with educational assistance

Challenges

- Low enrolment rate and high drop-out rate of female students
- Insufficient funding to support secondary education
- Resources to support literacy/numeracy programs
- High number of unqualified teachers
- Insufficient of school material, affecting the quality of education delivered
- Parent associations do not yet have sufficient capacities to fully sustain school management
- Recreational and skills training activities for out-of-school youth
- Opportunities to obtain qualified professional training
- Funding to support tertiary education for post-secondary school graduates

<table>
<thead>
<tr>
<th>Camp</th>
<th>Students enrolled in secondary education in 2011, by camp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maro</td>
<td>600</td>
</tr>
<tr>
<td>Gore</td>
<td>500</td>
</tr>
<tr>
<td>Haraze</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>1,130 or app. 14%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Camp</th>
<th>Num of students per teacher in 2011, by camp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amboko</td>
<td>42</td>
</tr>
<tr>
<td>Gondje</td>
<td>39</td>
</tr>
<tr>
<td>Dosseye</td>
<td>32</td>
</tr>
<tr>
<td>Moula</td>
<td>60</td>
</tr>
<tr>
<td>Yaroungou</td>
<td>80</td>
</tr>
</tbody>
</table>
Situation of refugee education in camps in Eastern Chad in the school year 2010/2011*

Camps: Iridimi, Touloum, Mile, Kounoungou, Gaga, Am-Nabak, Oure Cassoni, Djabal, Goz Amer, Farchana, Bredjing, Treguine

<table>
<thead>
<tr>
<th>Camp</th>
<th>Primary education</th>
<th>Secondary education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Average Enrolment Rate**</td>
<td>84%</td>
<td>86%</td>
</tr>
<tr>
<td>Iridimi, Touloum, Mile, Kounoungou, Gaga, Am-Nabak</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Ourecassoni, Djabal, Goz Amer, Farchana, Bredjing, Treguine</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Average enrolment rate of children with specific needs in primary education

<table>
<thead>
<tr>
<th>Camp</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Touloum</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>Iridimi, Am-Naback, Mile, Kounoungou, Gaga, Djabal</td>
<td>18%</td>
<td>18%</td>
</tr>
</tbody>
</table>

Average enrolment rate in training

<table>
<thead>
<tr>
<th>Camp</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kounoungou, Oure Cassoni</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Gaga, Bredjing, Goz Amer, Am-Naback, Iridimi, Touloum, Mile</td>
<td>14%</td>
<td>9%</td>
</tr>
<tr>
<td>Djabal, Farchana, Treguine</td>
<td>42%</td>
<td>44%</td>
</tr>
</tbody>
</table>

Teacher-students ratio ranges from 23 students per teacher (Djabal) to 72 students per teacher (Am-Nabak).

All camps but 4 camps (Farchana, Bredjing, Treguine, Gaga) had local education committee with implementing partner/government participation.

In all camps except in 2 (Gondjé and Amboko) all teachers are refugees.

Teacher gender parity index

10 camps have a teacher gender parity index (GPI) of 0.2 and 4 camps of 0.6. One camp (Oure Cassoni) has a GPI slightly in favour of females (1.1) and one camp (Goz Amer) has only 4 male teachers out of 124 teachers (GPI=3).

*October 2010-June 2011

** As camps differ only slightly in their primary enrolment rate, the average has been taken
### Challenges

- Only 38% of classrooms are made of cement. The rest are made out of mud bricks, straw, plastic sheeting, or are held in the open air. This seriously hampers the quality of learning and protection of children. More resources are needed to construct durable classrooms and repair those which have been damaged by the weather.
- Early childhood education is available to most refugee children; however, the quality of such education is lacking due to inadequate teacher training and lack of materials.
- Recognition by the Sudanese government of refugee school certificates is currently only available for a small number of students. Many students cross over into Sudan to take grade 8 exams, which is a significant protection risk as they become vulnerable to child labor, child recruitment, and other forms of abuse or exploitation.
- The number of girls in higher primary school classes drops significantly due to child marriage, early pregnancy, and domestic chores.
- There is very limited access to secondary education and vocational/skills training opportunities for youth.

### Objectives

- Improve school infrastructure, including the construction of 300 durable classrooms and the rehabilitation of 200 classrooms
- Improve enrolment and retention rates in primary education (from 88% to 100%) and secondary education (from 2% to 10%), through proper monitoring at the school, community and agency level
- Advocate with the Ministry of Education in Khartoum to allow refugee children to access Sudanese examinations in the camps
- Expand access to secondary education through constructing and equipping an additional 6 secondary schools
- Promote post-secondary learning opportunities for youth, including scholarships for technical schools and university education
- Improve the quality of education delivered through the training of teachers and ensuring an adequate quantity of teaching and learning materials
- Strengthen community involvement in school management and retention, including capacity-building of the Parent Committees, and Girls’ Committees
- Expand opportunities for youth in the camps, including vocational/skills training, recreational, and other activities which promote positive engagement
- Improve coordination with existing education actors in Chad, including the Chadian Ministry of Education, UNICEF, development assistance actors, and public/private educational institution
- Tertiary education is unavailable for those few students who do complete secondary education.
- Teacher attendance and motivation is a problem due to the lack of wage increases since 2008, as well as insufficient monitoring.
- More teacher training and follow-up mentoring is needed to ensure the quality of instruction.
Country profile

The Government’s has made noted progress to emerge from a Low-Income to a Middle-Income status country. The country continued to make efforts to consolidate peace, reinforce democracy and create a climate of good governance. The Government gives recognized refugees, “to the extent possible,” the same treatment as nationals with respect to social aid, medical services, and education. Refugee children have thereafter the same rights to access primary and higher education level. Still, much remains to be done to facilitate access to higher education for the most vulnerable individuals. Such problems affect refugees that cannot generally afford the fees related to higher education. UNHCR will continue to support urban refugees to access primary level education, and to grant limited scholarships for those deserving refugee students that are aiming to pursue higher education studies.

The 115,000 recently arrived refugees from the DRC in the northern part of the country will continue to receive protection and assistance pending the determination of appropriate durable solutions. UNHCR will strive to support access to primary education to all refugee children, with a focus on girls, so to improve girls enrolment and retention in school.

Refugees and asylum-seekers continue to need international protection and assistance, and, in particular, documentation.

Fact sheet 2011 EDUCATION
Republic of the Congo

Total people of concern: 138 636 refugees and asylum seekers
Main origin of refugees: DRC, Rwanda, Angola, Chad
Implementing partners: CEMIR, FICR, Medecins d'Afrique, IPHD, Atlas logistique, AARR EC, IOM
Education program setting: Urban (Brazzaville) and camps
Comprehensive budget 2012 for refugees in urban areas: USD 1 million
Comprehensive budget 2012 for refugees in rural areas in the north-east: USD 4 million

Situation of refugee education in urban settings in 2010

<table>
<thead>
<tr>
<th>Enrolment in primay and secondary education, by gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of children</td>
</tr>
<tr>
<td>Primary</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Male</td>
</tr>
</tbody>
</table>

### Number of students

<table>
<thead>
<tr>
<th>Children with specific needs enrolled in primary education</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Students enrolled in tertiary education</td>
<td>34</td>
<td>80</td>
</tr>
</tbody>
</table>

### Challenges

- Inadequacy of financial resources imposes restriction on the delivery of scholarships and asylum seekers are excluded from the grants

### Objectives

- Ensure access to primary and secondary school
- Monitor enrolled children in the Republic of Congo’s public schools
- Facilitate access to education for children of vulnerable family by granting scholarships
Situation of refugee education in camp settings in 2010

- No enrolment of children with specific needs
- No enrolment of refugee youth in training
- 100% of the teachers were refugees
- Presence of a local education committee with implementing partner/government participation

Challenges
- There are various barriers to school enrolment such as school-related costs, early marriage or pregnancy, household chores, discouragement due to bad performance at school, lack of assistance with school
- Secondary education is not free from charge
- Girl’s enrolment is particularly low

Objectives
- Ensure access to primary and secondary education for girls and boys
- Set up mechanisms to raise the retention rate
- Continue teacher training
Country profile

The presidential election in Côte d'Ivoire in November 2010 was meant to reunite the country; instead it brought renewed fighting to the West African nation. The main rivals, incumbent Laurent Gbagbo and opposition leader Alassane Ouattara, both claimed victory at the ballot box, leading to rising political tension and violence. This culminated in the arrest of Gbagbo on April 11, 2011, following heavy fighting in the commercial capital of Abidjan.

In the weeks after the election, amid threats and sporadic violence, tens of thousands of people fled to Liberia and later to other neighboring countries. Fighting between supporters of the presidential rivals since late February, in the countryside and in Abidjan, accelerated the forced displacement. As the height of the post-electoral crisis in Côte d'Ivoire came to an end in May 2011, many of the IDPs started to return to their places of origin. UNHCR foresees increased support for spontaneous returns and reintegration efforts in the future. Concerning refugees, some 24,000 Liberian refugees continue to reside in Côte d'Ivoire after the Liberian war ended in 2003.

Total people of concern:
26,474 refugees and asylum seekers
514,515 Internally displaced people
46 returnees

Origin of refugees: Liberia

Comprehensive education budget 2012:
Refugees: USD 340,337
Returnees: USD 277,497
Internally displaced persons: USD 102,704

Overall education needs budget 2012: USD 720,538

41% UNHCR approved budget
59% Other

ENROLMENT IN 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>GRADE</th>
<th></th>
<th>Post-</th>
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<td>PEOPLE OF CONCERN</td>
<td>CHALLENGES</td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td>-----------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refugees</td>
<td>• Insufficient or lack of school infrastructure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Insufficient amount of teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Low enrolment rate of girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Language barriers for Liberian refugees make integration in public schools difficult</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lack of clear policy and assistance to integrate refugee children in public schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Drop out because in order to find work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lack of community effort in regard to construction and management of schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Low attendance of literacy classes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lack of programmes for youth</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Internally displaced Ivorians</td>
<td>• School infrastructure has been destroyed and occupied by military forces during the post-electoral crises</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ivorian returnees</td>
<td>• Very few schools have been constructed in the Western zone during the 10 years of crisis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Some schools have been destroyed in the conflict, occupied by military forces or internally displaced people</td>
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</table>
**Fact sheet 2011 EDUCATION**

**Djibouti**

**Country profile**

Djibouti is a relatively stable country in the East and Horn of Africa, where it plays a pivotal role in the search for a peaceful settlement of the Somalia crisis. The country is the hub for naval forces combating piracy in the Gulf of Aden and the Indian Ocean. It is host to more than 14,000 refugees, mostly from Somalia, and is also a transit point for mixed migratory flows towards the Middle East and beyond. There is an urgent need to promote a more favourable protection environment. In addition, providing documentation to asylum-seekers and refugees, and reinforcing the refugee status determination (RSD) process, remain critical tasks. While most of the refugees from Somalia are granted refugee status on a prima facie basis, those from Eritrea, Ethiopia and other neighbouring countries must undergo RSD procedures. Many cases remain pending due to the fact that the National Eligibility Commission (NEC) is not operational. This situation has left thousands of asylum-seekers without identity documents and at risk of refoulement.

**Total people of concern:**
15,843 refugees and asylum seekers

**Main origin of refugees:**
Somalia, Ethiopia, Eritrea

**Partners:**
ONARS (Office National d’Assistance aux Réfugiés et Sinistrés); Lutheran World Federation (LWF)

**Education program setting:**
Urban (Ali-Addeh) and camps

---

**Challenges**

- Education provided in the camp differs from the national curriculum
- Insufficient number of classes resulting in a number of children not having access to education
- Low enrolment rate
- Lack of post-primary education

**Objective**

- Provide access to all educational levels (preschool, primary and secondary) to all refugee children

---

**Situation of refugee education in urban settings**

**Enrolment in primary and secondary education, by year and gender**

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary</td>
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<td>Primary</td>
<td>Secondary</td>
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<tr>
<td>Female</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Male</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Number of students enrolled in training and tertiary education in 2010**

<table>
<thead>
<tr>
<th></th>
<th>Training</th>
<th>Tertiary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>37</td>
<td>0</td>
</tr>
<tr>
<td>Male</td>
<td>37</td>
<td>0</td>
</tr>
</tbody>
</table>
Situation of refugee education in camp settings

Enrolment in primary and secondary education, by year and gender

Teacher gender parity, by year

<table>
<thead>
<tr>
<th>Year</th>
<th>% of children</th>
<th>% Female</th>
<th>% Male</th>
<th>Male teachers</th>
<th>Female teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>83% 6%</td>
<td>84%</td>
<td>6%</td>
<td>16%</td>
<td>86%</td>
</tr>
<tr>
<td>2008</td>
<td>60% 4%</td>
<td>60%</td>
<td>4%</td>
<td>12%</td>
<td>88%</td>
</tr>
<tr>
<td>2009</td>
<td>58% 2%</td>
<td>58%</td>
<td>2%</td>
<td>12%</td>
<td>88%</td>
</tr>
<tr>
<td>2010</td>
<td>75% 5%</td>
<td>75%</td>
<td>5%</td>
<td>12%</td>
<td>88%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>% of children</th>
<th>% Female</th>
<th>% Male</th>
<th>Male teachers</th>
<th>Female teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
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<td>58% 2%</td>
<td>58%</td>
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<td>12%</td>
<td>88%</td>
</tr>
<tr>
<td>2010</td>
<td>75% 5%</td>
<td>75%</td>
<td>5%</td>
<td>12%</td>
<td>88%</td>
</tr>
</tbody>
</table>

### Challenges
- The camp only offers primary education
- The education provided in the camp is different from the national curriculum
- There is insufficient number of classes which makes that a number of children do not have access to education
- Low enrolment rate

### Objectives
- To provide access to all educational levels (preschool, primary and secondary) to all refugee children
Country profile

The presence of the Lord’s Resistance Army (LRA) in the Central African Republic has forced civilians to seek refuge in the DRC. Some positive developments have occurred on the political scene, and bilateral relations with neighbouring countries have improved significantly. However, the eastern provinces continue to suffer from recurrent violence as a result of the presence of various armed groups. In addition to the consequences of military operations conducted by the Government, there has been an increase in violations of the human rights of the civilian population by armed groups, exacerbating the humanitarian crisis. In total, an estimated 2 million persons have been displaced internally in the DRC by conflict. Of these, some 400,000 are assisted by UNHCR. The situation is characterized by chronic and rampant sexual and gender-based violence (SGBV) against women and girls, which remains one of the biggest challenges.

Total people of concern: 166,336 refugees, 932 asylum seekers, 16,631 returnees, 1,721,382 IDPs, 460,754 returned IDPs

Origin of refugees: Angola, Burundi, Republic of the Congo, Rwanda and Sudan

Implementing partners: CNR and GTZ

Comprehensive education budget 2012:
Returnees: USD 2.6 million
IDPs: USD 2.1 million
Asylum seekers and refugees: USD 1.8 million

Situation of refugee education in urban settings

Enrolment in primary and secondary school, by year and gender

Enrolment in tertiary education, by year and gender
### Challenges and objectives

**Challenges**
- Access to primary education is in principle free of charge and guaranteed. However, delays of teacher payment resulted in the introduction of obligatory fees in many primary schools
- Low enrolment and retention rate due to cost of school supplies, uniforms and school fees
- Imbalance between the number of girls and boys attending school
- School infrastructures have been destroyed during the armed conflicts, classrooms have not been maintained and illegally been occupied by third parties including the army
- Insufficient teaching materials
- Teachers are not benefiting from refreshed courses affecting the quality of education negatively
- Lack of or overcrowded classrooms
- Students are subjected to forced labor, including fetching water, wood and building materials for teachers
- Very long distance between school and home, especially for secondary schools
- Returnees are seen as an additional burden to the already overcrowded schools

**Objectives**
- Advocate for free primary education as stated in the constitution and the convention on child rights
- Increase income of parents to enable them to afford school fees and other school-related costs
- Advocate for additional support from other actors
- Construct additional classrooms
- Provide school material and equipment
- Provide school kits in locations where UNICEF will not be able to assist
- Build more classrooms
- Support teacher’s trainings

### Challenges and objectives

**Challenges**
- Access to primary education is in principle free of charge and guaranteed. However, delays of teacher payment resulted in the introduction of obligatory fees in many primary schools
- Lack of support for nursery care and for tertiary education
- Limited support to technical, vocational and literacy education
- Graduate students are victims of discrimination and over-taxation of academic fees
- Interruption of girls schooling because of unwanted pregnancies

**Objectives**
- Support primary school education of refugee children in urban areas
- Provide school fees, school kits and in some areas uniforms
- Lobby towards the Congolese government as well as specialized UN agencies to ensure free primary education
- Finance primary school until free education is available
- Enrol youth in vocational training

### Challenges and objectives

**Challenge**
Low enrolment rates due to insufficient school infrastructure, difficult living conditions, lack of income of parents, low awareness of the importance of education among parents, and discrimination of girls

**Objectives**
- Maintain the school infrastructure
- Provide the school kits, textbooks and teaching materials
- Support teacher’s trainings
Country profile

In Eritrea, there are some 4,600 refugees from Somalia and Sudan. The Government of Eritrea does not accept asylum claims from Ethiopian asylum-seekers. UNHCR has recognized some 70 Ethiopians as mandated refugees. UNHCR continues to advocate for local integration, especially for refugees married to Eritrean nationals, but the Government has been reluctant to consider this durable solution for Somali and Sudanese refugees. The deterioration of the situation inside Somalia does not present favourable prospects for return. The repatriation of refugees from South Sudan will depend on the results of the referendum to be held in 2011.

Situation of refugee education in Emkulu camp

In Emkulu camp, there are refugee-run schools, from early childhood education to 8th grade. The Somali refugee children learn in Somali using a Somali curriculum. Grades 6, 7 and 8 are given in English using Eritrean curriculum in order that the children can continue their education in the government-run secondary schools. Students learn English as a subject from 1st grade to 8th grade using Eritrean curriculum. Refugees have access to secondary education in government-run schools in the nearby town free of charge. Education related costs (registration fee, school uniform, learning materials and transportation) are at the same level as for national students and are covered by UNHCR. Tertiary education has been provided to some eligible Somali refugees through DAFI Scholarship Programme.

- In 2010, there were 50 students per teacher
- In 2010 there were 5 times more male than female teachers
- Since 2007, there have always been local education committees with implementing partner/government participation

### Objectives

- Continue ensuring access to government secondary schools
- Support eligible students to go to college
- Continue summer-training programmes for refugee teachers
- Raise enrolment rate for girls
- Fund sports activities in the camps
- Continue evening literacy programmes for refugee adults

---

**Total people of concern:**
4,946 refugees and asylum seekers

**Origin of refugees:** Sudan, Somalia

**Implementing partners:** Office of Refugee Affairs

**Education program setting:** Camp
Country Profile

The geographical location of Ethiopia makes it prone to inflows of refugees from neighboring countries where incessant political, social and environmental challenges prevail. Somalis make up the majority (67%, as of 31/07/11) of refugees in Ethiopia. Since 2007, six new camps have had to be opened to accommodate the influx of Somali refugees (two in the Jijiga area, eastern Ethiopia and four in the Dollo Ado area, south-eastern Ethiopia). The number of new arrivals increased dramatically since the beginning of 2011 due to the drought and security situation in Somalia and the influx continues on an unprecedented scale with up to 23,000 persons arriving per month, including through new entry points such as the Gode area of south-eastern Somali Regional State. The majority of the new arrivals are women and children. They have been arriving in a very poor state of health, with the children in particular severely affected by malnutrition.

This year witnessed the birth of an independent South Sudan but the disputes in the border states of Sudan, especially in Blue Nile and South Kordofan, were not resolved and are expected to prompt yet another major population influx into Ethiopia. The exodus of some 20,000 persons fleeing violence in Blue Nile State, and seeking protection in Benishangul Gumuz Regional State, Ethiopia, in early September triggered the activation of UNHCR Ethiopia’s Sudanese Contingency Plan. At the same time, arrival figures of refugees from Eritrea remained high. Of particular concern is the presence of a high number Unaccompanied Minors from Eritrea, which continues to rise. On a positive note though, opportunities are available to some of the Eritrean refugee population through the “Out of Camp Scheme”, which came into effect in 2010, and through resettlement.

UNHCR supports a small group of urban refugees (2,600) comprising different nationalities. They include, Somalis, Rwandese, Sudanese, Eritreans, Djiboutians, Burundians and those from the Democratic Republic of Congo.

Total people of concern:
245,000 refugees and asylum seekers as at 31. August 2011*

Origin of refugees:
Somalia, Eritrea, Sudan, Kenya

Implementing partners:
ARRA (Gvt agency in charge of refugee and returnee affairs)

Comprehensive education budget 2012:
Urban: USD 548 000
Camps: USD 9.13 million

Fact sheet 2011 EDUCATION
Ethiopia

In July 2011, the United Nations have declared a state of famine in parts of Southern Somalia and there is a risk that famine may spread to other regions as well. More than 11.5 million people are in need of lifesaving assistance throughout the Horn of Africa. Providing quality education for displaced children and young people is a critical protection strategy to enable them to develop their skills and capacities and is essential to bridging the gap between relief assistance and durable solutions.

*This figure does not include Somali new arrivals in the Gode area and Sudanese new arrivals in the Benishangul-Gumuz whose biodatas have not yet been entered into the UNHCR data management system.
Situation of refugee education in camp settings

Enrolment in primary and secondary education, by year and gender

Enrolment of children with specific needs in primary education, by year and gender

Enrolment of refugee youth in training, by year and gender

Teacher gender parity, by year

Percentage of refugee teachers, by year

<table>
<thead>
<tr>
<th>Year</th>
<th>Camps that have a local education committee with implementing partner/government participation</th>
<th>Number of students per teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>4 out of 7</td>
<td>42</td>
</tr>
<tr>
<td>2008</td>
<td>6 out of 10</td>
<td>78</td>
</tr>
<tr>
<td>2009</td>
<td>5 out of 7</td>
<td>40</td>
</tr>
<tr>
<td>2010</td>
<td>6 out of 10</td>
<td>50</td>
</tr>
</tbody>
</table>

Challenges

- Lack of basic infrastructure such as classrooms, water and electricity
- Insufficient student supplies such as text books, furniture, and clothing
- Insufficient protection such as fences and separated toilets for girls and boys
- Low enrolment of children with special needs
- Low qualification or absence of qualification of teachers
- Lack of parent or guardian commitment
- Lack of funding
- Low retention rate of girls

Objectives

- Improve enrolment
- Decrease drop-outs
- Enhance girls retention
- Set up school feeding programmes
- Establish baby day care centers
- Provide education facilities in emergencies

Please note that the numbers represent average of all camps and that disparity between different camps is not taken into account.
Situation of refugee education in urban settings

**Challenges**

- Absence of implementing partners working with children, refugees with special needs and elderly refugees
- Lack of educational support in mother tongue
- Increasing demand for tertiary enrolment
- Enrolment in public schools

**Objectives**

- All refugee children are enrolled in pre, primary, primary, secondary, and tertiary education
- Tertiary students who started their studies under the “Out of Camp” scheme continue their studies

No children with specific needs have been enrolled in primary schools since 2007.
As of January 2011, Ethiopia was host to 46,400 refugees from Eritrea, which are being assisted by UNHCR. The number of Eritrean refugees is expected to increase as human rights violations in Eritrea continue. After its independence from Ethiopia in 1993, the military is increasingly expanding its control to the public and private spheres. Extremely harsh conditions during military obligation for both sexes and the prolonged military conscription have pushed thousands to flee the country. Returnees and family members of dissidents risk mistreatment ranging from the cancellation of food rations to torture and death.

Enrolment in primary and secondary education, by year and gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>2008</td>
<td>84%</td>
<td>16%</td>
</tr>
<tr>
<td>2009</td>
<td>95%</td>
<td>5%</td>
</tr>
<tr>
<td>2010</td>
<td>99%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Enrolment in training, by year and gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>14%</td>
<td>5%</td>
</tr>
<tr>
<td>2008</td>
<td>45%</td>
<td>1%</td>
</tr>
<tr>
<td>2009</td>
<td>61%</td>
<td>7%</td>
</tr>
<tr>
<td>2010</td>
<td>46%</td>
<td>6%</td>
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</tbody>
</table>

Teacher gender parity, by year

Enrolment of children with specific needs in primary education

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2008</td>
<td>100% (5)</td>
<td>100% (11)</td>
</tr>
<tr>
<td>2009</td>
<td>0%</td>
<td>100% (4)</td>
</tr>
<tr>
<td>2010</td>
<td>3% (3)</td>
<td>6% (7)</td>
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</table>

Number of students per teacher

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary</th>
<th>Secondary</th>
<th>Primary</th>
<th>Secondary</th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>35</td>
<td>no</td>
<td>34</td>
<td>no</td>
<td>24</td>
<td>no</td>
</tr>
<tr>
<td>2008</td>
<td>39</td>
<td>yes</td>
<td>38</td>
<td>yes</td>
<td>33</td>
<td>yes</td>
</tr>
<tr>
<td>2009</td>
<td>34</td>
<td>no</td>
<td>34</td>
<td>no</td>
<td>24</td>
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<tr>
<td>2010</td>
<td>24</td>
<td>no</td>
<td>24</td>
<td>no</td>
<td>24</td>
<td>no</td>
</tr>
</tbody>
</table>

Presence of an education committee with implementing partner/government participation

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary</th>
<th>Secondary</th>
<th>Primary</th>
<th>Secondary</th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>35</td>
<td>no</td>
<td>34</td>
<td>no</td>
<td>24</td>
<td>no</td>
</tr>
<tr>
<td>2008</td>
<td>39</td>
<td>yes</td>
<td>38</td>
<td>yes</td>
<td>33</td>
<td>yes</td>
</tr>
<tr>
<td>2009</td>
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<td>34</td>
<td>no</td>
<td>24</td>
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<tr>
<td>2010</td>
<td>24</td>
<td>no</td>
<td>24</td>
<td>no</td>
<td>24</td>
<td>no</td>
</tr>
</tbody>
</table>
Challenges
- Lack of qualified refugee teachers due to resettlement to the USA
- High drop out rate due to resettlement
- Inadequate school infrastructure and lack of basic educational tools

Objectives
- Strengthen the primary and secondary education programmes
- Reduce drop out
- Enhance enrolment, especially for girls

In 2010, there were 68 students per teacher. Since 2009, no children with specific needs were enrolled in primary education since 2009. There has been no local education committee with implementing partner/government participation so far.

Challenges
- No fences around the school despite its location on a highway
- Harsh weather conditions
- Lack of qualified teachers and inadequate incentives for those retained
- High drop out rate due to secondary movements and resettlement expectations
- Lack of commitment of parents and guardians
- Insufficient resources and funds
- Lack of first aid kits
- No electricity in the schools
- Shortage of school supplies

Objectives
- Refugee children with specific needs are not identified and enrolled in the school
- Increase the number of class rooms
- Identify children with specific needs and enrol them in school
- Construct a pedagogical centre, laboratory and library
- Strengthen the primary and secondary education programmes
- Reduce drop out
- Enhance enrolment, especially for girls

Adi Harush has been established in 2010 for the newly arriving Eritrean refugees and continuous to grow. No educational services are provided yet, but 71 students are enrolled in the public secondary school in Mai Tserbi, located 2.5 km from the camp.

Challenges
- Lack of specialized implementing partners, especially for primary and non-formal educational services
- Lack of basic education infrastructure such as classrooms, desks and chairs, library, text and reference books, pedagogical centres, sports and playing fields
- Shortage of facilities such as toilets for both sexes, water, feeding programmes, and school uniforms

Objective
Start an education program, which includes the construction of a pre-school and a primary school and the establishment of a feeding centre

Note: Enrolment rates of over 100% can occur due to various challenges with the data collection.
Situation of refugee education in the Jijiga camps (East)

Since the end of the dictatorship in 1991, Somalia is in a situation of civil war. While the Northern provinces, which are de facto independent, are rather stable, the Transitional Federal Government in Mogadishu has been unable to stabilize the rest of the country. The country is split up between clans, warlords and armed groups, particularly the Al Shabab. Extreme violence has caused the death of thousands of Somalis and pushed hundred thousands to leave their country. Mid 2010, the already complex humanitarian situation was exacerbated by the famine currently affecting Southern Somalia. The escalation of the crisis in Somalia has caused a significant number of refugees into Ethiopia, prompting the opening of four camps at Sheder, Awbarre, Bokolmanyo and Melkadida. A fifth camp may be established in Genele if the refugee influx Somalia remains high. As of January 2011, Ethiopia was host to 91,100 refugees from Somalia. The number is expected to rise to 126,300 by the end of 2011.
Enrolment in primary and secondary education, by year and gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary Female</th>
<th>Primary Male</th>
<th>Secondary Female</th>
<th>Secondary Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>49%</td>
<td>51%</td>
<td>54%</td>
<td>46%</td>
</tr>
<tr>
<td>2009</td>
<td>42%</td>
<td>58%</td>
<td>49%</td>
<td>51%</td>
</tr>
<tr>
<td>2010</td>
<td>48%</td>
<td>52%</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Teacher gender parity, by year

<table>
<thead>
<tr>
<th>Year</th>
<th>Male teachers</th>
<th>Female teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>2009</td>
<td>33%</td>
<td>67%</td>
</tr>
<tr>
<td>2010</td>
<td>31%</td>
<td>69%</td>
</tr>
</tbody>
</table>

Enrolment of children with specific needs in primary

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2009</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2010</td>
<td>2% (15)</td>
<td>2% (21)</td>
</tr>
</tbody>
</table>

Enrolment of refugee youth in training

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>2009</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td>2010</td>
<td>7%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Number of Students per teacher

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of students per teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>66</td>
</tr>
<tr>
<td>2009</td>
<td>47</td>
</tr>
<tr>
<td>2010</td>
<td>41</td>
</tr>
</tbody>
</table>

Presence of an education committee

<table>
<thead>
<tr>
<th>Year</th>
<th>Presence of education committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>no</td>
</tr>
<tr>
<td>2009</td>
<td>yes</td>
</tr>
<tr>
<td>2010</td>
<td>yes</td>
</tr>
</tbody>
</table>

Number of students per teacher

<table>
<thead>
<tr>
<th>Year</th>
<th>Presence of an education committee*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>93</td>
</tr>
<tr>
<td>2009</td>
<td>n/a</td>
</tr>
<tr>
<td>2010</td>
<td>48</td>
</tr>
</tbody>
</table>

Enrolment of children with specific needs in primary

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>14% (5)</td>
<td>9% (3)</td>
</tr>
<tr>
<td>2009</td>
<td>2% (21)</td>
<td>2% (15)</td>
</tr>
<tr>
<td>2010</td>
<td>6% (68)</td>
<td>5% (52)</td>
</tr>
</tbody>
</table>

Enrolment of refugee youth in training

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>20% (199)</td>
<td>10% (86)</td>
</tr>
<tr>
<td>2009</td>
<td>8% (95)</td>
<td>2% (20)</td>
</tr>
<tr>
<td>2010</td>
<td>7% (92)</td>
<td>2% (21)</td>
</tr>
</tbody>
</table>

Refugee teachers, by year

<table>
<thead>
<tr>
<th>Year</th>
<th>Local teachers</th>
<th>Refugee teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>66.7%</td>
<td>33.3%</td>
</tr>
<tr>
<td>2009</td>
<td>33.3%</td>
<td>66.7%</td>
</tr>
<tr>
<td>2010</td>
<td>66.7%</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

Teacher gender parity, by year

<table>
<thead>
<tr>
<th>Year</th>
<th>Male teachers</th>
<th>Female teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>2009</td>
<td>34%</td>
<td>66%</td>
</tr>
<tr>
<td>2010</td>
<td>38%</td>
<td>62%</td>
</tr>
</tbody>
</table>

Refugee teachers, by year

<table>
<thead>
<tr>
<th>Year</th>
<th>Local teachers</th>
<th>Refugee teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>66.7%</td>
<td>33.3%</td>
</tr>
<tr>
<td>2009</td>
<td>33.3%</td>
<td>66.7%</td>
</tr>
<tr>
<td>2010</td>
<td>66.7%</td>
<td>33.3%</td>
</tr>
</tbody>
</table>
Main challenges

- Lack of learning opportunities for pre-school children
- Lack of post secondary education opportunities
- Eligible students unable to afford further education
- Education opportunities do not meet the needs
- Education facilities often lack equipment and materials
- Insufficient focus on education quality
- Population lacks basic literacy
- Insufficient monitoring of factors affecting girl’s retention
- At-risk children do not get enough support
- Students face violence or bullying
- Teacher’s qualification is low
- Completion rate is low

Situation of refugee education in the Dollo Ado camps** (South)

In July 2011, the United Nations have declared a state of famine in parts of Southern Somalia and there is a risk that famine may spread to other regions as well. More than 11.5 million people are in need of lifesaving assistance throughout the Horn of Africa. Providing quality education for displaced children and young people is a critical protection strategy to enable them to develop their skills and capacities and is essential to bridging the gap between relief assistance and durable solutions.

The below data represents the status of emergency education, as of June 2011.

### Bokolmanyo

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Enrolment</th>
<th>No. of Students per classroom</th>
<th>No. of Students per teacher</th>
<th>No. textbooks available</th>
<th>No opportunities for secondary education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Development</td>
<td>2000</td>
<td>225</td>
<td>55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary education up to 4th grade</td>
<td>1650</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total children enrolled</td>
<td>3615 or 19%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children out of school</td>
<td>15269 or 81%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Current priorities**

- Recruit and train more teachers, recruit qualified teachers
- Start primary education for grade 6-8 in September 2011
- Establish more school centres
- Establish secondary education

### Melkadida

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Enrolment</th>
<th>No. of Students per classroom</th>
<th>No. of Students per teacher</th>
<th>No. textbooks available</th>
<th>No opportunities for secondary education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency education</td>
<td>3800 or 18%</td>
<td>422</td>
<td>140</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children out of school</td>
<td>82%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Current priorities**

- Shift the emergency education programme to formal education starting from September 2011
- Start secondary education
- Recruit qualified secondary education teachers
- Construct and furniture classrooms
- Identify out of school children and enrol them
- Mobilize the community to contribute to the education programme

*Parents teacher association with implementing partner/government participation

** Dollo Ado camps include: Bokolmanyo, Melkadida, Kobe and Hilawyen

Data is only available for Bokolmanyo and Melkadida

---

**Enrolment in Early Childhood Development**

- Number of students per classroom: 225
- Number of students per teacher: 55
- No provision of text books
- No opportunity for secondary education

**Enrolment in emergency education**

- Number of students per classroom: 422
- Number of students per voluntary teacher: 140
- No provision of text books
- No opportunity for secondary education

---

**Overall education needs budget 2012:**

- USD 5,642,978
- 22% UNHCR approved budget

---

USD 4,402,192: 78%
As of January 2011, 21,400 Sudanese are being assisted by UNHCR in the two camps Fugnido and Sherkole on the Sudanese-Ethiopian border.

Sudan gained independence in 1956. Years of war between the government and rebel groups striving for political autonomy have caused the death of thousands and the forced displacement of about 3 million people. The crisis in Darfour, western Sudan, has led to some of the worst human rights violations. After years of conflict, South Sudan became independent in 2011. In its neighbouring state, Blue Nile, a fighting between the Sudanese Armed Forces and members of the Sudanese People’s Liberation Movement (North) broke out in September 2011. While Ethiopia has been accommodating more than 26,000 Sudanese refugees in the two camps Fugnido in Gambella region and Sherkole in the Benishangul Gumuz region, the volatile situation is currently forcing thousands of Sudanese to seek security in Ethiopia.

## Situation of refugee education in the camps

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of students per teacher</th>
<th>Presence of a local education committee with implementing partner/government participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>50</td>
<td>yes</td>
</tr>
<tr>
<td>2008</td>
<td>42</td>
<td>yes</td>
</tr>
<tr>
<td>2009</td>
<td>43</td>
<td>yes</td>
</tr>
<tr>
<td>2010</td>
<td>67</td>
<td>yes</td>
</tr>
</tbody>
</table>

### Children with specific needs in primary education

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>67%, 35</td>
<td>69%, 43</td>
</tr>
<tr>
<td>2008</td>
<td>8%, 1</td>
<td>25%, 3</td>
</tr>
<tr>
<td>2009</td>
<td>14%, 4</td>
<td>46%, 12</td>
</tr>
<tr>
<td>2010</td>
<td>57%, 13</td>
<td>81%, 21</td>
</tr>
</tbody>
</table>
**Sherkole: Emergency operation**

### Enrolment in primary and secondary education, by year and gender

- **Female**:
  - Primary: 73%, 73%, 72%, 74%
  - Secondary: 73%, 68%, 19%, 14%
- **Male**:
  - Primary: 27%, 27%, 28%, 26%
  - Secondary: 27%, 32%, 81%, 86%

### Enrolment in training, by year and gender

- **Female**:
  - 2007: 44%, 16%
  - 2008: 48%, 18%
  - 2009: 54%, 22%
  - 2010: 54%, 18%
- **Male**:
  - 2007: 56%, 84%
  - 2008: 52%, 82%
  - 2009: 46%, 78%
  - 2010: 46%, 78%

### Number of students per teacher

- **2007**: 32
- **2008**: 96
- **2009**: 33
- **2010**: 34

### Children with specific needs in primary education

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2008</td>
<td>61%, 11</td>
<td>83%, 19</td>
</tr>
<tr>
<td>2009</td>
<td>100%, 8</td>
<td>100%, 21</td>
</tr>
<tr>
<td>2010</td>
<td>83%, 10</td>
<td>86%, 25</td>
</tr>
</tbody>
</table>

### Presence of a local education committee with implementing partner/government participation

- **2007**: no
- **2008**: yes
- **2009**: yes
- **2010**: yes

### Teacher gender parity, by year

- **Male teachers**: 94%, 90%, 96%, 100%
- **Female teachers**: 6%, 10%, 4%, 0%

### Refugee teachers, by year

- **Local teachers**: 74%, 71%, 73%
- **Refugee teachers**: 26%, 29%, 27%

### Challenges

- Education facilities are damaged or destroyed
- Insufficient student supplies, absence of text and reference books, furniture in the library, clothing/uniforms, toilet for girls & boys
- Lack of fences raise protection risks
- Education facilities often lack equipment and materials
- Insufficient monitoring of factors affecting girl’s retention
- Teacher’s qualification is low

### Overall education needs budget 2012: USD 1,735,886

- **UNHCR approved budget**: USD 696,793, 40%
- **Other sources**: USD 1,039,093, 60%
Context West Africa

Although there have been signs of growing stability in some parts of West Africa, the social and political situation in several countries remains fragile. The growth of population movements in West Africa has been exacerbated by recurrent natural disasters (floods and drought), protracted refugee situations and chronic poverty. In total, there are more than 850,000 people of concern to UNHCR in the subregion, including some 149,000 refugees and 520,000 internally displaced persons (IDPs). More than 13,600 refugees live in Ghana, mostly in semi-rural areas. UNHCR aims to build national protection capacity and promote livelihood activities to empower them. As part of its exit strategy, the Office will also seek to ensure that refugees are included in development programmes.

Situation of refugee education in urban settings

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment in primary education in %</th>
<th>Enrolment in secondary education in %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Absolute numbers in parentheses</td>
<td>Absolute numbers in parentheses</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>2007</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2008</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2009</td>
<td>40% (8)</td>
<td>13% (2)</td>
</tr>
<tr>
<td>2010</td>
<td>40% (10)</td>
<td>50% (5)</td>
</tr>
</tbody>
</table>

Children with specific needs

2 out of 3 girls with specific needs were enrolled in primary school in 2010. No boy with specific needs had been identified in 2010.

Ghana

Total people of concern: 14,577 refugees and asylum seekers
Main origin of refugees: Liberia, Togo, Sudan, Sierra Leone
Implementing partners: National Media Commission, Ghana Education Service, Ghana Health Service and Ghana Police Service
Education program setting: Urban (Accra) and camps
Overall education needs budget 2012:
Refugees and asylum seekers in urban areas: USD 387,860
Refugees in rural areas: USD 471,142
Challenges

- Outreach activities and monitoring are difficult as refugees and asylum seekers often live dispersed.
- Many refugee children have dropped out of school and do not receive assistance until they have reported to UNHCR or the implementing partners.
- Economic difficulties of refugee parents are a reason for the high drop out.

Objectives

- Assure access of refugee children to universal primary education, secondary and tertiary education.
- Enhance job opportunities for refugees.

Situation of refugee education in camps

Enrolment rate in primary and secondary education

- Female: 78%, 87%, 78%, 79%
- Male: 87%, 80%, 79%, 79%

Enrolment of children with specific needs in primary education

- Female: (6), (4), (3), (8)
- Male: (3), (6), (6), (6)

Enrolment of refugee youth in training

- Female: 4%, 7%, 4%, 30%
- Male: 1%, 4%, 4%, 30%

Number of students per teacher

- Presence of a local education committee with implementing partner/government participation

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of students per teacher</th>
<th>Presence of a local education committee with implementing partner/government participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>13</td>
<td>Yes</td>
</tr>
<tr>
<td>2009</td>
<td>18</td>
<td>No</td>
</tr>
<tr>
<td>2010</td>
<td>16</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Challenges

- High dropout rate, especially in secondary school
- Most of the schools are privately owned and are costly
- More than 3,000 children in private schools do not receive quality education
- Most teachers in the private schools are not professional teachers and have inadequate teaching and learning materials due to limited funding
- Schools in the settlements do not meet the Ghanaian education service standards
- Very few refugees can afford secondary education and not many who qualify for tertiary education are able to afford the fees
- Refugee children do not speak English, the language of instruction in Ghana
- Lack of funding for post secondary and tertiary education

Objectives

- Upgrade the refugee owned schools to meet national standards by transferring responsibility of supervision of these schools to the Ghanaian education service
- Assure access of refugee children to universal primary education, secondary and tertiary education
- Enhance job opportunities of refugees
A new Constitution, approved by a referendum in August 2010 and subsequently promulgated by the President of Kenya, recognizes the rights of persons of concern to UNHCR, particularly refugees and stateless persons. The majority of the refugees and asylum-seekers in Kenya live in designated camps. Overcrowded conditions and inadequate shelter in the camps have contributed to an increase in sexual and gender-based violence. Refugees often seek to make their way to urban areas to escape the harsh living conditions in the camps and in search of better opportunities. With many refugee-hosting communities living under worse conditions than refugees in camps, competition for resources between the two groups has at times led to conflict and violence. Given the large and protracted nature of the refugee situation in Kenya, support for host communities is critical if healthy relations between the groups are to be fostered.

**Country Profile**

**Total people of concern 2010**: 430,871 refugees and asylum seekers  
**Main origin of refugees**: Sudan, Ethiopia, DRC  
**Programme settings**: Camps (Kakuma&Dadaab) and urban (Nairobi)

**Kakuma**

Overall education needs budget 2012: USD 2.99 million  
- 45% UNHCR approved budget  
- 55% UNHCR approved budget

**Dadaab**

Overall education needs budget 2012: USD 10 million  
- 40% UNHCR approved budget

**Urban**

Overall education needs budget 2012: USD 1 million  
- 75% UNHCR approved budget

**Challenges and objective in camp settings**

**Challenges**
- Lack of accelerated learning programmes leading to lack of age-appropriate learning opportunities in primary grades  
- Lack of age-appropriate learning in primary leading to low retention and raises significant protection issues  
- High teacher-student ratio leading to high teacher turnover and loss of training continuity and quality  
- As of mid-August 2011 it is estimated that approximately 110,000 children are out of school, and that enrolment has dropped to 30%

**Objectives**
- Constructe of additional schools  
- Provide teacher training opportunities  
- Provide wide-scaled accelerated learning programmes  
- Increase the number of female  
- Enhance girls’ education  
- Reinforce community involvement in school management
Situation of refugee education in Kakuma

Refugee children enrolled in primary school, by year and gender

Refugee children enrolled in secondary school, by year and gender

Children with specific needs enrolled in primary school

Refugee youth enrolled in training

Gender parity among teachers

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of teachers who are refugees</td>
<td>91%</td>
<td>71%</td>
<td>79%</td>
<td>79%</td>
</tr>
<tr>
<td>Number of students per teacher</td>
<td>38</td>
<td>29</td>
<td>40</td>
<td>45</td>
</tr>
<tr>
<td>Presence of a local education committee with implementing partner/government participation</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Note: Enrolment rates of over 100% exist due to various challenges with the data collection, such as calculating non-refugee children attending the same school or over-aged refugee children and adults. Differences between the defined academic year and the calendar year might also lead to differences between reported refugee children in the appropriate age group, and reported enrolled children in the education system.
Situation of refugee education in Dadaab

### Children enrolled in primary school, by year and gender

- **2008**: Female - 42, Male - 56
- **2009**: Female - 54, Male - 46
- **2010**: Female - 55, Male - 46

### Children enrolled in secondary school, by year and gender

- **2008**: Female - 52, Male - 52
- **2009**: Female - 52, Male - 52
- **2010**: Female - 35, Male - 20

### Children with specific needs enrolled in primary school, by year and gender

- **2008**: Female - 100, Male - 82
- **2009**: Female - 74, Male - 11
- **2010**: Female - 24, Male - 11

### Refugee youth enrolled in training

- **2007**: Female - 170, Male - 197
- **2008**: Female - 138, Male - 130
- **2009**: Female - 66, Male - 106

### Enrolment in tertiary education

- **2008**: Female - 93, Male - 35
- **2009**: Female - 64, Male - 66
- **2010**: Female - 57, Male - 138

### Percentage of teachers who are refugees

- **2007**: 95%
- **2008**: 94%
- **2009**: 95%
- **2010**: 93%
- **2011**: 94%

### Number of students per teacher

- **2007**: 40
- **2008**: 47
- **2009**: 54
- **2010**: 45
- **2011**: 54

### Presence of a local education committee with implementing partner/government participation

- **2007**: n/a
- **2008**: No
- **2009**: Yes
- **2010**: Yes
- **2011**: Yes

### Absolute numbers for the enrolment rate of 2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary Male</th>
<th>Primary Female</th>
<th>Secondary Male</th>
<th>Secondary Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>30422</td>
<td>13667</td>
<td>2245</td>
<td>494</td>
</tr>
<tr>
<td>2009</td>
<td>315</td>
<td>230</td>
<td>256</td>
<td>391</td>
</tr>
</tbody>
</table>

**Note:** percentages for 2011 reached from population total of youth aged between 16 and 25 years.
Situation of refugee education in urban settings

Challenges

- Some public schools are reluctant to admit refugee and asylum seeking children citing congestion and limited resources
- Children from refugee and asylum keeping families staying out of school face the risk of engaging in anti-social activities like drug use
- Negative stereotypes regarding refugees of a number of local teachers
- Post primary education is expensive and not a priority in UNHCR programmes
- Secondary school graduates compete for very limited opportunities in the college scholarships

Objectives

- Raise school enrolment
- Identify refugees in school who have not yet been registered
- Increase the number of schools and promote refugee children’s access to public schools
- Increase scholarships for university
- Parents of school aged children are given livelihood support

Children enrolled in primary school, by year and gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>42</td>
<td>51</td>
</tr>
<tr>
<td>2009</td>
<td>46</td>
<td>55</td>
</tr>
<tr>
<td>2010</td>
<td>78</td>
<td>78</td>
</tr>
</tbody>
</table>

Children enrolled in secondary school, by year and gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>53</td>
<td>20</td>
</tr>
<tr>
<td>2009</td>
<td>52</td>
<td>35</td>
</tr>
<tr>
<td>2010</td>
<td>52</td>
<td>20</td>
</tr>
</tbody>
</table>

Children with specific needs enrolled in primary school, by year and gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>100</td>
<td>11</td>
</tr>
<tr>
<td>2009</td>
<td>82</td>
<td>74</td>
</tr>
<tr>
<td>2010</td>
<td>24</td>
<td>11</td>
</tr>
</tbody>
</table>

Refugee youth enrolled in training

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>170</td>
<td>197</td>
</tr>
<tr>
<td>2009</td>
<td>130</td>
<td>66</td>
</tr>
<tr>
<td>2010</td>
<td>138</td>
<td>106</td>
</tr>
</tbody>
</table>
Country profile

While Mozambique is a transition country for refugees from the Horn of Africa to South Africa, around 11,837 refugees stay in the country and are assisted by UNHCR. Mozambique continues to support self-reliance and local integration by providing agricultural land to refugees and allowing them freedom of movement and the right to work throughout the country, with the exception of Maputo. UNHCR is now working with the Government to establish a legal framework for local integration.

Situation of refugee education

**Primary enrolment from 2007-2010 is over 100% for both female and male students*.**

*Enrolment rates over 100% can occur because of challenges with the data collection. One reason is that local students or over-aged students attending the same schools are counted.
There has been local education committee with implementing partner/government participation since 2009.

<table>
<thead>
<tr>
<th>Percentage of teachers who are refugees</th>
<th>Number of students per teacher</th>
</tr>
</thead>
</table>

**Achievements**
- 19 students were granted a DAFI scholarship in 2010
- Financial support of USD 300 was provided to 31 students from university and secondary schools

**Challenges**
- There are not enough funds to provide tertiary education to all eligible students
- Some tertiary education students cannot continue their studies due to financial constraints
- Children from the urban areas are not assisted by UNHCR and thus are unable to attend school
- Refugee students sometimes report discriminating treatment and bullying at schools
- Limited scholarships for students joining university

**Objectives**
- Secure budget for education for vulnerable families in urban centers outside Nampula, mainly in Maputo
- Set up sensitization campaigns in schools located at areas with larger concentrations of refugees in order to enhance co-existence between refugee and Mozambican students

---

Mozambiqué / Manastane Refugee Camp / Instruction in French is provided for refugees from French-speaking countries like DRC to enable them to repatriate. Most classes are in buildings but some have tarps in walls, with symbols from the 15 Days of Activism showing. / UNHCR / J. Redden / 29 November 2006.
Country profile: The political situation within Rwanda remains relatively stable, despite some unrest during preparation for presidential elections that were conducted peacefully in August 2010. In April 2010, the Government established a new Ministry of Disaster Management and Refugee Affairs (MIDIMAR), which is expected to provide more attention to issues related to refugees and others of concern to UNHCR. The Rwandan Government has among its priorities the repatriation of Rwandan refugees still in neighbouring countries, and has requested UNHCR to invoke the cessation clause for this group. UNHCR is working with all concerned parties, including the Rwandan Government and asylum countries, towards the possible application of this clause by the end of 2011. Prior to that, UNHCR will promote the voluntary repatriation of Rwandan refugees still in exile, search for alternative solutions for those who may not be able to return, and meet the protection needs of selected cases. The date of the declaration of the cessation clause will depend on progress in these areas.

Situation of refugee education in urban settings

Objective: Ensure that all refugee children have access to primary, secondary and tertiary education through the provision of boarding fees, school fees, scholastic material and uniforms.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of children with specific needs in primary education</th>
<th>Number of youth in training</th>
<th>Number of refugees in tertiary education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>2007</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>2008</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>8</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>2010</td>
<td>8</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
Situation of refugee education in camp settings

Objectives
- Ensure that all refugee children have access to basic education
- Support an enabling learning environment through the construction of school facilities with WASH facilities
- Have appropriate school conditions for learning
- Increase the enrolment and retention rates
- Provide scholastic material and uniforms

Challenges
- Secondary education prospects are extremely limited to youth due to financial limitations
- There are no planned education and/or training opportunities for over 13,000 adolescents and youth which constitutes a risk for engagement in dangerous activities such as joining irregular fighting forces

Enrolment in primary education, by camp, year and gender

<table>
<thead>
<tr>
<th>Camp</th>
<th>Year</th>
<th>Female</th>
<th>Male</th>
<th>% of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gihembe</td>
<td>2007</td>
<td>80% (31)</td>
<td>20% (9)</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>76% (44)</td>
<td>24% (11)</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>95% (264)</td>
<td>5% (26)</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>53% (124)</td>
<td>47% (116)</td>
<td>50%</td>
</tr>
</tbody>
</table>

Enrolment in secondary education, by camp, year and gender

<table>
<thead>
<tr>
<th>Camp</th>
<th>Year</th>
<th>Female</th>
<th>Male</th>
<th>% of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gihembe</td>
<td>2007</td>
<td>10% (5)</td>
<td>90% (45)</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>10% (5)</td>
<td>90% (45)</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>19% (19)</td>
<td>81% (91)</td>
<td>49%</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>5% (9)</td>
<td>95% (161)</td>
<td>30%</td>
</tr>
</tbody>
</table>

Percentage of teachers who are male and female

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of teachers who are male</th>
<th>Percentage of teachers who are female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>72%</td>
<td>28%</td>
</tr>
<tr>
<td>2008</td>
<td>71%</td>
<td>29%</td>
</tr>
<tr>
<td>2009</td>
<td>43%</td>
<td>57%</td>
</tr>
<tr>
<td>2010</td>
<td>35%</td>
<td>65%</td>
</tr>
</tbody>
</table>
The humanitarian crisis caused by a combination of insecurity, drought and hunger at famine levels in southern Somalia is causing massive displacement within the country and refugee flows across borders into Kenya, Yemen, Ethiopia, and Djibouti. Nearly half of Somalia’s 7.5 million people have been affected by drought, and a quarter of the population has been uprooted since the beginning of 2011. The United Nations has declared famine in five regions of southern Somalia, amid growing concern that the famine could quickly spread across the country and may affect other areas of the Horn of Africa if not addressed through rapid action.

The Transitional Federal Government is unable to impose the stability needed to improve the situation and aid agencies face threats and intimidation from insurgents in south and central Somalia.

UNHCR’s refugee operation in Somalia is focused in the northern region of “Somaliland” and “Puntland”. UNHCR conducts refugee status determination, with support of the authorities, and registration of asylum-seekers, promotes refugee and asylum-seeker rights, provides legal assistance, shelter and access to medical facilities and education. However, UNHCR is concerned with an increase in violence as new rebel movements, allegedly with links to Islamist movements in south and central Somali have emerged in “Puntland” and “Somaliland”.

In addition, instability and poverty in neighbouring countries have also resulted in mixed migration movements to Somalia in a desperate attempt to cross the Gulf of Aden to reach Yemen and beyond, with many falling victim to traffickers.
In **Bossaso**, refugee and asylum seeker children are able to access primary school education.

**Hargeisa** sub-office in partnership with the Ministry of Education and Save the Children-UK established a primary school for refugee children in 2003 and all refugee children have access to primary school.

### Challenges

- Lack of adequate sanitation facilities in schools
- Lack of female teachers and of teachers from the refugee/ asylum seeker community
- Children do not always have access to uniforms and learning materials
- Lack of vocational training opportunities
- Limited employment opportunities after skills training
- Some refugee children are not attending school due to removal of the subsistence allowance
- Limited intermediate/ secondary education and no tertiary/ vocational training
- Refugee’s children who are integrated in local schools often are discriminated against, which causes drop out and limits the possibility of integration in the host community
- Language barrier

### Objectives

- Ensure that all refugee and vulnerable asylum seeker children and illiterate adults have access to quality education and numeracy
- Construct additional latrines in schools
- Build separate schools for boys and girls in two different locations
- Provide sanitary kits to girls in mixed schools
- Advocacy for the inclusion of refugees/ asylum seekers in *Child Education Committees* to ensure proper representation of their needs
- Enrol children in intermediate/ secondary education
- Advocacy with Ministry of Education to provide opportunities for tertiary training and livelihood
- Provide uniforms and learning materials
- Construct of resources centres in schools
- Provide play equipment (footballs/ skipping ropes etc) to schools
- Raise awareness on refugees rights
- Strengthen parent-teacher committees
- Establish peace education programmes to promote tolerance, as persons affected by conflict often react with a mixture of despair and a desire for revenge

UNHCR staff speaks with internally displaced women
Country profile

After years of conflict, South Sudan became an independent country on June 9th 2011. However, there are still some security concerns hampering the repatriation of Sudanese refugees from Uganda, Kenya, Ethiopia and Southerners residing in the North. South Sudan has over the past two years been marked by increasing violence, mostly related to armed groups, including Uganda's Lord's Resistance Army (LRA) and inter-tribal clashes. While historically, clashes among tribes revolved largely around cattle raids, a radical shift in patterns of violence points to a clear targeting of women and children. According to UN estimates, some 600,000 people have been internally displaced for varying periods over the past 18 months by inter-tribal conflicts and LRA activities. The situation is compounded by general underdevelopment and food insecurity. LRA-induced refugee flows from the Democratic Republic of the Congo (DRC) and the Central African Republic continue. In early 2010, for instance, more than 3,000 Congolese refugees sought safety in Southern Sudan. In the East, rigorous efforts are required to find solutions to the protracted situation of Ethiopian Anuak refugees, as well as returnees and IDPs who are experiencing difficulties in urban areas.

Situation of refugee education in the camps in 2010

<table>
<thead>
<tr>
<th>Presence a local education committee with implementing partner/government participation</th>
<th>Juba</th>
<th>Lasu, Ezo, Makpandu</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of refugees teachers</td>
<td>100%</td>
<td>75%</td>
</tr>
<tr>
<td>% of female teachers</td>
<td>21%</td>
<td>13%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrolment of refugee youth in training</th>
<th>Juba</th>
<th>Lasu, Makpandu, Ezo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>0%</td>
<td>43%</td>
<td>n/a</td>
</tr>
</tbody>
</table>
Objectives

All children have full access to primary education in a child-friendly space.
Vocational training and, wherever feasible, provide secondary education.

Challenges

- Education provided to the refugee communities is of poor and irregular quality
- Primary education is informal, relying mostly on refugee teachers who are poorly trained and with few qualifications
- Low teaching quality due to lack of materials, motivation and permanent school structures
- Language is a problem for the French-speaking refugees who want to continue higher education
- High drop-out rates in the primary schools, especially among girls, leave a low percentage of refugee children graduating from primary school due to early pregnancies and marriages
- Many refugee parents do not value education due to a lack of awareness among some parents on the importance of education
- In two of the three Congolese settlements (Makpandu and Lasu), the Congolese curriculum is followed, and thus exams have to be authorized by the Ministry of South Sudan and carried out by the Ministry of Education in the DRC. So far, it has proved very difficult to arrange for exams for the Congolese refugee children, as the process in DRC is lengthy and needs to be initiated long before the exams are to take place
- Insufficient options for refugee youth who are not attending school. They are often too old to enrol in primary school and feel too young to enrol in adult education
- The few vocational trainings remain inconsistent and have not really led to sustainable livelihoods
- There are insufficient options for those who do graduate from primary school to access higher education

<table>
<thead>
<tr>
<th>Total number of children and youth in the camps</th>
<th>Juba</th>
<th>Lasu, Makpandu, Ezo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Total number of children of primary school age (6-11)</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>Total number of children of secondary school age (12-17)</td>
<td>30</td>
<td>24</td>
</tr>
<tr>
<td>Total number of refugee youth (15-24)</td>
<td>60</td>
<td>35</td>
</tr>
</tbody>
</table>

Overall education needs budget 2012: USD 2.3 million

<table>
<thead>
<tr>
<th>Overall education needs budget 2012: USD 2.3 million</th>
</tr>
</thead>
<tbody>
<tr>
<td>17% UNHCR approved budget</td>
</tr>
<tr>
<td>83%</td>
</tr>
</tbody>
</table>
Country profile

In 2010, the Government of Sudan embarked on the review of its Asylum Bill which, when enacted, will repeal the 1974 Regulation of Asylum Act. This will mark an important legislative milestone, enshrining in Sudan's domestic law its international obligations under the 1951 Refugee Convention and the 1969 OAU Refugee Convention. Improving asylum systems is one of the components of the Solutions Strategy for the Protracted Refugee Situation in Sudan, and is especially significant for UNHCR's involvement in eastern Sudan, which still has the highest concentration of refugees in the country, mainly from Eritrea. Here, a protracted refugee situation has spanned over 40 years, with continuing new arrivals. In the west, the Darfur peace process has continued to falter and the prospect of a political solution remains dim. Conflicts and poor access have contributed to a reduction of humanitarian space. After years of conflict, South Sudan became an independent country on June 9th 2011.

Overall education needs budget 2012: USD 5.8 million
UNHCR approved budget: 3 million (54%)

Situation of refugee education in Darfur in 2010

### Challenges
- Differences in the curriculum between the asylum country and the country of origin (Chad)
- Lack of and poor conditions of class rooms
- Particularly in the border areas, school facilities are not even enough for local population
- Lack of trained teachers
- Teachers lack motivation due to low incentives
- Drop-out of children due to financial reasons

### Objectives
- Construct class rooms for refugee and host community students for peaceful co-existence in Darfur
- Establish school feeding programmes
- Provide school materials and cover school fees
- Provide adult literacy classes
- Provide secondary education fees to five students
- Set up teachers training twice a year in 2012
- Increase the number of female teachers
- Construct 8 new classes until 2012
- Support teachers with incentives
The Education programme in Eastern Sudan is gradually improving with an increase in funding allocations. The total number of schools has remained 17, (14 under the Commissioner for Refugees - COR and 3 under the Ministry of Education in Gederef). Current enrolment is approx 9,000 students. A small number of school infrastructures have been constructed and renovated in some camps to increase the in-take of students and reduce classroom congestion. 9 more teachers were recruited to improve on the student-teacher ratio acceptable by the MoE standards. Provision of school supplies, including textbooks, is undertaken periodically but continues to be inadequate.

Handing over the management of schools to the line State Ministry of Education was successful in Gederef state. The same process has started in Kassala state. The approach is aimed at improving service delivery to acceptable minimum standards and is integral to the TSI /Solution strategy.

One private Girls’ Secondary school was established in Shagarabs and started operating in 2010. The total enrolment is 34 students. The number is expected to increase as the facilities at the school are improved. UNHCR has continued to provide sponsorship at secondary level to vulnerable children.

<table>
<thead>
<tr>
<th>Enrolment rates/ camps</th>
<th>Primary education</th>
<th>Secondary education</th>
<th>Training</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Um Shalaya</td>
<td>50%</td>
<td>100%</td>
<td>1%</td>
</tr>
<tr>
<td>Mukjar</td>
<td>100%</td>
<td>67%</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Camp</th>
<th>Children with specific needs enrolled in primary education</th>
<th>Number of students per teacher</th>
<th>Presence of local education committees with implementing partner/government participation</th>
<th>Refugee teachers</th>
<th>Female teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Um Shalaya</td>
<td>100% (44 females, 38 males)</td>
<td>84</td>
<td>Yes</td>
<td>100%</td>
<td>17%</td>
</tr>
<tr>
<td>Mukjar</td>
<td>100% (2 males, 2 females)</td>
<td>65</td>
<td>Yes</td>
<td>100%</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Situation of refugee education in camps in Eastern Sudan**

The Education programme in Eastern Sudan is gradually improving with an increase in funding allocations. The total number of schools has remained 17, (14 under the Commissioner for Refugees - COR and 3 under the Ministry of Education in Gederef). Current enrolment is approx 9,000 students. A small number of school infrastructures have been constructed and renovated in some camps to increase the in-take of students and reduce classroom congestion. 9 more teachers were recruited to improve on the student-teacher ratio acceptable by the MoE standards. Provision of school supplies, including textbooks, is undertaken periodically but continues to be inadequate.

Handing over the management of schools to the line State Ministry of Education was successful in Gederef state. The same process has started in Kassala state. The approach is aimed at improving service delivery to acceptable minimum standards and is integral to the TSI /Solution strategy.

One private Girls’ Secondary school was established in Shagarabs and started operating in 2010. The total enrolment is 34 students. The number is expected to increase as the facilities at the school are improved. UNHCR has continued to provide sponsorship at secondary level to vulnerable children.
Challenge

- A considerable number of children with special needs are not in school due to lack of specialized education facilities in the camps and the state
- Enrolment of refugee children and those from the host communities is constrained by insufficient school infrastructure
- Overcrowded and unsafe learning environment
- Lack of prospects to continue with post primary education frustrates many refugee children especially girls
- Government secondary schools and vocational institutions are far from refugee camps and not all admit refugee students
- Lack of recreational and sports activities in schools.
- Teaching staffing levels below the accepted MoE standards
- ( 8 teachers as opposed to 13 teachers)
- Inadequate teaching and learning materials
- Limited opportunities to access alternative education programmes
- Limited access to Information and computer technology

Objective

- Increase enrolment and retention rates, particularly for girls
- Ensure access of all children with special needs to specialized education programme
- Improve education performance at grade 8
- Support alternative educational programmes (e.g. accelerated learning)
- Increase opportunity for students to access and enroll in secondary school/vocational institutions
- Increase the number of teachers
- Establish continuous teacher training
- Reduce student teacher ratio and student text book ratio
- Strengthen parent teacher association and fathers unions
- Support the establishment of child friendly spaces to promote recreation activities and sports
- Support and facilitate the establishment of Community Technology Access centres
- Facilitate the establishment of pre-primary schools in all camps
- Mainstream refugee education into public education
- Support public schools admitting refugees

Situation of refugee education in urban settings

Challenges

- Schools are built on temporary structures
- Low standard of schools, crowded classrooms, lack of teaching materials and library
- Many parents are unable to pay the school fees

Objectives

- Improve the learning environment
- Increase the quality of teaching material
- Create income opportunities for parents so that they can cover the school fees
- Improve the student – classroom ratio
- Establish libraries
- Reduce the drop out rate
Fact sheet 2011 EDUCATION
Tanzania

Country profile

In a troubled region, Tanzania has remained peaceful and stable while most of its neighbours have suffered civil conflicts. The elections in Tanzania and Burundi in 2010 could have an impact on UNHCR’s work. Tanzania continues to enforce an encampment policy which requires all refugees to live in "designated areas." This leaves the refugees few opportunities to supplement their incomes and diets, and they remain dependent on humanitarian assistance. The Government of Tanzania has been active in the search for solutions for refugees within its territory; it has played a key role in international efforts to bring peace and stability to Burundi and to the Democratic Republic of the Congo (DRC). In April 2010, the Government took the unprecedented decision to naturalize more than 162,200 Burundian refugees who had lived in so-called “Old Settlements” in the north-west of the country since 1972.

Total people of concern: 272,789 refugees and asylum seekers
Origin of refugees: Burundi, DRC, Somalia
Implementing partners: Ministry of Home Affairs, police department, UNICEF
Comprehensive education budget 2012:
Burundian and Somali refugees in settlements and newly-naturalized Tanzanians: USD 4.2 million
Refugees and asylum seekers in camps: USD 516.914

Situation of refugee education in urban settings

Enrolment in primary and secondary education, by year and gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>100% (1)</td>
<td>100% (2)</td>
</tr>
<tr>
<td>2008</td>
<td>100% (7)</td>
<td>100% (6)</td>
</tr>
<tr>
<td>2009</td>
<td>100% (7)</td>
<td>100% (6)</td>
</tr>
<tr>
<td>2010</td>
<td>100% (15)</td>
<td>100% (12)</td>
</tr>
</tbody>
</table>

Challenges and objectives for Burundian and Somali refugees in settlements and newly-naturalized Tanzanians

Objectives
- Assist and expand school infrastructure such as classrooms, desks, WASH facilities, reading materials and teachers
- Ensure all those that passed primary school final examination are admitted to secondary school.

Challenges
- High drop out rates of female students
Situation of refugee education in camp settings

Enrolment in primary and secondary education in Nyarugus camp, by year and gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary Female</th>
<th>Primary Male</th>
<th>Secondary Female</th>
<th>Secondary Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>28%</td>
<td>56%</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>2008</td>
<td>58%</td>
<td>100%</td>
<td>95%</td>
<td>98%</td>
</tr>
<tr>
<td>2009</td>
<td>78%</td>
<td>95%</td>
<td>99%</td>
<td>78%</td>
</tr>
<tr>
<td>2010</td>
<td>58%</td>
<td>58%</td>
<td>58%</td>
<td>58%</td>
</tr>
</tbody>
</table>

Enrolment of children with specific needs in primary education in Nyarugus camp, by year and gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary Female</th>
<th>Primary Male</th>
<th>Secondary Female</th>
<th>Secondary Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>76%</td>
<td>14%</td>
<td>14%</td>
<td>86%</td>
</tr>
<tr>
<td>2008</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>2009</td>
<td>88%</td>
<td>12%</td>
<td>88%</td>
<td>12%</td>
</tr>
<tr>
<td>2010</td>
<td>88%</td>
<td>12%</td>
<td>88%</td>
<td>12%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nyarugus camp</th>
<th>Refugee youth enrolled in training</th>
<th>Number of students per teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>2007</td>
<td>8%</td>
<td>11%</td>
</tr>
<tr>
<td>2008</td>
<td>3%</td>
<td>12%</td>
</tr>
<tr>
<td>2009</td>
<td>7%</td>
<td>1%</td>
</tr>
<tr>
<td>2010</td>
<td>2%</td>
<td>14%</td>
</tr>
</tbody>
</table>

Teacher gender parity in Nyarugus camp, by year

<table>
<thead>
<tr>
<th>Year</th>
<th>Male teachers</th>
<th>Female teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>17%</td>
<td>83%</td>
</tr>
<tr>
<td>2008</td>
<td>17%</td>
<td>83%</td>
</tr>
<tr>
<td>2009</td>
<td>86%</td>
<td>14%</td>
</tr>
<tr>
<td>2010</td>
<td>83%</td>
<td>17%</td>
</tr>
</tbody>
</table>

Challenges and objectives for refugees and asylum seekers in camps

Challenges

- Lack of scholastic materials
- Lack of adequate school facilities for children with limited mobility
- Recruitment of female teachers remains difficult
- Excessive poverty among families contributes to poor school attendance

Objectives

- Renovate school infrastructure
- Support early childhood education and primary school to increase enrolment and retention, especially for girls
- Set up continuous training of teachers to increase the number of qualified teachers, especially females
- Increase the enrolment of children with disabilities
- Conduct supervision and certification of examinations
- Provide school bulletins (school attendance/performance records) to repatriating students
- Distribute school uniforms to maintain the attendance rate

Since 2008, all teachers are refugees in Nyarugus camp
Since 2008, Nyarugus camp has had local education committees with implementing partner/government participation

Since 2008, all teachers are refugees in Nyarugus camp
Since 2008, Nyarugus camp has had local education committees with implementing partner/government participation
Country Profile
Bordered by fragile countries that have produced large numbers of refugees in the past few years, Uganda remains politically and economically stable. Following presidential and parliamentary elections held at the beginning of 2011, some political simmering resulted in demonstrations protesting price increases. However, the country continues to be a safe haven for refugees and asylum-seekers from eleven countries. As of 30 June 2011, Uganda hosted 150.712 refugees consisting of Congolese (80.221), Rwandans (16.079), Somalis (17.920), Burundians (7.361) and other nationalities.

Total people of concern: 150.712 refugees
Main origin of refugees: Congo, Rwanda, Somalia, Burundi
Education implementing partners: GIZ, WTU, OPM, IAU, AAH,
District Local Governments (DEO’s)
Operational partners, GoU & UN sister agencies: UNICEF, FRC, RLP, JRS, MoES, OPM, CBO’s
Education program setting: Urban and camp
Comprehensive budget 2012: USD 2.2 million

Situation of refugee education in urban settings

Note that the figures relate to the situation in Kampala. Enrolment data for urban schools is incomplete and restricted to KCC schools that the office cooperates with through its partners. In comparison with the settlements, no refugee specific schools are managed by UNHCR in Kampala.
Situation of refugee education in camp settings

Primary and secondary enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary Male</th>
<th>Primary Female</th>
<th>Secondary Male</th>
<th>Secondary Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>60%</td>
<td>40%</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>2008</td>
<td>65%</td>
<td>35%</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>2009</td>
<td>70%</td>
<td>30%</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>2010</td>
<td>75%</td>
<td>25%</td>
<td>85%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Teacher gender parity in primary- and secondary school

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>2008</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>2009</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>2010</td>
<td>35%</td>
<td>65%</td>
</tr>
</tbody>
</table>

Refugee youth enrolled in training

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>2008</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>2009</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>2010</td>
<td>2%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Challenge and objectives

Challenges
- Educational opportunities remain insufficient mainly because of financial limitations
- Inadequate infrastructure, such as teacher accommodation, school libraries, laboratories, and classrooms
- Inadequate post primary education opportunities
- Teacher shortage and high teacher turnover
- Unstructured implementation of early childhood education
- High student teacher ratio especially in lower classes
- High drop-out rate in upper primary especially for girls

Objectives
- Increase the number of youth in certified trainings
- Increase the number of students attending secondary education through scholarships
- Reach 90% of qualified teachers
- Reach 40% of female teachers
- Capacity building of teachers
- Develop school infrastructure
- Promote safe learning environments
- Promote community involvement and participation

Note: Students-teachers ratio is lower in upper primary education because of high students drop out. In primary school, the ratio is 100:1.
Zambia is a party to the 1951 Convention relating to the Status of Refugees and the 1967 Protocol, as well as the 1969 OAU Convention Governing the Specific Aspects of Refugee Problems in Africa. The vast majority of refugees in Zambia have been granted status on a prima facie basis, while some have been recognized after individual refugee status determination (RSD) conducted by the National Eligibility Committee (NEC). Under the Refugee Control Act of 1970, the right to freedom of movement is restricted and strict regulations are in place regarding access to gainful employment, including self-employment. Refugees are required to live in designated camps or settlements; and an explicit authorization is required for them to stay in urban areas such as the capital, Lusaka. The Government has recognized the importance of updating Zambia’s refugee legislation. A draft bill is currently under consideration but has not yet been tabled with Parliament. Further refinement of the proposed legislation would be needed for greater alignment with international protection standards and good practices, including provisions aimed at facilitating local integration.

Situation of refugee education in urban settings

Total people of concern: 48,182 refugees and asylum seekers
Origin of refugees: Angola, DRC, Rwanda, Burundi, and various other nationalities
Implementing partner: GrassRoot Soccer (GRS)
Comprehensive education budget 2012: Urban: USD 208.511
Camp(s): USD 678.634

Overall education needs budget 2012: USD 887,145
87% UNHCR approved budget

Enrolment in primary and secondary education, by year and gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary Male</th>
<th>Primary Female</th>
<th>Secondary Male</th>
<th>Secondary Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>49%</td>
<td>4%</td>
<td>15%</td>
<td>51%</td>
</tr>
<tr>
<td>2008</td>
<td>40%</td>
<td>15%</td>
<td>37%</td>
<td>44%</td>
</tr>
<tr>
<td>2009</td>
<td>23%</td>
<td>15%</td>
<td>23%</td>
<td>44%</td>
</tr>
<tr>
<td>2010</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Enrolment in training, by year and gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2008</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2009</td>
<td>42</td>
<td>29</td>
</tr>
<tr>
<td>2010</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Fact sheet 2011 EDUCATION
Zambia

Total people of concern: 48,182 refugees and asylum seekers
Origin of refugees: Angola, DRC, Rwanda, Burundi, and various other nationalities
Implementing partner: GrassRoot Soccer (GRS)
Comprehensive education budget 2012: Urban: USD 208.511
Camp(s): USD 678.634

Overall education needs budget 2012: USD 887,145
87% UNHCR approved budget
Challenges
- Although primary education is free of charge, many parents have difficulties paying for uniforms and other expenses. Children between 12 and 17 years who would like to attend secondary school are only exceptionally assisted due to budgetary constraints, which mean that most adolescents are not in school.
- Those whose parents do not have a permit to reside in urban areas are not registered and denied identity documents. Consequently, they usually reside illegally in the urban area without access to free primary education.

Objectives
- Increase access to primary school education for children aged between 6 to 11 years
- Provide financial assistance to children from vulnerable families to attend secondary school

Situation of refugee education in camp settings
<table>
<thead>
<tr>
<th>Year/ camps</th>
<th>Mayukwayukwa, Meheba</th>
<th>Mwange, Kala</th>
<th>All camps*</th>
<th>All camps*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>40%</td>
<td>100%</td>
<td>n/a</td>
<td>Yes</td>
</tr>
<tr>
<td>2008</td>
<td>38%</td>
<td>100%</td>
<td>35</td>
<td>Yes</td>
</tr>
<tr>
<td>2009</td>
<td>29%</td>
<td>100%</td>
<td>20</td>
<td>Yes</td>
</tr>
<tr>
<td>2010</td>
<td>26%</td>
<td>100%</td>
<td>29</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* In 2010, only Mayukwayukwa and Meheba reported

Although basic education is free in Zambia, there are a lot of hidden costs for school requirements (books, uniforms and user fees) which are often overlooked and are a burden especially to vulnerable families. UNHCR assistance towards education in the settlements is centred on the community schools, which do not receive any Government funding. The lack of capacity at community schools undermines the quality of education being provided compounded by the low level of skill particularly among community school teachers, whose highest level of educational attainment is often grade 12. UNHCR has invested in the training of community school teachers through short-term (maximum 2 weeks) targeted training at local teachers’ colleges.

The basic schools in the settlements, though owned by Government, do not receive much support. As a result, they have dilapidated infrastructure and lack books and other modern teaching and learning aides including desks. Poor conditions of service for basic school teachers, particularly low standard of accommodation, lack of power and top up incentives results in the attraction and retention of low level quality personnel. This has resulted in some form of animosity between the basic and community schools that receive regular assistance from UNHCR.

### Challenges

**School drop out**
- Drop outs are mainly caused by the extreme poverty at household level
- A high school drop-out rate averaging 29% among girls is mainly because parents cannot afford to buy the basic essential necessities such as sanitary pads and underwear
- Girls marry early as dowry is a source of income for families. It also relates to strong cultural and traditional practices as well as social and peer pressure
- Some PoCs do not see any value in sending children to school when their future is uncertain
- Close to 40% of the refugee parents have never been to school while slightly over 2% have completed secondary education

**Out of school children**
- A number of children drop out after grade 9 as most families cannot afford the high fees to send children to secondary school
- Secondary education is not prioritized
- Lack of vocational skills training that would assist young drop outs
- The lack of post-primary opportunities results in a number of protection issues

### Objectives

- Provide teaching and learning aides to the community schools in Meheba
- Extend support to the 5 basic schools by providing basic school requirements such as books, desks and rehabilitation of infrastructure to raise the standard of schools, which will help to diffuse the growing tension between basic and community schools
- Continue supporting school feeding programmes to improve school enrolment and reduce drop-out rates
- Increase skills and vocational training opportunities
- Pay incentives to basic school teachers
- Increase sensitisation and awareness about early marriage, coupled with increased funding opportunities for secondary education
- Work towards changing the community perception of girl child education and encourage children to go to school
- Empower families through self reliance efforts to be able to send both their male and female children to school
- Extend basic assistance in form of rehabilitation of infrastructure and provision of desks, books and other teaching materials
Asia Fact Sheets

- Bangladesh
- India
- Iran
- Malaysia
- Nepal
- Pakistan
Country Profile

Although Bangladesh is not a signatory to the 1951 Refugee Convention, constructive Government policies and international support have resulted in tangible improvements in living conditions for refugees from Myanmar residing in camps in Cox’s Bazar. However, with an estimated 200,000 unregistered persons of concern living outside the camps, more needs to be done to achieve international standards both inside and outside the camps. In the absence of a national refugee law, UNHCR determines the refugee status of a small number of urban asylum-seekers in Dhaka. Though positive government policies have ensured some improvements in the situation of registered refugees over the past few years, their quality of life remains very poor and they face a growth of hostility towards them. Moreover, refugees face restrictions on their freedom of movement and lack the right to work legally.

Status of education programmes in urban setting

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment in primary education</th>
<th>Enrolment in secondary education</th>
<th>Enrolment of children with specific needs in primary education</th>
<th>Number of refugees in tertiary education</th>
<th>Number of refugee youth enrolled in training</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>2007</td>
<td>57% (4)</td>
<td>33% (3)</td>
<td>43% (3)</td>
<td>50% (3)</td>
<td>100% (2)</td>
</tr>
<tr>
<td>2008</td>
<td>50% (7)</td>
<td>56% (5)</td>
<td>43% (3)</td>
<td>43% (3)</td>
<td>n/a</td>
</tr>
<tr>
<td>2009</td>
<td>86% (12)</td>
<td>87% (13)</td>
<td>71% (5)</td>
<td>80% (4)</td>
<td>100% (1)</td>
</tr>
<tr>
<td>2010</td>
<td>93% (14)</td>
<td>100% (15)</td>
<td>100% (5)</td>
<td>75% (3)</td>
<td>n/a</td>
</tr>
</tbody>
</table>
Situation of refugee education in Nayapara camp

Enrolment of refugee youth in training

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>2008</td>
<td>5%</td>
<td>19%</td>
</tr>
<tr>
<td>2009</td>
<td>25%</td>
<td>82%</td>
</tr>
<tr>
<td>2010</td>
<td>22%</td>
<td>62%</td>
</tr>
</tbody>
</table>

Situation of refugee education in Kutupalong camp

Enrolment of refugee youth in training

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>16%</td>
<td>51%</td>
</tr>
<tr>
<td>2008</td>
<td>10%</td>
<td>36%</td>
</tr>
<tr>
<td>2009</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>2010</td>
<td>4%</td>
<td>18%</td>
</tr>
</tbody>
</table>

Objectives and challenges

Objectives
- Increase the number of children in early childhood education and primary school
- Improve the quality of teachers
- Extend the adult literacy programmes for undocumented Rohingya
- Reduce drop-out rates

Challenges
- Lack of official permission for refugees to access public education
- Due to their lack of documentation and status in Bangladesh, undocumented Rohingya children do not have formal access to education
- Lack of funding and implementing partners after the run out of UNICEF funding for primary education at the end of 2011
- High drop-out rates, mainly because of the children’s needs to contribute to family income and traditional practice
- Lack of qualified staff and their retention

Note that the absence of primary enrolment rates is due to various challenges with data collection. A new comprehensive school enrolment database is currently being developed.
Total people of concern: 188,567 refugees and asylum seekers
Main origin of refugees: Afghanistan and Myanmar
Implementing partners: Government of India, Local community, support by various religious groups and local NGOs
Education program setting: Urban (New Delhi)

Objectives/activities
- All school age refugee/asylum seeker children are enrolled and remain in primary school, and as much as possible, in secondary school
- Advocacy/intervention with school authorities, campaigning with communities/families, provision of support such as tuition/bridge classes increase enrolment and retention
- Six hundred children benefit from early childhood education in 9 kindergartens/day care centers while their parents work
- Extensive education campaigns are carried out to encourage parents to send children to school
- Twenty refugees will receive university scholarships (DAFI programme) which include tuition fees, monthly living allowances and other need based support
- Set up bridge/catch up classes to prepare 1000 children for government school admissions
- Cover school fees for 800 students to enrol in the National Open School (distance education) at the secondary level
- 1000 students enrolled in government schools benefit from tuition classes

Challenges
- The government facilities of early childhood education are inadequate and parents who work do not have the capacity to set up early childhood education themselves
- Even though refugees and asylum seekers have legal access to public schools, enrolment is very low

Since 2009 UNHCR has been actively supporting free government schooling for refugees/asylum seekers, and the data only reflects those supported by UNHCR for government schooling (unlike in prior years where private/unrecognised schools of unclear quality were also included). A survey is being conducted in 2011 to assess the educational situation of refugees/asylum seeker children in New Delhi and identifying the obstacles they face to attend school, and develop recommendations to address these obstacles in 2012.
Country Profile

The Islamic Republic of Iran continues to host one of the largest protracted refugee populations in the world. According to recent information, as of 01 July 2011, total Afghan and Iraqi refugee population, registered with the authorities in the Islamic Republic of Iran is 1,060,395. The majority of refugees in the country reside in urban areas, while approximately 3 per cent live in settlements. UNHCR has assisted voluntary repatriation of 878,958 Afghan refugees since 2002. Due to the low trend of repatriation during the last couple of years, the 17th Tripartite Commission Meeting in Kabul on 11 May 2011 by Iran, Afghanistan governments and UNHCR delegation explored possible ways to facilitate the voluntary return for Afghan refugees. In this meeting, efforts of the Iranian nation and government in generously hosting refugees for over three decades were acknowledged and more contribution of international community was requested. In this regard, education and skills training projects for the refugees in host countries are considered complementary measures to the reintegration sites scheme as initiated by Tripartite Commission which will increase the capacity of returnees for the reintegration process inside Afghanistan. UNHCR also continues its advocacy for larger resettlement quotas and more flexible selection criteria.

Education has been a priority sector in Iran for the past few decades. The enrolment rate in Iran is 98% and the literacy rate is 91% (<50 years of age). The teacher-student ratio is between 1 – 25 and 1- 35. The registered refugee students are largely integrated into the Iranian education system and hence benefiting from this quality system with certification and recognition. The number of refugee students in 2010-2011 is 284,774 students which in comparison to last school year (259,785) show 10% increase in the number of students enrolled in school. The GRI Fourth Five-Year Development Plan envisages upgrading the quality of the educational system at all levels, as well as reforming education curricula, and developing appropriate programs of vocational training, a continuation of the trend towards labor market oriented education and training.

During the past three decades, Iran has generously accommodated education of refugee students. In 2004, as a result of policy shift to focus on repatriation, it became mandatory for the refugee students to pay tuition fees in order to enroll in public schools. Based on Guidance Circular issued by the Ministry of Education (MoE) on registration of refugee children in Iran, the school tuition fee for primary, lower secondary and high school has been determined to be $70, $90 and $100 respectively for 2011-2012 school year. However, according to the circular, there are 13 categories that are exempted from the tuition fees including children of FHHs, camp-based students, children from vulnerable families, the children of the Iranian women married to Afghan citizens, fourth and next children of the families who have more than 3 students, and Afghan students whose parents suffer from special diseases or deal with mental or physical disability, etc.

Although refugee students in Iran have access to primary and secondary schools, payment of tuition fee is not affordable by most families. The financial burden placed on the vulnerable families, which in most cases are required to support the education of more than one student, has caused the deprivation of refugee children,
especially girls, from receiving their education. Other associated costs such as school materials, clothing, and uniforms impose additional burden on the vulnerable refugee families. In addition, the existing inflation and recent GIRI Economical Reform (removal of subsidies) have impacted refugees’ life. Due to inflationary consequences of subsidy removal, and increase in basic commodities/services, MoE has also increased the tuition fees of refugee students by $20 (%12 to %14) for 2011-2012 school year.

**Adult literacy** training is required for adult and over-aged refugees including women having been deprived from education due to several reasons, i.e. early marriage, low socio-economic status of their families, etc. Based on the census conducted by the GIRI, the rate of literacy among Afghan refugees which was 6 % in 1981 reached 69% in 2009 mainly due to GIRI initiatives. 349,675 Afghans and 18,000 Iraqis have benefited from the basic literacy training between 1983 and 2007. In 2011, partnership with Literacy Movement Organization (LMO) will enhance access to adult education through literacy trainings.

With regards to **UNHCR Education** strategy for 2010-2012, UNHCR Iran will continue advocacy with government and Ministry of Education for free access to education, and provide support in terms of construction of schools, provision of educational materials/school supplies, transportation support targeting refugee students in populated/deprived areas as well as literacy classes for over-aged/adults students. UNHCR is also making efforts to identify new opportunities for the improvement of refugees’ livelihood through implementation of a Health Insurance Scheme and vocational skills training.

### Situation of refugee education in camp settings

<table>
<thead>
<tr>
<th>Afghans and Iraqis enrolled in schools in 2010-2011 school year, by grade</th>
<th>Afghans</th>
<th>Iraqis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Pre School</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Primary school (1-5 grade)</td>
<td>1,585</td>
<td>1,943</td>
</tr>
<tr>
<td>Guidance school (6-8 grade)</td>
<td>606</td>
<td>705</td>
</tr>
<tr>
<td>High School (9-12 grade)</td>
<td>219</td>
<td>200</td>
</tr>
<tr>
<td>Pre University</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total No. of refugee students</strong></td>
<td>2,440</td>
<td>2,856</td>
</tr>
</tbody>
</table>

### Situation of refugee education in urban settings

<table>
<thead>
<tr>
<th>Refugee students enrolled in schools in 2010-2011 school year, by grade</th>
<th>Afghans</th>
<th>Iraqis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Pre School</td>
<td>1,256</td>
<td>1,248</td>
</tr>
<tr>
<td>Primary school (1-5 grade)</td>
<td>73,518</td>
<td>82,866</td>
</tr>
<tr>
<td>Guidance school (6-8 grade)</td>
<td>25,106</td>
<td>39,625</td>
</tr>
<tr>
<td>High School (9-12 grade)</td>
<td>20,187</td>
<td>18,979</td>
</tr>
<tr>
<td>Pre University</td>
<td>2494</td>
<td>1,348</td>
</tr>
<tr>
<td><strong>Total No. of refugee students</strong></td>
<td>122,561</td>
<td>144,066</td>
</tr>
</tbody>
</table>

### Challenges:
- The tuition fee for public schools continues to be a barrier to enrollment for many refugees
- Over-aged children are not allowed to attend public schools
- Long distances to schools for refugees residing in settlements cause drop out due to transportation costs and protection risks for girls
- High risk of not enrolled refugee children in dangerous /illegal activities and becoming labor/street children
- Cultural issues with regards to education of girls in the settlements
**Objectives**

- Increase the number of children accessing primary and secondary education through community learning centres
- Improve the capacity of community learning centres through continued teacher training, curriculum design and administrative support
- Provide teacher compensation for all teachers in order to increase motivation, commitment and quality of teaching
- Increase access to secondary education and skills/vocational training for adolescents and youth (13-24)

**Challenges**

- Refugee children have no access to public education
- Teachers are untrained volunteers within the refugee communities
- Community learning centres struggle to attract and retain experienced teachers due to lack of remuneration
- Drop-out rates increase as children reach secondary level, in part due to early marriage and/or due to children needing to find employment to contribute to the family’s income and also due to lack of education programmes catering to this age group
- Security concerns impede free movement affecting attendance in the community learning centres
- Extremely limited access to secondary education and opportunities for trainings in marketable skills and other life skills for adolescents
- Lack of documentation and accreditation means that even students who have managed to complete their secondary education are unable to access any form of tertiary education
- Amount of non-UNHCR funding and project assistance available for refugees is relatively small

**Situation of refugee education**

<table>
<thead>
<tr>
<th>Enrolment rates 2008-2010</th>
<th>Primary education</th>
<th>Secondary education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>2008</td>
<td>58%</td>
<td>72%</td>
</tr>
<tr>
<td>2009</td>
<td>78%</td>
<td>92%</td>
</tr>
<tr>
<td>2010</td>
<td>78%</td>
<td>92%</td>
</tr>
</tbody>
</table>

**First half of 2011**

- 82% of refugee children (838 girls /1012 boys) went to pre-school;
- 80% (1671 girls/2049 boys) went to primary school;
- 4% (105 girls/89 boys) went to secondary school.

**Country Profile**

Malaysia is not party to the 1951 Refugee Convention or its Protocol. There is currently no legislative or administrative framework for dealing with refugees. This challenging protection environment is situated within a migration context of some three million migrants, of whom one million are considered illegal. By law, refugees are not distinguished from undocumented migrants. They are therefore vulnerable to arrest for immigration offences, and may be subject to detention, prosecution, whipping and deportation. In the absence of a national administrative framework, UNHCR conducts all activities related to the reception, registration, documentation and status determination of asylum-seekers and refugees. Since refugees and asylum-seekers have no access to sustainable livelihoods or formal education, UNHCR runs a limited number of humanitarian support programmes for them, in cooperation with NGO partners.

**Total people of concern as of 1.Aug. 2011:** 94.775 refugees and asylum seekers, mainly Rohingya, Chins and Muslims from Myanmar

**Implementing partners:**

- Kumpulan A.C.T.S. Berhad,
- Taiwan Buddhist Tzu-Chi Foundation,
- Tech Outreach,
- Partners in Enterprise,
- Future Global Network Foundation

**Programme setting:** Urban
Country profile: Though not a signatory to the 1951 Refugee Convention or the 1967 Protocol, and with no domestic refugee legislation, Nepal continues to host a large number of refugees and asylum-seekers, including approximately 69,000 refugees from Bhutan and around 300 urban refugees and asylum seekers. UNHCR, with the support of the Government of Nepal and the international community, provides international protection and assistance and seeks durable solutions for all refugees in the country. As of August 2011, over 50,000 refugees from Bhutan had departed to third countries through the ongoing large scale resettlement programme offered by eight core group countries. During 2010 and early 2011, the key components of Nepal’s political life remained stalled due to deep differences among the political parties. In spite of a one year extension of the Constituent Assembly’s tenure up to May 2011, and an additional three months extension up to November 2011 the Constitution may still not be finalized. Other major challenges include the rehabilitation of former Maoist combatants and their integration into the country’s armed forces, and demands for autonomy or independence among groups in the Terai region (southern lowlands). The political uncertainty and frequent changes in government have affected UNHCR’s operations in Nepal, particularly with regard to refugee registration. Despite intermittent strikes called by different political parties and social groups, however, the refugees from Bhutan in camps remained largely accessible to UNHCR and its implementing partners. The draft constitutional provisions on citizenship and fundamental rights issued in November 2010 further restrict access to citizenship, raising the prospect of a significant increase in the size of the stateless population in Nepal if it is adopted.

Situation of refugee education in urban settings

100% (2 students) of children with specific needs were enrolled in primary education in 2009 and 2010

Challenges
• Due to language barriers (Nepali medium) and fear of discrimination in government schools, most of the parents have opted to enrol their children in private schools.
• However, parents have difficulties in paying the high school fees and covering the cost of uniforms, textbooks and other education-related expenses.
• Refugee students have reported prevalence of corporal punishment and discrimination by teachers and other students in schools.
• Limited higher secondary and post secondary opportunities in the context of increased demands for the same (4 eligible students enrolled in Bachelor’s preparatory course).
• Some refugee youth have expressed interest in formal university education but do not have the necessary legal status or the means to pay for tuition.
• Though there is increased demand for advanced vocational training the office is not able to fulfil it within the limited budget.
• No pre-school services for children below 5 years despite requests from refugee parents for such support; however UNHCR partner operates a crèche.

Objectives
• Initiate/expand early childhood education
• Identify additional funding from private sectors for higher secondary, tertiary education and advanced vocational training
• Expand language and vocational training classes to meet the needs of refugees who cannot access educational opportunities
• Increase monitoring visits of the schools and enhance sensitivity among the school authorities with view to promoting a safe school environment for refugee children

Situation of refugee education in camp settings

100% enrolment in primary and secondary education is since 2007.

Children with specific needs enrolled in primary education, by year and gender

Teacher gender parity since 2008

Refugee youth enrolled in training, by year and gender

• In 2010, all camps have established local education committees with implementing partner/government participation
• All camp based teachers are refugees
Challenges

- Decreasing motivation of students and teachers in academic activities in camp schools due to large scale resettlement process
- Large proportion of the refugees are not able to benefit from the vocational training opportunity due to unavailability of adequate resources, limited intake capacities of implementing partner/private training providers;
- There is additional challenge in identifying right candidates for different training courses and in particular ensuring persons access to such training for persons with specific needs

Objectives

- Increase motivation of students and teachers
- Improve ways of identifying the right candidates for the training through dissemination of information on courses by involving refugee leadership
- Allocation of adequate resources and capacity building of the partners/or increase the number of training providers.
- Ensure access to primary education for all children
- Maintain the quality of education through appropriate teachers training, supply of adequate books and stationery to students and teachers
- Provide adequate teaching, administrative staff and repair/maintain of school premises
- Provide one time cash grant for 700 refugee students pursuing Grade 6 and 7 to enable them to be enrolled in the higher secondary education
- Provide English lessons for refugee adults without any previous schooling to facilitate their smooth integration in resettlement countries
- Ensure maximum school attendance through provision of school uniform for some 15 000 student
- Enhance the capacity of public schools in host communities for the possible absorption of refugee children
**Total people of concern:**
2.1 million refugees and asylum seekers

**Origin of refugees:**
Afghanistan

**Implementing partners:**
UNHCR works with 54 implementing partners

**Education programme setting:**
Urban and camps

---

**Situation of refugee education in camp settings**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of camps</th>
<th>Enrolment in primary education</th>
<th>Enrolment in secondary education</th>
<th>Number of students per teachers</th>
<th>Refugee teachers</th>
<th>Number of camps with a PTA***</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>37</td>
<td>25% (14605)</td>
<td>18**</td>
<td>538**</td>
<td>35**</td>
<td>72%</td>
</tr>
<tr>
<td>2008</td>
<td>43</td>
<td>18% (12041)</td>
<td>28*</td>
<td>60*</td>
<td>30*</td>
<td>74%</td>
</tr>
<tr>
<td>2009</td>
<td>45</td>
<td>17811</td>
<td>48**</td>
<td>641**</td>
<td>37**</td>
<td>78%</td>
</tr>
<tr>
<td>2010</td>
<td>44</td>
<td>26%* (14351)</td>
<td>4%*</td>
<td>10%*</td>
<td>42</td>
<td>79%</td>
</tr>
</tbody>
</table>

*only Kot Chandna camp reported

**less than half of the camps reported

*** local education committee with implementing partner/gouvernment participation

---

**Country profile:** The socio-political and security situation in Pakistan remains unstable, and security is weak in many locations where UNHCR operates, thus limiting the effectiveness of its "protection by presence" strategy. In such a high-risk environment, UNHCR endeavours to strike a balance between providing assistance to those in need and ensuring staff security by working more closely with local partners and community networks. In a major step towards finding solutions to the protracted Afghan refugee situation, the Government of Pakistan has instituted a new and comprehensive Management and Repatriation Strategy for Afghan Refugees. The new strategy will explore, among other issues, migration and other alternative status options. In addition to the approximately 1.7 million refugees in the country, there are currently 420,000 people still displaced due to the 2009 emergency in KPK and the Federally Administered Tribal Areas (FATA). UNHCR will continue its efforts to address the protection and other basic needs of this group. It will also help to implement a return strategy for those who wish to go back to their areas of origin.
Situation of refugee education in urban settings

Challenges
- Secondary school is not available in all camps
- Less than half of the children enrolled in primary school finish it and less than 5% of primary school children continue with secondary school
- Low completion rate of primary school for girls

Objectives
- Mainstream refugee education needs into the public school system
MENA Fact Sheets

- Algeria
- Egypt
- Iraq
- Jordan
- Lebanon
- Mauritania
- Morocco
- Syria
- Yemen
**Country profile**

Algeria is party to the 1951 Refugee Convention and its 1967 Protocol and has approached UNHCR to assist in developing a comprehensive asylum system. The Sahrawi refugees who arrived from Western Sahara in 1975 and 1976 were recognized as refugees but due to protracting of registration they still live in camps in the Tindouf region depending on international assistance. UNHCR is reorienting its programme to further invest in the long-term welfare of these refugees. The Government does not provide legal status to urban refugees and asylum-seekers as they are considered illegal migrants. They face arrest, detention and, occasionally, expulsion for illegal entry or stay in the country. Algeria is further confronting the effects of mixed migration flows and often serves as a transit point for human smuggling. Within these flows are people who fall under UNHCR’s mandate.

**Situation of refugee education in urban settings**

<table>
<thead>
<tr>
<th>Year/number of refugees</th>
<th>Enrolment in training</th>
<th>Enrolment in tertiary education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>2007</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2008</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2009</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

**Challenge**

As refugees possess neither legal residency nor knowledge of Arabic, they do not have access to public schools. To ensure access to education for refugees, UNHCR covers the cost of their studies in private schools. 22 pupils, representing the totality of urban refugee children registered with the Office, were enrolled in private schools 2010.

**Objective**

Continue the practice of enrolling refugee children in private schools, while at the same time striving to ensure more involvement of partners in this sector.
Situation of refugee education in camp settings

**Challenges**
- Lack of secondary schools
- Inadequate infrastructure
- Three schools contain decaying asbestos which is a life threatening on the long-run
- Low hygienic standards
- Low incentives and insufficient training for teachers
- Shortage of school supplies (e.g. textbooks, stationary, schoolbags, furniture/equipment, jogging suits, etc)

**Objectives**
- Continuous implementation of the teacher incentives’ scheme
- Capacity building of teachers through the conducting of 6 training sessions per year and teacher guides
- Rehabilitation and furnishing of 4 schools to provide children with appropriate and safe learning environment
- Provision of stationary for school kids and establishment and maintenance of 8 canteens in the various camps to ensure a good nutrition level

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students per teacher</td>
<td>24</td>
<td>n/a</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td>Percentage of teachers who are refugees</td>
<td>100%</td>
<td>n/a</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Camps with a local education committee with implementing partner/government participation</td>
<td>All camps</td>
<td>n/a</td>
<td>All camps</td>
<td>All camps</td>
</tr>
</tbody>
</table>
Fact sheet 2011 EDUCATION
Egypt

Country profile
Egypt is a signatory to the 1951 Refugee Convention and the 1967 Protocol, as well as to the 1969 OAU Convention Governing the Specific Aspects of Refugee Problems in Africa. In the absence of a national asylum system, all activities pertaining to registration, documentation and refugee status determination, as well as the provision of assistance and the search for durable solutions, are carried out by UNHCR under a framework agreement signed with the Government in 1954. Egypt is both a refugee-receiving and a transit country, often for irregular movements of people, in particular through the northern Sinai. Addressing the challenges posed by these movements in a manner that is mindful of Egypt's legitimate security concerns, while respecting the principle of non-refoulement remains a priority for UNHCR.

Total people of concern: 42,595 refugees and asylum seekers as at the End of July, 2011
Origin of refugees: Sudan, Iraq, Somalia, Libya, Eritrea, Ethiopia
Implementing partners: Catholic Relief Services (CRS)
Education program setting: Urban (Cairo)
Overall education needs budget 2012:
Refugees and asylum seekers from Libya: USD 453,405
Refugees and asylum seekers in urban areas: USD 3,683,513

Challenges
- Only a few refugee groups are admitted in public schools, the majority of refugees needs to enroll in refugee community or private schools
- Enrolment in private schools is limited due to financial restrictions
- UNHCR grants do not cover school related fees such as school uniforms, books and transportation costs
- Enrolment in early childhood education is limited due to financial restrictions
- Students completing their secondary education face difficulties in continuing with university or formal vocational education due to high tuition
- Non-Arabic speaking students, adults, and those of different cultural background than Egyptians face difficulties in pursuing education in Arabic and in the Egyptian curriculum

Objectives
- Continue advocacy in order to facilitate the access of all refugee students to affordable public education in Egypt
- Assist 800 pre-school children aged between 4 to 6 year old
- Fund teacher’s training for some 300 teachers in refugee schools
- Support students with learning disabilities or other specific needs as well as vulnerable families in order to increase their enrolment in school
- Set up language- and catch-up classes
- Support manazel (learning from home) and adult education
- Explore the feasibility of refugees enrolling in public vocational training, as a choice besides secondary education

Enrolment in primary and secondary education, by year and gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>2010</td>
</tr>
<tr>
<td>Primary</td>
<td>Secondary</td>
</tr>
<tr>
<td>3008</td>
<td>3408</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of children with specific needs in primary education</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of youth in training</td>
<td>201</td>
<td>1168</td>
</tr>
<tr>
<td>Number of students in university</td>
<td>6 females, 4 males</td>
<td>6 females, 4 males</td>
</tr>
</tbody>
</table>
Generalized violence, particularly in the five central governorates, continued political uncertainty, high levels of unemployment and gaps in basic services including water, sanitation and electricity are challenges for all in Iraq and are among the obstacles faced by Refugees, Stateless, the Internally Displaced and Returnees in accessing education. The Four Year National Development Plan for Iraq, published by the Ministry of Planning of the Government of Iraq, emphasizes the importance of developing education in Iraq, particularly in section 8.1 Education "According to the principles of the 2005 Constitution of Iraq, the state is committed to providing the opportunities of education equally to all Iraqis. In the past two decades, the entirety of the education system has deteriorated. A serious effort is required to heal the wounds and hasten the reforms that will achieve the larger aims of economic reform." UNHCR works directly with all persons of concern throughout Iraq, with country-wide outreach by UNHCR staff and partners and in close coordination with government counterparts and UN agencies to address the full range of educational needs of persons of concern. Needs include access to appropriate facilities for girls and boys as well as vocational training. UNHCR works through the Priority Working Groups in the context of the United Nations Development Assistance Framework (UNDAF) with partners including UNICEF, IOM and UNESCO in order to advocate for the inclusion of all persons of concern in planning for and implementation of education and projects to improve access to education.

Available data indicates high rates of illiteracy and disparities in boys’ and girls’ access to education in Iraq. Research indicates a continued need for international support in planning, training, curriculum development and other aspects of education as well as public awareness raising regarding education and the benefits of literacy programming. Gaps and disparities are made more acute by the conditions facing persons of concern to UNHCR. Children most at risk among UNHCR’s refugee, stateless, displaced and returnee caseloads are those who do not have access to accommodation and who reside in informal settlements where living conditions are characterized by a lack of access to basic services and where many have lost basic documents during displacement. In turn this means that they may face particular difficulties in accessing education as well as in obtaining civilian status document and access to the Public Distribution (food assistance) System.

Refugees

Although the Government of Iraq is not a signatory to the 1951 UN Convention relating to the Status of Refugees, or its 1967 Protocol, Iraq has long been host to refugees. The protection of refugees is governed by the 1971 Political Refugee Act, and a new refugee law, on which UNHCR has commented, has been drafted but is still pending with the Iraq Parliament and the Shura Council. UNHCR is advocating for Iraq’s signature of the 1951 Refugee Convention. Article 11 of the 1971 Refugee Act provides for equal access to education for refugees, such that refugee children have access to education on a par with Iraqi nationals. UNHCR monitors the attendance of refugee children at school and/or harassment, negative attitudes or threats of violence (of which there have been recorded cases) against particular refugee caseloads and has extensive education support systems for refugees in Iraq. Major refugee groups residing in Iraq are Palestinian, Turkish, Iranian, and Syrian, including urban, camp and prima facie cases, as well as individuals recognized through individual status determination. At the end of August 2011, the total number of refugees recorded in Iraq was 34,260 individuals, with 3888 persons are registered with UNHCR as asylum seekers. UNHCR has - where applicable and possible - been funding travel arrangements for some refugees to attend secondary school(s), provision of education materials, school uniform/clothing allowances, monthly incentives to teachers working in

2 http://www.iauiiraq.org/documents/1050/Literacy%20Day%20Factsheet_Sep8.pdf
refugee camps and finally the renovations to refugee schools. UNHCR’s objective for 2012 is that all refugee children of primary school age will be enrolled in school. UNHCR will encourage and support school enrolment and attendance through the distribution of school kits and the payment of transport allowances.

Stateless

Numbers of Stateless in Iraq are agreed to be below than 120,000 and decreasing steadily. Iraq has not signed the 1954 Convention relating to the Status of Stateless Persons or the 1961 Convention on the Reduction of Statelessness. Law 21 of 2009, Article 7, makes provision for the Ministry of Displacement and Migration to “seek solutions” for persons who were deprived of their nationality by Decision 666 but does not provide a comprehensive framework to address the full range of Stateless persons’ needs with regards to access to rights and essential services. The Nationality Law of 2006 provides for restoration of nationality to those stripped by Decision No. 666 of 1980 (further validated by Article 7 of Law 21 of 2009). While the Government Iraq is systemically addressing the restitution of nationality to stateless persons in Iraq, the lack of birth certificates or other evidence of nationality can be a barrier for children in accessing schools. UNHCR and partners work to assure that children obtain birth certificates and that legal assistance is available to families to assist them in completing the requisite bureaucratic procedures for their children’s access to schools and to raise awareness on the value of education.

Internally Displaced

With August 2011 reports reflecting a total number of 1,258,934 persons internally displaced in Iraq, the trend is toward a reduction in the number of IDPs and the Government of Iraq is working actively though its comprehensive National Plan to address displacement. Following a proposal by the High Commissioner during his visit to Iraq the Government of Iraq is continuing in its efforts to address the needs of communities affected by displacement, notably through the national comprehensive plan and through a variety of initiatives to support sustainable solutions for the displaced. As noted in the report of the Representative of the Secretary-General on the Human Rights of Internally Displaced persons, Walter Kälin “Within the Government, the Ministry of Displacement and Migration has a mandate to address IDP and refugee issues, and to coordinate related activities of a number of other line ministries such as the Ministry of Interior, Health, Education, Municipalities and Public Works, and Trade. The Ministry of Displacement and Migration played a crucial part in the development of a national policy on displacement and has extended its presence by establishing branches in most governorates, strengthened registration procedures and facilitated returns through its returnee centers.” However some IDPs reported to the Special Representative their difficulties in accessing education. The displaced may also have difficulty if schooling is in a language other than their mother tongue: while they may learn second languages displacement to areas where they must do so necessarily interrupts their educational progress. This is the case in some schools in the Kurdistan Regional governorates, where Arabic speaking children may attend local schools but face difficulties related to language as well as the chronic overcrowding which is a challenge for all. Specific UNCHR and partner’s activities included rehabilitation of six Arabic schools in Erbil, Rehabilitation of one Arabic school in Sulaimaniya and rehabilitation of six Arabic schools in Dohuk. UNHCR and partners have learned through regular field monitoring and data collection at household and community level that many displaced children do not attend school regularly or at all.

1http://www.unhcr.org/4d3d83749.html
3Ibid, paras 42, 70
Iraqis continue to return to Iraq from regional countries of asylum and within Iraq from locations of displacement. Returns have not increased significantly in the last year compared to 2009 and 2010, nearly 70% of IDP and refugee returns have been to Baghdad and 25% to Diyala from September 2010 to August 2011. Most Refugee returnees monitored have been able to access Government of Iraq returnee assistance. Most returnees face significant economic/employment challenges in their location of return and with these challenges obstacles in assuring their children’s regular school attendance. Support of Ministry of Displacement and Migration (MoDM) by UNHCR is ongoing mainly through Returnee Assistance Centre management programme for 2011 and increasingly in 2012 building MoDM’s capacity in assisting returnees. More Iraqis refugees are returning out of a positive response to improved security levels in Iraq. While improvements have been made by the Government of Iraq MoDM in returnee assistance delivery to eligible Refugee Returnees (mainly cash assistance), the sustainability of many refugee families’ return to Baghdad Governorate remains fragile due to the significant financial challenges many households face (in the form of employment, income and access to property), exacerbated in some cases by mainly medical related specific needs, in the overall context of an improved but still uncertain political/security environment. UNHCR is working towards a more unified and coordinated assistance support amongst agencies and partners in supporting the Ministry’s efforts to assist Returnees. According to information gathered through UNHCR community and household monitoring, children may be kept out of school for a variety of reasons including often prohibitive costs of transportation and stationary, as well as overcrowding and perceptions that girls, in particular, may be at risk. Some families also indicate that they do not consider education to be a priority: while some children are employed in various types of day labour and activities to support their families economically, the early marriage of girls has also been a significant factor in the lower numbers of girls able to complete primary and secondary education in Iraq.
**Country Profile**

Jordan is not a signatory to the 1951 Refugee Convention. However, both the authorities and civil society are sensitive to refugee and human rights issues. The Government considers Iraqis in the country to be guests, rather than refugees. This ensures that Iraqis are secure and respected, but fails to provide them with a clear legal status. Without legal status or access to livelihoods, and facing a precarious economic situation, an increasing number of Iraqis are finding themselves in dire circumstances.

**Total people of concern:**
35,077 refugees and asylum seekers as of 30 June 2011

**Main origin of refugees:** Iraq, Sudan, Somalia, Syria

**Partner:** UNICEF

**Education program setting:** Urban (Amman)

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**Situation of refugee education**

Refugee children enrolled in primary or secondary education
79% (5657) of school aged children were enrolled in primary or secondary education during the school year 2010/2011.

**Challenges**

- Some children do not attend the public schools because families fear violence and/or discrimination
- Some schools are overcrowded and limit their intake
- Children suffering from medical, psychological or developmental problems, often linked to their experience of war and displacement, cannot receive appropriate service *in some of the public schools*
- Tertiary education students are treated like foreign students. High costs limits their access to post-secondary education

**Objectives**

- Continue supporting children who have missed three or more years of school and are not permitted to enroll in public schools, *however they are permitted to proceed with their education in the Non-Formal education system*
- Continue to maintain good relationship with the Ministry of Education
- Ensure education for refugee children at risk, who due to serious medical, psychological or protection problems are currently in private schooling *since there will be no funding for this project after the academic year 2011 – 2012*
- Ensure education for all children of concern to UNHCR with special needs
- To advocate with the government to treat refugees in post-secondary education like to Jordanian students
- Continue to provide higher education scholarships to 50 students; *(DAFI project stopped taking new students since 2010. There are no other projects for tertiary education)*
Number of Students enrolled in Tertiary Education in 2010

Number of Students enrolled in DAFI Tertiary Education

Number of 15-24 years old refugees enrolled in trainings in 2010

UNHCR Education Unit, Geneva 2011
Lebanon is not party to the 1951 Refugee Convention or its 1967 Protocol, nor does it have legislation or administrative practices in place to address the specific needs of refugees and asylum-seekers. As a result, the protection framework is fragile, and refugees are at risk of being fined, detained for considerable lengths of time, and occasionally deported. More than 89 per cent of the approximately 10,500 registered refugees and asylum-seekers in Lebanon are from Iraq. Since conditions in their home country remain largely unstable, most of these refugees chose to remain in Lebanon and seek solutions elsewhere rather than return to Iraq and face continued severe security risks. Lebanon also hosts the Regional Resettlement Hub which facilitates the resettlement process throughout the Middle East and North Africa. On a yearly basis, UNHCR resettles approximately 2,000 refugees to third countries. UNHCR has ongoing coordination with the Ministry of Education and other key stakeholders. Currently, there are 1754 children registered at UNHCR who have access to formal education in Lebanon. Since the end of April 2011, UNHCR has been working with the Lebanese High Relief Commission, the Ministry of Social Affairs, as well as partner organizations in responding to the needs of displaced Syrians in north Lebanon. This allows for the provision of a full range of protection, delivering the most suitable assistance and services where most required. On the education front, additional 1,000 Syrian students will be assisted to enroll in Lebanese schools in North Lebanon.

Challenges
- Refugee school children face difficulties adapting to the Lebanese curriculum, as well as violence and discrimination in schools.
- Refugee youth and adolescents are working to contribute to the family income leading to decreased enrollment at higher secondary level.
- Out-of-school children, especially girls, are at increased risk of harm and exploitation, often living in isolation or under difficult working conditions.

Objectives
- Support all children with tuition and book fees.
- Decrease drop-out through homework support and remedial classes, as well as through early identification and monitoring of children-at-risk.
- Offer transportation fees as additional support to the most vulnerable.
- Set up targeted vocational training programmes for adolescents and youth (15-24 years old).
Situation of refugee education

Enrolment in primary and secondary education, by year and gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary Female</th>
<th>Primary Male</th>
<th>Secondary Female</th>
<th>Secondary Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>41%</td>
<td>59%</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>2008</td>
<td>41%</td>
<td>59%</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>2009</td>
<td>41%</td>
<td>59%</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>2010</td>
<td>41%</td>
<td>59%</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>2011</td>
<td>41%</td>
<td>59%</td>
<td>90%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Children with specific needs enrolled in primary education

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>2009</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>2010</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>2011</td>
<td>16</td>
<td>28</td>
</tr>
</tbody>
</table>

Enrolment in tertiary education, by year and gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>2008</td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td>2009</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2010</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2011</td>
<td>16</td>
<td>28</td>
</tr>
</tbody>
</table>

Enrolment in training, by year and gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>136</td>
<td>201</td>
</tr>
<tr>
<td>2009</td>
<td>158</td>
<td>238</td>
</tr>
<tr>
<td>2010</td>
<td>117</td>
<td>132</td>
</tr>
<tr>
<td>2011</td>
<td>94</td>
<td>137</td>
</tr>
</tbody>
</table>

The 2011 graph reflects figures up until August 2011
Country profile

In 2010, reintegration and rehabilitation activities were provided to Mauritanian returnees. While the facilitated repatriation process continued at a slower pace, UNHCR focused its actions towards addressing returnees’ basic needs in the areas of potable water, health, education, vocational training and income generative activities. Special emphasis was also given to the issue of returnees who are still in need of national identification documents. This was done by UNHCR funding and active participation in initiatives that aim at assisting population of concern to have their civil rights and citizenship restored. UNHCR also participated in the planning stages of a new national biometric system that, once implemented, should allow all returnees to obtain their official documentations.

Total people of concern:
20,433 returnees and 958 refugees and asylum seekers

Implementing partners: InterSOS, Ministry of Education (through DREN), ANAIR, UNICEF, ALPD

Comprehensive education budget 2012:
Returnees: USD 275,000
Refugees and asylum seekers in urban settings: USD 76,000

Challenges and objectives for returnees

Challenges
- A majority of returnee and refugee children do not speak Arabic
- Insufficient number of teachers in return areas schools
- Some secondary age young people are reported to return to the country of exile where they pursue their education
- Integration to the Mauritanian education system is challenging due to low enrolment rate of children while in exile and lack of knowledge of Arabic
- Very low enrolment in secondary school
- Low quality and quantity of school in return areas
- People of concern have limited access to IT equipments and computer science

Objectives
- Provide catch-up classes
- Construct and equip schools in areas of return
- Provide more vocational trainings
- Reinforce advocacy before the Government of the Islamic Republic of Mauritania to increase the number of teachers in return areas schools
- Reinforce advocacy to optimize access to schools
- Sensitize parents in regard to the importance of education

Situation of education in urban setting

Enrolment in primary and secondary school, by year and gender

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary</td>
<td>Secondary</td>
<td>Primary</td>
</tr>
<tr>
<td>Female</td>
<td>100% (55)</td>
<td>24% (6)</td>
<td>100% (48)</td>
</tr>
<tr>
<td>Male</td>
<td>100% (34)</td>
<td>31% (11)</td>
<td>100% (36)</td>
</tr>
</tbody>
</table>

Enrolment in tertiary education, by year and gender

<table>
<thead>
<tr>
<th></th>
<th>Females</th>
<th>Males</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2009</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2010</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Morocco

Country profile

Morocco is transit country - but also progressively one of destination - for migrants and asylum-seekers from sub-Saharan Africa and elsewhere. Although party to the 1951 Refugee Convention and its 1967 Protocol, Morocco has yet to adopt national refugee legislation and to establish asylum procedures consistent with international standards. UNHCR and the Ministry of Justice are conducting a programme for the promotion of refugee law. In the absence of national refugee legislation, UNHCR’s challenge is to ensure the protection of refugees within mixed migration movements in Morocco.

Total people of concern: 1072 refugees and asylum seekers
Education program setting: Urban
Origin of refugees: DRC, Ivory Coast, Iraq
Implementing partners: FOO, Action Urgence, Opals, OMDH, Amappe

Enrolment in primary and secondary education, by gender and year

Objectives

- Achieve full enrolment of refugee and asylum seekers children in primary and secondary education
- Offer systematic access to formal literacy classes for refugees having difficulties in writing and reading
- Offer local/ foreign language training/ cultural orientation classes to all refugees
- Financially support refugees willing to enroll in vocational training
- Reimburse enrolment fees for children in public schools
- Enroll children with specific needs in specialized schools
- Grant lunch/public transport fees and a bi annual lump sum for material to children regularly attending school

Challenges

- Hesitation of refugee parents to enroll their children in public schools
- Integration in public school limited by language barrier (public education is in Arabic) and racial discrimination
- High drop-out rates after primary education
- Lack of alternatives for children above 10 years old that have not been enrolled in primary education before
- Limited access to tertiary education or vocational training

Number of refugees in tertiary education

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2008</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2009</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2010</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

Number of youth in skills or vocational training

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>41</td>
<td>61</td>
</tr>
<tr>
<td>2008</td>
<td>25</td>
<td>23</td>
</tr>
<tr>
<td>2009</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>2010</td>
<td>17</td>
<td>30</td>
</tr>
</tbody>
</table>

Overall education needs budget 2012: USD 277,639
USD 212,495 (77%) UNHCR approved budget
USD 65,144 (23%)
Total people of concern: 1.307.918 refugees and asylum seekers

Origin of refugees: Iraq, Somalia, Afghanistan

Implementing partners: MoHE, GOPA, Premiere Urgence, DRC

Comprehensive education budget:
Palestinian refugees from Iraq: USD 114.000
Other refugees and asylum seekers in Damascus: USD 8.6 million

Challenges
- Difficulties in adapting to the Syrian curriculum for refugee students, but also for Iraqi and Syrian students
- Poor families can not afford the necessary school supplies such as uniforms or transportation costs
- Discrimination and sometimes harassment in schools
- Lack of school documentation from country of origin Uncertain future perspectives and lack of access to the job market in Syria decrease the motivation for enrolment in vocational training
- Some students have been out of school for many years because of displacement or their need to work
- Eligible students for higher education are unable to afford university
- The transition to secondary school remains difficult due to low learning performance

Objectives
- Target the most vulnerable children: out of school children, children with refugee related problems
- Increase the number of Intensive Preparation Classes for ‘Free Exams’ students
- Increase ‘quality and tailored projects’ for Iraqi students with specific refugee related problems and learning difficulties, using an inclusive approach
- Continue to provide school grants to poor refugee families which have children enrolled in school

Country Profile
The Syrian Arab Republic hosts one of the largest urban refugee populations in the world, with nearly half a million Palestinians and hundreds of thousands of displaced Iraqis. The Government allows Iraqi refugees access to its territory, and permits them to benefit from available basic services. As Syria is not party to the 1951 Convention, a tacit understanding allows refugees to access to assistance, basic education and primary health care. UNHCR, with the support of the international community, works to strengthen the protection environment.

Situation of refugee education

Challenges

Objectives

Overall education needs budget 2012: USD 8.67 million

43%
57%
UNHCR approved budget

Enrolment in primary and secondary school in 2010

Enrolment in tertiary education in 2010
Country Profile

Despite being the only state on the Arabian Peninsula to be signatory to the 1951 Refugee Convention and its 1967 Protocol, Yemen remains without national refugee legislation and administrative structures to deal with asylum issues. In 2010, a decree was signed by the President to establish a Bureau of Refugees. This decree made it possible for the Government to begin work on the legislation. The limited resources of Yemen have been stretched thin by conflict with the Al Houthi movement in the north, disturbances in the south, the fight against terrorism and growing socio-economic difficulties. At the same time, large mixed migration flows into the country from the Horn of Africa are straining the Government’s ability to balance its human rights obligations against its security concerns. More than 80 per cent of the refugees and asylum seekers live in urban areas.

Situation of refugee education in camp settings

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of students per teacher</th>
<th>Presence of a local education committee with implementing partner/government participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>22</td>
<td>n/a</td>
</tr>
<tr>
<td>2008</td>
<td>33</td>
<td>Yes</td>
</tr>
<tr>
<td>2009</td>
<td>36</td>
<td>Yes</td>
</tr>
<tr>
<td>2010</td>
<td>50</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment of children with specific needs in primary education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
</tr>
<tr>
<td>2009</td>
<td>48%</td>
</tr>
<tr>
<td>2010</td>
<td>48%</td>
</tr>
</tbody>
</table>
Situation of refugee education in urban settings (Aden and Sanaa)

Enrolment in primary and secondary school in Aden

Enrolment in primary and secondary education in Sanaa, 2010

<table>
<thead>
<tr>
<th></th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Male</td>
<td>23%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Enrolment in training in 2010

Enrolment in tertiary education

Note: Enrolment rates of over 100% exist due to various challenges with the data collection, such as calculating non-refugee children attending the same school or over-aged refugee children and adults. Differences between the defined academic year and the calendar year might also lead to differences between reported refugee children in the appropriate age group, and reported enrolled children in the education system.

Objectives and challenges

**Challenges**
- Teacher shortage and lack of practical activities
- High dropout rate for various reasons: early marriages, need to support the family income and low awareness among parents regarding the importance of education
- Teachers' low qualification level
- Low quality of education in the camp school
- Security situation in the country
  Some Universities and Government Schools were closed due to the civil unrest causing some students from host community and refugees to lose the school year

**Objectives**
- An education officer was deployed by NRC but he left after 3 months due to the security situation in the country

Objectives
- Construction of additional classrooms
- Capacity building of teachers
- Support in terms of material and infrastructure in primary and secondary schools of Kharaz Camp
- Facilitate enrolment of refugee children in public schools in the urban areas
- Transition of the camp school from Save the Children to the office of education
Latin America and Europe Fact Sheets

- Columbia
- Turkey
Country profile

Internal displacement continues to present serious humanitarian concerns in Colombia, which had approximately 3.6 million people officially registered as internally displaced (IDPs) by end-2010. The number has grown as a result of the long-lasting conflict between the Government and several guerrilla organizations, as well as the rise of new illegal armed groups and organized crime. Finally, a steady number of Colombians continue to seek international protection outside the country, with now more than 115,000 refugees and asylum-seekers in the region. In this respect, the new Government has worked swiftly to re-establish ties with neighbouring countries after a period of strained relations. Meanwhile, Colombia is fulfilling its international obligations to protect recognized refugees. A new decree adopted in November 2009 has improved refugee status determination (RSD) procedures, although the challenges arising from mixed migration flows are growing. Access to education is unrestricted and non-discriminatory for both asylum seekers and refugees and public primary and secondary schools are free.

Challenges
- Language is often a barrier to school enrolment
- Students must pay for books, uniforms, etc.
- Early childhood education and universities are costly

Objectives
- Reach full school attendance
- Provide financial assistance for associated costs
- Provide support to at least three refugees who are attending university

Situation of refugee education

Enrolment in primary and secondary education, by year and gender

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary</td>
<td>Secondary</td>
<td>Primary</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100% (2)</td>
<td>100% (10)</td>
<td>100% (2)</td>
</tr>
<tr>
<td>Male</td>
<td>100% (7)</td>
<td>100% (6)</td>
<td>100% (9)</td>
</tr>
</tbody>
</table>

Number of students in training

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2008</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>2010</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Number of students in tertiary education

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2008</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>1</td>
<td>n/a</td>
</tr>
</tbody>
</table>
**Country Profile**

Due to its geographic location, Turkey is a transit country for refugees, asylum seekers and migrants. Turkey maintains a geographic limitation to the 1951 Refugee Convention. However, in accordance with Turkey’s status as a candidate for membership of the European Union (EU), the Government has committed itself to harmonizing its legislation with that of the EU on asylum and related areas. For the time being, however, UNHCR continues to assess the claims of non-European asylum-seekers. Some who apply for asylum among those who had been caught due to irregular presence or attempt to depart in an irregular manner used to be kept in detention but after amendments in legislation this practice has changed. Those stay in Turkey is extended for long periods, due to a lack of resettlement opportunities.

In Turkey, refugees live in 51 urban settings and access to education services is at level similar to that of nationals.

The major objective on education of UNHCR Turkey is to advocate and facilitate access of asylum-seeker and refugee children to education. There are multiple education service providers in cities including state, private, non-government organization and civil society organizations. While working with the Ministry of Education (MoNE) and other local authorities, UNHCR promotes for a shared responsibility and advocates for an appropriate resource base to enable the education needs of refugees living in urban settings are met.

In 2010, UNHCR Turkey, through the services of a consultant, realized a project titled “The Promotion of Education among Asylum-Seeker and Refugee Children in Turkey and The Enhancement of Education Data Processing among the MOI/MoNE/UNHCR”.

One of the recommendations in the final report of the project was “Developing Institutional Framework, Partnerships and Cooperation” underlining the Ministry of National Education’s responsibility of education for refugee/asylum seeking students in Turkey and the crucial importance of close cooperation with the Ministry of National Education for integration and sustainability. Another recommendation was “Improving quality” given the challenges of the public schooling system in Turkey which has been facing on quality service delivery, ranging from insufficient government funds, insufficient number of well-trained teachers, high student teacher ratio, and the lack of teaching and learning materials.

In order to pursue the recommendation of the UNHCR education project report and to facilitate the integration of refugees into the national education UNHCR Turkey needs to support the existing cooperation and synergies with ongoing and planned national programmes. This requires joint effort of governments, partners and the donor community. This will allow a gradual phasing down of UNHCR’s support to refugee education in urban areas and will ultimately result in sustainable education provision at the level of standards by the relevant authorities.

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**Fact sheet 2011 EDUCATION**

**Turkey**

**Total people of concern:**
19,261 refugees and asylum-seekers as of 31 July 2011

**Main origin of refugees:**
Iraq, Iran, Afghanistan, Somali and other countries

**Implementing partners:**
Ministry of National Education and Ministry of Interior, the Association for Solidarity with Asylum-Seekers and Migrants and the Human Resources Development Foundation

**Education program setting:**
Urban (51 cities throughout Turkey)

---

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**Education program setting:**
Urban (51 cities throughout Turkey)
Situation of refugee education

**Main challenges and objectives**

**Challenges**
- Children can only be enrolled in school if they have legalized their stay in the country
- Access to secondary or higher education is difficult amongst adolescent refugees due to language barriers and/or having missed out on several years of schooling
- Absence of uniform practice and understanding in cities regarding opportunities beyond compulsory education
- Determination of the right level of schooling due to absence of education documents in the Country of Origin.
- Lack of education data; there is no common database with ministry of education on attendance, drop-out rates and -reasons
- Limited access to technology and recreational activities or other activities enhancing the learning experience and improving performance in school
- High cost for education-related material and uniforms
- Turn over due to resettlement

**Objectives**
- Provide information on education possibilities in Turkey for newly arrived families
- Provide counseling to refugee children’s parents on education rights
- Provide children with school supplies
- Set up regular consultations and evaluations with relevant partners
- Advocate for access for refugees to any educational level offering individual education assistance
- Increase school enrolment and attendance
- Lower the drop-out rate and follow up the reasons for drop-outs
For more information about UNHCR’s Education Programmes please contact:

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Division of International Protection  
UNHCR Headquarters, Geneva  
Tel: +41 22 739 83 46  
E-mail: sheehy@unchr.org