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Role of United Nation High Commission for Refugee (UNHCR) for the Provision of Basic Education to Afghan Refugees in Hazara Division, Pakistan

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Abstract

This thesis examines the pivotal role played by the United Nations High Commissioner for Refugees (UNHCR) in facilitating access to basic education for Afghan refugees residing in Hazara Division Khyber Pakhtunkhwa (KP), Pakistan. As KP hosts a significant Afghan refugee population, ensuring their access to education is paramount. This research investigates the current state of education for Afghan refugees in Hazara Division of KP, with a focus on enrollment rates, school access, and education quality. It assesses the challenges hindering education, including

financial, linguistic, and cultural barriers, and evaluates initiatives by the Pakistani government and UNHCR to improve the situation. Through a mixed-method approach, combining qualitative interviews and quantitative surveys, the study provides insights into the impact of education on the refugees' lives and their empowerment prospects. The findings contribute to understanding the effectiveness of UNHCR's efforts and offer recommendations for enhancing education opportunities for Afghan refugees in KP and similar contexts globally.

Keywords: Basic Education, UNHCR School, Teacher Performance, Afghan Refugees

Introduction

The introduction sets the stage by providing background information on the Afghan refugee crisis in Khyber Pakhtunkhwa (KP), Pakistan. It outlines the historical context and factors contributing to the influx of Afghan refugees, emphasizing the challenges they face in accessing basic education. The research objectives are clearly defined, stating the goals and aims of the study. Additionally, the research questions are presented to guide the study's focus. The significance of the study is underscored, highlighting its potential impact on policy-making and the lives of Afghan refugees. Lastly, the chapter delineates the scope of the study and acknowledges any limitations that may affect its findings.

The persistent conflict in Afghanistan has led to a substantial influx of Afghan refugees into neighboring countries, notably Khyber Pakhtunkhwa (KP) in Pakistan. Since the 1980s, this region has grappled with the challenges posed by hosting a significant refugee population. Among these challenges, access to basic education for Afghan refugee children and youth has emerged as a pressing concern. This study aims to unravel the complexities surrounding educational access in KP specially in Hazara Division, shedding light on barriers and consequences. By doing so, it seeks to contribute to informed strategies that promote inclusive and sustainable education in the face of displacement. This study investigates the educational experiences provided by UNHCR to Afghan refugees in Afghan refugee camps in Pakistan's Hazara divisions included three districts Haripur, Abbottabad and Mansehra.

The enduring conflict in Afghanistan has led to a mass exodus of Afghan citizens seeking refuge, with Khyber Pakhtunkhwa (KP), Pakistan, emerging as a significant host region since the 1980s. However, this continuous influx of refugees has precipitated a range of challenges, especially in the realm of education. The strain on local resources, exacerbated by the growing numbers, has led to overcrowded classrooms, a shortage of qualified teachers, and inadequate learning materials. Linguistic barriers and cultural differences further hinder effective education, limiting the access of Afghan refugee children and youth to a quality education in KP. This complex interplay of factors highlights the urgent need for comprehensive strategies to address the educational disparities arising from the protracted refugee crisis.

Based on the findings of the UNHCR (United Nation High Commission for Refugee) Report 2022 and the ASDP (Asia Displacement solution platform) on Barriers to Access Education for Afghan Refugees Khyber Pakhtunkhwa (KP), Pakistan "in study conducted by Imtiaz Ayub and Shaista Attullah, 2022" it is evident that significant obstacles hinder the access of

these children to quality basic education. These barriers encompass financial constraints, language disparities, cultural norms, and security concerns, which have led to below-average enrollment rates and suboptimal learning conditions. In light of these challenges, the efficacy of collaborative initiatives between UNHCR, the Pakistani government, and ngo`s aimed at improving educational opportunities for Afghan refugees in KP demands rigorous evaluation. Education plays a pivotal role in the empowerment of refugees, and understanding its impact is of paramount importance for shaping effective policies.

This study endeavors to provide evidence-based recommendations to address these obstacles, ultimately advocating for education as a fundamental human right and contributing to the promotion of regional stability and development. The problem statement is informed by the insights gleaned from the UNHCR, 2022 report and the comprehensive ASDP research by (Imtiaz Ayub and Shaista Attullah, 2022), within the Afghan refugee school system, offering a holistic perspective on the challenges faced by Afghan refugees in accessing basic education in KP."

To examine and assess the role of the United Nations High Commissioner for Refugees (UNHCR) in facilitating access to Basic education for afghan refugees in Hazara Division KP, Pakistan. This study research objective includes: To analyze the current education situation of Afghan refugees in KP, including enrollment rates, school facilities, and quality of education. To assess the initiatives and projects implemented by UNHCR in collaboration with the Pakistani government and NGOs to enhance educational opportunities for Afghan refugee children. To identify the challenges and constraints faced by UNHCR in providing basic education for Afghan refugees in KP. To investigate the impact of education on the lives of Afghan refugee children and youth and it`s potential for empowering the refugee community.

Research question of the study includes, to address the research objectives this study will explore the following research questions: What is the current state of basic education to afghan refugees in KP, Pakistan in terms of enrollment rates, facilities, and educational quality? What are the specific initiatives and projects implemented by UNHCR to support and promote education among Afghan refugee children in KP? How does access to education impact the lives of Afghan refugee children in KP, and what are the potential implications for their empowerment and future prospects?

This research holds considerable significance for the various policy stakeholders, including policymakers, humanitarian organizations, educators, and the broader international community. By investigating the role of UNHCR in providing basic education for Afghan refugees in KP, the study can offer valuable insights into the effectiveness of existing strategies and initiatives. The discussion results can inform policymakers in designing more robust and comprehensive education policies for displaced populations and aid humanitarian agencies in refining their educational interventions for refugees. Furthermore, the study's focus on education and empowerment has implications beyond the immediate context of Afghan refugees in Pakistan.

Literature Review

Education is used as a process of increasing, improving, and changing one's knowledge, skills, and behavior to educate human life by being guided, teaching, and training. A

process in education is carried out actively and dynamically to achieve a target. The primary purpose of education is to educate the nation's generation about the impact of this nation becoming a nation that continues to develop and progress (Muhamad Ali, 2018).

The Afghan refugee crisis in Pakistan has been a protracted and complex humanitarian issue. Since the Soviet invasion of Afghanistan in 1979, millions of Afghans have sought refuge in neighboring Pakistan to escape conflict, persecution, and instability in their homeland. The influx of Afghan refugees has placed a significant burden on Pakistan's resources, including education facilities. The long duration of displacement has raised concerns about the integration of Afghan refugees into the host society and their access to basic services, Sadaf, L. (2024) ^[18].

The United Nations High Commissioner for Refugees (UNHCR) plays a crucial role in addressing the educational needs of refugee populations worldwide, including Afghan refugees in Pakistan. UNHCR collaborates with host governments, NGOs, and other stakeholders to ensure access to quality education for displaced children and youth. Its role ranges from coordinating and funding educational programs to capacity building for teachers and supporting the provision of educational materials and infrastructure in refugee settings Wahaj, S (2024).

Education is recognized as a key factor in empowering individuals and communities, including refugees. Access to education not only imparts essential knowledge and skills but also contributes to building resilience, fostering social cohesion, and promoting long-term self-reliance. Education can empower refugees to overcome challenges, improve their living conditions, and contribute to the development of both their host and home communities.

The provision of education for Afghan refugees in Khyber Pakhtunkhwa, Pakistan, faces various challenges. These challenges include limited financial resources, overcrowded classrooms, language barriers (as many Afghan refugees speak Pashto or Dari), lack of trained teachers, and a shortage of suitable learning materials. Additionally, security concerns in certain areas may hinder access to education and create a challenging environment for educational interventions Husnain S, & Siraj A (2024). Previous research on refugee education in Pakistan UNHCR report, 2022 and Barreir for afghan refugee to access of basic education in kp ASDP Imtiaz Ayub and Shaista Attullah, 2022 has explored various aspects of the educational experiences of Afghan refugees in host communities. Some studies have focused on the barriers to access, retention, and quality of education for Afghan children in different regions of Pakistan. Others have examined the impact of education on the lives of refugees, including its role in promoting social integration and psychological well-being. Moreover, research has also explored the effectiveness of various educational programs and initiatives implemented by UNHCR and other stakeholders in improving educational outcomes for refugee populations.

By reviewing existing literature, this chapter seeks to offer a deeper understanding of the Afghan refugee crisis in Pakistan, the critical role of UNHCR in refugee education, the potential for education to empower displaced communities, and the specific challenges and opportunities related to providing basic education for Afghan refugees in KP. The insights gained from this literature review will

serve as a foundation for the subsequent chapters of this thesis, which will delve deeper into the role and impact of UNHCR's educational initiatives for Afghan refugees in KP, and propose recommendations for enhancing educational opportunities and empowerment for this vulnerable population.

This section explores the education programs and projects initiated by the United Nations High Commissioner for Refugees (UNHCR) to improve access to basic education for Afghan refugees in KP, Pakistan. It delves into the scope, objectives, and implementation strategies of these programs. Additionally, it examines how these initiatives are tailored to meet the specific educational needs of Afghan refugee children and youth in KP. This research will investigate the role of UNHCR in enhancing the capacity of teachers and educators in refugee schools. It examines the training programs and professional development opportunities provided to teachers to improve their pedagogical skills and adapt to the diverse educational needs of Afghan refugee students. The section also evaluates the impact of teacher and administrative staff capacity-building on the quality of education (Imtiaz Ayub and Shaista Attullah, 2022).

Here, the study focuses on UNHCR's efforts to ensure the availability of essential learning materials, textbooks, and educational infrastructure in refugee schools. It assesses the adequacy and effectiveness of these provisions in creating a conducive learning environment. The section also examines the challenges and successes related to infrastructure development in refugee settlements and urban areas. This section highlights UNHCR's community engagement and awareness campaigns aimed at encouraging Afghan refugee families to prioritize education. It explores the strategies employed to foster a culture of education within the refugee community, including awareness sessions, parent-teacher associations, and community-led initiatives. The research assesses the effectiveness of these efforts in increasing enrollment and retention rates (Imtiaz Ayub and Shaista Attullah, 2022).

In this final part of the chapter, the study examines the methods used by UNHCR to assess the impact of its education programs on Afghan refugee children and youth. It investigates the educational outcomes, such as improved literacy rates and academic achievements, as well as the broader social and economic impacts on the lives of the refugees. The section also features success stories and case studies that illustrate how education has empowered individual refugees and contributed to the overall well-being of the refugee community.

By scrutinizing UNHCR's multifaceted approach to refugee education in KP, this research aims to provide a deeper understanding of the organization's role in facilitating access to basic education for Afghan refugees. It assesses the effectiveness of UNHCR's programs and initiatives, shedding light on the challenges faced and the successes achieved in improving educational opportunities for this vulnerable population (Imtiaz Ayub and Shaista Attullah, 2022). A refugee is defined as an individual who has fled their home country due to a well-founded fear of persecution based on factors such as religion, race, nationality, political beliefs, gender, or other protected characteristics (Hasanah, 2022). Afghan refugees in Pakistan can be classified into two broad categories: Those who seek refuge due to persecution based on social and political beliefs purpose groups and those displaced by conflicts and societal changes

(reactive fate groups). The latter category includes Afghan refugees residing in refugee camps within the Hazara Division.

When the first wave of Afghan refugees was arrived in Pakistan the government acted swiftly to address their immediate needs (Rogers, 1992). Reports from various refugee accounts attest to the hospitality and generosity of many Pakistanis toward the Afghan refugees (Muammad Ali, 2009). This welcoming attitude can be attributed to the geographical proximity of the two nations and their shared religious bonds (Dupree, 1988). Remarkably, the presence of Afghan refugees in Pakistan has not resulted in major outbreaks of violence or diseases.

The United Nations High Commissioner for Refugees serves as the primary humanitarian agency responsible for aiding refugees. Its mandate includes providing refugees with protection and relief assistance. UNHCR formulates policies for refugee aid by considering four key factors: The size of the refugee population, the severity of the refugee situation, the economic well-being of the host country, and disruptions such as climate and conflict (Kamal, K 2024) ^[18]. Policy options are developed based on an analysis of needs, host country demand, donor state priorities, and the significance of the refugee situation.

In the Afghan refugee context, developing a coherent strategy for aid has proven challenging due to the ever-evolving situation of Afghan refugees. This instability arises from the continuous political changes in both Afghanistan and Pakistan. Over the course of the crisis, policies aimed at assisting Afghan refugees have undergone significant shifts (UNHCR, 2020). Initially, many Afghans sought refuge in other countries, while current policy options emphasize repatriation (Khotimah, 2019). Determining the precise number of Afghan refugees in Pakistan is a complex task, with estimates exceeding one million (Khotimah, 2019). The lack of accurate data is partly attributed to the fact that not all refugees register with the Pakistani government. Those who do register are eligible for free relief assistance if they reside in refugee camps (Anwar, S 2024). Past experiences with refugees have shown that some opt not to register because they have family members living outside the camps who can provide for them (Kamal, K 2024). This situation mirrors the circumstances of many Afghan refugees residing in refugee camps within the Hazara Division."

Determining responsibility for educational policy regarding Afghan refugees in Pakistan is a multifaceted challenge. It involves the collaborative efforts of various stakeholders, primarily United Nations (UN) agencies, non-governmental organizations (NGOs), and private organizations (Hansen, 2022). Substantial funding is allocated to support educational initiatives for refugees. These organizations play a crucial role in developing and delivering curricula for educational and vocational programs. However, it's vital to acknowledge that the ultimate responsibility for resource allocation to support refugees rests with the host country, in this case, Pakistan (Kamal, K 2024) ^[18].

Despite the critical importance of educational policies for Afghan refugees in the Hazara Division, there is a noticeable dearth of written material on this subject (Anwar, S 2024). In subsequent sections of this chapter, we will delve into the reasons behind this paucity of literature regarding refugee education in areas where temporary asylum is granted.

Kaleem, S, Khan, H (2024) ^[31] outlines four distinct policy modes for educational systems: Systemic, incremental, ad hoc, and importation modes. These modes are typically applied in scenarios where educational policy is developed over an extended period. However, Afghanistan's complex and ever-evolving situation necessitates a flexible and adaptable approach. Given these circumstances, the ad hoc policy mode appears to be the most suitable for Afghanistan. This approach, as described by Kaleem, S, Khan, H (2024) ^[31], involves the formulation of policy options in response to major political or social events that influence the educational system.

By adopting an ad hoc policy mode, the Afghan educational system can be better equipped to respond to the dynamic challenges and changing needs of Afghan refugees, ultimately enhancing their access to quality education. Various organizations are responsible for advocating for the educational rights of Afghan refugees in Pakistan, resulting in a diverse landscape of educational opportunities. These opportunities can be broadly categorized into four types: Afghan students who can afford the tuition fees have the option to attend Pakistani schools located in Afghan refugee camps within the Hazara divisions of Pakistan. Urdu is the primary language of instruction, and attending these schools allows Afghan children to immerse themselves in Pakistani culture and history. Pakistani degrees earned from these schools hold recognition within Pakistan and internationally. The Ministry of Education in Pakistan is responsible for setting guidelines for these schools Kaleem, S, Khan, H (2024) ^[31].

The majority of Afghan parents choose to enroll their children in Afghan educational institutions, which receive significant funding from non-governmental organizations (NGOs) and UN-affiliated organizations. Afghan teachers and administrators primarily run these schools, which adhere to guidelines established by various UN agencies and NGOs. The schools aim to provide equal educational opportunities to men and women (Boesen, 1988).

The Hazara Division of Pakistan hosts a substantial number of madrassas within refugee camps, managed jointly by Afghan and private organizations. These institutions provide religious education, including Quranic teachings and religious laws. Some schools funded by governments, such as Kuwait, even offer instruction in Arabic. They primarily serve Afghan refugees interested in religious education (Zamroni, 2022).

Various NGOs and the United Nations oversee vocational training centers offering instruction in fields such as shoemaking, sewing, carpet weaving, and machinery repair. These programs aim to equip individuals with practical skills to transition them into self-sustaining employment. However, the number of available spots is limited, and employment opportunities for refugees remain a challenge (Kaleem, S 2024) ^[31].

Policy development and implementation are constantly evolving, influenced by shifts in the political climate in Afghanistan. Recent policies have been geared toward facilitating repatriation, particularly following the signing of the Geneva Accords. For instance, some vocational training centers now incorporate land mine awareness programs to reduce accidents when Afghan refugees return home (Zamroni, 2022).

In summary, the education of Afghan refugees in Pakistan is characterized by a diverse array of organizations and

policies. The lack of a unified policy framework has resulted in varying educational opportunities. The following sections will delve into the myriad factors influencing curriculum development for Afghan refugees.

Afghan refugees fleeing their homeland are presented with a variety of educational opportunities. The term "curriculum" encompasses several aspects, including the subjects to be studied, credits to be earned, learning outcomes, and the overall program of study, collectively referred to as "educational content." In the context of this study, the terms "curriculum" and "subjects to be studied" are used interchangeably (Mundiri and Jannah, 2021).

Upon their arrival in Pakistan, Afghan refugees have engaged in educational programs covering a wide spectrum of subjects. Presently, the majority of these refugees find themselves in Pakistan. These educational programs include teaching English as a second language, landmine awareness, the development of skills in carpet weaving, and primary medical care, among others (Mundiri and Jannah, 2022). The process of curriculum development for Afghan refugees is intricate and multifaceted, and understanding its intricacies is a formidable task.

Both Pakistan and Afghanistan are landlocked countries, characterized by diverse topographies, including high mountains, lowlands, and deserts. Lowland regions typically receive limited precipitation and experience high evaporation rates (Moghadam, 2022).

Due to its central location in Asia, Afghanistan serves as a cultural crossroads, blending influences from the Middle East, Central Asia, India, and the Far East, resulting in one of the world's ethnically and linguistically populations (Mundiri & Jannah, 2021).

Afghan refugees predominantly reside in the Hazara Division of Pakistan, a region in close proximity to Afghanistan. Geography can significantly affect the extent and nature of educational opportunities. Just as in rural areas of countries like Zimbabwe, where inadequate infrastructure like roads and communication systems can hinder access to education (DeLuca, 1994), similar challenges are present in refugee camps within Afghanistan's Hazara divisions.

In these camps, the vast distances between major cities and the scarcity of efficient transportation options make travel both expensive and time-consuming. My prior research revealed that participants estimated travel times of more than two hours to certain refugee camps. This geographical isolation also poses difficulties in recruiting teachers to work in the refugee camps, as the Hazara divisions are located at considerable distances from Afghan refugee camps (Mundiri & Jannah, 2021)

Afghanistan, as detailed by Allen (1994), is a nation characterized by a rich tapestry of ethnic groups, religious beliefs, and languages. According to Kaleem, S (2024) ^[31] and UNESCO (2023), the Afghan population comprises twenty-one primary ethnic groups, with no overarching national ethnic culture. This diversity is a fundamental aspect of the country's identity.

Throughout and after the conflicts that have plagued Afghanistan, millions of its citizens were deprived of educational opportunities. Afghan refugees seeking asylum in Pakistan represent a wide spectrum of ethnic backgrounds and educational achievements. They stand apart from Pakistanis not only in ethnicity but also in cultural differences. Managing an educational system for such a diverse group poses unique challenges.

For instance, Kaleem, S (2024)^[31] suggested that creating an organized educational system for Ethiopian adult refugees in Somalia was feasible due to two key factors. First, 75 percent of these displaced individuals shared Somali cultural and linguistic backgrounds. Second, the refugees themselves formed a cohesive group with shared histories and socioeconomic backgrounds from their respective countries of origin. Afghanistan's complexity, in contrast, presents distinct challenges in this regard.

In the realm of education, the social and economic environment plays a pivotal role. Rapid population growth can exert considerable financial strain on educational systems. As per research by Rogers (1992), Pakistan ranks among Asia's economically disadvantaged nations and grapples with the world's highest population growth rates. The average annual population increase hovers around 2.9–3.2 percent, marking it among the top in the world's ten most populous nations. This demographic surge, as noted by Rogers, is attributed to the decline of epidemic diseases due to modern medical advancements in Pakistan.

Pakistan's own educational landscape has not remained unscathed by these economic struggles. Despite incremental growth, the country's literacy rate remains one of the highest in the world. From 17% in 1971, it climbed to 26% in 1981. As Pakistan's population burgeons, the challenge of fulfilling literacy and education goals intensifies, as Rogers (1992) astutely observes. Failing to achieve proportional growth in enrollment compared to the expanding number of school-age children will inevitably result in many children being left without access to education.

The arrival of Refugee has introduced both positive and negative implications for the country. Pakistan has gained from the availability of cheap labor among Afghan refugees who are willing to work for considerably lower wages than the average Pakistani (Jawad, 2016). Afghans are often perceived as diligent and disciplined workers, leading many Pakistanis to employ their services (Miller, 1985). Consequently, this has led to unemployment issues among the native population. Notably, officials on both sides of the border have voiced concerns about the refugees' impact on Pakistan's capacity to meet basic needs, encompassing education, healthcare, agriculture, and job creation. This situation's economic implications are explored by A. Wibowo and H. Baharun.

For instance, the influx of Afghan refugees into Pakistani camps has amplified the rate of deforestation in the country (Miller). Each refugee consumes an average of four tons of firewood annually. The Pakistani government's decision to allow Afghans to own businesses has sparked discontent among some business leaders in refugee camps within the Hazara divisions. As non-Pakistani citizens, Afghans are exempt from taxes and the requirement to obtain business licenses (Miller). While most of the funding for refugee education and training is provided by UN organizations and NGOs, Pakistan shoulders some of the associated costs.

Yet, this complex scenario contains inherent contradictions. Afghanistan's economic condition is already fragile, and the influx of returning workers is poised to exacerbate it (Jawad, 1992). Thus, it's reasonable that some Pakistanis may resist Afghans leaving Pakistan. Given this context, educating Afghans may inadvertently incentivize them to return home, which could be met with reluctance. The funds allocated for refugee education are dwindling, despite the pressing need for assistance. Shockingly, numerous projects slated for

implementation in Afghanistan have been canceled, as indicated in reports from UNHCR's literature on projects in Afghanistan and Pakistan (UNHCR, 1995). The threat of discontinuing subsidized transportation for aid workers between refugee camps in the Hazara divisions of Afghanistan is palpable. Due to funding shortages, no new quick impact projects (QIPs) aimed at rehabilitating drinking water systems are under consideration. Likewise, QIPs in sanitation have been put on hold, and no fresh health and nutrition projects have secured approval.

The curriculum adopted for educational programs, especially within the context of Afghan refugee education, is susceptible to the influence of political dynamics both in Pakistan and Afghanistan. The Hazara divisions house a greater number of Afghan refugees in comparison to the native Pakistani population, thereby rendering the Afghan refugee populace a substantial force influencing the region. It is noteworthy that many residents of Afghan refugee camps within the Hazara divisions have expressed support for the Taliban movement in Afghanistan. Their presence has considerably affected the local social fabric.

Prior to the rise of the Taliban in Afghanistan, it was relatively uncommon for women in Afghan refugee camps in the Hazara divisions to wear a hijab, a headscarf. Educational and vocational aid workers catering to refugees have encountered challenges posed by supporters of the Taliban from Afghanistan. Notably, the Taliban's ban on female students attending universities in Afghanistan has extended to their stance on female refugees in the Hazara divisions of Afghan refugee camps (Rashid, IWO). This has impeded numerous initiatives aimed at educating the public, with threats directed not only at women attending school but also at those providing assistance.

Comparatively, the role of Pakistani politics in this scenario has received less attention. There is a mounting apprehension that the situation in Afghanistan could evolve into a refugee crisis. As defined by Alfiati and Ediyono (2019), a refugee crisis emerges when a refugee population strives to establish its authority within a host country seeking political legitimacy and development. Similar issues have arisen due to the Palestinian refugee population in countries like Syria, Jordan, and Lebanon (A. Wibowo & H. Baharun).

It is imperative to acknowledge that traveling to regions with unstable governments in Asian and Middle Eastern contexts can be fraught with danger. The eruption of conflict in regions already characterized by political instability has the potential to destabilize the entire area. The expeditious return of Afghans to their home country aligns with the interests of neighboring countries, including China, India, and Iran. It is not surprising that China has initiated diplomatic talks with the Taliban in Kabul, seeking to address the political turmoil in Afghanistan (CNN, 1999).

Despite substantial cultural differences, conflicts between Afghans and Pakistanis have been relatively rare. (2019) Alfiati & Ediyono, S. Being an Islamic nation, Pakistan's educational system incorporates a number of religious tenets. For instance, segregated classrooms for male and female students are commonplace in elementary, secondary, and even some tertiary educational institutions. Similarly, many Pakistani schools teaching Afghan culture adhere to the same tenets. Baharun, H., & Wibowo, (2021) conducted a survey of Afghans from various ethnic and religious backgrounds for the Danish Refugee Council in 1983 and

found that they shared a strong sense of community. She discovered, for instance, that interethnic marriage was more common than in previous years. Many people are discussion results strength in the shared hope that they will one day be able to go home again. 1S Motivators for Engaging in Educational Programs from an Afghan refugee's point of view, there appear to be three primary factors that influence enrollment in education and training programs. Culture, economy, and psychology all play crucial roles.

Afghanistan stands as a mosaic of diverse ethnic and religious communities, each encapsulating unique viewpoints on the subject of education (Hasanah, 2019). In a previous study, my respondents consistently emphasized the high value placed on education among educated Afghans. These individuals ardently aspire to extend the same opportunities to their children. A prevailing belief within many Afghan circles is the paramount importance of investing in the country's youth for its enduring prosperity. It's not uncommon for parents to undertake menial, low-paying jobs to facilitate their children's access to education. Nevertheless, the alignment on the ideal educational trajectory for children is far from uniform. The predominant sentiment among Pakistani citizens dictates that their offspring should be educated in Pakistan. However, a subset of parents opt to enroll their children in Afghan schools, nurturing hopes that their progeny will one day return to their homeland. The lifestyle and perspectives of Afghan refugees residing in the Hazara divisions markedly diverge from those of the majority population. Colville (1995) has discerned significant variations in attitudes towards women's formal education when comparing different minority groups. The precise quantification of Afghan refugees grappling with psychological afflictions remains an intricate challenge. Existing evidence hints at a spectrum of psychological issues that afflict refugees, encompassing conditions like depression and post-traumatic stress disorder (Baharun & Wibowo, 2021). The process of acculturation and adjustment in a foreign host country imposes substantial stress upon refugees. Afghan refugees, in particular, have encountered severe social, economic, and physical losses throughout their displacement. Sadly, the focal point of refugee assistance initiatives tends to center on immediate, tangible needs, relegating mental health services to the periphery due to their cost implications (Baharun & Wibowo, 2021).

Refugee literature alludes to an array of psychological symptomatology, spanning paranoid schizophrenia, psychotic reactions, and grief responses. Additionally, a notable gender discrepancy surfaces, with depression disproportionately affecting women over men (Christensen, 1983). This phenomenon stems from the constrained freedom many individuals experience in their newfound homelands. A considerable number of young Afghans have been firsthand witnesses to the harrowing consequences of war. While a dedicated literature on the psychological profiles of Afghan refugees is currently absent, there is a conviction that any psychological challenges they grapple with will inevitably reverberate through their educational journeys. However, this essential to acknowledge that the exploration of how psychological issues impact participation in educational programs lies beyond the ambit of this study. In areas of temporary refuge, refugees face choices that include returning to their homeland, remaining in their current location, or seeking sanctuary in a third country

(Herve, 2018). While the process of returning home may be fraught with challenges, there exists a well-defined strategy for repatriating Afghan refugees (Hassan, 2019; UN, 1996). Repatriation signifies a refugee's journey back to their native land (Herve, 2018). Political Rights affirm an individual's fundamental right to return to their own country, stating, "No one shall be denied the right to enter his own country on arbitrary grounds" (UNHCR, 2016).

The past two years have witnessed the voluntary return of more than ten million refugees to their homelands (UNHCR, 2018). For instance, following the signing of the Dayton peace agreement, over 250,000 Bosnians successfully reestablished their lives in their home regions. In the latter half of 1996, approximately 720,000 Rwandans who had sought refuge in eastern Zaire were repatriated. These instances underscore a shift from resettlement to repatriation in many cases. Some parts of Afghanistan have achieved a semblance of peace and security, allowing willing refugees to return home (UNHCR, 2020). Despite ongoing conflict in various regions of the country, almost four million Afghan refugees have decided to repatriate (UNHCR, 2020).

In this context, it is imperative to acknowledge that the desire to return home is coupled with the genuine reluctance to go back to a nation ravaged by destruction (Herve, 2018). From the perspective of Afghans who are disheartened with the current government, the apprehensions surrounding repatriation are evident. There are instances where leaving a host country becomes the preferable option over remaining, as exemplified by Nicaraguans returning from Honduras before the Contra War's conclusion due to perceived inadequacies in refugee camps (UNHCR, 2020). A similar case is the return of Salvadorans from Honduras to El Salvador, driven by a belief that organized communities in their homeland were ready to challenge the government and military (UNHCR).

Education plays a pivotal role in shaping the postwar development of any nation, influencing its political, societal, and economic progress Kaleem, S, Khan, H (2024) ^[31]. In the aftermath of conflict, Afghanistan's development hinges on the efficient utilization of its human, financial, and natural resources Kaleem, S, Khan, H (2024) ^[31]. The term "development" broadly encompasses the transformation of individuals, communities, and entire civilizations in how they manage their material and human resources. It signifies a holistic shift in economic, political, and social systems to enhance their efficiency. However, the emphasis on human progress stands paramount (Ahmadullah, 2023). The ultimate goal of development is to empower people to lead longer, healthier lives while preserving their dignity and self-respect.

While in Pakistan, most Afghans have enjoyed improved access to education, healthcare, employment, power, and security, it's vital that they are provided with similar opportunities upon returning to their homeland Kaleem, S, Khan, H (2024) ^[31]. The role of education in Afghan society is predominantly shaped by the country's political institutions, the form of governance, the ideology of the ruling elite, and their access to resources. Presently, the Taliban govern over 80% of Afghanistan and exercise complete control over the curriculum taught to Afghan students. Media portrayals might suggest a bleak outlook for Afghanistan, but the transition from conflict to peace is gradually reshaping the country's political landscape.

Historically, the Taliban strictly prohibited women from pursuing advanced education, yet recent developments have moderately altered this stance. They have relaxed their stance on women's access to higher education, including fields like medicine and healthcare (Norwegian Project Organization, 1999). This transformation within Afghan society is remarkable. Investing in the creation of a public education system is crucial, particularly when one does not exist. Policymakers should prioritize three areas for enhancing the quality and availability of education in Afghanistan: Improvement of teaching and learning conditions, collaboration among stakeholders, and the development of basic education that enables holistic human development (Ahmadullah, 2023).

In the context of Afghanistan, economic growth is both a critical aspect of reconstruction and a reflection of the learning's pivotal role in fostering a flourishing civil society (Ahmadullah, 2023). The Afghan population has experienced limited access to education during times of conflict, resulting in one of the world's highest illiteracy rates. Literacy and education play an essential role in personal growth and development (Economic Survey, 2020). Incorporating lessons on peace-building and conflict resolution into the educational system can foster tolerance and acceptance among Afghanistan's diverse population. A radical transformation requires the collaboration of individuals from various backgrounds. Failure to address ethnic and religious divisions may hinder development efforts.

People with higher levels of education are often more inclined to think critically, organize solutions, and advocate for themselves and their communities. Education can drive societal progress. In summary, the development of civil society, a crucial element in the spread of democracy and societal betterment, relies heavily on education. Meanwhile, Afghan refugees returning home may bring with them the experiences of multiple educational systems, which can be perceived as both a challenge and an opportunity for the Afghan education system (Ahmadullah, 2023).

We will delve into a literature review on refugee education theory, with a central concept to explore: The idea that the experience of being a refugee shapes one's behavior (Hassen, 2016). Within this context, Stein (1986) presents a robust theoretical framework that stands out as particularly relevant. Stein emphasizes the significance of examining refugee crises within a broad, historical, and comparative context to gain deeper insights into their root causes. This approach recognizes the recurrence of refugee behavior, challenges, and situations across various contexts, time periods, and geographical locations. It emphasizes that particular refugee circumstances should not be regarded as isolated, exceptional, or singular historical occurrences.

This framework encourages us to consider refugee experiences as part of a broader historical and global continuum, allowing for a more deeper understanding of the forces and factors that contribute to refugee crises. It acknowledges that the behaviors and challenges faced by refugees are not confined to specific moments in time or geographical regions, emphasizing the need for a holistic and comparative approach to the study of refugee education and behavior.

Addressing the challenge of conducting research on refugee education while considering refugee perspectives is a primary objective of this study. The field of refugee studies

lacks a comprehensive theoretical framework, and there is also a notable gap in databases that document refugee perspectives. As Kaleem, S (2024) ^[31] suggests, a comprehensive understanding of the "refugee phenomena" necessitates a systematic examination of common patterns of behavior among individuals who have been displaced from their homes. However, many scholars who attempt to analyze refugee phenomena often overlook prior research on the subject, as supported by the findings of Baharun and Wibowo (2021).

Wahaj, L (2024) further contends that many academics and professionals in the field sometimes fail to critically reflect on their work to facilitate knowledge sharing. Given the absence of theoretical studies on refugee education, this study will adopt an approach of evaluating overarching trends and patterns in refugees' narratives, employing a comparative perspective. The aim is to extrapolate these findings to the realm of refugee education. To provide a theoretical framework, the study will focus on five key subtopics: The refugee condition, refugee classification, refugee mobility, and refugee access to education. This approach will contribute to a deeper understanding of refugee experiences and their implications for education.

According to Stein, experts often lack enthusiasm for studying the educational challenges faced by refugees due to the interdisciplinary nature of refugee research. The available literature on refugee education mainly revolves around humanitarian concerns for refugees and their access to education (Preston, 1991). The research points to two primary types of refugee education: Education for refugees in host countries and education for those in temporary asylum settings (Preston, 1991). In the former case, the focus is on what makes refugees successful in their new country, as illuminated by research conducted by Astuti, Muslim, and Bramasta (2023). However, the literature is relatively lacking in research on education for refugees in temporary settlements (Preston). In these contexts, the goals of education can vary, including equipping refugees with skills to rebuild their homes upon return, facilitating their integration into the host country, or preparing them for resettlement in a third country. Host governments and NGOs may be reluctant to delve into this field due to concerns about potential unintended consequences, such as funding cuts or negative media coverage (Basyiroh, 2022).

It's important to recognize that Western countries' educational programs for refugees aim to help them become productive members of the local society when they welcome them. These countries have the means and infrastructure to support refugees. In contrast, third-world countries often lack the resources to provide educational opportunities to both their citizens and incoming refugees, making integration a less viable option. As a result, separate educational provisions are often organized to preserve refugees' national identity (Basyiroh, 2022).

This research underscores the importance of establishing a well-defined framework to facilitate the evaluation and exploration of educational programs by academics. Such a framework would enable a more comprehensive understanding of the impact and effectiveness of refugee education programs in both host and temporary asylum settings. The passage discusses the difficulties and initiatives regarding the education of Afghan refugee children in Pakistan. Initially, millions of Afghan refugees found temporary shelter in refugee villages and camps, with

education for these children deemed essential to prevent their vulnerability to terrorism and exploitation.

However, Pakistan encountered obstacles in delivering primary and secondary education to Afghan children due to their placement in regions with inadequate infrastructure. Pakistan's education system encountered numerous hurdles, including insufficient funding and infrastructure, hindering the fulfillment of the educational requirements of Afghan refugee children. According to the World Economic Forum's Global Competitive Index (2016-2017), Pakistan ranked 110th out of 138 countries in terms of healthcare and primary education. UNICEF highlighted that Pakistan hosts over 70% of Afghan refugees, making it the country with the second-highest number of out-of-school children globally, following Nigeria.

The budget allocated for education in Pakistan in 2020 was only about 2.7% of its GDP, and the country lagged behind in achieving its Millennium Development Goals (MDGs) target of 80% literacy by 2020. Despite these challenges, Pakistan pledged to provide Afghan refugee children access to both public and private institutions. This commitment was reinforced by Article 25A of Pakistan's Constitution, which mandates free and compulsory education for children aged 5 to 16, irrespective of ethnicity. Moreover, the enactment of the National Refugee Law (NRL) in 2013 aimed to safeguard the basic rights of all refugees in Pakistan, including Afghan refugees. The National Strategy for Voluntary Migration of Pakistan, launched in 2017, aimed to address the needs of Afghan refugees and promote voluntary return.

Approximately 1.4 million officially recognized Afghan refugees reside in Pakistan, along with an additional 1 million who are undocumented. These refugees are dispersed across the country, with 68% living in urban or peri-urban areas and 32% in refugee camps and villages. Efforts to provide education to Afghan refugee children in Pakistan have been challenging. According to UNHCR data from May 2017, only 39% of children were enrolled in school. Many Afghan refugee children attended Afghan special schools, Pakistani public and private schools, or unregistered madrassas. Madrassas play a significant role in educating displaced children, with approximately 2.5 million students enrolled in Pakistan's 30,000 madrassas.

Methodology

Research Design: In the pursuit of a comprehensive research design, this study will be anchored in the Hazara Division, a representative division within Khyber Pakhtunkhwa that plays a pivotal role in hosting Afghan refugees. The research carried out across 34 camps and schools i.e., Panian, Pandiana, Dhenda and Mansehra were selected randomly to achieve the set objectives. The research adopts a quantitative approach, employing questionnaires for teachers and scheduled interviews for parents of enrolled students, a methodology akin to that employed by Smith in 1981. The primary data collected through personal visits to the sampled respondents in Camps and Schools, ensuring a direct and unbiased approach to data collection, minimizing noise and potential biases in the information gathered.

Conceptual Framework: A conceptual framework for the role of the UNHCR in providing basic education to Afghan refugees in Khyber Pakhtunkhwa (KP), Pakistan, would involve several key components and considerations. This

framework aims to outline the overarching strategy and principles that should guide UNHCR's efforts in ensuring access to quality education for Afghan refugee children and youth in the region. Although Chowdhury, 2019 did not explicitly discuss education, such a conversation is justified for conceptualizing ecological evacuees in training comprehensively, with a focus on bilingual-bicultural schooling. However, they have yet to formulate a comprehensive theory of social character that encompasses both the language learner and the learning environment prevalent throughout second language education. Moreover, there exists an acknowledged gap in the field, which educators, teacher trainers, researchers, and environmental refugees themselves should acknowledge. To date, none of the existing literature provides a comprehensive examination of the social context.

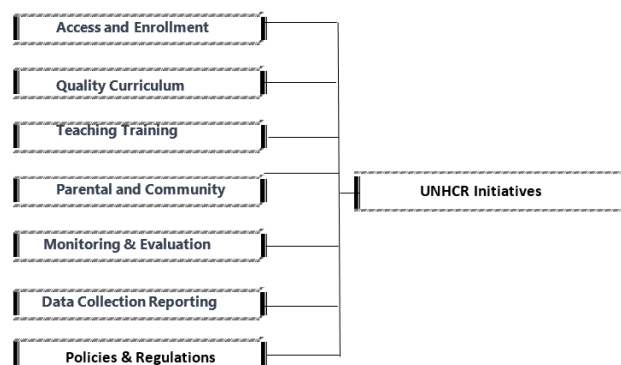


Fig: Conceptual Framework of UNHCR

Barreir for afghan refugee to access of basic education in kp ASDP Imtiaz Ayub and Shaista Attullah (May 29 2022).

Population: The study population included two categories: Teachers and Administrative staff, Parents of students enrolled.

Sampling: Sampling includes data provided by the Regional office of UNHCR, according to data there are 16 schools for boys and 5 schools for girls which is 21 in total. The number of students enrolled in afghan camps schools is around ten thousand, number of teacher and administrative staff is 143, and parents of enrolled students in Hazara Division are 1850 approximately. Parents and teachers our respondents in data collection. Using online sample size calculator (Raosoft 2006) the sample was determined 230 from the population of 2000.

Sampling techniques: Convenient sampling applied in Afghan Refugee Camp Schooling System with aim to getting Education, quality of education, facilities in schools. The Convenient sampling technique was applied by using questionnaire. The sample of population 230 in which 64 teachers and administrative staff, 150 parents of students enrolled and 16 were refugees in hazara division camps.

Data Collection: For data collection two approaches are used i.e primary data and secondary data. Primary data denotes collection of research data from fields and secondary data states to literature review, journals and UNHCR annual reports. Both types of data were taken by researcher to conduct this.

Data Analysis: After the collection of data through the questionnaire the primary data was analyzed through SPSS and MS Excel

Analysis of data will be performed by using SPSS software for identification of codes and themes in the interview transcripts. Mean, Standard Deviation and Correlation.

Data Analysis: According to data gather from primary and secondary source of UNHCR, the total number of school in Hazara region is 21 in which 16 for boys and 5for girls. The data of schools and students in per school are below.

Table 1: Number of schools and students enrolled in Hazara Division Capms

S. No	Afghan Camps	Boys School	Girls School	Strengths	Total Strength
1	Panian	5	1	1800/400	2200
2	Dhenda	4	1	1200/350	1550
3	Haripur 16	3	1	950/250	1200
4	Haripur 20	4	1	2500/420	2920
5	Mansehra 1	3	1	1150/270	1420
6	Mansehra 2	2	0	950	950

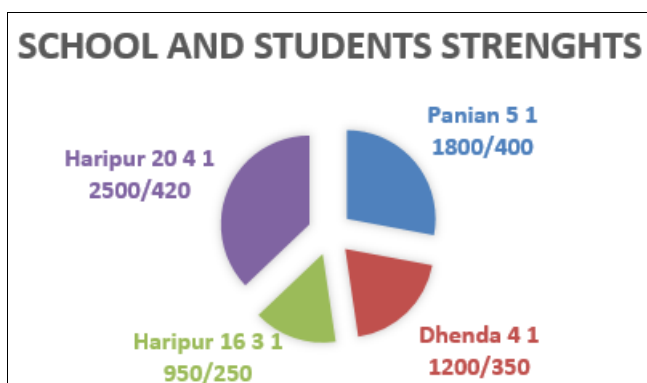
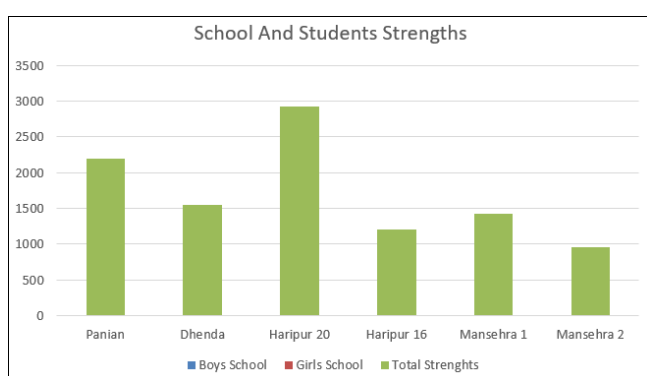


Fig 1: Classification of area by school as student’s strength

The scope of the research was limited to the districts of hazara division. Since hazara division is the region in Khyber Pakhtunkhwa that is most typical of Afghan refugees, the research was carried out in the 28 camps i.e Haripur capms, panian camp, pindiana camp, Mansehra camp

Where as in Haripur there 20 camps where as in Mansehra only 8 camps and schools that were chosen at random. This was done in order to accomplish the goals that were established. The percentage that for the purpose of this investigation An allocation method of stratified random sampling was employed for the identification and selection of the participants in order to ensure a representative and unbiased sample. A total of 230 students, with 200 males and 30 females among them, were chosen to make up the

sample size. Devoid financial This sample selection was prompted by both support and a shortage of time on my part. The type of research being conducted is quantitative. as a result, the instruments for data collection, which included the questionnaire and the interview schedule, were administered to teachers. Pupils correspondingly, in the sense that Smith used them in 1981. The interview schedule was developed taking into consideration the results of the study objectives.

This study, titled "The Role of UNHCR for the provision of basic education to afghan refugee in hazara division": A case study of UNHCR controlled institutions in Hazara Division, Khyber Pakhtunkhwa," employed the proportion allocation method of sampling to gather data from 230 students (200 boys and 30 girls) and 64 teachers (55 males and 9 female). The findings of the study reveal that a majority of the respondents were in the age range of 10-14 years, with males being the predominant gender. The students expressed satisfaction with the quality of teaching in the school, considering it a pull factor.

Pashto was the medium of instruction, consistent with Afghanistan's language, and students were generally content with the overall performance of their teachers. Admission fees ranged from 30 to 50 rupees, and respondents exhibited a lack of clarity about their future plans for further education. Afghan teachers, selected through interviews, joined the schools primarily because they were designated for refugees, and each school had more than five teachers.

While most respondents favored essential changes in the curriculum, the study noted the absence of admission tests. Midterm examinations were conducted in UNHCR schools, employing a grading system. Community perception of the schools was generally positive, and support was provided through school management committees.

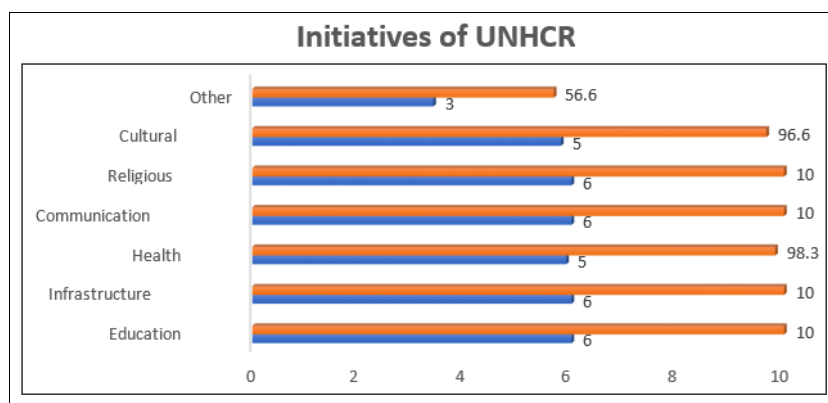
However, a significant portion of respondents expressed dissatisfaction with UNHCR's learning and teaching facilities. Additionally, the low remuneration package emerged as a discouraging factor, as highlighted by the teacher community.

The timetable for the survey was field-tested multiple times before the actual survey was administered. After doing pre-testing, the schedule was modified to reflect the necessary adjustments. Visits to a sample of the respondents and interviews were conducted so that we could obtain the primary data carried out in Summer Camps and Schools. In order to eliminate the possibility of any kind of bias, each and every respondent who was sampled was personally visited regarding the presence of noise and bias in raw data. Following the completion of the survey and the subsequent data gathering, the primary data were SPSS and Microsoft Excel were used for the analysis. The information that had been gathered was examined with the use of the statistical methods that incorporated both univariate and bivariate approaches to solving the problem. The univariate analysis was performed for a great deal of different causes. Including both the background variables and the independent variables as well as the dependent variables.

Survey Discussion results analysis with the help of SPSS and MS Excel

Table 2: Analysis of Demographic on Afghan Basic Education Variables

Demographic variable		Responses (Frequencies)	Percent (%)
Literacy rate	Primary	125	25
	Secondary	35	58.33
	Higher education	8	13.33
	Illiterate	62	3.33
Family structure	Single	167	73.33
	Joint	63	26.67
Household income (BDT)	1-5000	30	10
	5000-10000	40	21.67
	10000-15000	60	21.67
	15000-20000	30	16.67
	20000-25000	40	5
	25000-more	30	25
Main occupation of the family (Multiple response)	Agriculture	200	91.67
	Business	11	18.33
	Day laborer	5	8.33
	Private job	6	10
	Govt. job	5	8.33
	Others	3	26.67
Nature of School building	Tin shed- brick wall	142	61.67
	Tin shed- mud wall	89	38.33
	Brick built building	1	1.67
	Others	0	3.33
Access To School	Near	223	96.67
	Others	7	3.33
Building of School	Enough Space	88	38.33
	Not Enough	142	61.67
Internet facilities	Yes	224	90
	No	6	10

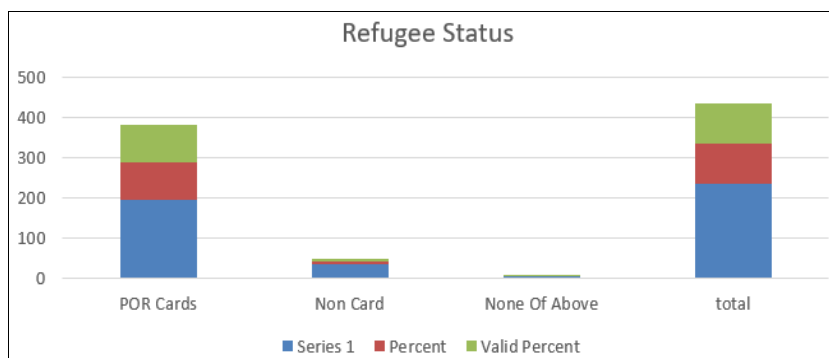


The Role of Basic Education for Afghan Refugees in promoting primary Education: A case study of UNHCR controlled institutions in Hazara Division, Khyber Pakhtunkhwa" utilized the proportion allocation method of sampling, selecting 230 students (200 boys and 30 girls) and 64 Teachers (55 males and 9 females) for the study. The majority of respondents were in the age range of 20-40 years, predominantly male. Satisfaction with the quality of teaching was reported as a significant pull factor. Poverty was identified by most respondents as a push factor towards UNHCR schools. All students acknowledged UNHCR as their primary institution, although satisfaction with school washrooms was generally low. While many respondents were content with UNHCR's refugee-focused approach, dissatisfaction was expressed due to inadequate facilities. Pashto was the medium of instruction, consistent with

Afghanistan. Students expressed overall satisfaction with teacher performance. Admission fees ranged from 30 to 50 rupees. Many respondents lacked clarity about their future educational plans. All teachers, being Afghan nationals, were part of the school staff. A total of 230 students, with 200 males and 30 females among them, were chosen to make up the sample size. Devoid financial this sample selection was prompted by both support and a shortage of time on my part. The type of research being conducted is quantitative. As a result, the instruments for data collection, which included the questionnaire and the interview schedule, were administered to teachers. Pupils correspondingly, in the sense that Smith used them in 1981. The interview schedule was developed taking into consideration the results of the study objectives.

Table 3: Is you Refugee Status on POR?

	Frequency	Percent	Valid Percent	Cumulative Percent
Refugee (PoR card holder)	196	92.5	92.5	92.5
Refugee (Non PoR card holder)	30	7.4	7.4	99.8
None of the above	5	.2	.2	100.0
Total	230	100.0	100.0	



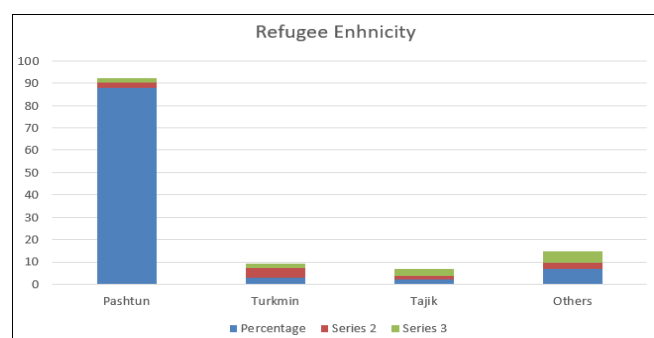
In terms of gender, age, and the nature of the respondents in the survey, the data reflects that out of the 230 individuals interviewed, 201 (89.2%) were male, with the remaining 29 being female. The mean age of the respondents was 42 years, with a standard deviation of 14. Additionally, 93% of the surveyed individuals held refugee status (PoR card holders), while the remaining 7% were refugees without PoR cards.

Table 4: Age of Respondents in Hazara Camps

Age	Number	Minimum	Maxium	Mean	Sted Diviatio
	23	18	88	42.12	14.900

Ethnicity of the Survey Respondent

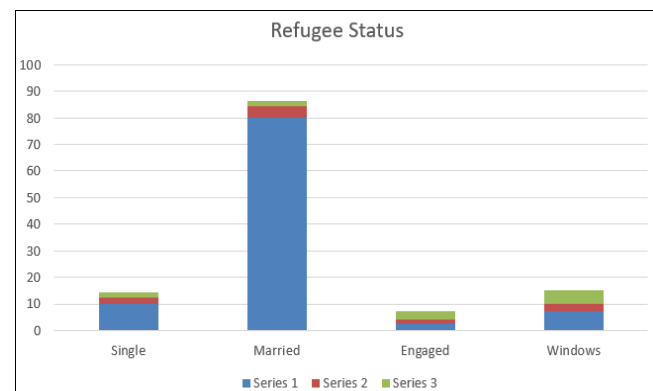
Respondent by Nationality/Cast	% of respondent
Pashtun	88
Turkmin	3
Tajik	2
Others	7
Total	100



Regarding the ethnicity of the respondents and their birthplaces, 86% of those interviewed identified as Pashtun. A significant majority (75%) mentioned being born in Afghanistan and later migrating to Pakistan, while one-fourth of the total respondents were born in Pakistan.

Table 5: Respondent Status about His/Her Living in Camps

Material Status	% of respondent
Single	10
Married	80
Engaged	2.5
Widows	7.5
Total	100

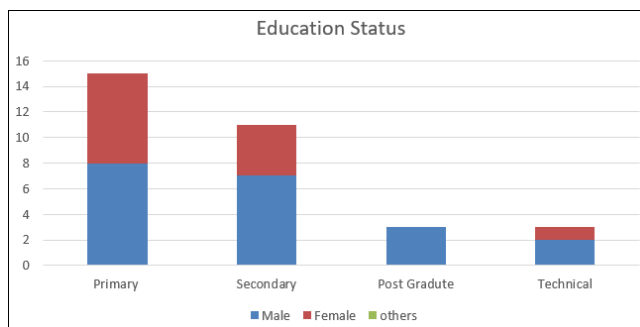


In terms of marital status and household roles, the majority of respondents (86%) were married, while 9% identified as single. A significant portion, three-fourths of the total respondents, held the position of household heads

Table 6: What is current education status of your family?

Education	N	Minimum	Maximum	Mean	Std. Deviation
Primary male	230	0	8	1.38	1.446
Primary female	230	0	7	.64	1.107
Secondary (6 - 10) male	230	0	7	.71	1.077
Secondary (6 - 10) female	230	0	4	.16	.522
Higher secondary - Male	230	0	4	.24	.626
Higher secondary - female	230	0	3	.02	.186
Graduation - male	230	0	2	.03	.199
Graduation - female	230	0	1	.00	.061
Post graduation - male	230	0	3	.02	.176
Post graduation - female	230	0	0	.00	.000

Technical education - male	230	0	2	.03	.208
Technical education - female	230	0	1	.01	.074
Professional education - male	230	0	2	.03	.185
Professional education - female	230	0	1	.00	.043



The literacy status of the survey participants revealed a predominant level of illiteracy, with two-thirds of respondents lacking basic literacy skills. Merely one-third of the respondents demonstrated literacy, showcasing the ability to read a newspaper, while 22% reported a semi-literate status. On average, each household could boast two literate members. Notably, the proportion of literate females lagged behind their male counterparts, indicating a gender disparity in literacy levels.

In terms of specific challenges faced by female children, 24% of respondents cited the non-availability of schools as a primary reason for their absence. Additionally, 19% pointed to poverty and economic constraints as obstacles preventing them from providing education to their female children. On the other hand, the survey revealed distinct reasons for the non-attendance of male children. Poverty played a more substantial role in this context, with 42% of respondents indicating that financial constraints prevented them from affording education for their male children. Furthermore, 16% of respondents stated that the absence of nearby schools was a factor that deterred them from sending their male children to schools.

Table 7: Are your Children Going to School Age (6-10) or not (for Girls)?

Reason	Percentage of respondent
No School Available near to us	25
Family Does not Allow (Girls Respondent)	15
Security Concern (for girls)	4
Poor Health	10
Cannot afford education expenses	35
others	11
Total	100

These findings underscore the complex interplay of socio-economic factors and gender-specific perceptions regarding the importance of education, shaping the educational landscape for both male and female children.

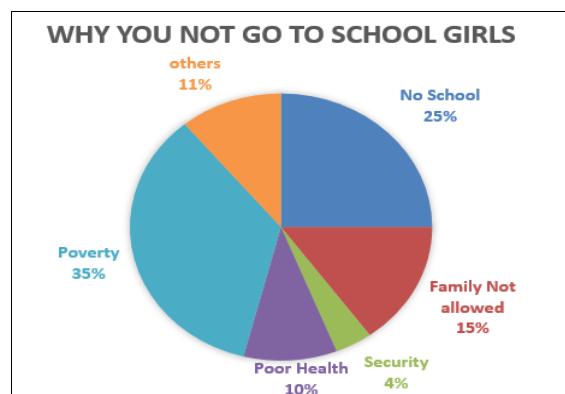
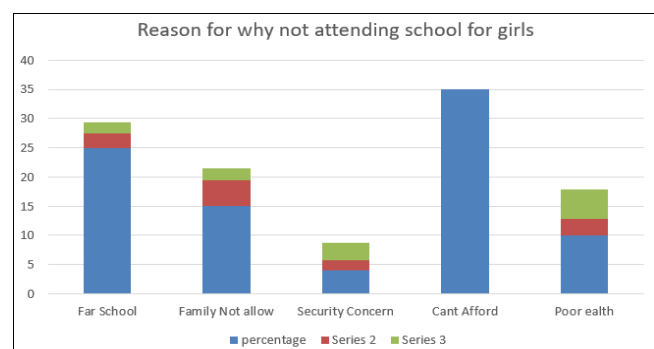
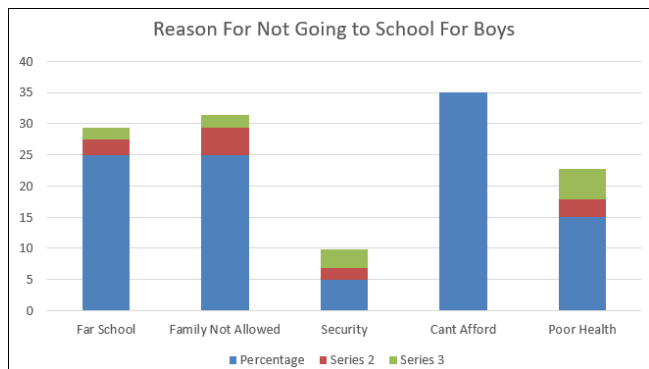


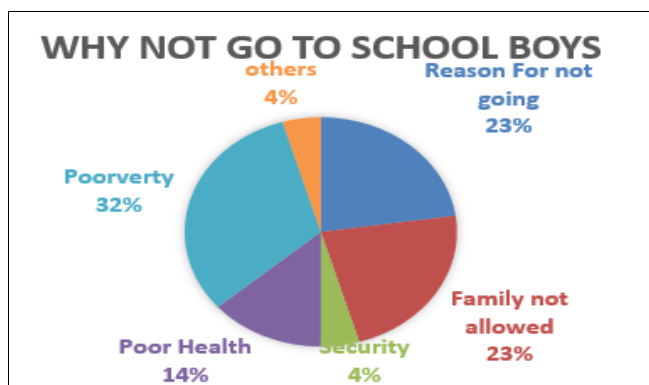
Table 8: Are your Children Going to School Age (6-10) or not (Boys)?

Factors contributing to the non-attendance of children at school were explored, with distinct patterns identified for male and female students. For female children, contrary to expectations, poverty did not emerge as a prominent barrier. Approximately half of the respondents, representing 49%, believed that education was not deemed essential for females. The lack of importance attributed to education for girls was a significant factor hindering their enrollment.

Reason	Percentage of respondent
No School Available near to us	25
Family Does not Allow (male)	25
Security Concern (male)	5
Poor Health	15
Cannot afford education expenses	35
others	5
total	100



Factors contributing to children's non-attendance at school were examined, revealing distinct patterns between male and female students. Surprisingly, poverty did not emerge as a significant barrier for sending female children to school. Almost half of the respondents (49%) expressed the belief that education was not crucial for females, highlighting a prevalent perception affecting female enrollment. Regarding female children, 24% of respondents identified the non-availability of schools as a primary reason for their absence, while 19% cited poverty and economic constraints as obstacles preventing the provision of education to girls. In the case of male children, poverty played a more substantial role, with 42% of respondents indicating financial constraints as a major hurdle preventing them from affording education for their male children. Additionally, 16% of respondents mentioned the lack of nearby schools as a reason for not sending their male children to school. These findings underscore the intricate interplay of socio-economic factors and gender-specific perceptions regarding the importance of education, shaping the educational landscape for both male and female children.



The Results, as well as a Analysis: Major Analysis Results of the Parents of Students enrolled

Question analysis 1 Do your Children have access to basic education?

124 respondents replied "Yes."42 respondents replied "No."

Table 9: To calculate the percentages

Question no 1	Population	Percentage
Basic Education	166	100%
Yes	124/150	75%
No	42/150	25%

So, approximately 75% of the population has access to basic education, while 25% does not.

Question Analysis results 2. Are your child currently enrolled in school?

124 respondents are currently enrolled in primary school.21 respondents are currently enrolled in secondary school.4 respondents are currently enrolled in higher education.17 respondents are not currently enrolled in school.

Table 10: To calculate the percentages:

Question no 2	Numbers	Percentage
Enrolled in Primary school	124/166	75%
Enrolled in Secondary School	21/166	12.5%
Enrolled In Higher Education	4/166	2.5%
Not Currently Enrolled in school	17/166	10%

So, approximately: 75% are currently enrolled in primary school.12.5% are currently enrolled in secondary school.2.5% are currently enrolled in higher education.10% are not currently enrolled in school.

Question analysis results 3: What is the highest level of your child education have completed? 83 respondents have completed primary school.10 respondents have completed secondary school.73 respondents answered "None" for their highest level of education completed.

Table 11: To calculate the percentages:

Question No 3	Number	Percentage
Primary Education completed	83/166	50%
Secondary Education Completed	10/166	6.25%
High School Diploma	0	0%
College and university	0	0%
None	73/166	43.75%

So, approximately: 50% have completed primary school.6.25% have completed secondary school.43.75% answered "None" for their highest level of education completed.

Question analysis results 4: Do your Child have access to necessary educational material and resources?

65 respondents said, "Yes, I have access to all necessary materials and resources."10 respondents said, "Partially, I have some but not all materials."5 respondents said, "No, I do not have access to necessary materials and resources."

Table 12: To calculate the percentages:

Question No 4	Number	Percentage
Unhcr Provided Material and resource	134/166	81.25%
Partially provided	21/166	12.5%
Not provided	11/166	6.25%

So, approximately: 81.25% have access to all necessary materials and resources.12.5% have partial access to materials.6.25% do not have access to necessary materials and resources.

Major Question Analysis results of Teachers and administrative staff

Question analysis results 1: How long you have been working as a teacher/administration in UNHCR school? 41 respondents said "Less than 1 year."20 respondents said "1-5 years."3 respondents said "More than 5 years."

Table 13: To calculate the percentages:

Questionnaire	Number	Percentage
Less Than 1 year	41/64	64.06%
1-5 Years	20/64	31.25%
6 – 10 years	3/64	4.69%

So, approximately: 64.06% have less than 1 year of experience.31.25% have 1-5 years of experience. 4.69% have more than 5 years of experience.

Question analysis results 2: What level or grade do you currently teach in UNHCR Schools?

58 respondents said they teach in primary school.0 respondents mentioned teaching in secondary school.6 respondents said they teach in high school.

Table 14: To calculate the percentages:

Question 2	Number	Percentage
Primary school	58/64	90.63%
Secondary school	0/64	0%
High School	6/64	9.38%

So, approximately: 90.63% of the teachers are currently teaching in primary school.0% are teaching in secondary school.9.38% are teaching in high school.

Question analysis results 3: What is your primary subject or area of expertise?

25 respondents specialize in Mathematics.10 respondents specialize in Science.25 respondents specialize in Social Studies. 4 respondents mentioned other subjects.

Table 15: To calculate the percentages:

Question No 3	Number	Percentage
Mathematics	25/64	39.06%
Science	10/64	15.63%
Social studies	25/64	39.06%
Other	4	6.25%

So, approximately: 39.06% specialize in Mathematics.15.63% specialize in Science.39.06% specialize in Social Studies.6.25% specialize in other subjects.

Question analysis results 4. Do you have access to professional development and training opportunities provided by UNHCR? 49 respondents said they have access regularly. 12 respondents said they have access occasionally. 3 respondents said they do not have access.

Table 16: To calculate the percentages:

Question No 4	Number	Percentage
Yes Regular	49/64	76.56%
Yes Partially	12/64	18.75%
No	3/64	4.69%

So, approximately: 76.56% have regular access to professional development and training opportunities. 18.75% have occasional access.4.69% do not have access.

Question analysis results 5: How would you rate the overall support and resources provided to you as a teacher in UNHCR Schools?

40 respondents said it's "Excellent."10 respondents said it's "Good."10 respondents said it's "Fair."2 respondents said it's "Poor."2 respondents said it's "Very poor."

Table 17: To calculate the percentages:

Question 5	Number	Percentage
Excellent	40/64	62.5%
Good	10/64	15.63%
Fair	10/64	15.63%

Poor	2/64	3.13%
Very Poor	2/64	3.13%

So, approximately: 62.5% rate the support and resources as "Excellent."15.63% rate it as "Good." 15.63% rate it as "Fair."3.13% rate it as "Poor."3.13% rate it as "Very poor."

Question analysis results 6: What are the main challenges you face as a teacher in UNHCR Schools? 30 respondents said "Limited teaching resources."10 respondents mentioned "Large class sizes."10 respondents identified "Language barriers."5 respondents cited "Lack of infrastructure."5 respondents expressed "Security concerns."4 respondents noted "Cultural differences."0 respondents specified other challenges.

Table 18: To calculate the percentages for each challenge:

Question 6	Number	Percentage
Limited Teaching Resource	30/64	46.88%
Large Class Size	10/64	15.63%
Language Barriers	10/64	15.63%
Lack of infrastructure	5/64	7.81%
Security concern	5/64	7.81%
Cultural Difference	4/64	6.25%
Other	0/64	0%

So, approximately: 46.88% of teachers face limited teaching resources.15.63% deal with large class sizes. 15.63% encounter language barriers.7.81% cope with a lack of infrastructure.7.81% have security concerns.6.25% navigate cultural differences.0% specified other challenges.

Conclusion and Recommendation: This study aimed to explore the role of Basic Education for Afghan Refugees (UNHCR) in promoting primary education, focusing on UNHCR-controlled institutions in the Hazara Division Afghan camps of Khyber Pakhtunkhwa.

The study findings reveal that the majority of schools are conveniently located, likely contributing to parents choosing UNHCR schools for their children, even in the absence of transportation facilities. Although the school staff possesses the necessary qualifications, the respondents expressed contentment with the services provided. However, concerns were raised about poverty being a significant reason for students dropping out, despite having competent teachers. Dissatisfaction was prevalent among respondents regarding UNHCR's education and basic facilities. Issues such as inadequate furniture, substandard classrooms, and a lack of proper heating and ventilation systems were highlighted. Students often had classes outdoors on the grass due to insufficient infrastructure. While respondents acknowledged that UNHCR provides free textbooks and uniforms, delays and irregularities in distribution were reported. Sanitary conditions in the schools were deemed unsatisfactory, with unclean and insufficient restroom facilities. Hand pumps were used for water needs. Instruction in Pashto, consistent with Afghanistan's education system, was identified as the medium of instruction.

Respondents overwhelmingly agreed that the curriculum was outdated and urgently needed revision to align with modern requirements. Concerns were raised about the absence of playgrounds and the expressed desire for sports facilities. Respondents lacked awareness of the admissions process for Pakistani schools. Teachers reported joining UNHCR schools because they are dedicated to refugees.

Teacher selection involves interviews, and each school employs more than five teachers. The majority expressed a need for computer training, with a desire for changes in the curriculum and additional facilities.

Despite the positive perception of UNHCR education, socioeconomic constraints hindered many students from pursuing further education. The study highlighted the lack of fundamental facilities and uncompetitive pay, leading to teacher turnover.

The study encompassed more than 21 primary schools in the Hazara region Afghan refugee camps, and while the community expressed positive sentiments, concerns about inadequate laboratory facilities, computer education, and classroom conditions were prevalent. The respondents emphasized the necessity of well-equipped schools with a variety of learning facilities.

Implication of the Study: This study offers a robust framework that not only enlightens the government and educational institutions but also paves the way for substantial enhancements in the educational landscape for Afghan refugees. By placing a laser focus on the improvement of learning environments and infrastructure within educational institutions, it provides a roadmap to ensure the delivery of high-quality education. The optimization of these crucial elements holds the potential to catalyze a significant transformation in the education provided to Afghan refugees.

This comprehensive framework is poised to become an invaluable tool for the government, along with the various non-governmental organizations (NGOs) deeply invested in the cause of educational welfare for Afghan refugees in the Hazara Division. Its insights, based on sound research, will enable these stakeholders to fine-tune their strategies and better align their efforts with the ultimate goal of delivering enhanced educational opportunities.

Ultimately, this study is not just an intellectual endeavor but a practical guide that will contribute to achieving the targets set by the government and concerned NGOs for the educational well-being of Afghan refugees in the Hazara Division. It signifies a collective commitment to ensuring that these refugees have access to a better education and, in turn, fostering empowerment and stability within the region.

Limitation of the study: As a Master of Philosophy student, this research encountered limitations primarily rooted in the availability of both time and financial resources. These constraints constrained the ability to extend the research to a national scale, resulting in a study that is geographically confined to a specific area within the Hazara Division. Consequently, the recommendations generated by this study are tailored to the division rather than being applicable at the countrywide level.

The generalizability of the research findings is inherently restricted to contexts that closely align with the demographic and scope parameters delineated in the current study. In essence, the conclusions and recommendations derived from this research serve as a blueprint for divisions with analogous characteristics and demographic profiles, underscoring the need for localized adaptations to address the multifaceted challenges faced by Afghan refugees in the realm of education.

Objective outcomes: A comprehensive report detailing the current education situation for Afghan refugees in KP specially hazara division refugee camps, including data on

enrollment rates, condition of school facilities, and an assessment of the quality of education. An evaluation report summarizing the initiatives and projects undertaken by UNHCR, the Pakistani government, and NGOs to improve educational opportunities for Afghan refugee children, highlighting their impact and effectiveness.

A detailed document outlining the challenges and constraints faced by UNHCR in delivering basic education to Afghan refugees in hazara division refugee camps, including logistical, financial, and operational barriers. A research report that explores the positive impact of education on the lives of Afghan refugee children and youth, including how it contributes to the empowerment of the refugee community in hazara division refugee camp.

These outcomes will provide valuable insights into the education situation, initiatives, challenges, and impact of education for Afghan refugees in hazara division refugee camp KP, helping inform policy and program decisions aimed at improving their access to quality education.

Recommendations: To enhance the educational opportunities for students, it is crucial to establish diverse scholarship programs, fostering higher completion rates and overall participation in various programs. Regular evaluations of the compensation packages for teachers at UNHCR schools should be conducted to ensure teacher retention and sustained interest in the teaching and learning process.

Educational institutions must be equipped with essential teaching and learning tools to facilitate a conducive environment for both instructors and students. Periodic retraining opportunities should be provided to instructors to enhance the overall quality of the teaching and learning process.

The course outline should undergo significant adjustments periodically, guided by knowledgeable faculty members, to ensure students are adequately prepared for the challenge of upcoming generation. Schools should address the growing student population and individual needs by improving restroom facilities.

Finding adequate funding sources is essential for initiatives like the Community-Oriented Primary Education program (COPE) to provide free education to all refugees, irrespective of their social backgrounds.

Recommendations for Stakeholders: Government and NGOs Allocate sufficient funding to improve educational facilities and resources in Afghan refugee camps. Collaborate with UNHCR and other stakeholders to develop and implement effective educational policies and programs. Conduct regular assessments to monitor the effectiveness of educational initiatives and make necessary adjustments.

UNHCR: Prioritize the provision of quality education by addressing infrastructure deficiencies and ensuring timely distribution of materials. Invest in teacher training programs to enhance the quality of instruction and support staff retention. Strengthen community engagement efforts to increase awareness and participation in educational activities.

Educational Institutions: Implement student-centered approaches to learning that cater to the diverse needs of Afghan refugee children. Foster a supportive and inclusive learning environment that promotes academic success and social integration. Collaborate with local communities and organizations to expand access to educational resources and extracurricular activities.

Recommendations for Students and Parents: Students Take advantage of educational opportunities provided by UNHCR and other organizations to pursue academic and personal growth. Actively engage in learning activities and seek support from teachers and peers to overcome academic challenges. Advocate for their educational rights and participate in decision-making processes that affect their schooling experience.

Parents: Encourage their children to prioritize education and actively participate in their academic journey. Stay informed about available educational resources and support services provided by UNHCR and other organizations. Collaborate with teachers and school administrators to address any concerns or challenges their children may face in school.

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