International Women’s Day

“DigitALL: Innovation and Technology for Gender Equality”

MARCH 2023
KEY FIGURES

675,626
Women & Children**

235,678
Women & Elderly

439,948
Total of Children & and Infants

DISAGREGGATED GENDER

DISAGREGGATED AGE GROUPS**

CONTACT US

United Nations High Commissioner for Refugees
UNHCR, Regional Bureau for Southern Africa, Pretoria, South Africa
For further information please contact: Onyango@unhcr.org and Mukama@unhcr.org

COVER PHOTOGRAPH:
Democratic Republic of the Congo. New clashes and violations, new waves of massive population displacement.
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International Women’s Day, which takes place in March every year, celebrates women’s social, economic, cultural, and political achievements while also making a call to action for strengthening gender equality and accelerating women’s empowerment. To accomplish this, Globally, UNHCR prioritizes education for women and girls as it is crucial to their empowerment and the future prosperity of their families and communities. With education, refugees and other vulnerable people in forcibly displaced communities are ultimately able to mitigate and protect themselves from protection risks such as Gender Based Violence, Sexual Exploitation and Abuse, child labor, conflict with the law, and engage and participate in determining their well-being while contributing to the development of their communities.

In Southern Africa, UNHCR and its partners guaranteed access to education to over 76,000 school-age children, 48% (37,000) female. However, general access to primary education for refugees is below 50 percent GER (Boys 47 percent; girls 43 percent) compared to the 68 percent global average. Furthermore, in secondary education, the region averages less than 20 per cent (Boys, 16 percent; girls’ 14 percent), also below the 37 per cent global average. Tertiary education for refugees generally averages only 3 per cent compared to the global average of 6 per cent.

In 2023 the theme DigitALL: Innovation and technology for gender equality celebrates refugee women and girls who are embracing digital learning to keep up with the rest of the world.

In Mozambique and the DRC, UNHCR and the Vodafone Foundation Instant Network Schools (INS) program provide an integrated platform that transforms an existing classroom into a multimedia learning hub. We expanded this program from 18 in 2020 to 35 centers to reach over 79,000 (37,000 Female) refugee learners and their peers in the communities hosting them in 2022. The INS program was set up to give young refugees, their peers in the communities hosting them, and their teachers access to digital learning and the internet. This has helped improve the quality of education in some of the most marginalized communities in the world.
In **Zimbabwe**, UNHCR is implementing the Profuturo Digital Education Framework in the Tongogara refugee camp and three host communities’ schools in the Chipinge district. The aim is to expand connected education programmes and reach over 4,400 (2,100 Girls) students from Primary 1 to 7. Profuturo is a digital education programme promoted by the Telefónica Foundation and “la Caixa” Foundation to narrow the education gap worldwide by improving the quality of education for millions of children living in vulnerable environments.

![Image of students in class](image)

In Lovua refugee settlement, **Angola**, the initiative to launch computer and IT courses were introduced in 2021 through a partnership with the government agency Instituto Nacional de Emprego e Formação Profissional (INEFOP) or the National Institute of Employment and Vocational Training.

![Image of students using laptops](image)

At the Vocational Training centre, refugee youth, including women and girls, are learning computer and IT skills to enhance their self-reliance and opportunities to seek employment. Currently, there are two classes with approximately 40 students each, 10 percent of whom are women. The center is fully equipped with eight laptops. Graduates from the programme are issued INEFOP certificates which are recognized nationwide. The technical-level study is increasing the employability of the women and girls enrolled. The CENTRE is a partnership project between INEFOP, Ajuda de Desenvolvimento de Povo para Povo (ADPP) Angola, and UNHCR.
In Malawi, 33-year-old Goreth, a refugee from Burundi, arrived in the Dzaleka camp in 2016 after fleeing conflict in her country. Although she specialized in business studies in high school, she could not take any certificates with her when she fled. In Dzaleka, she also faced language barriers as she had studied French, while English is the official language in Malawi.

“When I arrived here, I couldn’t find a job because I didn’t speak English, she says. In 2017, “I decided to enroll for online courses offered to refugees by t universities”.

A community leader, mother, and a student

As a community leader and mother of one child, online learning was not easy to balance domestic work and her responsibilities to the community. “It was hard for me to study online. I started studying when I was three months pregnant. I slept for only four hours a day. I didn’t have my own computer to study at home, but ATE-Hub, my study centre was very supportive. They gave me a laptop to do my work at home, and this helped a lot.”

Her determination finally paid off. Goreth graduated from the Southern New Hemisphere University in February 2023 with Associate Degree in General Studies.

Women in Dzaleka camp face many problems, especially as most of them are uneducated and cannot find a job to earn a decent living.

“I want to use myself as an example to inspire women to study and get better job,” says Goreth. “I am also planning to start a livelihoods project for vulnerable women, girls, and orphans which will empower them to set up their own income generation activities.”

“Almost stopped studying science because most of the lessons were theoretical,” says Uwonkunda, an 18-year-old student in Dzaleka Community secondary School. “We did practical exercises once a year because our laboratory is not well-equipped with apparatus and chemicals. It was difficult to understand the theory without doing experiments and practicals. But now with the tablets and internet, I have access to digital laboratories to practice anytime I want even without the teacher. I am sure I will pass well and continue with my education to become a doctor.”

**ECHO provided 500 tablets** and the internet installation to Dzaleka Community School to give hope

Additional information on Interventions in DRC can be found in the below social media:

- [LinkedIn](https://www.linkedin.com/posts/unhcr_righetlearn-activity-69760776967641882-mOxy?utm_source=share&utm_medium=member_desktop)
- [Twitter](https://twitter.com/Refugees/status/15703098793802753)
- [Facebook](https://www.facebook.com/UNHCR/videos/542769856671210/)

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UNHCR is working on the Aiming Higher Fundraising Initiative, that aims to remove the obstacles that prevent girls from accessing secondary and higher education and invites governments, partners and private sector to commit to the UNHCR Connected Education Challenge that aims to close the digital divide by ensuring that forcibly displaced women and girls have access to affordable digital devices, digital literacy and skills.

Financial Information

UNHCR’s financial requirements for the Southern Africa region in 2023 total USD 471.5 million. As of the end of January, 8 per cent of needs had been funded. UNHCR is grateful to donors who have supported operations in Southern Africa in 2023, including:

- Germany 11M
- Japan 5.7M
- CERF 1.5M
- Canada 1.4M
- UN Peacebuilding Fund
- European Union
- African Development Bank Group
- UN Programme On HIV/AIDS
- Austria
- Denmark
- Profuturo
- Open Society Foundation for South Africa
- United Kingdom
- Private donors

Flexible financial support greatly facilitates UNHCR being able to kick-start an emergency response, bolster forgotten or under-resourced crises, and enable the fullest possible implementation of programmes. They enable UNHCR to plan and manage its resources efficiently and effectively, contributing to the collective success in every life that is transformed and saved. UNHCR is grateful to the donors that have provided unearmarked and softly earmarked contributions in 2023, including:

Other softly earmarked contributions (USD)²:
- Private donors Luxembourg 5.1M
- Canada 3.9M
- Norway
- Private donors

Unearmarked contributions (USD)³:
- Sweden 77.6M
- Norway 63.1M
- Denmark 35.6M
- Netherlands 34.1M
- Germany 23.1M
- Switzerland 18.9M
- Belgium 11.9M
- Ireland 11.9M
- Algeria
- Australia
- Bulgaria
- Canada
- Estonia
- Finland
- Iceland
- Luxembourg
- Malta
- Monaco
- Montenegro
- New Zealand
- Philippines
- Republic of Korea
- Saudi Arabia
- Serbia
- Singapore
- Thailand
- Türkiye
- Uruguay
- Private donors

Notes: 1. Where a donor has contributed USD 1,000,000 or more, the total amount is shown. 2. Due to their earmarking, other softly earmarked contributions listed are those which can potentially be used in Southern Africa. Where a donor has contributed USD 2M or more, the total amount is shown. 3. Donors contributing USD 10M or more are listed.
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