

UNITED NATIONS CHILDREN'S FUND (UNICEF)



AN EVALUATION OF THE EDUCATION PROGRAMME IN REFUGEE CAMPS IN WESTERN TANZANIA

FINAL REPORT

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LIST OF ABBREVIATIONS

CPSLE	Certificate of Primary School Leaving Examination
DRC	Democratic Republic of the Congo
EDC	Education Development Centres
GER	Gross Enrolment Rate
IEB	Inter-regional Examination Board
MVC	Most Vulnerable Children
NER	Net Enrolment Rate
NGO	Non Governmental Organizations
NPA	Norwegian Peoples' Aid
PCR	Peace and Conflict Resolution Programme
PCR	Peace and Conflict Resolution Programme
REDESO	Relief Development Society
SAEU	Southern Africa Extension Unit
TOR	Terms of Reference
TOT	Trainer of Trainers
TPR	Teacher pupils ratio
UAM	Unaccompanied Minors
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children's Fund
VTC	Vocational Training Centers

TABLE OF CONTENTS

EXECUTIVE SUMMARY	V
1 BACKGROUND	1
1.1 PURPOSE OF THE STUDY	2
1.2 TERMS OF REFERENCE	2
2 METHODOLOGY	3
2.1 BASIC APPROACH	3
2.2 DATA COLLECTION TECHNIQUES	4
2.2.1 <i>Documentary analysis</i>	4
2.2.2 <i>Questionnaire</i>	4
2.2.3 <i>Interviews</i>	5
2.3 LIMITATIONS OF THE EVALUATION	5
3 PROFILES OF CAMPS AND EDUCATION ACTIVITIES	6
3.1 POPULATION OF THE REFUGEE IN THE CAMPS.....	6
3.2 OVERVIEW OF EDUCATIONAL ACTIVITIES IN THE CAMPS	6
3.2.1 <i>Management of educational activities</i>	7
3.2.2 <i>Mtabila Internet Learning Centre</i>	8
3.2.3 <i>Education development centres</i>	9
4 BASIC EDUCATION INDICATORS	10
4.1 ENROLMENT OF PUPILS IN REFUGEE CAMPS	10
4.2 GROSS ENROLMENT RATES	10
4.3 AVERAGE ATTENDANCE IN SCHOOLS.....	12
4.4 REPETITION AND DROPOUT RATES.....	13
4.4.1 <i>Factors influencing school dropout</i>	16
4.5 AVAILABILITY OF TEACHERS AND THEIR QUALIFICATIONS	17
4.5.1 <i>Pre-service teacher training</i>	18
4.5.2 <i>Number of teachers by qualifications</i>	18
4.5.3 <i>Teaching experience</i>	19
4.5.4 <i>UNICEF support to teacher training</i>	20
4.5.5 <i>Teacher turnover</i>	21
4.6 TEACHING-LEARNING ENVIRONMENT.....	23
5 CURRICULUM AND TEACHING AND LEARNING MATERIALS	26
5.1 SCHOOL CURRICULUM.....	26
5.2 ASPECTS ADDED TO THE CURRICULUM FROM THE COUNTRY OF ORIGIN.....	26
5.2.1 <i>Peace Education</i>	27
5.2.2 <i>Impact of the PCRCP on children</i>	27
5.2.3 <i>Readiness for repatriation</i>	28
5.3 AVAILABILITY OF INSTRUCTIONAL MATERIALS.....	28
5.4 QUALITY ASSURANCE	29
5.5 ASSESSMENT OF STUDENTS' ACHIEVEMENT	30
5.5.1 <i>Certification</i>	31
5.5.2 <i>Student performance by gender</i>	31
5.5.3 <i>Comparison of performance in inter-regional and Congolese examinations</i>	34
5.6 FACTORS INFLUENCING PUPILS' PERFORMANCE.....	35
6 SUPPORT TO GIRLS' EDUCATION	37

7	SUPPORT TO SPECIAL EDUCATION.....	38
7.1	CHALLENGES IN THE PROVISION OF SPECIAL EDUCATION	40
7.1.1	<i>Lack of special facilities.....</i>	40
7.1.2	<i>Availability of special education teachers.....</i>	40
7.1.3	<i>Parental stigma.....</i>	41
7.1.4	<i>Inter-regional tests.....</i>	41
8	SUPPORT TO PRE-SCHOOLS	42
9	BEST PRACTICES.....	43
9.1	COMMUNITY PARTICIPATION IN EDUCATION ACTIVITIES.	43
9.2	COORDINATION OF EDUCATION BY REFUGEES.	44
9.3	PRE-SCHOOL PROVISION AND SPECIAL EDUCATION	44
9.4	COMMITMENT OF TEACHERS.....	44
9.5	PROFESSIONAL DEVELOPMENT OF TEACHERS	44
9.6	USE OF CURRICULUM FROM COUNTRY OF ORIGIN	45
9.7	AVAILABILITY OF INSTRUCTIONAL MATERIALS	45
9.8	RECORD KEEPING IN SCHOOLS	45
10	LESSONS AND CHALLENGES.....	45
10.1	LESSONS LEARNT	45
10.2	KEY CHALLENGES.....	46
10.2.1	<i>Teacher attrition rate and low incentive package.....</i>	46
10.2.2	<i>Teacher's workload.....</i>	46
10.2.3	<i>Shortage of instructional materials.....</i>	47
10.2.4	<i>Ration cuts.....</i>	47
10.2.5	<i>Lack of clothing.....</i>	47
10.2.6	<i>Firewood issue.....</i>	47
10.2.7	<i>Pre-school education.....</i>	48
10.2.8	<i>Children's rape.....</i>	48
11	CONCLUSIONS AND RECOMMENDATIONS.....	48
11.1	CONCLUSIONS.....	48
11.2	RECOMMENDATIONS	49
11.2.1	<i>Teacher attrition.....</i>	49
11.2.2	<i>Teachers workloads.....</i>	50
11.2.3	<i>Shortage of instructional materials.....</i>	50
11.2.4	<i>Pre-school education.....</i>	50
11.2.5	<i>Children rape.....</i>	50
11.3	RECOMMENDATIONS FOR FOLLOW-UP STUDIES.....	50
11.3.1	<i>Pupils' attendance, drop-out and repetition rates.....</i>	51
11.3.2	<i>Learning achievement</i>	51
11.3.3	<i>Girls' education</i>	51
11.3.4	<i>Special education.....</i>	51

List of Tables

Table 1: Camp Population Between August 2003 and February 2004.....	6
Table 2: Number of school, teachers and pupils by camps	10
Table 3: Enrolment Rates by Camp and Sex for 2003.....	11
Table 4: School Age Population and Out-of-school Children by Camp and Sex	12
Table 5: School Attendance by Camp, Sex and Grade	12
Table 6: Repetition Rates by Camp, Grade and Sex for 2001 to 2004	13
Table 7: Pupils' Dropouts by Camp, Grade and Sex	15
Table 8: Number of Pupils enrolled in Mtabila Camp for 2000-2004.....	16
Table 9: Number of Teachers by Camp, Sex and qualifications	18
Table 10: Number of Teachers by years of Teaching Experience.....	19
Table 11: Percentage of teachers who passed the Examinations.....	20
Table 12: Number of qualified teachers in Mtabila who left teaching for the months of January to April, 2004.....	22
Table 1: Distribution of School Materials to Pupils for Grade 1 – 6	28
Table 14: Comparison of Performance in IEB and National DRC Examination by School and Sex: Nyarugusu Camp, 2003	34
Table 15: Comparison of Performance in IEB and National DRC and Inter- Examination by school and Sex: Lugufu I Camp, 2001 -2003	35
Table 16: Number of Children with Disabilities by Type, Camps and Sex.....	39
Table 17: Number of Children enrolled in pre-schools by Camp and Sex	42

Executive Summary

The main purpose of this study was to evaluate the Education Programme in the refugee camps in Western Tanzania. The evaluation covered Kigoma and Kagera Regions. Specifically the consultancy assignment was concerned with assessment of the implementation process, quality of education, impact and efficiency of educational inputs in

In each camp there is an established education system. Both formal and non formal education are provided. The formal education comprises primary education and post primary education while pre-schools, vocational training and adult education fall under non formal education. T

As of February 2004, there were 125,188 children enrolled in primary schools in refugee camps. The teacher pupil ratios ranged from 1:48 in Mkugwa to 1:111 in Lugufu II. The study revealed that a high proportion of students repeat classes. With the exception of Lugufu I which has generally lower repetition rate than other camps, the repetition rate for girls is relatively higher than for boys. However, the study could not establish the percentage of repeaters who repeat a class more than once and the average time children spent in school given the repetition rates.

Refugee children have access to education using the curriculum from their home country to ensure future reintegration in their respective countries. The curriculum is enriched with life skills in the areas of peace education and conflict resolution, HIV/AIDS and reproductive health. In the refugee camps, quality control is ensured through the school inspectorate. There are at least two inspectors in each camp who inspect schools. Schools are supposed to be inspected at least once every year.

Girls' performance rate is relatively lower than that of boys. Furthermore, there is a huge variation in performance across the camps. Nyarugusu, Mtendeli, Kanembwa and Lugufu show extremely low pass rates. Nyarugusu and Lugufu, which accommodate Congolese refugees, claimed that Congolese children are not performing as well as Burundian children because their curriculum is different and the examination questions are biased towards the content of the Burundi curriculum.

UNICEF has supported the training of special education teachers. In the schools within the refugee camps, there are classrooms that cater for children with special needs. One of the good attributes of the programme is that there is flexibility in the teaching and learning approach. Efforts have been made to ensure that children with disabilities also get schooling. All children with special needs are placed in one classroom regardless of the nature of their disability. They are also mixed in terms of grade level.

The provision of pre-school education has laid a good foundation for children before they are enrolled in primary schools. The problem is a lack of resources and incentives for pre-school teachers. Similarly the provision of special education offers children with disabilities a conducive environment for development socially and academically.

Conclusions

Based on the findings, the evaluation team has observed that the education system in the refugee camp is functioning in an organized manner. There are well defined structures with clearly defined roles and functions. There are standards and guidelines that give direction to education in the refugee camps. Such guidelines include the school curricula, acquisition and distribution of instructional materials, school inspection, assessment of students' learning and certification.

UNICEF support has been tremendous in ensuring the provision of education to the refugee children. It is obvious that more than 80% of educational supplies and capacity building of teachers have been supported by UNICEF. The collaboration between UNICEF and the implementing NGOs has significantly contributed to the success of the education programme as it would have been almost impossible for UNICEF alone to implement the programme.

Despite the fact that education is provided in very difficult conditions, children are learning as some have been able to mainstream into school systems back home while others have joined the post primary institutions in the camps. There are good practices that have been observed by the refugees which were not seen in their countries of origin such as community participation. Generally, the delivery of education in

refugee camps needs extra efforts including self-determination, commitment, perseverance and voluntarism of both children and staff.

Recommendations

Consistent with the findings of the evaluation exercise, the following recommendations are made to improve the provision of education for the refugees:

Teachers' attrition rate. The nature of life for the refugees is temporary as they are supposed to be repatriated to their homes of origin. This means that teachers cannot be stopped from leaving. The only solution is for UNICEF to continue training and retraining teachers in as large numbers as possible to close the gap that is seriously affecting the quality of teaching in the camps.

Teachers' workload. Large class sizes have a negative impact on the teaching-learning process. However, the double shift system does not seem to be reducing the teaching load as it is the same teachers who teach both sessions. It is suggested that the recruitment of teachers be consistent with the review of incentives so as to attract more staff in the teaching profession.

Shortage of instructional materials. Shortage of instructional materials seems to affect the camps differently. The most affected are the Burundi camps. It seems that there is a problem of distribution of materials particularly exercises books. Distribution of materials needs to be strengthened and mechanisms for follow-up proper use of materials is put into place. Although UNICEF use the same formula to distribute supplies for children, in some camps pupils felt what they are given is not enough while in other camps they found the distribution sufficient for their needs.

Pre-school education. Communities have not been able to sustain pre-school education to the extent that some of the classes are closed down. UNICEF should look into the possibility of supporting community efforts in running pre-schools through teacher training and material support. Arrangements need to be made to give incentives to teachers as it is being done for primary school teachers.

Recommendations for follow-up studies

Due to time constraints the team could not explore in-depth some of the key issues. However, in-depth understanding of such issues may contribute in enhancing the

effectiveness of the support offered. Some of areas the need follow-up studies include:

Pupils' attendance, repetition and drop-out rates. There is a need to explore the relationship between attendance, repetition and drop-out rates. What is the actual percent of children who graduate from schools? What is the average number of years pupils spend in school? What is the proportion of students who never repeats? What is the proportion of students who repeat more than once? Do students who repeat more than once eventually drop-out of school? Is there a need for establishing complementary basic education to cater for out-of school-children?

Pupils' performance. The study revealed differences in terms of pupils' performance in examination. Girls' performance is relatively lower than boys' performance. However, there are some cases in which girls outperform boys. What factors make girls in such schools to perform well? What lessons can be learnt by other schools with unsatisfactory performance for girls? What factors hinder girls from excelling in school subjects and what could be done to change such a situation? Results also show that Congolese children are not performing as well as Burundian children. Why? What can be done to improve their performance?

Girls' education. What should be done to promote girls' education in the camps? Even though parents do not value girls' education, they do send them to schools. Why? Would they have done the same back home? What are similarities and what are differences in terms of parental attitudes to girls' education across the camps? What are parents likely to do when they return home? Will they allow girls continue schooling? If yes, why? If no, why?

Special education. What are unique learning needs of children with disabilities? What support do they need to learn successfully in schools? What role should UNICEF play to assist disabled children?

AN EVALUATION OF THE EDUCATION PROGRAMME IN REFUGEE CAMPS IN WESTERN TANZANIA

1 BACKGROUND

For many decades, Tanzania has generously provided asylum to significant numbers of refugees from a succession of different countries, and has done so in conditions that ensured the harmonious co-existence of refugees and the local population. On average, refugees account for approximately 29% of the host population in Western Tanzania. In Kigoma district, Congolese refugees account for 14% of the population, whereas in Ngara and Kibondo districts, Burundian refugees total around 39% of the total population (UN, 2003).

In the past, education was a sector that did not attract priority attention in many humanitarian crises, as it was considered to fall outside of the standard package of “life-saving” interventions that were typically supported by humanitarian actors. However, lessons learnt have demonstrated the critical importance of education in humanitarian responses. Tanzania has played a pivotal role in the global development of education in refugee settings based on innovations that were made jointly by UNHCR, UNESCO, UNICEF and NGOs (U.N, 2003). Education is now an integral component of community services provided in the camps.

UNICEF is one among the key actors in ensuring that quality education is provided as a basic human right for every child. As Buckland (2002) puts it, “helping to fulfil every child’s right to basic education of good quality remains the fundamental commitment behind all UNICEF’s work in education” (p.1). UNICEF has been supporting the provision of basic and non-formal education in refugee camps in Western Tanzania since 1994. Currently, about 500,000 Congolese and Burundian refugees reside in 12 camps. Children and youth constitute 40% of the refugee population. Among these, 123,130 are primary school learners and 32,365 are in pre-primary schools (communication with UNICEF Kasulu, April, 2004).

The education programme in refugee camps started as a temporary measure to address the interruptions in education and to facilitate children’s possible reintegration into schools in their home countries when they went back home. Nonetheless, with a prolonged stay of refugees, provision of quality education in the camps has become increasingly important. Accordingly, UNICEF has been expanding its scope of providing financial and technical

support to educational activities in refugee camps. UNICEF collaborates with UNHCR and several NGOs to support primary education based on the concept of 'Education for Repatriation'. Some of the NGOs implementing education programmes include World Vision, South African Extension Unit (SAEU), Relief Development Society (REDESO), Norwegian Peoples' Aid (NPA) and Africare International. UNICEF support to education is aimed at achieving the following objectives:

- Development of a structured school curriculum based on school curricula of the refugees' home of origin;
- Provision of school materials, including school textbooks, supplies and other non-food items;
- Training of both qualified teachers (refresher training, on new curriculum and important issues such as child rights) and unqualified teachers (special training and on the job);
- Promotion of girls' education;
- Provision of special education for disabled children;
- Improving the learning environment including rehabilitation of temporary classes and construction of permanent classrooms;
- Promoting children's hygiene through health programmes and the youth programme;
- Provision of pre-school education.

1.1 Purpose of the Study

The main purpose of this study was to evaluate the Education Programme in the refugee camps in Western Tanzania. The evaluation covered Kigoma and Kagera Regions. Specifically the consultancy assignment was concerned with assessment of the implementation process, quality of education, impact and efficiency of educational inputs in realizing the objectives of the programme and the existing gaps.

1.2 Terms of reference

According to the Terms of Reference (TOR), the consultants were expected to accomplish the following tasks:

1. Compile and analyse basic education indicators/statistics including: school enrolment, net and gross enrolment ratios by gender and age, drop out rates, teachers' numbers,

- qualifications and gender; turnover rates, and out-of-school children. The consultants were also required to undertake a qualitative analysis of data to establish reasons why children are not enrolling in school and why they are dropping out of school as well as the schooling status of most vulnerable children (MVC) and girls;
2. Assess the teaching situation to establish the quality of teaching by teachers' qualification, location, teaching experience, gender, etc., efficiency of teacher training, teacher turnover/attention/absenteeism, students' performance by gender and age;
 3. Assess and review progress in the teaching environment vis a vis infrastructure, i.e. permanent versus temporary structures and the extent to which the school curriculum from the country of origin has been updated and the availability of curriculum materials such as textbooks, pupils' supplies (exercise books, pens etc. recreational/sports equipment);
 4. Assess the impact and explore ways of expanding and improving girls' education support;
 5. Assess special education and educational material support for children with disabilities;
 6. Gather, analyze and disseminate good practices and lessons learnt;
 7. Find out the extent to which the programme has achieved its objectives, its impact and the cost-effectiveness of the programme.

2 METHODOLOGY

2.1 Basic Approach

The evaluation of the education programme adopted both quantitative and qualitative approaches. The quantitative approach helped establish the status of education based on indicators such as enrolment, teacher pupils ratio and performance in both school-based and regional examinations. The qualitative approach was used to gain insights into the approaches and processes used in carrying out education activities in refugee camps. The qualitative approach also helped achieve an understanding of children's backgrounds and factors that impinge on their learning. Interviews, focus group discussions and observations of the school environment formed the main techniques used for data collection.

The evaluation was accomplished through visits to refugee camps and primary schools to observe available school infrastructure and conduct interviews with educational personnel including education coordinators, head teachers, classroom teachers and a sample of pupils.

The evaluation covered three districts namely Kasulu, Kibondo and Ngara. Visits were made to the Mtabila, Muyovozi and Nyarugusu camps located in Kasulu and the Kanembwa camp in Kibondo. In Ngara, interviews were held with the national education officer for NPA, and the UNICEF assistant project officer for education. The UNICEF assistant project officer in Kasulu provided primary information related to the programme and accompanied the consultants to all the sites visited. The camps and schools visited were selected by UNICEF. Data collection from the camps was done from 20th to 24th April 2004. The remaining period spent in the field, up to April 27th, was used for compiling data and reviewing documents related to the education programme in the camps.

2.2 Data Collection Techniques

Based on the TOR, a checklist was prepared to guide the data collection process and development of interview schedules for different categories of respondents. The checklist was aimed at ensuring that adequate information was gathered on each aspect of the TOR.

2.2.1 Documentary analysis

Several documents were reviewed to gain understanding and perspectives of the environment in which education is provided in the camps. The documents reviewed covered various studies and reports by NGOs such as World Vision and the South African Education Unit as well as statistical data from the camps and programme reports compiled mainly by UNHCR and other implementing partners.

2.2.2 Questionnaire

A questionnaire was developed to solicit statistical information from schools. It was meant to be completed by head teachers and pre-school coordinators. Since the consultants could not cover all the schools during the field work, the camp education coordinators were asked to facilitate the collection of school based information. Therefore, the accuracy of the data provided by camp education coordinators could not be established. The questionnaire covered aspects such as number of pupils and teachers, number of textbooks available,

number of children repeating classes and number of children dropping out of school. A sample questionnaire is attached as Annex 1: data collection tools.

2.2.3 Interviews

Interviews were held with two NGOs implementing education activities. These included SAEU and NPA. The interviews focused activities implemented by NGOs, achievements realized, challenges encountered as well as lessons learnt. Interviews with refugee camp education officers centered on the coordination of education activities and their role in facilitating the training of teachers. Interviews were also held with pupils in schools. The purpose of interviewing children was to hear their voices and perceptions of education provided in the camps. Interviews with children were held either in Kiswahili or in their mother tongue.

2.3 *Limitations of the Evaluation*

The evaluation exercise was constrained by time, making it difficult for the team to visit all refugee camps. The team could only visit four (4) out of twelve (12) refugees camps in Kasulu (3) and Kibondo (1). Of the four camps visited, the evaluation team was able to spend a full day in two camps (Mtabila and Muyovosi) while in the other two camps, the evaluation team spent about three hours per camp. These short stays limited in-depth coverage of aspects investigated. It was not possible, for example, to explore the functioning of peace clubs in the communities since the evaluation was confined to respondents within the schools, given the time limitation. None of the camps in Ngara was visited because the evaluation team arrived in Ngara on Sunday when the schools were closed. Therefore, responses from the education personnel were limited to the four camps.

The team could not meet all the education coordinators as they were attending an inter-regional coordination meeting during the field visit. The evaluation team met only one education coordinator in Mtabila camp. Another limitation was the lack of consolidated data at the level of schools and camp coordination offices. In some cases, there was inconsistency in data available at schools and those found in the education coordination offices. As a result, the evaluation team spent a lot of time in verifying the authenticity of the data.

3 Profiles of camps and education activities

This section provides a general description of refugee camps in terms of population and the type of refugees hosted. During the evaluation there were two types of refugees hosted in the camps, namely Burundians and Congolese. An overview of the camps in terms of year of establishment, type of refugees and the population is presented in the following section.

3.1 Population of the refugee in the camps

The western part of Tanzania has a total of 12 refugee camps. Two camps are set for the Congolese while the rest of the camps accommodate refugees from Burundi. The year in which each camp was established and the total population as of August 2003 and February 2004 are provided in Table 1.

Table 2: Camp population between August 2003 and February 2004

District	Camp	Year established	Origin	Population Aug. 2003	Population Feb. 2004
Kasulu	Nyarugusu	1996	Congolese	57,617	58,446
	Mtabila I	1994	Burundian	17,795	17,823
	Mtabila II	1994	Burundian	44,786	44,222
	Muyovosi	1996	Burundian	39,857	39,157
Kigoma Rural	Lugufu I & II		Congolese	90,329	92,340
Ngara	Lukole A+B	1993	Burundian	83,528	91,176
Kibondo	Mtendeli	1996	Burundian	41,334	39,828
	Kanembwa	1994	Burundian	19,697	18,976
	Karago	1999	Burundian	26,508	22,830
	Nduta	1996	Burundian	45,523	41,820
	Mkugwa	1994	Mixed	1,900	2,070
TOTAL				468,874	468,688

Source: Tanzania 2004 (p. 9) and Field data

Table 1 shows that the refugee population in February 2004 is slightly less than the population in August 2004. The slightly decrease in the population is due to spontaneously and facilitated repatriation taking place in the camps.

3.2 Overview of educational activities in the camps

In each camp, education is categorized in terms of formal and non formal education. The formal education comprises primary education and post primary education while pre-schools,

vocational training and adult education fall under non formal education. The inclusion of pre-schools under non-formal education is based on the fact that pre-school education is a community based initiative. While primary education receives full support from UNICEF and other organizations, pre-schools receive, at times, only stationery support from UNICEF. Teaching in pre-schools is done on voluntary basis.

3.2.1 Management of educational activities

In each camp there is an established education system. The organizational structure of education in Mtabila camp is presented in Figure 1.

Figure 1: Organizational structure of education in Mtabila

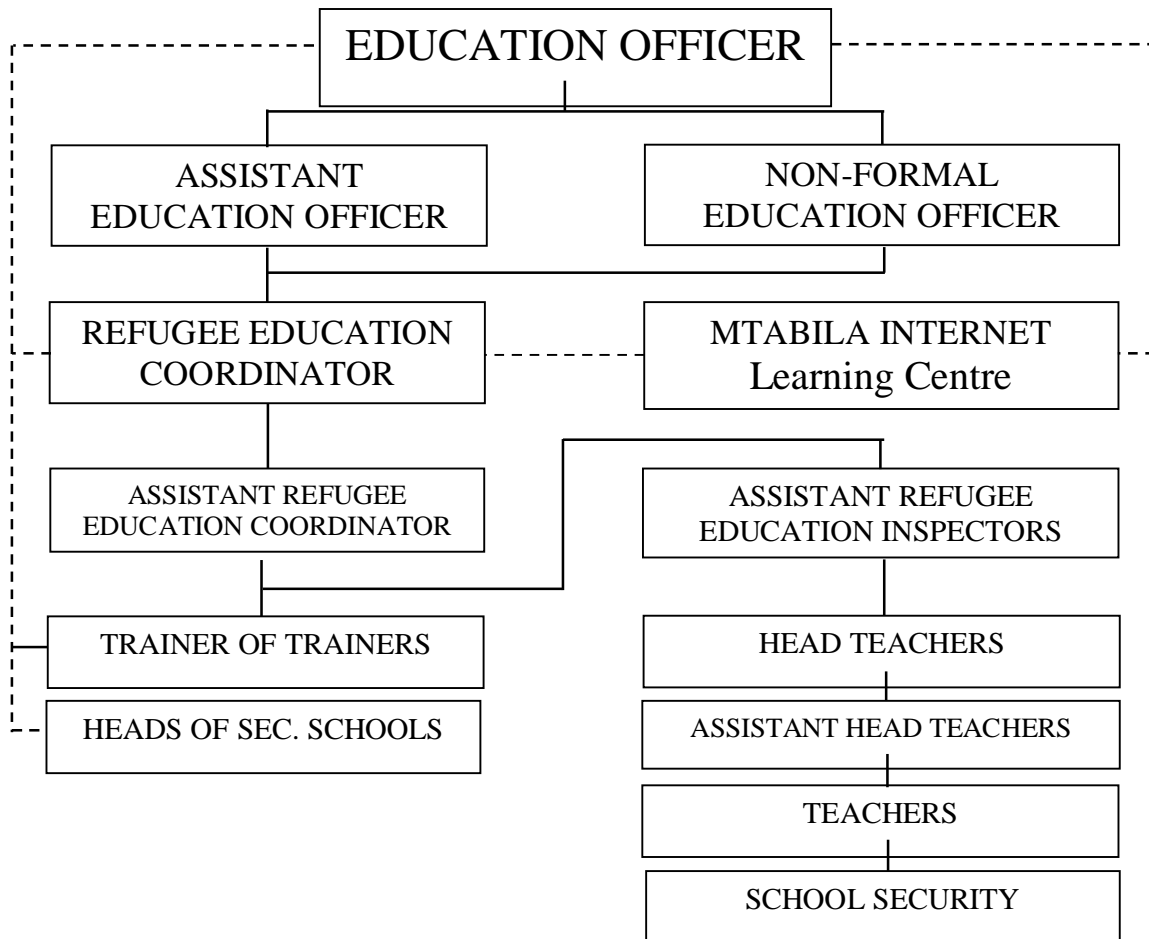


Figure 1 shows that there is a clear organizational structure in Mtabila refugee camp. The education officer is an overall coordinator of educational activities, both formal and non formal education. The education officer is assisted by two officials; one responsible for non-formal education and the other one responsible for formal education. There are school inspectors who are responsible for quality control issues and provision of advice related to teaching and learning. Each primary school is managed by a head teacher and there is an assistant head teacher. The trainer of trainers is responsible for coordination of professional development activities for the teachers.

All the education positions are held by refugees based on the qualifications and experience they had in their home country. Indeed, some education officers were former senior educational officials with considerable experience in the management of education. The education coordinator assists UNHCR in verifying the qualifications of teachers before they are recruited. Furthermore, the education coordinator is a link between communities and NGOs implementing educational activities. The Mtabila camp is unique in the sense that it is the only camp with internet facilities.

3.2.2 Mtabila Internet Learning Centre

Although the Internet facility is unique to only one refugee camp, it is worth mentioning that in Mtabila there is a computer room and all the computers are connected to the Internet. The Mtabila learning centre offers refugees an opportunity to acquire computer skills and provides access to Internet which is used mainly for communication purposes. The center operates on commercial basis where a small user fee is charged for the facilities. Picture 1 shows refugees in the Internet learning centre.



Picture 1: Mtabila Learning Centre

Picture 1 shows that in Mtabila refugees are able to use computer facilities for processing their documents as well as for communication purposes. Training sessions on word processing and use of the Internet are also conducted.

3.2.3 Education development centres

Within the camps, there are education development centres (EDC) aimed at providing the community a resource base for self-study, training and development of low cost teaching aids that are made using locally available materials. UNICEF established an exemplary EDC in Ngara in 1998 as a model for expansion to other camps. Currently, there are 10 EDCs, one in each camp, except Lugufu II and Lukole II which are recently established camps. Each EDC has facilities such as a library, a room for refugee education coordinator, a room for an artist and another room for trainer of trainers. There is also a training room which contains facilities for professional development of teachers. Normally, the in-service training courses are held either at EDCs or at school. Monthly, terminal, annual and mock examinations are normally prepared using the facilities available at EDCs.

4 BASIC EDUCATION INDICATORS

4.1 *Enrolment of pupils in refugee camps*

The exact size of the school-aged population may not be known because of repatriation and lack of proper records. Nevertheless, the statistics available provide a general picture in terms of pupils attending school. Table 2 provides the number of schools in each camp, pupils enrolled by sex number of teacher and the teacher pupil ratios (TPR).

Table 3: Number of school, teachers and pupils by camps

Camp	Nationality	# of schools	# Pupils			# Teachers			TPR
			B	G	Total	M	F	Total	
Mtabila I	BDI	11	8,898	8,991	17,889	249	33	282	63
Mtabila II	BDI								
Muyovosi	BDI	7	4,937	5,207	10,144	113	23	136	75
Nyarugusu	DRC	12	7,821	8040	15,861	DUV	DUV		
Lugufu I	DRC	12	9,182	8,365	17,547	172	32	204	86
Lugufu II	DRC	3	6,800	6,755	13,555	102	20	122	111
Mtendeli	BDI	5	4,776	4,501	9,277	100	23	123	75
Mkugwa	Mixed	1	262	264	526	8	3	11	48
Nduta	BDI	5	5,368	5,194	10,562	93	24	117	90
Karago	BDI	6	3,806	3,752	7,558	101	23	124	61
Kanembwa	BDI	4	2,319	2,421	4,740	41	16	57	83
Lukole	BDI	12	8,985	8,544	17,529	185	72	257	68
TOTAL		78	63154	62034	125,188	1164	269	1433	87

Table 2 shows that by February 2004, there were 125,188 children enrolled in primary schools in refugee camps. The availability of teachers varies from camp to camp. As shown in Table 2, the teacher pupil ratios ranged from 1:48 in Mkugwa to 1:111 in Lugufu II. Although the exact number of classrooms in each camp could not be established during the field visits there was a shortage of classrooms which necessitated the introduction of double shift sessions.

4.2 *Gross enrolment rates*

Gross enrolment rates (GERs) were computed based on the estimated population of school age children. While the official school going age is 7–12 years, the GERs are computed

based on age 5-18 since the population data availed to the evaluation team was categorized in terms of children in that age group. The team was also cautioned that the mobility of people in the refugee camps made it difficult to establish the actual population as refugees were continuously moving in and out of the camps. It was not possible to compute the net enrolment rate because the data on number of children enrolled in schools were organized not age-wise. In view of unavailability of data on official school going age, the data used provide a rough picture of GER across the refugee camps. Table 3 presents a crude estimate of the GERs across the camps.

Table 4: Enrolment rates by camp and sex for 2003

Camp	Population 5-18 years			All pupils in school			Gross enrollment rate		
	B	G	T	B	G	T	B	G	T
Nyarugusu	10381	10201	20582	9161	8399	17560	88.2	82.3	85.3
Mtabila I & II	10926	10617	21543	9301	9032	18333	85.1	85.1	85.1
Muyovozi	6591	6280	12871	5565	5138	10703	84.4	81.8	83.2
Lugufu I	11382	10812	22194	9479	8382	17861	83.3	77.5	80.5
Lugufu II	6249	5705	11954	6790	5598	12388	108.7	98.1	103.6
Mkugwa	330	330	660	212	235	447	64.2	71.2	67.7
Nduta	8923	8962	17885	7544	6704	14248	84.5	74.8	79.7
Kanembwa	3713	3708	7421	2403	2333	4736	64.7	62.9	63.8
Mtendeli	9042	8672	17714	5657	4949	10606	62.6	57.1	59.9
Karago	6367	6205	12572	4583	3939	8522	72.0	63.5	67.8
Lukole	19261	18082	37343	11228	10139	21367	58.2	51.1	57.2
TOTAL	93165	89574	182739	60695	54709	115404	65.1	61.1	63.2

With the exception of Mkungwa camp, the GERs for girls are relatively lower than those for boys though the difference is not quite significant. Lugufu camp has the highest GER compared to other camps. Children are enrolled in schools on a continuous basis depending on the time they arrive at the camp. Hence the enrollment data differs across the school terms. The study also attempted to explore the number of out-of-school children. Out-of-school children are those who never enrolled and those who dropped out of school. The numbers of out-of-school children presented by camp education coordinators are presented in Table 4.

Table 5: Out-of-school children by camp and sex

Camp	Out-of-school Children		
	Boys	Girls	Total
Karago	45	53	98
Mtendeli	625	781	1406
Nyarugusu	89	106	195
Lugufu I	280	324	604
Kanembwa	73	60	133
Mtabila	1054	755	1809
Nduta	62	85	147
Total	2228	2164	4392

Source: Compiled from the questionnaires

Table 4 shows that in some camps like Mtabila and Mtendeli there is a substantial number of out-of-school children. However, since the data were compiled after the completion of field work, reasons for variations on the number of out-of-school children could not be explored.

4.3 Average attendance in schools

The study also explored the attendance of pupils in schools. The attendance rate is based on the average number of pupils who attended school in the year 2003. The percentages of pupils attending school by camp, grade and sex are provided in Table 5.

Table 6: School attendance by camp, sex and grade

Camp	Sex	Attendance rate by Grade					
		Gd1	Gd2	Gd3	Gd4	Gd5	Gd6
Nduta	B	99.3	98.6	98.5	99.1	99	99.3
	G	99.4	98.7	99.2	98.9	98.6	99.5
Mtabila	B	84.5	89.5	87.2	92.2	91.2	87.1
	G	83.3	89.4	90.5	94.3	91.5	83.6
Mtendeli	B	94.9	99.7	99.9	99.8	99.8	99.9
	G	96.6	99.7	99.6	99.5	99.8	99.7
Muyovosi	B	92.1	86.3	91.7	92.1	92.9	93.4
	G	90.7	88.2	90.4	91.3	92.6	93.3
Nyarugusu	B	93	93	92	91	89	89
	G	92	92	91	90	87	86
Kanembwa	B	84.8	87.4	90.1	88.4	92.6	96.5
	G	85.3	87.1	90.8	90.6	92.1	85.6
Karago	B	97	96	98	96.7	96	98
	G	98	96	97.4	98.6	97.6	98
Lugufu I	B	90.4	93.8	93	96	90	90
	G	87.5	92.8	94	91	95	91
Lukole	B	85.0	97.3	81.9	96.8	79.1	70.1
	G	83.1	98.4	83.7	91.1	54.9	58.1

With the exception of Lukole camp where the attendance rates for pupils in Grades 5 and 6 are lower than in other grades, Table 5 does not reveal any noticeable patterns of attendance across the grades. However, girls' attendance rates for Grade 6 are somehow lower than boys' attendance rates especially for Kanembwa and Lukole camps. Generally, Mtabila, Muyovosi, Nyarugusu and Kanembwa camps have lower attendance rates than the rest of the camps. During interviews teachers indicated that the attendance of girls decline as they advance to higher grades. However, Table 5 shows that the attendance is generally satisfactory and that there are no significant differences between boys and girls except for the few cases mentioned.

4.4 Repetition and dropout rates

Through interviews with teachers and education coordinators, the evaluation team learnt that the promotion of students from one grade to another depended on students' performance in examinations provided at the end of each grade. Education coordinators were asked to provide data related to the number of pupils repeating each grade for the years 2001 to 2004. The percentages of children repeating classes are provided in Table 6.

Table 7: Repetition rates by camp, grade and sex for 2001 to 2004

Camp	Grade	2001		2002		2003		2004	
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Mtabila	I	43.8	45.2	27.9	29.8	42.4	44.9	-	-
	II	22.3	23.0	18.8	37.6	26.9	25.1	-	-
	III	23.5	18.4	17.7	15.8	27.0	25.8	-	-
	IV	27.6	20.2	19.1	16.7	26.8	23.1	-	-
	V	41.1	31.9	20.2	15.7	38.1	29.8	-	-
	VI	49.7	21.8	31.8	30.7	45.7	26.5	-	-
	Total	30.9	27.6	21.8	24.9	33.0	30.5	-	-
Muyovosi	I	36.7	27.7	37.8	28.9	39.3	32.3	-	-
	II	25.0	25.1	35.9	29.3	41.4	40.2	-	-
	III	33.1	31.0	31.8	30.6	44.2	36.5	-	-
	IV	38.2	31.5	27.1	27.3	37.3	26.8	-	-
	V	29.6	23.7	40.9	30.8	53.1	37.6	-	-
	VI	28.4	20.6	50.6	41.8	62.7	50.5	-	-
	Total	32.1	27.5	34.8	30.1	43.7	36.2		
Karago	I	-	-	-	-	15.6	19.5	11.8	25.5
	II	-	-	-	-	10.5	10.6	26.9	24.7
	III	-	-	-	-	11.8	10.9	20.0	19.4
	IV	-	-	-	-	14.8	12.0	26.8	28.4
	V	-	-	-	-	22.5	15.4	28.8	67.7
	VI	-	-	-	-	16.4	10.8	46.9	54.1
	Total					13.6	13.5	20.9	26.8

Camp	Grade	2001		2002		2003		2004	
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Kanembwa	I	31.7	33.5	31.6	36.7	22.3	18.3	18.2	20.6
	II	25.6	29.4	31.2	29.6	27.4	22.8	18.3	22.1
	III	18.5	16.4	25.4	33.8	18.3	19.7	16.1	17.6
	IV	20.5	17.9	21.9	24.6	16.7	17.1	21.6	18.8
	V	16.7	16.1	36.3	28.8	21.6	16.7	17.5	19.0
	VI	12.1	10.8	41.7	23.7	10.9	13.0	18.2	12.8
	Total	23.3	23.1	30.0	30.7	20.6	18.6	18.3	19.1
Lugufu I	I	10.0	10.8	10.6	11.4	12.4	11.5	8.6	9.6
	II	10.3	7.3	9.6	11.1	12.0	11.7	8.6	12.4
	III	9.6	5.0	10.9	9.5	7.1	11.0	6.8	7.8
	IV	6.5	10.9	6.1	9.8	9.4	10.1	8.9	8.2
	V	5.0	13.3	4.9	9.2	9.6	8.8	4.9	6.3
	VI	0.8	3.8	3.3	11.5	5.2	13.1	2.8	7.5
	Total	7.9	8.7	8.0	10.4	9.5	10.9	7.1	8.9
Nyarugusu	I	22.0	20.4	24.4	26.7	25.7	28.6	-	-
	II	23.2	21.7	32.8	40.1	30.2	35.4	-	-
	III	63.6	20.3	23.8	24.5	26.6	28.6	-	-
	IV	19.8	17.7	24.3	18.9	27.0	24.6	-	-
	V	17.1	16.9	22.3	21.3	27.6	18.6	-	-
	VI	22.1	20.6	23.5	19.2	15.3	17.7	-	-
	Total	29.5	19.7	25.6	25.4	26.3	26.2		

Source: Computed from the questionnaires filled by Education Coordinators

Table 6 shows that a high proportion of students repeat classes. With the exception of Lugufu I which has generally lower repetition rates than other camps, the repetition rates for girls are relatively higher than that of boys. For instance, in 2002, the repetition rate for girls in Grade 6 in Kanembwa camp was 41.7% while the rate for boys was 23.7%. However, the study could not establish the percentage of repeaters who repeat a class more than once. It could be interesting to establish the average time spent in school given the repetition rates. Do the majority of students promoted to the next grade are those who did a particular grade twice? Could it be that the majority of those who repeated are never proceeding to the next grade? These are key questions that need to be explored so that appropriate measures could be taken.

The evaluation team attempted to establish the extent to which pupils drop out of school per grade level. The percentage of pupils dropping out of schools by camps are provided in Table 7.

Table 8: Pupils' dropouts by camp, grade and sex

Camp	Grade	2001		2002		2003	
		Girls	Boys	Girls	Boys	Girls	Boys
Mtabila	I	5.0	4.9	1.1	1.2	2.2	2.9
	II	3.3	3.4	1.3	1.3	1.7	2.3
	III	4.7	4.0	1.1	1.0	1.9	2.0
	IV	9.7	6.6	0.9	1.0	1.0	1.4
	V	16.7	9.3	1.5	1.4	2.2	2.2
	VI	3.4	2.6	1.9	1.7	2.2	1.3
	Total	5.6	4.8	1.2	1.2	1.8	2.2
Muyovosi	I	-	-	2.1	5.5	2.8	1.7
	II	-	-	2.7	3.6	3.0	4.5
	III	-	-	2.4	3.4	2.7	6.1
	IV	-	-	5.2	3.1	5.3	6.5
	V	-	-	6.8	6.2	4.7	8.8
	VI	-	-	18.9	12.9	17.5	17.4
	Total			4.0	4.8	4.4	6.3
Lukole	Total	3.5	4.7	4.7	5.2	5.1	5.8
Lugufu I	I	2.6	3.4	2.7	2.5	3.5	3.7
	II	3.1	3.3	2.3	1.9	2.8	3.6
	III	2.0	2.8	1.2	1.5	2.4	3.2
	IV	1.3	2.2	1.3	1.2	1.4	2.1
	V	1.0	5.0	1.7	2.4	1.7	3.6
	VI	1.3	3.8	1.3	2.1	1.0	1.2
	Total	2.0	3.2	1.8	1.9	2.2	3.1
Nyarugusu	I	7.9	8.3	11.1	13.6	7.1	7.0
	II	9.5	8.8	6.0	11.1	8.0	7.5
	III	9.8	7.4	5.8	5.7	6.0	6.7
	IV	12.4	10.2	5.1	6.9	4.1	5.2
	V	6.5	5.3	6.7	5.0	3.9	5.2
	VI	12.3	9.7	7.8	4.7	5.8	3.7
	Total	9.5	8.3	7.2	8.1	6.0	6.0

Source: Computed from the questionnaires filled by Education Coordinators

The dropout rates are not as high as the repetition rates. However, when dropouts and repeaters are taken into account, it is evident that few pupils are promoted from one grade to another. Furthermore, the school enrolment data by grade reveal that as pupils progress to higher grades, their numbers tend to decrease. The enrolment data for Mtabila camp illustrates the point being discussed.

Table 9: Number of pupils enrolled in Mtabila camp for 2000-2004

Year	Sex	Grade I	Grade II	Grade III	Grade IV	Grade V	Grade VI
2000	Girls	<i>2648</i>	2289	<i>1115</i>	527	358	156
	Boys	<i>2347</i>	2498	<i>1487</i>	745	586	383
2001	Girls	1769	<i>2046</i>	1436	<i>722</i>	438	175
	Boys	1721	<i>1909</i>	1654	<i>1020</i>	680	380
2002	Girls	2523	1974	<i>1763</i>	1249	<i>945</i>	318
	Boys	2369	1824	<i>1648</i>	1406	<i>1249</i>	573
2003	Girls	2316	1855	1665	<i>1338</i>	896	<i>276</i>
	Boys	2146	1766	1568	<i>1471</i>	1207	<i>528</i>
2004	Girls	2140	1989	1677	1410	<i>1215</i>	576
	Boys	1982	1828	1521	1397	<i>1373</i>	853

Table 8 shows that there is a decline in the number of pupils as one cohort advances from one grade to another. Taking into account the number of pupils enrolled in Grade I in 2000, this cohort group was in Grade V in 2004. By then, the number of girls is already less than half of those who were in Grade I in 2004. Clearly, there is a wastage of students. Although repetition rates are higher than dropout rates, this would not have caused the number of pupils to be that low since repeaters are still within the school system. It is evident that the dropout rates are higher than the reported rates. It could be interesting to establish the link between repetition and dropping out of school. Do students dropping out of school are the ones who have repeated a class more than once?

4.4.1 Factors influencing school dropout

The study attempted to explore factors influencing children's decision to drop out of school. Through interviews with the camp education coordinators, teachers, school inspectors and pupils themselves, several factors influencing school dropout were mentioned. These included search for cheap labour, lack of basic items, repatriation and resettlement, early marriage and pregnancies for girls. A narration of each factor is hereby provided.

Search for cheap labour. It was reported by both teachers and pupils that due to poverty level and limited opportunities for income generation, parents were not able to cater for all basic needs of their children. Thus, children tended to search for cheap labour to supplement family income. The money earned was also used to purchase their own personal items especially clothes. Asked why they did not resume school after they obtained clothes, the respondents said that once children began earning, they tended to lose the interest in going back to school.

Lack of basic items especially clothes. Poverty is a critical factor affecting the ability of families to care for their children. Although school items such as exercise books are given to children freely, other aspects such as lack of clothes and soap severely affected children's attendance in school and eventually influence their decision to leave school. The issue of children not having clothes to wear to school seemed to be the most critical factor in all the camps we visited. Children felt embarrassed to attend school with their poor clothing. On the other hand, some children had only one piece of clothing, hence, they were forced to stay home on the day that they washed their clothes. The issue of clothes and the lack of soap severely affected the girls especially during their menstrual periods.

Repatriation and resettlement. Since life in refugee camps is meant to be temporary, sometimes children who are repatriated or whose parents secure settlements in other areas do not report to school management before leaving. As a result they are counted as having dropped out.

Early marriage and pregnancies for girls. As girls mature, their social demands increase including the demand for ornaments and decent clothes. Under these circumstances girls find themselves enticed into marriages or get pregnant before they complete school.

Other factors that influence children's decision for dropping out include: movement to other camps, irresponsibility of parents, low parental motivation towards education, and existence of child-headed households. As a result children do not have anyone to encourage them to go to school. It is their own choice as to whether or not to enroll in schools. The reasons for not enrolling into schools are almost similar to those that made children drop out of school. However, the problem of poverty, the presence of MVCs, and the phenomenon of child-headed stood out as the most prominent reasons behind the high drop out rate.

4.5 Availability of teachers and their qualifications

Availability of qualified teachers is an important component in attaining quality education. Trained teachers are better skilled at managing the teaching-learning process. The evaluation team was interested in finding out the nature of teacher training supported by UNICEF. However, prior to establishing UNICEF's support to teacher training, the team was interested in finding out the type of training programmes that the refugee teachers undergo. It was

reported by the camp coordinators and inspectors that teachers could go through the following training programmes:

4.5.1 Pre-service teacher training

The pre-service teacher training programme produces three types of teachers depending on the years that one spends training. The types include:

- § **Assistant teachers** who have completed four years of secondary education plus two years of teacher training. This category of teachers normally teaches in primary schools.
- § **Full teachers** comprises teachers who have completed four years of secondary education plus two years of teacher training plus two years of teaching. This category of teachers can teach in primary schools as well as in secondary schools up to Form 1 and 2.
- § **Diploma (D 7) teachers** who have completed four years of secondary education plus four years of teacher training. This category of teachers normally teaches in post primary schools but can also become school inspectors.

4.5.2 Number of teachers by qualifications

Teachers are categorized into two main clusters in terms of whether or not they were qualified teachers. Table 9 provides a summary of teachers by camp.

Table 10: Number of teachers by camp, sex and qualifications

Camp	Qualified		Unqualified		Total			% Unqualified		
	M	F	M	F	M	F	T	M	F	T
Karago	15	3	82	25	97	28	125	84.5	89.3	85.6
Kanembwa	20	9	19	3	39	12	51	48.7	25.0	43.1
Mtendeli	21	13	75	12	96	25	123	78.1	48.0	71.9
Nduta	17	4	97	26	114	30	144	85.1	86.7	85.4
Muyovosi	85	16	28	5	113	21	134	24.8	23.8	24.6
Mtabila	175	32	78	6	253	38	291	30.8	15.8	28.9
Nyarugusu	199	25	0	0	199	25	224	0.0	0.0	0.0
Lugufu I	159	25	17	7	176	32	208	9.7	21.9	11.5
Lukole	91	109	45	37	136	146	282	33.1	25.3	29.1
Total	782	236	441	121	1223	357	1580	36.1	33.9	35.6

As shown in Table 9, a total of 35.6 % of the teachers in the camps are unqualified. This is a significant number taking into account the role that teachers play in the provision of quality

education. The presence of unqualified teachers is more alarming in Karago (85.6% of teachers), Nduta (85.4%) and Mtendeli (71.9%). The only camp with teachers who are all qualified is Nyarugusu. Lugufu I has relatively few unqualified teachers compared to other camps. Overall, the Congolese camps (Nyarugusu and Lugufu) are better off in terms of availability of qualified teachers than the Burundian camps.

4.5.3 Teaching experience

The study attempted to explore the teaching experience of teachers. The findings are summarized in Table 10 which shows that the majority of teachers had teaching experience of 0-3 years (34.8%). This finding is consistent with the fact that the mobility rate of teachers was high resulting in the need for regular recruitment. Nevertheless, Table 10 also shows that there is a good number of teachers (27%) with experience of more than 10 years of teaching.

Table 11: Number of teachers by years of teaching experience

Camp	Sex	Years of Teaching Experience						Total
		0-3	4-6	7-10	11-15	16-20	> 20	
Nduta	M	49	39	25	1	0	0	114
	F	6	9	13	2	0	0	30
Mtabila	M	121	52	44	15	7	14	253
	F	18	9	0	2	2	7	38
Mtendeli	M	54	6	24	4	3	7	98
	F	15	1	3	2	0	2	23
Muyovosi	M	53	19	36	5	2	10	125
	F	8	6	7	1	0	3	25
Nyarugusu	M	27	34	40	40	31	25	197
	F	5	3	3	5	4	5	25
Kanembwa	M	20	8	6	3	2	0	39
	F	4	2	5	0	0	1	12
Karago	M	53	41	1	2	0	0	97
	F	20	7	1	0	0	0	28
Lugufu	M	21	30	28	33	28	36	176
	F	8	8	6	4	2	4	32
Lukole	M	50	25	42	50	18	15	200
	F	25	6	16	23	4	8	82
<i>Sub-total</i>	<i>M</i>	<i>448</i>	<i>254</i>	<i>246</i>	<i>153</i>	<i>91</i>	<i>107</i>	<i>1299</i>
	<i>F</i>	<i>109</i>	<i>51</i>	<i>54</i>	<i>39</i>	<i>12</i>	<i>30</i>	<i>295</i>
Grand total		555	325	300	192	103	137	1594
Percent		34.8	20.4	18.8	12.0	6.5	8.5	

4.5.4 UNICEF support to teacher training

UNICEF has played an instrumental role in supporting the training of teachers. UNICEF is supporting two types of teacher training. The first type, commonly referred to as in-service teacher training involves all teachers, qualified and unqualified. The duration of the training ranges from 5 to 28 days with a focus on teaching methodologies, pedagogical skills and school management and administration. The second type involves only unqualified teachers. They are trained twice a week by education inspectors and trainer of trainers (TOTs) for consecutively two years and sit for an inter-regional examination. UNICEF supports examination costs such as preparation costs (setting of examinations) printing, invigilation, marking and deliberations related to examinations and performance of teachers.

Quality control is one of the best aspects of education provided in refugee camps. In order for teachers to be offered certificates for the training they attend, they have to pass the inter-regional examinations. A total of two cohorts of teachers have sat for examinations in 2000 and 2002. The next cohort is expected to sit for examinations sometimes in 2004. Table 11 shows the percentage of teachers by camps who passed the examination for the year 2002.

Table 12: Percentage of teachers who passed the examinations

CAMP	REGISTERED	SAT	ABSENT	# PASS	% PASS
Lukole	108	98	10	59	60
Mtendeli	59	56	3	25	45
Nduta	36	33	3	5	15
Kanembwa	19	18	1	16	89
Mkugwa	2	1	1	1	100
Mtabila	61	60	1	50	83
Muyovosi	7	6	1	4	67
Nyarugusu*					
Lugufu	45	23	22	2	9
Grand total	337	295	42	162	55

*Nyarugusu Camp had no candidates in year 2002.

Table 11 shows that only 55% of the unqualified teachers who sat for the examination passed. Teachers who fail are supposed to repeat the course and sit again for the examination. One cannot be awarded a certificate until he or she passes the examinations. Although the 2002 unqualified teachers' examination data are not gender disaggregated, generally there are very

few female teachers in schools and even in teacher training programmes. For instance, in 2000 there were 61 teachers (16.8%) who sat for unqualified teachers' examinations out of 362 candidates. Of the 61 teachers who sat for the examination, 33 passed (54.1%). The female teachers pass rate in 2000 is almost the same as the overall pass rate for the year 2002 (55%).

As already pointed out, in-service training is offered to both qualified and unqualified teachers. However, training was not systematic and there was no planned training programme. Based on the information provided by teachers, it appeared that in-service teacher training was organized on an ad hoc basis. Selection of teachers for training was determined by the education coordination team. As such, head teachers were not involved in the selection of teachers to attend training. School inspectors, based on their observations of various classroom lessons, identify training needs for teachers. Teachers who attend professional development seminars are given an opportunity to share with other teachers the knowledge they acquire from the seminars.

In this section an attempt has been made to show how the component of teacher training is taken into account in the refugee camps. However, the main challenge is a high turnover rate for teachers as described in the next section.

4.5.5 Teacher turnover

Teachers are central to curriculum implementation. The quality of education provided hinges on the competence of teachers. The evaluation team revealed that there is a high teacher turnover in the camps of Mtabila, Muyovozi and Kanembwa. Trained teachers have been leaving and are often replaced by unqualified teachers. In some cases teachers who leave are not replaced at all. This problem is more serious with trained qualified teachers, who seem to be leaving the job at a high rate. Some of the reasons that contribute to the high teacher turnover are: repatriation of refugees to countries of origin, resettlement and movement of teachers to other places in search of better payment.

Low incentives were mentioned in all camps as the main factor in teacher turnover. Teachers are paid an incentive allowance of Tshs 18,000 per month in accordance to the United Nations regulations. According to the respondents, this amount was not consistent with the costs of living, which they said had gone up. This economic situation tended to force teachers to look for greener pastures. In one of the camps (Kanembwa) it was reported that some

teachers were now being offered better job opportunities by other NGOs working in the same camp. Table 12 shows the number of teachers who left teaching for the months of January–April 2004 in Mtabila camp.

Table 13: Number of qualified teachers in Mtabila who left teaching for the months of January to April 2004

Month	Number of qualified teachers who left	Number of teachers replacing those who left	
		Qualified	Unqualified
January	23	-	23
February	6	3	3
March	6	-	6
April	5*	-	-
Total	40	3 (8.6%)	32 (91.4%)

* No replacement has been made

Source: Data from Mtabila Education Coordination Office

Table 12 shows that between January and April 2004, a total of 40 qualified teachers have left teaching in Mtabila camp. Of the 35 teachers who have been replaced, 32 (91.4%) are unqualified teachers. It is evident from the data presented that there is a big challenge in the provision of training for teachers since qualified teachers are leaving in large numbers.

Efforts to recruit those who completed secondary education have proved to be futile as more job opportunities arise. According to interviews in Kanembwa, some of the secondary school leavers are said to be undertaking other trades in the Tanzania Vocational Training Centers (VTCs) with support from some NGOs. Under these circumstances, it is becoming increasingly difficult to get even unqualified teachers. This situation reinforces overcrowdedness in classrooms. Although the required average teacher pupil ratio is 1:50, as shown in Table 2, in some schools the ratio is more than 100 pupils per teacher. A single teacher is required to cover all the four subjects taught in schools. Due to large number of pupils, teachers are required to teach double sessions. Teachers interviewed indicated that they get tired as they have to teach twice all the subjects taken by pupils in that respective class. Some of the teachers said that they had problems teaching even small classes because they are not trained teachers. This situation negatively impacts on the quality of teaching and learning. Systematic ways of identifying training needs for teachers should be put in place to assist teachers who are not confident with pedagogical skills they already have.

Teacher turnover will persist for a long time to come unless concerted efforts are made to address the problem. Although a double shift system has been introduced in schools, this approach seems to address the problems of class size and shortage of classrooms rather than that of teachers' competence. Usually, the same teachers handle the double shift and they get exhausted before the end of the day. Inadequate financial resources were also said to be affecting the education programme, as it was difficult to pay additional teachers. Despite these problems, the teachers we found in the schools we visited seemed to be committed to ensuring that pupils are taught well.

The situation of availability of qualified teachers seems to be different in the Nyarugusu camp. Available school records showed that all the teachers are qualified to teach in primary schools. Teacher turnover was said to be minimal in the Nyarugusu camp. It would be interesting to explore reasons for low teachers turnover so that such positive attributes could be emulated to other camps.

4.6 Teaching-learning environment

Through interviews and observations made during the field, there is a general shortage of classrooms, teachers' offices, latrines and water facilities. Generally the classrooms are in good conditions except for some temporary buildings as shown in the pictures.



Initially, only temporary structures were used for teaching and learning purposes. But as the time of stay of refugees has been prolonged, permanent structures are being put into place. However, because of the current shortage of classrooms, some class sessions are conducted in churches and grass thatched buildings. Thus both temporary and permanent structures are being used.



During the evaluation exercise, teaching was going on in all such buildings and they were all occupied, at least in Mtabila camp. Some respondents reported that they had more permanent and better physical learning environments compared to situations back home. All schools had adequate number of desks to cater for learning.

All schools do not have a teachers' office. As a result, teachers have to do their lesson preparations at home or in classrooms after releasing children. However, some houses in which teachers live are in poor condition with leaking roofs. Teachers indicated that they were given plastic sheeting only once when they arrived at the camps. The plastic sheets are no longer in good condition and there are cases where teachers find their books wet due to roof leakage.

Schools have both permanent and temporary toilets but these are not sufficient for the school population. It was reported that one toilet is used by an average of 100 children. Schools have water although it is not sufficient for the school population. Only one school (Gahara) in Mtabila camp did not have a water source during the time of evaluation.

The quality of facilities used in classrooms differed from school to school. As the picture shows, in some cases even the quality of blackboard used was unquestionably poor while in others good facilities were used.



Most of the schools visited had sufficient number of desks for pupils. Teaching aids were used in classrooms and in some cases, charts containing useful subject information were posted in the walls. Generally, teachers made some efforts to make local teaching and learning materials.

5 CURRICULUM AND TEACHING AND LEARNING MATERIALS

The evaluation team was interested in examining the curriculum used in schools and the type of teaching and learning materials used for curriculum implementation. An investigation was also made on the extent to which the curriculum prepares teachers and pupils for repatriation.

5.1 School curriculum

A sound curriculum is at the heart of quality education. In the refugee camps, the issue of curriculum and its relevance to children is critical in attracting children to schools. Findings of this evaluation revealed that refugee children have access to education using the curriculum from their home country to ensure future reintegration in their respective countries. The curriculum is enriched with life skills in the areas of peace education, conflict resolution, HIV/AIDS and reproductive health.

The main subjects in the camps which host refugees from Burundi are Mathematics, French, Kirundi and General Knowledge (science, geography, history etc). The language of instruction is Kirundi for Grades 1 and 2 and French for the other grades 3 to 6. On the other hand, in the camps which host refugees from the Democratic Republic of the Congo (DRC), the main subjects include Mathematics, French, History, Geography, Civics, Music, Gymnastics and Science. The languages of instruction are Kiswahili and French.

5.2 Aspects added to the curriculum from the country of origin.

The evaluation also intended to find out if there were other aspects that had been added to the current curriculum. For all the four camps visited by the evaluation team, it was reported that peace education had been added as part of the curriculum and was included in the school timetable. In Mtabila, Kanembwa and Muyovozi camps, peace education was integrated into the General Knowledge subject which was taught once per week. Peace Education had also been added to the curriculum used in Nyarugusu camp and was taught once per week as part of the school timetable.

On the other hand, HIV/AIDS had not been included in the school curriculum in all the three camps. Rather, it was taught informally by providing children with messages about the HIV/AIDS pandemic through seminars and other community services such as religious

institutions. Despite the good intention of the curriculum as a preparation for repatriation, some respondents expressed the need to learn other languages particularly Kiswahili and English in order to make a difference when they got back home. They also expressed the need for vocational skills as a means of survival back home.

5.2.1 Peace Education

International conflicts and the ongoing need for educating children in emergency situations elicited UNICEF's interest and commitment to peace education. According to Fountain (1999), peace education is a process of promoting the knowledge, skills, values and attitudes needed to bring about behavioral changes that will allow children, youth and adults to prevent the occurrence of conflict, to resolve conflict peacefully and to create the social conditions conducive to peace. Peace education is a specific context for developing life skills.

The Peace and Conflict Resolution Programme (PCRP) was introduced in 1998 as an approach to conflict resolution. It was reported that a technical team was appointed and supported by UNICEF to design a syllabus for the subject according to the levels of the target groups. The same technical team was assigned to write a manual for pupils and teachers catalogues as well as designing assessment tools. Implementation of the programme started in 2001 and is being taught from Grade 1 to Grade 6.

The purpose of the PCRP is to create awareness among children about the effects of war and to inculcate in children the attributes of tolerance, understanding, forgiveness and cohesion. As already mentioned, peace education is part of the school curriculum and appears in the school timetable. Peace education is linked to communities through religious institutions. It was also reported that there are extra curricular activities in PCRP. These include Peace Committees, cultural activities (songs, drama, games and theatre). Peace clubs have also been established in communities.

5.2.2 Impact of the PCRP on children

It was difficult to assess the impact of Peace education on children. However, teachers said that since the subject was introduced, relations among children (and communities) had improved as children and teachers were all the time trying to be nice to each other and that there was love and respect and children seemed to care for the disabled in the schools.

One of the respondents observed that peace education was very important in resolving ethnic conflicts by bringing children together. The same respondent said that the programme had made a difference as the abusive language that used to prevail has been reduced to a large extent and that there was more respect, forgiveness and love for others than before. Children practiced what they learnt at home and in this way they influence the behaviours of their parents. It was reported that people were becoming more peaceful. One pupil from Vumilia Primary School, Muyovozi camp had this to say: *"Peace education teaches us to love each other, not to hate each other"* (translated). Yet another from Upendo primary School, Kanembwa camp, said, *"Twubake Iburundi namahoro nhituze tulagwana - translated..."So that we build Burundi in peace instead of fighting"*.

5.2.3 Readiness for repatriation

One of the objectives of the evaluation was to find out whether children and teachers felt that the education system prepared them for repatriation and to explore fears surrounding the issue of repatriation. Generally, both teachers and children felt well prepared because they are using the curriculum from the country of origin. Teachers indicated that even certificates offered for attending in-service training are accepted at their home places. However, fears surrounding the issue of repatriation were related to political instability and ethnic differences. Others were worried about their security when they go back to their countries of origin. They were not sure whether they would be granted reliable safety if they went back. But as far as the aspect of education is concerned, they were satisfied with the way it is preparing them for repatriation.

5.3 Availability of instructional materials.

The instructional materials referred here include textbooks, teaching aids and supplies (exercise books, pens, pencils, chalks, rulers, etc.). Textbooks are brought from the countries of origin, Burundi and the DRC. The books are said to be compatible with the curricula used in the schools. UNICEF has been in the forefront of supplying books and seems to be the sole source to all the schools. UNICEF also provides schools with teaching aids, educational, recreational and sports equipment and stationery. Usually UNICEF supplies materials on quarterly basis and has a formula for distributing which is based on grade level of a pupil. Pupils in higher grades receive more supplies than those in lower grades as shown in Table 13.

Table 14: Distribution of School Materials to Pupils for Grade 1 – 6

Item	Grade 1	Grade 2	Grade 3	Grade 4-6
Exercise books lined	1	3	5	6
Exercise books squared	-	1	2	2
Pen	1	1	1	1
Pencil	1	1	1	1
Eraser	-	1	1	1

Availability of instructional materials varied between the camps. Mtabila and Muyovozi camps indicated that they had a serious shortage of textbooks and supplies. Children who were interviewed in the Muyovozi camp emphasized the demand for instructional materials especially textbooks and exercise books. They said that there were not enough exercise books provided and the books were too thin to accommodate all that was taught to them. This problem was felt more by the pupils in the upper grades who had more to write and more homework to do than those in the lower ones. More than five children shared a textbook and the average book pupil ratio was 1:5. The problem of shortage of textbooks was felt more in the French subject. In some schools, there was no single French textbook for pupils in Grade 4. It was reported that the book is not available in the camps for reproduction.

On contrary, the Nyarugusu camp indicated that they had adequate numbers of books and supplies. The supplies were said to be issued constantly for both teachers and the pupils. It was not clear what caused such disparities.

5.4 *Quality assurance*

Quality assurance refers to the process of ensuring that the quality of education, including norms and standards, are maintained. In any education system there are policy statements and guidelines that direct the implementation of education. Such guidelines include the curriculum, assessment procedures, specifications for school buildings, guidelines on enrollment, retention and repetition, performance standards, to mention only a few. Many education systems have established mechanisms for quality control by instituting an organ for the purpose. Such an organ is usually called the school inspectorate, or advisory or supervisory body.

In the refugee camps, quality control is ensured through the school inspectorate. There are at least two inspectors in each camp who inspect schools. Schools are supposed to be inspected at least once every year. In Nyarugusu camp, record showed that school inspectors were able to inspect each teacher once per year. Inspection reports are used to organize professional development training for teachers. The evaluation team found out that most of the school inspectors in Nyarugusu had not received special training in school inspection. In contrast, in Mtabila camp it was reported that most inspectors were trained.

5.5 Assessment of students' achievement

Three types of examinations are used to assess students' achievement. The first one is the normal internal school examinations, which are administered at the end of each term and/or annually. The second is the inter-regional examination administered at the end of Grade 6 as the Primary School Leaving Examination (PSLE). This examination, popularly known as the UNHCR examination, is set and administered by an inter-regional examination board to children in all the camps of the two regions of Kigoma and Kagera. Children who pass the inter-regional exams enroll into secondary schools, which have also been established in the camps. The third type of examination is known as the national examination from the countries of origin. Grade 6 Congolese children sit for the national examination of the Democratic Republic of the Congo on the same day the examination is administered in DRC. A team of inspectors from the DRC administer the examinations in the camps and the scripts are taken to Congo for marking.

The national examination is administered to refugee children as a way of preparing them for being mainstreamed into the formal school system back home. In case of Burundian refugees up to 2003, the national examination was held in the camps a week after it has been administered in Burundi. Consequently, the Burundi national examination was done by children in refugee camps just as a practice test but not for certification. However, the 2004 Burundian Exams were done in the camps the same day as in Burundi. This practice will continue even for the future examinations.

UNICEF, in close collaboration with UNHCR and the education teams from the camps of Kigoma and Kagera regions, supports the assessment activity of compiling the examinations

in Tanzania. UNICEF also assists with external invigilators for the mock, inter-regional and national examinations. The education coordination team does marking of mock examinations with support from NGOs working in the respective camps. Inter-regional exams are centrally marked in Kibondo district. UNICEF also provides stationery and student refreshments during all examinations.

5.5.1 Certification

The national and inter-regional exams lead to the award of a certificate. Those who pass the Interregional examination are awarded the Certificate of Primary School Leaving Examination while those who pass the Congolese examinations are awarded the Certificate of the Government of Congo. Student who passes both examinations are awarded both certificates. Currently, Burundians are offered certificates improvised by UNICEF and UNHCR. The UNHCR certificate is accepted in the countries of origin. That means the holders are acknowledged as having completed primary education.

The adoption of the Burundi and Congolese curricula was considered by UNICEF and UNHCR a way of preparing the children for repatriation so that they are accepted in the formal system of the country of origin when they got back home. It was reported that children who went back to their countries of origin had been easily accepted in the formal schools. Children also felt prepared for repatriation. Congolese children are provided with the same examinations as those done by their peers back home at the end of Grade 6. A team of supervisors from Congo would normally administer examinations in the camps and the scripts are taken to Congo for marking. This practice has facilitated a smooth transition of Congolese refugees as they are awarded the same certificates as those issued to their counterparts in Congo.

5.5.2 Student performance by gender

In order to provide an overview of students' performance in examinations across the camps, the analysis of students' performance in inter-regional exams is provided. Figure 2 shows the performance of pupils by camps and sex for 2003.

Figure 2: Grade 6 Inter-regional exam performance by camp and sex for 2003

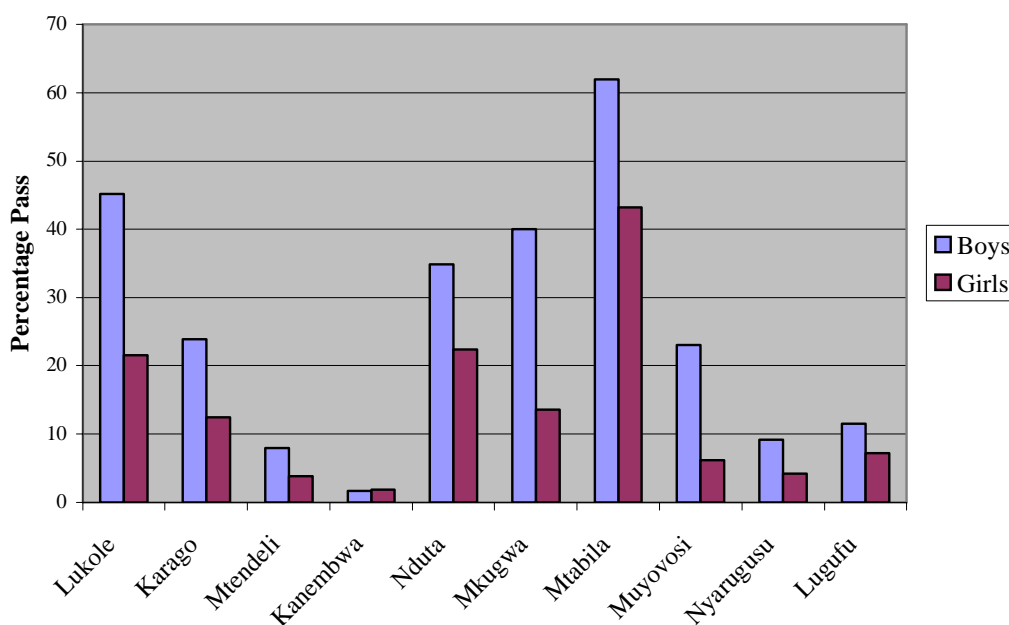


Figure 2 shows that girls' performance rate is relatively lower than that of boys. Furthermore, there is a huge variation in performance across the camps. Nyarugusu, Mtendeli, Kanembwa and Lugufu show extremely low pass rates. Nyarugusu and Lugufu, which accommodate Congolese refugees, claimed that Congolese children are not performing as well as Burundian children because their curriculum is different and the examination questions are biased towards the content of the Burundi curriculum. The performance of pupils according to the country of origin is shown in Figure 3.

Figure 3: Grade 6 Inter-regional examination pass rate by nationality and sex for 2003

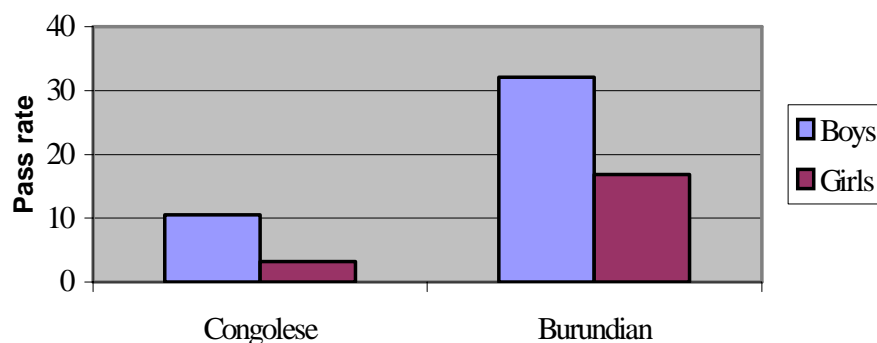


Figure 3 shows that there are significant differences in performance between Burundian and Congolese refugees. The performance of Congolese girls is even worse than that of Burundian girls as less than 5% passed the inter-regional exams for the year 2003. Unfortunately the study could not establish concrete reasons for differences in performance by nationality.

Students' performance in 2003 was generally unsatisfactory compared to the performance in 2002. Figure 3 shows a comparison of pass rates for the year 2002 and 2003 and illustrates well the point in case.

Figure 4: Grade 6 inter-regional performance by sex: 2002 and 2003

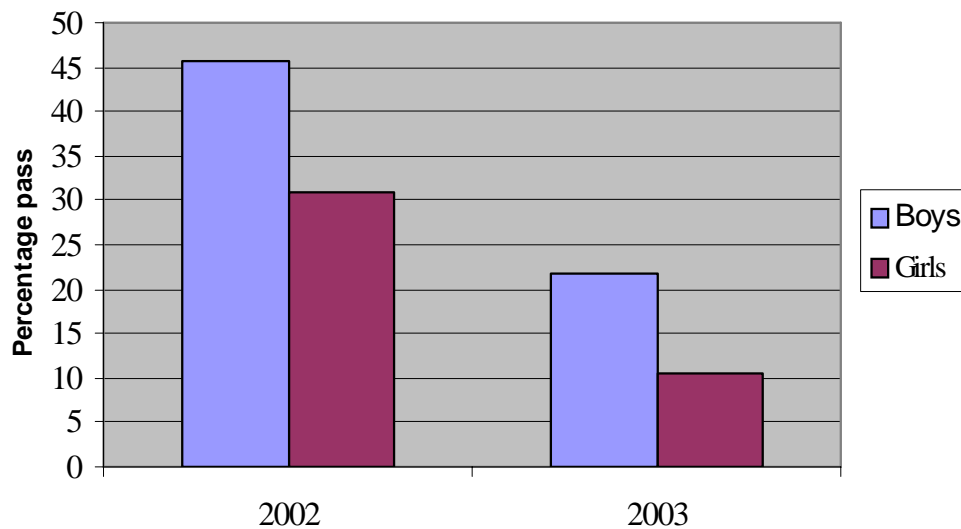


Figure 4 shows that the performance rate in examinations for the year 2003 was generally unsatisfactory. Examination irregularities were one among the factors that contributed to such a poor performance in 2003. UNICEF staff and NGOs supporting education activities reported that there were some examination irregularities which resulted in cancellation of examinations. Some of the camps which were seriously affected include Kanembwa and Mtendeli. The IEB takes stern measures against individuals involved in examinations irregularities. The practice is an indication that the education coordinators are keen in ensuring that exams are conducted fairly.

5.5.3 Comparison of performance in inter-regional and Congolese examinations

To further assess the difference in performance by gender a sample of examination results from Nyarugusu camps was taken. The same data also show difference in performance between the inter-regional and the Congolese examinations table as presented in Table 14.

Table 15: Comparison of performance in IEB and National DRC Examination by school and sex: Nyarugusu camp, 2003

School	Candidates			Passes							
	B	G	Total	B		G		Total		% Pass	
				C	IEB	C	IEB	C	IEB	C	IEB
Hodari	92	49	141	50	8	6	0	56	8	39.7	5.7
Faraja	98	27	125	90	8	19	3	109	11	87.2	8.8
Hekima	78	77	155	51	9	31	0	82	9	52.9	5.8
Neema	85	59	144	86	4	56	0	142	4	98.6	2.8
Mapendo	72	42	114	67	12	37	1	104	13	91.2	11.4
Uhuru	115	57	172	88	10	52	0	140	10	81.4	5.8
Rehema	66	20	86	27	4	9	2	36	6	41.9	7.0
Amani	71	37	108	69	20	36	1	105	21	97.2	19.4
Tumaini	69	38	107	40	2	21	1	61	3	57.0	2.8
Matunda	60	42	102	33	3	38	1	71	4	69.6	3.9
Umoja	84	27	111	68	4	19	1	87	5	78.4	4.5
Elimu	37	16	53	35	1	8	0	43	1	81.1	1.9
Total	927	491	1418	704	85	332	10	1036	95	73.1	6.7

Table 14 shows that in 2003, a total of 1,418 children sat for the national examinations from the Congo and also for inter-regional exams. Out of these 491 (35%) were girls while 927 (65%) were boys. A total of 1,036 children passed the Congolese examinations of whom 332 (67.6%) were girls while 704 (75.9%) were boys. With regards to the IEB examinations, 95 students passed out of whom 10 (2%) were girls while 85 (9.1%) were boys.

A comparison of student performance in Congolese and inter-regional exams was also done for Lugufu I camp during the baseline study conducted by World Vision in 2004. The

performance of students in inter-regional, national DRC and inter-school examinations for 2001 to 2003 are presented in Table 15.

Table 16: Comparison of performance in IEB and national DRC and inter- examination by school and sex: Lugufu I camp, 2001 -2003

Examinations	2001			2002			2003		
	Boys	Girls	Overall	Boys	Girls	Overall	Boys	Girls	Overall
Inter -Region	51	37	47	59.1	51	56.9	14.9	3.2	12
National IDRC	70.5.	48	64	82	75.4	80.2	78.4	75	78
Internal-School	67.8	68	68	79.8	84	81.1	80.8	83	81

Source: World Vision (2004, p.13)

Both Table 14 and Table 15 show that pupils perform better in the national examination than in the inter-regional examination. One of the factors attributed to differences in performance was the fact that continuous assessment, which accounts for 50% of examination score, was included in the national examination. In case of the internal-school assessment, the baseline study revealed that they were not administered professionally as pupils can sit up to four per desk and talk to each other during the examination (World Vision, 2004).

5.6 Factors influencing pupils' performance

Interviews with pupils in one school (Vumilia) revealed that some pupils could not concentrate during lessons. They expressed the stress of losing their families and that some were traumatized. Pupils said that they feared bandits who were disturbing peace in the camps. They reported that bandits come to the camp during the harvest time and caused trouble for the refugees. This incident affected students' learning as they could not sleep at night for fear of being attacked. Some of the pupils said that they were disturbed by the repatriation exercise and therefore cannot concentrate in class. One of the pupils had this to say: "*Wize ufitse ubwowa nhiwiga...nhamahoro ali Iburundi*" - translated "*you can't learn when you are in fear...there is no peace in Burundi*". Pupils needed reliable safety and security in order to learn.

Another factor that was mentioned quite often was food ration cuts. Pupils and teachers alike said that they had very little to eat. In fact they said that they ate only once a day and that pupils were coming to school without having eaten anything. How can one perform when one

is learning on an empty stomach? Lack of sufficient food was the reason behind frequent absenteeism, lowered concentration levels and poor academic performance.

The baseline study (World Vision, 2004) also investigated factors that influence low performance in inter-regional examination. The factors mentioned by parents included presence of unqualified teachers among the teaching staff and classroom congestion making it difficult for teachers to slow learners. This problem is compounded by teachers' unwillingness to teach double sessions. There is no incentive for them to do so as no extra payment is provided. Furthermore, poor classroom structures which do not provide a good teaching learning environment as well as poor attendance were said to contribute to low performance in the inter-region examination in Lugufu I Camp (World Vision 2004).

Interviews with teachers during the evaluation revealed that girls were at par with boys in the lower grades until Grade 4 when their performance begins to decline. In this grade, most of the girls have reached puberty and it is difficult to handle them as some started to attract male attention. One of the pupils (a boy) interviewed said that it was neither easy for girls to complete school nor to perform well because they were cheated (what does this mean? Doesn't make sense.) by men. He went on to say that some teachers asked their female pupils for sexual favours in return for high exam grades. He said: "*Abalimu balabahenda abakobwa ngo bazobagila abambele*" translated "*Teachers cheat girls that they will give them good grades if they give in*".

On the other hand, girls who were interviewed said that they had a lot of house chores to attend to. These included fetching firewood, cleaning, cooking and baby-sitting. Firewood was cited to be a very critical problem as children and parents have to walk very long distances (as far as 30 km) to fetch the wood. It was said that families spent a whole day fetching firewood. One girl (14 years old) who is the head of the family and had a 'very rude' and 'uncooperative' brother said that she has to do all the house chores before going and after coming from school. As such, she had very little time to study.

6 Support to girls' education

The study explored the status of girls in schools and the kind of support provided to them. Although data could not be provided to substantiate the information gathered through interviews, teachers, inspectors and education coordinators indicated that few girls were enrolled into school when education was initiated in the camps. Statistical data collected during the evaluation show that as far as enrolment is concerned, boys and girls are almost at par. However, many girls start to drop out at Grade 4 and 5. The main reason that contributes to girls' dropping out of school is lack of clothing. Some girls have reached puberty and do not have good clothes or sanitary materials for protecting themselves, especially if they were to go in public places like schools or have their menstrual periods.

It was also reported that parents do not value education for girls. Given the limited resources, the priority is to educate boys and let girls concentrate on household chores. Fetching firewood and performing household chores are the main constraints to girls' attendance and their retention in schools. Girls are required to cover long distances in search of firewood. Poverty (*ubhukhene*) is also a stumbling block to girls education. Girls from poor families are easily enticed into early marriages and pregnancies, and consequently drop out of school.

Between 2001 and 2003, UNICEF supported girls by providing them with non-food items such as buckets, jerry cans, soap, wrap-up materials (*vitenge*) and sanitary materials. Interviews with UNICEF staff revealed that in November 2003, all girls in Grades 4 to 6 were provided once more with non-food items. A report written in 2003 by the education coordination team about girls' support in Nyarugusu camp revealed that "the distribution of materials to refugee girls was appreciated by the refugee community and has a tremendous effect on the entire community particularly girls whose school attendance and enrollment increased." The report records an increase in enrolment of a total of 579 girls and that the girls' attendance is reasonably good, ranging from 90% to 94%.

The assistance to girls only raised complaints from boys and even some of the teachers. Boys claimed that all children are equal and it was unfair to distribute items only to girls. Girls who were interviewed appreciated the assistance and said that all the items they were given have worn out and suggested that if they should be provided more, boys could also be considered.

It is evident from the findings that there is a need for sensitization on why girls should be given special considerations.

Other activities for promoting girls' education involved increasing awareness among parents through campaigns and sensitizing parents that both girls and boys are equal and deserve quality education. However, it seems that more sensitisation is needed because the distribution of non food items to girls only was not understood by some individuals. Interviews with education officers and head teachers revealed that in some schools there are female teachers who assist girls in need of counseling. Older girls seem to benefit from such services. Some teachers felt that they had the obligation to provide counseling services while there were schools in which female teachers had been assigned the task to deal with girls' issues. At times, video shows were used to educate girls on related issues such as HIV/AIDS. Despite such efforts, education for girls remains problematic particularly with regards to retention and achievement.

7 Support to special education

Special education was not given much attention in the early years when education for refugees was established. However, with time, the need for having special education became evident and various organizations started to support the initiative. In Muyovosi camp, for example, the first cohort of special education children is in the 5th grade.

UNICEF has supported the training of special education teachers. In the schools within the refugee camps, there are classrooms that cater for children with special needs. One of the good attributes of the programme is that there is flexibility in the teaching and learning approach. Pupils are allowed to go home whenever they wish to do so. The identification of children with disabilities that was done in 2002 showed that the majority of them are children with physical disabilities as summarized in Table 16.

Table 17: Number of children with disabilities by type, camps and sex

Camp	Sex	Type of Disability			
		M/retardation	Hearing	Visually impaired	Others
Karago	B	15	14	5	40*
	G	16	8	1	32*
Mtendeli	B	26	9	2	40*
	G	19	6	2	29*
Kanembwa	B	13	7	1	30
	G	15	8	0	23
Nduta	B	19	10	2	64
	G	17	7	0	38
Mtabila	B	13	20		4
	G	18	26		1
Muyovosi	B	5	8	2	16
	G	3	9	1	9
TOTAL		179	132	16	326

* The majority are children with physical disabilities (collected March 2004)

Efforts have been made to ensure that children with disabilities also get schooling. All children with special needs are placed in one classroom regardless of the nature of their disability. They are also mixed in terms of grade level. For instance, in Muyovosi camp, Vumilia primary school had only two classrooms to cater for children with mental retardation (4 girls, 6 boys) deaf mutes (5 girls, 10 boys) and 2 boys with physical disability. These children were in Grades 1 to 5. Each classroom had two blackboards and the class was divided into two parts with no physical partitioning. That means that children were sitting adjacent to each other. In such a situation, teachers admitted that it was difficult to prevent children from moving around. *"We are really trying our best but the situation is very difficult. For those who are deaf, you have to move and touch the child to draw his or her attention"*.

7.1 Challenges in the provision of special education

Generally, the implementation of special education is facing a number of challenges, as elaborated in this section.

7.1.1 Lack of special facilities

Special education classes are conducted using the same facilities as those used by regular students. There are no special facilities for disabled children that address their particular disabilities. For instance the schools have no sign language books. Teachers indicated that it is important for UNICEF to communicate with the Burundi government to explore the possibility of obtaining teaching and learning materials for children with special needs. According to teachers interviewed, the curriculum for children with special needs is somehow different from the regular curriculum as it is enriched with vocational skills. Teachers feel that it will be more interesting for children to do some practical things rather than learn theoretically.

Another challenge faced is that parents have devised their local or informal sign language that they use to communicate with their children. In schools, children are taught the formal sign language and they get confused because the language is not compatible with that they are used to. Initiatives to teach parents the formal sign language may help minimize the confusion experienced by children.

7.1.2 Availability of special education teachers

UNICEF has facilitated special education training for teachers in refugee camps. Two sessions of 3-weeks each have been conducted in which the same teachers attended. A third session is planned for 2004 and teachers will be awarded certificates after completing the third session. Some of the trained teachers have left due to voluntary repatriation. Thus availability of trained teachers in special education remains a challenge. Although there are initiatives that have been done to provide special education training for teachers, comprehensive training is required before teachers can be confident in handling the classes. One teacher who attended special education training for two weeks had the following to say:

"Attending a two-week seminar is not good enough to make one an expert in special education. I have basic knowledge about sign language but I am not confident in teaching children with special needs, as I am not competent enough. One needs to

know the best ways of handling them. I am used to teaching regular pupils but one has to be extra careful with children with disabilities, as they tend to be very sensitive".

The above quotation suggests that there is a need to continue the support for teacher training. The situation on the ground is not good as far as special education is concerned. The fact that children with different kinds of disabilities were grouped together was attributed to lack of teachers and classrooms. Despite such constraints, children with disabilities have better developmental opportunities, both socially and academically, when they are in schools than if kept home.

7.1.3 Parental stigma

The evaluation team learnt that some parents are reluctant to send children with disabilities to school. They believed that the schools could not do anything to change the situation of such children. Sensitization for such parents is necessary to change their attitudes. The evaluation team was informed that sensitization of parents is usually done but there were no data to show the number of parents who have been sensitized. On the other hand, teachers feel that if children with disabilities were given incentives for attending school, such as a good learning environment and sufficient learning materials, more children would be attracted to schools.

7.1.4 Inter-regional tests

Schools in refugee camps have established a system where they administer inter-regional exams. Such examinations exclude children with special learning needs. According to teachers, this exclusion denies them an opportunity to assess how children in their respective schools compare with children in other refugee camps.

Special education teachers in Muyovosi camp feel that various organizations are interested in knowing about the programme and have shown interest in supporting them. Yet that support is not forthcoming as promised. *"It has been a common practice for people to come here and ask for our needs but they do not provide us with anything for development of special education classes"*. According to teachers, UNICEF has not supported special education classes directly, but rather head teachers give them the supplies that are provided for children in regular classrooms.

8 Support to pre-schools

Early childhood education is a critical stage in every child's schooling. Pre-school education is offered to the children in refugee camps. The pre-schools are purely community based initiatives with no systematic support to ensure that key aspects regarding early childhood development, such as socialization, play and health, are covered. The pre-schools are run using curricula from the countries of origin. Pre-school teachers are not paid any honoraria. This factor has severely affected the operation of pre-schools as teachers are leaving in search of better opportunities. Consequently some schools were closed although the actual number could not be established. Some camps (e.g. Nyarugusu) did not even have a single classroom for their pre-school so children were learning in the open air. As such classes could only run during dry seasons. Attendance was also interrupted by the shortage of food at home as reported by both teachers and pupils. Number of children enrolled in pre-schools by camp and sex is shown in Table 17.

Table 18: Number of children enrolled in pre-schools by camp and sex

Camp	Sex Age	2003			2004		
		3-4	5-6	Total	3-4	5-6	Total
Nduto	B	473	1,606	2,079	445	1,567	2,012
	G	618	1,902	2,520	497	1,688	2,185
Mtabila	B	610	646	1,256	433	527	960
	G	667	695	1,362	448	533	981
Mtendeli	B	830	316	1,146	795	345	1,140
	G	585	302	887	633	354	987
Muyovosi	B	423	411	834	423	411	834
	G	459	454	913	459	454	913
Nyarugusu	B	1,454	561	2,015	1,456	586	2,042
	G	1,571	478	2,049	1,515	413	1,928
Kanembwa	B	666	772	1,438	625	553	1,178
	G	713	723	1,436	617	525	1,142
Karago	B	870	890	1,760	706	719	1,425
	G	893	918	1,811	776	768	1,544
Lugufu	B	1,302	653	1,955	750	459	1,209
	G	1,287	693	1,980	857	510	1,367
Lukole	B	1,408			1,636		
	G	1,332			1,858		
Total		16,161	12,020	25,441	14,929	10,412	21,847

Table 17 shows that a large number of children are enrolled in pre-schools. Figures from Nyarugusu and Nduto are a bit strange. For both years 2003 and 2004 the figures for 3-4 years and 5-6 years are almost same, with one age group being almost 3 times as bigger as

the other. Fewer children were enrolled in 2004 as compared to 2003. The reduced number of children can be attributed to the repatriation exercise and to the expressed unsatisfactory services in the pre-schools. Lack of play facilities makes the pre-schools unattractive to children.

9 Best practices

One of the objectives of the evaluation exercise was to document good practices in the delivery of education for refugees. Before narrating the good practices experienced by the beneficiaries and the evaluation team it is good to refer to a statement from one of the respondents. He said: "*Uvunitse amenya ni gene achumbagila*"- translated - "*One who has a broken leg knows how to limp*"

This statement implies that people who have been subjected to problems would naturally find a way to go around them. Although education is being provided under hard and difficult teaching and learning environments, there are good practices that can be documented for dissemination and possible emulation. During the discussion with teachers and education coordinators, aspects such as community participation, effective coordination of education and strong commitment of teachers were mentioned.

9.1 Community participation in education activities.

Community participation in the delivery of education was found to be a novelty to the refugees as they were not used to seeing parents volunteering their labour. The government did everything back home. One of the Education Coordinators had this to say:

"We used to rely on government but now community involvement and participation is our motto. We are operating in difficult circumstances, teachers were not used to live in such poor houses where they have to prepare lessons using koroboi (lantern), but we are determined to ensure good results of our efforts despite the hardship. In Burundi we used to say bring more money otherwise we go for strike".

Now parents and communities are volunteering their labour by collecting local materials and constructing temporary classrooms for the children. Secondary schools have been established through parental participation.

9.2 Coordination of education by refugees.

The refugees spearhead the provision of their education. Within the camps, available education experts with significant experience in education are requested to coordinate educational activities. Since such experts know the education system of their home country they are in a better position to ascertain the quality of education offered. Among others, the coordinator verifies the qualifications of teachers and makes appropriate recommendations to the relevant authorities.

9.3 Pre-school provision and special education

Provision of pre-school education has increased access to basic education and laid a good foundation for children before they are enrolled in primary schools. Apart from offering children some basic knowledge in reading, writing and arithmetic, pre-schools offer children a good forum for play and socialization. The problem is a lack of resources and incentives for pre-school teachers. Similarly, the provision of special education offers children with disabilities a conducive environment for their development socially and academically.

9.4 Commitment of teachers

Generally, teachers are committed to teaching despite the little pay they are getting and the difficult conditions they are working in. Teachers and education coordinators felt proud of being able to provide education to children in difficult teaching and learning environments as well as unreliable security and safety. Such an environment requires greater effort on their part to realize achievements. In the camps, refugee children enjoy free basic education. Both teachers and children enjoyed being visited by different people to discuss educational matters. The evaluation team was regarded as one of those visitors.

9.5 Professional development of teachers

The role of professional development for teachers is recognized even in the refugee camps. Both qualified and unqualified teachers have benefited significantly from the teacher training programmes through organized seminars and workshops. Unqualified teachers have been trained to attain teaching qualifications. UNICEF has played a significant role in the development of teachers. Continuous training of teachers is a means for updating their pedagogical skills and facilitating good classroom interaction.

9.6 Use of Curriculum from country of origin

The use of curriculum from the country of origin facilitates smooth reintegration of children back home. Children are provided with education compatible to what is offered to their counterparts at home. Integration of peace education into the curriculum is said to have inculcated attributes of tolerance, understanding and forgiveness in the children and the community at large. Good relationships have been created among the schools and communities. Children have maintained their local and national languages.

9.7 Availability of instructional materials

One of the notable assistance extended to refugee education by UNICEF is the supply of teaching and learning materials, particularly textbooks. Teachers appreciated the support they receive, one teacher in Kililisi Primary School said: *"without UNICEF I would not have been here, they provide us with all the teaching supplies"*. In the Nyarugusu camp for example, respondents said they had an adequate number of books compared to schools in the DRC. UNICEF covers more than 80% of the supplies.

9.8 Record keeping in schools

In all the schools visited, school records were readily available. In fact, school heads and education coordinators provided most of the data referred to in this evaluation report. A good record keeping system enables teachers and education coordinators to reflect on the achievements made and difficulties they are facing.

10 Lessons and Challenges

10.1 Lessons learnt

The evaluation team had the opportunity to explore what the respondents thought were the lessons they had learnt by being part of the education programme. Education coordinators, teachers and pupils alike had some contribution to make. The following are some of the lessons learnt:

- § Community participation and institutional linkages are necessary for effective provision of education in the camps..

- § Determination, voluntarism, commitment and perseverance are virtues in difficult conditions such as the refugee camps. One needs to be selfless even where there is not enough.
- § Wide experience in psychological knowledge is required to deal with the various psychosocial problems affecting children, particularly those with trauma.
- § A lot of effort is needed to attract children to learn in difficult conditions. This includes instituting continuous consultations with parents, pupils and teachers and conducting sensitization of community members.
- § Continuous professional development is necessary for the acquisition of educational innovations e.g. how to handle large classes with limited numbers of teachers.
- § Schools can be used to foster good relationships and harmony among people who were once living in conflict. School activities serve as a means of bringing together community members and children. Through participating in school matters, community members get to know each other and this reduces the differences they had.

10.2 Key challenges

Despite the achievements realized by the education programme, there are challenges that are encountered in implementing the activities. These included:

10.2.1 Teacher attrition rate and low incentive package

Teacher attrition is a very critical problem in the education programme. Training of teachers seems to temporarily solve the attrition problem as teachers are free to leave anytime they wish to do so. Availability of other job opportunities affects the retention of teachers. Thus a lot of resources are used to train unqualified teachers on the job, but even those trained do not stay in schools as expected. Teacher recruitment and training are becoming bottomless baskets. The low incentive package for teachers was mentioned as a serious drawback for their retention in the teaching profession. Teachers are paid an honorarium of 18,000 Tsh. per month.

10.2.2 Teacher's workload

Teachers have a high workload as they are supposed to teach double sessions. Normally one teacher covers all the subjects for the Grade 1 is assigned to teach (sentence unclear. Please

reword). Consequently, teachers get tired during the afternoon sessions. Large class sizes are still a major stumbling block for effective and efficient teaching and learning. It is difficult for teachers to pay attention especially to slow learners.

10.2.3 Shortage of instructional materials.

Shortage of instructional material in terms of books and supplies, particularly exercise books, was more pronounced in the Burundi camps than in Congolese camps. Both teachers and pupils were concerned with the irregular supply of stationery including chalk and the insufficient amount supplied when they became available. This is something that UNICEF could make a follow-up since there is a regular system of distribution 3 times per year. Could it be that individuals who are charged with the responsibility of distributing are the ones tempering with the supplies?

10.2.4 Ration cuts

Food allocation was said to be insufficient especially during the period when evaluation was conducted. Teachers and children cited ration cuts as a factor that contributes to poor school attendance as children are forced to find alternative ways of supplementing food like engaging in work. In the Nyarugusu camp, it was reported that about 190 pre-school children had stopped going to school because they did not have enough to eat. It was reported that the rations allocated for two weeks could only last for three days.

10.2.5 Lack of clothing

Lack of clothing was cited as a serious factor in education for both boys and girls but more negatively for girls. School enrollment and retention were decreasing because children did not have decent clothes to wear in school. Like food cuts, children sought alternative ways to get clothes even if it meant withdrawing from school.

10.2.6 Firewood issue

The issue of firewood was serious in the Burundi refugee camps of Mtabila and Muyovozi. A whole school day would be lost as children accompanied their elders to fetch firewood. Because of tree cutting in the camps during settlement, firewood is said to be as far as 30 kilometers from the camps.

10.2.7 Pre-school education

Although pre-school has been made universal in the refugee camps, implementation is problematic because of inadequate financial and human resources. Teachers are untrained to teach pre-school education. There are no formalized syllabi and instructional materials for the programme. Some camps (e.g. Nyarugusu) do not have a single classroom for the programme. Teachers are not given incentives as a motivation for teaching. As a result, some pre-schools in the Kasulu camps have closed down.

10.2.8 Children's rape

Child rape was mentioned in one camp as the most serious problem facing girls. It was reported at the same camp that girls were falling pregnant because of rape. Rape was reported to be done by older boys, teachers and bandits if they raided the camp. Children said that they were not being provided with skills to cope with such incidences. Both boys and girls interviewed complained about the problem of rape in the Kanembwa refugee camp. (See Case Study for Education Network, 2003)

11 CONCLUSIONS AND RECOMMENDATIONS

11.1 Conclusions

Based on the findings, the evaluation team has observed that the education system in the refugee camp is functioning in an organized manner. There are well defined structures with clearly defined roles and functions. The structures are staffed with educational personnel such as the Education Coordinators, Assistant Educational Coordinators, School Inspectors, Head Teachers, Assistant Head Teachers and School Committees. These characteristics are typical of most formal educational systems. The education structure has other components of basic education, including pre-school and special education although the magnitude of support given to these areas by UNICEF is minimal.

There are standards and guidelines that give direction to education in the refugee camps. Such guidelines include the school curricula, acquisition and distribution of instructional materials, school inspection, assessment of students' learning and certification. The concept of 'education for repatriation' has also been adhered to through the use of curricula and textbooks from the country of origin including the languages of instructions used in the

delivery of education in the camps. All efforts are being made to ensure that the education provided to the refugee children is compatible with that in the countries of origin. This practice has provided children with the opportunity to mainstream into the formal education system when they go back home. The use of national languages has enabled the children to maintain their national identity.

UNICEF support has been tremendous in ensuring the provision of education to the refugee children. It is obvious that more than 80% of educational supplies and capacity building of teachers have been supported by UNICEF. The collaboration between UNICEF and the implementing NGOs has significantly contributed to the success of the education programme as it would have been almost impossible for UNICEF alone to implement the programme.

Despite the fact that education is provided in very difficult conditions, children are learning as some have been able to mainstream into school systems back home while others have joined the post primary institutions in the camps. **There** are good practices that have been observed by the refugees which were not seen in their countries of origin. The lessons that have been learnt are evidence of the success of the education system. The lessons also help to prove that the delivery of education in refugee camps needs extra efforts including self-determination, commitment, perseverance and voluntarism of both children and staff.

There are some problems that need to be solved in order to improve the delivery of education to the refugee children. Some of these may not be within the mandate of UNICEF but with continued collaboration with UNHCR and implementing partners and NGOs, solutions may be found. The issue of ration cuts and clothing parties a case in point.

11.2 Recommendations

Consistent with the findings of the evaluation exercise, the following recommendations are made to improve the provision of education for the refugees:

11.2.1 Teacher attrition

The nature of life for the refugees is temporary as they are supposed to be repatriated to their homes of origin. This means that teachers cannot be stopped from leaving. The only solution is for UNICEF to continue training and retraining teachers in as large numbers as possible to close the gap that is seriously affecting the quality of teaching in the camps.

11.2.2 Teachers workloads

Large class sizes have a negative impact on the teaching-learning process. However, the double shift system does not seem to be reducing the teaching load as it is the same teachers who teach both sessions. It is suggested that the recruitment of teachers be consistent with the review of incentives so as to attract more staff in the teaching profession.

11.2.3 Shortage of instructional materials

Shortage of instructional materials seems to affect the camps differently. The most affected are the Burundi camps. It seems that there is a problem of distribution of materials particularly exercises books. Distribution of materials needs to be strengthened and mechanisms for follow-up proper use of materials be put in place. Although UNICEF use the same formula to distribute supplies for children, in some camps pupils felt what they are given is not enough while in other camps they found the distribution sufficient for their needs.

11.2.4 Pre-school education

Communities have not been able to sustain pre-school education to the extent that some of the classes are closed down. UNICEF should look into the possibility of supporting community efforts in running pre-schools through teacher training and material support. Arrangements need to be made to give incentives to teachers as it is being done for primary school teachers.

11.2.5 Children rape

Child rape seems to go unreported. Children also don't seem to know what to do when they are raped. There is need to provide children with skills for protecting themselves against rape. Mechanisms need to be put into place for better reporting of rape cases. It is also suggested that SRH and HIV/AIDS should be integrated into the school curricular.

11.3 Recommendations for follow-up studies

As already mentioned in the limitations of study, due to time constraints the team could not explore in-depth some of the key issues. However, in-depth understanding of such issues may contribute in enhancing the effectiveness of the support offered. Some of areas the need follow-up studies include:

11.3.1 Pupils' attendance, drop-out and repetition rates.

There is a need to explore the relationship between attendance, repetition and drop-out rates. What is the actual percent of children who graduate from schools? What is the average number of years pupils spend in school? What is the proportion of students who never repeats? What is the proportion of students who repeat more than once? Do students who repeat more than once eventually drop-out of school? Is there a need for establishing complementary basic education to cater for out-of school-children?

11.3.2 Learning achievement

The study revealed differences in terms of pupils' performance in examination. Girls' performance is relatively lower than boys' performance. However, there are some cases in which girls outperform boys. What factors make girls in such schools to perform well? What lessons can be learnt by other schools with unsatisfactory performance for girls? What factors hinder girls from excelling in school subjects and what could be done to change such a situation? Results also show that Congolese children are not performing as well as Burundian children. Why? What can be done to improve their performance?

11.3.3 Girls' education

What should be done to promote girls' education in the camps? Even though parents do not value girls' education, they do send them to schools. Why? Would they have done the same back home? What are similarities and what are differences in terms of parental attitudes to girls' education across the camps? What are parents likely to do when they return home? Will they allow girls continue schooling? If yes, why? If no, why?

11.3.4 Special education

What are unique learning needs of children with disabilities? What support do they need to learn successfully in schools? What role should UNICEF play to assist disabled children?

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