

**UNHCR**United Nations High Commissioner for Refugees  
Haut Commissariat des Nations Unies pour les réfugiés

## REFUGEE EDUCATION IN 2002/03

### Indicators and standards for 66 camp locations

#### a. Introduction

This note summarizes refugee education statistics and indicators for the school year which started in 2002<sup>1</sup>. It covers almost 600,000 school children located at 66 refugee camp locations in 22 asylum countries. In total, these locations hosted some 1.7 million refugees as of early 2003.

The purpose of this overview is threefold. First, by comparing education indicators with available standards, gaps can be identified in the delivery of education to refugee girls and boys<sup>2</sup>. Second, it allows for evidence-based planning of education activities during 2003 and beyond. Third, the indicators presented here provide a baseline against which progress during subsequent school years can be measured. Once similar data have been collected for the academic year starting in 2003, progress towards meeting operational standards can be monitored.

A comprehensive list of data and indicators for the 66 locations is provided in Annex I. This list has been summarized at the country level in Annex II.

#### b. Data sources and considerations

The data were reported by UNHCR country offices through the Education Statistics Reports (ESR). The refugee camp population aged 5 to 17, the denominator for the calculation of the enrolment rate, was derived from the 2002 Annual Statistical Reports (ASR). The ESR, launched in 2002, introduced data and indicators for refugee education at the camp level, including enrolment rates, student/teacher ratios, teacher qualifications and school infrastructure.

The 66 camp locations covered by this overview were selected on the basis of the availability of reliable data. They do not necessarily provide a representative picture of education in the more than 250 refugee camps

worldwide<sup>3</sup>. In addition, the 22 asylum countries have more refugee camps than the 66 locations listed here. As a result, the data expressed at the country level (Annex II) do not necessarily present a representative picture for all countries. It is expected that the number of refugee locations with reliable indicators will gradually expand.

One of the main challenges in compiling indicator data is to ensure that all schools, students, teachers and persons of school-going age at a given location are included. While the ESR seeks to capture a comprehensive picture of the educational status of refugee girls and boys at a given location, regardless of the source of funding of these programmes, some of indicators may be distorted due to different definitions of the camp location.

While much attention has been paid to data verification, the values of indicators should be considered provisional, subject to change. In addition, the choice of the indicators as well as the values of the standards ("targets") may be subject to future adjustments.

#### c. Enrolment of girls

UNHCR's education policy is to achieve gender parity in the enrolment of refugee children.

**At the 66 locations covered by this note, girls constituted 44% of the school population. While the overall proportion of girls is thus close to the target of 50%, the proportion of girls dropping out of school increases with the grade level.**

Gender parity is almost fully achieved in pre-primary school up to grade 8, where 45% of all pupils are girls. Much work remains to be done in grades 9 to 12, however, where girl participation drops to only 27%. From grade 6 onwards, the participation of girls falls below 40% (see Figure 1).

While the exact proportions may differ between locations, the above trend is nevertheless noticeable in most refugee camps. In the majority of refugee locations, the proportion of girls in primary education is between 40% and

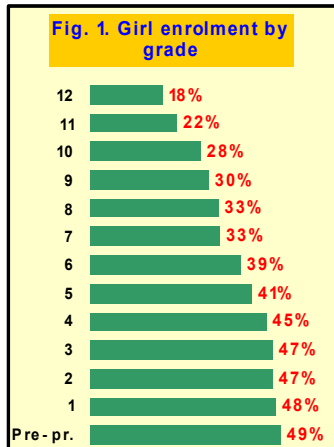
<sup>1</sup> This note was prepared by the Population Data Unit/PGDS with the assistance of the Education Unit/HCDS, Division of Operational Support, UNHCR Geneva, September 2003.

<sup>2</sup> For an overview of UNHCR education standards, see "UNHCR Education: Field Guidelines", Division of Operational Support, Geneva, February 2003.

<sup>3</sup> For a comprehensive list of refugee camps and other locations, see "2002 Statistics on Asylum-Seekers, Refugees and Others of Concern to UNHCR", available from <http://www.unhcr.org>.

50%, whereas the proportion of girls in secondary education is below 30%.

The enrolment of girls in pre-primary school up to grade 8 is particularly low in selected refugee camps located in Eritrea (23%), DR Congo (35%), Ethiopia (30-33%), Kenya (33-40%), Pakistan (31%) and Sudan (36%).



#### d. Enrolment rate

While the previous section looked at children enrolled in schools, the question of how many children are not in school is as important. The enrolment rate captures the difference between the population of school going age and the number of children enrolled in school.

Enrolment rates can only be established approximately and should thus be interpreted with care. First, the exact size of the school aged population, defined here as between 5 and 17 year<sup>4</sup>, may not be known. Second, refugee schools commonly include pupils which are younger or older than the target population. Third, it is possible that the definition of a camp for the population aged 5 to 17 did not fully match the definition used when reporting education data.

Out of the 62 locations with available data, 36 locations (58%) met the UNHCR standard for enrolment of 80% or more. This indicates that most children went to school at most refugee locations. The lowest enrolment rates were reported by selected refugee camps in Pakistan (19%), Sudan (32%), and Yemen (32%), Republic of Congo (34%), Burundi (51%), Bangladesh (57%) and Ethiopia (67%).

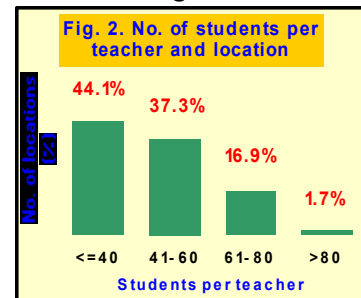
#### e. Student teacher ratio

The number of students per teacher is a key indicator for educational programmes. According to UNHCR guidelines, the number of pupils per teacher should not exceed 40.

<sup>4</sup> As this study looks at pre-primary to grade 12 only, the enrolment rate using the population aged 5 to 17 as a denominator is unlikely to reach 100%.

At the 66 locations covered here, the average number of students per teacher was 50<sup>5</sup>. Almost half (44%) of the locations are within the maximum norm of 40 students per teacher (see Figure 2). However, the locations which fall within the norm host only a small proportion of the total number of school children. More than 80% of all students covered by this report did not have access to an adequate number of teachers.

Locations where the student teacher ratio exceeded 60 include Cox's Bazaar in Bangladesh (73), Sherkole (65) and Aisha camp (79) in Ethiopia, Nzerekore region in Guinea (75), Dadaab (70) and Kakuma camp (80) in Kenya, the Sudanese camps of Fau 5 (71), Shagarbs (63) and W/EI Hielw (70), refugee camps in Tanzania (>100) as well as the Masindi and Kyaka 2 camps (68) in Uganda. A possible explanation for pupil teacher ratios exceeding 80 may be that teachers teach more than one group of children. Such a situation cannot be described as satisfactory, however.



For the locations with a teacher student ratio exceeding 40, reducing the ratio to 40 would require an increase in the number of teachers from 7,000 to 11,600 (+66%). If the exceptional case of Tanzania is excluded, it would still require 1,650 teachers (+29%) to reduce the student teacher ratio to a satisfactory level. The number of teachers required to meet the norm of 40 students per teacher is indicated in Annex I (last column).

#### f. Teacher profile

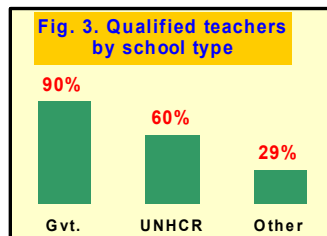
Among the 10,800 teachers included in this survey, 9% worked in Government schools, 64% worked in UNHCR funded schools, whereas 17% worked at community or other school types. The type of school was unavailable for 10% of the teachers.

A primary indicator for the quality of refugee education is whether teachers have obtained

<sup>5</sup> If Tanzania, for which an exceptionally high pupil teacher ratio of 132 was reported, is excluded, the average ratio for the remaining locations falls to 39.

the right qualifications<sup>6</sup>. Overall, some 60% of all teachers included in the survey were reported to be qualified.

Important differences in qualifications exist between school types, however. In Government schools, 90% of all teachers are qualified, compared to 60% of all teachers at UNHCR schools and only 29% at schools funded by other parties (see Figure 3).



For the camps covered by this note, the largest number of unqualified teachers was reported for Uganda (620), Tanzania (580),

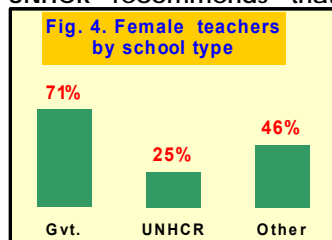
Ethiopia and Ghana (each 160), Iraq (140) and Namibia and Rwanda (each 100).

Some 85% of all teachers in camps covered by this note are refugees themselves. Generally, this should be considered as an advantage, as it ensures that the language of instruction and the cultural background of the teachers meet the needs of the children.

Predictably, relatively few teachers in Government schools are refugees (26%), compared to UNHCR (87%) and other (100%) schools.

Although teachers from the refugee community are generally to be preferred, a comparison of the qualification of teachers and their refugee background suggests that refugee teachers are significantly less qualified than non-refugee teachers.

UNHCR recommends that



50% of refugee teachers are women. Of the 10,800 teachers included in this survey, only 36% were female, however. Among Government school teachers,

the proportion of women was significantly higher (70%) than among teachers employed by UNHCR (25%) and other parties (46%) (see Figure 4).

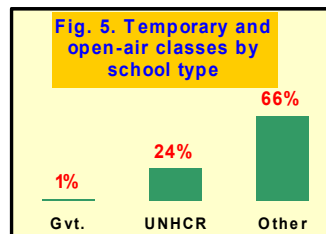
The proportion of female teachers varies from less than 20% in refugee camps in Yemen (7%),

Bangladesh (11%) and Pakistan (18%) to 50% in Sudan and 67% in Botswana.

### g. School infrastructure

Most school buildings in refugee camps are either permanent or semi-permanent structures. Slightly more than one-third of all classes were classified as temporary or open-air structures. Generally, temporary or open-air structures should be considered as not meeting international standards.

The highest proportion of temporary or open-air classrooms is found in Thailand (100% of the 1,530 reported classrooms), Nepal (88% of the 775 classrooms), Uganda (38% of 1,360 classrooms) and Tanzania (14% of 1,010 classrooms). In 17 of the 22 countries included in the survey, all class structures are reported of



a permanent or semi-permanent nature.

Half (45%) of the temporary or open-air classrooms are in UNHCR schools, whereas the other half (54%) are in other schools. Virtually none of the temporary or open air structures are in Government schools.

The proportion of temporary/open-air classrooms in UNHCR schools (24%) is significantly higher than among Government schools (1%), but well below the proportion of substandard classrooms in other schools (66%) (see Figure 5).

<sup>6</sup> This may include either formal qualification obtained from the country of origin or asylum or training courses provided in the refugee camp.

## Refugee education in 2002: standards and indicators for 66 camp locations

(in red: standard not met; in blue: standard met)

Country of asylum	Name of camp location	No. of students enrolled	% girls pre-prim. to grade 8	% girls grade 9 to grade 12	Enrolment rate	Temporary classrooms	Unqualified teachers	Refugee teachers	Female teachers	Student/classroom ratio	Student/teacher ratio	No. of additional teachers required
Algeria	Camps	45,120	41%	74%	..	..	..	..	..	84	42	52
Bangladesh	Cox's Bazar	4,776	46%	n.a.	57%	0%	100%	100%	11%	36	73	54
Botswana	Dukwi	679	49%	28%	88%	4%	10%	20%	67%	30	23	None
Burundi	Gasorwe	720	41%	0%	51%	0%	43%	100%	14%	51	51	4
Congo	Impfondo	6,859	49%	n.a.	34%	0%	0%	100%	23%	38	33	None
DR Congo	Kisenge	9,381	45%	31%	196%	0%	0%	15%	15%	48	42	10
DR Congo	Zomfi	157	35%	0%	41%	0%	0%	27%	33%	26	10	None
Eritrea	Elit	250	23%	n.a.	179%	0%	100%	100%	13%	25	17	None
Eritrea	Emkulu	697	46%	n.a.	90%	0%	100%	100%	27%	174	46	2
Ethiopia	Assosa (Sherkole)	4,702	33%	0%	88%	0%	17%	93%	28%	204	65	46
Ethiopia	Bamboudi (Yarenja)	330	43%	n.a.	23%	0%	100%	100%	0%	83	28	None
Ethiopia	Gambella (Bonga)	5,498	43%	4%	114%	0%	62%	88%	34%	115	43	8
Ethiopia	Gambella (Dimma)	5,004	30%	3%	103%	0%	35%	80%	21%	294	51	27
Ethiopia	Jijiga (Aisha)	1,351	41%	n.a.	22%	0%	0%	100%	12%	150	79	17
Ethiopia	Jijiga (Hartisheik)	2,304	50%	n.a.	37%	0%	0%	37%	11%	82	50	12
Ethiopia	Jijiga (Keribeyah) Shire, Shiraro,	3,377	..	..	59%	0%	5%	23%	20%	99	46	10
Ethiopia	Wa'alanhibi	505	51%	n.a.	..	0%	100%	100%	32%	23	23	None
Ghana	Buduburam	14,164	53%	47%	130%	0%	64%	100%	30%	590	56	101
Guinea	Boreah/Kountaya/Telik oro (Albadaria)	12,490	49%	26%	80%	0%	..	98%	14%	80	41	5
Guinea	Kola, Kouankan, Laine, Nze. ville (Nzerekore) Sembakounya	19,923	43%	22%	82%	0%	..	94%	18%	139	75	233
Guinea	(Dabola)	1,466	47%	14%	66%	0%	..	95%	17%	52	25	None
Iraq	Al-Tash/Baghdad	6,047	50%	18%	114%	0%	38%	38%	46%	40	37	None
Iraq	Makmour	2,905	49%	35%	72%	0%	90%	100%	28%	33	34	None
Kenya	Dadaab	24,085	40%	10%	50%	0%	0%	100%	13%	77	70	258
Kenya	Kakuma	28,064	33%	n.a.	105%	0%	0%	89%	28%	103	80	350
Namibia	Osire	5,397	47%	n.a.	76%	0%	71%	100%	20%	142	37	None
Nepal	Beldangi 1	6,487	51%	36%	113%	77%	..	100%	24%	52	41	3
Nepal	Beldangi 2	9,442	50%	37%	136%	100%	..	100%	21%	49	38	None
Nepal	Beldangi 2 ext.	3,936	50%	38%	113%	100%	..	100%	30%	52	35	None
Nepal	Goldhap	3,605	50%	32%	128%	59%	..	100%	24%	52	35	None
Nepal	Khundunabari	5,382	50%	38%	126%	100%	..	100%	22%	53	34	None
Nepal	Sanishare	7,992	50%	35%	109%	100%	..	100%	22%	58	42	8
Nepal	Timai	3,805	49%	39%	118%	55%	..	100%	22%	50	34	None
Pakistan	Balochistan	21,871	31%	0%	19%	0%	..	..	12%	31	42	28
Pakistan	Punjab	1,977	40%	n.a.	16%	0%	..	38%	47%	35	27	None
Rwanda	Gihembe (Byumba)	5,536	46%	34%	102%	0%	21%	99%	32%	65	42	5
Rwanda	Kigeme (Gikongoro)	200	51%	10%	110%	0%	0%	100%	0%	29	50	1
Rwanda	Kiziba (Kibuye)	5,315	48%	28%	88%	0%	79%	84%	20%	59	58	42
Saudi Arabia	Rafha	1,270	50%	31%	77%	0%	0%	55%	45%	24	13	None
Sudan	A. Rakhm/W. Awad	852	43%	n.a.	82%	0%	..	5%	53%	53	45	2
Sudan	Abuda/Um Ali	1,265	41%	n.a.	40%	0%	..	4%	43%	79	55	9
Sudan	Asotriba	484	48%	n.a.	..	0%	0%	7%	13%	61	32	None
Sudan	Fau 5	639	36%	n.a.	106%	0%	..	0%	11%	80	71	7
Sudan	Girba/Kilo 26	2,548	49%	n.a.	33%	0%	..	2%	72%	64	55	18
Sudan	Hawata/Mafaza	906	46%	n.a.	84%	0%	0%	3%	49%	57	24	None
Sudan	Karkora/Umgargour	1,437	51%	n.a.	41%	0%	..	8%	64%	45	40	None
Sudan	Shagarbs	1,503	48%	n.a.	21%	0%	0%	..	63%	63	63	14
Sudan	Suki	1,638	42%	n.a.	209%	0%	..	0%	50%	68	51	9
Sudan	Um Sagata	1,219	49%	n.a.	139%	0%	0%	6%	39%	30	39	None
Sudan	W/EI Hielw	556	42%	n.a.	19%	0%	..	0%	13%	70	70	6
Sudan	Wad Sherife	517	55%	n.a.	4%	0%	0%	17%	44%	32	29	None
Tanzania	Camps	171,822	46%	16%	91%	14%	44%	100%	22%	170	132	2,992
Thailand	Ban Don Yang	1,241	52%	75%	88%	100%	..	..	..	10	..	..
Thailand	Ban Pang Qwai, Ban Nai Soi, Ban Mae Surin	15,804	..	..	..	100%	..	..	..	53	..	..
Thailand	Mae La (Thasongyang) Mae Ra Ma Luang	11,905	51%	51%	108%	100%	..	100%	..	31	7	None
Thailand	(Sob Moei)	3,700	48%	49%	115%	100%	..	..	..	11	..	..
Thailand	Nu Po (Umphang)	3,347	49%	51%	111%	100%	..	..	..	34	..	..
Thailand	Tham Hin	3,411	50%	64%	100%	100%	..	..	..	27	..	..
Thailand	Um Pium (Pob Phra)	4,600	49%	55%	86%	100%	..	..	..	28	..	..
Uganda	Adjumani/Moyo	37,979	47%	25%	107%	32%	46%	79%	24%	39	50	193
Uganda	Hoima (Kyangwali) Masindi/Kyaka 2	2,346	40%	21%	41%	..	60%	36%	32%	..	23	None
Uganda	(Kiryandongo/Kyaka)	6,634	47%	22%	110%	50%	52%	100%	14%	332	68	69
Uganda	Mvepi/Rhino (Arua) Nakivale/Oruchinga	11,420	44%	28%	61%	62%	51%	100%	23%	47	48	49
Uganda	(Mbarara)	4,221	50%	29%	68%	32%	33%	32%	32%	68	37	None
Yemen	Kharaz	1,301	46%	17%	32%	0%	0%	80%	7%	145	30	None

**ANNEX II**

## Refugee education in 2002: standards and indicators for 66 camp locations

 (In **red**: standard not met; in **blue**: standard met)

Country of asylum	No. of students enrolled	No. of class-rooms	No. of teachers	No. of children aged 5-17	Enrol-ment rate	Tempo-rary class-rooms	Unqua-lified teachers	Refugee teachers	Female teachers	Student/ teacher ratio
Algeria	45,120	538	1,076	61,001	74%	0%	0%	0%	0%	42
Bangladesh	4,776	134	65	8,443	57%	0%	100%	100%	11%	73
Botswana	679	23	30	770	88%	4%	10%	20%	67%	23
Burundi	720	14	14	1,424	51%	0%	43%	100%	14%	51
Congo	6,859	182	206	20,369	34%	0%	0%	100%	23%	33
DR Congo	9,538	201	240	5,170	184%	0%	0%	16%	16%	40
Eritrea	947	14	30	914	104%	0%	100%	100%	20%	32
Ethiopia	23,071	185	470	34,650	67%	0%	35%	73%	24%	49
Ghana	14,164	24	253	10,864	130%	0%	64%	100%	30%	56
Guinea	33,879	327	630	42,042	81%	0%	0%	96%	16%	54
Iraq	8,952	239	250	9,358	96%	0%	56%	60%	40%	36
Kenya	52,149	583	696	75,177	69%	0%	0%	95%	21%	75
Namibia	5,397	38	147	7,118	76%	0%	71%	100%	20%	37
Nepal	40,649	775	1,082	33,748	120%	88%	0%	100%	23%	38
Pakistan	23,848	772	592	127,266	19%	0%	0%	5%	16%	40
Rwanda	11,051	182	228	11,673	95%	0%	44%	93%	26%	48
Saudi Arabia	1,270	52	98	1,655	77%	0%	0%	55%	45%	13
Sudan	13,564	248	298	42,961	32%	0%	0%	4%	50%	46
Tanzania	171,822	1,013	1,304	188,644	91%	14%	44%	100%	22%	132
Thailand	44,008	1,533	1,730	27,393	161%	100%	0%	100%	0%	25
Uganda	62,600	1,291	1,307	71,962	87%	38%	47%	77%	24%	48
Yemen	1,301	9	44	4,103	32%	0%	0%	80%	7%	30
<b>Total</b>	<b>576,364</b>	<b>8,377</b>	<b>10,790</b>	<b>786,705</b>	<b>73%</b>	<b>34%</b>	<b>18%</b>	<b>74%</b>	<b>17%</b>	<b>53</b>