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

REFUGEE EDUCATION INDICATORS
2003

EDUCATION INDICATORS AND GAP ANALYSIS
COVERING 118 REFUGEE CAMPS IN 23 ASYLUM COUNTRIES
BASED ON INITIAL DATA FROM THE CAMP INDICATOR REPORT

20 AUGUST 2004 (REV. 1)

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Introduction

1.   To support the implementation and monitoring of UNHCR's education policy[1], data collection mechanisms have been strengthened recently.

2.   First, the Education Statistical Report (ESR) was tested during 2002 and 2003, replacing statistical forms which had been in use since the mid-1990s. A first analysis of the ESR covering the school year 2002/2003 was issued in September 2003[2]. Considering that the school year in many UNHCR operations finishes in June, detailed statistical education data from 2003 ESR will become available during the second half of 2004. Second, UNHCR introduced the Camp Indicator Report (CIR) for all major refugee camps in 2003. The CIR, which covers 69 indicators and 11 themes, contains five indicators considered critical to monitor the quality of UNHCR educational programmes[3]. In the light of experience with the two formats and the quality of information provided, a decision will be taken on possibly merging the two reports as the existence of two separate formats for education data (the ESR and the CIR) increases the risk of discrepancies. One particular source of inconsistency is the use of the academic year in the ESR, whereas the CIR is sometimes based on the calendar year.

3.   The current report provides an overview of five education indicators contained in the 2003 CIR. Currently, 118 CIRs are available from 23 asylum countries, 108 of which reported education statistics. All statistics and indicators provided in this note should be considered as provisional, and subject to change in the light of further analysis and consultations with the field.

4.   The CIR contains five education indicators. Of these, three are broken down by gender whereas one indicator is for girls only.

   ❑ Percentage of the population aged 5 to 17 enrolled in school (M/F) [standard: 100%]
   ❑ Percentage of students who successfully completed the school year (M/F) [standard: 90%]
   ❑ Student to teacher ratio [standard: 40]
   ❑ Percentage qualified or trained teachers (M/F) [standard: 80%]
   ❑ Percentage of schools with structured retention initiatives for girls [standard: 80%]

5.   The minimum standards identified for each of the indicators allow not only to assess whether the education programme meets international standards, but also to quantify the gaps that programmes need to bridge to meet these standards.

6.   The introduction of evidence-based planning in UNHCR global education activities is a gradual process. Field offices require training and support to collect and report statistics and indicators, and to use such information for programme planning. Headquarters needs to compile and analyze information in such a way that it informs overall policy decisions and resource allocation. This report should be considered, therefore, as work-in-progress. Comments and suggestions are most welcome.

Response rate of camps (N = 118)			
Indicator	Total	Female	Male
Population aged 5 to 17 enrolled in school (%)	76%	72%	72%
Students who successfully completed school year (%)	67%	63%	63%
Student to teacher ratio	75%		
Qualified/trained teachers (%)	69%	58%	60%
Schools with structured retention initiatives for girls (%)	59%		

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[1] See *UNHCR Education: Field Guidelines*, Division of Operational Support, UNHCR Geneva, February 2003.

[2] See *Refugee Education in 2002/03, Indicators and Standards for 66 Camp Locations*, Division of Operational Support, UNHCR Geneva, September 2003.

[3] For a description of all CIR standards and indicators see the *Practical Guide to the Systematic Use of Standards and Indicators in UNHCR Operations*, UNHCR Geneva, First edition (January 2004).

Data considerations

7.   By mid-June 2004, 118 CIRs had been received by UNHCR Headquarters. The response rate for the five education indicators in the CIR was relatively high, ranging from 59 per cent (*schools with structured retention initiatives for girls*) to 76 per cent (*population aged 5 to 17 enrolled in school*). The response rate to the three indicators by gender was slightly lower, ranging from 58 to 72 per cent (*see box on previous page*).

8.   The quality of the reported data in the CIR varies greatly. Factors affecting the quality of the submissions include unfamiliarity of field staff with the indicators requested, lack of access and insecurity in refugee camps, the nature of UNHCR education programmes and the duration of the refugee situation.

9.   A particular problem concerns the scope of UNHCR education programmes. In many camps, refugee education is provided by the Government or implementing partners using their own funds. Whereas the CIR establishes a picture of the quality of education in refugee camps, UNHCR offices often limit their reports to children educated through UNHCR programmes only. Monitoring the well-being of refugees in general and those of girl and boy students in particular require close partnerships, particularly in the area of planning and data collection.

Initial findings

10.   Among the 118 camps which submitted a CIR, 108 reported one or more education indicators. The indicator *Percentage of qualified/trained teachers* met most frequently the standard (65%). In other words, in almost two-third of the camps, 80 per cent or more of the teachers are qualified or have been trained. In only 23 per cent of the camps, the indicator *Population aged 5 to 17 enrolled in school* met the standard of 100 per cent. The low proportion of refugee children reported as being enrolled in school is probably related to the process of data collection. As noted above, whereas UNHCR offices te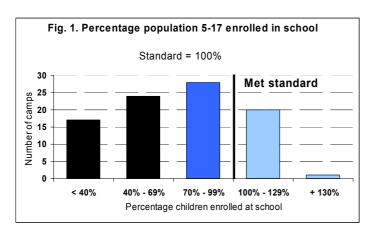nd to report the total population aged 5 to 17 in refugee camps, the reporting of students may be limited to those who are enrolled in UNHCR funded schools only.

No. of camps meeting education standards (N = 108)			
Indicator	Total	Female	Male
Population aged 5 to 17 enrolled in school (%)	23%	20%	27%
Students successfully completed school year (%)	54%	55%	50%
Student to teacher ratio	44%		
Qualified/trained teachers (%)	65%	68%	70%
Schools with structured retention initiatives for girls (%)	50%		

11.   A detailed score-card with the five education indicators for the 108 camps is provided in Annex 1. For each indicator, it is shown whether the standard has been fully met (light blue or light grey), whether the standard has almost been met (dark blue or dark grey) or whether the standard has not at all been met (**black**).

12.   It should be stressed that the indicators provide only an *indication* of the status of refugee education in the camps. Planning decisions using indicators should be taken in close consultation with the field to ensure that reported gaps are reflecting field realities. For instance, the indicator *students successfully completing school year* may be affected by new refugee arrivals or large scale voluntary repatriation. A low value for this indicator may be the result of students who returned home during the academic year.

13.   Comparing the camp indicators with the agreed standards allows for a quantification of the gap between the actual and the target situation. In Annex 2, the gaps have been calculated for all 108 camps. For each of the five indicators, the difference between the actual and the desired situation has been calculated in both absolute terms (e.g. in Kanembwa camp in the United Republic of Tanzania, 50 additional teachers are required to meet the standard) and in relative terms (the 50 additional teachers required constitute 47% of the total need of teachers in Kanembwa).

14. This note is limited to comparing refugee education indicators within and among countries in relation to international norms defined by UNHCR. As a next step, the status of refugee education should also be compared with the situation in the country of asylum (when local integration is an option) or in the country of origin (when refugees are expected to return home). Such analysis might reveal for instance that, although less than 50 per cent of the enrolled students are girls, the situation in the camps is significantly better than in the country of origin.

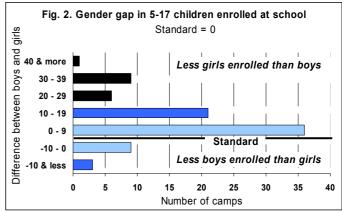## Indicator 1. Percentage of population 5-17 enrolled in school

15. This indicator is based on the number of refugees enrolled at school divided by the population aged 5 to 17 during the same time period. The target is to ensure that all children of school-going age are enrolled in schools or other educational facilities. This indicator is essential to estimate the number of children who do _not_ attend school.

16. The denominator of children aged 5 to 17 has been used for all operations, because it is the most widely available age group for children and it facilitates international comparison. In practice, however, the age of the children attending school may be slightly different. In refugee camps, where students aged 18 or above are sometimes enrolled in secondary school, the enrolment rate could thus be more than 100 per cent. As noted earlier, the gross enrolment ratio is also affected by the quality in reporting. A low ratio could be the result of UNHCR offices limiting the reporting to refugee children enrolled in UNHCR funded schools only.

Fig. 1. Percentage population 5-17 enrolled in school

17. In only 21 of the 90 camps (23%), 100 per cent or more of the refugee children aged 5 to 17 were enrolled in school. The average enrolment rate was 72 per cent. In about one-fifth of the camps, the enrolment rate was less than 40 per cent (_see Figure 1_). Some of the lowest enrolment rates were reported for some refugee camps in Pakistan (15-25%), Yemen (26%), the Islamic Republic of Iran (26%) and Ethiopia (29%). Conversely, all seven camps in Nepal have enrolment rates of more than 110 per cent.

18. UNHCR's policy is to achieve gender parity in the enrolment of refugee children. In the 85 camps which provided enrolment rates by gender, the percentage of girls aged 5 to 17 enrolled in school is, on average, 10 per cent lower than for boys. Particular efforts to improve girl enrolment should be targeted at the 40 camps where the difference in the enrolment between girls and boys is more than 10 per cent. This includes camps in Pakistan (9), the Democratic Republic of Congo (7), Kenya (4) and the Islamic Republic of Iran (3). In 10 camps located in five countries, the gender gap is over 30 per cent. The difference between the percentage of boys and girls enrolled in camp schools is indicated in the chart (_see Figure 2_).
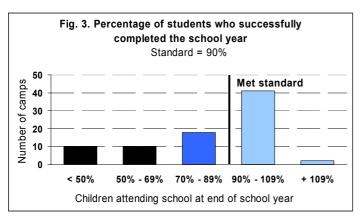

Fig. 2. Gender gap in 5-17 children enrolled at school

19. At the 77 camp locations which do not meet the standard of 100 per cent enrolment, an estimated 224,000 children aged 5 to 17 are not in school (_see annex 2_). More than 40 per cent of the out-of-school children are in Pakistan, where UNHCR supports education up to grade six only. Excluding Pakistan, the number of children

not in school is estimated at 160,000. Significant numbers of out-of-school children are also reported for some camps in Republic of Congo (Impfondo: 14,700) and Zambia (Meheba: 10,300). Countries were the proportion of children not in school is significant include Ethiopia (35%) and the Islamic Republic of Iran (35%).

20.   In Ghana, Namibia, Nepal and Thailand, as well as in selected camps in Guinea (Boreah), the United Republic of Tanzania (Lukole, Mtabila) and Zambia (Nangweshi), enrolment of refugee children is 100 per cent or more.

Indicator 2. Percentage of students successfully completed school year

21.   This indicator is calculated on the basis of the number of refugees who successfully completed the school year divided by the number of refugees enrolled at school at the beginning of the school year. The objective is to assess quality of instruction and other factors which affect school retention and drop-out. One of the main factors affecting the quality of this indicator is changes in the refugee population as a result of new arrivals or large-scale voluntary repatriation.

Fig. 3. Percentage of students who successfully completed the school year
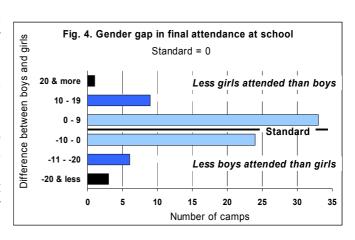Standard = 90%

Out of the 108 camps which provided education data, 18 camps reported a population increase of more than 10 per cent, while 26 camps experienced a population decrease of more than 10 per cent.

22.   In most camps, 90 per cent or more of the students who were enrolled were able to successfully complete the school year. Out of the 81 locations with available data, 43 locations met the UNHCR standard for students who successfully completed the school year. On average, 82 per cent of the children who were enrolled were able to successfully complete the year. There are 20 camps where the percentage of children who successfully completed the school year is below 70 per cent, some of which are in countries affected by mass repatriation (e.g. Democratic Republic of the Congo, Guinea and Pakistan) (*see Figure 3*).

23.   These findings suggest that once children are enrolled in school, they generally successfully complete the school year. Therefore, policy interventions should focus on increasing the initial enrolment of refugee students. Although drop-out during the school year may be limited, drop-out from one school year to the next may be significant. As the 2003 CIR deals with one year only, this phenomenon is not analysed in this note. Earlier studies suggest, however, that enrolment may decline steeply in the higher grades, particularly among girls[4].

Fig. 4. Gender gap in final attendance at school
Standard = 0

24.   The gender gap for this indicator is limited. Out of the 76 locations with available gender data, 75 per cent have a gap value of less than 10 per cent between girls and boys successfully completing the school year (*see Figure 4*). This finding suggests that the gender gap in education is the result of unequal initial enrolment rather than of drop-out during the school year. As noted
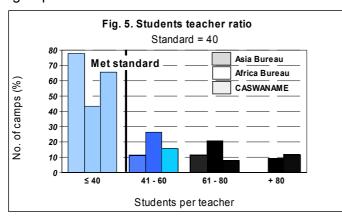
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[4] See *Refugee Education in 2002/03, Indicators and Standards for 66 Camp Locations*, Division of Operational Support, UNHCR Geneva, September 2003.

above, however, girls tend to drop out more than boys from one school year to the next, an element which is not measured here. Drop-out during the year is relatively important in some camps in the Democratic Republic of the Rep of Congo (5), Pakistan (6) and Tanzania (6).

25.   In the camps which reported this indicator, some 50,000 refugee children dropped out during the school year, constituting 12 per cent of all children who should have successfully completed the school year. Drop-out seems to be an important problem in some camps in Guinea (>40%), but is more important in absolute terms in some camps in United Republic of Tanzania. As noted above, a substantial number of these children may have dropped out as a result of voluntary repatriation *(see Annex 2)*.
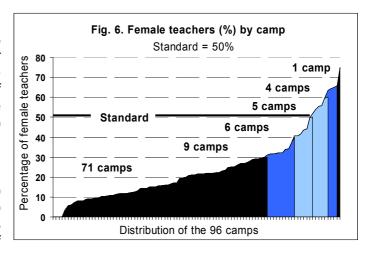
Indicator 3. Student to teacher ratio

26.   This indicator is based on the average number of students during the school year divided by the total number of teachers at the end of the school year. The objective is to measure the average number of students per teacher, a key indicator for the quality of refugee education. According to the UNHCR guidelines, the number of pupils per teacher should not exceed 40. One explanation for student to teacher ratios exceeding 80 may be that teachers teach more than one group of children.

Fig. 5. Students teacher ratio
Standard = 40

27.   At the 88 camps with available data, the average number of students per teacher was 47. More than half (53%) of the camp locations have 40 or less students per teacher. There is a significant difference between the various regions, however, with the proportion of camps meeting the standard of 40 or less students per teacher varying from 43 per cent in Africa, to 65 per cent in the CASWANAME region and 78 per cent in Asia. Most camps where the student to teacher ratio exceeded 60 are located in Ethiopia (4), Tanzania (7) and Pakistan (5) *(see Figure 5)*.

28.   UNHCR recommends that 50 per cent of refugee teachers are women. Of the 11,700 teachers included in this survey, only 29 per cent were female. In 71 camps (74%), the percentage of female teachers was below 30. *(see Figure 6)*. The proportion of female teachers varies from less than 10 per cent in some refugee camps in Pakistan to more than 60 per cent in Thailand.

29.   At the 88 camp locations with available data, 55 per cent of all students did not have access to an adequate number of teachers. Ensuring that all refugee children have access a sufficient number of teachers would require an increase in the total number of teachers from 11,700 to 13,700 (+ 17%).

30.   Among the 88 camps, there are 41 camps where the student to teacher ratio exceeds the norm of 40. Reducing the ratio to meet the standard in these 41 camps would require an increase in the number of teachers by 57 per cent.

Fig. 6. Female teachers (%) by camp
Standard = 50%

31.   The gap in the number of refugee teachers constitutes some 14 per cent of total number of teachers required. The largest relative gap is found in Central Africa and the Great Lakes Region (27%) and East and Horn of Africa (23%) (*see Annex 2*). At the country level, the United Republic of Tanzania reported the largest relative gap in the number of teachers (in 7 camps, the number of teachers has to increase by more than one-third), while in Kenya the largest absolute number of teachers has to be added to meet the UNHCR norm (Kakuma camp requires 290 more teachers) (*see Annex 2*).

Indicator 4. Percentage qualified / trained teachers
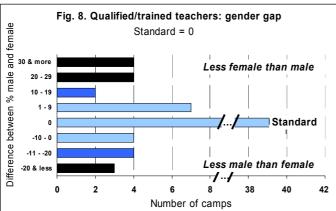
32.   This indicator is based on the number of teachers who have the appropriate qualifications for teaching as well as those who have completed 10 or more full days of teacher training. The objective of this indicator is to monitor the quality of teachers, to assess progress towards gender parity in recruitment and training of teachers and to target needs for teacher training.

Fig. 7. Percentage qualified/trained teachers in camps in Africa (%)

33.   Of all five education indicators, the indicator "percentage qualified/trained teachers" most often meets the UNHCR standard. In 65 per cent of the camp locations, 80 per cent or more of the teachers were qualified or trained. Moreover, 58 per cent of the locations reported that all teachers were qualified/trained. In Africa, 44 per cent of the 61 camps with available data have too few trained/qualified teachers (*see Figure 7*). Fewer than 60 per cent of the teachers are trained/qualified in camps in Kenya (3 camps), the United Republic of Tanzania (3), Uganda (3) and Zambia (2).

34.   Overall, the gender gap in the number of trained/qualified teachers is limited. In 39 camps, there is no difference between the proportion of female and male teachers who are trained/qualified (*see Figure 8*). Some gender gaps exist in camps in Uganda (4), Ethiopia (3), the United Republic of Tanzania (3), Kenya (2) and Djibouti (2).

Fig. 8. Qualified/trained teachers: gender gap

35.   In the camps which reported information, some 1,600 teachers require training, constituting 16 per cent of all teachers. However, if camps meeting the standard are excluded, the proportion of teachers requiring training increases to 36 per cent (*see Annex 2*). At the country level, training of teachers should focus on camps in Ethiopia, the United Republic of Tanzania and Uganda.

Indicator 5. Percentage schools with structured girl retention initiatives

36.   This indicator is calculated by dividing the number of schools with structured initiatives to increase retention of girl students by the total number of schools. The objective of these initiatives is to prevent girls, who often have household responsibilities, obligations to contribute to family income, or religious or cultural constraints, from dropping out of school. This indicator should be analyzed in relation to the overall context of enrolment and attendance. If girl enrolment and retention are satisfactory, there is no need for specific initiatives to redress the situation.

37.   Girl retention initiatives should be adapted to the local needs. Examples of such initiatives across regions, include referrals to health and community services, income generation opportunities for low-income families, providing uniforms, clothes or sanitary materials, separate enrolment for girls and boys, training of female teachers, training teachers on gender issues and separate latrines for girls and boys.

38.   Out of 72 camp locations with available data, half (35) met the UNHCR standard of 80 per cent or more schools having structured girl retention initiatives. In Bangladesh, Nepal, Namibia, Zambia (except Meheba) and Yemen all refugee camp schools reported to have structured retention initiatives. Camps with few or no structured girl retention initiatives are mostly located in the Democratic Republic of the Congo, Ethiopia, Algeria and the Islamic Republic of Iran (*see Figure 9*).

39.   One-quarter (220) of the 860 schools included in this report had girl retention initiatives. Unfortunately, no information was reported for almost 200 schools. To meet the UNHCR norm for the 660 remaining school, some 300 schools need to implement retention initiatives (*see Annex 2*). This estimate is a minimum considering that a significant number of schools among the 200 which did not report the required information can be expected not to have any initiatives. The need for more structured retention initiatives appears particularly high in Rwanda and Uganda.

Fig. 9. Percentage of schools with structured girl retention initatives
Standard = 80%

Annex 1. Education Indicator Score-card

Source: 2003 Camp Indicator Report. Data provisional, subject to change. (..) not available.
Compiled by Population Data Unit, PGDS/DOS. Query date: 01 June 2004.

			Standard: ≥ 100% 70% - 100% < 70%			Standard: ≥ 90% 70% - 90% < 70%			≤ 40 40 - 60 > 60	Standard: ≥ 80% 60% - 80% < 60%			≥ 80% 60% - 80% < 60%	
		Total camp population (end of 2003)	Percentage of the population aged 5-17 enrolled in school			Percentage of students who successfully completed the school year			Student to teacher ratio	Percentage qualified/trained teachers			Percentage of schools with structured girl retention	Met standard /total replies
Asylum country	Camp name		Female	Male	Total	Female	Male	Total		Female	Male	Total		
Central African Rep.	Mboki	35,799	13.0	15.0	14.2	..	..	..	..	33.3	37.9	37.1	0.0	0/8
Congo	Betou	21,471	59.5	75.6	67.6	74.0	70.2	71.9	29	100.0	100.0	100.0	87.0	5/11
	Impfondo	50,174	31.2	32.5	31.9	52.9	61.8	57.5	26	100.0	100.0	100.0	..	4/10
	Loukolela	6,074	84.0	80.5	82.2	61.3	53.6	57.6	58	100.0	100.0	100.0	0.0	3/11
Congo (D. Rep. of)	Biringi	681	79.8	88.3	84.4	..	..	..	..	100.0	100.0	100.0	0.0	3/7
	Divuma	4,325	65.8	80.1	73.0	49.0	59.2	54.6	31	100.0	100.0	100.0	20.0	4/11
	Dungu	2,049	86.8	117.9	102.2	..	..	..	..	100.0	100.0	100.0	0.0	5/7
	Kilueka	3,928	..	..	..	43.3	52.0	49.1	48	100.0	92.9	93.5	33.3	3/8
	Kimvula	8,024	42.5	67.4	54.4	48.4	62.7	56.8	30	100.0	100.0	100.0	100.0	5/11
	Kisenge	5,381	43.5	57.9	50.7	45.9	56.4	51.9	26	100.0	100.0	100.0	0.0	4/11
	Kulindji	3,201	60.4	68.3	64.1	93.0	79.3	86.2	13	100.0	100.0	100.0	0.0	5/11
	Napassa	1,492	33.6	45.4	38.6	87.6	84.1	87.1	17	100.0	100.0	100.0	0.0	4/11
	Nkondo	4,198	44.2	49.7	47.2	..	..	..	30	..	..	14.3	..	1/5
	Rudu 1 & 2	6,194	87.3	99.4	94.0	..	..	..	..	100.0	100.0	100.0	0.0	3/7
	Tshifwameso	1,133	18.4	20.5	19.4	69.7	79.7	74.8	17	..	100.0	100.0	0.0	3/10
	Tshimbumbulu	4,926	73.2	115.4	91.6	37.8	43.9	41.1	31	100.0	100.0	100.0	20.0	5/11
Rwanda	Gihembe	17,566	47.7	65.5	56.5	..	..	..	..	..	..	88.7	1.2	1/4
	Kiziba	16,004	60.2	74.7	67.1	98.5	98.0	98.2	..	..	..	..	0.0	3/7
Tanzania (U. Rep. of)	Kanembwa	19,135	69.0	79.9	74.4	92.6	82.5	87.2	76	33.3	48.9	45.0	100.0	2/11
	Karago	24,119	96.5	96.8	96.7	77.5	79.1	78.3	68	11.1	18.1	17.0	100.0	1/11
	Lukole	94,645	100.0	100.0	100.0	80.1	80.4	80.2	62	44.4	28.4	33.0	0.0	3/11
	Mtabila	62,305	125.5	112.9	119.2	88.1	98.7	93.2	71	..	..	..	0.0	5/8
	Mtendeli	41,098	85.8	90.8	88.4	96.0	84.8	95.1	80	64.7	69.9	69.2	100.0	3/11
	Muyovosi	39,835	82.7	74.7	78.6	8.0	24.8	16.1	39	..	..	..	0.0	1/8
	Nduta	42,820	83.0	92.7	87.8	90.6	72.6	81.1	95	35.3	88.3	80.8	100.0	4/11
	Nyarugusu	58,454	63.4	78.3	70.1	77.4	64.5	71.0	61	100.0	100.0	100.0	..	3/10
CA-GL: Met standard/total replies			**2/25**	**4/25**	**3/25**	**5/20**	**2/20**	**3/20**	**11/21**	**15/21**	**16/21**	**17/23**	**6/23**	
Djibouti	Ali-Addeh	12,859	..	..	..	90.7	93.6	92.2	61	33.3	70.6	65.0	..	3/8
	Holl-Holl	9,632	..	..	..	91.1	94.5	92.8	56	100.0	68.8	73.7	..	4/8
Ethiopia	Aisha	13,968	19.0	46.8	29.3	100.4	100.5	100.4	80	50.0	100.0	100.0	0.0	5/11
	Hartisheik	2,501	39.6	34.6	36.9	100.2	100.7	100.4	136	100.0	100.0	100.0	..	6/10
	Kebribeyah	11,629	54.4	62.8	58.7	98.9	98.0	98.4	197	100.0	73.3	76.5	0.0	4/11
	Sherkole	18,290	66.8	101.4	86.0	81.3	78.8	79.6	83	75.0	12.8	17.6	0.0	1/6
	Wa'alanhibi	6,754	37.7	33.5	35.4	100.0	100.0	100.0	23	..	..	0.0	..	4/8
Kenya	Dagahaley	33,236	38.6	61.2	51.5	93.4	93.1	93.2	35	62.2	42.2	46.5	83.3	5/11
	Hagadera	50,469	45.7	59.1	56.2	94.6	94.7	93.5	59	60.5	43.4	47.1	..	3/10
	Ifo	50,922	38.1	59.8	49.7	96.9	90.4	92.7	48	52.6	44.9	46.6	83.3	3/11
	Kakuma	88,994	72.8	107.8	93.4	106.4	105.7	106.0	64	..	..	..	8.8	4/8
Sudan	Girba	8,096	..	..	..	100.6	100.9	100.7	55	100.0	100.0	100.0	..	6/8
	Kilo-26	8,765	..	..	..	..	..	..	26	100.0	100.0	100.0	..	4/5
	Shagarab	20,707	..	..	..	115.3	87.8	103.0	54	100.0	100.0	100.0	..	5/8
	Um Gargour	7,506	..	..	..	..	..	..	42	100.0	100.0	100.0	..	3/5
	Wad Sherife	29,693	..	..	..	..	..	..	27	100.0	100.0	100.0	..	4/5
Uganda	Adjumani	61,884	87.4	60.5	73.2	..	..	..	37	22.2	42.8	36.7	5.6	1/8
	Moyo	31,512	59.8	39.4	48.8	..	..	..	37	25.0	54.9	46.0	15.0	1/8
	Nakivale	15,304	..	..	..	..	..	..	..	0.0	60.0	15.0	..	0/3
	Oruchinga	4,262	91.7	94.1	93.0	107.7	103.8	105.5	99	0.0	20.0	15.4	100.0	4/11
EHA: Met standard/total replies			**0/12**	**2/12**	**0/12**	**13/13**	**12/13**	**13/13**	**6/18**	**8/18**	**7/18**	**7/19**	**3/8**	
Namibia	Osire	13,386	115.1	120.7	118.0	72.1	82.2	77.6	48	..	..	..	100.0	4/8
Zambia	Kala	24,010	93.4	88.5	90.8	98.4	98.8	98.6	33	100.0	100.0	100.0	100.0	8/11
	Mayukwayukwa	20,701	74.1	78.2	76.1	80.3	85.9	83.0	76	15.4	21.1	18.8	100.0	1/11
	Meheba	29,734	36.9	44.6	40.6	94.4	98.7	96.7	40	86.6	90.3	87.9	42.9	7/11
	Mwange	26,037	79.5	81.2	80.3	98.8	98.5	98.7	38	100.0	100.0	100.0	100.0	8/11
	Nangweshi	26,529	145.2	149.7	147.3	98.2	96.4	97.3	46	67.0	84.7	78.1	100.0	8/11
	Ukwimi	2,507	67.4	62.2	64.7	100.0	99.6	99.8	29	16.7	23.1	21.1	100.0	5/11
SAO: Met standard/total replies			**2/7**	**2/7**	**2/7**	**5/7**	**5/7**	**5/7**	**4/7**	**3/6**	**4/6**	**3/6**	**6/7**	

Annex I, continued

			Standard: ≥ 100% 70% - 100% < 70%			Standard: ≥ 90% 70% - 90% < 70%			≤ 40 40 - 60 > 60	Standard: ≥ 80% 60% - 80% < 60%			≥ 80% 60% - 80% < 60%	
Asylum country	Camp name	Total camp population (end of 2003)	Percentage of the population aged 5-17 enrolled in school			Percentage of students who successfully completed the school year			Student to teacher ratio	Percentage qualified/trained teachers			Percentage of schools with structured girl retention	Met standard /total replies
			Female	Male	Total	Female	Male	Total		Female	Male	Total		
Ghana	Buduburam	41,853	110.8	112.9	111.8	8.0	9.2	8.5	12	51.7	51.3	51.4	3.0	4/11
Guinea	Boreah	7,681	102.4	104.8	103.6	..	..	..	..	100.0	100.0	100.0	..	6/6
	Kola	6,497	55.6	73.7	65.0	59.0	60.7	60.0	30	100.0	100.0	100.0	100.0	5/11
	Kouankan	32,322	57.5	89.7	72.9	39.4	42.8	41.4	40	81.0	80.2	80.3	100.0	4/11
	Kountaya	16,459	78.8	89.2	84.0	38.9	46.3	42.9	46	100.0	100.0	100.0	..	3/10
	Laine	32,118	92.4	122.6	107.6	96.6	94.0	95.1	60	80.0	80.5	80.4	100.0	9/11
	Nonah	7,073	71.4	76.0	73.8	41.8	50.5	46.4	70	0.0	25.0	20.0	0.0	0/11
	Telikoro	9,315	86.6	98.8	92.8	47.9	55.7	52.1	50	100.0	100.0	100.0	..	3/10
Côte d'Ivoire	Nicla	5,295	..	..	..	..	..	..	..	100.0	100.0	100.0	33.3	3/4
WA: Met standard/total replies			2/8	3/8	3/8	1/6	1/6	1/6	2/8	7/9	7/9	7/9	3/5	
Algeria	Al Ayoun	36,675	..	..	60.1	..	..	97.9	29	..	..	39.7	0.0	2/5
	Awserd	32,624	..	..	61.2	..	..	94.1	29	..	..	44.2	16.7	2/5
	Dakhla	38,180	..	..	43.3	..	..	97.7	24	..	..	56.6	14.3	2/5
	Smara	39,466	..	..	57.6	..	..	98.1	35	..	..	67.2	14.3	2/5
Iran (I. Rep. of)	Bardsir	6,932	36.9	44.3	40.9	100.0	100.0	100.0	..	..	..	..	0.0	3/7
	Niatak	5,299	20.6	32.5	26.1	100.0	100.0	100.0	..	..	..	..	0.0	3/7
	Rafsanjan	5,799	35.1	45.9	40.9	100.0	100.0	100.0	..	..	..	..	0.0	3/7
	Torbat-e-Jam	5,438	66.3	86.6	77.1	100.0	100.0	100.0	..	..	..	..	0.0	3/7
Pakistan	Baghicha	13,006	32.2	48.2	40.4	..	..	..	14	..	..	..	..	1/4
	Barakai	38,230	19.2	59.0	38.7	..	..	..	19	..	..	..	..	1/4
	Chaghai	15,000	..	..	..	90.2	101.4	96.4	35	100.0	100.0	100.0	..	7/7
	Dara 1	15,111	79.0	86.1	84.2	37.8	48.6	45.9	72	100.0	100.0	100.0	100.0	4/11
	Dara 2	20,609	73.3	83.7	81.3	39.7	47.4	45.7	95	..	100.0	100.0	100.0	3/11
	Gandaf	25,613	21.3	41.0	31.3	..	..	..	19	..	..	..	..	1/4
	Ghazi	13,992	9.2	52.8	31.4	..	..	..	20	..	..	..	0.0	1/5
	Girdi	30,000	..	..	..	87.4	94.8	92.7	45	100.0	100.0	100.0	..	5/7
	Icherian	16,597	5.1	37.4	20.9	..	..	..	17	..	..	..	..	1/4
	Jalala	21,987	16.9	31.7	24.6	..	..	..	20	..	..	..	..	1/4
	Katwai	12,000	13.4	31.2	21.9	85.6	85.0	85.2	41	100.0	100.0	100.0	..	3/10
	Khail	47,376	..	..	..	58.9	58.0	58.4	69	100.0	100.0	100.0	..	3/7
	Landi	18,281	85.9	77.5	81.4	24.4	93.9	59.8	90	..	100.0	100.0	100.0	4/10
	Leji	6,521	..	..	..	90.6	83.1	86.0	33	100.0	100.0	100.0	..	5/7
	Padhana	12,548	19.5	52.8	36.5	138.2	100.5	110.4	39	..	..	..	..	4/7
	Panian	78,000	10.0	49.2	30.4	144.8	116.7	121.2	34	..	..	..	..	4/7
	Posti	11,400	..	..	..	91.7	94.6	93.9	53	100.0	100.0	100.0	..	6/7
	Roghani	16,075	57.7	77.8	71.3	32.5	48.0	44.0	80	..	100.0	100.0	100.0	3/10
	Saranan	28,200	..	..	..	97.5	91.6	93.3	35	100.0	100.0	100.0	..	7/7
	Zai	31,500	..	..	..	84.5	78.3	79.7	34	100.0	100.0	100.0	..	4/7
	Zar	21,800	..	..	..	77.4	85.0	82.4	60	100.0	100.0	100.0	..	3/7
Yemen	Kharaz	10,585	25.1	27.6	26.4	90.3	86.3	88.1	24	100.0	100.0	100.0	100.0	6/11
CASWANAME: Met standard/replies			0/18	0/18	0/22	11/20	11/20	14/24	9/26	12/12	14/14	14/18	5/14	
Bangladesh	Kutupalong	8,041	64.2	68.4	66.3	78.0	78.0	78.0	51	..	..	..	100.0	1/8
	Nayapara	11,606	48.4	58.2	53.1	64.0	64.0	64.0	68	..	..	..	100.0	1/8
Nepal	Beldangi 1	17,888	113.7	115.2	114.4	..	..	..	..	..	..	..	100.0	5/5
	Beldangi 2	22,040	124.5	128.3	126.5	..	..	..	..	..	..	..	100.0	5/5
	Beldangi 2 ext	11,255	118.9	115.9	117.4	..	..	..	..	..	..	..	100.0	5/5
	Goldhap	9,210	127.2	129.8	128.5	..	..	..	..	..	..	..	100.0	5/5
	Khudunabari	12,937	120.8	128.1	124.4	..	..	..	..	..	..	..	100.0	5/5
	Sanischare	20,375	109.3	110.7	110.0	..	..	..	..	..	..	..	100.0	5/5
	Timai	9,945	111.6	114.5	113.0	..	..	..	..	..	..	..	100.0	5/5
Thailand	Ban Pang Kwai	17,263	96.2	108.2	102.2	100.0	100.0	100.0	20	100.0	100.0	100.0	..	9/10
	Mae Khong Kha	17,404	120.9	124.1	123.1	100.0	100.0	100.0	25	..	..	..	..	7/7
	Mae La	32,915	100.0	100.0	100.0	99.9	99.6	99.7	27	..	..	100.0	100.0	9/9
	Mae Ra Ma Luang	9,465	113.9	116.6	115.3	102.6	92.3	97.2	30	..	..	100.0	..	8/8
	Nu Po	8,597	..	..	100.0	..	..	100.0	27	..	..	100.0	100.0	5/5
	Tham Hin	8,911	98.3	94.5	96.4	96.1	95.1	95.6	20	64.3	53.8	60.7	0.0	4/11
	Umpium	15,511	100.0	100.0	100.0	99.6	99.4	99.5	25	100.0	100.0	100.0	100.0	11/11
RBAP: Met standard/replies			11/15	12/15	13/16	6/8	6/8	7/9	7/9	2/3	2/3	5/6	12/13	
TOTAL: Met standard/replies			17/85	23/85	21/90	41/74	37/74	42/79	39/89	47/69	50/71	53/81	35/70	

Annex 2. Education gap analysis

Source: 2003 Camp Indicator Report. Data provisional, subject to change. (..) not available. See footnotes at bottom of table.
Compiled by Population Data Unit, PGDS/DOS. Query date: 01 June 2004.

Asylum country	Camp name	Total camp population (end of 2003)	No. of children aged 5 to 17 **not** enrolled[1]	No. of children **not** successfully completed school year[2] No.	%	No. of teachers required to meet standard[3] No.	%	No. of qualified/trained teachers required to meet standard[4] No.	%	No. of schools requiring structured girl retention initiatives[5] No.	%
Central African Rep.	Mboki	35,799	10,600	..	..	..	..	20	54	4	100
Congo	Betou	21,471	2,650	1,000	20	-	0	-	0	-	0
	Impfondo	50,174	14,700	2,230	36	-	0	-	0	..	..
	Loukolela	6,074	420	630	36	10	31	-	0	2	100
Congo (D. Rep. of)	Biringi	681	30	..	..	..	..	-	0	2	100
	Divuma	4,325	1,330	1,270	39	-	0	-	0	3	75
	Dungu	2,049	-	..	..	..	..	-	0	2	100
	Kilueka	3,928		1,200	45	9	16	-	0	1	58
	Kimvula	8,024	1,170	460	37	-	0	-	0	-	0
	Kisenge	5,381	2,360	920	42	-	0	-	0	4	100
	Kulindji	3,201	670	50	4	-	0	-	0	10	100
	Napassa	1,492	940	20	3	-	0	-	0	5	100
	Nkondo	4,198	1,360	..	..	-	0	10	82	..	..
	Rudu 1&2	6,194	110	..	..	..	..	-	0	3	100
	Tshifwameso	1,133	1,480	50	17	-	0	-	0	2	100
	Tshimbumbulu	4,926	280	1,500	54	-	0	-	0	3	75
Rwanda	Gihembe	17,566	2,840	..	..	..	..	-	0	60	98
	Kiziba	16,004	2,240	-	0	..	..	..	..	3	100
Tanzania (U. Rep. of)	Kanembwa	19,135	1,680	140	3	50	47	20	44	-	0
	Karago	24,119	300	990	13	80	41	70	79	-	0
	Lukole	94,645	-	1,880	11	150	35	130	59	10	100
	Mtabila	62,305	-	-	0	230	44	240	55	10	100
	Mtendeli	41,098	1,290	-	0	120	50	10	14	-	0
	Muyovosi	39,835	2,760	7,490	82	-	0	..	..	6	100
	Nduta	42,820	1,740	1,110	10	160	58	-	0	-	0
	Nyarugusu	58,454	6,790	3,020	21	120	35	-	0	..	..
CA-GL: Total			57,700	24,000	19	940	27	500	22	130	74
Djibouti	Ali-Addeh	12,859	..	-	0	10	35	3	19	..	..
	Holl-Holl	9,632	..	-	0	8	29	1	8	..	..
Ethiopia	Aisha	13,968	3,270	-	0	20	50	-	0	1	100
	Hartisheik	2,501	3,940	-	0	40	71	-	0	..	..
	Kebribeyah	11,629	2,380	-	0	70	80	1	4	1	100
	Sherkole	18,290	770	490	12	50	52	30	78	1	100
	Wa'alanhibi	6,754	920	-	0	-	0	20	100	..	..
Kenya	Dagahaley	33,236	5,890	-	0	-	0	60	42	-	0
	Hagadera	50,469	8,210	-	0	80	32	60	41	..	..
	Ifo	50,922	8,730	-	0	30	16	60	42	-	0
	Kakuma	88,994	2,100	-	0	290	38	..	..	20	89
Sudan	Girba	8,096	..	-	0	10	27	-	0	..	..
	Kilo-26	8,765	..	..	..	-	0	-	0	..	..
	Shagarab	20,707	..	-	0	9	26	-	0	..	..
	Um Gargour	7,506	..	..	..	1	5	-	0	..	..
	Wad Sherife	29,693	..	..	..	-	0	-	0	..	..
Uganda	Adjumani	61,884	6,420	..	..	-	0	260	54	70	93
	Moyo	31,512	6,160	..	..	-	0	70	42	10	81
	Nakivale	15,304	..	..	..	..	..	30	81	..	..
	Oruchinga	4,262	90	-	0	20	60	8	81	-	0
EHA: Total			48,900	490	0	640	23	590	43	110	82
Namibia	Osire	13,386	-	1,040	14	30	16	..	..	-	0
Zambia	Kala	24,010	510	-	0	-	0	-	0	-	0
	Mayukwayukwa	20,701	1,670	370	8	60	47	40	77	-	0
	Meheba	29,734	10,300	-	0	-	0	-	0	3	46
	Mwange	26,037	1,600	-	0	-	0	-	0	-	0
	Nangweshi	26,529	-	-	0	40	12	5	2	-	0
	Ukwimi	2,507	300	-	0	-	0	10	74	-	0
SAO: Total			14,400	1,410	3	120	11	60	7	3	6
Ghana	Buduburam	41,853	-	9,170	91	-	0	150	36	30	96
Guinea	Boreah	7,681	-	..	..	..	..	-	0	..	..
	Kola	6,497	1,050	590	33	-	0	-	0	-	0
	Kouankan	32,322	3,090	4,050	54	-	0	-	0	-	0
	Kountaya	16,459	1,130	2,790	52	10	13	-	0	-	0
	Laine	32,118	-	-	0	20	33	-	0	-	0
	Nonah	7,073	340	420	48	8	43	6	75	1	100
	Telikoro	9,315	250	1,220	42	10	20	-	0	..	..
Côte d'Ivoire	Nicla	5,295	..	..	..	..	..	-	0	1	58
WA: Total			5,870	18,200	58	60	5	160	19	30	73

Annex II, continued

Asylum country	Camp name	Total camp population (end of 2003)	No. of children aged 5 to 17 **not** enrolled[1]	No. of children **not** successfully completed school year[2]		No. of teachers required to meet standard[3]		No. of qualified/trained teachers required to meet standard[4]		No. of schools requiring structured girl retention initiatives[5]	
				No.	%	No.	%	No.	%	No.	%
Algeria	Al Ayoun	36,675	5,440	-	0	-	0	110	50	6	100
	Awserd	32,624	4,690	-	0	-	0	90	45	4	79
	Dakhla	38,180	8,030	-	0	-	0	60	29	5	82
	Smara	39,466	6,210	-	0	-	0	30	16	5	82
Iran (I. Rep. of)	Bardsir	6,932	1,380	-	0	..	..	..	..	2	100
	Niatak	5,299	1,270	-	0	..	..	..	..	2	100
	Rafsanjan	5,799	1,080	-	0	..	..	..	..	2	100
	Torbat-e-Jam	5,438	490	-	0	..	..	..	..	3	100
Pakistan	Baghicha	13,006	3,230	..	..	-	0	-	0	..	..
	Barakai	38,230	8,320	..	..	-	0	-	0	..	..
	Chaghai	15,000	..	-	0	-	0	-	0	..	..
	Dara 1	15,111	300	690	49	10	44	-	0	-	0
	Dara 2	20,609	480	930	49	20	58	-	0	-	0
	Gandaf	25,613	6,150	..	..	-	0	-	0	..	..
	Ghazi	13,992	3,430	..	..	-	0	-	0	3	100
	Girdi	30,000	..	-	0	9	10	-	0	..	..
	Icherian	16,597	4,680	..	..	-	0	-	0	..	..
	Jalala	21,987	5,980	..	..	-	0	-	0	..	..
	Katwai	12,000	4,120	60	5	1	3	-	0	..	..
	Khail	47,376	..	1,620	35	40	42	-	0	..	..
	Landi	18,281	410	540	34	20	56	-	0	-	0
	Leji	6,521	..	20	4	-	0	-	0	..	..
	Padhana	12,548	3,470	-	0	-	0	-	0	..	..
	Panian	78,000	20,700	-	0	-	0	-	0	..	..
	Posti	11,400	..	-	0	3	24	-	0	..	..
	Roghani	16,075	720	820	51	20	50	-	0	-	0
	Saranan	28,200	..	-	0	-	0	-	0	..	..
	Zai	31,500	..	210	11	-	0	-	0	..	..
	Zar	21,800	..	120	8	10	33	-	0	..	..
Yemen	Kharaz	10,585	3,250	20	2	-	0	-	0	-	0
CASWANAME: Total			93,900	5,040	7	140	6	290	8	30	43
Bangladesh	Kutupalong	8,041	1,110	260	13	10	22	..	..	-	0
	Nayapara	11,606	2,420	710	29	20	41	..	..	-	0
Nepal	Beldangi 1	17,888	-	..	..	..	..	..	..	-	0
	Beldangi 2	22,040	-	..	..	..	..	..	..	-	0
	Beldangi 2 ext	11,255	-	..	..	..	..	..	..	-	0
	Goldhap	9,210	-	..	..	..	..	..	..	-	0
	Khudunabari	12,937	-	..	..	..	..	..	..	-	0
	Sanischare	20,375	-	..	..	..	..	..	..	-	0
	Timai	9,945	-	..	..	..	..	..	..	-	0
Thailand	Ban Pang Kwai	17,263	-	-	0	-	0	-	0	..	..
	Mae Khong Kha	17,404	-	-	0	-	0	..	..	..	..
	Mae La	32,915	-	-	0	-	0	-	0	-	0
	Mae Ra Ma Luang	9,465	-	-	0	-	0	-	0	..	..
	Nu Po	8,597	-	-	0	-	0	-	0	-	0
	Tham Hin	8,911	180	-	0	-	0	50	24	2	100
	Umpium	15,511	-	-	0	-	0	-	0	-	..
RBAP: Total			3,710	970	2	30	1	50	3	2	2
TOTAL:			224,400	50,100	12	1,930	14	1,640	16	300	58

[1] Difference between no. of children enrolled at beginning of year and standard (100% enrolment).
[2] Difference between no. of children who successfully completed school year and standard (90% successful completion).
[3] Difference between no. of teachers and standard (1 teacher per 40 students).
[4] Difference between no. of qualified/trained teachers and standard (80% of teachers are qualified/trained).
[5] Difference between no. of schools with initiatives and standard (80% of schools have initiatives).
Percentages concern the above differences (gap) divided by the total requirements according to the standard. If percentage is zero, there situation meets the standard.

ANNEX 3: STANDARDS AND INDICATORS FOR REFUGEE EDUCATION IN 2003

summary score card and gap analysis at country level

Source: UNHCR Camp Indicator Report. Data are provisional and subject to change. (..) not available
Compiled and analyzed by UNHCR Geneva (Population Data Unit/PGDS). Query date: 20 August 2004
Totals by countries have been adjusted in the light of camp data available (see notes below).

Country of asylum	No. of camps	Total pop. end-year	Children 5–17 T	M	F	Not enrolled T	M	F	% not enr. T	M	F	Not completed[1] T	M	F	% not compl. T	M	F	Teachers Actual	Need[2]	Gap Tot	%	Qual. Actual	Need[3]	Gap Tot	%	Reten. Actual	Need[4]	Gap Tot	%
Algeria	4	146'945	54532	28455	26083	24'366	..	..	45	..	..	..	..	..	..	..	..	1023	743	-	-	526	818	292	36	3	22	19	86
Bangladesh	2	19'647	8443	4160	4283	3523	1568	1'955	42	38	46	974	514	460	22	22	22	71	105	34	32	..	57	57	100	16	13	-	-
Central African Rep.	1	35'799	12325	7008	5317	10581	5956	4'625	86	85	87	..	..	..	..	..	..	..	..	..	..	13	28	15	54	-	4	4	100
Congo	3	77'719	32'070	16'069	16'001	17744	8509	9'235	55	53	58	3861	1949	1912	30	29	31	396	292	12	4	396	317	-	-	20	22	2	11
Côte d'Ivoire	1	5'295	467	235	232	-	-	-	-	-	-	-	-	-	-	-	-	..	..	..	..	18	14	-	-	1	3	2	69
Dem. Rep. of the Congo	12	45'532	27'774	13'813	13'960	9729	4007	5'975	35	29	43	6533	3'394	3'230	51	49	54	508	317	9	3	569	472	14	3	7	42	35	82
Djibouti	2	22'490	7'706	3841	3865	:	:	:	:	:	:	-	-	-	-	-	-	39	57	18	32	27	31	4	13	-	:	:	:
Ethiopia	9	125'724	36'723	19'331	17'362	13802	5626	8'587	38	29	49	489	352	137	-	-	-	363	561	211	38	169	290	128	44	-	14	14	100
Ghana	1	41'853	10072	4889	5183	-	-	-	-	-	-	9175	4462	4713	91	90	91	525	153	-	-	270	420	150	36	1	26	25	96
Guinea	7	111'465	32'823	16'314	16'509	5867	1539	4427	18	9	27	9066	4826	4'240	51	49	55	396	440	57	13	391	350	6	2	8	7	1	11
Islamic Rep. of Iran	4	23'468	8013	4162	3851	4'223	1918	2'305	53	46	60	-	-	-	-	-	-	..	95	57	13	..	350	-	-	9	9	9	100
Kenya	4	223'621	80'150	44'513	35'827	24'933	8866	16'906	31	20	47	-	-	-	-	-	-	998	1'381	383	28	243	416	173	42	13	37	24	66
Namibia	1	13'386	7'118	3'762	3356	:	-	-	:	-	-	1045	353	692	14	9	20	156	186	30	16	16	125	109	87	2	2	2	-
Nepal	7	103'650	33'748	17'044	16'704	-	-	-	-	-	-	36013	-	-	100	-	-	1026	500	-	-	..	821	821	100	9	7	7	-
Nigeria	1	7'295	1'046	502	544	541	272	270	58	60	55	-	-	-	-	-	-	10	..	:	:	10	8	-	-	:	:	:	:
Pakistan	21	498'725	166'526	84'620	81'906	114'755	47'517	67'238	69	56	82	18'157	12410	5812	31	30	36	1205	1046	139	-	2628	964	-	-	32	26	-	-
Rwanda	2	33'570	13'336	6'446	6'890	5083	1927	3'156	38	30	46	-	-	-	-	-	-	..	..	:	:	94	85	-	-	1	69	68	99
Sudan	5	74'767	30'034	14'355	15'679	-	-	-	-	-	-	-	12	-	3	-	-	122	126	20	16	122	98	-	-	:	10	-	:
Thailand	7	110'066	41'241	20'740	20'521	182	140	148	-	5	6	-	-	-	-	-	-	1537	943	-	-	1407	1'199	45	4	15	14	1	7
Uganda	9	189'973	61'339	32'894	28'445	19'836	12546	7'291	31	31	20	14'631	8327	6'915	-	-	-	1185	1245	150	12	496	997	501	50	32	109	82	75
United Rep. of Tanzania	9	474'054	146'710	73'731	72'979	14'549	5744	8'805	26	31	20	-	-	-	-	-	-	1361	2277	919	40	735	969	279	29	19	54	35	70
Yemen	1	10'585	4'419	2'319	2'100	3'252	1679	1'573	74	72	75	22	24	-	2	4	-	46	27	-	-	46	37	-	-	2	2	2	-
Zambia	6	129'518	46'951	23'034	23'917	14'370	6643	7727	22	20	24	370	108	262	-	-	-	840	891	93	10	695	672	55	8	40	37	-	-

Notes:
[1] Based on standard of 90% of children completing successfully the school year.
[2] Based on standard of 40 students per teacher.
[3] Based on standard of 80% of teachers who should be qualified/trained.
[4] Based on standard of 80% of schools which should have structured girl retention initiatives.

Rep. of Congo: "Retention" refers 2 out of 3 camps.
Dem. Rep. of the Congo: "Completion" and "Teachers" refers to 9 and "Retention" to 11 out of 12 camps.
United Rep. of Tanzania: "Enrolment", "Completion" and "Teachers" refer to 8 camps, "Qualifications" refers to 7 out of 9 camps.
Ethiopia: "Children aged 5 to 17", "Enrolment" and "Completion" refer to 8, "Retention" to 7 out of 9 camps.
Kenya: "Qualifications" and "Retention" refer to 3 out of 4 camps.
Uganda: "Children aged 5 to 17" and "Retention" refer to 7, "Enrolment", "Completion" and "Teachers" refer to 6 out of 9 camps.
Guinea: "Completion" and "Teachers" refer to 6 camps and "Retention" refer to 4 out of 7 camps.
Pakistan: "Enrolment" refers to 4 out of 21 camps.
Thailand: "Enrolment", "Completion", "Teachers" and "Qualifications" refer to 6 camps, "Retention" refers to 4 out of 7 camps.