WOMEN'S COMMISSION
for refugee women & children

GLOBAL SURVEY
on Education in Emergencies

Women's Commission for Refugee Women and Children

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Mission Statement

The Women's Commission for Refugee Women and Children works to improve the lives and defend the rights of refugee and internally displaced women, children and adolescents. We advocate for their inclusion and participation in programs of humanitarian assistance and protection. We provide technical expertise and policy advice to donors and organizations that work with refugees and the displaced. We make recommendations to policy makers based on rigorous research and information gathered on fact-finding missions. We join with refugee women, children and adolescents to ensure that their voices are heard from the community level to the highest councils of governments and international organizations. We do this in the conviction that their empowerment is the surest route to the greater well-being of all forcibly displaced people. The Women's Commission for Refugee Women and Children is an independent affiliate of the International Rescue Committee. The Commission was founded in 1989.

The Global Survey on Education in Emergencies

The Global Survey on Education in Emergencies is a project of the Women's Commission for Refugee Women and Children. It is an effort to understand how many refugee, displaced and returnee children and youth have access to education and the nature of the education they receive. The Global Survey was conducted by Mary Diaz of the Women's Commission and Lynne Bethke and Scott Braunschweig of InterWorks under secondment to the Women's Commission.

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Global Survey on Education in Emergencies

February 2004

Women's Commission for Refugee Women and Children

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Executive summary

In 2000, at the World Education Forum in Dakar, Senegal, 180 countries committed to "ensuring that by 2015 all children, particularly girls, children in difficult circumstances [including those affected by war] and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality" (UNESCO 2000). Despite this commitment, education in emergencies remains undersupported. In addition, there is no clear global picture of education programming in emergencies, partially because there are a number of organizations—governmental, United Nations, nongovernmental (NGOs), religious—that provide much-needed education services in these situations and also because there is no centralized statistical reporting system for capturing the education data from all these sources. This Global Survey on Education in Emergencies (Global Survey) is an attempt to gather information on how many refugee, displaced and returnee children and youth have access to education and the nature of the education they receive.

The Women's Commission for Refugee Women and Children began the Global Survey in 2001 with initial support from the UN High Commissioner for Refugees (UNHCR), the UN Children's Fund (UNICEF) and the UN Educational, Scientific and Cultural Organization (UNESCO). Accordingly, the first wave of data collection focused on interviews and document review at the headquarters level of these three UN agencies. Subsequent data collection in 2002-2003 involved interviews and document review at the headquarters of various international NGOs, direct requests to NGO field offices, extensive internet-based research and four brief field visits to Angola, Liberia, Sierra Leone and Thailand to gather information directly from agencies supporting education for refugee and internally displaced children and youth. While information was collected on a broad range of education projects, from formal to non-formal, the primary focus was on formal education activities. The information collected during the Global Survey process has led to the following observations and recommendations:

Students

- More than 27 million children and youth affected by armed conflict, including refugees and internally displaced persons (IDPs), do not have access to formal education. The vast majority of these (more than 90 percent) are internally displaced or within their country of origin. (See Table 2.)
- The majority of internally displaced and refugee children who are in school are enrolled in the early primary grades.
- While girls are almost as likely as boys to be enrolled in pre-primary and grade one, their enrollment decreases steadily after that. Continued focus on girls' education is required to reach the Education for All (EFA) goal of "eliminating gender disparities in primary and secondary education by 2005."
- Only six percent of all refugee students are enrolled in secondary education. For IDP youth, even fewer opportunities exist.
- Adolescents and youth have the least access to formal education. Many have not completed even primary education and so require a range of formal and non-formal education options.
- Children, youth and their families value and want formal education. From the forests of eastern Burma to the IDP camps outside of Monrovia, Liberia, families seek out and communities support educational activities with the hope that one day their children will have a better life and the opportunity to contribute to the rebuilding of their countries.

Teachers

- In emergencies, teachers face especially difficult and stressful working conditions, including:
  - Overcrowded classrooms—often with 50 or more students
  - Multi-grade, multi-age classrooms where children range in age from 6 to over 20
  - Continued threats to their own safety, as teachers are often targeted during conflict

- Little or no compensation for their efforts. As a result, teachers become frustrated, are frequently absent and often seek other employment in order to care for themselves and their families. The most qualified teachers are frequently the ones who obtain other employment and leave the teaching profession, which means that teachers with fewer qualifications replace them and the quality of education deteriorates.

- Many refugee and displaced teachers do not meet the minimum requirements of their governments to be considered "qualified." High quality teacher training and continued follow-up is essential to support these teachers and to improve the quality of education available to refugee and displaced children and youth.

- In most emergency situations, the majority of teachers are men—one result of the low education levels of girls and women in most countries affected by conflict. Increasing the number of female teachers is a priority for several reasons:

  - Families often do not allow their girls to attend school post-puberty as they fear for their daughters' safety. The presence of female teachers may help alleviate some of these fears.
  - Recent evidence of sexual exploitation of students by teachers suggests that increasing the number of female teachers in schools may be an added protection mechanism for girls.
  - Female teachers are important role models for young girls. They are a sign that girls can achieve academically and that higher levels of education can also benefit girls.

- Organizations supporting education in emergencies must make extra efforts to identify women who would like to become teachers and must invest accordingly in their training and support.

Curriculum

- Certification and recognition of students' learning is essential to their futures and to their motivation as students. In refugee situations, efforts are often made to ensure that children study the curriculum of their home country and have the opportunity to take national exams so that their education will be recognized in the event of repatriation. In reality, though, a wide range of curricula is used in emergency situations—from home country to host country to a curriculum that is modified to meet the present circumstances and needs of the refugees. No matter the curriculum used, however, recognition of students' achievements must be guaranteed.

- The language of instruction can pose an additional challenge for refugee students. While it is generally recommended that refugees study in the language of their home country in order to facilitate their eventual return and reintegration, they may also be required or wish to learn the language of their host country. When education is only available in the language of the host country, refugee students may become frustrated and drop out of school. In other instances, students will want to learn the local language in order to interact with the local community or to gain access to post-primary education or the local labor market. Learning a new language requires additional time either through formal instruction or through non-formal learning within the community.

- In situations of conflict, the curriculum is frequently contested, and therefore requires careful review and adaptation in order to avoid exacerbating tensions.

- There is increasing recognition that education for conflict-affected populations must include some discussion of peace, conflict resolution, human rights and citizenship. Such programs seek to help children and youth navigate conflict situations in a more peaceful way.

- The addition of life skills education and other essential subjects, such as landmine awareness, critical health and hygiene messages and HIV/AIDS prevention, puts an added burden on students, teachers and administrators in situations where the number of hours of instruction per day is often reduced.

Schools and classrooms

- Schools and classrooms are frequent targets of destruction, militarization and looting during conflict. There is a tension between the reluctance to build or rehabilitate structures and the need to provide designated, safe spaces in which to learn.
- In most emergency situations, there is a shortage of schools and classrooms, which leads to overcrowding and the introduction of two or more shifts per day in order to optimize the use of existing facilities.
- Lack of adequate water and sanitation poses a health risk and especially affects adolescent girls' attendance, retention and completion.

Funding

- Education in emergencies is critically underfunded. In 2002, of the U.S. $46 million requested for education through the UN Consolidated Appeals Process (excluding appeals for Afghanistan), only $17 million was actually contributed or pledged (ReliefWeb 2003). Six countries received one-third or less of their request. There is an urgent need to increase funding and support for education for IDPs.
- Under-investment in education in emergencies results in the continued low quality of education available to displaced children and youth, evidenced in most places by high repetition and dropout rates.

The Global Survey database

The information collected through the Global Survey process has been compiled in a database which includes information on more than 500 projects in 113 countries supported by 160 organizations and governments. While efforts were made to obtain as much detailed information as possible, often project entries are limited to general descriptions and basic beneficiary data. (See Part III of this report.) Complete entries include information related to student enrollment, teachers, curriculum, facilities, educational materials and funding.

The Global Survey database will be made widely available via the INEE (Inter-Agency Network for Education in Emergencies). It will be easily accessible to INEE members and others who visit the website (www.ineesite.org) and will serve as a useful starting point for researchers, donors and implementing organizations to learn more about what type of education is available, who is supporting it and how many children and youth are affected. In addition, the Global Survey database provides useful baseline information on education in emergencies and can be useful for both monitoring and continued advocacy.

Organization of this report

The Global Survey report consists of three parts. Part I explores issues related to students, teachers, curriculum, educational materials, schools and facilities and funding based on information collected during the Global Survey. Part II focuses on these same issues in more detail for several countries with large refugee or internally displaced populations. Finally, Part III is a list of all the educational activities that were collected as part of the Global Survey. The list describes "Who is doing what, where" in emergencies.

ACRONYMS

AET	Africa Educational Trust
ARC	American Refugee Committee
AVSI	Associazione Volontari per il Servizio Internazionale
BBC	Burmese Border Consortium
CAP	Consolidated Appeals Process
CCF	Christian Children's Fund
CEIP	Community Education Investment Program
CFS	Child-friendly spaces
CORD	Christian Outreach Relief Development
CREPS	Complementary Rapid Education for Primary Schools
CRS	Catholic Relief Services
DFID	Department for International Development
DRA	Dutch Relief Agency
DRC	Democratic Republic of Congo
EFA	Education for All
EU	European Union
FAWE	Forum for African Women Educationalists
GER	Gross enrollment ratio
GTZ	German Technical Assistance Agency
IBE	International Bureau of Education
IDP	Internally displaced person
IIEP	International Institute for Educational Planning
IMC	International Medical Corps
INEE	Inter-agency Network for Education in Emergencies
IRC	International Rescue Committee
IRIN	Integrated Regional Information Networks
JRS	Jesuit Refugee Service
KED	Karen Education Department
KnED	Karenni Education Department
KNU	Karen National Union

KTWG	Karen Teacher Working Group
LRA	Lord's Resistance Army
LWF	Lutheran World Federation
MEST	Ministry of Education, Science and Technology
MICS	Multiple Indicator Cluster Survey
NGO	Nongovernmental organization
NHEC	National Health and Education Committee
NRC	Norwegian Refugee Council
PEER	Programme for Education for Emergencies and Reconstruction
RET	Refugee Education Trust
RI	Refugees International
RREP	Rapid Response Education Program
RUF	Revolutionary United Front
SPDC	State Peace and Development Council
TEP	Teacher Emergency Package
UMCOR	United Methodist Committee on Relief
UNAMSIL	United Nations Mission in Sierra Leone
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNOCHA	UN Office for the Coordination of Humanitarian Affairs
UNRWA	United Nations Relief and Works Agency
UPE	Universal Primary Education
USAID	U.S. Agency for International Development
USCR	U.S. Committee for Refugees
UNICEF/OLS	UNICEF/Operation Lifeline Sudan
WFP	World Food Program
ZOA	ZOA Refugee Care

GLOBAL SURVEY
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PART I

Global Review






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Women's Commission for Refugee Women and Children

Overleaf photo credits—from top row left:

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Introduction

At the World Education Forum in Dakar, Senegal in 2000, it was estimated that more than 113 million of the world's children were not in school. Several specific populations, including children living in war-affected areas, were identified as particularly at risk. The 180 countries present in Dakar reaffirmed their commitment to Education for All (EFA) by announcing their determination to ensure "that by 2015 all children, particularly girls, children in difficult circumstances [including those affected by war] and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality" (UNESCO 2000). In addition to EFA commitments, education is also a right that is clearly established in several international agreements that are described below.

Core international policy instruments with respect to the right of all children to education

The 1948 Universal Declaration of Human Rights Article 26 outlines the right to free and compulsory education at the elementary level and urges that professional and technical education be made available. The declaration states that education should work to strengthen respect for human rights and promote peace. Parents have the right to choose the kind of education provided to their child.

The 1951 Convention Relating to the Status of Refugees and the 1967 Protocols Refugee children are guaranteed the right to elementary education in Article 22, which states that they should be accorded the same opportunities as nationals of the host country. Beyond primary school, refugee children are treated as other aliens, allowing for the recognition of foreign school certificates and awarding of scholarships.

The 1966 Covenant on Economic, Social and Cultural Rights The right to free and compulsory education at the primary level and accessible secondary-level education is laid out in Article 13. The covenant goes on to call for basic education to be made available to those who have not received or completed primary education. Emphasis is placed on improving conditions and teaching standards.

The 1989 Convention on the Rights of the Child Article 28 calls for States to make primary education compulsory and free to all, and to encourage the development of accessible secondary and other forms of education. Quality and relevance is detailed in Article 29, which mandates an education that builds on a child's potential and supports his/her cultural identity. Psychosocial support and enriched curriculum for conflict-affected children are both emphasized in this article. Article 2 outlines the principle of non-discrimination, including access for children with disabilities, gender equity and the protection of linguistic and cultural rights of ethnic minority communities. Article 31 protects a child's right to recreation and culture.

The Geneva Conventions For situations of armed conflict, the Geneva Conventions lay out particular humanitarian protections for people—including children—who are not taking part in hostilities. In times of hostility, States are responsible for ensuring the provision of education for orphaned or unaccompanied children. In situations of military occupation, the occupying power must facilitate institutions "devoted to the care and education of children" (Fourth Geneva Convention, Articles 24 and 50, 1949). Schools and other buildings used for civil purposes are guaranteed protection from military attacks (Protocol I relating to the Protection of Victims of International Armed Conflicts, Article 52, 1977).

Regional Agreements A number of regional agreements also address issues of education. References to the right to education are found in the African Charter on the Rights and Welfare of the Child, Article XI; the American Declaration on the Rights and Duties of Man, Article XII; and the Protocol to the European Convention for the Protection of Human Rights and Fundamental Freedoms of 1952, Article 2.

Source: Susan Nicolai. Education in Emergencies Toolkit (2003:7-8).

As articulated in the above international agreements, governments are responsible for providing education for citizens and also for refugees or others who currently reside in their countries. Many countries affected by emergencies, however, are among the world's poorest and lack the resources to provide education even for their own citizens. Therefore, international assistance is necessary.

Methodology

In order to ensure that children's rights are upheld, it is essential for the international community to support and monitor efforts at providing education in emergencies, including by gathering data to determine how many displaced children and youth are able to access their right to education. The Global Survey on Education in

Emergencies is one effort to document how many refugee, displaced and returnee children and youth have access to education and the nature of the education they receive.

Information for the Global Survey was collected in a variety of ways. The first wave of data collection in 2001 involved work at the headquarters of UNHCR, UNICEF and UNESCO to review the information available at that level.

Presently **UNHCR** has the most comprehensive reporting system with regard to the collection of statistics on education for refugees. Every year as part of their annual reporting process, UNHCR country offices submit to headquarters information on the number of males and females enrolled in education as a result of UNHCR funding. Beginning in 2002, UNHCR began collecting more than just enrollment information. Countries are now requested to submit information on:

- Boys and girls enrolled in each grade
- Boys and girls who complete each grade (or who are attending at the end of the school year)
- The number of schools in each location
- The number of male and female teachers who are refugees and the number who are qualified
- Male and female students supported with vocational/skills training, teacher training, literacy training, non-formal education, tertiary or other educational activities

Because **UNICEF's** general mandate is to work in collaboration with national governments to improve the situation of children and women, it can be difficult to separate efforts directed specifically at refugee and internally displaced children and youth from those conducted for the benefit of the entire national population. Yet, because of its presence and its mandate to advocate strongly for the rights of all children and youth, UNICEF plays a significant role in countries where children are internally displaced or refugees.

UNICEF generally uses official government statistics, which are compiled by the UNESCO Institute of Statistics in cooperation with national governments around the world. The focus of these statistics is students enrolled in national government schools and sometimes private schools that are recognized by the government. These statistics usually do not include refugees or IDPs if they are enrolled in non-government schools or education programs. In addition to these official statistics, UNICEF has conducted household surveys in several conflict-affected countries to collect more detailed information related to health, education, water and sanitation issues. In general these Multiple Indicator Cluster Surveys (MICS) do not differentiate the population as refugees or IDPs. Beyond these, UNICEF country offices frequently engage in various research activities related to education and displaced populations, such as the School Baseline Assessment in Southern Sudan that was conducted to determine how many students are enrolled in primary school. (See Part II for more information.)

UNICEF country offices do not have a requirement to report specifically on educational statistics. In their annual reports, however, country offices describe their activities in the education sector during the year. Through these reports, one can gain an understanding of the types of activities being conducted on behalf of displaced children and youth.

Children and youth— International definitions

The principal international standard for determining who "children" are remains the *Convention on the Rights of the Child,* which states in Article 1 that a "child" is "every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier."

Additional chronological definitions provided by United Nations organizations that acknowledge differences between childhood and adulthood include:

- Adolescents: 10 to 19
- Youth: 15 to 24
- Young people: 10 to 24

Throughout this report, the terms adolescents, youth and young people are used in ways that correspond to the United Nations definitions but in general refer to young people who are in their second decade of life and in early adulthood, roughly between the ages of 10 and 24.

At its headquarters level, **UNESCO** engages with government ministries of education, finance and planning to work on all aspects of education, but especially policy, planning and system building (Sinclair 2002). In addition, the UNESCO Programme for Education for Emergencies and Reconstruction (PEER), currently headquartered in Nairobi, Kenya, has piloted innovative strategies to address educational issues in areas of conflict, notably the "Teacher Emergency Package" and refugee environmental education. Specifically, PEER addresses challenges such as:

- Lack of school infrastructure
- Absence of a standardized curriculum and revision of textbooks
- Need for re-professionalization of teachers, head teachers, inspectors, educational administrators
- The need for remuneration of teachers in the presence of extreme poverty or lack of government
- Absence of a well-functioning educational authority (Devadoss, Retamal and Richmond, 1996)

As mentioned above, the UNESCO Institute of Statistics is responsible for compiling national government statistics and is also charged with global monitoring of progress toward EFA. In addition, the UNESCO Institute for International Educational Planning (IIEP) is producing case studies to document lessons learned related to planning and management of education in emergencies and post-conflict reconstruction. The studies include Burundi, East Timor, Kosovo, Rwanda, Sierra Leone and Sudan. IIEP also is developing a guidebook on planning and managing education in emergencies and conducts training with ministries of education in order to increase government capacities in these areas. Finally, the UNESCO International Bureau of Education (IBE) has undertaken a study on curriculum change and social cohesion in the specific conflict-affected societies of Bosnia-Herzegovina, Guatemala, Lebanon, Mozambique, Northern Ireland, Rwanda and Sri Lanka (Tawil and Harley, 2002).

The review of information collected and stored by the headquarters of UNHCR, UNICEF and UNESCO produced an interesting picture of the types of educational activities being supported by these UN agencies. For the most part, however, this information does not systematically (except in the case of UNHCR) offer details on the number of refugee or IDP children who have access to education in emergencies.

For this reason, the second wave of data collection in 2002-2003 focused directly on the nongovernmental organizations (NGOs)—primarily international—that implement education programs in emergencies. Often, these NGOs are implementing partners of the UN agencies, but they also implement programs that are funded directly by their own organizations or bilaterally. Information from NGOs was collected in four ways: contacts and requests for information at the headquarters level, extensive Internet research, direct email contact with NGOs in the field and four brief site visits to gather more comprehensive information from the agencies working in particular areas. The site visits were conducted in Angola, Liberia, Sierra Leone and Thailand (for refugees from Burma). The site visits included meetings with representatives from UNICEF, UNHCR, the World Bank, NGOs supporting education and government ministries of education.

A note on statistics: It has been widely recognized that counting refugees or internally displaced people is an inexact and often controversial effort that is filled with uncertainty. See, for example, the U.S. Committee for Refugees' note on statistics and Jeff Crisp's (1999) *"Who Has Counted the Refugees?" UNHCR and the Politics of Numbers*. In our efforts to collect data for the Global Survey, the Women's Commission attempted to collect information from a number of sources to develop a reasonably accurate picture of educational programming for refugee and internally displaced children and youth. Because of the inexactness of refugee and IDP data in general, however, it is appropriate to view the statistics included in this report and in the Global Survey database as indicative of the number of displaced children and youth who have access to education at a specific point in time.

Education in emergencies: what is it?

Education in emergencies takes many forms and serves many purposes.[1] Since education in emergencies is critical to the protection and development of children and youth, one of the objectives of the Global Survey was to describe the broad range of educational activities that are made available for these target populations.[2] For the purpose of the Global Survey, the Women's Commission has adopted a broad definition of "emergency," consistent with the concept of complex humanitarian emergencies that often last for years. An emergency, therefore, can consist of a sudden refugee influx or it can consist of a chronic displacement and conflict situation. When education is supported during emergencies, one or more of the following types of programs is generally made available:

Table 1: Education in emergencies—What is It?

Types of educational activities	Examples
Structured recreational activities are often an immediate first step in the early stages of an emergency. Such programs give children a chance to play, sing, draw or participate in recreational activities and are intended to create a semblance of normalcy in children's lives. In addition, they promote psychosocial healing for children who have often experienced great horror. The "Child Friendly Spaces" (CFS) concept pioneered by UNICEF is one example of how these activities can be organized. Often CFS include health, child tracing services and education. Education in CFS consists predominantly of organized recreational activities that promote psychosocial healing of children and give them a safe, structured environment in which to play. CFS are generally designed for younger children and not adolescents or youth.	*Christian Children's Fund (CCF)*: Angola, Sierra Leone *International Rescue Committee (IRC):* Burundi, East Timor *Save the Children*: Somalia *UNICEF Child-Friendly Spaces:* Afghanistan, Albania, Angola, Colombia, East Timor, El Salvador, Kosovo, Liberia, Turkey
Youth centers are generally targeted to young people and provide them with a space for informal recreational activities as well as opportunities for structured learning and peer education. These are generally designed to address the psychosocial needs of young people after conflict.	*Catholic Relief Services (CRS):* Sierra Leone *IRC:* East Timor, Kosovo, Rwanda, Sierra Leone, Tanzania *International Medical Corps (IMC):* Kosovo *Save the Children:* Ethiopia
Formal education for refugee children and youth may be set up in refugee camps and run by implementing partners in conjunction with camp committees. Although some agencies implement both primary and secondary education, the vast majority of these efforts focus on primary education. Although some youth who have missed years of school will attend early primary grades with young children, others will not. The result is often a gap in programming for youth. Formal education for IDP and returnee children and adolescents generally occurs in government, community or religious schools. The international community may support these schools with educational materials and supplies, teacher training and school construction or rehabilitation.	*CARE International:* Afghanistan, Kenya, Sudan, Zambia *German Technical Cooperation (GTZ):* Pakistan *IRC:* Guinea, Liberia, Sierra Leone, Uganda *Jesuit Refugee Services (JRS):* Thailand, Uganda *Lutheran World Federation (LWF):* Kenya *Norwegian Refugee Council (NRC):* Pakistan *Ockenden International:* Afghanistan, Iran, Pakistan *Plan International:* Sierra Leone *Save the Children:* Pakistan *ZOA Refugee Care:* Thailand

Types of educational activities	Examples
Vocational or skills training for youth may be part of a formal post-primary curriculum, may be incorporated into the formal school system as class options for post-primary youth or may be separate programs. It may include apprenticeships for out-of-school youth who may or may not have completed primary education.	*Don Bosco:* Liberia *Government of Sierra Leone:* Sierra Leone *GTZ:* Liberia, Pakistan *NRC:* Sierra Leone *Save the Children:* Ethiopia *United Nations Relief and Works Agency (UNRWA):* Jordan, Lebanon, Occupied Palestinian Territories *ZOA:* Ethiopia, Thailand
Accelerated learning programs are designed to address the gap in education of many young people who have been affected by conflict. Generally, these programs are designed to condense six years of education into three. Since these programs are relatively new, more evidence is needed to measure their success at helping young people complete primary school in a shortened period of time.	*Children Assistance Programme:* Liberia *JRS:* Thailand *NRC:* Sierra Leone
Bridging programs are designed to reintegrate young people (generally aged 10-17) back into the national education system. A bridging program such as the Teacher Emergency Package (TEP) enrolls students for one year. At the end of the TEP year, they generally take an exam which determines whether they will enter grade 1, 2 or 3 of the formal system during the next school year.	*NRC:* Angola, Burundi, DRC, Liberia *UNESCO-PEER:* Somalia
Life skills education seeks to help learners acquire knowledge and develop attitudes and skills which support the adoption of constructive/positive behaviors. Life skills can include communication and interpersonal skills, decision-making and critical thinking skills, and coping and self-management techniques. The focus of life skills programs is on changing behaviors so that learners make positive choices for their lives. Accordingly, life skills messages can be incorporated into other topics such as health education; HIV/AIDS prevention; and education for peace, conflict resolution and human rights, for example. Life skills education can be incorporated into formal schooling or can be offered as separate programs for out-of-school children and youth. In some instances, for example, UNHCR's peace education program in Kenya, parents also demand a class of their own.	*GTZ:* Pakistan *IRC:* Guinea, Liberia, Sierra Leone *JRS:* Uganda *UNHCR:* Democratic Republic of Congo, Eritrea, Pakistan *World Vision (WV):* Kosovo
Teacher training is a component of most education programs, although some NGOs specialize in teacher training activities. In emergency situations, teacher training, which varies tremendously in terms of quantity and quality, consists primarily of pedagogical training but may also include subject matter training. The nature of emergency situations also requires training related to psychosocial issues, gender and safety, as well as instruction on how to adapt teaching practices to manage multi-grade, multi-age classrooms.	*Associazione Volontari per il Servizio Internazionale (AVS):* Northern Uganda *Development Aid from People to People (ADPP):* Angola *Consortium-Thailand:* Thailand *Karen Teacher Working Group:* Burma, Thailand *National Health Education Committee:* Burma *NRC:* Angola, Uganda
Distance education programs are ways of enabling refugee and displaced youth to further their studies when they are not near or cannot access formal or non-formal learning opportunities in person. In addition, distance education can be used to enable children and youth to study during active conflict situations or when they are unable to attend school for reasons of insecurity.	*Palestinian Ministry of Education:* Hebron, West Bank *Radio Education:* Burundi *Southern Africa Extension Unit:* Tanzania *University of South Africa:* Kakuma, Kenya

Literacy lightens up a life

Mary, 16, lives in Freetown, Sierra Leone. She says she "[had] never been to school growing up. I wanted to go, but any time I told my parents this, they discouraged me, saying that school is only for males. They had money for fees, but I still could not go, and instead, I usually did housework and cooking. I often felt left out of social activities, especially because I could not go to any education programs. One day, a friend advised me to attend an adult literacy class offered by FAWE. At first, I was not happy to be there, but as time went on, I believed I could make it because I was actually learning to read and write. Now, I am very happy, and I wish that education could be spread through my community, irrespective of age or sex."

Source: Precious Resources: Adolescents in the Reconstruction of Sierra Leone, Jane Lowicki and Allison Anderson Pillsbury (2002:19).

All of these programs serve the primary and interrelated functions of protection and cognitive and social development. The importance of education as a psychosocial healing and protection mechanism should not be underestimated.[3] In an acute emergency, the lives of children and youth are dramatically, often violently, disrupted. They are displaced from their homes and possibly even their countries. Some witness the killing or physical assault and injury of many people—including their parents, siblings or other relatives. Others are forced to commit terrible atrocities, and still others are injured or assaulted themselves. For children and youth affected by armed conflict, education or a return to learning provides necessary psychosocial support. If conducted appropriately, education also provides a safe and secure environment, which offers routine and structure—a place where the well-being of children and youth can be carefully monitored and where children can focus on building a future—a critical step in the psychosocial healing process for those affected by conflict.

Education also serves a vital protection role as it provides an alternative to becoming involved in fighting forces, being sexually exploited or engaging in other harmful labor. In situations where children and youth are being recruited or abducted for service with militias or other armed forces, education plays a vital protection role. Efforts must be made to ensure that schools and learning spaces are secure and that the Geneva Protocols prohibiting the targeting of schools are upheld in order to minimize the risk that schools will be turned into recruitment centers, and to save some from the continued horror of war.

For girls, the opportunity to attend school or some type of education program minimizes the risk that they will be exploited sexually. Care must be taken to ensure that schools are safe places and that teachers and administrators do not abuse or exploit their students. (See also the teacher section below.)

In addition to psychosocial support and protection from further rights violations, education in emergencies can also be lifesaving. Learning activities are often expanded to include elements that teach children about landmines and what to do if they encounter one, and vital messages related to immediate health and hygiene concerns, such as how to avoid contracting cholera and HIV/AIDS. Such additions to the curriculum can make a real difference in preventing the unnecessary death of children. An added benefit is that children relay this information to their parents and families, which is an efficient mechanism for communicating the particular dangers the community faces as a result of living in a densely populated environment such as a refugee or IDP camp.

Finally, education is vital to the cognitive and social development of children and youth. Through education, children and youth develop not only basic literacy and numeracy skills but also the ability to think critically and make decisions for themselves. Education plays a powerful role in socializing children and youth for both their current and future roles in society. As such, education can be a powerful political tool, subject to manipulation. For this reason, it is essential that those implementing education in emergencies consider the social messages that are being conveyed in the classroom.[4]

Although some may see education in emergencies as a luxury or non-essential activity, one must stop to consider the impact on millions of children and youth who are denied educational opportunities. Children and youth who miss out on years of schooling may never become literate adults and will be less able to contribute to the rebuilding of their countries. The results lead to continued under-development and make the affected individuals more vulnerable to a future based on illegal and dangerous activities.

Access to education in emergencies

One critical question related to education in emergencies is how many refugee and internally displaced children and youth have access to some sort of education, and, perhaps even more important, how many children do not have access? While the children currently involved in education activities must continue to be supported, it is critical for the international community to find ways of ensuring access for all.

Table 2 provides rough estimates of how many children are not in school in the ten situations that have produced the greatest number of "uprooted persons" as of 2002 according to the U.S. Committee for Refugees (USCR 2003). The table relates to displaced people from a certain country or territory—whether they were refugees in another country or displaced within their own country. For example, in 2002 there were approximately 161,000 Sudanese school-aged children and youth who were refugees in other countries, and slightly over one million school-aged children displaced within their own country (UNICEF/OLS and AET 2002). The data in the table are based on estimates of the number of refugee children with access to education in various countries and reports on access to education for IDPs.[5] For some countries, such as Afghanistan, Angola, Burma, Burundi, Colombia and the Democratic Republic of Congo, it is almost impossible to distinguish between IDP children and others who are stuck in the middle of a violent, chaotic situation. For these situations, gross estimates of the number of children not in school throughout the country as a result of the violence are included.

Table 2. Estimated refugee and IDP children and adolescents in and not in school, 2002

Refugees *(in millions)*				**Non-refugee children affected by conflict, including IDPs** *(in millions)*		
Country of origin	**Estimated school-aged population** *(5-17)*	**In school**	**NOT in school**	**Estimated school-aged population** *(5-17)*	**In school**	**NOT in school**
Sudan	0.16	0.11	0.05	1.06*	0.24	0.82
Afghanistan	1.20	0.40	0.80	8.00	3.20	4.80
Occupied Palestinian Territories	1.20	0.99	0.21			
Colombia	0.10	0.05	0.05	10.88	7.88	3.00
Angola	0.21	0.05	0.16	4.0	1.30–1.90	2.10–2.70
Congo-Kinshasa	0.14	0.03	0.11	15.40	4.70–6.40	9.00–10.70
Iraq**	0.30	***	0-0.30	8.20	5.30	2.90
Burma	0.05	0.04	0.01	2.70	0.70	2.00
Burundi	0.14	0.10	0.04	1.10	0.55	0.55
Uganda	0.01	0.00	0.01	0.33	0.03	0.30
Total	**3.51**	**1.77**	**1.44–1.74**	**51.67**	**23.90–26.20**	**25.47–27.77**

Notes * Estimates are for primary school only. ** Estimates are for the year 2000. *** It is not known how many Iraqi refugees had access to education. Many Iraqis took refuge in Iran, Jordan and Syria where they were not granted official refugee status and were often considered illegal immigrants; it is likely that most Iraqi refugees had no access to schooling.

Sources: Refugees (except Occupied Palestinian Territories): UNHCR education and population statistics for 2002. Sudan: UNICEF/OLS and Africa Educational Trust *School Baseline Assessment;* Afghanistan: Afghan Interim Administration et al. *Afghanistan: Comprehensive Needs Assessment in Education* and UNICEF Afghanistan Donor Update No. 15; Occupied Palestinian Territories: Palestinian Central Bureau of Statistics; Colombia: Watchlist on Children in Armed Conflict, *Colombia's War on Children*, UN Secretariat *World Population Prospects* for population data; Angola: Women's Commission: *Global Survey Report on Education in Angola;* Congo-Kinshasa: see Part II section on the Democratic Republic of Congo; Iraq: UNESCO *Situation Analysis of Education in Iraq:* 2003; Burma: see Part II section on Burma; Burundi: UN OCHA *Consolidated Inter-Agency Appeal for Burundi for 2003* and UNESCO IBE *World Data on Education;* Uganda: see Part II section on Uganda.

For the 10 countries in Table 2, there were between 25 and 28 million children and youth not in school during 2002. Since this table represents roughly only 70 percent of the world's refugee and internally displaced population, it is a conservative estimate of the number of children and youth affected by conflict who are not enrolled in school—some because no educational opportunities are available, others because poverty or cultural reasons prevent them from attending school and still others because they choose not to attend.

Table 2 also clearly highlights the disparity that exists between access to schooling for refugees and access to schooling for IDPs or children affected by armed conflict within their own country. For example, approximately 70 percent of Sudanese refugees reside in Kenya, Uganda or Ethiopia. More than 80 percent of those refugees have access to education compared to only 22 percent of Sudanese children in Southern Sudan. Similarly, almost all[6] of the refugees from Burma living in the camps in Thailand have access to education while, within Burma, only 10–40 percent of the children in the ethnic minority states along the Thailand-Burma border have access to education.[7] Because large refugee populations generally reside in camps supported by the international community, these refugee populations have more access to schooling. For the vast majority of refugees living outside of camps and for IDPs, their right to education is often denied.

IDPs

Even when national governments and the international community want to support education for IDPs, continued insecurity and lack of physical access to affected populations make this extremely difficult, if not impossible. For example, the UN and many NGOs are present in the Democratic Republic of Congo to work with both refugees and IDPs. Pervasive insecurity, however, greatly limits their ability to reach certain affected populations. In Afghanistan, during the Taliban regime, international organizations were actively prevented from supporting education for girls. Even now, after the ousting of the Taliban, insecurity outside of the capital greatly affects the ability of organizations to provide education to all Afghan children and youth.

In addition to insecurity, governments place other limits on the assistance provided by the international community. For example, in Liberia in 2002–2003, the government prohibited the building of any schools (permanent or temporary) in the IDP camps outside Monrovia. Consequently, thousands of Liberian children and youth had no access to formal education and were instead idle. This not only denied them their right to education but also increased their vulnerability to such threats as recruitment into fighting forces or becoming engaged in illicit activities, such as drugs or prostitution.

Most education for IDPs is carried out by government or community schools and supplemented by religious, UN and private organizations and, to a lesser extent, NGOs.[8] As a result, an ad hoc framework of assistance often emerges and it is difficult to develop a complete picture of education for IDPs.

In refugee emergencies, it is clear that UNHCR has a mandate to protect all refugees and, as part of that mandate, has an obligation to support education for refugee children and adolescents. In IDP situations, however, although the UN has established *Guiding Principles on Internal Displacement,* the lack of an organization with a specific mandate for the protection and care of IDPs puts IDP children and youth at a distinct disadvantage. Unless governments take an active role in coordinating services or delegate that role to the UN, education efforts are fragmentary and the needs and rights of the population are neglected.

International organizations that work with IDPs often support government schools with educational materials, teacher training or school rehabilitation projects. In some conflict-affected areas, they may even provide teacher stipends or incentives. They may also develop programs that target specific segments of the school-aged population who are not attending school. For example, the bridging programs run by the Norwegian Refugee Council (NRC) are generally targeted at out-of-school adolescents who have missed years of education due to the conflict in their countries. These programs are designed to reintegrate adolescents into national school systems after one year of the program. NRC usually works in cooperation with national governments and UNICEF to run the schools, train the teachers and provide

supplies and materials. Because of the coordinated effort, there is more attention paid to the quality of the program, including the quality of teaching, the number of students per teacher and the provision of supplies to all students.

In addition to programs that support formal education for IDPs, there are numerous non-formal education programs such as youth centers that provide a safe space for young people to meet and socialize. These centers may also offer basic literacy and/or some type of skills training, organized recreational activities or psychosocial programs.

All of these efforts are essential and provide varied benefits to IDP children and youth, including an opportunity to continue learning, much-needed safe places and assistance in meeting children's psychosocial needs. Still, millions of IDP children and youth are not involved in educational activities and will either miss years of schooling or will never have the chance to attend school unless more support is provided immediately. The result will be continued denial of their rights to education and development, high rates of illiteracy and neglect of crucial human capital that is necessary to rebuild their countries once peace is finally achieved.

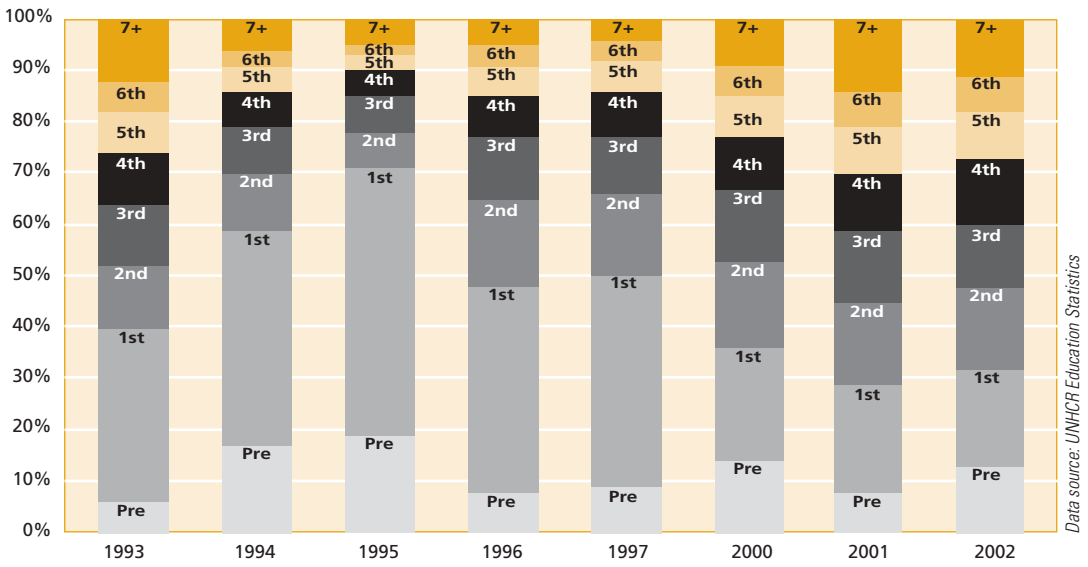
Refugees

As compared to IDPs, much more is known about education for refugees. Many of the issues that affect IDPs, such as insecurity and government constraints on assistance, also affect refugees, but generally to a lesser degree. The main difference, however, is the presence of UNHCR and its mandate to protect refugees. In circumstances where the host government has signed the 1951 Convention Relating to the Status of Refugees or the 1967 Protocols, UNHCR has additional leverage when working with national governments.

The vast majority of refugee children are enrolled in pre-primary education and grades 1-3. Figure 1 below indicates the grade-level enrollment of children and adolescents assisted by UNHCR from 1993 to 2002.[9] For the years shown, more than 70 percent of all enrollments were in the first three grades plus pre-primary education.[10] This is likely the result of pent-up demand for education, meaning that children may not have previously had the chance to attend school.

It is generally thought that children need ***at least*** four years of schooling to obtain literacy and numeracy skills (Chowdhury n.d.). While four years may be the minimum, various factors—all of which are prevalent in refugee and IDP

Figure 1: Annual UNHCR refugee enrollment by grade



Note: comparable information for 1998-1999 not available.

situations—such as poor school conditions, teacher quality, low attendance or disruptions in attendance, negatively affect students' ability to achieve basic literacy. In addition, primary education—the goal of Education for All—generally consists of four or more years.

There are two primary difficulties associated with the information presented in Figure 1. First, the data represent enrollment in formal schooling versus attendance. Enrollment data are essential in order to determine how many children and youth have access to education. Governments and organizations supporting education for refugees and IDPs, however, must also track attendance in order to determine how many children and youth are actually present and attending school on a regular basis. In many instances, enrollment information is reported to be higher than actual attendance and therefore must be monitored in order to determine who is not attending and why, as irregular attendance or dropping out altogether have an effect on students' learning.

The second issue with Figure 1 is that there is presently no way to determine the ages of the refugee children enrolled in each grade. It is widely recognized that refugee and internally displaced young people often miss years of schooling. Therefore, many "over-age" students (i.e., young people aged 10 and above) are often enrolled in grades 1-3. More precise information is needed on the ages of students to determine the location of adolescents in the school system and to determine whether the needs of "over-age" students are being met.

Post-primary education

Figure 1 also illustrates the lack of post-primary opportunities for refugee youth. For the above time period, on average only 13 percent of all students were enrolled in grades 6 and above (approximately seven percent in grades 6-8 and six percent in grades 9-12).[11] A review of the ten countries with the largest refugee student populations in 2002, however, illustrates significant disparities related to enrollment in secondary education. (See Figure 2.)

For comparison purposes, one way of interpreting the charts in Figure 2 is to consider a stable population with universal enrollment at all levels of schooling. In such a situation, one would expect children to be roughly equally distributed among all grades. In a school system of 12 years, for example, where secondary education consists of four years, one would expect roughly one-third of the students to be enrolled in secondary school. As Figure 2 illustrates, the only cases where refugee enrollment approximates this are in Iran for enrolled Afghan refugees and Nepal for the Bhutanese refugees. Interestingly, these host countries also had high rates of secondary enrollment for their national populations. Iran, for example, had a secondary gross enrollment ratio of 77 percent in 1996 (the latest data available) and 46 percent of its secondary students were girls (UNESCO IBE 2001). Registered refugees in Iran are entitled to the same educational services as national citizens, which helps to explain the high levels of secondary enrollment for both boys and girls.[12] In most of the other host countries, however, secondary school enrollment is far from universal. In these countries, the risk of alienating local populations is great if refugee youth have access to more secondary or other forms of post-primary education than their host country peers. Supporting a range of post-primary education opportunities for the benefit of both host country and

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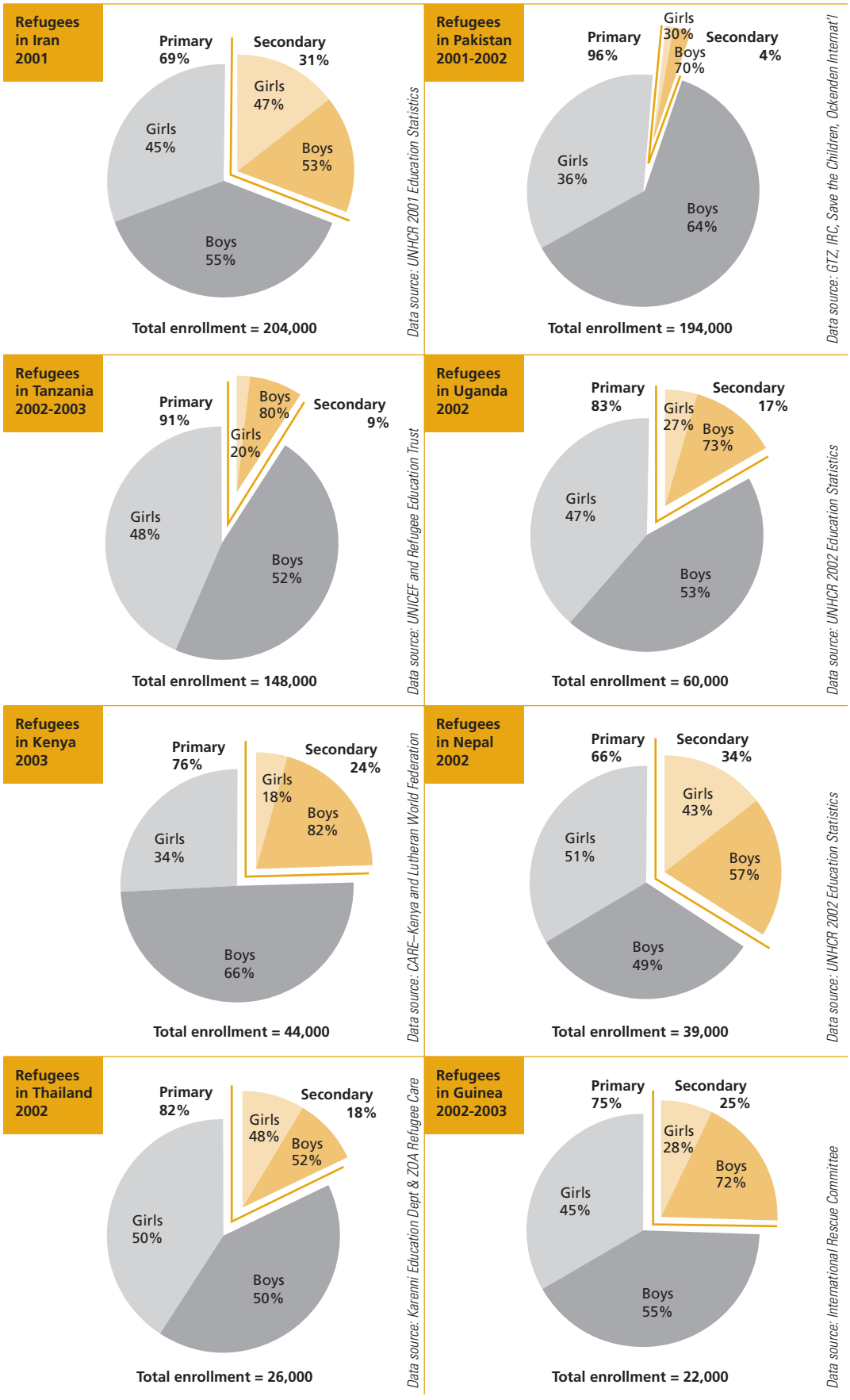
Figure 2: Refugee boys' and girls' enrollment in primary and secondary education



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Undocumented adolescent Afghan refugees

Undocumented adolescent refugees from Afghanistan living in Pakistan have few options for receiving education and are often forced into harmful labor—as carpet weavers, "garbage pickers," brick-makers and more. One locally run program offered young carpet weavers their first opportunity for formal education through a night school program.

"All of us in teenage [years] must work very hard," said one adolescent girl in Quetta, now attending a new night school for carpet weavers sponsored by the Afghan NGO Shuhada, known as the Shamama School. "Even in Afghanistan, our parents didn't let us go to school... We couldn't come to school in Pakistan either, because the government schools are very expensive. But this school is free, so, for many of us, this is our first time."

Despite economic, social and political barriers to their getting an education, working children and adolescents universally expressed a strong desire for a range of educational opportunities, from formal schooling to vocational skills training. They want better jobs that lead to increased income and the possibility of a better life. They also just enjoy a welcome break from their tough work schedules. Working girls also stated that education would help increase their self-sufficiency and freedom from male domination. One young woman working as a carpet weaver in Quetta said, "I'm 20. I've been here five years, and I've worked the entire time. I could not go to school in Afghanistan, and this is my first time in school [referring to the Shamama School]. I want to earn by myself, to provide food for myself and eat. I don't want to be under the hand of men."

Source: Fending for Themselves: Afghan Refugee Children and Adolescents Working in Urban Pakistan, Jane Lowicki (2002:16-17).

refugee students is an important strategy to avoid resentment. However it is provided, education for young people is essential for the following reasons:

- They want opportunities for formal and non-formal learning and recognize the value of education for their present recovery and protection, as well as their futures.
- Lack of educational opportunities puts their lives and well-being at risk:
  - Young people who do not have access to life-saving information, including health information about HIV/AIDS prevention or reproductive health, are at greater risk of engaging in unsafe sexual activity—increasing the chances of unwanted pregnancies and of contracting and spreading STIs, including HIV/AIDS.
  - Without access to education, young people are less protected from harmful activities. Idle and bored young people are vulnerable to recruitment or abduction to serve as child soldiers, porters, cooks, human shields or sexual slaves; they can also become involved with criminal groups and abuse drugs and alcohol.
  - Girls are less likely than boys to be enrolled in education and as a result are often pushed into early marriages or must resort to prostitution in order to care for themselves and others.
- Displaced youth generally do not have legal income generating options.
- Agricultural activities are limited in displacement situations.

In addition, lack of investment in post-primary education perpetuates low levels of education in many refugee situations. While income generating options for refugees are scarce, post-primary education still plays a vital role in providing economic opportunities for some young people. For example, some will be able to find employment as teachers or as other trained professionals within the refugee community. Yet, employment options are generally limited so it is essential that young people fully understand the types of opportunities that may or may not be available to them. In addition, education programmers must take steps to examine both current and projected livelihood needs when

designing programs in order to minimize frustration among refugee youth who cannot use their new skills. Given the chance, displaced youth will one day play a critical role in the rebuilding of their own countries. Not investing in them will make this crucial task all the more difficult.

Providing education for displaced young people is challenging because many have missed years of formal schooling. Some must work during the day to support themselves or their families and others may have family members or young children of their own to care for and support. As a consequence, it is critical to consider their specific circumstances when developing education programs to address their needs—flexible hours or child care may be needed so that youth are able to attend school, for example. The varied circumstances of young people necessitate the provision of multiple educational options including:

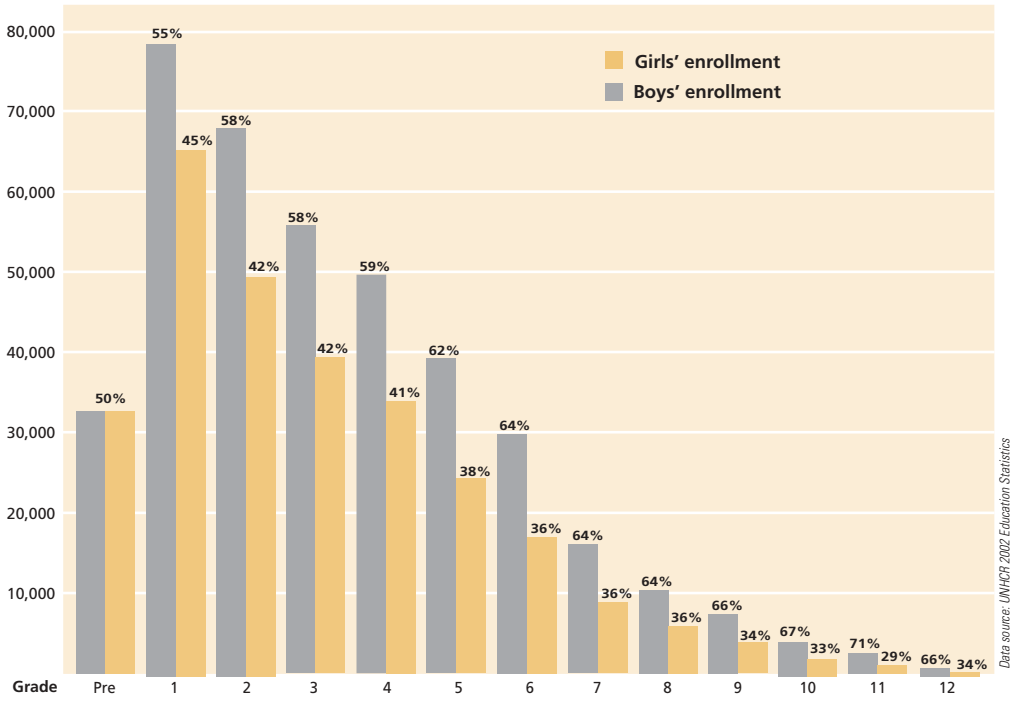
- Access to primary school—either in regular primary classes or in primary classes designed specifically for adolescents
- Bridging programs to reintegrate youth back into the formal school system
- Accelerated learning programs to help young people complete the full primary cycle in less time (generally three years)
- Formal secondary school or formal vocational training
- Skills training/apprenticeship programs for youth not wishing to attend formal school
- Youth centers that provide safe spaces for young people to meet and a variety of activities such as recreation, basic literacy and numeracy, skills training options and life and health skills messages. These messages may be conveyed by instructors or through peer education.

The independent Refugee Education Trust (RET) was created in December 2000 as part of the commemorations of UNHCR's 50th anniversary. With the support and partnership of UNHCR, it began its work in 2001 as an organization devoted to increasing the number of refugee and displaced youth with access to quality post-primary education. RET currently funds programs that support post-primary education—through the creation of student resource centers, provision of student learning materials and teacher training—in Colombia, Guinea, Pakistan, Sierra Leone, Sudan, Tanzania and Uganda. These programs benefit approximately 27,000 students—28 percent of whom are adolescent girls. More support to RET and to post-primary activities in general is needed, however, to reach the thousands of adolescents who do not have access to education.

Gender

On average, in refugee situations girls' enrollment is approximately the same as boys' for pre-primary education and the first year of primary (see Figure 3). As discussed earlier,

Figure 3: Refugee enrollment by grade and gender, 2002



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Little time to study

When she is not in school, Jennifer, an orphan from Kitgum Town Council, in northern Uganda, has little time to study. She spends most of her day working. "In the morning before school, I go and purchase the cassava root. Then I go to school and when I come home I spend all night preparing the cassava in my hut. The next morning I go to sell it in the market before school." Jennifer has no stove to cook on, only a small coal fire and a pot inside her hut, which she rents. She must also walk some distance to collect the cassava, water and wood needed to prepare the family's meals. Jennifer can make money doing this, but barely enough to pay for their daily expenses. It also leaves her little time for study or homework. Jennifer worries about her siblings while she is in school, and is very worried that they will not have enough to pay the rent for their hut. She also worries that she will not be able to continue with school for long.

Source: Against All Odds: Surviving the War on Adolescents in Northern Uganda, Jane Lowicki and Allison Anderson Pillsbury (2001b:26).

PHOTO © UNHCR/A. HOLLMANN

International commitments to girls' education

Summary of EFA goals focused on girls

- Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
- Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women.

Source: The Dakar Framework for Action, UNESCO, 2000.

Millennium Development Goal

Promote gender equality and empower women. Target 4: Eliminate gender disparity in primary and secondary education, preferably by 2005, and to all education levels no later than 2015.

Source: World Bank. http://www.developmentgoals.org /Gender_Equality.htm

UN Girls' Education Initiative

The goal of this 10-year program is to improve the quality and level of girls' education, a fundamental human right and an essential element of sustainable human development.

Source: UNESCO, 2001. http://www.unesco.cl/promedl7/girl10in.pdf

the number of children enrolled beyond grade 4 decreases significantly for all refugees—both boys and girls. Whereas girls represent more than 40 percent of all students enrolled in the first four primary grades, after grade 4 their enrollment tapers off to approximately 34 percent by grade 12. As illustrated in Figure 2, girls' enrollment at the secondary level varies dramatically between countries, from a low of 18 percent in Kenya to 48 percent in Thailand.

The gradual decrease in girls' enrollment after grade 4 can be due to many factors, including:

- Fears for girls' safety either in school or on the way to school
- Demand for girls' labor to care for other siblings, for domestic responsibilities, or for income generating activities
- Inability to pay school fees or other related costs of schooling, such as uniforms, materials, etc.
- Cultural factors that do not support girls' education or that prioritize the education of boys over girls
- Special sanitary needs of menstruating girls, if girls do not have access to sanitary pads, an extra change of clothes, soap, towels and clean water while at school
- Early pregnancy/early marriage

The international community has placed a high priority on girls' access to education through initiatives such as EFA, the Millennium Development Goals and the UN Girls' Education Initiative (see sidebar). As a result, organizations supporting education in emergencies are making special efforts to get girls enrolled in school and to keep them in school once there. Strategies reported as part of the Global Survey include:

- Visiting parents to encourage them to send girls to school
- Exempting girls from school fees
- Treating girls and boys equally in the classroom or, when necessary, educating boys and girls separately
- Providing free school uniforms
- Placing a priority on hiring female teachers
- Hiring female classroom assistants

- Improving facilities and providing separate latrines for girls
- Providing sanitary supplies for girls
- Introducing school feeding programs and incentives for parents who send their girls to school
- Providing physical security for girls while in transit to and from learning facilities
- Instituting and enforcing policies that monitor sexual violence and exploitation of girls by school officials

PHOTO © LYNNE BETHKE

Raising awareness

A teacher in Makeni, Sierra Leone said of adolescent girls in need of primary education: "Some are really big in school and refuse to go because they are too ashamed. They are afraid and say they just want to get married. They need counseling." Adolescents say community sensitization is needed to promote girls' education. Some suggest a poster campaign and seminars for parents, stressing the importance of education for both girls and boys. Some suggest, too, that education officials should be required to ensure that as many females are in school as males at all levels.

Many in Sierra Leone say that lack of educational opportunities, linked to lack of livelihood, is leading girls to prostitution in large numbers. This prostitution is at times condoned and encouraged by their parents.

Source: Precious Resources: Adolescents in the Reconstruction of Sierra Leone, Jane Lowicki and Allison Anderson Pillsbury (2002:19).

Teachers

Teachers are essential to the educational process. While learning can occur without a physical classroom, it cannot happen without a teacher. In emergency situations, teachers, like their students, may have been targeted as part of the violence, been displaced or lost family members and all of their property and belongings in the conflict. In situations of ongoing insecurity, teachers' lives may still be at risk. In Colombia, for example, 83 teachers were killed in 2002 and teachers continue to be targets of murders, threats and displacement (Watchlist on Children and Armed Conflict 2004).

In addition to insecurity, teachers face stressful working conditions, including overcrowded classrooms where children range in age from 6 to 17 (or older). Table 3 provides a few examples of student-teacher ratios in different emergency situations. While the number of students per teacher can be misleading if there are teachers on the roll who are not actively teaching or in situations where teacher absenteeism is high, this ratio can also approximate the number of children in a classroom in many emergency situations.[13]

Table 3. Sample student-teacher ratios

Country	Pre-primary	Primary	Secondary
Eritrea IDP camps	n/a	54:1	n/a
Guinea refugee camps	68:1	46:1	38:1
Kenya refugee camps	53:1	50:1	33:1
Pakistan	n/a	39:1	n/a
Sierra Leone (IRC program for IDPs and local children)	37:1	47:1	20:1
Thailand refugee camps	An average of 32:1 for all levels		
Uganda refugee camps	n/a	48:1	n/a

Data sources: Eritrea: UNICEF; Guinea: IRC; Kenya: CARE and LWF; Pakistan: GTZ; Sierra Leone: IRC; Thailand: JRS and ZOA; Uganda UNHCR.

The INEE Working Group on Minimum Standards for Education in Emergencies has just begun its work, so the above student-

teacher ratios cannot be judged against an agreed inter-agency benchmark. They can be compared, however, to UNHCR's target student-teacher ratio of 40:1. According to this target, programs in Eritrea, Guinea, Kenya, Sierra Leone (for IDPs and local children) and Uganda all had higher student-teacher ratios. Reducing these ratios requires increasing the number of teachers or reallocating teachers. While one possibility might be to ask some secondary teachers to teach primary classes, this may be impractical, especially if primary and secondary classes occur at the same time. If more teachers are hired to reduce the student-teacher ratio, however, there will be significant cost implications related to paying teachers' salaries or incentives. At the pre-primary level, high student-teacher ratios are a concern as younger children need more care and supervision. With ratios of 50 or more students to one teacher, it is impossible for young children to get the individual attention they need.

Large class sizes are an impediment to learning everywhere in the world. In emergency situations, large class sizes can be even more difficult because teachers are often faced with multi-age and multi-grade classrooms. In such situations, teachers may spend a great deal of their time enforcing discipline and will be much more likely to use traditional rote methods of teaching where students merely copy what the teacher has written on the blackboard, for example. Adolescents, in particular, have cited the need for active learning and teaching methodologies and say that their learning is impaired by "top-down," authoritative approaches (see Lowicki and Anderson Pillsbury 2002, 2001a and 2001b).

In emergencies, education that is provided in a nurturing and supportive environment is one of the best psychosocial interventions that can be implemented (Nicolai 2003; Sinclair 2002; Locatelli, Costa, Castelli and Zucca 2002). For this to happen, however, teachers must have manageable class sizes as well as training (see section on Teacher Training and Supervision below). While UNHCR has targeted 40 students per teacher, other organizations may have different standards. In its TEP programs, for example, the Norwegian Refugee Council tries to limit class sizes to no more than 25 so that students will get the individual attention that they need in order to successfully complete the TEP year and return to the formal school system. Further research is needed to better understand the effect of class size on displaced children's ability to learn.

Teacher compensation

In addition to stressful working conditions, teachers are often under-compensated or not compensated at all for their work. Teachers as well as their students are seriously affected by emergency situations, and teachers generally have family obligations of their own. Therefore, they need to be compensated for their efforts.

Unfortunately, paying teachers in emergency situations is somewhat controversial. International organizations generally prefer not to pay recurrent expenditures, such as teacher salaries, because they are an obligation of national governments.[14] In many situations of internal displacement, however, States either do not pay teachers' salaries or pay them infrequently. This is often the result of increased defense budgets and decreased spending on social services such as education. In the Democratic Republic of Congo, for example, teachers have not been paid since 1995 and the government allocates less than one percent of its national budget to education. Consequently, parents are expected to contribute to school costs,

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including the payment of teachers (Watchlist 2003). Similarly in Liberia, teachers have not been paid regularly for many years. In March 2003, many teachers reported that they had not been paid since December 2001 when a total of U.S. $5,000 was distributed among all of the approximately 22,000 teachers in Liberia. (See also the DRC and Liberia reports in Part II for more details.)

When teachers are not paid, they, their families and their students face harsh consequences. One of the most immediate is that teachers look for other paying work. At times, they acquire a second job, which results in frequent teacher absenteeism. In other instances teachers, who are often some of the more highly educated members of a society, find employment outside the teaching profession. In an emergency situation where many international organizations are present, teachers can often find better-paying employment with NGOs and UN organizations. For example, in Kosovo, teachers were often hired as translators or administrative assistants by international organizations. While individually they were able to secure a better income, the community lost some of its more qualified educators (Sommers and Buckland, forthcoming). Whether teachers leave the profession altogether or whether they neglect their classes, students suffer.

Teacher qualifications

When assessing the quality of education in emergencies, one consideration is the qualifications of the teachers. Qualified teachers are generally defined as those possessing appropriate government credentials, such as the completion of secondary education plus a teacher training certificate. In a crisis situation, the number of qualified teachers may be greatly diminished for the reasons cited above. In addition, low literacy and educational levels in many refugee-producing countries or countries with large displaced populations often result in a lack of qualified teachers.

In Angola, for example, teachers are required to have a minimum of eight years of basic education plus four years of teacher education, but nationwide reports indicate that many teachers have only completed 8th grade (UNICEF Girls' Education in Angola). Even this varies dramatically from province to province. In Uige province, for example, local administrators accepted people with only a 6th grade education to teach in primary schools (Angola Press, 2003a). The government of Angola also recently reported that as many as 29,000 Angolan teachers did not have any form of pedagogical training (Angola Press 2003b).

Similarly in Liberia, 65 percent of primary teachers do not meet State teacher qualifications. Most of them have only completed secondary education whereas qualified teachers in Liberia must have a teacher training certificate from a Liberian teacher training institute or complete a Bachelor's or Master's Degree (United Nations 2003). Achieving this in Liberia is complicated by ongoing insecurity as well as the lack of teacher training institutes. Before the civil war began in 1989, the country had three. In 2003, there was only one, which was not fully operational.

The Education for All goal of universal completion of primary education of good quality is a major challenge in situations with many unqualified, inexperienced teachers. Credentials, however, do not guarantee quality. Quality also depends on teachers' ability to communicate with (both linguistically and emotionally) and motivate their students. In Burma, for example, the central government often sends qualified teachers to the ethnic minority states. Although these teachers possess valid teaching credentials, they often speak only Burmese and not one of the ethnic languages. As a consequence, they cannot communicate with their students and either leave because they are frustrated, or stay and do a poor job of teaching their students. Many ethnic communities try to provide their own teachers who speak the same language as the students. While some are well-educated, others have only three or four years of education themselves. Undoubtedly, their efforts help children acquire some basic concepts, but both the teachers and their students deserve the opportunity to advance beyond three or four years of education.

Lack of female teachers

Many NGOs seek to hire as many female teachers as possible but find this difficult due to the limited number of qualified women—one of the consequences of the low enrollment of girls in higher primary and post-primary grades. To compensate, NGOs are willing to provide training to female teachers to improve their skills. Cultural pressures and family responsibilities, however, may still prevent women from becoming teachers.

When such resistance can be overcome, both women and their families benefit. In Pakistan, for example, Eva Johannessen and her colleagues (2002) noted that the few refugee women who worked as teachers were able to gain respect from their communities when they supported their families financially. As Table 4 indicates, however, increasing the number of female teachers will take time and a significant investment. Women must receive more training to make up for fewer years of formal education and efforts to increase the number of girls enrolled in the later primary and secondary grades must be continued and strengthened. The lack of female teachers may help perpetuate the low level of girls' education, as girls do not have teachers as role models and parents may be less willing to send their adolescent girls to school when they risk sexual abuse or assault from either male teachers or male students.

Teacher training and supervision

In many emergency-affected countries it is impossible for the required number of teachers to be officially "qualified" quickly enough to get all students into school. Therefore, stopgap teacher training must proceed and must be of a high quality to bring the teachers up to an adequate level of knowledge—both with regard to different academic subjects and teaching skills. Accordingly, most NGOs provide teacher training as a basic component of their education programs. These trainings frequently consist of a range of topics from basic pedagogical skills to subject matter training.[15] After the training, however, there is also a need to frequently monitor teachers in order to improve their teaching performance. Several

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Table 4. Percentage of female teachers in select displacement situations

Organization and location	Pre-primary	Primary	Secondary
Kenya CARE Kenya LWF	84 percent 68 percent	12 percent 6 percent	21 percent 18 percent
Guinea IRC (Nzerekore)	48 percent	13 percent	1 percent
Liberia IRC (IDPs) IRC (Sierra Leonean refugees)	46 percent	6 percent 35 percent	0
Eritrea IDP	n/a	43 percent	n/a
Pakistan GTZ NRC Ockenden International VUSAF	n/a	20 percent 22 percent 30 percent 33 percent	n/a
Thailand JRS ZOA	67 percent* 61 percent**		40 percent 61 percent**
Tanzania (average for all NGOs)	n/a	21 percent	n/a
Sierra Leone (IRC IDP program)	n/a	25 percent	3 percent
Southern Sudan	n/a	7 percent	n/a
Chechnya (IRC)	n/a	80 percent	n/a

** Percent of pre-primary & primary teachers who are women. ** Percent of all teachers who are women.*

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NGOs also have teacher supervisors or mentors who not only provide feedback on teacher lessons but also conduct model demonstration lessons to help new or less experienced teachers improve their skills.

Teacher training also plays a critical role in conveying the message that education in emergencies is a crucial psychosocial intervention. It is essential that teachers understand something of how children and youth cope with the stressful situations they have encountered and that poor teaching practices can have adverse effects on children and youth. Administration of corporal punishment, for example, can further victimize children and youth and contributes to extending the culture of violence rather than demonstrating alternatives. Similarly, recent evidence in West Africa of sexual exploitation of students in exchange for grades can seriously harm young people both mentally and physically and can alienate the community, resulting in the refusal of parents to allow their daughters to attend school. Most teacher training programs include pedagogical training related to child-centered approaches and supportive learning. The basic objective is for teachers to understand their position as role models and the importance of being supportive and nurturing of their students. In a recent teacher training evaluation conducted by AVSI, an Italian NGO working in northern Uganda, the authors found that children identified "good" teachers as those who were academically qualified and knew the subject matter that they were teaching, in addition to providing an environment in which students felt protected and understood (Locatelli, et al. 2002).

Curriculum

In refugee situations, UNHCR's policy is one of "education for repatriation," which means that refugees should study the curriculum of their home country in their own language. There are many situations, however, where this policy is not fully implemented, which can have both positive and negative consequences. In some situations (for example, Uganda) some refugees are able to continue their education at the secondary level because they are allowed to attend host country schools. Without this option, their post-primary educational options would be more limited. On the other hand, when refugees do ultimately repatriate, they may be at a disadvantage if they have not studied in their own language, as is the case for many Angolan children and youth who studied in French instead of Portugese during their years as refugees in the Democratic Republic of Congo.

Even when refugees study the curriculum from their own country, their achievements may still not be recognized by their home government, as is the case for Burundian refugees in Tanzania. Although students study the Burundian curriculum and take the Burundian exams (which are supplied by the government of Burundi), the Burundian government does not recognize the exam results because the exams are administered outside Burundi in refugee sites. Because this has a significant impact on the motivation of the refugee children and youth, UNICEF continues to advocate with the Burundian government for the recognition of exam results.

PHOTO © KHALIL MAHSHI

In some instances, the curriculum of the home country may be contested by the refugees. For example in Thailand and Burma, many of the ethnic communities from Burma do not accept the curriculum of the

military government in Burma. As a consequence, the education department of each minority ethnic group determines its own curriculum—for students both inside and outside of Burma. In the event that displaced youth ever want to take the official Burmese exams for entrance to secondary or higher education, they will be at a disadvantage since these exams are conducted in Burmese and are based on the Burmese curriculum. For this reason, some schools for internally displaced do follow the official curriculum, with the exception of teaching certain aspects of Burmese history (Lwin, Lung and Lung 2001).

Language of instruction

Language of instruction is another critical factor in the education of refugee and internally displaced children and youth. Efforts have been made to ensure that the primary language of instruction is that of the students' home country and, in some cases, the students' mother tongue. In many places, young children do not speak their national language, which can be problematic when they enter school. For this reason, it is better to hire teachers from the displaced population as they will speak the language of their students.

In refugee situations, language issues become further complicated when the refugees and host community do not speak the same language. While the Sierra Leonean and Liberian refugees in Guinea were taught in their home country language of English, there was also a reason for them to learn French (the official language of Guinea) as they progressed through the education system. Therefore, French was added to the curriculum in the later primary and secondary grades. In Thailand, the language situation for refugees from Burma is incredibly complicated. Children as young as preschool age are expected to study their own ethnic language (primarily Karen or Karenni in the refugee camps) as well as English and Burmese—older children also study Thai. At the secondary level, the language of instruction is officially English. While there are many more English language textbooks and materials available at the secondary level, in general neither the students nor their teachers have sufficient mastery of the English language to conduct classes in English. In fact, most teachers admit to using Burmese or an ethnic language to explain complicated subjects (ZOA 2002). When school is conducted in a language that is unfamiliar to students, some will choose not to attend.

In addition to choices of curriculum and language, education in emergencies is frequently supplemented with additional vital items that are added to the curriculum. These include peace or life skills education, landmine awareness, environmental education and health and hygiene education. The addition of these critical subjects, plus the short time that children are actually in school each day—generally four to five hours—places a great educational challenge on both refugee and displaced children and their teachers.

Textbooks and educational materials

In emergency situations, many NGOs and international organizations provide educational materials and supplies. While one can question whether it is better to send pre-packaged kits, to develop kits locally or not to send pre-packaged supplies, the main concern is that teachers and learners have the supplies that

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they need to facilitate learning. If children are to learn to read, for example, they need something to read—whether textbooks, library books, newspapers, magazines or some other form of written material. In addition, they need exercise books and/or slates so that they can practice writing. Teacher training and support can also encourage innovation with regard to the use of local materials for teaching. For example, sticks and stones can easily be used in math lessons and are generally available locally.

In situations of conflict, textbooks are frequently contested. In places like Afghanistan, Iraq, Burma and Rwanda, for example, the version of history in many official textbooks may be contested by various parts of the community or there may be an over-emphasis on violent struggle and warfare. In these instances, textbooks need to be revised or other materials developed for teaching purposes.

When textbooks are not contested, they can be a good mechanism for delivering knowledge and giving children the opportunity to read. In most emergency situations, it is impossible logistically and financially to provide textbooks for every child. UNHCR has a goal of one set of textbooks to be shared by two students in each class (UNHCR 2003a). In many emergency situations, however, textbooks are in short supply. In the schools visited in Sierra Leone and Liberia as part of the Global Survey, each head teacher had one set that could be used as a reference by the other teachers. In Southern Sudan, UNICEF/OLS and the Africa Educational Trust (AET) (2002) estimate that over 475,000 textbooks are needed so that within each class two students can share a textbook for each subject.

The establishment of resource centers or libraries facilitates the work of both teachers and students. In Angola, Pakistan, Sierra Leone, Tanzania and Thailand, for example, there are student/teacher resource centers and libraries. Usually these do not have an abundance of books, but they do have some materials that teachers can use for lesson planning and that students can use for reading. In Thailand, the Japanese NGO Shanti Volunteer Association is specifically devoted to the development of libraries in the refugee camps.

Facilities

In the four field visits conducted as part of the Global Survey, there were two obvious problems noted with regard to infrastructure. One was the overcrowding of classrooms—there were just not enough classrooms to keep class sizes small. Even with the introduction of multiple shifts to maximize the use of facilities, class sizes were too large for teachers to be able to teach effectively or for teachers and students to comfortably move around the classroom. Usually, three or four children sat at benches designed for two or three. When the benches were full, the remaining children sat around the room on logs or on the floor.

Both overcrowding and the construction and design of schools can have an effect on learning. In Thailand, for example, the schools are temporary structures made of wooden posts, bamboo walls and thatch roofs. Walls to separate classrooms, when they exist, are so thin that both teachers and students complain of the noise level and how it affects their ability to teach and learn in the classroom (ZOA 2002).

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Another serious problem related to school facilities in emergency situations is the lack of clean drinking water and adequate sanitation. None of the few schools visited in Sierra Leone and Liberia had water access immediately on the school grounds. Most had a water tap or well that was not working—primarily because it was sabotaged and perhaps polluted during the conflict. In addition, there was a lack of latrines for the students. In the school baseline assessment in Southern Sudan, the Africa Educational Trust reported that only one-third of the 1,126 schools assessed even had latrines. Of the schools that had latrines,

on average there was one latrine for every 186 teachers and students—compared to WFP's suggestion of one latrine for every 25 girls and one for every 40-60 boys (INEE 2002). The lack of sanitation is alarming and presents serious health risks to students; efforts must be made to ensure that students not only receive proper hygiene education but that they also have adequate sanitation facilities.

Because schools are often targets of military action or looters, donors may be reluctant to invest heavily in the physical infrastructure of schools in conflict areas. During the conflict in Sierra Leone, for example, more than 40 percent of primary schools were destroyed and 30 percent damaged in Kenema district alone (IRC 2002). In Angola, more than 1,000 schools and 24,000 classrooms were destroyed during the war (Angola Press 2001) and in Liberia, it is estimated that more than 80 percent of all schools were destroyed during the 1989-1997 civil war. The destruction of schools can serve grossly political purposes during conflict, but schools are also symbols of hope (Sommers 2002). They give people a sense of stability and are a symbol of opportunity for a community's young people and for a nation. In addition, the school environment does make a difference in the ability of children and youth to learn. Therefore, while the reluctance to invest in infrastructure is understandable, whenever conditions allow, semi-permanent or permanent schools should be constructed.

Table 5. Donors who have supported education in emergencies

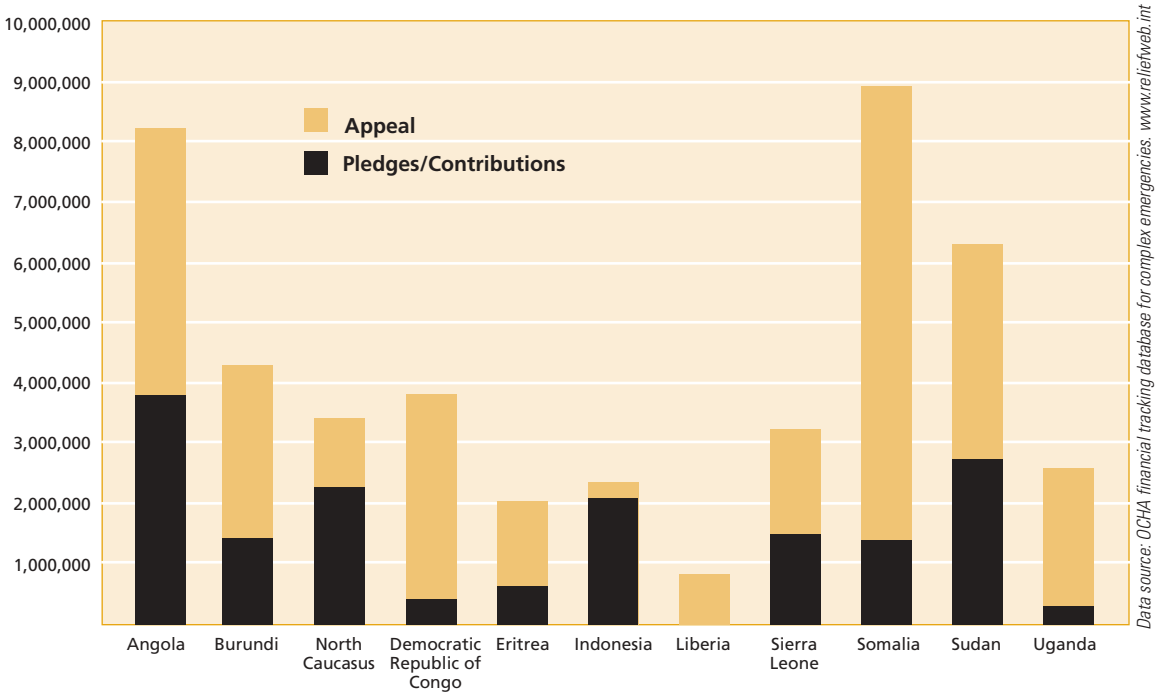
Government Donors
Australian Agency for International Development (AusAid)
Bureau of Population, Refugees and Migration, U.S. Department of State
Canadian International Development Agency (CIDA)
Danida (Danish Development Aid)
UK Department for International Development (DFID)
European Commission Humanitarian Aid Office (ECHO)
Irish Aid
Italian Ministry of Foreign Affairs
Government of Japan
Norwegian Agency for Development Cooperation (NORAD)
Norwegian Ministry of Foreign Affairs
Swedish Agency for International Development (SIDA)
U.S. Agency for International Development (USAID) — Displaced Children and Orphans Fund and the Center for Human Capacity Development
Religious Organizations
Action by Churches Together (ACT)
Catholic Organisation for Relief and Development Aid
Church World Service (CWS)
Norwegian Church Aid
Unitarian Universalists
Various denominational groups
Multiple Private Foundations

Funding

The needs illustrated throughout this report point to the importance of funding for education in emergencies. Yet, some donors still balk at such funding. Some emergency-oriented donors consider education to be a development activity and therefore do not fund education in emergencies. Education for refugees is generally funded through donors with a specific refugee mandate, such as the U.S. Bureau of Population, Refugees and Migration that funds education through UNHCR and bilaterally to various NGOs. Recently the governments of Norway and Sweden have issued position papers on education (Sweden's specifically relates to education in emergencies and Norway's to education more broadly).[16] Both governments recognize the importance of education in emergencies and have committed to funding it. Table 5 shows a partial list of various categories of donors that have funded education in emergencies. In addition to this list, government contributions to multilateral organizations such as UNICEF, UNHCR and UNESCO also fund education in emergencies.

Government funding to multilateral organizations can take several forms: regular donor contributions, special extra-budgetary contributions and contributions through the UN Consolidated Appeals Process (CAP). The CAP is a UN coordination mechanism for raising funds in an emergency. The intent is to put all funding requests into one document so that donors can see the complete set of identified needs for an emergency population. In addition to contributions to the CAP, donor funds flow bilaterally to various organizations, especially NGOs, working in particular emergencies. Since the CAP is the UN's coordinated funding

Figure 4: Education appeals as part of UN consolidated appeals (2002)



request for emergencies, however, it is illustrative to review the success of the education appeals that were included in the 2002 CAPs. (Note that Afghanistan is excluded from the chart because the appeal amount was so much greater than all other countries. The total Afghanistan appeal for education was U.S. $97 million in 2002; $67 million was pledged/contributed (ReliefWeb 2003)). Figure 4 illustrates the results for other emergency countries in 2002.

For the 11 countries shown in Figure 4, pledges or contributions equaled only 36 percent of the education appeals. In all instances, funding for education in emergencies fell short of the amounts requested—from a low of zero in Liberia to 90 percent in Indonesia. Notably, the majority of the funding requests in these appeals is for educational assistance to internally displaced children and youth, an area that continues to be severely neglected.

Conclusion

More than 27 million children and youth whose lives have been affected by conflict are not participating in educational activities. Unless support to education in emergencies increases, many of them will never go to school or learn vocational and other skills they need to survive and thrive. The international community has committed—through the Universal Declaration of Human Rights, the Convention on the Rights of the Child, the Dakar Declaration on Education for All and the Millennium Development Goals, to name a few—that all children everywhere have the right to complete primary education of good quality. Urgent and continued action is necessary to achieve these goals. In addition, data collection efforts such as the Global Survey on Education in Emergencies must be continued so that progress in achieving these goals can be measured and documented and so that programming efforts and critical support can be focused on those most in need.

END NOTES

[1] Excellent resources on education in emergencies include *Learning for a Future: Refugee Education in Developing Countries,* edited by Jeff Crisp, Christopher Talbot and Daiana Cipollone and *Planning Education In and After Emergencies* by Margaret Sinclair.

[2] The focus of the Global Survey is predominantly on children and youth from age 5 or 6 to 17. In most national school systems, these children represent the primary and secondary age population of school children. Programs for adult learners, while critical, are not the focus of this survey.

[3] For a thorough discussion, see *The Role of Education in Protecting Children in Conflict* by Susan Nicolai and Carl Triplehorn.

[4] For more information, readers are encouraged to review *The Two Faces of Education in Ethnic Conflict: Towards a Peacebuilding Education for Children* by Kenneth Bush and Diana Saltarelli, and *Education and Conflict* by Alan Smith and Tony Vaux.

[5] The principal sources for this table were UNHCR's 2002 population statistics to estimate the school-aged population (i.e., 5-17 in the UNHCR statistics), UNICEF/OLS and AET School Baseline Assessment in Southern Sudan, UNHCR's 2002 unpublished education statistics and other information received from various organizations as part of compiling the database for the *Global Survey on Education in Emergencies.*

[6] The estimated school-aged population of refugees from Burma in Thailand was approximately 33,000 of which 31,000 were in school in 2002 (UNHCR 2002 Population Statistics, ZOA 2003).

[7] These estimates were provided by Thein Lwin of the National Health Education Committee. In addition, these estimates were corroborated in discussions with representatives of the Karen Teacher Working Group and officials of the Karenni Education Department.

[8] As noted earlier, NGOs provide educational assistance both directly and in conjunction with UN agencies.

[9] Information was not available for 1998 and 1999.

[10] This calculation was based on countries that submitted enrollment information by grade and omits those which submitted enrollment by primary or secondary only.

[11] While education systems throughout the world differ in terms of which grades constitute primary and secondary education, for the purpose of this calculation, the authors of this survey considered primary education to be grades 1-5, middle (or junior secondary) to be grades 6-8, and secondary to be grades 9-12.

[12] While the level of educational services that enrolled refugees in Iran received are exemplary, one must also note that roughly only 50 percent of the Afghan refugees in Iran were actually enrolled in government schools (UNHCR 2002 for 2001 education statistics).

[13] Because student-teacher numbers can be misleading, a better indicator in emergency situations would be class size as this more accurately reflects how many children are in a classroom with a teacher at one time.

[14] Generally teachers are paid a stipend or incentive in refugee situations.

[15] See the Global Survey on-line database for a list of the teacher training initiatives that were collected as part of the Global Survey. In addition, the INEE has recently convened a task team on Teacher Training to analyze and collect information on existing teacher training initiatives. The goal of the task team is to capture the strengths and weaknesses of such trainings with the goal of improving future programs.

[16] Both papers are available on the INEE website at www.ineesite.org.

GLOBAL SURVEY
on Education in Emergencies

PART II

Country Reports

Women's Commission for Refugee Women and Children

Burma

A former British colony, Burma[1] achieved independence in 1948 but has been dominated by military regimes and wracked by civil conflict ever since. In 1988, the State Law and Order Restoration Council (SLORC) (renamed the State Peace and Development Council (SPDC) in 1997) took control and shortly thereafter changed the name of the country to Myanmar.[2] Although the SPDC is dominated by members of the Burman ethnic group and has instituted various pro-Burman policies, it does not represent the majority of the population in Burma. In 1990, the last free elections were won convincingly by the National League for Democracy candidate Aung San Suu Kyi. The results were rejected by the SLORC and Aung San Suu Kyi has been placed under house arrest repeatedly over the past 12 years. Over the same period, the military government has more than doubled its troops and expanded its military offenses against numerous opposition armies in the Burmese ethnic states.

As part of its military offensive, the SPDC has forcibly relocated villages in all four of the Ethnic States bordering Thailand[3] (Border States) in a systematic effort to cut off opposition armies' access to food, finances, communication and recruits. People who refuse to be relocated either flee or remain hidden in local areas where they live without security. For those that submit to relocation, the new areas are often unsuitable for living (USCR 2002). Many of the newly displaced and relocated individuals are forced to work for the military, including carrying equipment, maintaining military bases and working on road and other infrastructure projects. The Burmese Border Consortium (BBC)—a consortium of humanitarian agencies that works along the Thailand/Burma border—estimates that a million people have been displaced within the Burmese Border States since 1996 and that, in 2002, 632,978 people were living in relocation sites or temporary settlements, or were in hiding (South 2002). These figures do not include displaced people who have moved to other villages within Burma. In addition, 335,000 refugees from Burma and 250,000 others living in refugee-like circumstances were estimated to be living in Thailand at the end of 2002 (USCR 2003).

Education systems in Burma

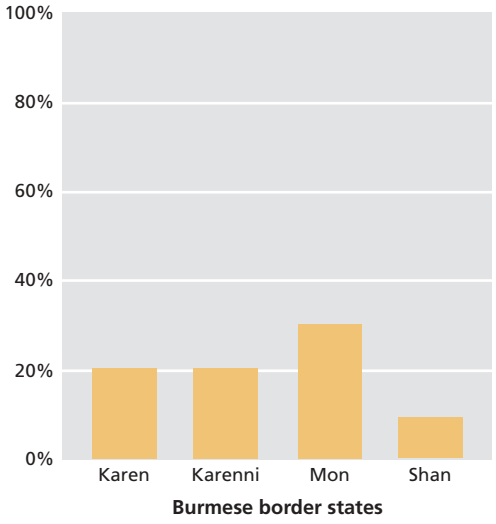
The SPDC, numerous opposition parties, religious groups, nongovernmental organizations and local communities support and run individual schools and, in some cases, discrete formal education systems. The schedules, curriculum and resources vary between and within the different systems. The National Health and Education Committee (NHEC), an NGO composed of 27 groups opposed to military rule in Burma, supports the education systems and initiatives of member organizations and is active in all four Border States and the refugee camps in Thailand.

Formal education in Burma officially consists of primary, middle and high school. According to the SPDC framework, primary school consists of kindergarten (Standard zero) through Standard four (five years), middle school consists of Standards five through eight (four years), and high school includes Standards nine and ten (two years). Assessment in Burmese schools varies between and within the different systems. Some SPDC-supported schools rely on "pass-fail" examinations, while others use forms of continuous assessment (Lwin 2000a).

Students

Student enrollment in the Border States is lower than elsewhere in Burma. Enrollment statistics for the Border States are generally estimated to be between 10 and 30 percent (see Figure 5). Thein Lwin of NHEC estimated that enrollment in Karen State was between 10 and 30 percent and less than 10 percent in Shan State.[4] Karenni

Figure 5: Estimated percentage in school



Education Department (KnED) representatives estimated 20 percent for Karenni State.[5] Lwin also estimated enrollment in Mon State to be somewhat greater than 10 percent.[6] Based on information from the Mon State Education Department and recent ceasefires in Mon State, enrollment may be between 20 and 40 percent. Verifying any of these estimates is difficult because of the lack of information on both the total number of displaced children in schools and the total number of school-aged children in the Border States. During a field visit to Thailand in December 2002, some information was obtained on student enrollment in the Border States. Although this information is incomplete, it does suggest that the estimated enrollment rates cited above are conservative.

Table 6. Estimating the number of children in and out of school in the Border States

State	School-aged population[a]	Percentage in school	Estimated number of children in school	Estimated number of children out of school
Karen	437,000	10-30 %b	44,000 to 131,000	306,000 to 393,000
Karenni	82,000	20%c	16,000	66,000
Mon	756,000	20-40 %	151,000 to 302,000	454,000 to 605,000
Shan	1,465,000	Less than 10 %b	147,000	1,300,000
Total	**2,740,000**		**358,000 to 596,000**	**2,144,000 to 2,382,000**

Sources: [a]Government of Myanmar, Immigration and Manpower Department, estimated 5- to 19-year-olds (1997). [b]Separate discussions with Thein Lwin and with KTWG members December 2002. [c]Discussion with KnED officials December 2002.

For illustration purposes, the above estimated enrollment rates are used to calculate the possible number of children who may be both in and out of school in the Border States (see Table 6). The government population estimates for 2000 are used for the number of school-aged children in each State. Using these estimates, there may be more than two million children out of school in Karen, Karenni, Mon and Shan States in Burma.

In the context of ongoing displacement and civil insecurity, getting children into school-like environments is a goal in itself, but keeping them in school is also important. At a basic level, children need at least four years of schooling to obtain literacy and numeracy skills (Chowdhury n.d.). While four years is seen as the minimum, various factors, including poor school conditions, teacher quality and low attendance, can negatively affect a student's ability to achieve basic literacy. On a national level, less than 50 percent of enrolled students in Burma complete primary school (Standard 4). Of those who do not finish primary school, the vast majority (85 percent) are from rural areas (UNICEF 1999).

In Mon State, enrollment records indicate that 70 percent of students were in kindergarten, 1st or 2nd Standard in the 2001-2002 school year see Figure 6). Only 11 percent of all students were enrolled in Standard Five or above (post-primary in the Burmese context).

Opportunities to develop competencies beyond basic literacy are rare. Four out of 10 districts in Karen State do not even enroll high school students. In Mon State there are 4.5 students in Standard One for every child in Standard Five, and 82 for each child that makes it to Standard Nine. Nationally, only a quarter of middle school students ever begin high school (UNICEF 1999).

Gender

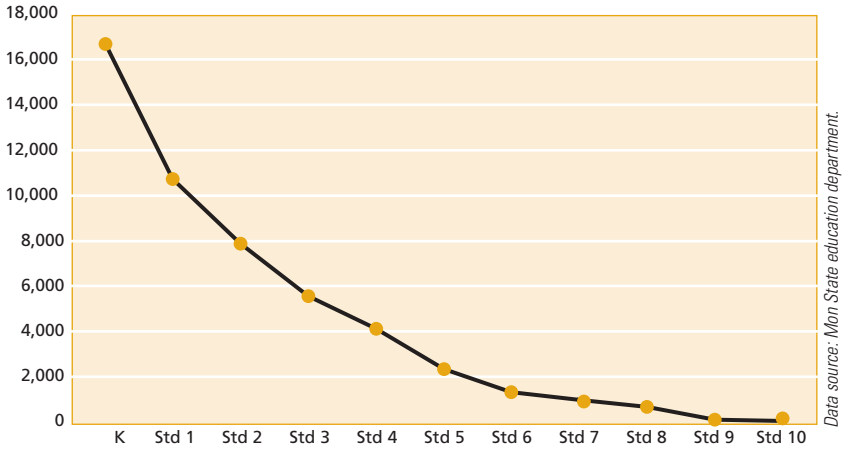
Enrollment information by gender was only available for Karen State, where female participation was roughly equivalent to male (49 percent). Between the districts in Karen State, there were only small differences in the percentage of girls enrolled, ranging from 44 to 53 percent (Belak 2002).[7]

Teachers

There is a lack of qualified teachers in Burma, as low wages, minimal training and support (e.g., housing and transport) and a lack of teaching materials have driven people out of the profession. In the early 1990s, two-thirds of primary schools were under-staffed, especially in rural areas (Lwin, Lung and Lung 2001). Teachers from Burma's capital Rangoon who are sent to the Border States are discouraged by insecurity, poverty, food shortages, the remoteness of villages and language difficulties, as they frequently speak Burmese and residents of the communities where they teach generally do not. Many of these teachers simply return to Rangoon. Teachers who remain generally put little effort into teaching because of the language obstacles (Lwin et al. 2001; KTWG 2002).

In his report, *Education in Burma (1945-2000)*, Thein Lwin (2000a) states that, although a

Figure 6: Mon State enrollment ratios, 2001-2002



university degree is understood to be the minimum qualification required to become a primary school teacher in Burma, the dearth of qualified teachers has made it possible for people who have passed only Standard ten (finished high school) to teach. This is certainly true in the Border States, as schools must recruit untrained local people. Several areas reported teachers with educational levels just above those of their students (Lwin, et al. 2001). For example, in the Lahu area (Shan State), schools have such a shortage of teachers that people who have finished only third or fourth Standard work as teachers (Lwin, et al. 2001).

In Karen State, student-teacher ratios range from 11:1 to 32:1. In Mon State the range is far greater—between 23:1 and 118:1. These ranges are likely accounted for by small schools in rural areas and double shift schools in urban areas.

Teacher training

Compounding the issue of teachers with low qualifications is the lack of teacher training. A 1998 Ministry of Education report estimated that some 57 percent of primary school teachers, 58 percent of middle school teachers and nine percent of secondary school teachers never received any type of teacher training (MOE 1998, cited in Lwin 2000a). In the Border States, few teacher training opportunities exist; when they do, many of the teachers are unable to participate as their own level of education is too low (third or fourth Standard) to understand what is being taught (Lwin, et al. 2001).

Despite these conditions, efforts are being made to address this problem. The SPDC, local ethnic authorities and local NGOs provide training opportunities where they can and when they have funding. In Karen State, for example, the Karen National Union (KNU) has a short teacher training during summer vacation, and the Karen Teacher Working Group (KTWG) works in quarterly cycles providing one- to two-day trainings and school assessments for all schools it can reach. In addition, NHEC provides teacher training and adult education opportunities.

Curriculum

The school curriculum varies throughout the conflict-affected states, with some schools using the SPDC curriculum and others using a curriculum rewritten by the local authorities. For those using the national curriculum, many refuse to teach the history sections as they are heavily biased toward Burmese constructs. Still, many schools use the national curriculum so that students can take national exams and pursue educational opportunities beyond high school.

Under the SPDC curriculum, Burmese, English and mathematics are taught in all grades. History and geography are introduced in Standard three and science in Standard five. In addition to these subjects, students in Standards 9 and 10 learn physics, chemistry and biology in science, and economics, geography and history in social science (Lwin 2000a).

Language of instruction

Schools teach in Burmese, numerous local ethnic languages and English. The use of Burmese is greatly contested; some schools use it as a common language, while others refuse to use it at all. English is primarily used as the language of instruction in high school, due in part to the greater availability of English texts.

For the SPDC-run schools, Burmese is the official language of instruction until Standard nine. In some areas, the teaching of local languages is strictly prohibited after Standard three. All pre-high school textbooks are printed in Burmese. The use of Burmese is considered strategically important, as it has been reported that several schools that taught in local languages near SPDC-controlled areas were destroyed (Lwin 2000b). Many communities continue to teach local languages in non-formal education programs.

The compulsory use of Burmese in SPDC-run schools has led to a gradual decrease in the use of ethnic minority languages and to great resentment among ethnic minority communities. In a workshop involving teachers from several different minority ethnic groups, representatives

from every ethnic group suggested that their local ethnic language should be taught in schools (Lwin et al. 2001). The use of Burmese also causes problems for many ethnic minority students who do not know the language prior to attending school. Many of these children simply drop out of school.[8] In addition, as schools become more dependent on less qualified local teachers, the ability to teach in Burmese also decreases.

In areas controlled by ethnic opposition groups, the schools predominantly use local languages. For example, in areas controlled by the Karen National Union (KNU), the Karen language is the main language of instruction, English is a second language and Burmese is taught as a common language. Likewise in Mon schools, the Mon language is the predominant language of instruction. The Karenni Education Committee has launched a project (2001–2005), which aims to ensure that the Karenni language is the medium of instruction in all Karenni schools (Lwin, et al. 2001).

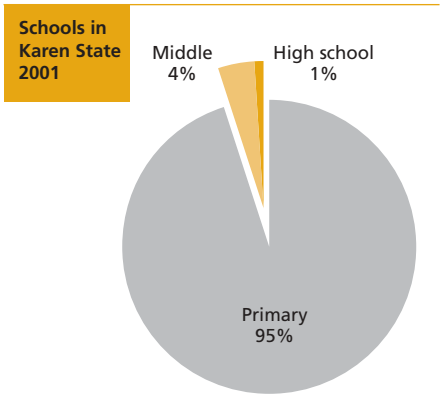
Schools and classrooms

School buildings are generally the responsibility of communities. Most schools are temporary structures made of local materials, e.g., bamboo and wood. For displaced populations, many classes also take place in the open air.

The majority of schools in the Border States are primary schools. In Karen State, for example, only three of the six districts that reported figures to the KNU have high schools, and the total number of primary schools (540) greatly outnumbers the number of middle schools (21) and high schools (3) (KTWG 2001). In order to attend middle or high school, rural children most often must move to a larger town.

Even the distance to primary school can present problems in the Border States. Especially in rural areas, it is estimated that the ratio of villages to schools approaches 25:1 (Kyi et al. 2000), which means that children must travel long distances to attend school.

Figure 7: Enrollment by grade level



Data source: Karen Teacher Working Group

Textbooks and materials

All of Burma is experiencing a shortage of resources, including textbooks, libraries and laboratories (National Coalition Government of the Union of Burma 2002; NHEC 2001). In the conflict-affected areas, resources are especially strained. Most schools use whatever textbooks they can find, which often results in the use of outdated curricula and shared use among schools. In Karen State, Karen Education Department (KED) officials reported that some teachers had to borrow textbooks from teachers in other schools in order to plan their lessons.

Responsibility for school materials falls on the SPDC for national government schools, while NHEC assumes responsibility for allocating school supplies among its members' schools inside Burma. The NHEC receives materials from donors and allocates them to schools in the different ethnic states (including the four Border States). The Karen Teacher Working Group (KTWG) has also set up a fund that is used for school materials, as well as teacher subsidies and basic living needs of students. KTWG teacher trainers dispense the materials during school visits.

School funding

Although Article 52 of the Second Constitution of 1974 stipulates the provision of free and compulsory primary education, school fees and community support are the largest sources of funding for education within Burma. Schools depend on parental support for teacher incentives and school construction. Parents are often unable to pay school fees, and in some cases,

entire communities cannot support teachers, for example, in cases of displacement or lost harvest.

The Burmese government's investment in education is woefully inadequate. In 2002, the U.S. Department of State reported that Burmese government spending had declined by more than 70 percent in real terms since 1990 (USDOS 2002, cited in National Coalition Government of the Union of Burma 2002). The military regime spends roughly 28 cents per child per year on education (World Bank 1999, cited in National Coalition Government of the Union of Burma 2002), an equivalent of 0.5 percent of the Gross National Product—far below the average of 2.7 percent spent in other Southeast Asian countries (Agence France Press 2002). As a consequence, schools across the country face deteriorating structures, a lack of resources, a deficit of qualified teachers and minimal training support.

Non-formal educational opportunities

Several organizations and communities work within the Border States to provide non-formal education opportunities. Most of these projects are run on a very small scale, generally benefiting 15–30 students at one time. These activities consist mostly of literacy training and vocational skills projects and are most often run solely by the hosting community. The International Rescue Committee supports several initiatives by local groups (e.g., the Karenni Women's Association) through a sub-grant program.

Democratic Republic of Congo

Situated in Central Africa, the Democratic Republic of Congo (DRC, formerly Zaire) is the third largest country in sub-Saharan Africa, roughly 75 times the size of Belgium. It has a population of approximately 55 million, roughly 50 percent of whom are below the age of 15 (CIA 2003). Some 20 million people are estimated to live in the country's five most eastern provinces—the areas most affected by recent conflict (Roberts, Ngoy, Mone, Lubula, Mwezse, Zantop and Despines 2003).

The Democratic Republic of Congo's history is filled with exploitation and conflict. The most recent fighting (1997–present) has involved the armies of many nations and various rebel factions. In 1999, the governments of the DRC, Angola, Namibia, Rwanda, Uganda and Zimbabwe signed the Lusaka Accord; however, armies continue to fight and plunder the DRC's resources. A mortality survey conducted in the five eastern provinces by the International Rescue Committee (IRC) in 2002 estimated that between August 1998 and August 2002, some 3.3 million people (over 2,000 people every day) died from war-related causes (Roberts et al. 2003). According to IRC, this makes the war in DRC "the most deadly war ever documented in Africa, indeed the highest war death toll documented anywhere in the world during the past half-century" (Roberts et al. 2003:i). At the end of 2002, control of the country was partitioned between two rebel groups—the Congolese Liberation Movement (MLC) in the north and the Congolese Rally for Democracy in the east—and the government of Joseph Kabila in Kinshasa (USCR 2003, IRC 2003). By the end of 2003, a new constitution and a power-sharing government had been implemented with rebel groups holding many seats. Although many foreign troops have left and security has improved in some parts, sporadic fighting continues in the north and east of the country.

The exploitation and conflict in the Democratic Republic of Congo have been to the detriment of all of its citizens. Despite vast deposits of diamonds, copper, oil, gold and other natural resources, the Democratic Republic of Congo ranks 167th out of 175 countries in UNDP's 2003 human development index. In areas of continuing conflict, millions face physical insecurity; access to government and international services is limited; and many structures and villages have been destroyed. Malnutrition rates are extremely high; 31 million people are food insecure, and diseases such as cholera and malaria are epidemic and fatal due to the low level of health services available in the country (UNOCHA 2003b, USCR 2003).

The UN Office for the Coordination of Humanitarian Affairs (UNOCHA 2003a) reports that over 3 million internally displaced people were scattered throughout the country as of August 2003—mostly in the east and north (see Table 7). Displaced people live with host families, in public buildings (including schools), in camps or survive "on their own in forests or remote villages" (USCR 2003:60).

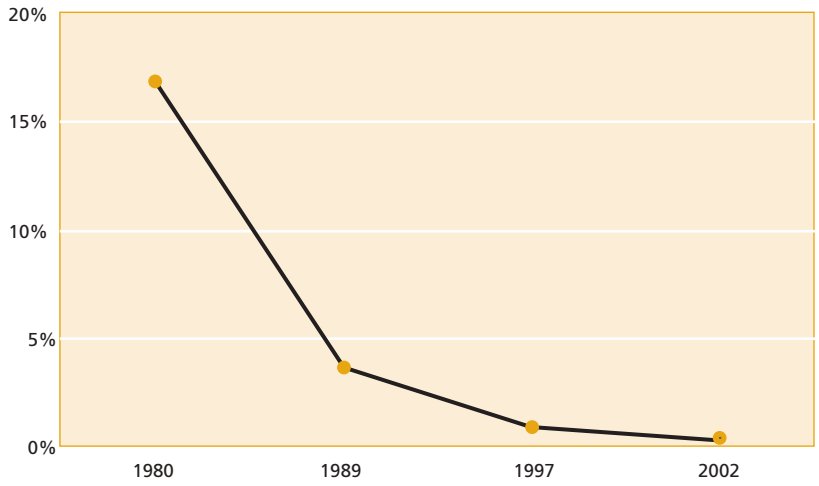
Table 7: Internally displaced populations in DRC

Location	IDPs
North Kivu	1,209,000
Province Orientale	791,000
South Kivu	413,700
Katanga	412,000
Maniema	234,000
Equateur	168,000
Kasai Oriental	72,500
Kasai Occidental	72,500
Kinshasa	41,000
Total	**3,413,700**

Source: UNOCHA, "Affected Populations by Province, Internally Displaced," August 2003.

In addition to the large number of internally displaced people, at the end of 2002 there were more than 270,000 refugees and asylum seekers in DRC—mainly from the seven neighboring countries of Angola, Burundi, Central African Republic, the Republic of Congo, Rwanda, Sudan and Uganda (USCR 2003). Approximately 50 percent of these refugees lived in camps, with the remainder dispersed throughout the country, primarily in rural areas (UNHCR 2003a).

Figure 8: Percentage of government budget invested in education



Data sources: National Commission for UNESCO and 2003 Consolidated Inter-Agency Appeal for the DRC.

Education in the DRC

In the late 1970s and early 1980s, the Democratic Republic of Congo (then Zaire) boasted an education system where more than 90 percent of school-aged children attended school. According to Oxfam (2001), gross enrollment was reported at 98 percent in 1978. Unfortunately, the increasingly corrupt regime of Joseph Mobutu siphoned off billions of dollars from the country's economy, leaving few resources to pay for social services, including education. In the early 1990s after a large teacher strike and cessation of international ties by the Mobutu government, government support to the school system was largely cut off (Lucas 2002). Since 1992 most schools have been run as part of national church-led systems and have been almost completely financed by local communities. In 2002, the government's investment in education was just 0.3 percent of the national budget (UNOCHA 2003b). (See Figure 8.)

The result of disinvestment in public education has been a steady decline in the number of children enrolled in the country's school system and in the functional literacy levels of the DRC's adult population. The Ministry of Planning and Reconstruction, UNICEF and the U.S. Agency for International Development (2002) estimated that in 2001, 32 percent of the adult population was illiterate (19 percent of men and 44 percent of women). Provincial illiteracy rates ranged from 10 percent in Kinshasa to 48 percent in North Kivu (Ministry of Planning and Reconstruction et al. 2002).

Organization of the school system

Three Churches (*Conventionnees Catholiques, Protestantes and Kimbanguistes)* manage the majority of schools (86 percent in 2000/01) (Lucas 2002), with school operations and teachers' salaries mostly paid through parental contributions. Parent committees work with schools to establish school fees, rehabilitate schools and conduct other activities (Lucas 2002). UN agencies (UNICEF,

UNOCHA) and several NGOs—notably local NGOs and some international (e.g., Norwegian Refugee Council, CARITAS, Salvation Army and the Jesuit Refugee Services) are also providing support via school management, school rehabilitation, teacher training and supply of materials.

Communities, churches and NGOs are all making extraordinary efforts to include IDP children and youth in local schools. These include increased class sizes in order to integrate displaced children into local schools (Oxfam 2001), payment of double school fees by local families so that displaced children can attend for free (World Vision 2001) and the introduction of multiple shifts to increase the total number of classes (Oxfam 2001).

Students

The decentralization of the education system and limited access to many areas of the country make overall enrollment information very uncertain. Nevertheless, enrollment rates based on limited surveys do exist and are the best indication of overall and provincial access to formal education. Still, the variability of these estimates can only lead to cautious conclusions regarding children's access to education. For example, UNESCO (n.d.) reported net enrollment estimates of approximately 33 percent for primary school children and 12 percent for secondary school youth for the 1998/1999 academic year. On the other hand, the Multiple Indicator Cluster Survey (MICS2) conducted by the Ministry of Planning and Reconstruction with support from UNICEF and USAID in 2001 estimated primary net enrollment to be approximately 52 percent. The ongoing conflict, especially in the eastern provinces of the country and continued reduction in government spending on education, however, makes this increase in enrollment between 1998 and 2001 very unlikely (Oxfam 2001).

Since these are the best estimates available, however, both estimates have been used to calculate a range of how many children are in and out of school.[9] As shown in Table 8, even in the best case scenario, it is likely that over 9 million Congolese children and youth between the ages of 6 and 17 are not in school.

In addition, the 2001 MICS2 data reported that about one out of every three children (31 percent) between the ages of 6 and 14 had never attended school (Ministry of Planning and Reconstruction et al. 2002)—roughly 4 million children.

Area differences

Differences in enrollment between urban and rural areas are striking—and provide some indication of the situation for those still affected by conflict. Over 70 percent of urban primary school age children are registered for school, as opposed to only 43 percent of children in rural areas. In addition, 40 percent of rural children between the ages of 6 and 14 have never attended school as opposed to only 14 percent of urban children in that age group (Ministry of Planning and Reconstruction et al. 2002).

Table 8: Estimates of the number of children and youth in and out of school in the DRC

School level	Population (2000)	Enrollment ratios	In school	Out of school
Primary (ages 6-11)	8.4 million	33% net; 47% gross (UNESCO) 52% net (Ministry of Planning & Reconstruction and UNICEF)	2.7–4.4 million	4-5.7 million
Secondary (ages 12-17)	7.0 million	12% net (UNESCO)	2.0 million (0.8 in secondary and 1.2 primary)	5.0 million
Total	**15.4 million**		**4.7–6.4 million**	**9.0–10.7 million**

Sources: 2000 population data is from the Population Division of the Department of Economic and Social Affairs of the UN Secretariat (2003). UNESCO gross and net enrollment information is from the UNESCO Institute of Statistics (n.d.) and the Ministry of Planning & Reconstruction et al. Primary net enrollment information is from the MICS2 "Rapport d'Analyse."

There are also differences in enrollment estimates between DRC's various provinces—from a high net enrollment ratio of 76 percent reported in Kinshasa to a low of 34 percent in North Kivu. The other northern and eastern provinces of Equateur, South Kivu and Maniema all reported net enrollment rates of less than 50 percent (Ministry of Planning and Reconstruction et al. 2002). Other enrollment estimates verify the limited educational opportunities for war-affected children. In July 2002, the International Federation of Red Cross and Red Crescent Societies reported that close to 70 percent of the children in the areas under rebel control (including many IDPs) were not able to attend school. Similarly, in 2001, UNOCHA reported that the majority of IDP children have not had access to education since 1998.

Gender

Access to education, while extremely limited throughout the country, is slightly worse for girls than boys. Net primary school enrollment for girls was 32 percent for the 1998/1999 school year compared to 33 percent for boys (UNESCO n.d.). Girls have considerably fewer opportunities for secondary education, however, where the estimated net enrollment is only nine percent for girls compared to 15 percent for boys (UNESCO n.d.) (see also the section on education for older children and adolescents below).

Lucas (2002) notes that reasons for low female participation include cultural traditions such as early marriage and the need for girls' labor in the home either for household chores or for child care for younger children. UNICEF (Girls' Education n.d.) also cites parents' concerns about their daughters' safety—including the long distances that children must travel to school, the poor physical conditions of schools and sexual harassment by teachers—as reasons for keeping girls out of school.

School fees

The total lack of financial support from the government places the entire cost of schooling on parents and communities. In a country where families make on average only U.S. $70 per year, school fees ranging from U.S. $52–175 per child per year are completely unaffordable (UNICEF Girls' Education n.d.).

Many NGOs and various church groups are working to provide school fees for local and internally displaced students. The Jesuit Refugee Services provides school fees for internally displaced students in Bukavu (South Kivu) and the Norwegian Refugee Council is paying school fees for graduates of its Teacher Emergency Package so that they may continue their education in local schools. In addition, as mentioned above, several local communities already facing economic hardship themselves are paying extra fees so that IDP children can attend local schools (World Vision 2001).

Reasons for non-attendance

High school fees are the main reason that children between the ages of 6 and 14 do not attend schools, according to the MICS2 survey (Ministry of Planning and Reconstruction et al. 2002). While 81 percent of children from the highest income families are enrolled in school, only 47 percent of the children in the bottom four income quintiles are enrolled (Ministry of Planning and Reconstruction et al. 2002). Other reasons that children do not attend school include lack of schools due to destruction and looting during the war, prolonged sickness, school failure, migration, lack of interest in educational attainment and work (Ministry of Planning and Reconstruction et al. 2002; Lucas 2002). Oxfam (2001) also suggests that for children in northeast DRC the forced recruitment of boys into the army or rebel groups prevents many from enrolling in school.

Education for older children and adolescents

Disruption, high cost and the low number and quality of educational opportunities in the DRC have resulted in children being unable to finish school years. Consequently, school rosters are filled with overage children. Officially, in the DRC, students are expected to begin school at age six, and children up to age nine are legally allowed to enter grade one (National Commission for UNESCO 2001). In 2001, however, almost 32 percent of children in grade one were aged nine or over—meaning that one out of three children in the DRC start school at an age when they are already three grade levels behind. In rural areas, 40 percent of first grade students were reported to be nine or older compared to less than 12 percent of the urban population (Ministry of Planning and Reconstruction et al. 2002). Despite the high percentage of overage children, Lucas (2002) also reports that, when the age limit is enforced, some children 10 and over are still left out of the school system completely.

National education laws in DRC state that children are allowed to repeat up to three years of primary school. Therefore, children should be no older than 14 by the time they finish primary school. (That is, the worst case for a child starting primary school at age six is to repeat three years during the process of completing the six primary grades.) In 2001, however, 14 percent of all primary school students were over the age of 14 (17 percent in rural areas compared to nine percent in urban) (Ministry of Planning and Reconstruction et al. 2002).

For overage children who have not finished primary school, there is great concern regarding whether they will be able to make up for the years of lost education. This concern is compounded by the fear that youth will be recruited into one of the militias or into unsafe employment in one of the mines (UNOCHA 2003c). (See also the section on Non-formal education for a brief description of the Teacher Emergency Package, an initiative by the Norwegian Refugee Council that targets overage school children between the ages of 10 and 13.)

Opportunities beyond primary school are very limited. As seen in the net and gross enrollment ratios in Table 8, few Congolese youth are enrolled in secondary school—primarily because so few have completed primary school (see Achievement section below). According to the 1998 UNESCO figures, only one in three children of primary school age is attending primary school, but only one in nine children aged 12–17 is in secondary school. Lucas (2002) reported that in South Kivu, the number of students attending secondary school was only about 20 percent of the number attending primary school.

Achievement

In general, the children that do go to school do not attend for long. UNESCO reported for 1998/99 that the school life expectancy (average years in school) for a student in the DRC was 4.3 years (UNESCO Institute for Statistics n.d.). This number represents a student's total time in school. Because repetition rates are reported to be from 10–30 percent (Ministry of Planning and Reconstruction et al. 2002), on average children do not even complete the minimum level of education for functional literacy (that is, four grades).[10] The MICS2 data indicate that only one in four children who start first grade reaches grade five in four years, and that only 16 percent finish primary school (grade 6) in six years. The low level of efficiency in the system highlights the problems with educational quality and school attendance. In addition, the government estimates that in rural areas only 15 out of 100 children who start first grade reach fifth grade, as opposed to 60 out of 100 urban children (National Commission for UNESCO 2001).

Teachers

There is a shortage of qualified teachers in the DRC, particularly at the primary level. Schools have difficulty keeping qualified teachers as little or no pay encourages many teachers to seek employment elsewhere—either in other countries or in other professions (Lucas 2002, Presbyterian Community of Kinshasa (CPK) n.d.). Teachers who do not leave the profession must maintain agricultural fields or other jobs in order to support themselves and their families (UNOCHA 2003c).

Lucas (2002) reports that primary school teachers are required to have four to six years of post-primary education (up to 10th or 12th grade), while secondary teachers need post-secondary education in the subject area they teach, plus some pedagogical training. In reality, teachers often do not meet these qualifications. Lucas (2002) reports that in 2001/02 one in four primary teachers in one of the church-run school systems had less than 10 years of total schooling, and only one in four of secondary school teachers had more than 12 years.

In its 2001 report on the development of education in the DRC, the government mentions improving teacher qualifications as a goal, and describes both pre-service and in-service teacher training as being inadequate (National Commission for UNESCO 2001). UNESCO and UNICEF are working with the government to improve its capacity and to assist with the development of national education plans. Accordingly, various teacher development initiatives are underway. UNICEF, through local and international agencies, supports both teacher and school administrator trainings. The Jesuit

Refugee Services has conducted teacher trainings in South Kivu and Kinshasa for new and current teachers and school directors. JRS trainings have focused on specific subject areas (e.g., math, French) and on teacher methodology, specifically introducing more active learning styles to the classroom (JRS n.d.). The Norwegian Refugee Council also provides training for teachers for their Teacher Emergency Package (TEP) (see also the section on non-formal education below). Local NGOs also work with teacher training, including Heritiers de la Justice, which works to develop teachers' capacities and competence in South Kivu province (Lucas 2002).

Curriculum

The government of DRC does not provide financial support to schools, but it still serves as the educational "authority" by keeping records, performing inspections, maintaining the curriculum, administering national tests and authorizing new schools (Lucas 2002). Even in rebel-held areas, the government-accredited national curriculum is still used. The primary school curriculum includes courses in language, math, art, music, physical education, recreation and life skills. French is the primary language of instruction (National Commission for UNESCO 2001).

At the end of primary school, children take the *Test National de Fin d'Etudes Primaires* and receive a primary school certificate of completion. Children who finish secondary school take *l'Examen d'Etat* (National Commission for UNESCO 2001). Children in areas affected by conflict or in other isolated areas often have to travel to take these exams—an almost insurmountable obstacle considering the areas they have to travel through and the money required (UNOCHA 2003c).

The school year begins in September and ends in July. It officially consists of 220 days—with 29-30 hours of school scheduled per week (National Commission for UNESCO 2001). Due to conflict-related disruption, low funding and a high number of displaced students, many schools are unable to follow this schedule. For example, in South Kivu province, Lucas (2002:4) reports that, "Most schools operate on a half-day schedule, with three grades going to school in the morning (7:30 to 12:30) and three grades going to school in the afternoon (12:30 to 5:30)."

Schools and classrooms

Many schools and classrooms are closed, especially in the northeastern part of the country. Schools were often destroyed or looted in the various "waves of fighting," leaving equipment stolen, windows broken, doors missing, etc. (UNOCHA 2003c). Lucas (2002) reports that of the 1,525 primary schools in South Kivu, only 951 (62 percent) were open in 1999/2000. In Djugu territory (Ituri, Province Orientale), 211 of the 228 pre-primary, primary and secondary schools have been burned or closed because of fighting (Ngbathe, cited in Oxfam 2001).

Schools that are not closed are often in need of repair (World Bank 2002). The lack of government support and the poverty of communities make school rehabilitation and maintenance difficult, as most school fees go to teachers. In the territory of Aru (Ituri) many of the schools are closed because of their condition. When it rains, children are sent home because of the leaky roofs (Oxfam 2001). In addition to the poor condition of school facilities, there is a severe shortage of latrines (JRS n.d.; Lucas 2002). Lucas (2002:10) reports instances where six to 10 latrines are shared by an "entire primary and secondary school, in addition to use by the entire community."

In most areas affected by conflict, international donors are waiting for the fighting to stop before investing in school rehabilitation (Lucas 2002). When communities are accessible and the risk of schools being destroyed or looted is low, construction and rehabilitation efforts are occurring. UNICEF is working with the national government, in addition to UNDP, on various rehabilitation projects (UNOCHA 2003b). CARITAS is working to rehabilitate schools in Goma and Mahagi areas (CARITAS 2003), and Concern has renovated approximately 200 schools in the Goma area (InterAction 2001).

Textbooks and materials

For the schools that still exist, most operate with minimal furniture and materials. The Presbyterian Community of Kinshasa, which manages 52 primary schools and 35 secondary schools in Kinshasa, Bandundu and Bas-Congo provinces, laments that despite its qualified teachers (1,400 college graduates), "most of the instruction takes place through the medium of spoken word and blackboard" because of the lack of didactic materials and equipment (CPK n.d.). They note that many of the teachers do not have textbooks and few students have notebooks.

Other examples from the eastern part of the country paint a similar picture. Oxfam (2001) cites the education director in Ituri as having not received stationery or books for his office or schools since 1978. In Djugu territory, of the 160,092 books that existed before the war, only 10,314 remain (Oxfam 2001). Similarly, in Bukavu (South Kivu) "45 out of 50 schools … surveyed in 2001 do not have textbooks for their students, only one for the teacher" (Lucas 2002:10).

Numerous organizations are working to address the lack of educational equipment and materials. UNICEF provides school and recreation kits, as well as materials for teachers in areas with high numbers of internally displaced persons (UNOCHA 2003b). CARITAS and the International Catholic Migration Commission (ICMC 2003) work with local churches to produce desks (3,800 in 2002) and roofing tiles. JRS provides books for teachers and students in Bukavu (JRS n.d.). CARITAS and JRS also looked into producing the official textbooks locally, but the publishing house in Belgium refused permission (Lucas 2002).

Non-formal education

Information on non-formal education activities in the Democratic Republic of Congo—much like information on the formal system—is very limited. In South Kivu province, Lucas (2002) mentions several national and local NGOs that are working with non-formal education initiatives, including the Federation des Femmes Protestantes (life skills, vocational skills, household and Christian education), Heritiers de la Justice (civic education, after school and parent workshops) and Reseau pour Enfants en Situation Particulierement Difficile (professional skill training and advocate education). In addition, international NGOs—including JRS (vocational center and other projects), Don Bosco (vocational training), Salvation Army (vocational training program for the handicapped) and NRC (Teacher Emergency Package and emergency education programs for returnees)—provide assistance in places where they have access (InterAction 2001; NRC 2003; UNOCHA 2003b).

The Norwegian Refugee Council's Teacher Emergency Package (TEP) is the main initiative targeting overage school children (10–13) in DRC. The TEP program condenses the first two years of the Congolese school curriculum into one. After completion of the TEP year, students take a test to enter the Congolese system. Those who pass can enter the second or third grade. The pass rate, recorded in June-July of 2003, was 52 percent (Sween 2003). NRC assisted 3,602 children in 2002 (801 of whom were integrated into the formal system and 2,801 who were enrolled in TEP) in addition to 2,048 children who were forcibly returned to DRC from Rwanda in 2002 (NRC 2003). The TEP program is a broad community-wide program that includes community awareness campaigns, school construction and six weeks of teacher training. In early 2003, 94 teachers (64 men and 30 women) were teaching in TEP classes (Sween 2003).

Refugees

The Democratic Republic of Congo has hosted refugee populations throughout its independent history. Longstanding and acute conflicts in Angola, Sudan, Rwanda, the Republic of Congo, the Central African Republic and Burundi have produced many protracted refugees situations as well as shorter-term influxes. At the end of 2002, there were approximately 270,000 refugees in DRC (USCR 2003). Roughly 50 percent of them lived in camps (UNHCR 2003b). The majority of the others are dispersed in rural areas, with only one percent reported to be living in urban areas.

Access to some of the refugee population (primarily refugees from Rwanda and Burundi) is limited due to the continuing conflict, poor roads and landmines. In many places where UNHCR does have access, most notably to camp populations (primarily Angolan and Sudanese), UNHCR and its implementing partners support various formal and non-formal education programs. In 2001, UNHCR's implementing partners in education included CARITAS DRC; OXFAM; World Vision Inter-national; Actions and Interventions pour le Developpement and l'Encadrement Social, DRC; Association de Developpement Social and Sauvegarde de l'Environement, DRC; Human Dignity in the World, DRC; Le Diocese de Mahagi, DRC; and the Coordination Catholique de Boma, DRC (UNHCR 2001a).

Students

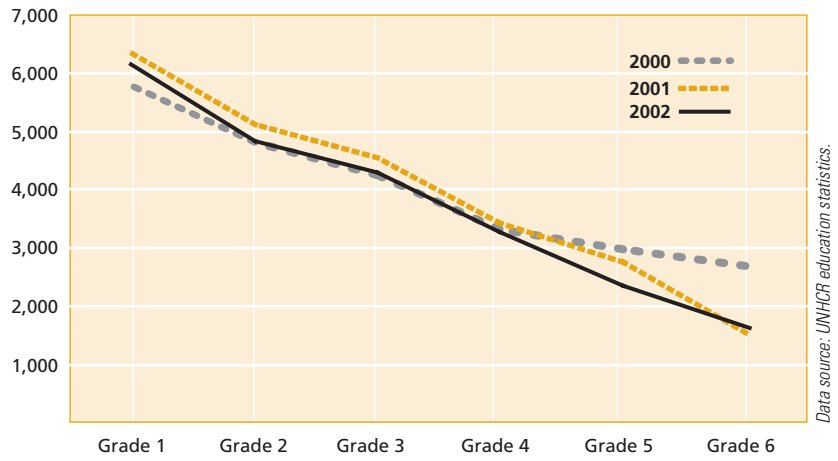
Table 9 gives student population estimates and enrollment numbers for UNHCR-recognized refugee populations in the DRC for the years 2000-2002. As can be seen, UNHCR supports education for roughly one in five refugee youth. The majority of those that attend UNHCR-sponsored schools live in camps. UNHCR and its partners are unable to provide educational services to most refugee youth living dispersed in rural areas or urban areas, although UNHCR has sponsored scholarships for some urban youth. Refugee children in these areas may be able to integrate into local schools; however, they face obstacles similar to IDP students—lack of money, accessible schools, etc.—in addition to potential language problems.

Table 9: Estimated gross enrollment ratios (GER) for all refugees in DRC

Year	5 to 17 population		Students		Estimated GER	
	Male	Female	Male	Female	Male	Female
2000	65,406	61,596	12,697	11,827	19%	19%
2001	72,519	66,941	14,172	10,802	20%	16%
2002	70,781	68,006	13,416	10,720	19%	16%

Data sources: UNHCR population and education statistics, 2000-2002.

Figure 9: Primary school enrollment, 2000 to 2002

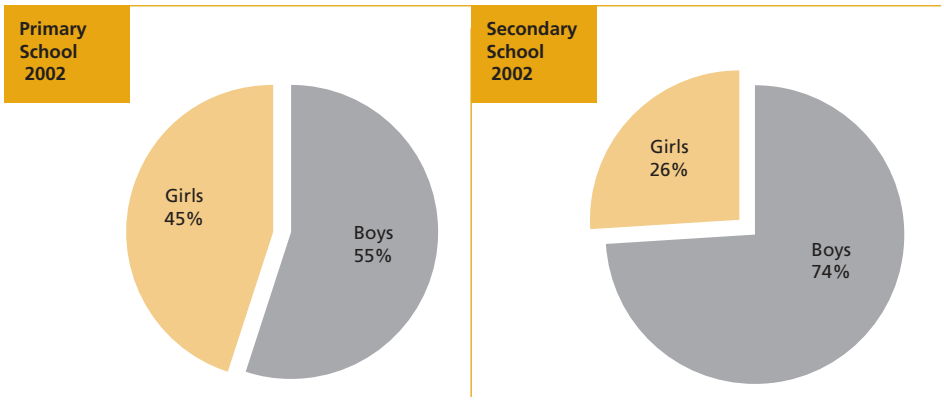


For children in camps, reported gross enrollments are very high. For 2002, UNHCR reported enrollment rates between 78 and 85 percent for Angolans (over 19,000 primary students) and 41 percent for Sudanese refugees (some 3,000 primary students) (UNHCR 2003d). Student enrollment in refugee camps in the DRC follows similar patterns to other refugee and conflict-affected populations. Figure 9 shows primary grade enrollment (grades 1-6) for the years 2000-2002. Sixty-two percent of the student population in 2000 and 67 and 68 percent in 2001 and 2002, respectively, are in the first three grades. After grade six, student enrollment plummets. Only three to six percent of refugee students are enrolled at the secondary level (UNHCR 2003c).

Gender

In 2002, girls made up 45 percent of the reported primary student enrollment, but only 26 percent of secondary (see Figure 10). As in other countries, girls' enrollment as a percentage of total enrollment decreases steadily from grade one, where girls make up 36 percent of the students, to grade 12, where they represent only 20 percent of enrolled students (UNHCR 2003e).

Figure 10: DRC primary and secondary enrollment by gender



Data source: UNHCR education statistics.

Teachers, schools and classrooms

In 2002, UNHCR country offices had the option of reporting on student-classroom and student-teacher ratios. UNHCR received this information for two of the camps in DRC that enrolled approximately 10,000 students. The student-classroom ratios for Kisenge and Zomfi were 48:1 and 26:1, respectively; and the student-teacher ratios were 42:1 and 10:1, respectively. Only 16 percent of the teachers in these camps were women (UNHCR 2003c).

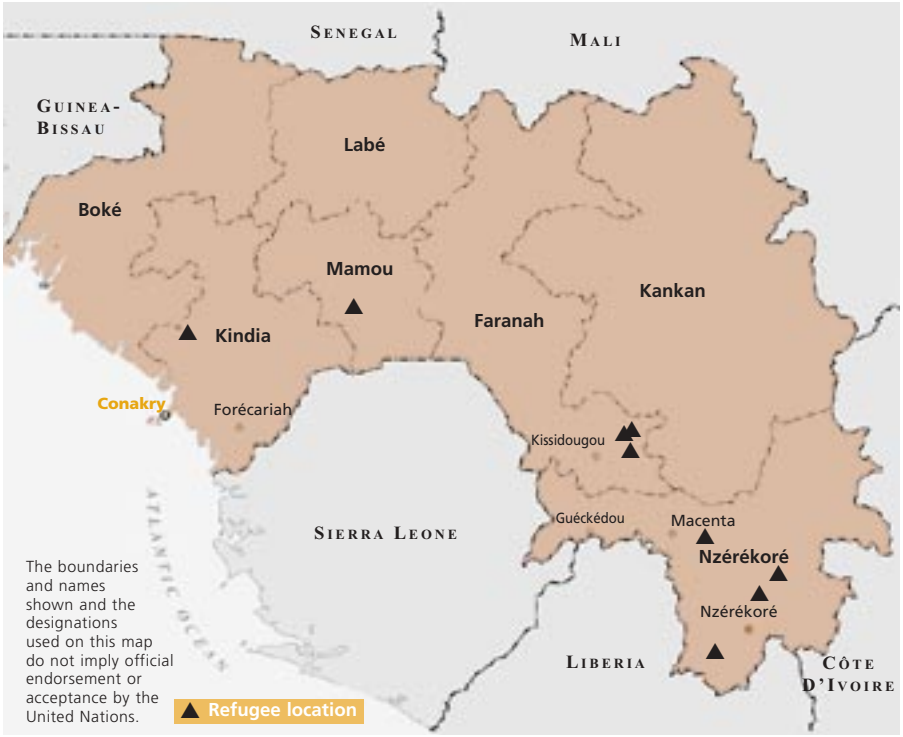
Curriculum

Students in the refugee camps study the DRC curriculum using French as the language of instruction (UNHCR 2003d). For the non-French-speaking refugees, primarily those from Angola, Sudan and Uganda, this will ultimately make repatriation to their home countries more difficult as students' learning will have to be certified by their home government and students will have to learn either Portuguese or English when they return.

Non-formal education

UNHCR through its implementing partners also provides literacy programs, vocational training and structured psychosocial support activities in some of the camps (IRC 2000, InterAction 2001).

Guinea



Since the early 1990s, Guinea has hosted hundreds of thousands of refugees from Sierra Leone and Liberia along its southern border. In recent years, the populations have experienced dramatic changes (see Figure 11), and the overall refugee population has decreased from over 500,000 refugees in 1999 to an estimated 180,000 in 2002 (UNHCR 2002c, 2003b). An end to major conflict in Liberia in 1996 and elections in 1997 resulted in the repatriation of more than 300,000 Liberians during the following years. However, renewed conflict in 2002 forced approximately 30,000 Liberians to return to Guinea (USCR 2003). At the end of 2002, there were approximately 110,000 Liberian refugees in Guinea, with roughly 50,000 living in camps and 60,000 in small towns and villages in southeast Guinea (USCR 2003).

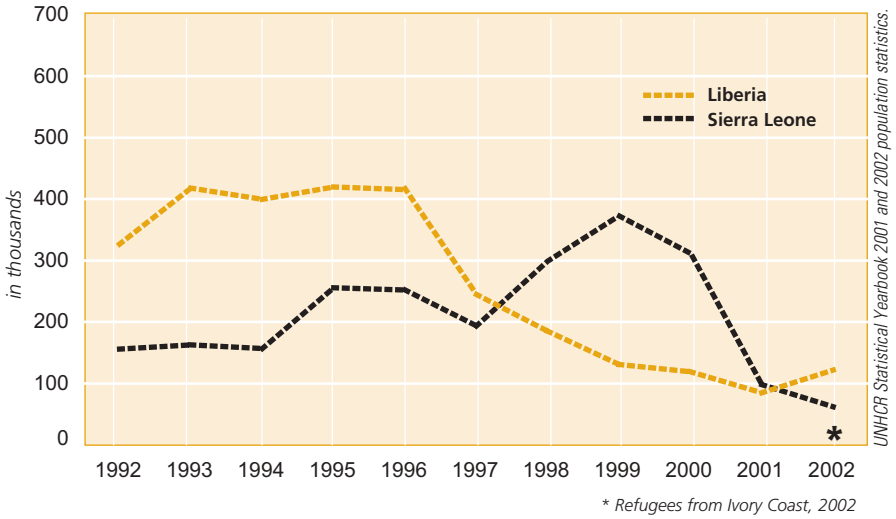
For Sierra Leonean refugees, thousands returned to their home country beginning in June 1999, after the signing of the Lomé peace accord. In 2000, hundreds of thousands more returned to Sierra Leone after camps in Guinea were attacked by members of the Sierra Leone-based Revolutionary United Front (RUF). These attacks also led to great movement within Guinea, with several camps being deserted and new ones constructed. Continued peace and increased access in Sierra Leone has encouraged continued repatriation. At the end of 2002 approximately 70,000 Sierra Leonean refugees remained in Guinea (USCR 2003). Forty thousand Sierra Leoneans lived in camps, with an estimated 30,000 living in rural areas near the border with Sierra Leone.

An estimated 2,000 Ivorians also took refuge in Guinea during 2002 due to the outbreak of civil war in Côte d'Ivoire.

Refugee education in Guinea

UNHCR's main implementing partner for formal education in Guinea is the International Rescue Committee (IRC), which has been active in Guinea since 1991. IRC

Figure 11: Major refugee populations in Guinea by country of origin



** Refugees from Ivory Coast, 2002*

runs a full school system in the refugee camps that includes pre-primary through secondary education in addition to non-formal education, peace education and health education programs. No special school programs exist for refugees who reside outside of the camps. Their only option is to enroll in local Guinean schools, but due to potential language problems and limited schooling in Guinea in general, it is likely that most refugee children, living outside of camps, are not enrolled in school.

Students

The IRC education program in Guinea has undergone major changes in the last three years. In 2000, more than 75,000 refugee children and youth were enrolled in the formal school system compared to roughly 30,000 in 2002. Based on information available from IRC and UNHCR, Figure 12 shows enrollment for pre-primary, lower and upper primary and post-primary education from 2000 to 2002.

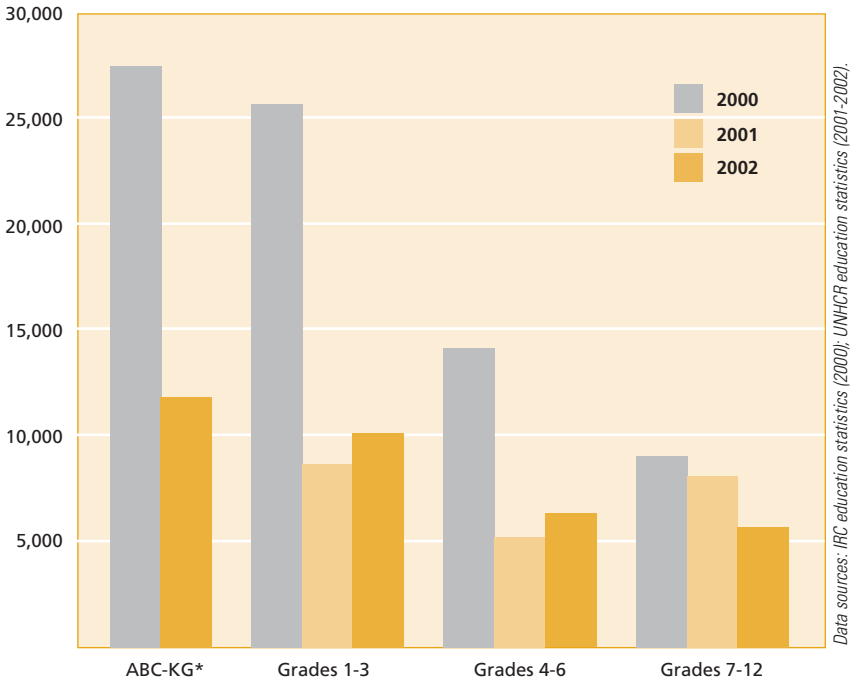
Table 10 indicates that all boys aged 5-17 in the refugee camps were enrolled in school in 2002. While more information is needed to determine why the male gross enrollment ratio is greater than 100 percent, possible reasons include the following: the population figures were not updated for new arrivals or males older than 17 were attending school—a likely scenario especially for the upper secondary grades. Table 10 suggests that the majority of children and youth in the refugee camps in Guinea do have access to education, and, as discussed below, IRC continues to explore ways of improving the retention of girls throughout the primary and secondary years.

The high enrollment ratios for refugee students stand in contrast to gross enrollment ratios for Guinean nationals. The Guinean government reported gross enrollment ratios for the 2000/2001 school year of roughly 61 percent (50 percent for girls, 72 percent for boys) (Ministère de l'Enseignement Pré-Universitaire et de l'Education Civique 2001).

Gender

As is true in many other countries, girls' enrollment as a percentage of total enrollment decreases in the post-primary grades as seen in Figure 13. In 2002, UNHCR and Save the Children released the report *Sexual Violence and Exploitation: The Experience of Refugee Children in Liberia, Guinea and Sierra Leone*. The report focused on several types of exploitation including young women being subjected to sexual abuse in exchange for good grades. During 2002, IRC implemented several new

Figure 12: UNHCR-assisted enrollment in Guinea 2000-2002



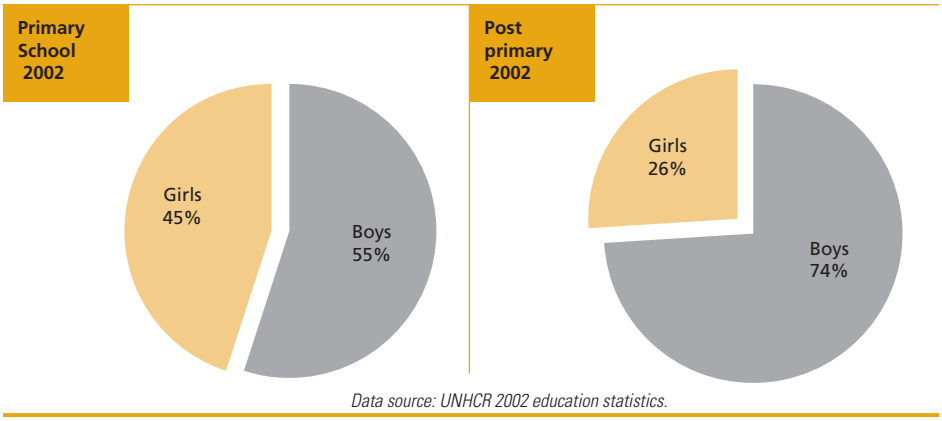
** Preprimary stats not available for 2001.*

Table 10. Estimated gross enrollment ratio, 2002.

	Male	Female	Total
Refugee population aged 5-17	17,706	17,826	35,532
Pre-primary–Grade 12 enrollment	18,990	14,889	33,879
Estimated gross enrollment ratio	**107%**	**84%**	**95%**

Source: UNHCR 2002 population statistics and education statistics.

Figure 13: Guinea primary and post-primary enrollment by gender



Data source: UNHCR 2002 education statistics.

initiatives to make schools safer places for girls and to encourage girls' attendance. First, staff, teachers, parents, youth leaders and students were given training on gender-based violence issues. In addition, female classroom assistants were hired and placed in each classroom. These assistants monitor the grading of students, provide confidential referral and counseling services, monitor the progress of students, organize academic extra-curricular activities for girls and follow up with parents who do not send their girls to school (IRC 2003b).

IRC is also increasing its focus on the retention of girls in school. As illustrated in Figure 13, girls are much less likely to be enrolled in the post-primary grades (7-12) than boys. IRC has found several reasons for the non-enrollment of girls in the later grades:

- Girls are responsible for domestic activities in the camps and communities.
- Parents believe that girls are to remain at home and perform chores that support the economic well-being of the household.
- Girls become involved in commercial sex activities.
- Girls lack the confidence to compete with boys in the upper grades.
- Girls lack highly educated female role models (IRC 2003b).

To encourage girls to continue in school, IRC has proposed the following:

- *Incentives* — school supplies and other food and non-food items—for female students with good academic performance and attendance.
- *Career days* — women professionals come to speak to female secondary students.
- *Young mother classes* — child care while students attend class.
- *Parents' day* — to encourage parents to support their daughters' education.
- *Tutoring for girls* — to boost grade 4-12 girls' academic performance and self-confidence.
- *Same-sex classrooms* — to improve girls' confidence and self-reliance as well as to ensure their protection in the classroom. Whenever possible, female teachers are present in these classrooms.

Teachers

As in most refugee schools, the IRC teachers have a daunting task—facing classes of 40-50 or more refugee students at one time. As discussed above, the disproportionate number of male teachers may have a negative effect on girls' participation and enrollment as girls have frequently been victims of sexual exploitation in the classroom and because there are few role models to encourage girls to proceed to

Table 11. Student-teacher ratios in Guinea refugee camps, 2002-2003

	Primary				Secondary			
Region	Male	Female	Total	S/T ratio*	Male	Female	Total	S/T ratio*
Kissidougou (2003)	129	32	161	41:1	38	0	38	33:1
N'Zerekore (2002)	151	22	173	51:1	84	1	85	38:1

** S/T ratio = Student–teacher ratio* *Data source: IRC education statistics, unpublished.*

secondary education. IRC's accelerated accredited adult education program gives priority admission to female classroom assistants who have not completed high school. After these women complete the program and receive their degrees, they are eligible to take IRC's teacher screening exam, which should lead to an increase in female teachers (IRC 2003b).

Curriculum

The curriculum used in the refugee schools in Guinea was developed by IRC based on the curricula in Sierra Leone and Liberia. This harmonized curriculum was developed in collaboration with UNDP, UNESCO and the International Development Association (Ahmadu 2002). (See Table 12.)

Student achievement

In the past, students in the IRC schools sat for the West African Examination Council (WAEC) exams each year. The English-speaking West African states worked through the council to develop shared examinations and routines (Lange 1998). In 2003, IRC schools were not allowed to participate in the exams. Therefore, IRC field staff developed the "IRC Standard Board Exam" as an alternative test of students' performance.

Schools and classrooms

In total, IRC runs 39 schools in Guinea—12 in Kissidougou region and 27 in N'Zerekore. Because there are so many refugee students, all IRC schools run two shifts. In general the morning shift includes ABC/Kindergarten through grade six and the afternoon shift is for the secondary schools. Because of the large number of preschool students, some schools only operate up to grade four (IRC 2003a).

Non-formal education

In addition to the formal schools, IRC also runs peace education and health education programs for in- and out-of-school refugee youth. Health education is conducted through six different health groups. Each group works in some way to help their communities improve public health.

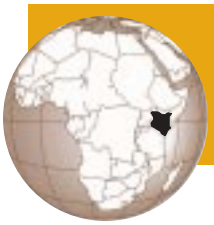
In 2002, approximately 2,000 Ivorians took refuge in Guinea. Since these refugees are French speaking, UNHCR and the government of Guinea are considering the possibility of integrating these refugees into surrounding Guinean schools. While discussions proceed, Save the Children-US is implementing a non-formal education program in Nonah camp for the Ivorian children.

Table 12. IRC curriculum for refugees in Guinea: minutes studied per week

Grades	English	Math	Social Studies	Science	French	Physical/health education	Total time in class per week
1–3	240	200	120	200		80	< 3 hrs per day
4	270	200	120	200		80	< 3 hrs per day
5–6	270	200	120	200	160	80	approx 3.5 hrs per day
Jr secondary	360	270	450*	225	225		approx 5 hrs per day
Sr secondary	225	225	405**	405***			approx 4 hrs per day

** Includes 225 minutes of geography and history each week ** Includes 135 minutes each of economics, history and geography*
**** Includes 135 minutes each of physics, chemistry and biology*

Source: "IRC/Guinea and Sierra Leone Curriculum Packages for Primary and Secondary Schools: A Comparative Analysis" by G.Y. Ahmadu, 2002.



Kenya

Kenya is host to refugees from Somalia, Sudan and Ethiopia. These refugees reside in camps in Dadaab in the north-east and Kakuma in the northwest. At the end of 2002, there were more than 140,000 Somali refugees in the Dadaab camps and approximately 70,000 Sudanese refugees in the Kakuma camps. Of the 10,000 Ethiopian refugees, approximately 2,000 were living in the Dadaab camps and 2,000 in the Kakuma camps (USCR 2003). Both Dadaab and Kakuma represent protracted refugee situations, with the majority of refugees having spent over 10 years as refugees in Kenya.

Kakuma is home to the famous "lost boys of Sudan" and as such has attracted great donor attention and investment. This attention has resulted in a wide range of educational opportunities in the Kakuma camps (see also Sommers 2002). Despite this attention, however, facilities in Kakuma are still over-stretched by the large number of refugees in the camps.

UNHCR's primary implementing partners for education are CARE Canada in the Dadaab camps and Lutheran World Federation (LWF) in the Kakuma camps.

Students

As can be seen in Figure 14, grade level enrollment decreases as children progress through the school system. In 2000, the chart illustrates a common phenomenon in refugee situations—a higher number of children in grades one and two than in the other grades. This is often due to the presence of over-age children who have missed out on primary school due to conflict.

While it is true that there are more school-aged boys than girls in Dadaab (approx. 53% boys) and Kakuma camps (approx. 60% boys), girls are still under-represented in the education system as shown in Table 13.

The estimated gross enrollment ratio of 129 percent in Kakuma camps for boys is likely the result of enrollment of youth over age 17 and fluctuations in the population of Sudanese refugees. The situation for girls in Kakuma is also encouraging, since it reflects almost full enrollment. In Dadaab camps, on the other hand, the Somali girls are much less likely to be enrolled than boys.

Table 13. Estimated gross enrollment ratios (GER), 2002

	Dadaab			Kakuma		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**
Population ages 5-17*	25,848	22,641	48,489	16,060	10,628	26,688
Student enrollment	20,747	11,292	32,039	20,739	9,675	30,414
Estimated GERs	**80%**	**50%**	**66%**	**129%**	**91%**	**114%**

** estimated*

Source: UNHCR 2002 population and education statistics.

Figure 14: UNHCR-assisted enrollment in Kenya 2000-2002

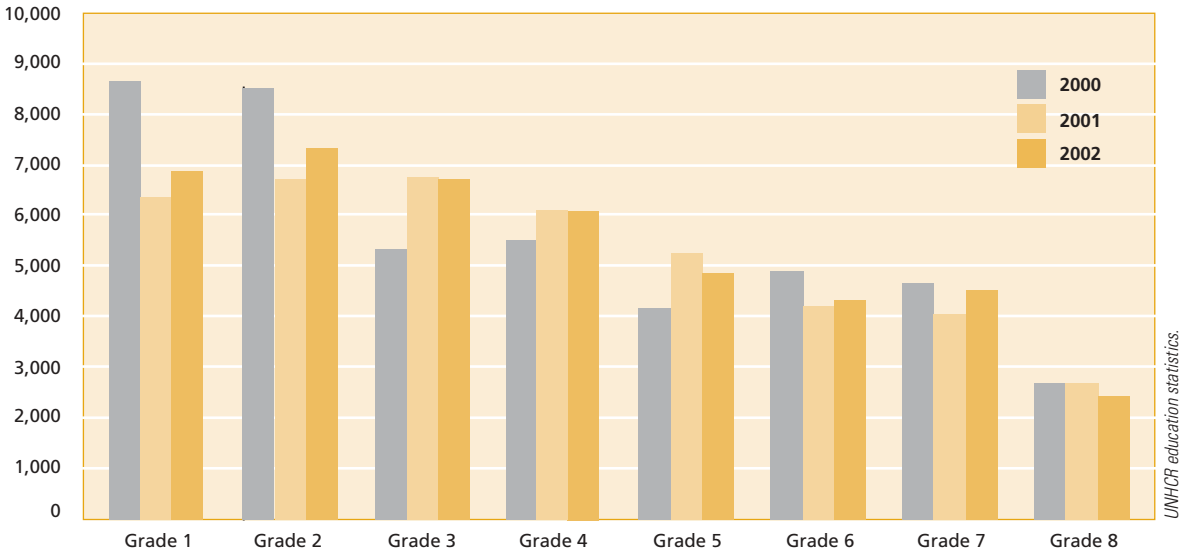


Figure 15: Dadaab and Kakuma primary and secondary enrollment by gender

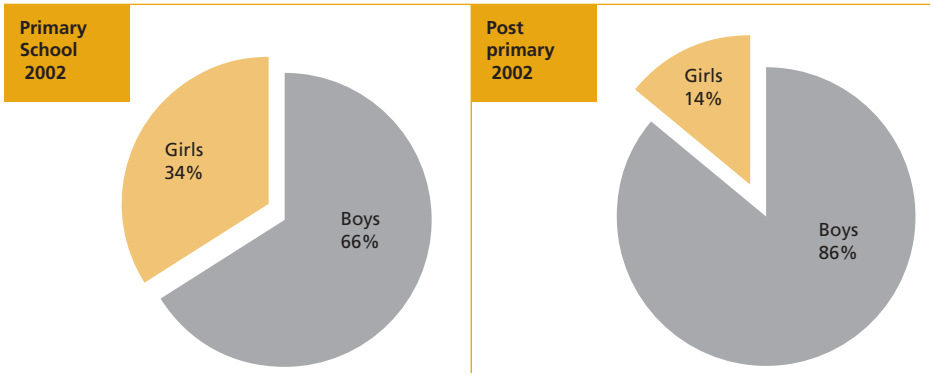
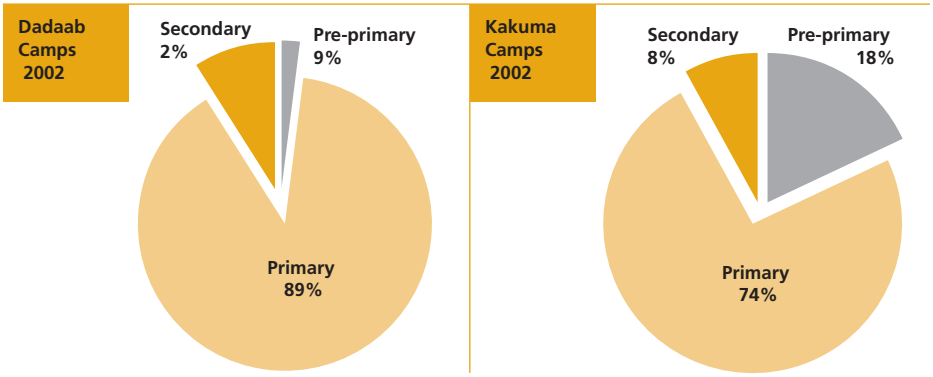


Figure 16: Refugee enrollment by level in Dadaab and Kakuma camps



Data sources: CARE Canada for Dadaab and UNHCR/LWF for Kakuma.

While there are significantly fewer girls than boys enrolled in secondary school in both Dadaab and Kakuma, secondary opportunities in the Kenyan refugee camps do not abound (see Figure 16).

Yet, enrollment rates for refugees living in camps in Kenya are significantly higher than for the local populations surrounding the refugee camps. The Kenyan Ministry of Education, Science and Technology estimated in 2001 that only 60 percent of children in Kenya enroll in school, with 50 percent dropping out before they reach Standard eight.

Teachers

As indicated in Table 14, student-teacher ratios in both Dadaab and Kakuma are quite high. More information is needed to determine the average class sizes but the U.S. Committee for Refugees reports that "more than 110 children typically crowded into a single classroom in Dadaab" (USCR 2003).

Table 14. Student-teacher ratios in Dadaab and Kakuma

	Dadaab (CARE)	Kakuma (LWF)*
Pre-primary teachers	**50**	**108**
Male	8	35
Female	42	73
Pre-primary enrollment	**3,044**	**5,745**
Student-teacher ratio	**63:1**	**53:1**
Primary teachers	**367**	**414**
Male	324	388
Female	43	26
Primary enrollment	**28,317**	**21,642**
Student-teacher ratio	**77:1**	**52:1**
Secondary teachers	**24**	**71**
Male	19	58
Female	5	13
Secondary enrollment	**711**	**2,328**
Student-teacher ratio	**48:1**	**33:1**

** Note: LWF teacher and enrollment information for this table is from 2003.*

Data sources: CARE Canada for Dadaab and LWF for Kakuma.

Curriculum

The refugee schools in Kenya use the Kenyan curriculum (see Table 15).[11] The language of instruction in the Dadaab refugee camps is Somali for grades 1-3 and English for grades 4-8 and secondary school. In Kakuma, the language of instruction is English.

The refugee camps in both Dadaab and Kakuma have also been supported by UNHCR's peace education program. The objective of this program is to develop the "knowledge, skills, values and attitudes that lead to behavior that promotes peace, in addition to conflict prevention and conflict minimization" (UNHCR 2001). The program sets out to modify the attitudes and behavior of refugees to help them build a more peaceful life (Obura 2001). Since 1998, all primary school children in the camps have attended a weekly peace education lesson; a program for secondary students was started in 2002. In addition, approximately 12,000 youth and adults participated in community peace education workshops from 1998 to 2001 (Obura 2001).

Student achievement

Refugee students in Kenya take the Kenyan Primary Leaving exam. In 2002, 714 boys and 215 girls from the Dadaab camps took the exam and 1,306 boys and 222 girls took the exam in Kakuma camps in 2003. Information on pass rates was not provided.

Table 15. Curriculum in Kakuma refugee schools

Grades	Subjects studied						
	Reading/ writing	Mathematics	Social studies	Science	Foreign language	Peace/conflict resolution	Environmental education
Pre-primary	X	X		X			
Grades 1–4	X	X	X	X	X		
Grade 5	X	X	X	X	X	X	
Grades 6–8	X	X	X	X	X	X	X

Data source: LWF.

Schools and classrooms

In the Dadaab camps, CARE reported a total of 18 schools—16 primary and two secondary. The status of school facilities in Kakuma is described in Table 16. Information related to the number of schools, classrooms, latrines, seats and desks needed was provided by LWF.

LWF reported that there were a total of 100 male and 50 female latrines in Kakuma. On average, this is one latrine for every 210 boys and 174 girls. To achieve a ratio of one latrine for every 30 students, an additional 890 latrines would be needed. CARE reported a total of 96 latrines for the students in Dadaab—approximately one latrine for more than 300 students.

In her peace education evaluation, Anna Obura (2001:32) commented that children in the lower primary grades sat on traditional mats. She noted that, "Both the Somali and Sudanese commonly use mats as seating for children so this arrangement is culturally appropriate. Groupwork is far easier in these circumstances than in classrooms with desks and chairs." In addition, she notes that in the upper primary grades, in general, four or more children sat at desk-bench units that were designed for three, leading to severe over-crowding for the students—some of them "full size adults."

Table 16. Schools and classrooms in Kakuma

	Schools		Classrooms	
	Primary	**Secondary**	**Primary**	**Secondary**
Permanent	23	3	273	40
Needing repair	2	3	204	
Additional schools and classroooms needed	3	2	156	
Schools with:				
School feeding	22	3		
Libraries	1	3		
Water access	16	3		
Science equipment		3		
PTAs		3		
School management committees	23			

Data source: LWF 2003 education statistics, unpublished.

Other educational opportunities

In addition to the formal schools supported by CARE and the Lutheran World Federation, there are a number of other educational opportunities available in the camps.

- Jesuit Refugee Services provided scholarships to secondary school for approximately 115 students in 2002.
- Don Bosco has a vocational training program in Kakuma that enrolls, on average, 500 young men and women each year. Subjects include: carpentry, electrical installation, masonry, plumbing, agriculture, typing, tailoring, dressmaking, metal work and motor mechanics. In addition, a tailoring shop was opened in late 2001/early 2002 which has sewing machines and materials to help students generate incomes.
- FilmAid International has a program of educational films that are shown weekly in Kakuma. In addition, FilmAid has a program to teach young people how to make their own videos.
- UNESCO-PEER runs an environmental education program in both Kakuma and Dadaab.
- The Windle Charitable Trust runs English courses for approximately 600 students in Kakuma that are linked to a broad scholarship program (Sommers 2002).
- The University of South Africa (UNISA) offers a distance degree program that gives a few students in Kakuma a chance to study at the university level from inside Kakuma (Sommers 2002).

Liberia

The situation in Liberia has changed dramatically over the last five years. The election of Charles Taylor as president in 1997 after eight years of civil war brought a relatively short period of peace to the country. During 1998/1999, thousands of Liberians returned to their country and United Nations agencies and NGOs invested in the rebuilding of Liberia. Violence resumed in 2000, resulting in a steady increase in the number of internally displaced people (IDPs) in Liberia and causing some to once again take refuge in Guinea. In June/July 2003, the rebel groups (Liberians United for Reconciliation and Democracy (LURD) and the Movement for Democracy in Liberia (MODEL)) reached Monrovia and demanded that Taylor cede power. In August 2003 Charles Taylor left Liberia and the presidency was handed over to Moses Blah. By this time, there were an estimated 350,000-450,000 IDPs in Monrovia and another 160,000 outside of the city. As of October 2003, 300,000 IDPs remained in the capital, as well as 200,000 outside of Monrovia (USAID 2003).

In addition, some 40,000 refugees from Sierra Leone were estimated to be living in Liberia at the end of 2002, and more than 20,000 refugees from Côte d'Ivoire crossed into Liberia over the course of 2002 (USCR 2003).

Education in Liberia

Prior to Taylor's exit, IDPs faced limited educational opportunities, as the government did not allow formal education in the IDP camps.[12] Students in the camps could either integrate into local schools or participate in non-formal programs (such as the UNICEF-supported Child Friendly Spaces[13] that existed in Jartondo, Rick's, Wilson Corner and Blamasee camps). In Monrovia/Montserrado County, integration into local community schools has been the only option for IDP children to obtain formal schooling. Where local schools have the capacity (space, teachers and materials) to accommodate these children, this option may be ideal. The local schools, however, do not have the capacity to integrate the recent large influxes of children. Unable to increase class space, community schools increased class sizes and moved to double shifts—even then, the majority of IDP children were unable to attend school.

During the 2002/2003 school year, the International Rescue Committee (IRC) supported—with school supplies, educational materials and teacher incentives (for those who participated in a monthly teacher training workshop)—17 community schools that agreed to accept IDP children. IRC's support was advantageous to both the local community schools and the IDP children. On the other hand, Figure 17 illustrates the increased burden on four of the local schools. The effect of such increases in enrollment on local communities must be considered, however, so that relationships

continue to be positive and all children enrolled have an opportunity to learn. Certainly, increased class sizes will result in less individual attention from the teacher and may reduce the number of hours that children spend in school each day, especially when shifts are introduced.

Students

Based on WFP information from August 2002, the IDP population in the camps at that time was approximately 124,000—an estimated 41,000 of which were school-aged children (Watson 2003). As of January/February 2003, even assuming that the IDP population had not increased significantly,[14] only 32 percent of IDP children were enrolled in either local community schools or in the schools for Sierra Leonean refugees. As can be seen in Figure 18, this average is skewed because the estimated enrollment in Bong County (56 percent) was much higher than in either Montserrado (18 percent) or Nimba (6 percent) Counties. Given that the population in Montserrado County probably increased between August 2002 and February 2003, it is likely that even fewer than 18 percent of the IDP children in Montserrado County had access to formal education in early 2003.

As a result of the violence in June/July 2003, many schools were closed and many more IDPs flooded into Monrovia. As of September 2003, the IDP population was estimated to be 300,000 in Monrovia and another 200,000 outside of Monrovia (USAID 2003). Assuming school-aged children represent 33 percent of the IDP population, about 167,000 children and youth have been displaced. As a consequence, the need for education in all the IDP camps is immense.

Figure 17: Enrollment increases after accepting IDPs

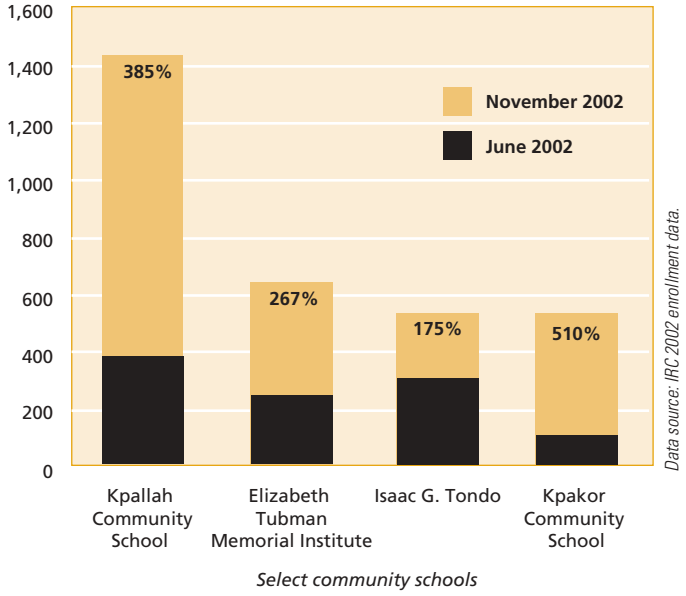
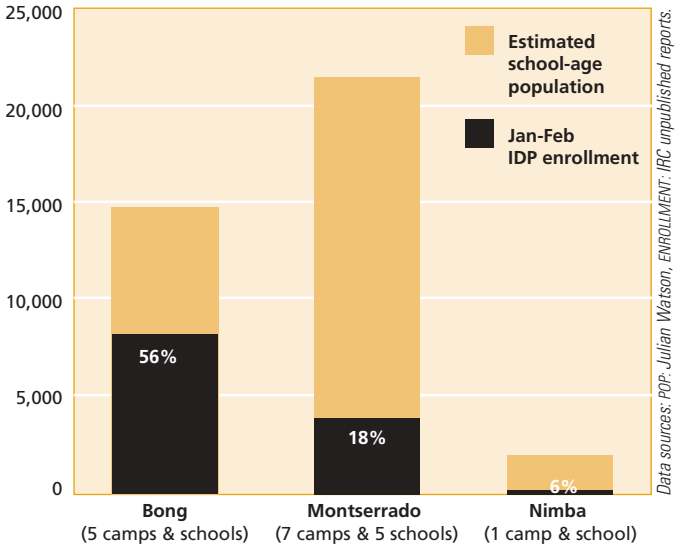


Figure 18: Early 2003 IDP enrollment

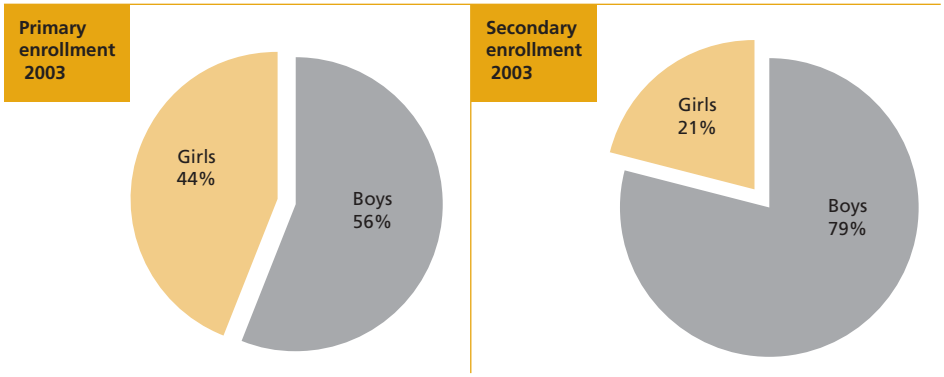


Gender

Historically in Liberia, girls' gross enrollment in school has been consistently less than boys'. In 1999, for example, the estimated primary school gross enrollment ratio was 72 percent for boys compared to only 53 percent for girls (UNESCO 2000). At the secondary level, 31 percent of boys were enrolled compared to only 12 percent of girls (UNICEF 2003a). Adult illiteracy rates show the impact on the adult population as women are more than twice as likely to be illiterate (63 percent illiteracy rate for women compared to 30 percent for men) (UNICEF 2003a). Teenage pregnancy, early marriage and other traditional practices are believed to be major factors influencing girls' enrollment.

UNICEF and IRC have initiatives to encourage girls to stay in schools. UNICEF, through the Forum for African Women Educationalists (FAWE), supports girls' clubs. In addition, of the 677 children enrolled in the Accelerated Learning Program supported by UNICEF, 513 (76 percent) were girls (UNICEF 2003b). UNICEF

Figure 19: Primary and post-primary IDP enrollment by gender



Data source: IRC enrollment data, January-February 2003.

also promotes life skills trainings for girls, including teenage mothers.

In the IDP schools supported by IRC, girls make up roughly 44 percent of the primary level enrollment and 21 percent of the secondary school enrollment (see Figure 19). In general, however, the number of both boys and girls enrolled in school decreases steadily from grades 2 to 10.

Teachers

Displacement and a lack of resources have had a dramatic effect on the teaching population in Liberia. Teachers have not been paid consistently since the start of the war in 1989 and most are forced to take additional jobs to support themselves and their families. In addition, 65 percent of primary teachers do not meet State teacher qualifications—most of them have only completed secondary education (United Nations 2003). To be a qualified teacher in Liberia, an individual must receive a teacher training certificate from a Liberian teacher training institute or complete a Bachelor's or Master's Degree.

For the 2002/2003 school year, the government reported that there were 16,205 primary school teachers and 5,700 secondary school teachers.[15] Non-payment of teachers' salaries has caused a series of strikes. In September 1997, teachers threatened to go on strike after not having been paid for eight months. Similarly, in September 2002, teachers boycotted work after not having been paid for nine months. The situation had not been resolved as of March 2003; many teachers reported that they had not been paid since December 2001 when U.S. $5,000 was distributed among all of the teachers in Liberia (approximately $0.22 per teacher) with every three also sharing a bag of rice.[16] Consequently, teachers take two and three jobs to support themselves and their families, a situation that severely limits the time they have for school preparation.

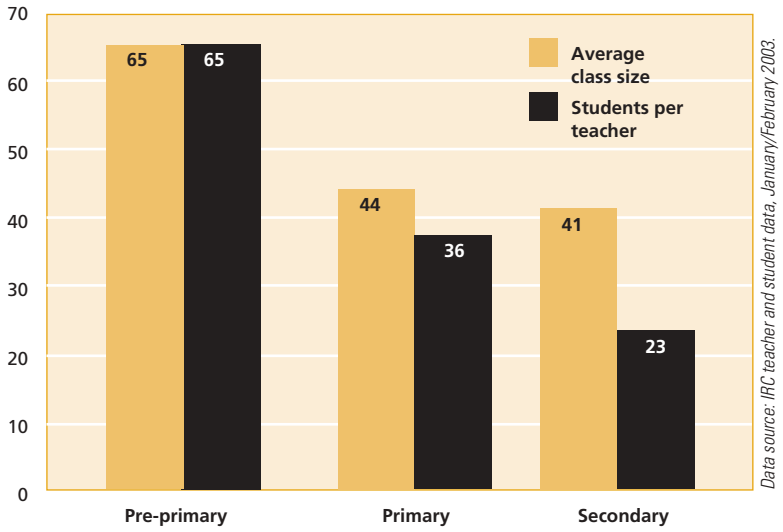
Funding problems within the Ministry of Education have also resulted in inadequate support to Liberia's teacher training institutes. UNICEF supports the Kakata National Teacher Training Center, which is currently the only operating teacher training institute in Liberia. Before the war there were three such institutes—the Webboo and ZorZor institutes have been closed since 1998. Kakata itself has been operating on a limited timetable for the past two years (approximately one-third of normal). The state-owned University of Liberia Teacher College and Khattatain University (private) also train students to become teachers.

As of February 2003, there were 361 teachers in the community and refugee schools supported by IRC. Figure 20 indicates the student-teacher ratios and average class sizes by school level. As can be seen in the chart, the average class size at the secondary level is much higher than the student-teacher ratio. This indicates that some of the secondary teachers on the roll either have responsibilities outside the classroom or may not be teaching. Considering the economic situation of the teachers, it is likely that many are not actually present. When Liberia again begins paying its teachers, it will be essential to determine which teachers on the roll are actually present and teaching.

Textbooks and educational materials

Several NGOs—including the Adventist Development and Relief Agency (ADRA), IRC and Jesuit Refugee Services (JRS)—support schools for displaced children by providing educational materials. In addition, We-Care (a Liberian NGO) distributes books and other materials and conducts library workshops. During the field visit to Liberia, several IDP-supported community schools were visited. These schools had received some supplies from IRC. Beyond these, however, the schools were minimally equipped. There were no textbooks in any of the classrooms that were visited.

Figure 20: Students per class and per teacher



Schools and classrooms

Approximately 80 percent of the schools that existed in Liberia prior to 1989 were destroyed during the civil war. In 2002, it was estimated that only one-half of the schools (approximately 2,470) had re-opened (UN 2003). Even among those that had re-opened, many schools did not have roofs, windows, equipment and materials. In addition, the 2003 UN Consolidated Appeal for Liberia reported that, "school facilities lack proper ventilation, lighting, toilets, libraries, laboratories and playgrounds." The fighting in 2003 likely resulted in the damage, destruction or looting of additional schools.

With the limited number of schools, classrooms are overcrowded. The Ministry of Education reports that the current classroom capacity is inadequate. Using a classroom size of 45 students per class and an average of six rooms per facility, the MOE calculates that capacity would have to be increased by 35 percent to meet the needs of the currently enrolled population (Dukuly 2002). Class sizes range greatly with nursery and ABC classes tending to be larger, ranging from 20-110 in one limited survey (Friends of Liberia 2002).

At the time of the IRC assessment, Watson (2003) indicated that there were a total of 205 classrooms in schools anticipated to enroll approximately 19,000 refugee and IDP children beginning in September 2002.[17] For those schools alone, he estimated that, even assuming the use of double shifts, an additional 100 classrooms would be needed in order to keep class sizes below 50.

Non-formal education

UNICEF's SWAY (Supporting War-Affected Youth) program is targeted at out-of-school youth who have missed years of formal education. The program provides an opportunity for youth networking in a constructive environment and consists of an accelerated learning program and HIV/AIDS education. The program operates in four sites in Montserrado County. UNICEF's implementing partners are Calvary Chapel, the Children's Assistance Programme (a Liberian NGO), the Community Health and Development Agency (CODHA) and Don Bosco.

In addition to the accelerated learning program supported by UNICEF, the Norwegian Refugee Council (NRC) started a Rapid Response Education Program (RREP) in Liberia in 2003. RREP is a one-year bridging program designed to reintegrate youth into the formal school system. The program started in March, suspended operations in June/July, and re-started in August 2003. As of April 2003, there were nearly 1,200 students enrolled. By August

only 130 students had returned to the program, but enrollment was increasing as students returned (NRC personal communication).

Until June 2002, the American Refugee Committee supported a homeless youth center with a rehabilitation and training program but it was suspended at that time due to lack of funding. The Liberian Federation of the Disabled offers skills training.

Refugees

Most of the Sierra Leoneans who had taken refuge in Liberia had returned to Sierra Leone by the end of 2002, yet approximately 40,000 remained. In addition, civil conflict in Côte d'Ivoire during 2002 resulted in an influx of approximately 20,000 Ivorians (USCR 2003). UNHCR's implementing partner for refugee education is IRC.

Students

While refugee students had more access to education than the IDP students, many refugee children did not have access to education either, as can be seen in Table 17.

In addition to the refugee population in Montserrado County, there were approximately 3,500 school-aged children and youth in both Grand Cape Mount and Nimba Counties. School enrollment information for these refugees was not available.

As indicated in Figure 21, girls' enrollment begins to drop off considerably after the completion of primary school (grade 6).

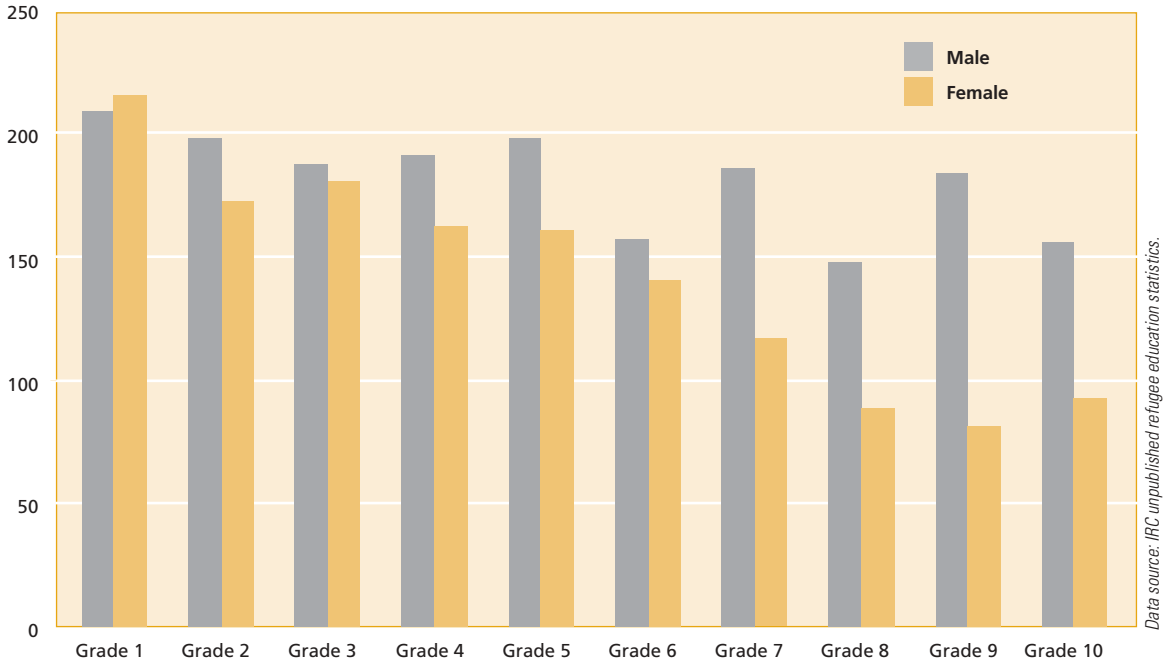
The refugee education program had a total of 159 teachers (104 male and 55 female) in 2002 with an average student-teacher ratio of 29:1.

Table 17. Estimated gross enrollment ratios, 2002

Montserrado County	Male	Female	Total
Estimated population aged 5-17	4,007	4,515	8,522
Refugee school enrollment	2,455	2,142	4,597
Estimated GER	61%	47%	54%

Data sources: Population data: UNHCR 2002 population statistics; enrollment data: unpublished IRC education statistics.

Figure 21: Enrollment of Sierra Leonean refugees, 2002



Pakistan

Pakistan had an estimated 1.5 million refugees at the end of 2002. During 2002, an estimated 1.7 million Afghan refugees repatriated to Afghanistan from Pakistan (USCR 2003). Of the 1.2 million refugees living in camps and villages in 2002, most remained in Pakistan at year's end. Many Afghan refugees were also living in urban centers (e.g., Peshawar); however, this number is very difficult to estimate.

UNHCR's main implementing partners for education in Pakistan are the German Technical Assistance Agency (GTZ) and Ockenden International in Pakistan's Northwest Frontier Province and Save the Children-US in Balochistan. In addition to these organizations, many other organizations support education for Afghan refugees and there are numerous religious schools (particularly madrassas) and self-help schools organized by refugee communities.

Students

The majority of Afghan refugee children and youth do not have access to education. (See Table 18 for estimated gross enrollment ratios for the Afghan refugees in Pakistan.) The situation is particularly desperate for girls. For this reason, the International Rescue Committee started its Female Education Program for Afghan refugee girls in 1998/1999. Although boys are also enrolled in IRC's education classes, the majority of students are girls and all the secondary students are girls. Girls' education is also addressed through home schools run by IRC, GTZ and Save the Children.

Table 19 indicates the number of refugees enrolled by the various NGOs supporting education in Pakistan.[18]

Table 18. Estimated gross enrollment ratios, 2002

Estimated refugee population, 2002	Male	Female	Total
Population: Because over 1.5 million refugees repatriated to Afghanistan during 2002, the population estimate used here is the average of the beginning and end of year 5-17 refugee population	368,493	368,493	736,986
Estimated gross enrollment ratio for 5-17 population	**34%**	**18%**	**26%**

Data source: UNHCR 2002 population and education statistics.

In addition to primary and secondary enrollment, UNHCR-supported programs offered a limited number of pre-primary opportunities to young children (407 boys and 264 girls in 2002).

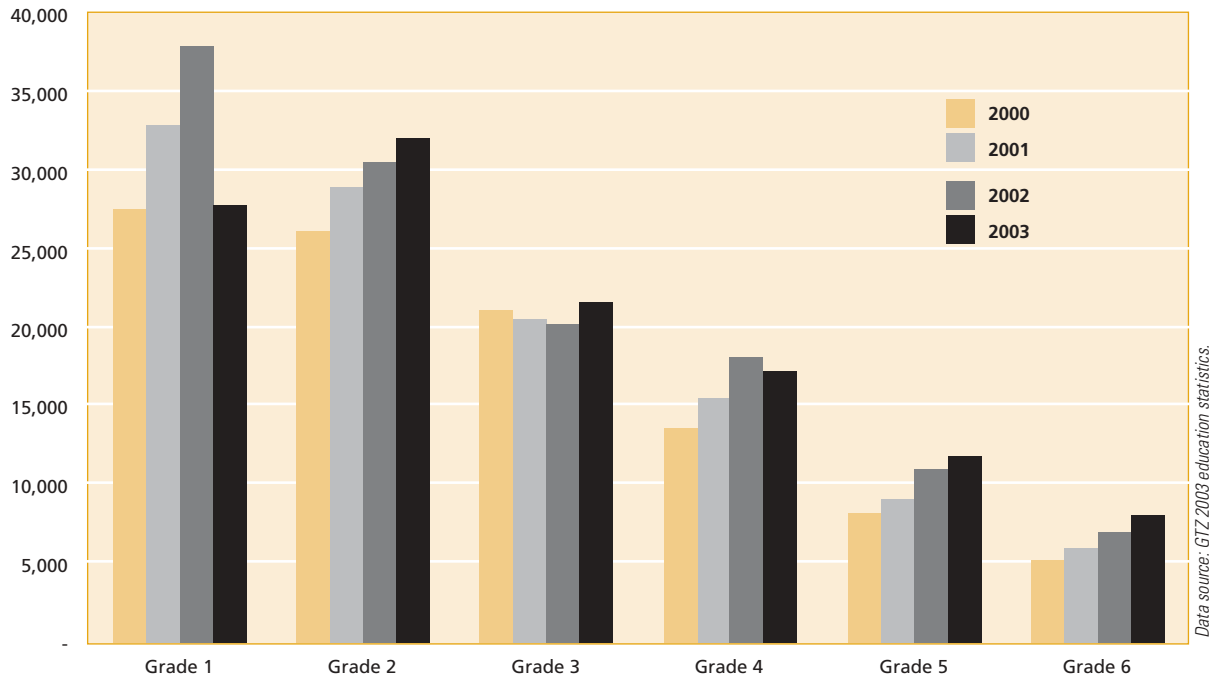
As shown in Figure 22, enrollment in GTZ's refugee schools decreases sharply after the first two grades, which accounted for 50 percent of total enrollment in 2003. Despite the decrease in the number of students during 2003, more

Table 19. Refugee enrollment by organization, 2000-2003

	Primary		Secondary		Total			
Organization	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Total**	**% Female**
GTZ* (2003)	86,211	33,155			86,211	33,155	119,366	28%
NRC (2003)	1,302	1,037			1,302	1,037	2,339	44%
Ockenden International* (2002)	9,075	5,487			9,075	5,487	14,562	38%
IRC (2001)	7,789	14,160		1,369	7,789	15,529	23,318	67%
Union of Assistance For Afghan Refugees (VUSAF) (2001)	2,244	1,137			2,244	1,137	3,381	34%
Afghan Institute of Learning (2000 estimate)	739	1,832			739	1,832	2,571	71%
Commissioner for Afghan Refugees Edu Cell* (2000 est.)			4,776	717	4,776	717	5,493	13%
Lajnat Al-D'awa Al-Islamah (2000 estimate)	269	300			269	300	569	53%
SC-US* (2003)	11,820	5,572	1,114	138	12,934	5,710	18,644	31%
Total	**119,449**	**62,680**	**5,890**	**2,224**	**125,339**	**64,904**	**190,243**	**34%**

**UNHCR Implementing Partner* *Data sources: GTZ, NRC, Ockenden International, IRC, VUSAF, SC-US and UNHCR unpublished.*

Figure 22: GTZ refugee enrollment, 2000–2003



than 119,000 students were enrolled in GTZ's program alone.

Clearly, the majority of refugee children in Pakistan do not have the opportunity for an education. While other organizations, such as religious schools and self-help schools, also exist and offer education for refugees, the need is still great. Cultural reasons primarily prevent girls from attending school but poverty is one of the greatest obstacles to the education of both boys and girls.

The availability of education for both Afghan refugee children and Pakistani children is grossly inadequate. In 2000, the Pakistan Ministry of Education estimated that some 71.3 percent of primary school-aged children (5-9 years old) were enrolled in school in the 1999/2000 school year. However, the Ministry also reported that some 25 percent of boys and 40 percent of girls dropped out before reaching the second grade.

Opportunities for adolescents

Educational opportunities for adolescents are limited. In 1995, UNHCR stopped supporting middle and secondary education as a result of budget constraints (Sinclair 2001). In 1996, UNHCR reached an arrangement with the Pakistan Commissioner for Afghan Refugees through which approximately 5,000 students attend Pakistani middle and high schools (Sinclair 2000). In addition, the following organizations support middle or secondary school for refugees:

- IRC Female Education Program (IRC-FEP) offers secondary schooling to girls—this program is supported in part by the Refugee Education Trust
- Save the Children-US
- Swiss Aid Afghanistan

Besides formal schooling, the following organizations offer vocational/skills training:

- International Catholic Migration Commission
- The Children of War Project
- Union of Assistance for Afghan Refugees

In addition, GTZ runs an "out-of-school" program for boys aged 12-17 who have not completed primary education. In 2003, 3,751 boys were enrolled in this program.

Teachers

As shown in Table 20, there are roughly 37 students per teacher in the schools supported by the various NGOs in Pakistan. This is within the UNHCR proposed guideline of 40 students per teacher.

Curriculum and language of instruction

There are two curricula in use in the refugee schools in Pakistan, both of which are variants of the pre-war curriculum in Afghanistan (Sinclair 2001). One was developed by the University of Nebraska and is used by the Norwegian Refugee Council, Save the Children-US and IRC. The other is the GTZ/BEFARe curriculum which is used in the GTZ schools. Health messages and peace education have also been incorporated into the refugee schools.

In 1999, an inter-agency group led by Save the Children-US and UNICEF Afghanistan met to

Table 20. Estimated student-teacher ratios and class sizes

	Male	Female	Total	Student teacher ratio	Average class size
GTZ (2003)	2,475	656	3,131	38:1	41
NRC (2003)	45	13	58	40:1	30
Ockenden International (2002)	345	104	449	32:1	
IRC (2001)			957	24:1	32
VUSAF (2001)	51	23	74	46:1	50
Afghan Institute of Learning (2000 estimate)			104	25:1	
Lajnat Al-D'awa Al-Islamah (2000 estimate)			13	44:1	
SC-US (2000)			323	46:1	
	2,894	**773**	**5,064**	**37:1**	**43**

Data sources: GTZ, NRC, Ockenden International, IRC, VUSAF, SC-US and UNHCR unpublished education statistics.

develop a set of "basic competencies" for language and mathematics for each year of primary education. This inter-agency group also developed supplementary materials for both teachers and learners to help them meet these basic competencies.

The language of instruction in most of the Afghan refugee schools in Pakistan is Pashto with the exception of some of the IRC schools and some schools funded by Swiss Aid which use Dari as the language of instruction. In addition, refugees in UNHCR-funded schools also study Urdu (the national language of Pakistan) to facilitate the possibility of attending Pakistani middle or secondary schools as well as to develop their abilities to communicate better with the local population (Sinclair 2001).

Textbooks and educational materials

Each refugee student in Pakistan receives a set of textbooks or workbooks for use during the school year (Sinclair 2000). Provision of textbooks and workbooks to all refugee students in Pakistan is possible because they are printed locally on low-quality paper at a low cost. In addition to textbooks, the Afghan NGO Sanayee Institute for Education and Learning (SIEAL) and UNHCR both publish magazines for refugee students to increase their reading opportunities (Sinclair 2000). In addition, IRC-FEP schools have mobile libraries that contain cultural, Islamic and historical publications as well as picture books published by the British Broadcasting Corporation entitled "Get Familiar with Your Country" (IRC 2002).

Schools and classrooms

Refugee schools in Pakistan are primarily made of mud and stone. In addition, many of the schools in the IRC-FEP are home schools, as are some of the schools supported by GTZ and Save the Children-US.

Non-formal education

In addition to the formal schools supported by GTZ, Ockenden International, Save the Children-US, IRC and NRC, many of these same organizations offer non-formal education opportunities through home schools. IRC also offers literacy courses for adolescent girls in Akora Khattak, Shamshatoo and Badaber camps (IRC 2002). The courses consist of two levels; students must pass an exam to proceed to the second level.

Table 22. Enrollment in home schools

	Male	Female	Total
GTZ (2003)	3,751	3,434	7,185
IRC (2000)	549	1,286	1,835
Save the Children (2003)		1,092	1,092

Data sources: GTZ, IRC, SC-US unpublished education statistics.

Table 21. Number of schools and classrooms by organization

	Schools	Classrooms	School management committees
GTZ	327	2,103	273
NRC	4		
Ockenden International	60	480	60
IRC	38		
Union of Assistance For Afghan Refugees	6		
Commissioner for Afghan Refugees-Edu Cell (2000 estimate)	81		
SC-US	93		

Data sources: GTZ, NRC, Ockenden International, IRC, VUSAF, SC-US and UNHCR unpublished education statistics.

Sierra Leone

Sierra Leone is reestablishing its formal school system after a 10-year civil war ravaged the entire country. During the war, the armed rebel group, the Revolutionary United Front (RUF), controlled up to 80 percent of the country, and occupied Freetown, the capital, on two separate occasions (Fleisch 2002). Thousands of villages were burned to the ground, infrastructure destroyed or abandoned, and at the end of 2000, more than half of the country's population, approximately 2 million people, was displaced (USCR 2003, UNOCHA 2003a, Global IDP Database 2003). The fighting targeted civilians and resulted in widespread human rights violations, including abductions, recruitment of child soldiers, sexual violence and massive amputations by child soldiers (Human Rights Watch 1999, Physicians for Human Rights 2002). Already one of the world's poorest countries, the social and economic impact of the war pushed Sierra Leone to the bottom of the 2001 Human Development Index—a composite index that includes life expectancy at birth, the adult literacy rate, gross school enrollment ratio and gross domestic product per capita (UNDP 2003).

In May 2001, the Abuja Cease-Fire Agreement brought an end to Sierra Leone's civil war. Since then, thousands of foreign peacekeeping troops and many large infrastructure projects have greatly improved access and security throughout Sierra Leone. The government and international agencies are also providing various services, for example, health and education. As a result, hundreds of thousands of internally displaced and Sierra Leonean refugees have returned to their homes.

At the end of 2003, people continued to return to Sierra Leone and some 33,000 Sierra Leonean refugees remained in Guinea and 39,000 in Liberia (UNHCR 2003a). In addition, approximately 70,000 Liberians were refugees in Sierra Leone (UNHCR 2003d). (See Table 23.)

Table 23: Status of displaced populations

Year	In Sierra Leone				Sierra Leonean refugees	
	Returnees		Liberian refugees			
	Refugee	IDP	Old	New	in Liberia	in Guinea
2001	80,000	600,000	5,000	10,000	>60,000	100,000
2002	90,000	100,000s	15,000	40,000	40,000	70,000
2003	40,000	100,000s	60,000	10,000	39,000	33,000

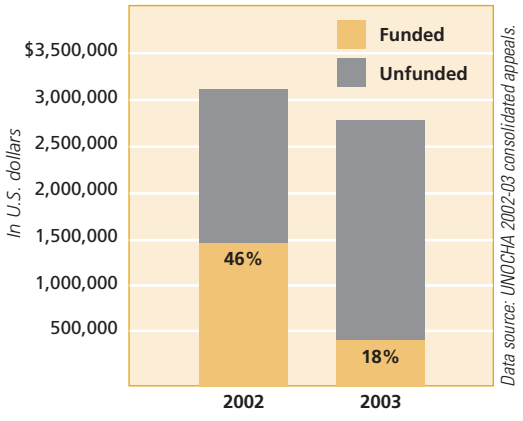
Data sources: USCR 2002 and 2003.

Education in Sierra Leone

The formal education system in Sierra Leone was weak before the war. Low investment in education—particularly outside of Freetown—meant that only an estimated 37 percent of the school-aged population attended school in 1985 (1985 census as cited in GoSL 2000). During the war, expenditure on education was minimal, averaging roughly one percent of the national GDP between 1998 and 2000 (UNDP 2003). In addition, hundreds of thousands of students and teachers were displaced, and large numbers of schools were destroyed and looted. Refugees International (RI) (2001) estimated that up to 70 percent of the school-aged population had limited or no access to school during the 10-year war. As a result, an estimated 68 percent of the population between 15 and 20 years old and some 500,000 young people between the ages of 10 and 14 have never attended formal education (GoSL 2000, GoSL 2002).

The Sierra Leone government implemented free education for grades 1-3 in 1999/2000 and expanded free education to grades 4-6 in 2000/2001. Also in 2001, the national government introduced a new education policy focusing on building its own capacity, improving the quality and relevance of education and making universal free primary education compulsory (Fleisch 2002). Local communities have responded and enrollment has swelled in schools throughout the country. In the face of this great demand, however, the country faces widespread shortages in schools, materials, qualified teachers and administrative capacity.

Figure 23: Sierra Leone consolidated appeals



International assistance

UN agencies, led by UNICEF and UNHCR, but also including the UN Development Program (UNDP), United Nations Mission in Sierra Leone (UNAMSIL), the UN Office for the Coordination of Humanitarian Affairs (UNOCHA) and the World Food Program (WFP), are providing major comprehensive support to the formal system, including school rehabilitation/reconstruction, support to national and district education administration, school materials and equipment, school feeding, teacher training and various other complementary programs (see section on other education programs below). In recent years, however, many of the planned programs have been scaled back due to lack of funding.

Donor pledges/contributions decreased dramatically from 2002 to 2003 as shown in Figure 23. In 2002, only 46 percent of the appealed for education funds were contributed/pledged. In 2003, the funding situation was even worse. As of September 2003, only 18 percent of the 2003 education appeals had been received or pledged (UNOCHA 2002, UNOCHA 2003a).

The World Bank, in association with the African Development Bank, the UK Department for International Development (DFID) and the International Development Association, created the Rehabilitation of Basic Education project, which, based on its proposal, plans to invest U.S. $42.1 million over six years (2003-2008) (World Bank 2003). The Ministry of Education, Science and Technology (MEST) assumed main responsibility and, with support from numerous NGOs, will implement the project. The project's aims are to enable participating primary and secondary schools to achieve basic operating levels and improve the capacity of MEST to plan and manage the delivery of education services (World Bank 2003).

Working with or in addition to the above projects, many donors, international NGOs, and private companies are active in Sierra Leone, including ActionAid, the American Refugee Committee (ARC), CARE, Catholic Relief Services (CRS), Children in Crisis, Christian Children's Fund (CCF), Concern, DFID, the European Union (EU), the Forum for African Women Educationalists (FAWE), German Agency for Technical Cooperation (GTZ), International Rescue Committee (IRC), Islamic Development Bank, Management Systems International, the Norwegian Refugee Council (NRC), Plan International, USAID, World Relief and World Vision. The many organizations and projects have greatly helped Sierra Leone in the past two years as well as raised hopes for the rebuilding not only of the education system, but also for the rebuilding of the economy and society. Even with these achievements, however, the multiplicity of efforts and funding have raised concerns about coordination and fair distribution of resources, and the sustainability of inputs to education in Sierra Leone.

Formal school system

The formal school system in Sierra Leone consists of government schools, government-assisted schools and private schools (Fleisch 2002). Government-assisted schools are mainly run by communities or private organizations (e.g., churches), but employ government teachers and the national curriculum. In the 2001 Rapid School Survey, conducted by the Central Statistics Office, 86 percent of students were enrolled in government-assisted schools (Fleisch 2002). In addition, most schools are run with the assistance of community associations.

Formal schooling in Sierra Leone follows a 6-3-3 system, where primary school consists of grades 1 to 6 and secondary school is divided into junior secondary (JS) and senior secondary (SS) (three years each). Junior secondary is considered the final three years of basic education. The school year has three terms from September to July.

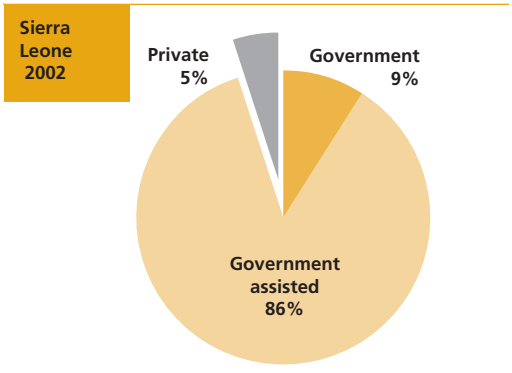
The primary school curriculum consists of four core areas: English and language arts, mathematics, integrated science and social studies. Other courses include creative practical arts, pre-vocational subjects and physical/health education. The secondary school curriculum emphasizes mathematics, science and vocational and technical subjects. Some schools, with the help of international and local NGOs, are also offering peace education (a project of the World Bank) and extracurricular activities, such as school gardens and social clubs (IRC 2003).

Students

Since the end of the war, primary school enrollment in Sierra Leone has risen dramatically (see Figure 25). Primary school enrollment has increased by roughly 20 percent each year since the 2000/2001 school year. The increase in enrollment at the primary level is due to several factors including:

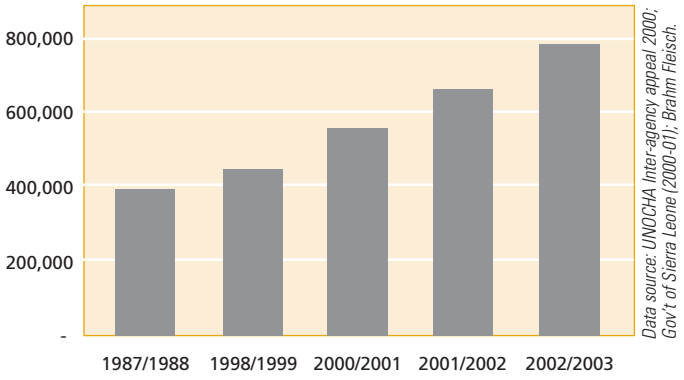
- Low initial enrollment
- Increased security and access to school
- The government of Sierra Leone's new policy of free primary education

Figure 24: Enrollment by school type



Data source: Brahm Fleisch "Status of Education in Sierra Leone," 2002.

Figure 25: Primary school enrollment 1987–2003



- Increased demand for primary education, from:
  - An estimated population increase of 150,000 children between the ages of 6 and 11 since 1991 (Fleisch 2002)
  - Children and adolescents who have had their education disrupted
  - Returnees (refugee and displaced)

Despite the great increase in primary school enrollment, many children remain outside the system. The Central Statistics Office (CSO) projected a total 2001 population of approximately 5.5 million people in Sierra Leone (CSO as cited in District Recovery Committee 2003). (An official census has not been conducted since 1985, however, so this estimate should be interpreted with some caution.) In addition, the Population Division of the UN Secretariat (2002) estimated that around 30 percent of the total population in 2000 was between 6 and 17 years (school age). Using these figures, there were an estimated 1.65 million school-aged children in Sierra Leone in 2001. In 2001/2002, some 750,000 children were enrolled in school (GoSL 2002)—a gross enrollment rate of only 45 percent—and an estimated 900,000 children were out of school (see Figure 26).

Figure 26: Status of school-age children

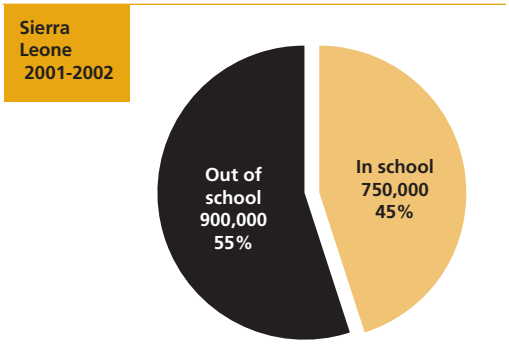
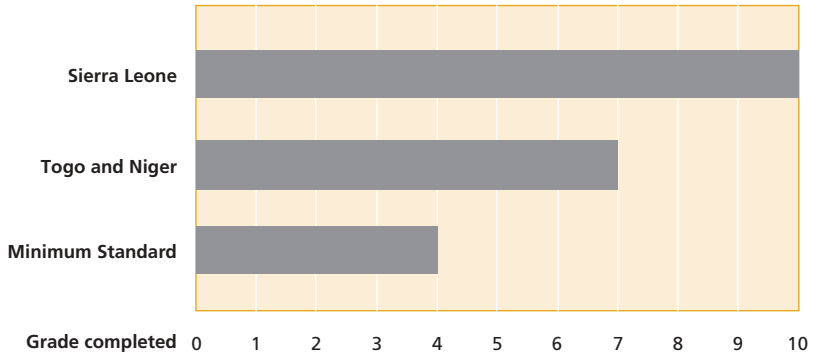


Figure 27: Grade level required to retain literacy in various countries



The 900,000 estimate for out-of-school children and youth is considered low because it does not take into account the many youth over the age of 17 that are enrolled in Sierra Leone's formal school system. The actual number of school-aged children and youth who were outside of the formal school system in 2001/2002 was most likely well over 1 million.

The reasons that children are out of school include a lack of schools, lack of space in existing schools, lack of teachers, school fees and associated costs, cultural reasons and the need to do other activities, including taking care of siblings, assisting in household work and earning income. The Multiple Indicator Cluster Survey (MICS II) conducted by the Central Statistics Office of the government of Sierra Leone in cooperation with UNICEF reported that 72 percent of children between the ages of 5 and 14 were working (GoSL 2000). In addition, several reports note that many primary schools continue to charge fees despite the government's official policy of free primary education (District Recovery Committee (DRC) 2003; Lowicki and Anderson Pillsbury 2002; and IRC 2002b).

Student achievement

While it has been asserted that a minimum of four years of uninterrupted, quality schooling is necessary for students to obtain functional literacy (Chowdury, n.d.), in many countries, more years are required for the majority of students to obtain functional literacy. In Sierra Leone, for example, the World Bank (2003:7) reports, "It is only after completion of grade 10 that almost all adults retain literacy." That many students must complete 10 grades before achieving functional literacy provides evidence of the low quality of education in Sierra Leone. Besides underlining the importance of improving the quality of Sierra Leone's education system, it also underlines the importance for students to progress far in the current system and to attend secondary school.

Student profile and grade progression

Due to the disruption and loss of school years that students faced during the war, most students currently in Sierra Leone's formal school system have not progressed far. The overwhelming majority of students are in primary school—over 87 percent in 2002/2003 (District Recovery Committee 2003). In fact, in 2001/2002, one out of every three students in primary school was enrolled in the first grade.

According to the World Bank, up to 50 percent of Sierra Leonean students do not reach fifth grade, and only 36 percent complete primary school (sixth grade) (World Bank as cited in UNOCHA 2003a). As Sierra Leone continues to stabilize and the education system improves, these numbers should improve dramatically. A positive sign is that the number of students sitting for the National Primary School Examination has steadily increased from 18,903 in 1999 to 21,212 in 2000 to 26,368 in 2001 (World Bank 2003). UNOCHA (2003a) reports that in 2002 the number went up 30 percent to over 31,000. Still, the number of students taking the exam is strikingly small for a country of 5.5 million.

Overall, only 13 percent of students were in secondary school in 2002/2003, which reflects the small number of young people advancing through the school system and the large number of overage children enrolled in primary school. Despite the small number of adolescents enrolled in secondary school, in 2002/2003 secondary school enrollment actually increased by some 70 percent, or almost 70,000 students (GoSL 2001; GoSL 2002; District Recovery Committee 2003).

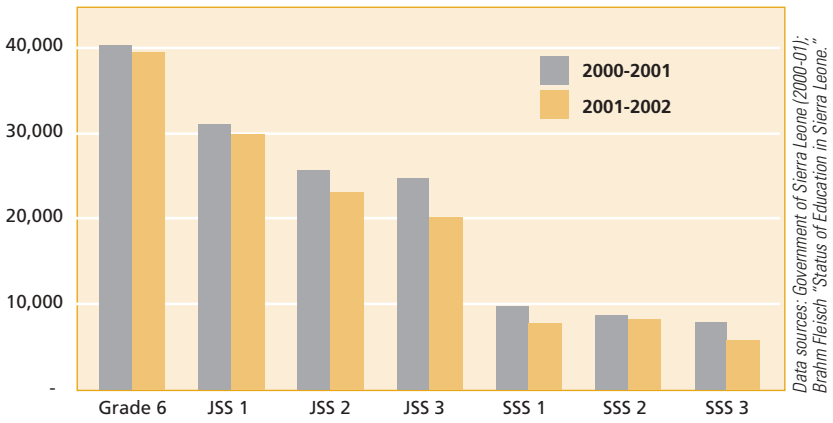
The profile of secondary education in 2000/2001 and 2001/2002 shows steady declines in enrollment within the Junior and Senior secondary school levels, but major declines in enrollment between Primary and Junior Secondary School (JSS) and again between Junior Secondary and Senior Secondary School (SSS) (see Figure 28). Decreases in enrollment between primary and junior secondary are caused by increases in school fees and fewer opportunities (schools) in addition to ongoing attrition (dropouts, repeaters). The sudden decrease after junior secondary is explained by the fact that these students have multiple options in continuing their education, including teacher training institutions and technical/vocational institutions. In 2000/2001, 9,660 individuals were enrolled in the teacher training institutions and an additional 49,488 in technical vocational education (GoSL 2001).

Regional variations

Historically, school support and enrollment within Sierra Leone have diverged tremendously (Fleisch 2002). Although the war affected all areas, certain areas experienced more damage and were less accessible to government and international support. For these reasons a great disparity in educational access, quality and achievement exists among the different regions of Sierra Leone.

The MICS II reported that the West, the most accessible region through most of the war, had a dramatically higher enrollment (75 percent) than the other regions. In the South (48 percent) and the East (35 percent) less than half of school-aged children were enrolled in 2000, while only one in four was enrolled in the North (28 percent) (GoSL 2000).

Figure 28: Grade 6 and secondary enrollment: Sierra Leone, 2000-2001



Data sources: Government of Sierra Leone (2000-01); Brahm Fleisch "Status of Education in Sierra Leone."

Gender

Girls have traditionally been excluded from education in Sierra Leone. The education gap is reflected in corresponding literacy rates, as roughly 40 percent of men are reported to be literate compared to only 20 percent of women (GoSL 2000). Current national enrollment rates show that there has been some progress towards gender equality, but this progress is mostly restricted to Freetown and the Western region, and drops off in the higher grades. For girls who are pregnant or for girls who were raped or abducted, access to education—despite national legislation of free compulsory primary education for all—is extremely difficult to achieve (UNICEF Girs' Education in Sierra Leone).

The gap between boys' and girls' participation is lowest in the early grades of primary and steadily increases throughout primary school. In 2001/2002 and 2002/2003, girls made up 44 percent of the primary student population (Fleisch 2002; District Recovery Committee 2003), but only 38 percent of the children who sat for the national primary school exams in 2001 (UNOCHA 2002).

Girls' participation in school is much higher in the West than in other parts of the country. Girls make up 48 percent of primary students and 46 percent of secondary students in the West. In the other regions, participation is lower (between 41 and 45 percent) in primary school, and dramatically lower in secondary school (between 30 and 34 percent) (Fleisch 2002).

Teachers

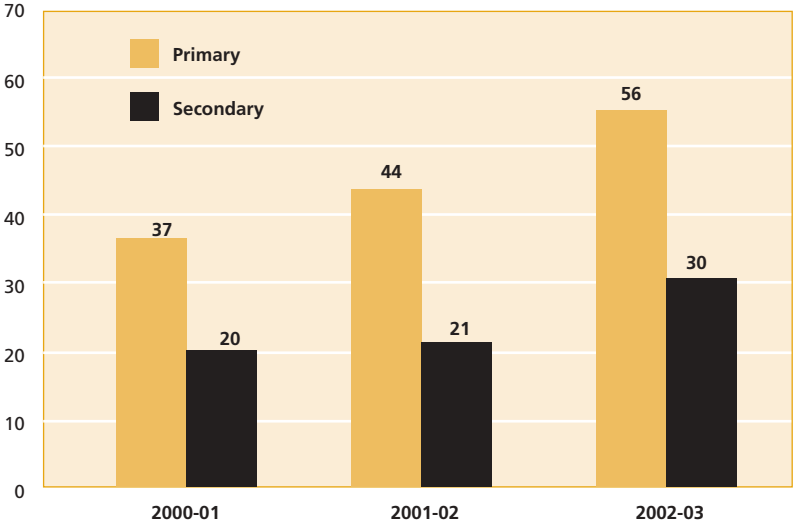
Since the end of the war, the large increase in students has not been matched by a corresponding increase in the number of teachers (see Figure 29). In 2002/2003, there was, on average, one primary school teacher for every 56 students (District Recovery Committee 2003) compared to one teacher for every 44 primary students in 2001/2002 (Fleisch 2002). In 2003, no district average was below the nationally set standard of 40 pupils per teacher (District Recovery Committee 2003). In Kambia District and the Western Area that includes Freetown, student-teacher ratios were reported to be 86:1 and 70:1, respectively (District Recovery Committee 2003).

Various reasons exist for the shortage of teachers, including displacement, the loss of teachers to other professions or jobs in other countries and a general lack of qualified teachers (UNHCR as cited in Fleisch 2002). Low and inconsistent salaries, retracted bonuses for teachers in rural areas, poor or absent teacher housing, devastated rural economies and a lack of equipment also make it difficult for the system to attract and keep teachers, particularly in positions outside of Freetown (Lowicki and Anderson Pillsbury 2002; UNICEF 2003a; USCR 2002; Fleisch 2002; IRC 2002b). The shortage of teachers has led to increased class sizes and multi-grade teaching.

Teacher quality

In order to be officially qualified to teach in Sierra Leone's primary or secondary schools, prospective teachers need to receive the relevant teacher certificates or advanced education degrees. Traditionally, primary school teachers attend teacher training colleges for three years after Junior Secondary School and are awarded the Teacher's Certificate. Junior Secondary School teachers attend teachers' colleges where studies lead to a Higher Teachers' Certificate and Senior Secondary School teachers must obtain a four-year Bachelor's Degree (UNESCO n.d.).

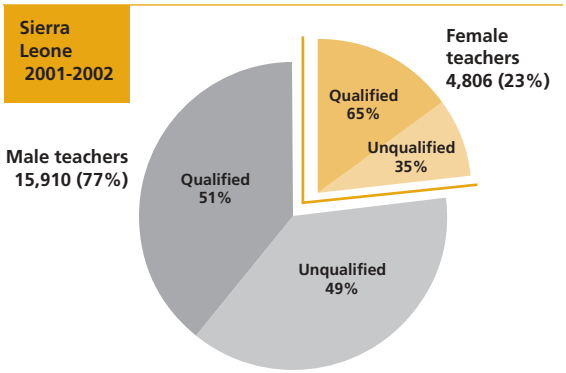
Figure 29: Students per teacher



Data sources: Government of Sierra Leone (2000-01); Brahm Fleisch "Status of Education in Sierra Leone"; District Recovery Committee Data Pack 2003.

Despite these rules, Sierra Leone's teaching ranks have been consistently populated by people who are unqualified. As of May 2003, there were 19,708 teachers of which only 10,958 (56 percent) were listed as qualified (District Recovery Committee 2003). Figure 30 shows the breakdown of teachers by qualification and gender for 2001/2002. Interestingly, while there are many more male than female teachers, it appears that the need for qualifications is more strictly enforced for women, as 65 percent of female teachers are qualified compared to only 49 percent of male teachers.

Figure 30: Teacher qualification by gender



Data source: Brahm Fleisch "Status of Education in Sierra Leone," 2002.

The lack of qualified teachers is more pronounced in the areas that were most affected by the war. In Freetown, for example, only one percent of primary teachers are listed as unqualified compared to more than 70 percent of the teachers in Tonkolili, Moyamba, Kono and Koinadugu districts (District Recovery Committee 2003).

Teacher training

The government of Sierra Leone had six teacher colleges that offered Teacher's Certificate (TC), Higher Teacher's Certificate (HTC—Primary and Secondary), and four-year Bachelor's Degrees in Education (B Ed.) in 2000/2001. In addition, numerous international organizations also support and provide training for teachers, mentors and administration personnel. UNICEF, UNHCR, DFID, IRC and NRC all support in-service teacher training. Teachers who participate in non-formal education programs also receive training from the respective implementing organizations.

Textbooks and educational materials

Equipment and materials were extremely scarce during the war. Much equipment (e.g., desks and chairs) was looted or destroyed. In 2002, the government reported that only one table or chair existed for every four teachers, and only one desk or one chair for every 10 students. In addition, the 2001 Rapid School Survey found a ratio of one textbook for every 21 children (Fleisch 2002).

Despite great efforts by the national government, UNICEF, UNHCR and many NGOs, the situation as of May 2003 was still very poor. In a recent District Recovery Committee study, no district reported having enough books or support materials for either primary or secondary schools. Koinadugu District reported that they did not have support materials for either level (District Recovery Committee 2003).

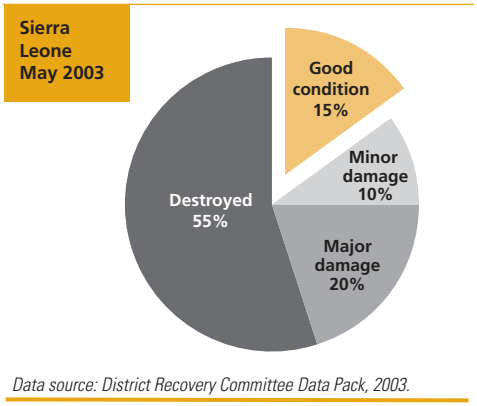
Schools and classrooms

Schools and classrooms were also greatly impacted during the war, through destruction and looting, abandonment, deterioration and use for unintended purposes—such as barracks for armed forces and housing for displaced populations. Christian Aid (1999) reported that the number of schools in operation dropped from 2,500 in 1991 to around 600 in 1999. The Ministry of Youth, Education and Sports (MYES) reported that the two rebel invasions of Freetown resulted in the destruction of 70 percent of local schools (UNOCHA 2000). Recent nationwide surveys have identified a large number of school buildings—3,505 primary schools and 238 secondary schools—but only a small minority (525) are usable (District Recovery Committee 2003). Overall, 55 percent of reported schools are listed as destroyed and in need of total reconstruction (see Figure 31). In Kenema, Kono, Tonkolili, Kailahun and Koinadugu Districts, at least 70 percent of schools were listed as destroyed (District Recovery Committee 2003).

The destruction of school buildings has led to 1) fewer operating schools, 2) many schools being held in public and private buildings, or open areas, and 3) increased class sizes. Both schools in open areas and oversized classrooms

severely reduce school quality. In addition, fewer operating schools has meant that students must travel long distances to attend school. According to the 2001 Rapid School Survey, in 7 of 18 districts pupils travel more than three miles to school. In the case of Moyamba District, pupils walk, on average, 6.7 miles to school.

Figure 31: Condition of primary schools



Data source: District Recovery Committee Data Pack, 2003.

Many organizations are involved in school reconstruction. By May 2003, the District Recovery Committee (2003) reported that 517 schools had been rehabilitated (464 primary), 287 were being rehabilitated (258 primary), and that plans include the rehabilitation of an additional 1,259 schools. Initial efforts after the war concentrated on accessible areas in the West and South, but since 2002 efforts have been focused in the North and East and are being carried out by a wide array of government and nongovernmental agencies, including Cause Canada, Concern, Council of Churches Sierra Leone, DFID, EU, GTZ, Initiative Pour Une Afrique Soilidaire, IRC, the International Organization for Migration (IOM), Key Investments, Lutheran World Federation, the Methodist Church of Sierra Leone, NRC, Plan International, RC Mission, UNAMSIL, UNDP, UNHCR, UNICEF, the World Bank, WFP and World Vision International (District Recovery Committee 2003, UNHCR 2003b).

Other education programs

After the war, non-formal programs grew tremendously throughout the country, with many focused on the needs of demobilized ex-combatants and returnees (Fleisch 2002). These non-formal programs included basic literacy and numeracy projects, accelerated learning programs and skills training efforts. Various national and local government agencies, local organizations and international agencies support these initiatives. In addition to the programs described below, UNHCR (2003b) provided non-formal primary education to 402 disadvantaged/war-affected girls and the Islamic Development Bank supports some 240 literacy centers.

Non-Formal Primary Education

The Ministry of Education, Science and Technology (MEST), supported by UNICEF and various NGOs—including Christian Children's Fund (CCF), Plan International, NRC and Action Aid—runs the Non-Formal Primary Education program in areas where formal education is not available. Up to late 2003, 36,796 children between the ages of 6 and 14 had participated in the Non-Formal Primary Education program (UNICEF correspondence). UNICEF provides materials (e.g., school kits, tarps), supports center construction and volunteer training (UNICEF 2003a).

Rapid Response Education Program

Initiated in 2000 and phased out in 2002, the Rapid Response Education Program (RREP) was a six-month program targeted at IDP and refugee returnee youth aged 10 to 14, who had no or limited access to formal education. The program was meant to support their ability to re-enter primary school and emphasized numeracy, literacy, trauma healing, peace education, human rights, health and physical education (UNICEF, Girls' Education in Sierra Leone). The program was supported by MEST, UNICEF and NRC, and was implemented in Port Loko, Kailahun, Kambia, Kono and Bo Districts. In 2002, RREP was merged into the CREPS program, and NRC transferred 9,887 RREP students in Port Loko and Kambia to formal schools or CREPS centers (NRC n.d.).

Complementary Rapid Education for Primary Schools

Complementary Rapid Education for Primary Schools (CREPS) is an accelerated learning program for older children between the ages of 10 and 16 who have missed schooling because of the war. The program condenses the six years of primary education into three years. CREPS programs have been active in Kailahun, Kenema, Port Loko, Bombali, Kono, Kambia and Koinadugu districts. NRC oversees the implementation of the project and UNICEF supplies materials and facilitates the provision of shelter materials and

equipment (UNICEF 2003a, 2003b). In 2003, CREPS programs enrolled more than 25,000 children and employed 619 teachers (UNICEF 2003a).

The Youth Reintegration Training and Education for Peace Program

The Youth Reintegration Training and Education for Peace (YRTEP) Program was funded by USAID's Office of Transition Initiatives and implemented by Management Systems International and World Vision. Started in March 2000, the program reached over 47,000 ex-combatants and other war-affected youth by the end of 2002. The program trained over 4,400 volunteer facilitators (Hansen, Nenon, Wolf and Sommers 2002).

YRTEP was intended to assist in the reintegration of ex-combatants, provide remedial education and promote peace-building in communities throughout Sierra Leone. The program was devised around local community committees that selected the volunteer facilitators and participants. Facilitators underwent one month of training, and then teamed up in pairs to provide participants with one or two two- to three-hour sessions a week for six months to a year. The sessions focused on five modules: self-awareness, life skills, the environment, health and well-being, and democracy, good governance and conflict management. Although the program was evaluated strongly in regard to its peacebuilding and reintegration goals, it was unable to provide most participants with functional literacy skills (Hansen et al. 2002).

Community Education Investment Program

Managed by UNICEF, the government and numerous NGO partners, including NRC, Cooperazione Internazionale, IRC and CARITAS, the Community Education Investment Program (CEIP) encourages schools to accept ex-combatants and separated children by providing school materials and assistance to the entire school and school uniforms to the ex-combatants. Materials are available in multiple packages, which include class materials, core textbooks and recreation materials. The program has been active in all districts. In 2002/2003, 2,507 separated or demobilized children were benefiting from CEIP in 326 schools (248 primary and 78 secondary). Overall, CEIP materials benefited some 141,732 children and 3,058 teachers in participating schools (UNICEF 2002).

RapidEd

Plan Sierra Leone, in cooperation with the Forum for African Women Educationalists (FAWE), the local Ministry of Education in Moyamba, the Pikin to Pikin Movement and local school management committees, implements a program called RapidEd that offers school fees, teacher training and trauma counseling for war-affected children in Moyamba District. By the end of 2002, at least 16,230 children in 90 schools had benefited from the program (Plan Sierra Leone n.d.).

Vocational training

Vocational training is part of the formal education system and institutions exist in each district, although they are mostly restricted to urban areas (GoSL 2002). In 2000/2001, 174 schools were reported with 49,488 students (GoSL 2001). The national government, UN agencies and many NGOs have also supported vocational training initiatives, many of which are focused on former soldiers and returnees. Examples include a skills training and literacy program for more than 400 ex-combatants in Tonkolili District, run by UMCOR and funded by DFID (UMCOR n.d.) In Kenema District, ARC partnered with NCDDR (the National Committee for Disarmament, Demobilization and Reintegration) and provided skills training for 300 ex-combatants at three sites in 2001. The ARC program included carpentry, masonry, small engine repair and agriculture. After the six-month training period, some of the ex-combatants helped rehabilitate schools, health posts, court buildings and other public areas that were damaged in the war (ARC 2001). While the various vocational training initiatives have been popular, some concerns over market saturation have also been raised (GoSL 2002).

Skills Training and Employment Generation

As part of the Skills Training and Employment Generation (STEG) program funded by USAID, World Vision and the Christian Children's Fund (CCF) work with local communities to provide skills training, rehabilitation and micro-credit. World Vision works in Kono and Kailahun Districts, while CCF works in Koinadugu, Bombali and Tonkolili Districts. Along with another USAID-funded program-Peace, Skills Training and Employment Promotion (STEP) - some 8,360 individuals had participated in reintegration skills training by the end of 2002 (USAID 2003).

Youth Pack

In 2003, the Norwegian Refugee Council piloted the Youth Pack in four centers in Kambia District (NRC 2003). The project is intended for out-of-school adolescents between the ages of 14 and 18 and teaches basic literacy, life skills and vocational skills. The project is approved by MEST, and is managed by UNICEF and NRC.

Refugees

As of September 2003, approximately 70,000 Liberian refugees were living in Sierra Leone (UNOCHA 2003b). Although Sierra Leone hosted a significant refugee population throughout the war, most of the current refugees are recent, with 10,000 new arrivals in 2003 and some 40,000 in 2002. As of September 2003, 55,000 of the refugees were living in eight refugee camps and three transit centers. The remaining 15,000 refugees live in urban or rural areas along the border with Liberia (UNHCR 2003d).

Students

As with the general refugee population, the school-aged population increased greatly in 2002 to approximately 19,000 (UNHCR 2003c). An estimated 11,500 children were living in camps, with the remaining children split roughly between urban areas (mostly Freetown and Bo) and rural areas (Kailahun and Pujehun Districts).

In 2001, UNHCR reported there were 1,271 refugee children in primary school and 434 in secondary school (including scholarships) (UNHCR 2002). With the mass influx of refugees in 2002, UNHCR, UNICEF, many partner NGOs and communities worked together to meet the additional education needs; however, detailed information is limited on these efforts. UNICEF (2003c) reported providing class and construction materials, and supporting in-service teacher training for emergency education ("rapid response"). UNHCR also reported supporting education for some 18,000 new arrival refugees and 4,500 (old case) refugees in 2002 (UNHCR 2003d). Although the number of children participating in education programs appears high, UNHCR notes in its 2004 global appeal that skills training and education were deficient in 2002 and 2003 (UNHCR 2003d).

The only detailed information about refugee students for 2002 comes from IRC, an implementing partner of UNHCR, which supports education for refugees at Largo refugee camp in Kenema District. As of December 2002, IRC reported 504 boys and 464 girls enrolled in formal classes, compared to a camp school-aged population of 1,320 (728 boys, 592 girls)—for a total gross enrollment of 73 percent. As there were more boys than girls in total in the camp, girls actually had a higher gross enrollment—78 percent, compared to 69 percent for boys (IRC 2002a). Schools use the Liberian curriculum, and English is the language of instruction.

In addition to formal and non-formal basic education initiatives, UNHCR reported that some 1,350 refugees in the camps benefited from various skills training activities (UNHCR 2003b).

Sudan

While there are an estimated 4 million internally displaced people in Sudan, the entire population of Southern Sudan (approximately 5 million people) has been wracked by civil war for more than 19 years (USCR 2003). As a consequence, when looking at the education needs of children and youth in Sudan, the entire war-affected school-aged population of Southern Sudan is considered, in addition to the refugees who reside in Sudan. More than 285,000 refugees from other countries lived in Sudan at the end of 2002, including some 280,000 from Eritrea, 5,000 from Uganda and about 2,000 from Ethiopia. An additional 10,000 Ethiopians lived in Sudan in refugee-like circumstances although they lacked official refugee status (USCR 2003).

The estimated 280,000 Eritrean refugees and asylum seekers lived in about 20 camps and settlements in northeastern Sudan, as well as in urban areas such as Khartoum, Kassala, Gedaref and Port Sudan (USCR 2003).

IDPs

Students

In 1998, UNICEF Operation Lifeline Sudan (UNICEF/OLS) and the Africa Educational Trust (AET) began a school baseline assessment in Southern Sudan. At that time, UNICEF/OLS realized that in order to conduct proper educational planning they needed a better understanding of how many children and schools existed in Southern Sudan. The bulk of the school baseline assessment was concluded in 2002 with over 70 percent of the schools assessed (UNICEF/OLS and AET 2002). The results of this assessment indicated that there were approximately 242,000 students in primary schools in Southern Sudan. As shown in Figure 32, over 60 percent of these students were attending either grade 1 or grade 2.

While the situation is dire for all of Southern Sudan's children and youth, girls are particularly disadvantaged as they make up only 27 percent of the total enrollment. UNICEF/OLS and AET (2002) estimate that there are approximately 1.06 million school-aged children (defined as 7-14 in this context) in Southern Sudan and that only 25 percent of them are enrolled in school. The result is that approximately 800,000 children and youth have no access to education. There are less than 20 secondary schools in Southern Sudan and no opportunities for post-secondary education (Consortium for Education and Training in Southern Sudan 2003).

Figure 32: Southern Sudan school enrollment by gender, 1998-2002

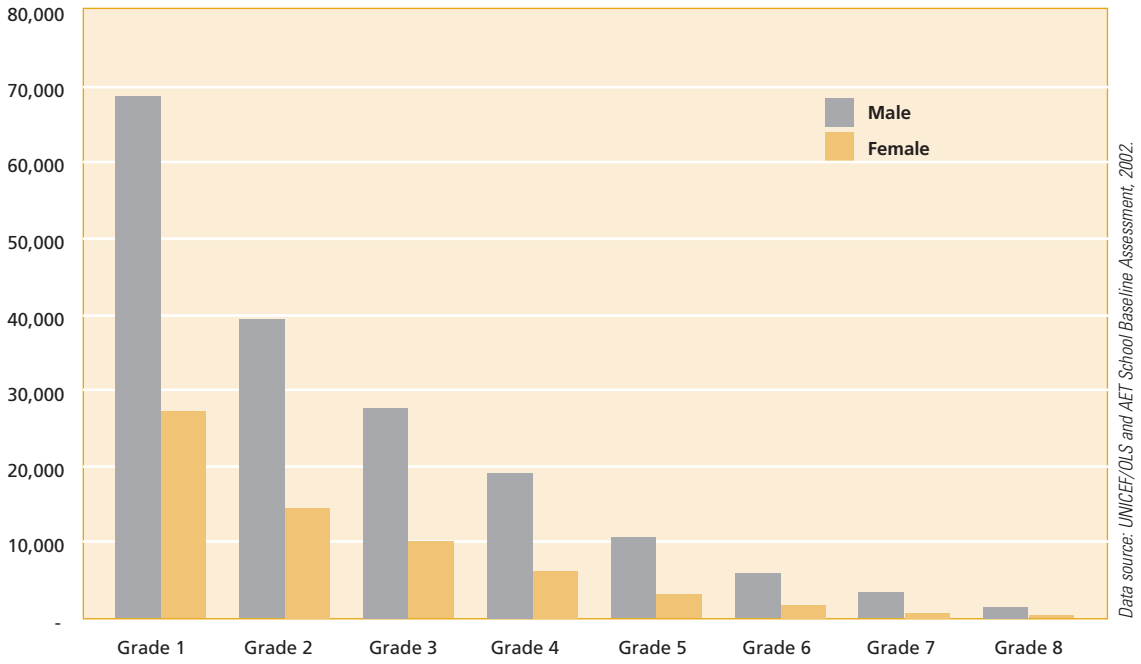
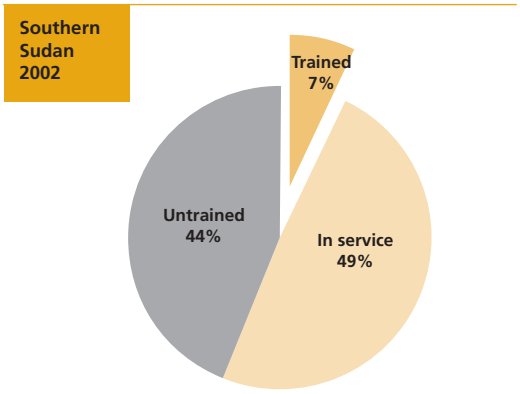


Figure 33: Teacher qualifications



Data source: UNICEF/OLS and AET School Baseline Assessment, 2002.

Teachers

Teachers in Southern Sudan are challenged by their circumstances—a war-torn society and many children in their classrooms. Especially in Upper Nile where teachers face classes of almost 70 students, teaching is extremely difficult. Combine this with the qualifications of the teaching force in Southern Sudan (see Figure 33) and it is easy to imagine that the education children are receiving is not of high quality. Per UNICEF/OLS and AET (2002) only seven percent of the teachers in the school baseline assessment were trained as teachers. Almost 50 percent of the teachers have received some form of in-service training but 44 percent have not received any form of training.

Table 24. Student-teacher ratios and average class sizes in Southern Sudan

Region	Male	Female	Total	Student-teacher ratio	Average class size
Bahr El Ghazal	2,081	125	2,206	39:1	51
Equatoria	3,057	320	3,377	26:1	40
Upper Nile	1,283	41	1,324	54:1	67
Nuba Mountains	164	14	178	42:1	n/a
Total	**6,585**	**500**	**7,085**	**34:1**	**48**

Data source: UNICEF/OLS and AET School Baseline Assessment, 2002.

Curriculum and textbooks

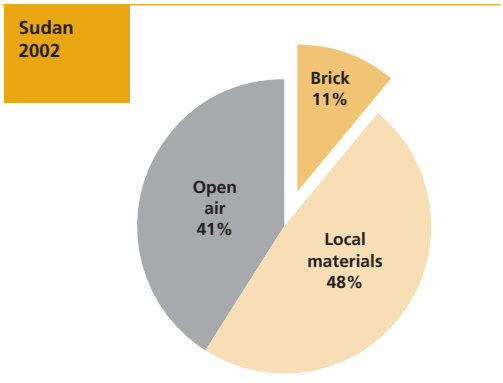
Although the New Sudan syllabus was introduced in 1998 and is intended for use in all classrooms in Sudan, the school baseline assessment found the schools in Southern Sudan were using a variety of curricula, including New Sudan, Old Sudan, Kenya and Uganda.

UNICEF/OLS and AET (2002:16) report that, "at a minimum each school should have one class set of textbooks for the first five grades for each of the four core subjects (math, science, language and social studies). … To teach the four core subjects, 1,096 schools require a total of 548,000 textbooks. At present there are only 72,850 books in those schools. Assuming that the existing books are evenly and fairly distributed, this means that there is a shortfall of over 475,000 textbooks."

Schools and classrooms

As of 2002, UNICEF/OLS and AET had assessed 1,126 of the estimated 1,565 schools in Southern Sudan. As shown in Figure 34, there are very few permanent school structures in Southern Sudan. Most of the schools assessed were made of local materials but 41 percent were outdoor classrooms, which are problematic during the rainy season. In addition, less than half of the assessed schools (42 percent) had access to clean water. Perhaps more disturbing is the lack of adequate sanitation facilities. Only 33 percent of the assessed schools had latrines and the number of latrines per students and teachers is grossly inadequate.

Figure 34: Type of classrooms



Data source: UNICEF/OLS and AET School Baseline Assessment, 2002.

Table 25: Students and teachers per latrine in schools with latrines

Region	No. of schools	Schools with latrines			
		No. of schools	No. of students & teachers	No. of latrines	No. of students & teachers per latrine
Bahr El Ghazal	395	62	21,442	79	271
Equatoria	440	270	57,060	354	161
Upper Nile	261	34	8,493	39	218
Nuba Mountains	30	16	5,690	27	211

Data source: UNICEF/OLS and AET School Baseline Assessment, 2002.

Other educational opportunities

UNICEF Operation Lifeline Sudan has also developed a community-based life skills education program. The materials can be used as supplementary learning activities for children enrolled in school or as a non-formal education program for out-of-school and "second chance" learners, such as child soldiers and displaced children. The objective of the life skills program is to foster behavioral change related to HIV/AIDS prevention, health practices, hygiene/sanitation, peace building and environmental protection. The program also seeks to provide children with skills related to critical thinking, decision-making, communication, negotiation, conflict resolution, coping and self-management (UNICEF n.d.).

In addition to life skills education, several NGOs, including the Adventist Development Relief Agency, the American Refugee Committee, Fellowship for African Relief and Ockenden International, have offered literacy and vocational/skills training to IDPs in Southern Sudan.

Refugees

Students

Approximately 14,000 refugee students are supported by UNHCR in Sudan. All of these students are enrolled in grades one through eight (that is, primary and middle school). There are no secondary opportunities for refugees in these camps.

As can be seen in Figure 35, overall enrollment in the refugee schools has remained relatively constant since 2000.

Table 26 indicates, however, that the vast majority of refugees in Sudan do not have access to even primary school. Of those who are enrolled in school, almost 50 percent are in grades 1 through 3.

Other educational opportunities

The main educational opportunity for refugee children residing in the camps in Sudan is primary education. In addition, UNHCR offers vocational training for a small number (28) of refugee students. With regard to the urban refugees in Sudan, UNHCR through its implementing partners Ockenden International and Refugee Counselling Service offers literacy and vocational training in addition to post-primary scholarships for approximately 70 refugees (UNHCR 2002c).

Figure 35: Sudan refugee student enrollment by gender, 2000–2002

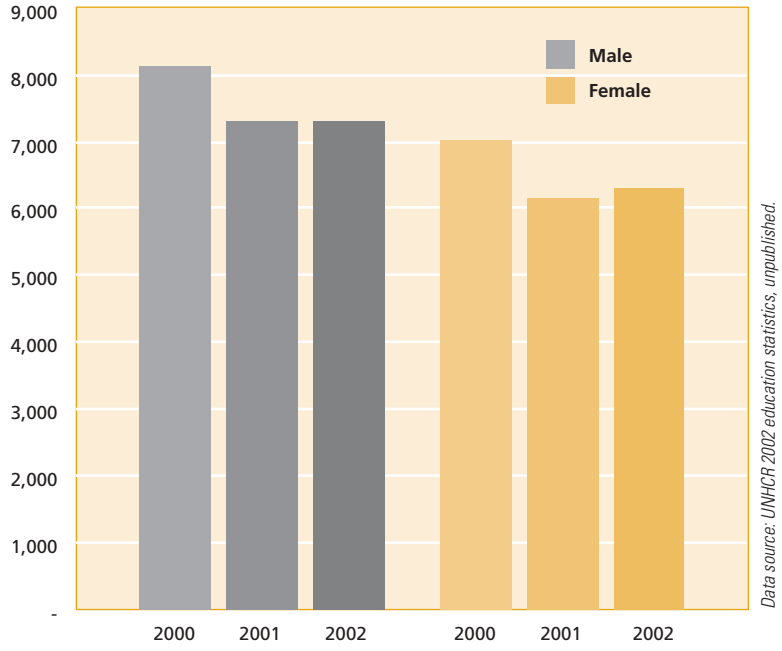


Table 26. Estimated gross enrollment ratios, 2002

	2002		
	Male	**Female**	**Total**
Ethiopia, 5-17 population	21,944	20,788	42,732
Estimated gross enrollment ratio for 5-17 population	33%	30%	32%

Data source: UNHCR 2002 population and education statistics.

Tanzania

Tanzania hosted approximately 520,000 refugees from Burundi (370,000), the Democratic Republic of Congo (140,000), Somalia (3,000) and Rwanda (3,000) at the end of 2002 (USCR 2003). The majority of these refugees live along a line of camps and settlements that lie near Tanzania's western border with the Democratic Republic of Congo, Burundi and Rwanda. In addition, there were approximately 470,000 "refugee-like" Burundians living in western Tanzania (USCR 2003).[19] UNHCR and UNICEF coordinate the provision of education to these refugees. As overall lead agency, UNHCR provides incentives for teachers and construction costs. UNICEF provides technical leadership in education as well as providing basic education supplies to all of the schools and undertaking responsibility for teacher training. UNICEF has also taken the lead with regard to the establishment of education development centers, a peace and conflict resolution program and a program for out-of-school children (Bird 1999).

Students

Table 27 shows high estimated gross enrollment ratios (GERs) in most of the camps in Tanzania with the exception of Lukole. When secondary school is taken into account, the GERs are slightly higher. Refugees in Tanzania have organized self-help refugee schools, supported by the Refugee Education Trust, through which 13,600 students (20 percent are female) attend secondary school (RET 2002).

Opportunities for refugee students in Tanzania are likely as good or better than those that exist for local Tanzanian children and youth. In 2000, the Tanzanian Ministry of Education and Culture (2001) estimated a gross primary enrollment ratio of 78 percent and a net primary enrollment ratio of approximately 60 percent (meaning that 60 percent of all primary school-aged children are enrolled in primary school). These numbers cannot be compared directly to the estimated gross enrollment ratios in Table 27 because those estimates are for the entire aged 5-17 population.

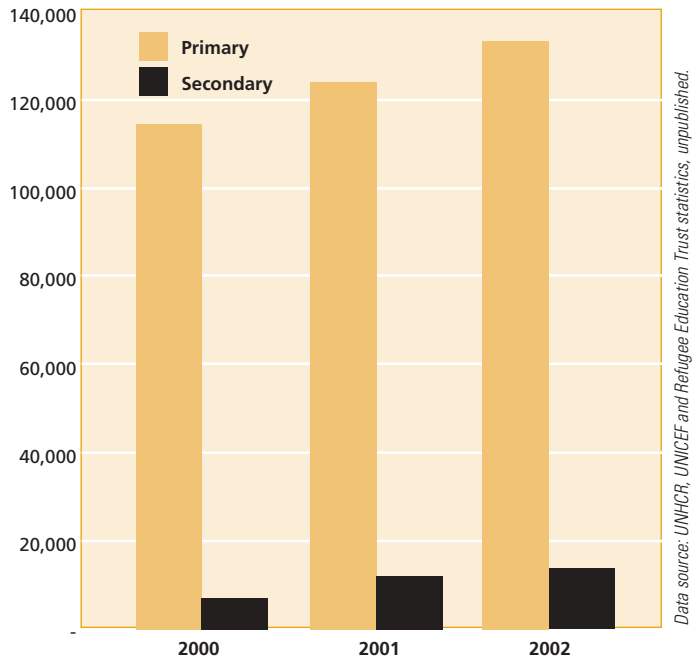
Still, it is useful to consider the meaning behind the numbers. In Tanzania, 78 children (including those who are older than the official primary school age) are enrolled in school for every 100 children of primary school age (roughly 6-11). In the refugee camps, however, 72 children and youth are enrolled in primary school for every 100 children between the ages of 5 and 17. Because the estimated gross enrollment ratio for the refugee camps is based on a larger age range (5 to 17 versus 6 to 11), refugee children are more likely to be enrolled in school than their Tanzanian counterparts.

Table 27. Estimated gross enrollment ratios by refugee camp, 2002

	Population, 5-17			Enrollment (Grade 1-6)			Estimated gross enrollment ratios		
Camp	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
Kanembwa	3,222	3,190	6,412	2,360	2,315	4,675	73%	73%	73%
Karago	6,322	6,398	12,720	4,583	3,939	8,522	72%	62%	67%
Lugufu I & II	17,394	16,379	33,773	15,230	13,081	28,311	88%	80%	84%
Lukole	20,880	19,538	40,418	11,134	10,673	21,807	53%	55%	54%
Mkugwa	317	304	621	212	235	447	67%	77%	72%
Mtabila I & II	11,943	11,604	23,547	9,093	8,897	17,990	76%	77%	76%
Mtendeli	8,619	8,881	17,500	6,011	5,202	11,213	70%	59%	64%
Muyovozi	6,939	6,667	13,606	5,271	4,906	10,177	76%	74%	75%
Nduta	8,186	8,355	16,541	7,287	6,600	13,887	89%	79%	84%
Nyarugusu	10,928	10,805	21,733	8,730	8,262	16,992	80%	76%	78%
Total, without secondary	94,750	92,121	186,871	69,911	64,110	134,021	74%	70%	72%
Total, with secondary				80,791	66,830	147,621	85%	73%	79%

Data sources: UNICEF for camp enrollment statistics and Refugee Education Trust for secondary enrollment.

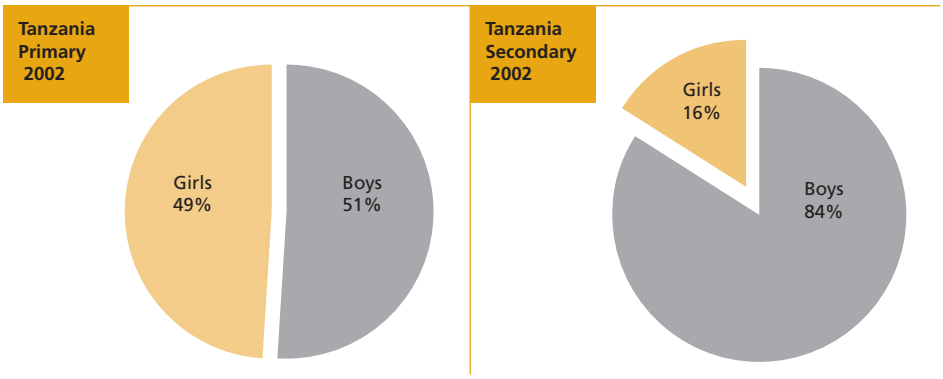
Figure 36: UNHCR/UNICEF-assisted refugee enrollment



The gross enrollment ratios of less than 100 percent in the camps is probably due to the lack of post-primary opportunities, as can be seen in Figure 36.

While the total enrollment of refugee students in the camps in Tanzania is approaching 150,000, very few young people are enrolled in secondary education, which is true throughout Tanzania, where approximately eight percent of secondary age students are enrolled in the national secondary schools. In 2001, the Refugee Education Trust began supporting the self-help refugee secondary schools—through the construction of a resource center for teachers and students, through efforts aimed at obtaining manuals to allow secondary students to follow their home country curriculum and through efforts to ensure that Congolese students can take the official Congolese exams (RET 2002).

Figure 37: Primary and secondary enrollment by gender



Data source: UNICEF primary enrollment statistics; Refugee Education Trust secondary enrollment statistics (unpublished).

Table 28. Enrollment by camp and implementing partner, 2002

		Total as of September 2002		
Camp	**Implementing partner**	**Boys**	**Girls**	**Total**
Kanembwa	Tangyanika Christian Refugee Service	2,360	2,315	4,675
Karago	UMATI	4,583	3,939	8,522
Lugufu I	Christian Outreach Relief Development (CORD)	8,881	7,894	16,775
Lugufu II	CORD	6,349	5,187	11,536
Lukole	Norwegian People's Aid	11,134	10,673	21,807
Mkugwa	UMATI	212	235	447
Mtabila I & II	Africare	9,093	8,897	17,990
Mtendeli	Dutch Relief Agency (DRA)	6,011	5,202	11,213
Muyovozi	Diocese of Western Tangyanika	5,271	4,906	10,177
Nduta	DRA	7,287	6,600	13,887
Nyarugusu	CORD	8,730	8,262	16,992
Total		**69,911**	**64,110**	**134,021**

Data source: UNICEF, personal communication.

Table 29. Student-teacher ratios by camp

Camp	Students	Teachers	Student-teacher ratio*
Kanembwa	4,675	62	38:1
Karago	8,522	112	38:1
Lugufu I	16,775	204	41:1
Lugufu II	11,536	75	77:1
Lukole	21,807	304	36:1
Mkugwa	447	10	45:1
Mtabila I & II	17,990	235	38:1
Mtendeli	11,213	124	45:1
Muyovozi	10,177	126	40:1
Nduta	13,887	120	58:1
Nyarugusu	16,992	189	45:1
Total	**134,021**	**1,561**	**46:1**

Data source: UNICEF, personal communication.

As can be seen in Figure 37, girls represent approximately 49 percent of the 5- to 17-year-old refugee population in Tanzania and are fully represented in primary school. In secondary school, however, they represent just 16 percent of the secondary school enrollees.

There are different implementing partners working in the refugee camps in Tanzania. The list of implementing partners and students is shown in Table 28.

Teachers

Schools in the refugee camps operate on double shifts (except in Mkugwa camp). Teachers teach two classes per day with different students in the morning and in the afternoon. Table 29 indicates the student-teacher ratios for each of the camps, adjusted for the two-shift system. On average the student-teacher ratios in these camps is higher than the UNHCR target of 40.

Curriculum

The refugee schools in Tanzania use either the Burundian or the Congolese curriculum[20] depending on the country of origin of the refugees (see Table 30). The language of instruction in the camps is French.

Table 30. Official Burundian curriculum

Grades	Subjects studied						
	Reading/ writing	Mathematics	Social studies	Science	Foreign language (Kirundi)	Physical education	Home economics/ agriculture
1 - 2	X	X	X		X	X	
3 - 6	X	X	X		X	X	X

Source: Burundi Primary Education Weekly Timetable available online at http://www.ibe.unesco.org/International/Databanks/Dossiers/.

Student achievement

The refugees in the Burundian camps (Kanembwa, Karago, Lukole, Mkugwa, Mtabila, Mtendeli, Muyovosi and Nduta) take the Burundian Grade Six Leaving Exam. Even though the exams are sent to the camps by the Burundian government, the government does not recognize the exam results as exams are conducted outside of Burundi. Knowing that their country will not recognize their education is a serious source of de-motivation for students. UNICEF continues to work with the Burundian government to encourage it to recognize the refugee students' education in anticipation of their return to Burundi some time in the future.

Congolese students also take their country's Grade Six Leaving Exam, which is recognized by the government of DRC. Students who pass the exam receive a government certificate.

In addition to the Grade Six Leaving Exams, students also take an Inter-regional Exam which is organized by UNHCR and UNICEF. Exam subjects are French, mathematics, Kirundi and Etude de Milieu. In the 2002/2003 academic year, of the 7,037 students who took the exam, only 1,299 (or 18 percent) passed.

Schools and classrooms

There are 75 primary schools in the refugee camps in Tanzania. Most of the schools are semi-permanent structures, although some are temporary. UNICEF reports that all schools have school management committees and sports/recreation areas. Approximately two schools per camp have water access. While there are no libraries in the schools, each school has an education development center with resources for teachers to prepare their lesson plans and develop teaching materials.

All of the schools have separate latrines for boys, girls and teachers, but currently there is only one per 100 students (approximately 1,334 latrines), which does not meet WFP's suggested standard of one latrine for every 25 girls and one for every 40-60 boys.

Similarly, because of overcrowded classrooms, four students sit at desks that are meant to seat three. Based on the assumption of two shifts per day, approximately, 5,600 more desks are needed in order to accommodate three students per desk.

Other educational opportunities

In addition to the formal schools for primary and secondary education, a limited number of other educational opportunities exist in the camps. Examples include:

- The International Rescue Committee runs youth clubs in Kanembwa, Karago and Mkugwa camps. In 2003, youth center staff and adolescent peer educators provided hygiene education and preventive health information to the community and schools. A youth radio program in coordination with a community station Radio Kwizera was also launched. The radio show, to be run by the adolescents, broadcasts information on topics such as sexual and reproductive health issues, youth rights and responsibilities, along with music and entertainment.
- UMATI runs an environmental education program in Kanembwa, Karago and Mkugwa camps.
- Norwegian People's Aid offers vocational training in business management, carpentry, tailoring, mat making, gardening and hair styling in Kitali and Lukole.

Thailand

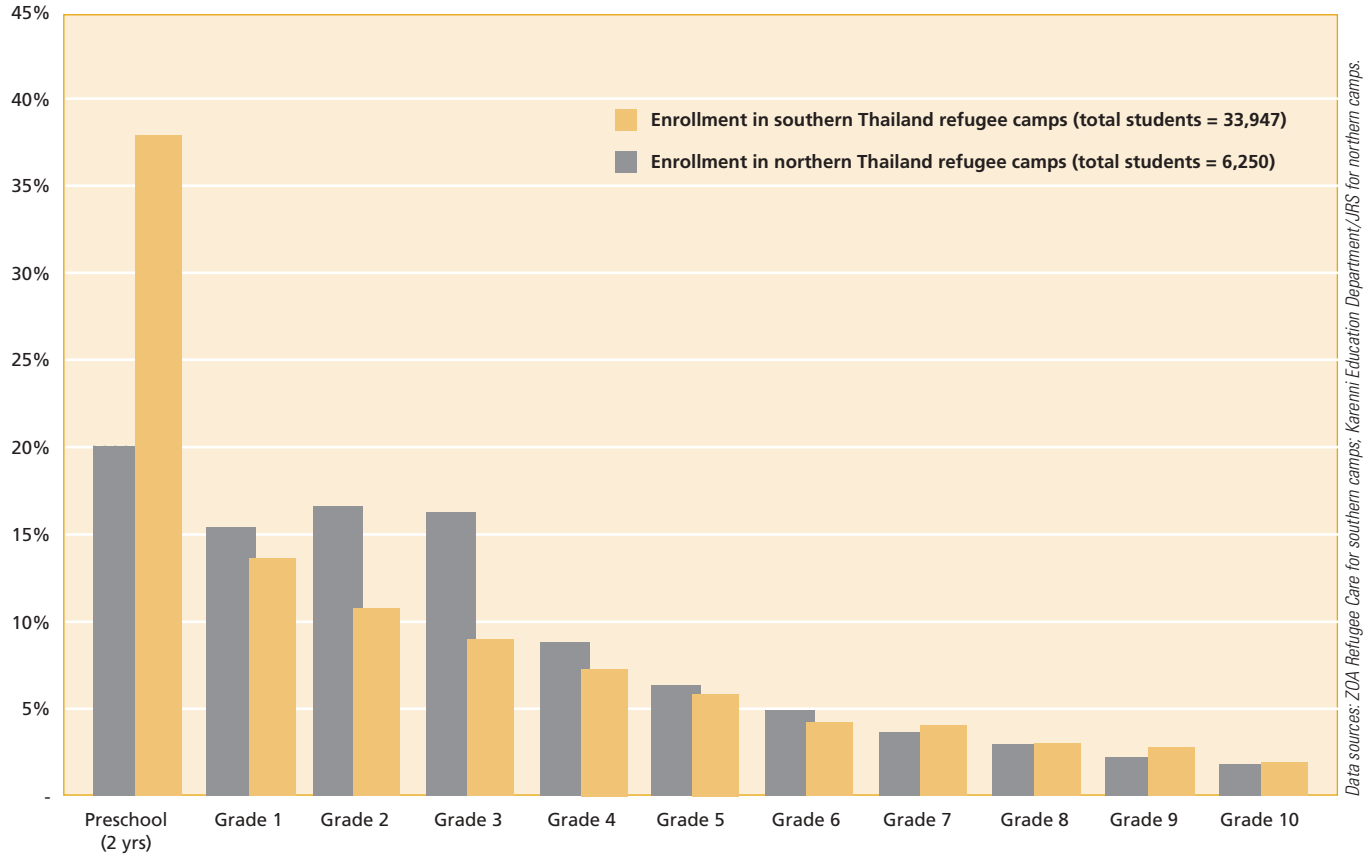
Refugees from Burma have been living in refugee camps in Thailand since 1984. At the end of 2002, there were 10 refugee camps along the Thailand/Burma border, with an estimated population of 133,000 refugees (primarily from the Karen and Karenni ethnic groups). In addition to the refugees living in camps, there were approximately 50,000 Karen living outside the camps and at least 150,000 ethnic Shan *prima facie* refugees living in Thailand.[21] The U.S. Committee for Refugees also estimates that there were at least 250,000 other people from Burma living in "refugee-like" conditions (USCR 2003).

Schools in the seven refugee camps in the south of Thailand are managed by the Karen Education Department in close cooperation with ZOA Refugee Care and other NGOs which support teacher training and material supply. Schools in the three northern camps are managed by the Karenni Education Department in close cooperation with Jesuit Refugee Services. Both the Karen Education Department and the Karenni Education Department also work with schools inside Burma.

Students

There are approximately 40,000 students in the 10 refugee camps in Thailand. As the number of refugees has grown, the Thai government has increased its restrictions on them. As a consequence, there are few economic opportunities available to refugees, who are increasingly confined to life in the camps. Besides increased dependence on foreign aid for their survival, another consequence has been an increase in births in the camps. NGO and education department representatives suggest that the substantial pre-primary (Kindergarten A and B) enrollment in both the northern and southern camps is correlated to this increase. In the southern camps, pre-primary enrollment constitutes 38 percent of total enrollment compared to 20 percent in the northern camps. In all camps, the vast majority of students are enrolled in pre-primary through Standard three (71 percent in the South and 69 percent in the North).

Figure 38: Grade level enrollment in southern and northern refugee camps, 2002



In the Thai refugee camps, girls represent almost 50 percent of all enrollments—this is true even in the higher grades. In fact, as indicated in the estimated gross enrollment ratios in Table 31, girls enroll in school at a slightly higher rate than boys.

Opportunities for adolescents

The Thai government currently does not allow education beyond Standard 10 in the camps.

Because there is a need for organized educational activities for adolescents and those finishing Standard 10, the NGOs supporting education in the camps are now working with the Thai government to expand the limited vocational training opportunities that exist. Currently, a few vocational subjects—music, drawing, carpentry, sewing/knitting, first aid and hair cutting—are included in the Standard 9 and 10 curricula in the camps.

Table 31. Estimated gross enrollment ratios for refugees from Burma, 2002

	Male	Female	Total
Thailand refugee camps school-aged population	23,900	22,400	46,300
School enrollment	20,355	19,842	40,197
Estimated gross enrollment ratio for 5-17 population	85%	89%	87%

Data sources: Population estimates: UNHCR and BBC 2002 population statistics; school enrollment statistics: ZOA Refugee Care and JRS.

Teachers

There is a predominance of female teachers in the Thai refugee camps, which is unusual. In both the northern and southern camps, women make up more than 50 percent of the teaching force. In the southern camps, this is also true at the principal level, where 50 percent of all school principals are women.

While the average student-teacher ratio in the camps appears reasonable (see Table 32), it is not a sufficient measure of what teachers face inside their classrooms. In the southern camps, the majority of teachers (53 percent) have class sizes of 40 or fewer. On the other hand, 17 percent of teachers conduct classes with more than 50 children (ZOA 2002). Class sizes are generally smaller in the northern camps where only 13 percent of teachers face classes of more than 40 students (Consortium-Thailand 2001).

Table 32. Estimated student-teacher ratios, 2002

	Male	Female	Total	Student-teacher ratio
Southern Camps	354	708	1,062	32:1
Northern Camps	159	212	371	17:1
Total	**513**	**920**	**1,433**	**28:1**

Data sources: ZOA Refugee Care and JRS.

Curriculum

The curriculum used in the refugee schools in Thailand reflects the curriculum of the different ethnic groups (Karen and Karenni). In the southern camps where the majority of the population is from Karen State in Burma, the curriculum is set by the Karen Education Department which operates on both sides of the border (see Table 33). The same is true for the northern camps, where the curriculum is established by the Karenni Education Department.

One of the main concerns with the curriculum in the refugee camps is the inordinate amount of time spent on languages. In the southern camps, for example, even the kindergarten curriculum consists of three languages. This means that in kindergarten and the primary grades, more than half of the time (ZOA 2002) is spent learning languages, which does not allow much time for the other subjects.

In addition, while the primary language of instruction in the early grades is either Karen or Karenni (depending on the camp), the language of instruction in secondary school is English. One of the reasons is that there are many more textbooks written in English compared to either Burmese or Karen/Karenni at the higher levels. Still, the decision to teach in English is problematic, as the majority of teachers in the refugee camps do not have command of the English language. In the various education programs (for both refugees and IDPs in Burma), there is interest and discussion surrounding the development of textbooks in local languages (e.g., Karen and Karenni).

The schools in the northern camps use the Karenni Education Department's curriculum, which is based on the State Peace and

Table 33. Curriculum in the southern camps

Subjects	KG	Primary (1-4)	Middle (6-7)	Secondary (8-10)
Karen	X	X	X	X
Burmese	X	X	X	X
English	X	X	X	X
Thai			X	X
Mathematics	X	X	X	X
Geography		X	X	X
Karen social science/history		X	X	X
Arts		X		
Vocational oriented subjects			X	X
Living values		X	X	X
Religious subjects (Buddha/Koran/Bible)			X	X
Hygiene		X		
Environmental subject			X	X
Physical education		X	X	X

Data source: ZOA Education Survey 2002.

Development Council (SPDC—the ruling military regime in Burma) and Australian (for math) curricula. The primary education curriculum includes Karenni, Burmese, English, math, geography, history and special subjects (music, art, sports) which are taught less than the other subjects. A health course is taught in Standard 4. The middle and high school curricula also include science. Starting in the 2002/2003 year, Standard 8 offered a vocational training segment (mechanics repair, animal raising, sewing/weaving).

Student achievement

Exams in the refugee schools in Thailand are currently established by the teachers. As a consequence, the process of promoting students from one grade to the next is not uniform. In addition, students do not currently take any of the Burmese exams as the ethnic minority groups challenge the legitimacy of the current government.

In the northern camps, teachers continually assess student performance through the academic semesters, including the use of monthly tests, homework and projects. Final exams are given in late February or early March. The exams are not standardized (teachers make up their own). If students fail to obtain 80 percent on the final exam, they repeat the academic year.

Schools and classrooms

The refugee schools in Thailand are predominantly temporary structures made with wooden posts, bamboo walls and thatch roofs. One of the primary complaints of teachers and students is that the walls between the classrooms (if they exist at all) are so thin that the noise level is too high, making it difficult for students to concentrate and listen to their teachers.

In the majority of schools, the children in the lower standards have no furniture. Where furniture exists, it is heavy or immovable bamboo or wooden furniture that creates problems for teachers trying to use student-centered activities. There is also a shortage of textbooks in the camps.

The NGO Japan Sotoshu Relief Committee is working to provide libraries in many of the southern camps.

Non-formal educational opportunities

Many international as well as local NGOs support non-formal education activities in the camps. Non-formal education includes early education programs like nurseries, adult literacy and numeracy programs, library and recreational centers and a variety of vocational training programs. Local organizations working with these programs include the Karenni Development Department, the Karenni National Women's Organization, the Karen Women's Organization, Women's Education for Advancement and Empowerment (WEAVE), the Karenni Computer Development Education Group, the Karenni Youth Organization and the Distance Education Program (DEP).

Displaced children and youth from Burma living in the border areas

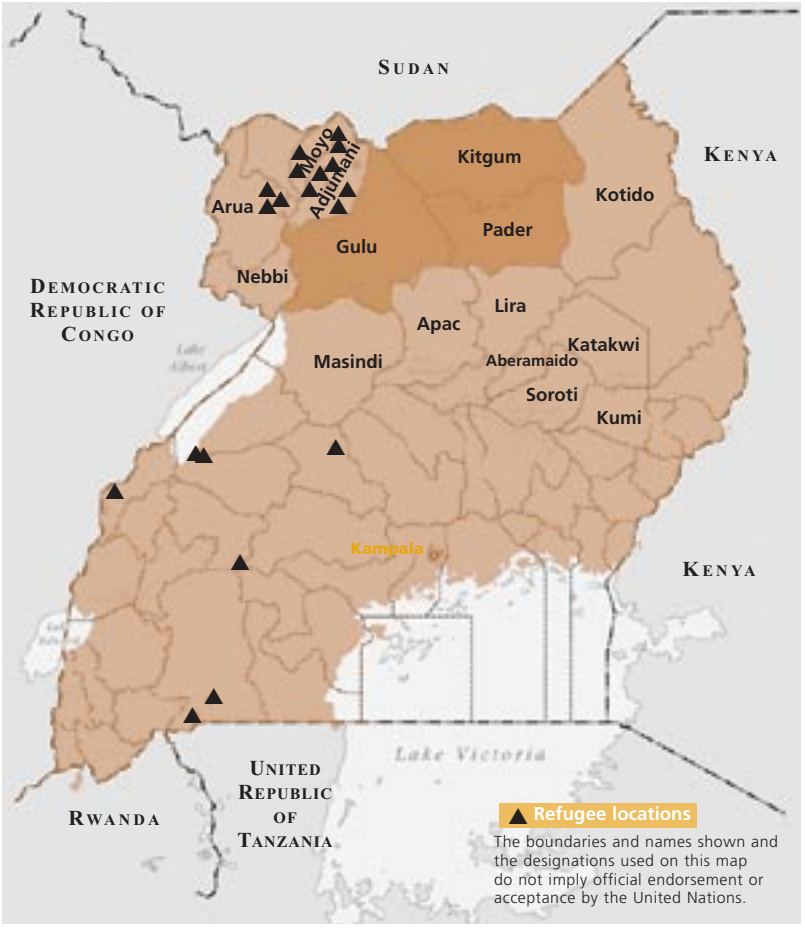
In 2002, the U.S. Committee for Refugees estimated that there were approximately 150,000 Shan refugees (without official refugee status) and another 250,000 persons from Burma in "refugee-like" circumstances living in Thailand (USCR 2003). Much less is known about the children and youth who are living illegally in Thailand. While many of their families also fled persecution in Burma, for various reasons the Thai government will not grant refugee status to a large number of them, particularly the Shan. Instead, they are classified as illegal migrants.

Officially, the Thai government allows any child in Thailand to attend school. For the illegal refugees in Thailand, however, this is often not practically possible. In some instances, when the displaced children and Thai children are ethnically similar and share

a common language, the displaced children can assimilate into a village school. In other instances, children and their families risk being arrested by the Thai police if they try to attend a local school.

Outside of the Thai school system, there are some other educational activities and schools for these children that have been set up by local organizations, many of which are also operating illegally in Thailand. These schools require a somewhat sedentary migrant population (an urban area or a work site of some duration (a factory or plantation, for example) and favorable attitudes of local Thai communities and officials who permit and often encourage their existence. Many of the schools take place in Buddhist monasteries, and many non-formal education activities (including adult literacy classes) take place at night. Although some of these activities seek to provide a semblance of formal education, others try to help children prepare for local Thai schools by teaching them basic literacy, numeracy and Thai language skills. Several organizations also offer adult courses in literacy, Thai language and various vocational skills.

Uganda



For the past 17 years, people in Uganda's[22] northern provinces of Gulu, Kitgum and Pader[23] have lived amidst a brutal rebel insurgency. Since 1986, members of the rebel group the Lord's Resistance Army (LRA) have attacked and burned villages, abducted thousands of children and committed various other violent acts. The attacks and insecurity have forced hundreds of thousands—some 80 percent of the population of these three provinces (IRIN 2003a)—to flee to safer towns and government camps, and created a daily situation of "night displacement" where thousands of children leave their homes every evening to spend the night in bigger and safer towns. Government counter-insurgency operations—coined "Operation Iron Fist"—that began in March 2002 have tragically resulted in an increase in the rebels' attacks, which have now spread beyond these three provinces to more central districts such as Lira and Soroti (WFP 2003, IRIN 2003b, IRIN 2003c, UNOCHA 2003).

Table 34. IDPs in Uganda

Province	IDPs
Kitgum	105,058
Pader	229,115
Gulu	379,500
Lira	47,000
Katakwi	104,254
Aberamaido	33,815
Kumi	21,113
Soroti	79,630
Total	**957,185**

Source: FEWS NET/Uganda 2003.

It is estimated that about 1 million people have been displaced by the conflict in northern Uganda (see Table 34). In the northern provinces of Kitgum, Pader and Gulu there are over 700,000 people living in 60 camps that range in size from a few hundred people to over 40,000 (Lexow and Lange 2002). Many of the people have lived in the camps for several years. For example, the Norwegian Refugee Council (NRC) reported that more than 50 percent of the population of Gulu has spent more than six years in IDP camps (Lexow and Lange 2002). Although all of northern Uganda faces extreme poverty and poor health, in part due to ongoing displacement and insecurity, people in camps are generally poorer than those in villages (Lexow and Lange 2002).

In addition to the expanding insurgency in the north-central region, Uganda hosts hundreds of thousands of refugees from neighboring countries. Roughly 90 percent of Uganda's refugee population is from Southern Sudan, a protracted situation that has existed since a civil war broke out in 1983. Many of these refugees have also been caught up in Uganda's internal conflict. (For example, in late 2002 there was an attack on the Acholi-Pi Camp; refugees were subsequently moved to a location in central Uganda (USCR 2003).) Uganda also host refugees from the Democratic Republic of Congo and Rwanda.

Internally displaced and other Ugandans affected by conflict

Education in Uganda

Uganda's national education system is widely viewed as a model of success (World Bank 2002). After two decades of civil war and under-development of the education sector, Uganda became the first African country to implement a Universal Primary Education (UPE) program in 1996. As part of the program, the government promises free primary education to four children per household. The program also includes massive school construction and teacher hiring/training components. It has received substantial funding from international donors; government spending on education has increased from an average of 14 percent of the national budget in the 1980s to 33 percent in 1999 (MoES 2001).

Nationwide increases in primary enrollment from 2.9 million in 1997 to 6.8 million in 2000 suggest that UPE has been extremely successful (MoES 2001). Although most agree that enrollment has increased significantly, the true extent of the increase is unknown, primarily because of a change in the government's policy. Before UPE, schools remitted fees according to the number of enrolled children and therefore had an incentive to under-report the number of children enrolled. With the introduction of UPE, schools have "an incentive to over-report enrolments because schools receive capitation grants according to reported enrolment" (Tomaševski 1999). Although UPE has been implemented in areas of conflict, its impact has been severely limited due to the widespread insecurity, destruction of schools and displacement of people (UNOCHA 2002).

In Gulu, Kitgum and Pader districts, government efforts related to formal and non-formal education have been complemented by various local and international NGOs. UNICEF, Save the Children-Denmark, Associazione Volontari per il Servizio Internazionale (AVSI), NRC, World Vision and IRC are supporting education efforts in these areas, though they are restricted by the insecurity and related need for military escorts. Local school management committees are also very active with local schools.

A war targeted at children

Each night, across northern Uganda, thousands of children leave their homes and walk to towns to spend the night in hospitals, bus stations and other public buildings. Thousands of other unaccompanied children have been sent by their parents to other districts, farther away from the conflict (UNOCHA 2002). These travels are in direct response to a war that has directly targeted children. It is estimated that the LRA has abducted more than 25,000 children over the past two decades, including 8,000 in the past year (Bramucci 2003). In a survey of children in Pader and Kitgum districts, 897 of 1,984 respondents (45 percent) said they were abducted at one point by the rebels, 413 of them had been abducted more than once (AVSI 2003c). Children who are abducted often undergo torture and sexual assault and are forced to work and fight. It is estimated that 90 percent of the LRA forces are made up of abducted children (Bramucci 2003). If they do escape (they are shot or tortured if they are captured), they often "face social harassment and discrimination from other children or from the teachers" (Lexow and Lange 2002: 20).

Students

In the three northern districts, the education of some 350,000 children and youth is severely impacted by the continuing conflict, insecurity and low operational level of the formal schools (UNOCHA 2002). In addition, the education of over 100,000 children in Lira District (IRIN 2003b) and numerous other children in Katakwi, Kotido, Apac and Sorito Districts is currently impacted by the war (USCR 2003, UNOCHA 2003). Communities that have been displaced as a result of the ongoing conflict have exerted great efforts to re-establish schools for their children (see sidebar). Despite their efforts, however, the total effect of the insurgency has left large numbers of children out of school, and disrupted and greatly decreased the quality and quantity of education for those who remain in school.

Displaced schools

Many communities that have been displaced from the violence and insecurity have reestablished schools in their new locations—whether camps or safer towns. These so-called displaced schools enroll most of the same students and employ teachers from the displaced community. Children in displaced schools—all of whom have had their education disrupted to some extent over the past several years—represent a significant percentage of the children going to school in the three northern districts. In Gulu District, Save the Children- Denmark reported that 151 out of 194 schools were displaced in early 2003 (SC Denmark 2003).

The actual number of children in school at any one time varies based on the level of insecurity. One estimate, from the UPDF Fourth Division Commander (cited in Lowicki and Anderson Pillsbury 2001) is that over 300,000 children are out of school because of the conflict. Information from district estimates and smaller surveys support the Commander's estimate. The UN Office for the Coordination of Humanitarian Affairs (UNOCHA 2003) reports that Pader is "the most affected district," with most of its registered 72,000 boys and 48,400 girls out of school since May 2002. In Kitgum District, where there are approximately 90,000 school-aged children (Uganda Communications Commission 2003), the enrollment rate was believed to be less than 40 percent in late 2002 due to renewed fighting and insecurity, but earlier in the year it was estimated at 76 percent (UNOCHA 2002). The World Food Program (WFP) has also reported that less than 30 percent of internally displaced children living in camps were enrolled in school on a full-time basis (WFP, cited in Lowicki and Anderson Pillsbury 2001).

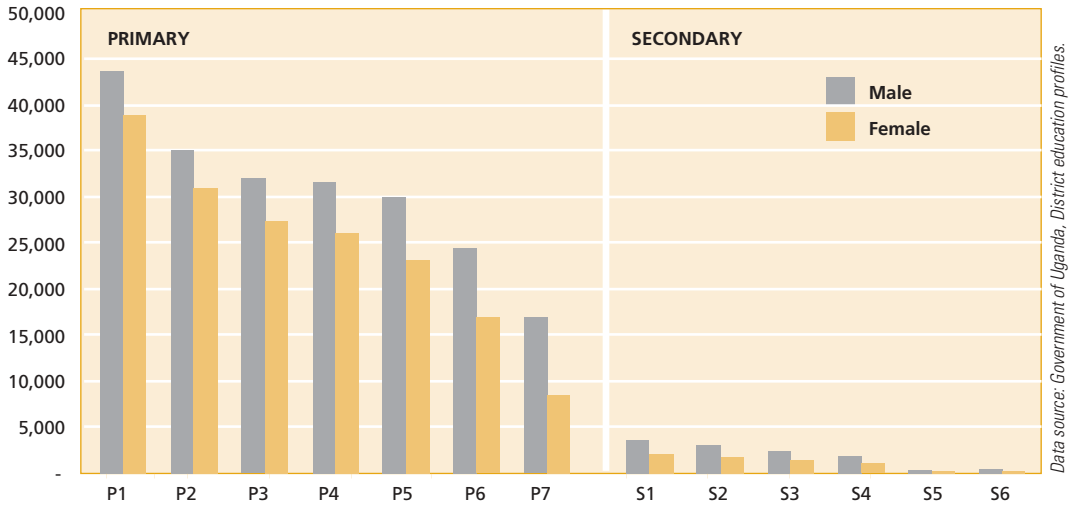
The high estimates of out-of-school children are in direct contrast to government enrollment numbers—which report primary net enrollments[24] of more than 100 percent (GoU n.d.). As mentioned above, great incentive exists to overstate enrollment numbers since funding is based on the number of students in each school. In one recent example, a survey in Kalongo Town in Pader District found that the number of "registered" students was more than twice the number of students who were actually attending (3,560 registered as opposed to only 1,655 attending) (AVSI 2003a).

As shown in Figure 39, the number of children enrolled decreases steadily throughout the primary years and then plummets after grade 7.

The low secondary school enrollment is most likely due to cost. In an economy weakened by 17 years of conflict and displacement, very few families can afford school fees for secondary school (Weeks 2002). The small number of secondary schools (57 as opposed to 579 primary schools) is a contributing factor to low secondary enrollments but is also a function of the current lack of demand (GoU n.d.).

Numerous international and local organizations work with displaced and other war-affected children (including formerly abducted children) to reintegrate them into the formal system. Efforts include sponsorship (materials, uniforms, fees) for students to go to primary and secondary school and remedial classes that allow students to "catch up" (see the section on non-formal education below).

Figure 39: Registered enrollment in the three northern provinces, 2002



Gender

Official government figures for the three northern districts of Kitgum, Gulu and Pader report that girls represent approximately 44 percent of the total primary school enrollment and 35 percent of secondary enrollment (GoU n.d.). Historically, fewer girls than boys have attended school, particularly after the first two years of primary school. In an education survey in Kitgum district, WFP (1997) reported that female enrollment was equal to male enrollment in the first two grades, but decreased to one-third of male enrollment by the fourth grade. Lexow and Lange (2002) also reported that female enrollment in Gulu district dropped dramatically in grade 4. Furthermore, they noted that in 1999, 90 percent of dropouts were girls.

Reasons cited for girls dropping out of school include a lack of sanitary supplies and separate latrines, early marriage and pregnancies[25] and the high number of child-headed households (where girls are needed to stay at home and care for younger children) (Lowicki and Anderson Pillsbury 2001, Lexow and Lange 2002). Persistent poverty forces many girls to marry early or to enter prostitution in order to survive (Lowicki and Anderson Pillsbury 2001, Lacey 2003).

Teachers

In addition to the general effects of the conflict, for example, insecurity, displacement, poverty and trauma, teachers have also been specifically targeted by the insurgency. In 1997, WFP reported that more than 232 teachers had been killed in Gulu district alone. Displaced teachers are further stressed since it is difficult for them to receive their salaries as they are not physically located at their assigned payroll location.

The number of teachers has increased significantly in recent years in order to keep up with the large increases in enrollment associated with the UPE program (Lexow and Lange 2002). Despite efforts to hire more teachers, class sizes of 60 students with one teacher are common throughout northern Uganda. The largest classes are concentrated in the lower grades with many consisting of more than 100 students (NRC 2002). NRC (2002) notes that because of the low number of teachers, many schools put the first two grades together; as a result, one teacher may have to supervise 200–300 children in a single class.

Because of the need to hire teachers quickly to try to keep up with enrollment increases, a number of unqualified teachers have been hired—which in turn has led to concerns about teacher quality. In Gulu District, for example, of the 639 teachers recruited in 2001/2002, only 337 were listed as qualified (Lexow and Lange 2002).

Many teacher training colleges work with NGOs to provide training to existing and new teachers. Both AVSI and NRC have strong teacher training programs in the three northern provinces. In three years, AVSI has trained 606 primary school teachers on psychosocial issues and conducted training of trainers workshop to promote new teaching methodologies. In addition, they have a training program for secondary school teachers on HIV/AIDS (AVSI 2003b).

NRC began working with the Gulu District Administration in 1999 on an emergency education project with a large teacher training component. By November 2002, NRC had trained over 2,000 primary teachers in 180 schools in Gulu District (Lexow and Lange 2002). The NRC workshops work with local government, NGOs and other institutions in Gulu (Lexow and Lange, 2002). In addition to regular teacher training based on five subjects (gender, human rights, learning environment, participatory methods and psychosocial support), NRC conducts workshops on HIV/AIDS, basic reading and writing, Girl Guides and Boy Scouts, vegetable and tree planting, fishponds, sports and recreation, music and dancing and kindergarten.

Schools

School destruction or closure, due to a location's insecurity, has dramatically affected access and quality of education in northern Uganda. UNOCHA (2003) reports that 70 percent of primary schools in Pader District and some 20–40 percent of schools in other districts, have been abandoned and not replaced. In Lira district, a county officer reported that over 46 schools had been closed and "have no hope … of opening soon" (Daniel Omara Atubo as cited by IRIN 2003b). In Gulu District, NRC was

requested to renovate 50 schools, but when NRC visited the sites they found that 40 had no structures and that only a few of the remaining schools had anything that could be renovated (NRC 2002).

The closure of schools has decreased access to schools for thousands of children as well as led to the establishment of displaced schools—which often share space with existing schools in safer locations. Many schools also take place in public buildings that serve as student dormitories. At one site in Kalongo, there are 21 displaced schools for a total of 1,655 students. Because there are only four classrooms available, the majority of classes are held outside under trees (AVSI 2003a)—a major concern during the rainy season.

Because of the large number of destroyed schools, school construction has been a high priority for both international organizations (such as NRC, AVSI, Save the Children-Denmark) and the government (Savino 2000, UNOCHA 2002). Since the beginning of 2000, NRC, local government authorities and school management committees have constructed 49 permanent schools with 245 new classrooms and 610 temporary classrooms in 60 sites. In addition, they have renovated 10 classrooms in three schools (NRC 2002). Unfortunately, UNOCHA (2002) reports that many of these structures have been abandoned in the face of renewed insurgency and rebels have used some for their own accommodations.

In addition to school structures, many sites do not have water and sanitation facilities. Lexow and Lange (2002) report that this is mostly because local government has not consistently fulfilled its obligation to provide latrines to schools. AVSI's (2003c) survey of Pader and Kitgum reported that only 12 of 32 schools had fair water availability and 17 had fair sanitation service. Four schools had no access to water and three had no sanitation facilities.

Curriculum and educational materials

The primary school curriculum in Uganda consists of English, math, science (including health) and social studies: history, geography, religion and civics. Local languages and Kiswahili are the languages of instruction for the first four grades and English is the language of instruction beginning in fifth grade.

In a survey of schools in Kitgum and Pader districts, 30 out of 32 schools did not have sufficient materials and only four were described as well furnished; six schools had absolutely no desks or benches, such that children sit on the floor during class (AVSI 2003c). Textbooks were described as too expensive for schools and parents to afford.

Various organizations, including IRC, Gulu Support the Children Organisation (GUSCO) and UNICEF provide materials to schools and children (UNOCHA 2002, IRC 2003, Save the Children-Denmark 2002). UNICEF provides school kits. IRC (2003) provides books, uniforms, math sets and pens to formerly abducted children in Kitgum and Pader Districts and GUSCO provides school supplies and school bags (Save the Children-Denmark 2002).

Non-formal education

Non-formal education efforts include various education activities at formerly abducted children's centers, vocational training programs, peace clubs and remedial education for out-of-school adults and children (Savino 2000, AVSI 2003b). Local agencies (e.g., Kitgum Concerned Women's Association and GUSCO), with support from international organizations (NRC, AVSI, IRC), run several reception centers for formerly abducted and other vulnerable children in Gulu, Kitgum and other towns in conflict-affected areas. These reception centers provide shelter, food and counseling services to help the children recover and reintegrate into society. In addition they often provide basic education services—recreation, games, and information on issues like HIV/AIDS and reproductive health. Many of these children also receive assistance for formal school, vocational training and other educational activities from international NGOs (IRC, Save the Children-Denmark, AVSI, NRC).

AVSI also supports several non-formal education activities in Pader and Kitgum districts. Their activities include peace clubs in primary schools which have held workshops and

performed radio shows and various community services. AVSI also provided vocational sponsorships for disadvantaged youth (formerly abducted and returnees) and supported catch-up classes for older children who have missed out on years of schooling (AVSI 2003b).

Save the Children-Denmark and GUSCO support various skills training and non-formal education programs, including:

- An apprenticeship program for carpentry, bicycle repair, agro-forestry and masonry and tailoring
- A community-based program focused on agro-forestry, literacy and numeracy for out-of-school children (Save the Children-Denmark 2002)

Refugees

At the end of 2002, Uganda hosted some 220,000 refugees and asylum seekers from Sudan (170,000), Rwanda (20,000) and the Democratic Republic of Congo (10,000) (UNHCR 2003a). In addition, the United States Committee for Refugees (USCR) reported an additional 20,000 refugees living in Kampala at the end of 2002 (USCR 2003).

Education

UNHCR has a long-established refugee school system in Uganda. UNHCR works with the Ugandan government and implementing partners to provide and support formal and non-formal educational opportunities for refugee and Ugandan youth. Implementing partners in the education sector for 2003 included: Jesuit Refugee Service (JRS), Lutheran World Federation (LWF), Aktion Africa Hilfe (AAH), Hugh Pilkington Charitable Trust, Inter-Aid, Uganda Red Cross Society, IRC and DED-German Development Service (UNHCR personal communication 2003).

As of 2002, the refugee school system consisted of 85 refugee primary schools and seven self-help refugee secondary schools (UNHCR 2002b). Many refugee children are also supported in attending local secondary schools via scholarships or assistance to the local school (in the form of materials, furniture, equipment or construction materials). UNHCR also supports various preschools.

Students

Table 35 indicates refugee student population estimates and enrollment numbers for the years 2000-2002. The estimated gross enrollment ratios for refugees in Uganda are consistently high. Efforts by UNHCR and the government of Uganda since 1999 to integrate refugees into the Ugandan educational system at the secondary level and to integrate refugee primary schools into the national system may explain some of the higher gross enrollment ratios. For example, if many local students were enrolled in the refugee schools, then the estimated gross enrollment ratio will be misleadingly high since only refugees aged 5-17 were counted in the school-aged population. Although it is known that many Ugandan students do enroll in refugee schools, it is not known whether they are included in the above estimates.

Table 35. Estimated gross enrollment ratios (GER) for refugees in Uganda, 2000-2002

Year	Population 5 to 17		Students		Estimated GER	
	Male	Female	Male	Female	Male	Female
2000	42,824	40,515	48,105	34,208	112%	84%
2001	44,501	37,908	36,618	35,927	82%	95%
2002	41,731	36,300	39,094	31,176	94%	86%

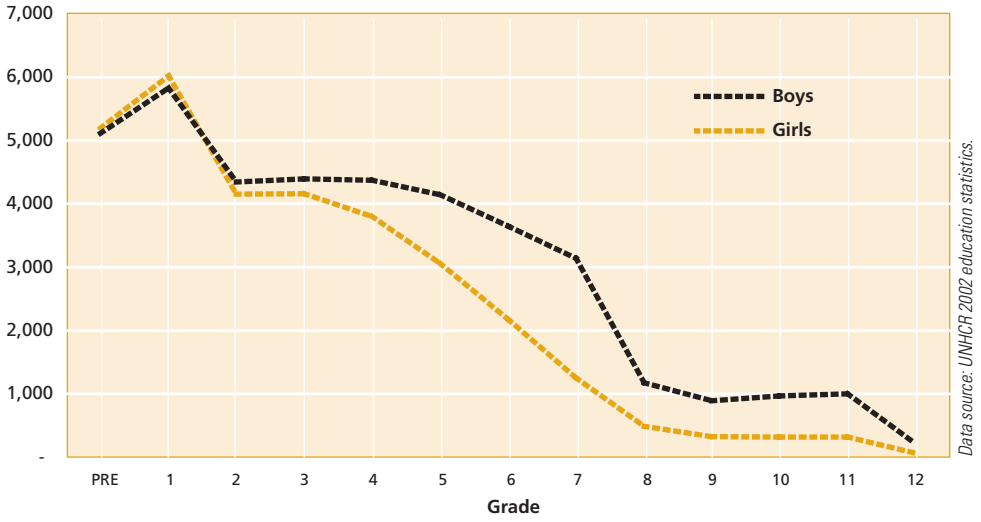
Data sources: UNHCR Population and Education statistics.

Gender

Although girls' enrollment has improved both retention-wise and enrollment-wise (from 33 percent of the female school-aged population in 1994 to 72 percent in 2002), girls remain less represented in school, especially in the upper grades.

Figure 40 shows refugee enrollment for both boys and girls by grade level in 2002. Girls' enrollment drops more quickly than boys' in grades four through seven.

Figure 40: Refugee enrollment by grade, 2002



Secondary school

As seen in Figure 40, most refugee children in Uganda do not attend secondary school. In fact, students enrolled at the secondary level represent less than 10 percent of all refugee students. Although UNHCR supports a limited number of self-help secondary schools (seven in 2003), most refugee children are expected to attend local national schools, although local schools are sometimes reluctant to accept refugees. UNHCR provides scholarships or gifts in kind to the schools (e.g., equipment, construction material, educational materials).

Teachers

There are some 1,300 teachers in the refugee education system—77 percent of whom are refugees (UNHCR 2003c). Only 24 percent of the teachers are women. Overall, UNHCR reports that there are 48 students per teacher and that class sizes range from 68 (in Masindi and Kyaka II) to 23 in Hoima (UNHCR 2003c).

Schools and classrooms

The number of students to classrooms is also listed as 48:1. This ratio ranges from 332:1 in Masindi/Kyaka to 39:1 in Adjumani (UNHCR 2003c). It is not known how the problem of limited classrooms in Masindi is addressed. For the entire program, 38 percent of the total number of classrooms are listed as temporary or open-air structures. Sixty-two percent of the structures are listed as temporary in Mvepi/Rhino camps and 32 percent in Adjumani, Moyo, Nakivale and Oruchinga camps (UNHCR 2003c).

END NOTES

1 Although educational activities are taking place in emergency-like situations in other parts of Burma, this report is limited to the educational situation in the four Burmese States bordering Thailand: Shan State, Karenni State, Karen State and Mon State. The remoteness and disruption of schools along the Thailand/Burma border make it difficult to obtain a clear picture of the educational opportunities available to school-aged students. The information that does exist comes from organizations that work to support the schools. Most of the information comes from various reports, presentations and correspondence with Dr. Thein Lwin, the current director of the National Health and Education Committee (NHEC)—an association of 27 groups opposed to military rule in Burma, which was set up to serve refugees and people inside Burma in the areas related to children, specifically primary health care, teachers and curriculum matters. Information also comes from reports and correspondence with several local NGOs working in Burma, including the Karen Teacher Working Group (KTWG)—a collection of former, mostly Karen, ex-teachers who provide teacher training, distribute funding and collect information on schools in Karen State. Finally, reports from two ethnic committees, the Mon National Education Committee and the Karen Education Committee, were also used.

2 As most people interviewed for this report referred to the country as "Burma," this name is used in the report.

3 For this paper, the term "Border States" refers to the four Ethnic States bordering Thailand: Shan State, Karenni State, Karen State and Mon State.

4 Discussion with Thein Lwin conducted in December 2002, also confirmed in discussions with KTWG members.

5 Discussion with KnED officials conducted December 2002.

6 Discussion with Thein Lwin conducted in December 2002.

7 Note that Belak also mentions the probability of regional disparities and refers to the literacy rate, which is roughly 10 percent lower for women.

8 This also occurs in schools where students do not know the local ethnic language being taught.

9 Note that there is another inconsistency added by using 2000 population estimates and comparing them to 1998 and 2001 school enrollment estimates, but the main purpose of the calculation is to give a rough range of the number of children and youth with access to education.

10 In general, it is "agreed that at least four years of schooling are necessary for pupils to acquire the basic literacy and numeracy skills needed to become continuous learners. In other words, if a child drops out before entry into grade 5, he or she will almost certainly regress to illiteracy, assuming literacy has been gained by that time" (UNICEF Education Initiatives: Basic Education). Of course four years of education is the absolute minimum and various factors, including poor school conditions, teacher quality and low attendance, can negatively affect a student's ability to achieve basic literacy.

11 For the official Kenyan curriculum, see the "Kenya Primary Education Weekly Timetable" available online at http://www.ibe.unesco.org/International/Databanks/Dossiers/mainfram.htm.

12 Interview with Ministry of Education representative in March 2003.

13 Due to the increase in IDPs in June/July 2003, these child-friendly spaces were not functioning as of December 2003.

14 Given that OCHA estimated the presence of roughly 78,450 children in the five camps in Montserrado County in January 2003, it is quite likely that fewer than 18 percent of IDP children had access to school in Montserrado County in January.

15 Interview with MOE representative, March 2003.

16 Interview with MOE representative, March 2003.

17 Watson (2002) indicates that the number of classrooms was increased to reflect double shifts when in use. Therefore, if a school had 10 classrooms and ran two shifts per day, for example, the number of classrooms was reported as 20 in the original report.

18 Because current enrollment information was not available from each NGO, the date of each organization's information is indicated in parentheses.

19 The Tanzanian authorities denied official refugee status to these Burundians living outside of the designated refugee areas. For this reason, the U.S. Committee for Refugees classifies them as "refugee-like."

20 The UNESCO International Bureau of Education maintains a database of official curricula for many countries. The curriculum for the DRC, however, is not available.

21 Per the U.S. Committee for Refugees, "No firm figure exists for the total number of Shan who have entered Thailand seeking protection as refugees. A 2001 report by the Burmese Refugee Committee estimated that some 300,000 Shan reside in Thailand, half of whom fled forced relocation campaigns in central Shan State. UNHCR, which has not been given access to the Shan population in Thailand, acknowledges that the majority would likely be considered refugees *prima facie*. In the absence of protection for Shan in Thailand, and given the persecution of Shan in Burma, the U.S. Committee for Refugees (USCR) counts as refugees the estimated 150,000 Shan in Thailand who fled forced relocation" (p. 136).

22 This section focuses only on internally displaced persons in northern Uganda and refugees residing in Uganda.

23 Up until 2001, Pader District was part of Kitgum District.

24 The primary net enrollment ratio is equal to the number of primary school-aged children enrolled in school divided by the total number of primary school-aged children.

25 "Uganda has the highest rate of adolescent pregnancy in sub-Saharan Africa. Forty-three percent of girls are either pregnant or have given birth by age 17" (UNICEF, Girl's Education in Uganda).

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GLOBAL SURVEY
on Education in Emergencies

PART III

Who's doing what, where

Photo credits, see overleaf

Women's Commission for Refugee Women and Children

Overleaf photo credits—clockwise from top right:

Khalil Mahshi
Khalil Mahshi
Eldrid Midttun
Beverly Roberts
Ramina Johal
Ramina Johal (center)

The following list of organizations, projects and student enrollment is derived from the database that was created as part of the Global Survey on Education in Emergencies. To compile this list, information was collected from various sources, including communications with headquarter and field offices, annual and project reports, and numerous surveys. While the list does not represent every educational activity taking place in emergencies, it is the most comprehensive global list to date. As such, it illustrates the magnitude and diversity of efforts to provide educational opportunities for children and youth living in emergency or post-conflict situations. The Global Survey database is available on the INEE website (www.ineesite.org). Therefore, those supporting education in emergencies have the opportunity to continue the efforts started here in order to develop an even more comprehensive picture of education in emergencies.

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
Afghanistan				
Afghan Development Association				
Education support: primary, secondary and vocational training				
CARE Afghanistan				
Community Organized Primary Education (COPE) *Where working: Gardez, Ghazni, Kabul, Khost, Logar, Maidan, Paktika*	2002	14,075	13,456	27,531
Children in Crisis				
Literacy, numeracy and English classes for working boys. CiC supports 4 classes for boys between the age of 6 and 15. The schools operate on a flexible timetable enabling the boys to study as well as earn an income. *Where working: Kabul*	2000	135	0	135
Teacher training and school material distribution				
The Karte Se Day Care Center: provides education, food and health care for up to 500 children identified as vulnerable in an area of Kabul with high numbers of IDPs and little or no provision of education for children	2001			500
Christian Children's Fund				
Child-Centered Spaces	2002			
Implementing partner for UNICEF in Afghanistan government's back to school program for Kunduz and Takhar provinces				
Creative Associates International Incorporated				
Afghanistan Primary Education Program (APEP): 3-year USAID-funded program focuses on 3 areas: printing textbooks, teacher training and accelerated learning.				
Help Afghan School Children Organization				
School rehabilitation project				
School supplies project				
Schoolbag project				
International Catholic Migration Commission				
Skills training programs for rural villages and war widows and vulnerable female heads of households				

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
International Rescue Committee				
Afghan Rehabilitation Program: multisectoral package that is roughly 20% education and assists both government-run formal schooling (mostly in E. Afghanistan return areas) and home schooling initiatives (mostly in Kabul)	2000	1,567	600	2,167
Irish Aid				
Provision of basic school supplies & textbooks				
Islamic Circle of North America				
Education program: textbook printing and literacy classes for skilled workers				
Skills training program				
Muslim Hands				
Computer and language center for children				
Sanayee Development Foundation				
Basic education centers in remote and underserved areas of Afghanistan (initially Kabul City mostly) *Where working: Ghazni, Kabul*	2003	879	2,361	3,240
Save the Children-US				
Daily education in IDP camps *Where working: Badakshan Province*	2000	1,441	2,359	3,800
Shuhada Organization				
Administers schools and home schools *Where working: Behsood, Jaghori, Kabul City, Malistan, Qarabagh, Shahristan, Yakawlang*	2001			18,157
The Children of War				
School for 50 orphaned and disabled girls and a school for boys in Kabul. Also a school for 60 girls (morning shift) and 60 boys (afternoon) in Paghman. *Where working: Kabul, Paghman*	2000	110	110	220
UNHCR				
UNHCR-supported enrollment of returnee students	2000	24,245	12,777	37,022
UNICEF				
Afghanistan Back to School Campaign	2002	2,100,00	900,000	3,000,000
Support to primary education *Where working: Afghanistan, Badakshan Province*	2000	75,000	34,500	109,500
Union of Assistance for Schools in Afghanistan				
Education in northern Afghanistan *Where working: Jowsan, Kunar*	2002	12,344	8,241	20,585

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
ALBANIA				
Catholic Relief Services				
Improve education through increasing community participation and building civil society. Strategy is to form and work with "parent-school partnerships" (PSP) to do this				
International Rescue Committee				
Formal education: School system revitalization/rehabilitation (Elbasan Roma and Gostinishih schools: teacher training, PTAs, girls' education, material distribution, peace education (w/ UNICEF)				
Kosovar Kids Connection Project: backpacks and educational supplies to Kosovar refugees in Albania *Where working: Elbasan, Durres, Shkodra, Kruja*	1999			2,500
Refugee emergency education program for children and adolescents: administered non-formal education classrooms, recreation, teacher training and curriculum design and mobile summer camps *Where working: Elbasan, Durres, Vlora, Tirane, Shkodra, Kruja*	1999			11,999
UNICEF				
Child-friendly spaces: provision of technical and material assistance and coordination of implementing partners				
Support to MoE in the preparation of the school system for integration of refugee children, including training Albanian and Kosovar teachers to enable the running of summer catch-up schools in preparation for integration of refugees				
ALGERIA				
UNHCR				
UNHCR-supported enrollment of refugee students	2001	26,698	18,422	45,120
ANGOLA				
Adventist Development Relief Agency				
School construction and rehabilitation in Huambo and Luanda provinces. In 2002, ADRA rehabilitated two schools in Huambo and 14 Adventist primary schools in Luanda.				
Ajuda de Desenvolvimento de Povo para Povo				
Teacher training institutes: pre-service training for rural teachers *Where working: Huambo, Caxito, Benguela, Cabinda, Luanda*	2003			184
Christian Children's Fund				
Child-friendly spaces in Gathering Areas *Where working: Bie, Huambo, Benguela*	2002			34,330
Reconstruction (of primary schools); community training in psychosocial care, protection and normalizing activities for children				

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
Ministry of Education and Culture, Angola				
Angolan government education statistics *Where working: Cabinda, Luanda, Zaire, Uige, Kwanza Norte, Kwanza Sul, Malanje, Lunda Sul, Lunda Norte, Benguela, Huambo, Bie, Moxico, Kuando Kubango, Namibe, Huila, Cunene, Bengo*	2001	852,184	711,119	1,563,303
Norwegian Refugee Council				
School rehabilitation				
TEP (Teacher Emergency Package): one year "bridging program"; IDP children re-enter formal school system after completion of TEP year, includes teacher/supervisor training *Where working: Benguela, Bie, Huambo, Huila, Kwanza Sul, Luanda, Malanje, Moxico, Uige*	2002	11,495	8,418	19,913
Open Society Institute				
Teacher training in participatory methodology and targeted school support aimed at improving school functioning and empowering communities *Where working: Bengo, Benguela, Kwanza Sul, Luanda, Uige*				
UNHCR				
UNHCR-supported enrollment of returnee students	2001	2,503	2,135	4,638
UNICEF				
Child-friendly spaces				
Support to formal basic education: didactic materials distribution, school construction and rehabilitation				
Teacher Emergency Package: in cooperation with the Government of Angola and the Norwegian Refugee Council. UNICEF is responsible for acquisition and distribution of teaching and learning materials.				
ARGENTINA				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	70	83	153
ARMENIA				
Norwegian Refugee Council				
Human rights textbook (2nd and 3rd grade) introduced in 35 schools				
School rehabilitation/construction (10)				
UNHCR				
UNHCR-supported enrollment of refugee students	2000	916	1,074	1,990
AZERBAIJAN				
Danish Refugee Council				
Training center				

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
Vocational training *Where working: Bilesuvar (Camp #7)*	2001			400
Hayat				
Business and commerce training				
Training on conflict prevention/resolution				
International Rescue Committee				
Children and Health Program: Involve and train teachers and parent-teacher committees to promote health education activities, and train them in adult and experiential education activities. Also make improvements in schools and provide school supplies.				
Local settlement of IDPs/refugees in Azerbaijan				
Rehabilitate/construct five schools; develop capacity of parent-teacher committees				
Norwegian Humanitarian Enterprise				
School building refurbishment, pedagogical exchange program and provision of primary school equipment *Where working: Nich*	2000			1,580
Norwegian Refugee Council				
Human rights and democracy training for teachers				
Relief International				
Mobile library project: library services to refugee/IDP schools				
Peace/tolerance education				
School construction				
Skill development and training for teenage girls and disabled children				
United Methodist Committee on Relief				
Rural development of Meskhetian Turk refugees: leadership program for youth and women				
Rural development of Meskhetian Turk refugees: school supplies distribution				
Rural development of Meskhetian Turk refugees: small business training				
Rural development of Meskhetian Turk refugees: youth educational activity (pre-university tutoring course) *Where working: Nasimikand village*	2000	23	0	23
Sewing circles				
Sewing courses, English courses (possibly nurse assistant course)				
Textbook fund				
Tractor/mechanic/driver course				
UNHCR Meskhetian Turk Project: Children's Centers				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	1,330	1,216	2,546

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
UNICEF				
Early childhood care and development (ECCD): Functionalize 35 ECCD centers				
Support to IDP education: evaluation of psychosocial training, distribution of school kits				
BANGLADESH				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	2,612	2,183	4,795
BELARUS				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	62	86	148
BELIZE				
UNHCR				
UNHCR-supported enrollment of refugee students	1997	12	13	25
BENIN				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	235	202	437
BOLIVIA				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	8	17	25
BOSNIA AND HERZEGOVINA				
International Rescue Committee				
Rehabilitation of Bristovi and Mahmici school, including installation of bathroom facilities				
Save the Children-US				
Community preschools				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	230	197	427
UNICEF				
Mine awareness activities & education				
Psychosocial support and educational opportunities for displaced children, including multi-ethnic summer camps				

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
BOTSWANA				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	364	315	679
BRAZIL				
UNHCR				
UNHCR-supported enrollment of refugee students	2001	73	80	153
BULGARIA				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	42	45	87
BURKINA FASO				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	36	30	66
BURMA				
Karen Education Department				
Formal education in Karen State *Where working: Kler Lwee Htoo, Taungoo, Doo Tha Htoo, Mutraw, Pa-an, Doo Pla Ya, Tavoy*	2001	16,362	15,382	31,744
Karen Teacher Working Group				
Kawthoolei education fund disbursement, mobile teacher training, teacher newsletter, and regular educational needs assessments in Karen State. *Where working: Taungoo, Doo Tha Htoo, Kler Lwee Htoo, Mutraw, Pa-an, Doo Pla Ya, Tavoy*	2003			31,751
Karen Women's Organization				
Non-formal education projects and skill training				
Karenni Education Department				
Formal education in Karenni State				
Karenni Nationalities People's Liberation Front				
Formal education in Karenni State	2002			1,267
Lahu Education Committee				
Formal education in Lahu area, Shan State				
Mon National Education Committee				
Formal education in Mon State	2002			51,323

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
National Health and Education Committee				
Support for education systems, schools, teachers and students inside Burma, including materials, teacher training and curriculum development				
Pan Kachin Development Society				
Health and language promotion (worms, HIV/AIDS, smoking, malaria and alcohol booklets translated to Jingpaw and distributed through community development workers and clinics)				
Pan Kachin College (English and computing)				
Pa-O Women's Union				
Training courses in basic computing, HIV/AIDS education, basic accounting, office management and sewing training. *Where working: Shan State*	2002	0	20	20
People's Progressive Front				
Formal education in Mon State				
Shan Culture and Education Committee				
Formal education in Shan State	2002	296	233	529
UNHCR				
UNHCR-supported enrollment of returnee students	2000	2,624	7,798	10,422
BURUNDI				
Government of Burundi				
Education in IDP areas (source IRC January 2001 report) *Where working: Kame, Cehwe, Mutwahero, Muyange, Donzi, Gashiha, Gisinidi*	2000			3,213
Provincial education sector information (Source: UNICEF August 2001) *Where working: Bubanza Province, Bujumbura Rural, Bururi Province, Cankuzo Province, Cibitoke Province, Gitega Province, Karuzi Province, Kayanza Province, Kirundo, Makamba, Muramvya Province, Muyinga Province, Mwaro Province, Ngozi Province, Rutana Province, Ruyigi Province*	2001			719,163
International Rescue Committee				
Construct one primary school in Kanyagu; rehabilitate one primary school in Mugendo; construct eight latrines at two primary schools; increase good hygiene practices among school children				
Construct rainwater collection system in Gishikanwa primary school to reduce risk of disease; construct 4 latrines at Rusasa primary school; increase good hygiene practices among school children				
Emergency education & psychosocial program: structured activities, child protection, non-formal education and recreation to IDP children and adolescents returning to their communities in Burundi. Youth center for literacy/numeracy & vocational/recreational activities *Where working: Gashiha, Donzi, Gisinidi, Burundi*	2000			200

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
Jesuit Refugee Service				
Supports primary education, pre-school and out-of-school youth (bridging program) *Where working: Buterere, Kiyange*	2002			316
Norwegian Refugee Council				
Educational radio and support to Ministry of Education's outreach efforts				
School construction (3) and connection to water system				
Teacher Emergency Package. Within TEP, teachers are trained, school material is developed, temporary and semi-permanent schools are built with community participation and basic survival skills (including human rights, nutrition, health and hygiene) are promoted *Where working: Kirundo, Muyinga Province, Burundi, Makamba*	2003			7,279
UNHCR				
UNHCR-supported enrollment of refugee students	2002	377	343	720
UNICEF				
Non-formal education activities (literacy, peaceful resolution of conflicts, HIV/AIDS prevention)				
Non-formal education and psychosocial assistance, including through the 29 Yaga Mukama non-formal education centers				
CAMBODIA				
UNHCR				
UNHCR-supported enrollment of refugee students	2001	10	4	14
CAMEROON				
UNHCR				
UNHCR-supported enrollment of refugee students	1995	467	322	789
CENTRAL AFRICAN REPUBLIC				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	1,906	1,114	3,020
CHAD				
UNHCR				
UNHCR-supported enrollment of refugee students	2000	1,489	642	2,131
CHILE				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	21	17	38

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
CHINA				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	5	2	7
COLOMBIA				
Norwegian Refugee Council				
School kits and school rehabilitation (2)				
UNHCR				
UNHCR-supported enrollment of displaced students (in cooperaton with Opcion Legal) *Where working: Narino, Putumayo, Magdalena Medio, Choco, Costa Atlantica, Uraba, Soacha*	2003			29,640
UNICEF				
Calarca Camp: school support (primary and nursery schools) and school construction/classroom rehabilitation throughout Colombia				
Emergency assistance: training of play therapists, provision and distribution of edu-kits, psychoaffective recovery training; child-friendly school methodology				
CONGO-BRAZZAVILLE				
International Rescue Committee				
Emergency education for refugees from the Democratic Republic of Congo: teacher training, school construction, provision of supplies, and support to PTAs *Where working: Liranga, Loukolela, Betou, Ndjoundou*	2002			4,900
UNHCR				
UNHCR-supported enrollment of refugee students *Where working: Impfondo, Loukolela*	2002	4,472	4,332	8,804
CÔTE D'IVOIRE				
International Rescue Committee				
Day-care program for pre-school students				
Save the Children-UK				
Children's recreational and educational clubs in Yamoussoukro and all of the UNHCR transit centers, as well as a number of sites and shanty towns around Abidjan				
UNHCR				
UNHCR-supported enrollment of refugee students	2001	11,045	9,407	20,452
UNICEF				
Back-to-school campaign: provision of education kits and learning materials				

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
CROATIA				
Save the Children-US				
Community preschools				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	777	628	1,405
CUBA				
UNHCR				
UNHCR-supported enrollment of refugee students	2001	56	0	56
CYPRUS				
UNHCR				
UNHCR-supported enrollment of refugee students	2000	8	8	16
CZECH REPUBLIC				
UNHCR				
UNHCR-supported enrollment of refugee students	2001	48	54	102
DEMOCRATIC REPUBLIC OF CONGO				
Bureau pour le volontariat au service de l'enfance et de la santé				
Orphanage, school, bridging program and AIDS awareness workshop. Also advocate for the importance of education. *Where working: South Kivu*	2001			800
CARITAS International				
School materials, school fees and rehabilitation/construction				
Concern Worldwide				
School renovation in Goma	2001			3,462
Coordination des Ecoles Catholiques				
Formal education in the Democratic Republic of Congo *Where working: South Kivu*	2001	68,369	51,827	120,196
Eglise du Christ au Congo				
Formal education in the Democratic Republic of Congo *Where working: South Kivu*	2001	105,690	62,888	168,578
Federation des Femmes Protestantes				
Life skills, vocational skills, household and Christian education for out-of-school girls and women *Where working: South Kivu*				

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
Heritiers de la Justice				
Civic education curriculum, teacher development, after-school and parent workshops				
International Rescue Committee				
Education support to Bas-Congo camps				
Rehabilitation for schools in Bukavu				
Jesuit Refugee Service				
Various education projects for IDPs, military widows and orphans *Where working: Bralima, Nganda Mosolo, Bukavu*	2002	159	151	310
Norwegian Refugee Council				
Teacher Emergency Package and emergency education program. Condenses first two years of schooling into one year. Targeted at children between the ages of 10 and 13. After completion of program, children are integrated into formal school system. *Where working: Kalemie, Kitshanga, Moba*	2003			3,540
Reseau pour Enfants en Situation Particulierement Difficile				
Advocate education, help with reintegration and professional skill training				
Salvation Army World Service				
Support to 117 primary schools, 71 secondary schools and a vocational training program	2001			60,000
UNHCR				
UNHCR-supported enrollment of refugee students	2002	13,416	10,720	24,136
UNICEF				
Education support in DRC, including rehabilitation of schools, sponsorship of transitional center in Goma, school materials, teacher training, admin/supervisor training				
Temporary school construction (Kinshasa), school supplies (Bas-Congo), school rehabilitation (Kisangani and Kasenga)				
DJIBOUTI				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	1,052	1,020	2,072
DOMINICAN REPUBLIC				
UNHCR				
UNHCR-supported enrollment of refugee students	1997	53	54	107
EAST TIMOR				
Children in Crisis				
Funding for construction of new schools and rebuilding old schools. CiC provides classroom equipment and educational materials				

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
Christian Children's Fund				
Early childhood education				
Establish child-friendly spaces: normalizing activities at household level (0-3yrs) and establishment of preschools (4-6yrs) in addition to supplementary feeding, literacy, vocational, life skills and basic education				
Christian Children's Fund, International Rescue Committee and Save the Children-US Consortium				
Child and youth development program				75,000
Centro de Sistemas Urbanos e Regionais				
East Timor school survey 2001 *Where working: East Timor*	2001	122,924	114,627	242,051
International Rescue Committee				
Emergency non-formal education program: supporting community-based activities, improving teacher and youth capacities, and providing educational materials and system support				
Oecussi child-friendly space: non-formal teacher training, youth development, after-school activities, material distribution	2001			3,000
Youth centers with computer classes, vocational training, recreation, youth development and outreach; trained youth leaders in psychosocial activities and provided recreational/psychosocial kits for youth to take to rural communities				
Youth study circles: youth develop own programs in absence of schools				
UNICEF				
Eight child-friendly spaces				
Provision of teaching and learning materials, including teacher kits, school-in-a-box kits, recreation kits; teacher training; school reconstruction and incentives for primary teachers				
ECUADOR				
UNHCR				
UNHCR-supported enrollment of refugee students	2001	191	213	404
EGYPT				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	670	714	1,384
ERITREA				
CESVI				
Rehabilitation of two schools				
Coordinating Committee of the Organization for Voluntary Service				
Emergency education project and school rehabilitation				

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
Dutch Inter-Church Aid				
Emergency school supplies				
Eritrean Red Cross Society				
School supplies				
Eritrean Refugee and Relief Commission				
Education administration and support				
International Catholic Migration Commission				
School rehabilitation and community mobilization and action program				
Lutheran World Federation				
Construction and rehabilitation of elementary schools				
Mani Tese				
Education support and school rehabilitation and extension				
Ministry of Education, Eritrea				
Emergency education and purchase of library and supplementary reading books				
Ministry of Local Government, Eritrea				
School rehabilitation program				
National Union of Eritrean Youth & Students				
Literacy campaign and educational entertainment program for IDP children				
UNESCO				
Emergency educational assistance for drought-affected and displaced school-aged children in Eritrea				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	4,761	3,325	8,086
UNICEF				
Support to IDP schools in Eritrea: teacher training, psychosocial needs assessment of children affected by the border conflict, educa˜tion materials provision, procurement of recreational and sports equipment for children living in camps, school construction *Where working: Mekete Camp, Korokon Camp, Shelab Camp, Tologamja Camp, Jejah Camp, Adikeshi Camp, Kotobia Camp*	2001	7,493	5,611	13,104
ETHIOPIA				
Administration for Refugee and Returnee Affairs – Ethiopia				
Elementary education for Sudanese refugees in Gambella and Benshangul-Gumuz regional states				
Development Inter-Church Aid Commission				
Vocational training for Sudanese refugees in Fugnido and urban refugee assistance programs				

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
International Rescue Committee				
Emergency education and development of guide for teacher training *Where working: Sherkole camp, Yarenja camp, Walanihby camp*	2003			982
Longitudinal research study looking at the impact of emergency education on psychosocial well-being and youth participation				
Opportunities Industrialisation Center-Ethiopia				
Vocational training in Dimma				
Rädda Barnen, Swedish Save the Children				
Pre-school education and education training support for elementary school teachers				
Save the Children-US				
Associations, adult literacy, skills training and youth/children education in refugee camps in Ethiopia *Where working: Jig-Jiga*	2003	2,214	3,485	5,699
Society of International Missionaries				
Adult literacy in Bonga				
UNESCO-PEER				
Environmental education in eastern and western camps				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	14,280	8,898	23,178
UNICEF				
Resource and technical support for organization of educational programs				
ZOA Refugee Care				
Vocational training in Sherkole and Bonga, environmental education (formal and non-formal) in all western camps				
GABON				
International Catholic Migration Commission				
Summer school program, school reconstruction and primary school supplies for refugee children	2002			544
UNHCR				
UNHCR-supported enrollment of refugee students	2002	1,445	1,284	2,729
GAMBIA				
UNHCR				
UNHCR-supported enrollment of refugee students	2001	182	163	345

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
GEORGIA				
International Rescue Committee				
Community Participation Program to strengthen community and civil society among displaced and local Georgians. Most communities picked school rehabilitation and material distribution (50-75% money went to education). Number of beneficiaries: 30 communities.				
Emergency education for Chechen refugees *Where working: Panquisi Valley*	2000			2,000
Recreation and non-formal education in collective centers for IDPs. There was also a catch-up curriculum for late primary and secondary youth. Intensive studying of local curriculum so children can re-enter grade 5, 7 or 9. *Where working: Samegrelo*	2000			410
Norwegian Refugee Council				
Emergency education for Chechen refugees: teacher training on psychosocial needs of refugee children				
Human rights and democracy training for teachers				
Human rights curricula for 4th, 9th and 11th grades				
Refugee (Chechnya) school establishment				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	293	328	621
UNICEF				
Delivered sports supplies and provided educational supplies (blackboards, creative and developing kits, school kits)				
GHANA				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	6,977	7,616	14,593
GREECE				
UNHCR				
UNHCR-supported enrollment of refugee students	2000	232	179	411
GUATEMALA				
UNHCR				
UNHCR-supported enrollment of refugee students	2000	21	20	41

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
GUINEA				
International Rescue Committee				
IRC school system in Guinea: ABC-KG through Grade 12 and vocational training *Where working: Kissidougou, Nzerekore*	2002/3	15,522	11,683	27,205
UNHCR				
UNHCR-supported enrollment of refugee students	2002	18,990	14,889	33,879
GUINEA-BISSAU				
UNHCR				
UNHCR-supported enrollment of refugee students	2001	40	21	61
HUNGARY				
UNHCR				
UNHCR-supported enrollment of refugee students	2001	135	127	262
INDIA				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	1,619	1,673	3,292
INDONESIA				
Government of Indonesia				
Formal education *Where working: Megabelia-B, GMK1-M, Asrama Polisi, Makodim-B, Kita Waya-M, BP7 Paal-M, BP7, Dodik-B*	2000			3,101
International Rescue Committee				
Emergency education for displaced children in N. Sulawesi: included PTAs, school supplies and youth development *Where working: Dodik-B, GMK1-M, BP7 Paal-M, Kita Waya-M, Makodim-B, BP7, Stadium 2 Sad, SKB-M, Megabelia-B*	2002	541	379	1,563
Emergency education: teacher and PTA member training, provision of structured education programs and recreation; help integrate displaced and refugees; school supplies & uniforms for those attending local schools *Where working: West Timor*	2000	1,147	592	1,739
UNHCR				
UNHCR-supported enrollment of refugee students	2002	21	12	33
UNICEF				
Teacher training, school uniforms and camp school assistance				

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
IRAN				
UNHCR				
UNHCR-supported enrollment of refugee students in cooperation with the Ministry of Education and Training	2001	111,478	92,633	204,111
UNICEF				
Child-to-child methodology and life skills teacher training were conducted, 400 literacy classes were established, two life skills modules for youth and women were adapted to the literacy curriculum and a mobile library was established in Mashad				
IRAQ				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	6,187	5,462	11,649
JORDAN				
International Catholic Migration Commission				
Educational support for Iraqi refugees				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	169	146	315
UNRWA				
Elementary and preparatory schooling, including infrastructure, special education, vocational and technical training and teacher training	2002	42,935	42,689	85,624
KAZAKSTAN				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	34	31	65
KENYA				
CARE Canada				
Formal education system: Dadaab, Kenya *Where working: Dadaab-Hagadera Camp, Dadaab-Dagahaley Camp, Dadaab-Ifo Camp*	2003	15,008	9,238	24,246
Don Bosco				
Vocational training *Where working: Kakuma*	2001			563
FilmAid International				
Produces and shows outdoor educational films to an average of 8,000 viewers per week and teaches youth how to make their own videos *Where working: Kakuma*	2002			

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
International Rescue Committee				
Adult education and special education programs in refugee camps in Kakuma *Where working: Kakuma*	2003	4,397	3,583	7,980
Jesuit Refugee Service				
Scholarships for refugee students to attend Kenyan secondary schools *Where working: Kakuma*	2002			115
Lutheran World Federation				
LWF/DWS oversees the running of six preschools and primary and secondary education in the camps *Where working: Kakuma I, Kakuma II, Kakuma III*	2003	21,147	10,116	31,263
UNESCO-PEER				
Implement UNESCO-PEER curriculum				
UNHCR				
UNHCR-supported enrollment of refugee students *Where working: Dadaab and Kakuma camps*	2002	33,528	18,874	52,402
KOSOVO				
American Refugee Committee				
Language training and computer services				
CARE USA				
Primary education and teacher training				
Catholic Relief Services				
Improve education through increasing community participation and building civil society. Strategy is to form and work with "parent-school partnerships" to do this.				
Christian Children's Fund				
Primary education and vocational and life skills training				
International Rescue Committee				
Community Participation Initiative: use of participatory techniques to get children, youth and parents to devise projects and training for youth leaders on proposals and projects. Project operates through the schools. (Sub-grantee of Save the Children from USAID.)				
Emergency school rehabilitation and school system revitalization: teacher training, PTAs, girls' education and material distribution				
Four youth centers in four major cities with structured activities and clubs: rehabilitation of center facilities, foreign language, sports and other non-formal education activities, including job training classes and an apprenticeship program	2000	969	851	1,820
Roma education: started in 1999 to facilitate the integration of Roma Ashkalia into the local schools. Education was provided in some of the camps during the early part of the crisis. Large development of PTAs working with the community for conflict mediation.	2000			402

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
Norwegian Refugee Council				
Rehabilitation of 34 schools				
UNICEF				
Worked with Children's Aid Direct to provide school supplies; distributed 80,000 individual student kits, 20 teaching/classroom kits, benches and desks; made emergency repairs to schools and conducted teacher training				
KUWAIT				
UNHCR				
UNHCR-supported enrollment of refugee students	2001	37	40	77
KYRGYZSTAN				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	339	260	599
LAO, PEOPLE'S DEMOCRATIC REPUBLIC				
UNHCR				
UNHCR-supported enrollment of refugee students	2000	702	473	1,175
LEBANON				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	274	231	505
UNICEF				
Furniture supply, teacher training, school rehabilitation, youth center construction, vocational skills training, literacy training and animators' workshop				
Library construction and teacher training				
Physical upgrading of kindergartens				
UNRWA				
Elementary and preparatory schooling, including infrastructure, special education, vocational and technical training and teacher training	2002	15,907	15,857	31,764
LIBERIA				
Adventist Development Relief Agency				
ADRA distributed food to the IRC/UNHCR school in Camp One for the second time in February of 1999. School feeding was discontinued in April 1999.				
Distribution of school supplies in regular schools in Maryland, Gedeh and Grand Kru counties. Assessment of schools for school feeding.				

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
American Refugee Committee				
Homeless youth center: a rehabilitation and training program				
Calvary Chapel				
Accelerated learning program for war-affected youth (implementing partner for UNICEF's SWAY program)				
Vocational skills/literacy training, foster care, counseling, training in childcare and basic health care (implementing partner for UNICEF's SWAY program) *Where working: Bassa County, Rivercess County*	1999	48	90	138
Catholic Relief Services				
School feeding in primary schools				
Children Assistance Program				
Accelerated learning program in child-friendly spaces; reintegration of IDP children into community schools *Where working: Jartondo Camp*	2003	466	269	735
Vocational skills/literacy training, business skills/income generation and counseling (implementing partner for UNICEF's SWAY program) *Where working: Montserrado*	1999			570
Community Health and Development Agency				
Accelerated learning program (UNICEF implementing partner for SWAY)				
Vocational skills/literacy training, business skills/income generation and counseling for war-affected youth (implementing partner for UNICEF's SWAY program) *Where working: Grand Cape Mount, Bomi*	1999	336	421	757
Don Bosco				
Accelerated learning program for war-affected youth (implementing partner for UNICEF's SWAY program)				
Vocational skills/literacy training, business skills/income generation and counseling for war-affected youth (implementing partner for UNICEF's SWAY program) *Where working: Margibi County, Nimba County, Grand Gedeh, Montserrado*	1999	325	212	537
German Technical Assistance Agency (GTZ)				
Vocational skills/literacy training, business skills/income generation and counseling for war-affected youth (implementing partner for UNICEF's SWAY program) *Where working: Grand Gedeh, Maryland*	1999	346	191	537

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
International Rescue Committee				
IDP Education Program: IDPs are integrated into community schools. IRC provides teaching and learning materials as well as monthly in-service teacher training for the schools. *Where working: Banjor Community School, Cari 1, Cari 2, Ganta, Kpakor Community School, Kpallah Community School, Maimu 1, Maimu 2, Maimu 3, Methodist IDP Transit School, Yatta Memorial, Banjor Arabic, Banjor Public School (Zone 2), Chocolate City, EJ Yancy Community School, Elizabeth Tubman Memorial, Isaac G. Tondo*	2003	8,744	6,683	15,427
One-time distribution of school supplies in Vahun District. Eleven Liberian primary schools covered, as well as the refugee school in Vahun itself. (Five public schools were not reached due to inaccessibility.)				
School system revitalization: emergency education program: teacher and PTA member training, provision of structured education programs and recreation to help integrate displaced and refugees *Where working: Bong County, Lofa County, Nimba County, Bong and Nimba Counties*	2001	19,529	12,075	31,604
Sierra Leonean refugee education program: teacher and PTA member training, provision of structured education programs and recreation; scholarships for students attending various high schools in Monrovia and environs *Where working: VOA 1, Samukai Town, Banjor, Zuannah Town, Montserrado*	2003	3,469	3,267	6,736
Jesuit Refugee Service				
Support to IDP schools, primarily through distribution of supplies				
Support to primary schools in post-war (1999) Liberia: including teacher incentives, teacher training, textbooks, classroom materials, furniture, printing, books, sports equipment, travel allowances for teachers, etc.				
Liberia Federation of the Disabled				
Skills training program *Where working: Gbarnga City, Bellemu Town*	2001			352
Liberian Children Education Fund				
Supervision and monitoring of pilot school in Cape Mount County with focus of retaining students and teachers in the community *Where working: Grand Cape Mount*	2002			205
Lutheran World Federation				
UNHCR implementing partner 2000/2001 *Where working: VOA 1, Zuannah Town, Banjor, Samukai Town*	2001	1,785	1,599	3,384
Norwegian Refugee Council				
Rapid Response Emergency Package (RREP) *Where working: Wilson Corner, Kpallah, Seigbeh, Montserrado*	2003			1,290
Rehabilitation of three schools				
UNHCR				
UNHCR-supported enrollment of refugee and returnee students	2001	3,970	3,795	7,765

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
UNICEF				
Support to War-affected Youth (SWAY) program, 1999: vocational skills training/literacy training, business skills/income generation and counseling	1999	1,245	1,264	2,509
Support to War-affected Youth (SWAY) program, 2000-2003: HIV/AIDS education, accelerated learning program and youth networking *Where working: Montserrado County*	2002	162	513	675
WE-CARE				
Distribution of books and other educational materials and facilitation of library workshops				
MACEDONIA, FORMER YUGOSLAV REPUBLIC OF				
American Refugee Committee				
Psychosocial workshops and vocational training				
CARE Austria				
Primary education and teacher training				
Norwegian Refugee Council				
Classes for Roma children in refugee camps				
Education program for children in seven refugee camps				
MALAWI				
Jesuit Refugee Service				
Supplementary education, English language and literacy classes and school construction *Where working: Dzaleka*	2003			120
UNHCR				
UNHCR-supported enrollment of refugee students	2001	408	396	804
MALAYSIA				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	2	0	2
MALI				
UNHCR				
UNHCR-supported enrollment of refugee students	2001	142	117	259
MAURITANIA				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	42	38	80

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
MEXICO				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	7	11	18
MOROCCO				
UNHCR				
UNHCR-supported enrollment of refugee students	1999	21	11	32
MOZAMBIQUE				
UNHCR				
UNHCR-supported enrollment of refugee and returnee students	2000	124	94	218
NAMIBIA				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	3,240	2,657	5,897
NEPAL				
CARITAS-Nepal				
Bhutanese Refugee Education Programme (BREP) *Where working: Beldangi 1, Beldangi 2, Beldangi 2 extension, Sanischare, Khudunabari, Timai, Goldhap, Nepal*	2002	20,701	19,643	40,344
UNHCR				
UNHCR-supported enrollment of refugee students	2002	20,996	19,658	40,654
NIGER				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	13	14	27
NIGERIA				
UNHCR				
UNHCR-supported enrollment of refugee students	2001	152	169	321
OCCUPIED PALESTINIAN TERRITORIES				
Palestinian Authority				
Formal education in the Occupied Palestinian Territories *Where working: Gaza Strip, West Bank*	2003	339,681	341,604	681,285

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
Palestinian Central Bureau of Statistics				
Education statistics for private schools *Where working: Gaza Strip, West Bank*	2003	65,236	51,498	116,734
UNICEF				
Training workshops, curriculum development and assessment, training for nursery school and primary teachers, psychosocial support training and youth leadership development through youth clubs				
UNRWA				
Elementary and preparatory schooling, including infrastructure, special education, vocational and technical training, teacher training and operating educational sciences facilities *Where working: Gaza Strip, West Bank*	2003	122,330	125,453	247,783
PAKISTAN				
Afghan Institute of Learning				
Education in Pakistan *Where working: NWFP*	2000	739	1,832	2,571
Commissioner for Afghan Refugees-Edu Cell				
Middle and secondary schools *Where working: Punjab, NWFP, Nasir Bagh*	2000	4,776	717	5,493
Frontier Primary Health Care				
Children's parks open to all children in camps, includes classrooms for instruction of girls ages 8-10 for 2-3 years				
German Technical Assistance Agency (GTZ)				
Basic Education and for Afghan Refugees (BEFARe) and vocational training: BEFARe supports grades 1-6; vocational training is available for grade 6 students, school dropouts, graduates of middle school and participants and graduates of non-formal adult education classes *Where working: Abbottabad, Bannu, Hangu/Thall, Mardan, Peshawar, Timargara, Shalman*	2003	82,460	29,721	112,181
GTZ home schools for girls and non-formal schools for boys who are out of school *Where working: Abbottabad, Hangu/Thall, Mardan, Peshawar, Timargara*	2003	3,751	3,434	7,185
International Catholic Migration Commission				
Vocational skills training, recreational activities and non-formal education *Where working: Ashgharo Camp, Balochistan*	2002			72,463
International Rescue Committee				
Female education program *Where working: Arbab Road, Haripur, Tahkal, Zaka Khel, Kababian, Badaber, Haji, Munda, Jalozai, Tajabad, Babo Garhi, Kohat, New Shamshatoo, Nasir Bagh, Hangu/Thall, Palosiai, Kacha Garhi, Yosufabad, Mardan, Akora Khattak, Shamshatoo, Nowtia, Pawaka*	2001	7,789	15,529	23,318

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
Lajnat Al-D'awa Al-Islamah				
Education in Pakistan *Where working: NWFP*	2000	269	300	569
Norwegian Afghanistan Committee				
Basic education				
Norwegian Church Aid				
Basic education				
Norwegian Refugee Council				
Primary education project *Where working: Ashgharo refugee camp*	2003	1,302	1,037	2,339
Ockenden International				
Basic primary education *Where working: NWFP*	2002	9,109	5,517	14,626
Refugee Education Trust				
Support to secondary education for Afghan refugees in Peshawar *Where working: Peshawar*	2003			1,750
Sanayee Development Foundation				
Sadia primary school: self-sustaining school originally established by SDF *Where working: Peshawar*	2003			250
Save the Children-US				
Home-based girls' schools *Where working: Chagai, Gulistan, Lorelai, Pishin, Qala Saifullah*	2003	0	1,092	1,092
Primary education *Where working: Chagai, Gulistan, Lorelai, Pishin, Qala Saifullah, Quetta*	2003	12,934	4,618	17,552
Women's non-formal education: basic literacy, numeracy and life skills education for women in Afghan refugee villages				
Self-Help Schools				
Estimated enrollment in refugee-organized schools	2000	9,000	7,000	16,000
Shuhada Organization				
Administers schools and home schools				
Swiss Aid Afghanistan				
Middle and secondary schools				
The Children of War				
Training school for Afghan children in Peshawar, Pakistan office. Also supplied over 20,000 notebooks, pencils and other school supplies for students in refugee camps and the Peshawar school.				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	116,270	40,596	156,866

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
Union of Assistance for Schools in Afghanistan				
Salaries, repairs, cost for all school materials, including books for five schools in NWFP and one in Balochistan. Training centers in Shamshatoo: sewing (26 students) and carpet weaving (10 students) *Where working: Akora Khattak, Pa, Peshawar, Shamshatoo*	2002	2,293	1,168	3,461
PANAMA				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	172	144	316
PAPUA NEW GUINEA				
UNHCR				
UNHCR-supported enrollment of refugee students	1997	738	473	1,211
PERU				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	12	7	19
PHILIPPINES				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	11	2	13
POLAND				
UNHCR				
UNHCR-supported enrollment of refugee students	2000	42	7	49
REPUBLIC OF MOLDOVA				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	28	29	57
ROMANIA				
UNHCR				
UNHCR-supported enrollment of refugee students	2001	48	39	87

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
RUSSIAN FEDERATION				
International Rescue Committee				
Emergency education and psychosocial support for Chechen children and adolescents in Ingushetia: structured, education activities; establishment of parent-education committees, youth clubs and associations *Where working: Burploshadka, Pobeda, Canning Factory, Gazi-Yurt, Raduga, Kindergarten, Ingavto, SMU-4, Bogatyr, Dom Bita, Oil Factory, Zarya, Logovaz, Voskhod, Fin Otdel, Tanzila*	2001	916	887	1,803
Non-formal education programs for refugee youth in spontaneous settlements outside of Nazran	1999			250
UNHCR				
UNHCR-supported enrollment of refugee students	2002	515	533	1,048
UNICEF				
Provision of school-in-a-box kits, stationery and textbooks; establishment of safe areas and summer camp and recreational activities; mine awareness education				
RWANDA				
American Refugee Committee				
Classroom rehabilitation at Gihembe camp				
Micro-credit training				
Rehabilitation of Ndera day school and orphanage				
International Rescue Committee				
School rehabilitation: construction of Mubuga primary school				
Youth Participatory Development Program: youth clubs and social mobilization				
Jesuit Refugee Service				
Support to primary education *Where working: Gihembe and Kizaba camps*				
Norwegian People's Aid				
Education for urban refugees				
UNHCR				
UNHCR-supported enrollment of refugee and returnee students *Where working: Gihembe, Kigeme, Kiziba*	2002	5,901	5,150	11,051
UNICEF				
Teacher training and provision of educational supplies				
SAUDI ARABIA				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	684	586	1,270

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
SENEGAL				
UNHCR				
UNHCR-supported enrollment of refugee students	2001	99	62	161
SERBIA				
UNHCR				
UNHCR-supported enrollment of refugee students	1993	76,515	1,345	77,860
SIERRA LEONE				
American Refugee Committee				
Business and literacy training *Where working: Kenema*	2001			300
Catholic Relief Services				
Supporting formal primary schools, non-formal primary education, youth centers and vocational training centers				
Children in Crisis				
Education for displaced children in Sierra Leone: support to non-formal schools in IDP camps in Freetown	2000			1,000
Providing education for children affected by conflict: teacher training, distribution of school and "play" kits, and support for a center for the rehabilitation and reconciliation of ex-combatants and young girls who were assaulted (with FAWE)	2000			18,000
Christian Children's Fund				
Established 40 non-formal education centers for children 6-15, conducted pre-/in-service training for 105 facilitators and provided materials and equipment				
Government of Sierra Leone				
All School Survey: includes information on government, government-assisted and private schools *Where working: Bo district, Bombali District, Bonthe District, Freetown Rural, Freetown Urban, Kailahun District, Kambia District, Kenema District, Koinadugu District, Kono District, Moyamba District, Port Loko District, Pujehun District, Tonkolili District*	2003	728,246	532,942	1,261,188
Government formal school system *Where working: Kailahun District, Kenema District, Kono District, Bombali District, Kambia District, Koinadugu District, Port Loko District, Tonkolili District, Bo district, Bonthe District, Moyamba District, Pujehun District, Freetown Rural, Freetown Urban*	2003	589,045	407,665	996,710
Teacher development initiative				
International Rescue Committee				
IRC emergency education programs: teacher and PTA member training, provision of structured education programs and recreation, establishment of youth clubs, and support to help integrate displaced and refugee children into local schools				

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
School revitalization: strengthening primary schools and teacher training, distributing materials, working with youth clubs and developing community-teacher associations *Where working: Kailahun District, Kenema*	2003	16,539	14,325	30,864
Norwegian Refugee Council				
Community Education Investment Program (CEIP): Provides support for reintegration of demobilized child soldiers into the formal school system *Where working: Kailahun District*	2003	12,476	7,345	19,821
Complementary Rapid Education Program for Primary Schools (CREPS): compresses a 6-year primary curriculum into 3 years, aimed at overage students *Where working: Kono District, Kambia District, Kailahun District*	2003	6,761	5,366	12,127
Rapid Response Education Program (RREP): six-month bridge program for 10-13 year olds who have had some schooling to re-enter formal school *Where working: Kono District*	2002	842	619	1,461
School rehabilitation: 47 schools in Kailahun, Kambia, Kono and Port Loko Districts				
Plan International				
RapidEd: Primary education, school fees and trauma healing *Where working: Freetown, Moyamba District*	2002			16,320
UNHCR				
UNHCR-supported enrollment of refugee and returnee students	2001	979	726	1,705
UNICEF				
CEIP (community education investment program): works with NRC, IRC, CARITAS and COOPI to support reintegration of demobilized child soldiers into the formal school system	2003			2,507
CREPS (complementary rapid education for primary schools): accelerated learning program (six years of primary education in three years)				
School support: in-service training; school rehabilitation; teaching, recreation and learning materials; RREP: development and implementation; program for sexual abuse victims: skills training and support for income generating activities; adult literacy centers, non-formal primary education; interim care centers and education activities in IDP camps				
United Methodist Committee on Relief				
Skills training and literacy programs for ex-combatants *Where working: Tonkolili District*	2003			471
World Food Program				
School feeding in Sierra Leone *Where working: Freetown Rural, Tonkolili District, Port Loko District, Bombali District, Kambia District, Kenema District, Pujehun District, Kailahun District, Bo district, Kono District*	2003	133,086	103,005	236,091

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1]
World Relief				
Technical training for 100 ex-combatants and other war-affected persons				
World Vision				
The Youth Reintegration Training and Education for Peace (YRTEP) Program: provides literacy and self-awareness training designed for the reintegration of ex-combatants *Where working: North Region SL, South Region SL, East Region SL, Western Area*	2002			27,000
SINGAPORE				
UNHCR				
UNHCR-supported enrollment of refugee students	2001	52	39	91
SLOVAKIA				
UNHCR				
UNHCR-supported enrollment of refugee students	2000	35	16	51
SLOVENIA				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	127	172	299
SOMALIA				
Adventist Development Relief Agency				
Vocational training (Nugal), primary education (Galgadud, Hiran, Bakool and Bari) and school rehabilitation *Where working: Nugal, Galgadud, Hiran, Bakool, Bari*	2003			200
AFRICA 70				
Support to primary education in Bosaso (Puntland) and Berbera (Somaliland) and vocational training				
Aktion Afrika Hilfe				
Rehabilitation and support to development of primary education focusing on community mobilization, rehabilitation of infrastructure, training of teachers and supply of education inputs	2000			5,000
CARE USA				
The project uses community participation and capacity building approaches to rehabilitate 19 schools. Interventions focus on the development of structurally secure, sanitary school facilities and classroom environments that promote learning.				
CARITAS Switzerland				
Vocational training center and non-formal education for women				
Centre for British Teachers				
Institutional strengthening of secondary education				

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
Concern Worldwide				
Supports 5 schools in Mogadishu and 2 in Lower Shabelle through community education committees, school materials, school rehabilitation and maintenance, teacher training and teacher incentives				
Cooperazione Internazionale				
Strengthening vocational training for agricultural students at Amoud Vocational Center for Agriculture Technology and Environment				
Coordinating Committee of the Organization for Voluntary Service				
Adult literacy feeding center and school feeding programs				
Support to formal primary education in order to assure that children attend regularly and complete education cycles and classes				
Danish Refugee Council				
Rehabilitation of the school in Burao orphanage, including the provision of furniture				
Training in production of low-cost building materials and construction of Dami school				
Danish Save the Children Fund				
Basic vocational training for street children in Hargesya				
Diakonia Bread for the World				
Construction of classrooms, student dormitory and provision of furniture				
Provision of scholarships to 60 primary school students in Adale district				
Rehabilitation of education centers, provision of training skills, furniture and educational facilities				
HOPE WordWide				
Set up a clinic in Hargesya Children's Home for the orphanage to teach the children basic education				
Horn of Africa Relief and Development Organization, Inc.				
Badhan Rural Institute: educate the community, youth, leaders and women in 6 villages using a participatory action research approach to facilitate the transfer of indigenous knowledge and information to rural and pastoral communities				
International Aid Sweden				
IAS education project and rehabilitation of schools: workshops and seminars are conducted to upgrade teachers and to improve the quality of education. Also provides assistance in boarding schools *Where working: Mogadishu, Banadir, Middle Shabelle, Lower Shabelle, Somalia*	2003	1,719	1,353	3,072
Primary education for children with special needs and establishment of a resource and development center in 2002				

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
International Committee for the Development of Peoples				
Primary education support via teacher training, distribution of textbooks and instructional materials, institutional management and capacity building training for community education committees and local education boards *Where working: Bari, Galgadud*	2001			580
International Rescue Committee				
Emergency education in Somaliland: primary school education in the evenings in the same school building used by the community; sports, formal and non-formal activities in Sheikh Nur and other returnee camps in Hargesya				
International SOS				
Jowhar Hospital: rehabilitation and construction of 6 schools, provision of furniture for 39 classrooms and food for students to increase enrollment at targeted schools	2001			2,880
Islamic Africa Relief Agency				
Paid school fees for over 200 children				
KISIMA				
Promoting adult education and literacy through training related to bakery, the environment and protection				
Mercy International USA				
Supports 2 schools in El Baad and Haji Said (Rajo School and Mercy Galkacyo School)				
Netherlands Organisation for International Development Cooperation				
Support to primary and vocational training through local NGOs				
Norwegian Church Aid				
Primary education and peace building through youth, women and elders				
Save the Children-Denmark				
Vocational training: carpentry, electro-wiring and computer skills *Where working: Waqooyi Galbeed, Awdal*	2001			45
Save the Children-UK				
Community-based primary education: support includes teacher training and training for community education committees for six rural schools; provision of educational materials and rehabilitation of schools, latrines and water systems *Where working: Belet Weyne*	2003	1,806	3,429	5,235
Primary Education Project Togdheer (2000-2003) implemented with the Ministry of Education (1999 baseline information is also available) *Where working: Togdheer*	2003	4,517	1,634	6,151
Save the Children-US				
Non-formal projects with link to the formal system				

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
Somali Refugee Organization				
Nugal Vocational Institute: computer training institute for young people				
Pilot project for widows: training in tailoring, cooking, etc.				
Training for house building				
The Somalia Aid Coordination Body				
Somalia Aid Coordination Body education sectoral committee: provides a forum for government, UN and other organizations to develop a common strategy on education financing; teacher training and linkages between district, regional and national education				
SOS Kinderdorf				
SOS is rehabilitating the secondary schools in Sheikh				
Swisso Kalmo				
First aid education in 5 schools				
Trocaire				
Supporting 18 primary schools in 2 districts. Inputs include support to construction, education materials and teachers. *Where working: Gedo*	2003			2,463
UNESCO				
Literacy and vocational skills for demobilized ex-militia				
Technical and vocational education for all eligible Somali youth				
UNHCR				
Enrollment figures of refugee students in UNHCR programs. UNHCR is also active with school construction and rehabilitation, furniture construction, primary school support and vocational training.	2001	1,270	544	1,814
UNICEF				
Early childhood development, primary formal education and youth education development				
Established resource centers and libraries; conducted teacher training; distributed admin supplies (EMIS), school improvement manuals and Education Kits (A and B); constructed and rehabilitated playgrounds				
Survey of primary schools in Somalia that provides a summary of indicators for the education sector in Somalia *Where working: Awdal, Sahil, Sanaag, Sool, Togdheer, Waqooyi Galbeed, Bari, Nugal, Bay, Bakool, Banadir, Gedo, Galgadud, Hiran, Lower Juba, Lower Shabelle, Middle Juba, Middle Shabelle, Mudug*	2002	170,136	91,357	261,493
Water for Life				
Management and support of formal primary schools from first to sixth grade in 27 villages and vocational school (agriculture, carpentry, masonry, mechanics and dress making) for orphans				
World Vision				
Classroom reconstruction and repair, teaching materials, refresher courses for teachers, sanitation and water supply facilities *Where working: Bakool*				

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
SOUTH AFRICA				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	478	422	900
SRI LANKA				
Jesuit Refugee Service				
Skills training and primary school for displaced children	2000			50
Save the Children-UK				
Early childhood development, including pre-school teacher training and development of teacher resource guide				
UNHCR				
UNHCR supported enrollment of refugee students	2001	2	0	2
UNICEF				
School rehabilitation, non-formal catch-up classes, school supplies for IDPs and life skills training and teacher training				
SUDAN				
Adventist Development Relief Agency				
Education and training: specific projects include a literacy program, a secondary/vocational school project, primary teacher training and school support				
American Refugee Committee				
Skills training for income generation activities: weaving, soapmaking and jam and juice concentrate production				
Association of Christian Resource Organizations Serving Sudan				
Teacher training *Where working: Bor*				
CARE International				
Basic education project in 8 schools: teacher training and support to community-based management structures and systems, community-initiated school rehabilitation and increased participation rates of girls in education *Where working: Tambura County, Ezo County, Southern Sudan*	2003	1,533	949	2,482
Catholic Relief Services				
School feeding program				
Fellowship for African Relief				
Skills and vocational training				
GOAL				
Various education-related projects, including school construction in Twic county (2002-2003) and a woman's literacy program				

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
International Aid Sweden				
Supports schools with scholastic materials, teacher training and incentives schemes				
Jesuit Refugee Service				
Assistance to community primary schools, e.g. stationery, textbooks, teaching aids, teacher incentives				
Norwegian Church Aid				
Teacher training and equipment supply for over 30 schools				
Norwegian Refugee Council				
Scholarships for 10 Sudanese teachers to attend Primary Teachers College in Uganda				
Secondment to UNHCR for curriculum development in camps for Eritrean refugees				
Ockenden International				
Skills training program: formal and informal training for income generation and credit				
Rädda Barnen, Swedish Save the Children				
Basic education				
Save the Children-UK				
School support in displaced people's camps *Where working: Khartoum State*	2003			14,400
Primary education for resettled population *Where working: South Darfur State*	2003			341
Bahr el Ghazal Emergency Education Project *Where working: Bahr el Ghazal*	2003			15,100
Save the Children-US				
Basic education				
Women's literacy project				
UNHCR				
UNHCR-supported enrollment of refugee and returnee students	2002	7,326	6,324	13,650
UNICEF				
Basic schools: teacher education and training and analysis of its impact on learning achievements; development of an education database; provision of statistical training and efforts to increase girls' access to education				
UNICEF/Operation Lifeline Sudan and Africa Educational Trust				
School Baseline Assessment Report Southern Sudan: 1998-2001 assessment information *Where working: Equatoria, Bahr El Ghazal, Upper Nile, Nuba Mountains*	2002	177,378	64,184	241,562

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
SWAZILAND				
UNHCR				
UNHCR-supported enrollment of refugee students	2001	41	28	69
SYRIAN ARAB REPUBLIC				
UNHCR				
UNHCR-supported enrollment of refugee students	2001	284	265	549
UNRWA				
Elementary and preparatory schooling, including infrastructure, special education, vocational and technical training	2002	22,478	21,198	43,676
TAJIKISTAN				
UNHCR				
UNHCR-supported enrollment of refugee students	2001	360	280	640
TANZANIA				
Africare				
Support to primary school education and non-formal education through adult education and skills training, including teacher training and development of curriculum				
AHADI				
Organizing national exams from the Democratic Republic of Congo, training post-primary school teachers in pedagogical skills and subject knowledge and providing technical support to post-primary education through distance learning				
Christian Outreach Relief Development				
Implement education programs; involve youth and adolescents in a pilot HIV/AIDS project; maintain and mobilize the community to run pre-schools, primary schools, post-primary schools and adult education programs *Where working: Lugufu I, Nyarugusu*	2000	6,500	6,500	13,813
Diocese of Western Tanganyika-Refugee Dept.				
Maintenance and running of preschools, primary schools, secondary schools and adult education centers				
Dutch Relief Agency				
UNHCR implementing partner for preprimary through secondary education and non-formal education *Where working: Mtendeli, Nduta*	2000	15,133	12,590	27,723
International Rescue Committee				
Youth centers that provide educational, vocational and recreational activities in coordination with UNHCR and other NGOs *Where working: Kanembwa, Karago, Mkugwa, Tanzania*				

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
Jesuit Refugee Service				
Pre-school education for six-year-old girls and boys				
Norwegian People's Aid				
Implement primary education, sexual and gender-based violence and environmental education programs, as well as vocational training *Where working: Kitali, Lukole*	2001	12,213	13,328	25,541
Southern Africa Extension Unit				
Post-primary education through non-formal distance education approaches: basic English course and French language program (Burundi curriculum), preparation courses for "O" level national examinations and other qualifications				
Tanganyika Christian Refugee Service				
Primary and post-primary education *Where working: Kanembwa*	2000	2,008	1,899	3,907
UMATI (Chama cha Uzazi Malezi Bora Tanzania)				
Support to formal pre-primary and primary education as well as provision of non-formal and environmental education *Where working: Karago, Kanembwa, Mkugwa*	2000	6,144	5,413	11,557
UNHCR				
UNHCR-supported enrollment of refugee students	2002	87,739	78,141	165,880
UNICEF				
Teacher and supervisor training; equipment for education development centers; liaison with home country government re: home national curriculum, primary school completion examinations and provision of learning and teaching materials *Where working: Nyarugusu, Mtabila, Muyovosi, Lugufu I, Mkugwa, Nduta, Kanembwa, Mtendeli, Karago, Lukole, Lugufu II, Tanzania*	2002	69,848	63,508	133,356
THAILAND				
Children's Light Publication Group				
Production of cartoon books				
Consortium-Thailand				
Survey of Karenni Schools on the Thailand-Burma border *Where working: Mae Hong Son Province*	2001			6,618
Teacher training, curriculum development, special education, adult literacy and material development for Burmese refugees living in Thailand				
Empowering Women of Burma				
Various education activities, including seven nursery schools in Mae Kong Ka, La Hu school, nursery school teacher training, scholarships and other workshops and trainings				

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
International Rescue Committee				
Education sub-grants for displaced people from Burma: funded and supported 6 projects by local NGOs (information from these projects is listed separately under the respective local NGO)				
Japan Sotoshu Relief Committee				
Support to libraries and nursery schools				
Jesuit Refugee Service				
Formal education support and teacher training				
Karen Women's Organization				
Non-formal education projects and skills training *Where working: Karen Camps and Karen State*	2001	0	502	502
Karenni Computer Development Education Group				
Basic computing courses in the Karenni camps *Where working: Karenni Camps*	2001			97
Karenni Education Department				
Formal education program in the three northern camps in partnership with JRS *Where working: Camp 2 Ban Kwai, Camp 3 Ban Nai Soi, Camp 5 Ban Mae Surin*	2002	3,325	3,033	6,358
School textbook production				
Karenni National Women's Organization				
School support and vocational training				
Karenni Youth Organization				
Libraries and recreational centers				
Migrant Action Program, Foundation for Health and Knowledge				
Community development outreach, including tutoring/school for migrant children and adult education. *Where working: Thailand*	2002			25
Mon Women's Organization				
English language training project in Sangkhlaburi				
Overseas Karen Refugee Social Organization				
Advanced spoken and written English and computer classes *Where working: Bangkok*	2000			15
Shan Women's Action Network				
Literacy classes for Shan refugees: includes Shan literacy, Thai and English language training and primary education activities	2000	213	170	383
UNHCR				
UNHCR-supported enrollment of refugee students	2002	17,101	16,835	33,936

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
Women's Education for Advancement and Empowerment				
Non-formal community edcuation, support for nursery schools and teacher training				
ZOA Refugee Care				
Education support to Karen refugee camps on the Thailand/Burma border *Where working: Um Pium, Mae La, Nu Po, Mae Ra Ma Luang, Mae Kong Kha, Tham Hin, Don Yang*	2003	15,520	15,599	31,119
TOGO				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	92	111	203
TURKEY				
International Catholic Migration Commission				
Education program for refugee children unable to access the Turkish system	2002			52
UNHCR				
UNHCR-supported enrollment of refugee students	2002	284	241	525
TURKMENISTAN				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	284	280	564
UGANDA				
Government of Uganda				
Formal education *Where working: Gulu, Kitgum, Pader*	2003	213,899	172,595	386,494
International Rescue Committee				
Child soldier rehabilitation program: vocational education training and seed money for micro-enterprise start-up				
Emergency education program: non-formal education and psychosocial services, including vocational, recreational and health activities and an adult literacy program *Where working: Acholi Pi*	2000	5,510	2,857	8,367
Jesuit Refugee Service				
Nursery, primary and secondary school programs				
Norwegian Refugee Council				
Improve teaching environment, reconstruction/rehabilitation of schools, teacher training, development/adaptation of education materials, support to extra-curricular programs				

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
Save the Children-Denmark				
Support for war-affected children in Gulu *Where working: Gulu*	2002	392	437	1,157
Save the Children-UK				
Temporary schools project				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	39,094	31,176	70,270
UNICEF				
Provision of teaching and learning materials, temporary classroom construction and monitoring visits in complicated/hard-hit emergency areas				
UKRAINE				
UNHCR				
UNHCR-supported enrollment of refugee students	2001	184	138	322
URUGUAY				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	9	6	15
UZBEKISTAN				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	528	476	1,004
VENEZUELA				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	33	35	68
VIET NAM				
UNHCR				
UNHCR-supported enrollment of refugee students	1994	9,718	9,717	19,435
UNICEF				
Educational supplies provided, rehabilitation of 2,000 classrooms and repair of 4,000 sets of furniture				
YEMEN				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	2,162	1,719	3,881

PROJECTS BY ORGANIZATION AND COUNTRY	Latest enrollment information available			
	Date	Boys	Girls	Total [1,2]
ZAMBIA				
CARE International				
Education and community services in Mwange camp *Where working: Mwange*	2003	5,372	4,994	11,369
Christian Outreach Relief Development				
Education and community services programs in Nangweshi refugee camps and Mayukwayukwa refugee settlement *Where working: Nangweshi, Mayukwayukwa*	2002			10,131
Jesuit Refugee Service				
Community schools (including Portuguese language centers), literacy training, teacher training, resource centers, peace education/conflict resolution and scholarships *Where working: Lusaka, Meheba, Nangweshi*				
UNHCR				
UNHCR-supported enrollment of refugee students	2002	12,469	11,500	23,969
ZIMBABWE				
International Catholic Migration Commission				
Primary school program, secondary school support and vocational training courses	2002			341
UNHCR				
UNHCR-supported enrollment of refugee students	2001	117	105	222

[1] For some programs the total may be more than the sum of boys and girls. This discrepancy occurs when there is multiple enrollment information available for a project, some of which is not broken down by gender. For example, if an organization supported a formal school program for 1,500 boys and 1,200 girls and a vocational training for 500 adolescents (with the gender not specified), the total in the list would show as 3,200.

[2] Because multiple organizations may be supporting the same student populations in different ways, it is not possible to sum the enrollment information listed for each country.

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