AN ASSESSEMENT OF THE PROVISION OF PRIMARY EDUCATION FOR REFUGEES IN DIMMA AND BONGA CAMPS OF GAMBELLA REGION

BY

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JULY, 2007

ADDIS ABABA
AN ASSESSMENT OF THE PROVISION OF PRIMARY EDUCATION FOR REFUGEES IN DIMMA AND BONGA CAMPS OF GAMBELLA REGION

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ACKNOWLEDGEMENTS

“The Almighty has his own way to save his children in a safe place”

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<td>ARRA</td>
<td>Administration for Refugee and Returnee Affairs</td>
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<td>BEG</td>
<td>Boys' Empowerment Group</td>
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<td>CIR</td>
<td>Camp Indicator Report</td>
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<td>CRC</td>
<td>Convention on the Rights of the Child</td>
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<td>EFA</td>
<td>Education For All</td>
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<td>EOC-DICAC</td>
<td>Ethiopia Orthodox Church-Development and Inter-Church Aid Commission</td>
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<td>EQUIP</td>
<td>Education Quick Impact Projects</td>
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<td>GER</td>
<td>Gross Enrollment Rate</td>
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<td>GESG</td>
<td>Girls Education Support Group</td>
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<td>GG</td>
<td>Gender Gap</td>
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<td>GPI</td>
<td>Gender Parity Index</td>
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<td>INEE</td>
<td>Interagency Network on Emergency Education</td>
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<td>INSPIRE</td>
<td>Innovative Strategic Partnerships In Refugee Education</td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<td>MoU</td>
<td>Memorandum of Understanding</td>
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<td>NGOs</td>
<td>Non-governmental Organizations</td>
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<td>OICE</td>
<td>Opportunity Industrialization Center Ethiopia</td>
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<td>PSR</td>
<td>Pupil Section Ratio</td>
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<td>PTA</td>
<td>Parent Teacher Association</td>
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<td>PTC</td>
<td>Parent Teacher Committee</td>
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<td>PTR</td>
<td>Pupil Teacher Ratio</td>
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<tr>
<td>S&amp;I</td>
<td>Standard and Indicator</td>
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<td>UN</td>
<td>United Nations</td>
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<td>UNESCO</td>
<td>United Nations Education, Science and Culture Organization</td>
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<td>UNHCR</td>
<td>United Nations High Commissioner For Refugees</td>
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<td>UNICEF</td>
<td>United Nations Children's Fund</td>
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<td>UPE</td>
<td>Universal Primary Education</td>
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<td>USD</td>
<td>United States Dollar</td>
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<tr>
<td>WFP</td>
<td>World Food Program</td>
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<td>ZOA</td>
<td>Netherlands Refugee Care</td>
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Abstract

The essence of this study was to assess the provision of primary education for Sudanese refugees sheltered in Western Ethiopia. Hence, two primary education programs in two Refugee Camps: Dimma and Bonga, located in Gambella Region were randomly selected as samples for the study. The Region, Gambella, was selected purposefully on the basis of refugee population and the level of program maturity. In employing a descriptive survey research methodology, the study made use of questionnaire, interview and focus group discussion to solicit information from teachers, school principals, executive and program managers of the program funding and implementing agencies, PTC members, community representatives and past students. Besides, documentary reviews and personal observation were used to gather data. Accordingly, the following majors findings were obtained: overall primary participation in both Dimma and Bonga camps was generally low; girls' participation at the primary of the Refugee camps was found out to be much lower than that of boys; the primary education system in the Refugee camps was not functioning efficiently due to high drop out rate; the availability of educational materials and supplies, and the physical condition of the school and classroom environment were more or less satisfactory; and finally, the participation and contribution of the refugee community and other stakeholders (UNHCR, ARRA, WFP and Save the Children Sweden) in the organization and management of the primary education program of the refugees in Dimma and Bonga camps was deservedly considerable.
Refugee children are a policy priority to the Office of the UNHCR. The rights of refugee girls and boys including adolescents of diverse background and abilities are of specific concern to UNHCR (UNHCR, 2005:2).


UNHCR's commitment to the protection of refugee children has been reinforced through the Agenda for Protection which included a specific goal with objectives and activities relating to the protection of refugee children and women (UNHCR, 2006:2).

UNHCR Protection and Induction Program (2006:12) defined international protection as...

...a range of concrete activities that ensure that all women, men, girls and boys of concern to UNHCR have equal access to and enjoyment of their rights in accordance with international law. The ultimate goal of these activities is to help them rebuild their lives within a reasonable amount of time.

The Agenda for Protection and the subsequent Action Plan approved by UNHCR Executive Committee (EXCOM), in October 2002, specifically underline education as "an important tool for protection" (UNHCR, 2003:3). As it is vital for the development of children and every person in deed, education is recognized as a basic human right in international instruments such as the 1948 Universal Declaration of Human Rights and the 1989 Convention on the Rights of the Child (CRC). It is a necessary foundation for personal development and adequate social functioning in the modern world. The right of refugees to education is recognized in the 1951 Convention relating to the Status of Refugees (article 22) and its subsequent 1967 Protocol (UNHCR, 1995:3).

UNHCR, the UN Refugee Agency, advocates for education as a basic human right in the context of the 1951 Refugee Convention and all other international declarations and instruments. In the midst of conflict, education is often seen as a luxury for refugees who are also struggling for food and shelter. However, education, according to UNHCR (2004:1), is not a luxury. It is a basic...
right, one that is vital in restoring hope and dignity to people driven from their home, tool to help them get back on their feet and build a better future. Rapid educational response is now seen as a means of addressing the psychosocial needs of victims of mass population displacement caused by war, civil conflicts and persecution. UNHCR (2003:2) discusses the practical justification for an education response for refugees as under:

i) Education helps meet psychosocial needs of children and adolescents affected by conflict or disaster that have disrupted their lives, studies and social networks.

ii) Education is a tool for protecting children in emergencies.

iii) Education provides a channel for conveying health and survival messages and for teaching new skills and values, such as peace, tolerance, conflict resolution, democracy, human rights, environmental conservation etc ...

iv) Education for all is a tool for social cohesion, where as educational discrepancies lead to poverty for the uneducated and fuel civil conflict.

v) Education is vital to reconstruction for the economic basis of family, local and national life and for sustainable development and peace building.

Today, education as an important pillar of UNHCR’s assistance program, is identified as one of the salient protection concerns and top priorities of refugee children worldwide (UNHCR, 2003:12). Hence, UNHCR gives education a very high priority in all of its operation, and it has been supporting education programs for refugees since the 1960s, when primary education activities were funded under its 'General Program' and 'secondary', 'tertiary' and 'vocational' education were funded under a special 'Education Account' (UNHCR, 1995:6).

In extending the effort, UNHCR has formulated its Education Policy in 2003, in light of the Millennium Development Goals (MDGs) for education and the Dakar Framework of Action for Education for All /EFA (UNHCR, 2003).

Within the purview of this Education Policy, UNHCR engage in a number of networks and partnerships with experienced organizations for providing better education. To this end, in many parts of the world the Office of the High Commissioner is supporting activities and initiatives that promote schooling of refugees. These include low cost innovative education, community initiative to promote quality education, teacher training, school efficiency, gender equity and establishment of “safe” school environment (UNHCR, 2006).
However, despite the effort by UNHCR and other collaborative agencies for universal primary education, the existing reality is that the majority of refugee children do not receive basic education. Albeit comprehensive data on refugee education is not available, estimates show that the number of refugee children receiving education is no more than 45 percent (UNHCR, 2002:6).

The situation may even be disturbing when one studies the schooling of refugees in the developing world like Africa. Article 22 of the 1951 Refugee Convention requires States “to accord to refugees the same treatment as is accorded to nationals with respect to elementary education”. But in practice, this might be better said than done in Africa where the percentage of enrollment of children of school age is very low in most countries and no country has in reality reached the stage of providing universal primary education (Eriksson, et. al. 1989:110).

In evidence, UNHCR’s 1995 report showed that projects for refugee schooling funded by UNHCR in 1993 in Third World Countries mostly show an education pyramid with a broad base and narrow top, which reflects the situation in the rural areas of the countries from which most of the refugees originated. The same report further indicated that 55% of about 500,000 refugee pupils in these countries whose schooling received UNHCR support were in 1 and 2 grades, and 32% were in 3, 4, and 5. In retrospect, the report concludes with the need to work more by the concerned bodies to reduce drop outs and improve female participation (UNHCR, 1995:7).

Obviously, in Africa where too many children chasing the few places in the schools, preference is normally given to nationals and the meager resources that governments can mobilize are generally allocated to nationals. International efforts have made available funds for refuge education, but it is very difficult to obtain places in African institutions. Fortunately, most refugees in Africa are rural refugees who have settled together and education is one of the services provided (Eriksson, et. al. 1989:110-11).

Broadly speaking, there are two categories of refugees in Africa. The first is a huge group of rural refugees, who cross the boundary of their country of origin and seek asylum in the neighboring area. The second group constitutes small and scattered urban groups, refugees with some intellectual or professional background (Hamerell, 1967:9).
The solution to the problem of massive rural refugee groups seems to have been found. It consists of rural settlements in the country of asylum i.e. the creation of entirely new rural communities. Considerable efforts have been made in this direction, particularly, on the initiative of UNHCR, agencies of "UN family" and many non-governmental organizations (NGOs) with the assistance of the governments of the countries of asylum (Hamrell, 1967:9-11).

In the Horn of Africa over 900,000 Somali and Sudanese have been exiled in Ethiopia, Kenya, Djibouti and Northern Uganda and create entirely new rural settlements (UNHCR, 2006). In Ethiopia, the Southern Sudan refugees formed the Western Refugee Camps: Bonga, Dimma and Pignudo in Gambella Region, and Sherkole and Yerenja in Benshangul Gumuz Region. In the East, Somali and Eritrean refugees formed Kebribeyah and Shimelba Camps, respectively. Administration for Refugee-Returnee Affairs (ARRA), a government body, is in charge of refugees and returnees, and implementing partner of UNHCR in Ethiopia (ARRA, 2006).

As ARRA’s report of October 2006, the total number of refugees in all camps is 84,580. Of these, the three Camps in Gambella Region, namely, Dimma, Bonga and Pignundo, account for 64%. ARRA, UNHCR, agencies of “UN family” such as World Food Program (WFP) and other local and international non-governmental organizations (NGOs) are purveying the necessary services in the Camps, one of which is education.

Article 22 of the 1951 Refugee Convention ratified by 145 States, including Ethiopia, requires Countries “to accord refugees the same treatment as is accorded to nationals with respect to primary education.” Accordingly, ARRA on behalf of the Federal Government of Ethiopia, is implementing with UNHCR Fund the primary education program in all refugee camps in the country. The case in points here are the two Western Refugee Camps: Dimma and Bonga.

About fifteen years have passed since the primary education program has begun to operate in Dimma and Bonga Refugee Camps. At this particular point questions on the status of this refugee primary education program seems logical and indisputably justified on the ground of the efforts being made to this direction and other facts mentioned earlier. Besides, such an assessment of the performance of the primary education program for camp refugees is of capital importance for initiating effective and efficient education service delivery with the required standard and quality for the disadvantage refugee children. This is the crux of the study as such.
So far, studies have not been done on issues regarding refugee education. Presumably, the first in its kind, the originality of the issue under study may beckon to others a potential new area for further studies in a broader scope and wider context.

1.2 Statement of the Problem

The objective of universal primary education by 2015 was adopted at the World Education Forum, held in Dakar, in April 2000. The Forum stressed the importance of promoting education for all, even in situations of conflict and instability and the parity of enrollment between boys and girls which was set to be achieved by 2005.

The United Nations (UN) has formulated two Millennium Development Goals that apply to education: Universal primary education/UPE and parity of boys and girls, which are also reflected in the Education For All/ EFA initiatives.

UNHCR, on behalf of world refugees, has a collective responsibility to achieving these targets by giving utmost priority to refugee schooling (UNHCR, 2003:2). In pursuing these global education goals, UNHCR in collaboration with governments, local and international agencies, is providing primary education in areas of acute and chronic emergencies as well as in the phases of post-conflict and repatriation. Education activities focus on strategies to increase girls' education and to ensure that refugee schools have the same standards as regular ones (UNHCR, 2005:5).

At this juncture, making an enquiry into and assessing the provision of primary education for camp refugees is of timely and relevant in the context of addressing the dire learning needs of refugees in Ethiopia/Africa, and at least in part assessing the progress towards meeting the education goals of the world community: EFA and MDGs, among the refugee community that deserve particular attention.

To this end, at present UNHCR is supporting activities and initiatives in different countries of the world that promote refugee schooling. In this regard, practical actions are being made in Ethiopia to provide primary education for Sudanese, Somali and Eritrean refugees sheltered in the Western and Eastern Camps respectively. At one time, the Writer had a chance to observe the provision in one of the Western Camps (Dimma), in Gambella Region. ARRA, on behalf of the Federal
Government of Ethiopia, is the implementing partner of UNHCR program in the country, and by now it is implementing, among other things, the primary education program in the refugee camps. While the attempt to address the basic learning needs of refugee children may be an end in itself, enquiring and assessing the program’s status may be equally justifiable on the ground of the points mentioned earlier.

Therefore, the main purpose of this study was to assess the provision of primary education for Southern Sudan refugees sheltered in Western Ethiopia, Gambella region, specifically, in Dimma and Bonga Camps, being run with UNHCR’s fund by ARRA.

Thus, the specific objectives of the study were to:

4. Examine the current status of primary education provision for refugee children in Dimma and Bonga Refugee Camps, in terms of quantity and quality.
2. Revisit the existing realities and prevailing conditions in the school and the community in both Dimma and Bonga Camps, to identify the factors attributable to the degree of efficiency with which the primary education system performs.
3. Determine whether the provision is equitable in the refugee camps of Dimma and Bonga.
4. Identify the major problems and challenges in the provision of primary education for refugees in Dimma and Bonga Camps of Gambella Region.
5. Examine the degree of participation, contribution and role of the stakeholders involved in the organization and management of the primary education program for Refugees in Dimma and Bonga.

Accordingly, the study was guided by the following basic questions:

1. What is the current status of the primary education provision in terms of quantity and quality in Dimma and Bonga refugee camps of Gambella Region?
2. To what extent is the provision equitable in the Refugee Camps of Dimma and Bonga?
3. How efficiently does the primary education system in the Refugee Camps perform?
4. What are the major problems and challenges in the provision of primary education for refugees in Dimma and Bonga Camps?

5. What are the contribution, participation and role of the community, UNHCR, ARRA and other stakeholders involved in the organization and management of primary education of Dimma and Bonga Refugee Camps of Gambella Region?

1.3 Significance of the Study

A study of this nature that enquires into the current status of the primary education provision for Camp Refugees is relevant in the context of addressing the dire learning needs of refugees in Ethiopia/Africa. Thus, the significance of the present study lies in that:

1. It will help those in charge of refugees and refugee education, both local and international, keep track of the actual performance of the primary education program of the study area (and similar others may be), and thereby initiate practical policy decisions and operational guides for planning, organization and management that create improve and maintain efficient performance of the existing and future primary education programs. By indicating major areas which deserve improvement, the study will also help to establish new and revitalized partnership between funding agencies, government and community in the effort to meet the basic learning needs of refugee children and promote school quality.

2. Disseminating and/or presenting the result of the study on various forms and forums respectively, will contribute to raise awareness among the public about the need, provision and role of education in the context of refugee.

3. Since it is the first in its kind to deal with refugee education at a thesis level, the originality of the study will beckon to others a new potential area for further studies in a broader scope and wider context.

1.4 Delimitations of the Study

Education programs for refugees include pre-school, primary and secondary level as well as vocational and technical trainings. This necessitated to limit the scope of the study to one of these levels. Therefore, the researcher has delimited the study to:

2. Access and coverage of the primary education program: enrollment, attendance and transition rates.

3. The quality of education with respect to the availability of enabling inputs: staff, facilities, equipment and materials.

4. Gender equity

5. Internal efficiency of the primary education program: promotion, repetition, drop out and attendance rates.

1.5 Research Design and Methodology

1.5.1 Methodology

The design and methodology of a research is determined by the purpose of the study (Quirk, 1979). The purpose of this study was to assess the provision of primary education for refugees in two camps of Gambella Region: Dimma and Bonga, being implemented with UNHCR fund by ARRA. The study seeks to mirror the main features of the primary education program in the camps, its weakness and strength and the general environment under which the program is operating. Thus, a descriptive survey method was selected as an appropriate methodology to reflect the intended purpose of the study.

1.5.2 Study Sample and Sampling Techniques

There were six refugee primary education programs under operation in six Refugee Camps (Dimma, Bonga, Pignudo, Yerenja, Shimlba and Kebribeyah) in four Regions of Gambella, Benshangul Gumuz, Tigray and Somali. They were implemented by ARRA. Among these two programs (33.3%) in two camps: Dimma and Bonga, located in one (25%) Region, were randomly selected as the samples for the study. The Region, Gambella, was selected purposefully on the basis of refugee population (account 64% of the total) and the level of program maturity which begun to operate before a decade.
1.5.3 Sources of Data

Regarding sources of data both primary and secondary sources were used to collect relevant data for the study.

Relatively, due to their small size the total population of 78 (100%) people who had roles within and around the program have been considered as a pertinent primary sources of information. They were school principals, teachers and program managers of the funding and implementing agencies. They were selected on the basis of purposive and availability sampling because they were the appropriate and knowledgeable bodies to exactly respond to the research questions. Furthermore, in an effort to answer research questions executive managers of program funding and implementing agencies, Parent Teacher Committee (PTC) members, community representatives and past students were used as key informants to increases the dependability of the responses.

On top of this secondary source of data which include activity reports, monitoring and evaluation reports, school and camp population records, and research outputs and publications of various agencies on refugee and refugee education programs were used to solicit relevant information.

1.5.4 Data Collecting Instruments and Procedures

A self-developed questionnaire consisting of 40 items (both close and open-ended) on aspects of the primary education provision in the Refugee camp was administered to 74 primary teachers in the camps.

Interview questionnaire was also administered to school principals and executive and program managers of the funding and implementing agencies to collect information on the overall picture of the provision of primary education for refugees in Dimma and Bonga Camps.

Moreover, focus group discussions were held to sound out problems and expectations, views and opinions of the community on the provision of primary education in the refugee camps. Besides, checklists of documentary reviews were used to review existing documents and information in advance and during the field visit to get background information on events and activities of the
program and program providers as well as to secure relevant data for the study. On top of this personal observations were used to collect supplementary data during the field visit.

The data collecting tools were validated by the advisor and experts in the field of refugee education from UNHCR, and accordingly items that were necessary and specific to the context of refugee and refugee education were included. Similarly, the reliability was established through a pilot-test using respondents of similar character outside the sample of the study so as to make it sharp and dependable before the actual survey was conducted.

1.5.6 Data Analysis

The information gathered was divided into two: original survey and documentary review data, and analyzed in such a way that the information obtained from respondents was categorized and frequencies were tallied. Thus, the percentages achieved from the analysis were interpreted as per the indicators derived from the descriptive characteristics of the program. On the other hand, the statistical data obtained from reviews of school documents and camp population records was categorized, tabulated and exposed to statistical computations across indicators of participation, equity, efficiency and quality of education.

1.6 Limitations of the Study

This study has its own limitations. The major factors contributed to the limitations include the following:

i) One major challenge throughout the collection of data from the refugee community members was language barrier. Most members of the refugee communities in the camps solely spoke only their native language and very few understood English. This necessitated the researcher to use up interpreters to facilitate communication with and among focus group discussants.

ii) Lack of accurate, systematic and dependable school and population data across age and sex has made it impossible to employ certain education indicators that were necessary to the study.
1.7 Organization of the Study

This study consists of four chapters. Chapter one deals with the problem and its approach whereby, background of the problem, statement of the problem, significance of the study, research design and methodology, limitations and organization of the study are presented. Chapter two treats the review of the related literature and background information on the refugee primary education program of the sample Refugee Camps. Chapter four presents the summary of the findings, conclusions and recommendation of the study. Finally, lists of reference materials used for the study, sample questionnaire, interview guidelines and checklists for focus group discussions and documentary reviews are attached to the appendix of the report.
1.8 Definition of Key Terms

Assessment: The process by which one attempts to measures the quality and quantity of learning using various techniques. For example, assignment, projects, continuous assessment tests and etc. (Thomas. et. al., 1978:26).

Primary Education: Programs normally designed on a unit or project basis to give pupils a sound basic education in reading, writing and mathematics and an elementary understanding of subjects such as history, geography, natural sciences, social sciences, art and music. Religious instruction may also be featured. These subjects serve to develop pupils' ability to obtain and use information they need about their home, community, etc ...Sometimes called elementary education (UNESCO, 2005).

Refugee: A person who has a well-founded fear of persecution on the ground of his/her race, religion, nationality, membership of a particular social group and political opinion (UNHCR, 2006).
 CHAPTER TWO  

REVIEW OF THE RELATED LITERATURE  

2.1 The Development of and Responsibility for  
International Protection of Refugees: A Historical  
Overview  

Throughout history, people in every corner of the world have been forced to flee the country of their birth in search of safety from persecution, political violence and/or armed conflict. However, according to Hamerell (1967: 10), the problems of refugees were recognized as being international importance only after the First World War.

The League of Nations, the first global body for inter-State cooperation and the forerunner of the United Nations, launched a number of unprecedented initiatives aimed at helping people who become refugees in the wake of Russian Revolution and those who fled Hitler Germany (UNHCR, 2005: 5). This beckoned to the international community that helping refugees requires a coordinated global effort.

The League of Nations was disbanded after it failed to prevent the Second World War. To address the plight of the millions of people displaced throughout Europe during the conflict, the Aliens established, in 1944, United Nations Relief and Rehabilitation Administration (UNRRA) to provide emergency relief to the displaced (UNHCR, 2005: 6).

In 1947, two years after it was created, the United Nations founded the International Refugee Organization (IRO), the first international agency to deal with all aspects of refugee lives. However, the criticism on its resettlement program coupled with shortage of budget led to its eventual demise in 1951. Simultaneously, however, it was clear that there remained a need for some kind of refugee agency, at least for the near future.

As a result, the United Nations General Assembly had established the Office of the High Commissioner for Refugees (UNHCR) in 1950. Since then, the Office remains the only
international organization with a specific mandate to provide on a non-political and humanitarian basis international protection to refugees and to seek permanent solution for them (UNHCR 2005:7).

In addition to establishing UNHCR, UN General Assembly also adopted the 1951 Convention relating to the Status of Refugees. To these days, the Convention remains for the foundation for international refugee law. It defines who is a refugee and set standards for the treatment for those fulfilling the definition. The Convention represents a milestone in the emergence of a global will to protect refugees and other displaced persons all over the world (UNHCR, 2005:9).

According to UNHCR (2006:35), the 1951 Convention was limited in scope to people who became refugees as a result of events occurring before 1951, and States were also allowed to restrict the Convention's applicability to European refugees. Later, it became clear that refugee crisis were a global phenomenon, especially with the onset of numerous refugee movements in Africa and Asia, caused by upheavals of decolonization.

The international community responded to these changing realities by adopting the 1967 Protocol to the 1951 Convention. The Protocol removed the limitation in the Convention's refugee definition which had restricted to refugees displaced as a result of events before 1951 and the geographic limit of its applicability to events occurring in Europe (UNHCR, 2005:35-36).

UNHCR (2005:10) states that in the last fifty years the global refugee population has grown around two million to ten million in 2004. The environment, in which refugee protection occurs to day, is in many ways, far less generous than at any other time point in history. The current climate is marked by a number of challenges that impede effective international protection.

Recognizing these challenges, UNHCR launched the Global Consultations on International Protection in 2000 to consider how the international protection could be strengthened for the 21st Century. One of the principal products of this process which brought together key actors in international refugee protection, particularly, States was the Agenda for Protection a-practical program of action to improve the protection of refugees and asylum seekers around the world.
The Agenda consists of six goals. Included throughout the entire goals of the Agenda is the goal of meeting the protection needs of refugee children who for a number of reasons are a policy priority to UNHCR.

2.2 Refugee Children: A Policy Priority

According to UNHCR (2004), children under age 18 constitutes 45 percent of refugee population worldwide. Similarly, UNICEF (in UNHCR, 2006: 5) reports that children constitute 50 percent of refugees and other displaced persons worldwide.

Children including refugee children are the future. They need special care and protection to realize their potential. Refugee children are children and as children they need special attention. As refugees, they are particularly at risk in all situations involving mass displacement (UNHCR, 1994).

Reiterating the same issue UNHCR (1994:1) states that refugee children face far greater danger to their safety and well being than the average child. The sudden and violent onset of emergencies, the disruption of families and community structures as well as the acute shortage of resources with which most refugees are confronted, deeply affect the physical and psychological well-being of children. Infants and young children are often the earliest and most frequent victims of violence, disease and malnutrition which accompany population displacement and refugee outflow. In the aftermath of emergencies and in the search for solutions, the separation of families and familial structure continue to affect adversely refugee children of all ages.

As clearly put by UNHCR Children Policy (1993), three interrelated factors contribute to the special needs of refugee children: their dependence, their vulnerability and their development needs (i.e. their requirements for healthy growth and development at different ages.)

i) Children, particularly, at their early years are dependent upon their parents or other adults to provide the basic necessities for their survival. Moreover, they are recognized in international and national laws as being legally dependent up on their parents or guardians for appropriate guidance and direction.

ii) Children's vulnerability results in part of this dependence. They are physically and psychologically less able than adults to provide for their own needs or
protect themselves from harm. Consequently, they must rely on the care and protection of adults. They are psychologically at risk from the trauma inherent in situations which cause uprooting and from the uprooting itself. Younger children are physically less able than adults and adolescents to survive illness, malnutrition or deprivation of basic necessities. When resources are scarce, they are the first to die.

iii) Children's development needs are a fundamental reality often not considered in refugee situations. In order to grow and develop normally, a child has certain age specific requirements which must be satisfied. Basic health care, nutrition and education are generally recognized as necessary for the physical and intellectual development of children. Beyond these however, healthy psychosocial development depends in large measures on the nurturing and stimulation that children receive as they grow and on the opportunities that they have to learn and master new skills. For refugee children, healthy psychological development also requires coping effectively with the multiple traumas of loss, uprooting and often more damaging experiences. In short, tragic long-term consequences may result where children's developmental needs are not adequately met.

As a result of these, refugee children are a policy priority to UNHCR. The action of the Office of the High Commissioner to protect and care of these children is central to the fulfillment of its mandate.

### 2.3 The Legal Foundation for Action to Protect and Care Refugee Children

The ground for special action in behalf of refugee children are well-established in both national and international laws. Refugee children share certain universal rights with all other people; however, they have additional rights as children and particular as refugees. Because of their dependence, vulnerability and developmental needs, children are accorded specific civil, economic, social and cultural rights in national and international law. Refugee children are also entitled to the international protection and assistance of UNHCR (UNHCR, 1993).
The 1951 Convention relating to the Status of Refugees; the 1967 Protocol relating to the Status of Refugees; the 1989 Convention on the Rights of the Child (CRC); the 1993 UNHCR Policy on Refugee Children, and the 1994 Refugee Children: Guidelines on Protection and Care, are documents that provide the framework for UNHCR activities to assist and protect refugee children (UNHCR, 2005:2).

According to UNHCR (1994), international treaties are especially important for refugee children because they are standards that enforce a State ratify them to conduct itself according to the standards in the treaty. Of particular importance here are the 1951 Refugee Convention and the 1989 Convention on the Rights of the Child/CRC/.

### 2.3.1 The 1951 Convention

The 1951 Convention and the 1967 Protocol (relating to the Status of Refugees) set standards that apply to refugee children in the same way as to adults.

One article on the Convention sets standards which are of special importance to children: refugee children must receive “the same treatment as nationals in primary education and treatment at least as favorable as that given to non refugee aliens in secondary education” (art. 22).

### 2.3.2 The Convention on the Rights of the Child (CRC)

The treaty which sets the most standards concerning children is the 1989 Convention on the Rights of the Child (CRC). While the CRC is not a refugee treaty, refugee children are covered because all CRC rights are to be granted to all persons under 18 years of age (art. 1) without discrimination of any kind.

The CRC is important to refugee children because it sets comprehensive standards. Virtually, every aspects of a child’s life is covered from health and education to social and political rights. The CRC has gained importance to refugee children because of the near universal ratification of the treaty (170 States parties by 2006).
Therefore, the CRC provides a comprehensive framework for the responsibility of States parties to all children within their borders, including refugees and other persons of concern to international protection.

UNHCR (1994) states that it applies the CRC to its own work using the rights as a guiding principle. UNHCR Policy on Refugee Children, adopted in 1993, is therefore consistent with the provisions of the CRC. One of the guiding principles in the Policy reads “in all actions taken concerning refugee children, the human rights of the child, in particular, his/her best interests are to be given primary consideration.”

For the well-being of refugee children, UNHCR advocates the observance of CRC standards by all States, international agencies and non-governmental organizations. Moreover, the CRC provides the parameters for action which aim to ensure appropriate protection and assistance of refugee children, towards which UNHCR is committed. (UNHCR, 1993, 1994).

By and large, UNHCR has two primary goals with regard to refugee children (UNHCR, 1993).

i) To achieve the protection and healthy development of refugee children.

ii) To achieve durable solutions which are appropriate to the immediate and long-term developmental needs of refugee children.

Under these two umbrella goals, UNHCR’s action to protect and care refugee children has been reinforced through the Agenda for Protection that gives priority and integrates the concern of refugee children of diverse background throughout the rest of its goals.

2.4 The Agenda for Protection

The most significant UNHCR initiative on promoting protection in recent years was the Global Consultations on International Protection, a series of meetings held among States, UNHCR, NGOs and academics during 2001 and 2002 (UNHCR, 2005:40).

The Consultation led to the development of the Agenda for Protection, which was adopted by States participating in the Consultations and endorsed by UNHCR Executive Committee (EXCOM). According to UNHCR (2005: 40-1), the Agenda represents the first comprehensive framework for global refugee policy since UNHCR was created. It sets out clear goals for
strengthening international protection and suggests practical ways to achieve them. Thus, the Agenda provides a useful framework for cooperation among States, NGOs and UNHCR on refugee matters and helps UNCHR to identify its own priorities globally and on a country-by-country basis.

The Agenda for Protection and its program of action identifies specific objectives and activities grouped according to six interrelated goals. One of these goals included throughout the entire Agenda is meeting the protection needs of refugee children and women.

Accordingly, States, UNHCR and Protection Partners are called to ensure that as appropriate, refugee children, including adolescents, participate in decision-making process that affect their lives, that programs developed to assist refugees are age-sensitive and that programs are established to inform refugee children of their rights. The Agenda also encourage States to ratify the 1989 Convention on the Rights of the Child/CRC (UNHCR, 2005:41).

Most importantly, the Agenda for Protection and the subsequent Action Plan approved by the EXCOM in October 2002, recognized and specifically underlined education as an important protection tool, and require States to give priority to providing access to primary and secondary education for refugee children and adolescents.

2.5 Refugees and Education

2.5.1 Objectives of Refugee Education

In the midst of conflict, education is often seen as a luxury for refugees who are also struggling for food and shelter. But education, according to UNHCR (2004:1) is not a luxury. It is a basic right, one that is vital in restoring hope and dignity, to people driven from their home, tool to help them get back on their feet and build a better future.
their rights. Education should include awareness that children under age 18 should not be recruited into military forces.

### 2.5.1.3 Education helps meet psychosocial needs

Crisis situation involving conflict and displacement caused disruption of children’s lives, the break up of their families and societies, and uncertainty regarding their future. Often children have been subject to extreme violence including their own lives and some are recruited or abducted by militias. Parents and guardians are often traumatized and unable to provide normal care and guidance. Older children and young adults torn from their schools and daily work, feel additional loss of their future.

A primary reason for supporting refugee education program and supporting them as soon as possible is thus psychosocial. Children regain emotional balance by coming together for games and study. Schools can focus children’s attention, stimulate their creativity, and help develop social skills and a sense of responsibility. Teachers can be trained to look for signs of emotional problems, to help children to cope with their experiences and to identify those needing special individual attention.

### 2.5.1.4 Education conveys survival messages and life skills

Important messages relating to health, hygiene, environmental protection and other aspects of refugee life as well as messages of reconciliation can be conveyed through schools and non-formal education programs.

### 2.5.1.5 Education promotes self-reliance and economic development

Education builds personal self-reliance and provides for the human capital needed for the future reconstruction and economic development of areas of origin or settlement. Appropriate education builds the foundations for social cohesion, peace and justice. Education that has been disrupted
means that a generation of young people may miss on education altogether and become a drain on the economy or social fabric of a country as well as become a force for future conflict.

Where local settlement is a durable solution, education will provide support for the social and economic development of the area of settlement and the host country. Education can also prepare for resettlement, another durable solution, but one which is currently reserved mainly for individual society and vulnerable cases.

2.5.2 Refugee Education and International law

The right of refugees for education has been explicitly stated in the 1951 Refugee Convention and the 1989 Convention on the Rights of the Child / CRC (UNHCR, 1995:4)

2.5.2.1 Convention relating to the Status of Refugees

The right of refugees children to public education was spelled out in the 1951 Convention relating to the Status of Refugees, Article 22. 'Public education:' "the contracting States shall accord to refugees the same treatment as accorded to nationals with respect to elementary education". Regarding other types of education, the contracting States are requested" to accord to refugees treatment as favorable as possible and in any event not less favorable than that accorded to aliens, generally in the same circumstances, with respect to education other than elementary education and in particular, as regards access to studies, the recognition of foreign school certificates, diplomas and degrees, the remission of fees and charges and the award of scholarships"(UNHCR, 1995:4).

2.5.2.2 Convention on the Rights of the Child

The Convention on the Rights of the Child/CRC which was adopted by the General Assembly of the United Nations on 20 November 1989 provides an important tool and guide for assessing not only the needs and the rights of children generally, but also the special needs of refugee children. For more than 170 States that have ratified the Convention, the CRC provides the basic legal framework defining their responsibilities towards all children with in their justification, including refugee children. Moreover, in view of its wide acceptance by States, it is clear that the CRC represent a broad consensus of the international community with respect to the needs of children.
including refugee children. UNHCR Policy on Refugee Children (1993) notes that as a United Nations Convention, the CRC constitutes a normative frame of reference for its action on behalf of refugee children.

The CRC emphasizes the rights of all children to education in terms which override previous entitlements, unless those were more favorable (art. 41). It sets out the following guidelines, and urge States Parties to 'promote and encourage international cooperation' to facilitate their progressive implementation in developing countries:

- Make primary education compulsory and available free to all;
- Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
- Make higher education available to all on the basis of capacity by every appropriate means ... (Art. 28)

The CRC thus makes it clear that education must be available and accessible to all children including refugee children (even those in transit camps for more than a short period) and asylum seekers:

> States parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's... national, ethnic or social origin ... or other status' (article 2)

### 2.5.3 Scenarios of Refugee Education

According to UNHCR (1995) children and youth who have become refugees should continue to have access to education and training. The trauma of exile should not be aggravated by the trauma of loss of educational opportunity. It is important also in the context of durable solutions to promote continued access to study opportunities for those refugee students who have reached the upper levels of the schooling pyramid as well as the large numbers in the lower grades. This is to ensure that there will be a cadre of middle level opinion leaders, administrators and technicians to promote the future social and economic development of the community.
As the UN Refugee Agency, UNHCR, have the responsibility to ensure that the ladder of educational opportunity is open to all refugees in some form, from entry to class 1 to the level of at least the first secondary school leaving examination.

However, UNHCR’s role in promoting refugees access to education will vary according to the specific circumstances. In some instances, UNHCR may be able to ensure educational access through advocacy or establishment of coordination mechanisms. In other instances, responsibility for external funding of refugee education program may fall primarily on UNHCR (UNHCR, 1995:12)

As noted by UNHCR (1995), the nature and extent of UNHCR involvement in supporting access to schooling will relate in part to the demographic and socio-economic setting which, in turn, determines the type of educational response to be made. These responses are briefly described as follows:

2.5.3.1 Large Refugee Emergency

Support from the international community is most likely to be needed when a large refugee population enters a sparsely inhabited area of a developing country. In this situation rapid educational response requires that the refugee community be assisted to develop temporary schools for their children, which can be gradually improved, pending a durable solution. Based on recent experience, UNHCR, UNICEF and UNICEF have distinguished three main phases of emergency response in situations of large refugee emergency:

Phase 1: Recreational/Preparatory

Phase 2: Non-formal schooling

Phase 3: Near-normalcy

A. Restoration of curriculum

B. Introduction of mixed curricula

Phase 1: Recreational/Preparatory. UNHCR should form a rapid response refugee education coordination committee for the area and normally chair or co-chair it. Where appropriate, camp management or community service NGOs, should promote and guide the
formation by refugees of school or school cluster education committee to initiate children's recreational activities and prepare sites and shelter for emergency schooling.

**Phase 2: Non-formal schooling.** While teachers may give simple lessons under Phase 1, Phase 2 resembles normal schooling in the home country, except that fewer subjects are taught, resources are limited and some teachers may be inexperienced. The materials required for this stage include, as a minimum: temporary shelter blackboard (or black-painted surfaces), chalk, writing materials for the children. The duration will depend on the scale of the emergency and the time required to procure school text books for moving to Phase 3.

**Phase 3: Near-normalcy (Reintroduction of Curriculum).** Phase 3 is when the core curriculum is resumed with standard textbooks. If the refugees' previous education system (especially the language of study) was substantially different from that of the host country, there should be sub-phases:

**Phase 3A:** 'education for repatriation,' using the basic curriculum of the country or region of origin begins when teachers (and pupils, if possible) have enough school textbooks (or photocopied texts) to recommence the schooling that was interrupted by flight.

**Phase 3B:** if repatriation is delayed, the refugees and host governments may wish to introduce a host country language as a subject of study. If repatriation is further delayed the question of curriculum mix (combination of country of origin and country of asylum curriculum materials/languages, or mainly asylum country curriculum) may be reviewed, having regard to the expected durable solution for the refugees concerned.

### 2.5.3.2 Scenarios of Mixed Rural Population

Where a limited number of refugees live along side a local population, UNHCR or other agencies may assist local schools to absorb refugee pupils. This solution is more practical where the language of instruction is/are familiar to refugee pupils.

Where a small number of refugees reside near local government schools, the host government may be requested to admit the pupils on humanitarian ground. If this does not worsen the educational opportunities of local children, no further action by UNHCR or other outside agencies is needed. However, refugee children from vulnerable families may be given financial
help or help in kind (writing materials, schools books, clothing, transport fees as necessary). Also, refugee communities may be encouraged to establish non-formal classes in out-of-school hours for their children to undertake studies, cultural activities, etc... related to their country of origin.

On the other hand, where moderate number of refugees reside near government schools that have similar education system but do not have enough places (or other resources), UNHCR or other agencies may provide additional resources to the government schools in refugee-hosting area to enable these schools to accommodate refugee children. One approach is to give an initial grant, in return for which the government schools will provide services over the period of refugee residence. For example, UNHCR may fund the construction of additional class rooms (and/or repair of existing ones, and/ or provision of temporary additional shelter), provide school furniture, equipment, books, materials etc ..., to expand the capacity to receive refugee pupils and to ensure a better quality of schooling for local children also. In this model, the government provides any additional teachers that are needed.

2.5.3.3 Scenarios of Urban Areas

In urban areas, refugees may have access to income earning opportunities to be able to attend local schools and UNHCR’s financial involvement may be limited to special cases.

UNHCR’s role in respect of schooling for urban refugees includes advocacy coordination, counseling (for individual and communities) and support for children from vulnerable families.

A. Advocacy It may be necessary to approach the host government regarding admission of refugee children to local schools. Problems may include lack of documentation (refugees who left home in haste without evidence of children’s school attainments) mismatch between school curricula in the countries of origin and asylum, etc...

B. Coordination A number of agencies may be active in refugee education, especially in a capital city. UNHCR Branch Offices should where appropriate convene, or co-chair with the host government, an education coordination committee, including the host government, concerned UN agencies and NGOs, refugee educators, and one or more sympathetic host country educationalists (in addition to the government representatives). This committee can review problems faced by different refugee communities and propose remedial action.
C. Counseling and Community initiative Individuals and communities may be offered guidance on access to schooling and on any special arrangements that would help children adjust to and benefit from available opportunities in host country institutions. Communities may be advised on self help approaches to organizing per-school activities, and extra classes for children to study home country languages and culture (or to cope with local curricula) modest financial support may be provided for self-help initiatives of this type, especially for training of teachers, and supply of materials.

2.5.3.4 Transit Camps and Asylum Seekers

Schooling should be provided to children in 'transit' camps and asylum seekers. Education activities should be initiated in transit camps, except where the length of stay is it too short. Non-formal schooling should be provided as a minimum, if the host government has objected to the establishment of formal schools. Other assistance in transit camps should, where possible, be made conditional on children's access to some from of schooling there.

Children who are asylum-seekers should not suffer any form of discrimination as regards access to education. UNHCR should promote, and if necessary fund their schooling.

2.6 Primary Education: The Top of the Global Agenda

On the basis of human rights and equity and on the grounds of socio-economic development, education was declared as a "birth right" to every citizen fifty years ago by the United Nations Universal Declaration of Human Rights (article 26) in 1948 (Bishop, 1989; little et al., 1994). Following the declaration the international communities have passed several resolutions for and took series initiatives for the advancement of primary education.

Bishop (1989), Yates and Bonati (1991) in Little et. al (1994) have listed some of the initiatives among which the following can be mentioned.

The Regional UNESCO Conference held at Karachi, Addis Ababa, Santiago and Tripoli in the early 1960s to make universal primary education accessible for all by 1980, the world literacy conference of the 1970s and 1980s; the Udaipur conference on literacy and its subsequent charter in 1983; UNESCO’s call for Education for All in the mid-term plan for 1984-98; the International
Literacy Year declared in 1990; the World Summit for Children and the Convention on the Rights of the Child in 1989; the 1990 Jomtien conference in Thailand which heralded a new era for equal educational opportunities designed to meet the basic learning needs of every person—child, youth, and adults by adopting a Declaration on Education for All, (EFA) and the recent (1999) Sub-Saharan Conference on Education for African Renaissance, are all efforts made to date that bear witness in the realization of education as a basic human right and starting point for upward social mobility.

As UNESCO (2005) put it:

The right to learn is not a cultural luxury to be saved for some future date. It is not the next step to be taken once basic needs have been satisfied. The right to learn is an indispensable tool for the survival of humanity. If people have to enjoy better health and are to avoid war, they must learn to live in peace, and learn to understand each other (in Hildebrand, 1961:1)

In sum, the right to learn is one of the best contributions that people must get if we are to solve the crucial problems of humanity.

Therefore, it is imperative that primary education remains high on the global agenda if Education for All is to be achieved. This comes as no surprise as high illiteracy rates continue to undermine social and economic development. Over 800 million adults—nearly one sixth of the world population can not read or write. Over 100 million children have no access to school, and countless children, youth, and adults who attend school or other education programs fall short of the required level to be considered literate in today complex world. Yet, if population worldwide are to be empowered to participate effectively in their development, they should be at least functionally literate (UNESCO, 2005:9).

Undoubtedly, primary education has a key role to play in realizing the vision of “Literacy For All” in the course of the United Nations Literacy Decade (2003-2012). The strategic location of the primary level in the education system makes it a prime target for change and progress in societies.
2.7 UNHCR Education Policies and Commitments

UNHCR’s operational role, defined by its overall mandate for refugees, encompasses full responsibility and accountability to the international community and the refugee for all aspects of a complete life-cycle of a refugee situation—from early warning and contingency planning, to the protection of and assistance to refugees and to the achievement of durable solutions (UNHCR, 2004).

According to UNHCR (1994:1), approximately half of the world’s refugees are children. Children, including refugee children, are the future. They need special protection and care to realize their potential. Refugee children share certain universal rights with all other people, have additional rights as children and particular rights as refugees.

Three interrelated factors contribute to the special needs of refugee children: their dependence, their vulnerability and their developmental needs (i.e. their requirements for healthy growth and development at different ages).

Children’s developmental needs are a fundamental reality often not considered in relief efforts. In order to grow and develop normally, a child has certain age-specific requirements which must be satisfied. Basic health care, nutrition and education are generally recognized as necessary for the physical and intellectual development of children. Of particular importance here is education.

In UNHCR’s Global Consultation on International Protection, education is described as “an important protection tool.” In July 2003, on the Note on International Protection, UNHCR Executive Committee (EXCOM) explicitly refers to refugee education:

“With regard to refugee children, education is an especially useful tool to protect them from dangers such as military recruitment, sexual exploitation, abuse, violence and trafficking. Education raises refugee children’s awareness, provides a viable alternative to harmful options that may present themselves and enable intellectual development and psycho-social recovery.” (UNHCR, 2003:1)

Refugee Children are entitled the right to primary education in the 1951 Refugee Convention, the 1989 CRC and other international declarations and instruments defining education as a basic human right.
Today, primary education is at the top of the global agenda. Its importance for social and economic development makes it a basic right for every child without discrimination. A right of primary education, however, is nothing without access. Moreover, when there is access, if the education provided is of poor quality, then it is unlikely that the goal of education for all will be reached. For these reasons, the global community including UNHCR, continues its search for ways in which access to good quality primary education can be provided universally. Emphasis on the needs of the poorest children including refugees should be the priority for improving access to and improving the quality of primary education.

One of the six goals of Education For All declared at the World Education Forum (Dakar, Senegal, 2000) is: "Ensuring that by 2015 all children particularly girls, children in difficult circumstances, and belonging to ethnic minorities have access to and complete, free and compulsory education of good quality.

Primary education is a priority of the Millennium Development Goals. The goals of universal primary education/ UPE and gender parity, which are also reflected in the EFA initiative, were adopted as Millennium Development Goals (MDGs) by the UN General Assembly on September 2001. Since MDGs are meant to address vulnerable population it is the duty of UNHCR to ensure that refugees are included in the pursuit of these education goals (UNHCR, 2005:11).

UNHCR, on behalf of the world refugee, has a collective responsibility and is committed to the fulfillment of the goals of the world community by giving utmost priority to refugee schooling (UNHCR, 2003:3).

The Education Field Guidelines, Published in February 2003, clearly confirm UNHCR's Education Policy Commitments toward:

"Safeguarding the right of refugees to education and implementing the six goals Education For All (EFA) which includes free access to primary education, equitable access to appropriate learning for youth and adults adult, literacy, gender equity and quality education." (UNHCR, 2003:21).

Today UNHCR in collaboration with governments, local and international agencies, provide education in areas of acute and chronic emergencies as well as in the phases of post-conflict and repatriation towards the overall educational goals- to ensure that all refugee children have access to schooling, and that appropriate standards of educational opportunities are maintained for
refugee children (with particular attention to gender, access, quality, curriculum, relevance, and language).

Hence, UNHCR engage on a number of networks and partnerships with experienced organizations to achieving the Policy objectives. In many parts of the world the Office of the High Commissioner is supporting: i) Low coast, innovative education projects that can easily be implemented known by EQUIP (Education Quick Impact Projects) ii) Community initiatives that promote access to quality education iii) Activities to prevent repetition and dropout of students and particularly female students iv) The promotion of gender equality. v) Teacher training in preparation for return vi) The establishment of safe school environment free from Sex and Gender Based Violence (SGBV), including sexual exploitation and corporal punishment.

2.8 Universal Primary Education: A Remaining Challenge in Refugee Education

Several years have passed since the World Education Forum was held in 2000, in Darker, where worldwide commitments were made for taking necessary steps towards achieving quality primary education for all children. The Dakar Framework for Action sets 2015 as the ultimate year to reach the Education For All goals (UNESCO, 2005:19).

Despite this international commitment, recent surveys have shown that these ambitious goals will not be reached in the short run. as education in emergencies, this includes education for refugees, remains widely unsupported and under funded. Under investment in refugee education results in continued low enrollment rates, gender disparity and low quality of education (UNHCR, 2003).

Albeit comprehensive data on refugee education is not available, a glimpse of estimated figures further testifies the gap. The overall position in 2000 was that an estimated 44% as compared to 36% in 1996 of refugee children attend primary (UNHCR, 1994).

Today, 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 (WCRWC, Global Survey on Education in Emergencies, February 2004).
On the other hand, provisional UNHCR education statistics indicate that, in 2002/2003, out of a total refugee population of 1.9 million in the relevant age group of 5-17, only 1 million were enrolled into education programmes worldwide. These figures do not even reflect the high number of urban, mostly unregistered, refugees or the number of students not completing their UNHCR funded studies. The statistics further indicate that school enrolment is not equal between grades, with 50% of all children enrolled in the four lowest grades and only 12% in the four highest grades. Refugee girls account for 46% of enrollments and are more concentrated in the lower grades. More than 80% of students surveyed in 66 selected camp locations in 2002/2003 do not have access to an adequate number of teachers, and out of these teachers only 60% have had the necessary qualification.

Moreover, a close examination of the refugee education statistic worldwide reveals that the situation is even more disturbing in the developing world like Africa where poverty is rampant both in urban and rural area and the degree of literacy is one of the lowest in the world. A conference on African Refugees Problem, held in Arusha, Tanzania, 1979, has stated the following concerning the education problem of African refugees.

"Taking into account the educational development of Africa in general, the problem of primary education for refugees is not alarming in itself. It is disturbing in the general sense of the African situation as a whole. It would be expected to improve as Africa moves closer and closer to universal primary education" (in Eriksson et. al. 1979:11).

By and large, the situation of refugee education worldwide have shown that UNHCR alone cannot reverse the situation and meet the goal of universal primary education among refugees. As a result, the international community has come to increasingly recognize that meeting the education goals of the world refugees needs a coordinated global effort.

The World Declaration on Education For All (Jomtien, Thailand, 1990) refers to refugees as an "Underserved group", and goes further to state the need to amalgamate international efforts that aim to address the basic learning needs of world refugees. In the document under "Education Program for Refugees" it reads:
"The program run by such organizations as UNHCR need more substantial and reliable long-term financial support for this recognized international responsibilities. Where countries of refugee need international financial and technical assistance to cope with the basic needs for refugees, including their learning needs, the international community can help to share this burden through increased cooperation. The world community will also endeavor to ensure that people under occupation or displaced by war and other calamities continue to have access to basic-education program that preserve their cultural identity (UNICEF, 1990:46).

Other complementary efforts are being undertaken within UNHCR towards the same end. UNHCR performs its operational role by implementing programmes directly or through partners, or cooperating closely with operational, non-governmental and other organizations which are self-funded or have other sources of funding other than UNHCR (UNHCR, 2003).

Operational partnerships with non-governmental organizations (NGOs) are formalized through Framework Agreement for Operational Partnership. This agreement, based on the Partnership in Action process, aims to build an active operational partnership through a common commitment to understanding each other's roles and responsibilities, thus leading to better coordination and improved services to refugees.

UNHCR also maintains Operational Partnerships with a number international and intergovernmental organizations based on their respective mandate, on a global or situation specific level. In the field of education, UNHCR entertains close cooperation with UN sister agencies such as UNICEF, UNESCO and WFP. Global Memoranda of Understanding with UNICEF and WFP have been produced and a number of country-based operational agreements are in place. UNHCR is a founding member of the Interagency Network on Emergency Education (INEE) and actively participates in the Working Group on Minimum Standards. A stand-by agreement for the rapid deployment of professional staff to emergency education is in place with the Norwegian Refugee Council/NRC. (UNHCR, 2003).

According to UNHCR (2002), education programming in areas of conflict is impossible without the creativity and resourcefulness of communities. Working with School Management and Village Education Committee as well as refugee self-help group is the key to any successful and
efficient assistance program. Only a community-based approach to education will help to improve the refugee capacity to meet their own needs and solve their problems.

Based on these existing partnerships, UNHCR, in close cooperation with all stockholders in refugee education, is now aiming at developing new and innovation strategies in partnership development with the objective to increase enrolment and community participation, seek gender parity and improve the quality of services (UNHCR, 2005).

The Education Forum Initiative is at the centre of sharing the burden for and finding solutions to address the education opportunities for refugees. Ownership is with all stakeholders participating in the initiative. Innovative Strategic Partnerships in Refugee Education (INSPIRE) is the project charged with following upon the UNHCR Education Guidelines by concrete action in order to address gaps in the implementation of the Education For All (EFA) strategy (UNHCR, 2003).

2.9 Education Indicators

2.9.1 The Meaning and Purposes of Education Indicators

Nowadays, indicators have become one important tool for looking at the functioning of an education system. Hence, using them requires a thorough understanding of what they are and their purposes.

The literal meaning of an indicator is that which points out or direct attention to something. The Longman Dictionary of Contemporary English defines the word indicator as “... something that gives an idea of the presences, or absence, nature, quantity or degree of something else” It is worthy to note that an indicator is something which points out with more or less exactness. It is not an exact measurement of something. Indicators make general comments and express quantity (MOE, 1996:1).

An indicator is not an elementary item of information. It is information processed so as to permit the study of an education phenomenon. It is used to sum up and synthesize data into a structure geared to the needs of the user (UNESCO, 1983).
As noted by Johnston (1981) the purpose of a system of indicators are: i) To assess the current situation of the system compared to the objective set ii) To identify unacceptable or problem situations iii) To evaluate the degree of disparity iv) To aid decision making (by strengthening the decision makers knowledge)

Indicators serve as an instrument for providing information on the functioning of the education system in light of the objectives set. They facilitate the identification of problems and allow for their magnitude to be measured but they do not identify the causes of problems nor can they provide solutions. This means that if something is wrong the indicators themselves do not provide the diagnosis or prescribe the remedy: they are simply suggestive of the need for action. Indicators highlight malfunctions and successes but do not explain them (UNESCO, 1983).

In sum, indicators reveal the system's state of health, but diagnosis and identification of suitable strategies requires more searching question and analysis.

Indicators relate to the input-process-output model of education system.

### 2.9.2 Refugee Education Indicators

UNHCR launched the Standard and Indicator (S&I) initiative in 2002 to ensure effective protection and quality assistance to refugees, persons of concern and the implementation of durable solution in a consistent manner across the world. Through the S&I initiative, UNHCR has defined different standards and indicators for protection and assistance in order to enhance the assessment, planning and reporting and monitoring capacity in global and comprehensive manner. The main goal was to establish a global yardstick against which to assess and objectively compare the wellbeing of population of concern (UNHCR, 2006:3)

A core set of “readily-quantifiable” standards and indicators was developed and issued in October 2003, and a “Camp Indicator Report” (CIR) was introduced to capture and report data related to the core indicators (UNHCR, 2006:3).

The CIR, which covers 69 indicators and 11 themes, contains five indicators considered critical to monitor the quality of UNHCR educational programs (UNHCR, 2004:2) Three of these are
broken down by gender where as one indicator is for girls only. UNHCR (2004) discusses these indicators as under.

**Indicator 1: Percentage of Population 5-17 Enrolled in School (M/F)**

[Standard: 100%]

This indicators is based on the number of refugees enrolled at school divided by the population ages 5 to 17 during the same time period. The target is to ensure that all children of school-going age are enrolled in schools or other educational facilities. This indicator is essential to estimate the number of children who do not attend school.

The denominator of children 5-17 is used because it is the most widely available age group for children and it facilitates international comparison. In practice, however, the age of the children attending school may be slightly different. In refugee camps, where students aged 18 or above are sometimes enrolled in secondary schools, the enrollment rate could thus be more than 100 percent.

In this regard, UNHCR’s policy is to achieve gender parity in the enrollment of refugee children.

**Indicator 2: Percentage of Students Successfully Completed School Years (M/F) [Standard: 90%]**

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

**Indicators 3: Student to Teacher Ratio [Standard:40]**

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

UNHCR recommends that 50 percent of refuge teacher are women.

**Indicator 4: Percentage Qualified/ Trained Teachers (M/F) [Standard: 80%]**

This indicator is based on the number of teacher who have the appropriate qualification for teaching as wall as those who have completed 10 or more full days of teacher training. The objective of this indicator is to monitor the quality of teachers, to assess the progress towards gender parity in recruitment and training of teachers and to target need for teacher training.

**Indicator 5: Percentage Schools with Structured Girl Retention Initiatives (Standard: 80%)**

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

### 2.10 Background of the Refugee Program in Ethiopia

**2.10.1 Establishment and Profile of the Refugee Camps.**

**2.10.1.1 Establishment of the Refugee Camps in Gambella Region**

The history of Sudanese refugee camps in Western Ethiopia started with the influx of Sudanese Refugees from the Bahir el Gazal, Malakal, Equatorial, Blue Nile, and Nuba mountain regions of Sudan due to civil war and unrest from 1984 up to the late 1990s. According to official reports, three camps accommodating a total refugee population of 400,000 had been established in Itang, Pugnido, and Dimma by 1991. However, in May 1991, the refugees at the original camps fled the
unrest in Ethiopia and formed temporary camps in Sudan at Nasir, Gurkuo and Puchala near the Ethiopian border.

With the restoration of relative peace in Western Ethiopia and continued unrest in Sudan, the refugees began to come back to Ethiopia in mid 1992 initiating the establishment of closed camps and opening of new ones. The first of the camps to be reestablished was Dimma Refugee Camp which began functioning again in 1992 to accommodate the first 4,500 refugees who returned to Ethiopia. In January 1993 a new camp was established at Bonga to accommodate the predominantly Oduk refugee who were settled for a brief period in Assosa and had to be moved due to security reasons. Through June to October 1993, the Pignido Refugee Camp was re-established for refugees arriving through Itang (since 1992) and staying at Karami Transit Center.

2.10.1.2 Geographical and Demographic Profiles of the Refugee Camps in Gambella Region

1. Dimma Refugee Camp is located in the Eastern fringes of the Gambella Region about 655 Kilometers from Addis Ababa and 455 kilometers from Gambella town near Mizan town at an altitude of 600m above sea level. With warm weather and semi-arid climate, the area around the camp and the adjacent town is sparsely populated with predominantly native Annuak population. The camp accommodating a refugee population of 8,612 with predominantly Nuer ethnic background and smaller number of Dinka, Annuak, Murlee and over 30 other ethnic groups. More than 80% of the population in the camp was believed to be composed of children and youth living in groups.

2. Bonga Refugee Camp is located about 38 Km from the town of Gambella and 771 kms from Addis Ababa. The camp site covered 1,810.33 hectares, which 450 hectares constituted arable land part of which under cultivation by refugee farmers in previous years. The area is at 470m above sea level with a mean annual rainfall of 900mm 1400mm and mean average temperature of 36°C. The host community is composed mostly of Annlak and Highlanders, (other Ethiopian ethnic groups other than the indigenous ethnic groups of Gambella region). The camp had a total refugee population of 17780. The population was predominantly Oduk (about 92% in 2005) with smaller
number of Burun, maban, Equatorial. Anyuak, Nubian, Shuluk, Funy. Neur, and other tribe. Children made up 62.2% of the camp population.

3. **Pugnido Refugee Camp** was located 110 kilometers South-Western of Gambella town and 880kms from Addis Ababa at an altitude of 600m above sea level with hot climate. Due to the hot climate and scarcity of water, the camp population was widely dispersed around water wells the camp administration and schools. The host population of around 8000 composed mainly of Annuak and some Nuer live in and around the nearby town. Though the number of refugees in the camp fluctuated due to high mobility, the camp had an estimated current population of 27227. Ethnically, the refugees were mainly from the Nuer tribe followed by Annuaks and Dinka. The rest of the population consists of a small number of refugees from Shiluk and Nubatribes.

**2.10.2 Policy Framework, Institutional Arrangement and Responsibility**

Ethiopia has a tradition of receiving and hosting refugees since time immemorial. Being a signatory to all UN and OAU Refugee Conventions and Protocols, the country still maintains its tradition of open door policy (ARRA, 2006).

Ethiopia’s policies on refugee and returnee matters are governed by the principles embodied in the 1951 Convention and its 1967 Protocol as well as the 1969 OAU Convention Governing the Specific Aspects of Refugee Problems in Africa, to all of which is has acceded in Nov. 11 1969. Accordingly, for the proper implementation of these international instruments, the country has enacted a National Refugee Legislation, in July 2004(ARRA, 2006).

At the end of the 1980s, when the country was flooded with nearly 1 million Sudanse and Somali refugees, the need to establish a separate body that manages refugee and returnee matters in Ethiopia become a necessity.

As a result. Administration for Refugee and Returnee Affairs (ARRA) came into being on January 1, 1989, as a semi-autonomous unit under the Ministry of Internal Affairs. Later, in October 2005, ARRA come under National Intelligence and security service (NISS) entrusted with the responsibility of handling refugee and returnee matters in Ethiopian (ARRA, 2006).
The overall mandate of refugee/returnee affairs in Ethiopia remains with the Federal Government. NISS provides policy guidelines and ARRA implements the refugee and returnee programs as an implementing partner of UNHCR and WFP (ARRA, 2006).

According to ARRA, as of July 2006, Ethiopia hosts 85,211 refugees in 6 camps and in urban areas as shown under.

Table 1: Refugee Population in Ethiopia

<table>
<thead>
<tr>
<th>Origin</th>
<th>Population</th>
<th>Camp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sudanese</td>
<td>55,596</td>
<td>Dimma, Bonga, Pungnido Sherkole, Yerenja</td>
</tr>
<tr>
<td>Somali</td>
<td>16,387</td>
<td>Kebrebeyah</td>
</tr>
<tr>
<td>Eritrean</td>
<td>12,597</td>
<td>Shimla</td>
</tr>
<tr>
<td>Urban Refugees from different countries</td>
<td>625</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>85,211</strong></td>
<td></td>
</tr>
</tbody>
</table>


ARRA, on behalf of the Federal Government, is expected to play the following major roles i) Administering the Refugee Camps ii) Maintaining laws and orders among the refugees iii) Providing security and safety to the refugees iv) Facilitating the existence of smooth social relationship between the refugees and the host community v) Meeting emergency and regular needs of the refugees by obtaining assistance from UNHCR and WFP vi) Involving the refugees in the community service vii) Facilitating the repatriation program when the refugees are voluntary to repatriate to their countries viii) Promoting for the attainment of durable solution to problems of the refugees ix) Facilitating the repatriation of Ethiopian refugees from neighboring and other countries and playing a catalytic role in the reintegration programs of the returnees.

2.10.3 Refugee Education Programs

The Convention relating to the Status of Refugees of 28 July 1951 sets out the principles upon which the regime of international protection for refugees is built. It established the main rights and obligations of refugees as well as the treatment to which they are entitled by the country of asylum. The 1951 Refugee Convention also addresses the issue of refugees' right to documentation, access to work, public education, access to the courts, freedom of movement, freedom to practice their religion, among other concerns (UNHCR 2006).
The right of refugee children to public education was spelled out in the 1951 Refugee Convention. Article 22, 'Public Education:' the contracting States shall accord to refugees the same treatment as is accorded to nationals with respect to elementary education. Regarding other types of education the Contracting States are requested to 'accord to refugees treatment as favorable as possible as, and in any event not less favorable than that accorded to aliens'.

Bing a signatory to the Convention, practical actions are being made in this regard, in Ethiopia, to meet the right to education of Camp Refugees in the country. As a result, governmental and non-governmental organizations (both local and international) are providing education in the Refugee Camps as an implementing and operational partner of UNHCR. These include ARRA, Ethiopian Orthodox Church-Development and Inter Church Aid Commission (EOC-DICAC), ZOA Refugee Care and Opportunities Industrialization Center- -Ethiopia (OICE). The implementing agencies and the education program they operate on are summarized under:

Table 2: Refugee Education Programs in the Sample Refugee Camps

<table>
<thead>
<tr>
<th>Implementing Agency</th>
<th>Type/Level of Education Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>ZOA Refugee care</td>
<td>Pre-school</td>
</tr>
<tr>
<td>ARRA</td>
<td>Primary Education</td>
</tr>
<tr>
<td>EOC-DICAC</td>
<td>Secondary Education</td>
</tr>
<tr>
<td>OICE</td>
<td>Vocational and Technical Training</td>
</tr>
</tbody>
</table>

The primary focus of this study was on the primary education program in the two sample refugee camps, Bonga and Dimma run with UNHCR's fund by ARRA. The program has begun to operate in the two camps since their establishment.

Therefore, in light of UNHCR Education Policy directed towards meeting the goals of the world community EFA and MDGs, as well as the effort being made to address the dire learning needs of refugee children, it is of timely, relevant and logical as well to assess the provision of primary education for refugees in Dimma and Bonga Camps.

Hence, the next two chapters entails a full account of the primary education program in the two refugee camps based on the five years data collected from pertinent sources during the field visit.
CHAPTER THREE
DATA PRESENTATION, ANALYSIS AND DISCUSSION

This chapter of the thesis deals with the presentation and analysis as well as the discussions made on the data available from the original survey of sample refugee primary schools, documentary reviews and personal observation.

3.1. Demographic Characteristics of Respondents

Table 3: Profiles of Teacher Respondents

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>DIMMA</th>
<th></th>
<th>BONGA</th>
<th></th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Sex</td>
<td>Male</td>
<td>30</td>
<td>96.8</td>
<td>37</td>
<td>92.5</td>
<td>67</td>
<td>94.4</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>1</td>
<td>3.2</td>
<td>3</td>
<td>7.5</td>
<td>4</td>
<td>5.6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>31</td>
<td>100.0</td>
<td>40</td>
<td>100.0</td>
<td>71</td>
<td>100.0</td>
</tr>
<tr>
<td>Age</td>
<td>18-25</td>
<td>10</td>
<td>32.3</td>
<td>17</td>
<td>42.5</td>
<td>27</td>
<td>38.0</td>
</tr>
<tr>
<td></td>
<td>26-33</td>
<td>19</td>
<td>61.3</td>
<td>21</td>
<td>52.5</td>
<td>40</td>
<td>56.3</td>
</tr>
<tr>
<td></td>
<td>34-40</td>
<td>2</td>
<td>6.4</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>5.6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>31</td>
<td>100.0</td>
<td>40</td>
<td>100.0</td>
<td>71</td>
<td>100.0</td>
</tr>
<tr>
<td>Status</td>
<td>Refugee</td>
<td>24</td>
<td>77.4</td>
<td>28</td>
<td>70.0</td>
<td>52</td>
<td>73.2</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>7</td>
<td>22.6</td>
<td>12</td>
<td>30.0</td>
<td>19</td>
<td>26.8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>31</td>
<td>100.0</td>
<td>40</td>
<td>100.0</td>
<td>71</td>
<td>100.0</td>
</tr>
<tr>
<td>Education</td>
<td>Below Grade 12</td>
<td>28</td>
<td>53.8</td>
<td>0</td>
<td>0.00</td>
<td>28</td>
<td>39.4</td>
</tr>
<tr>
<td></td>
<td>12 Grade Complete</td>
<td>11</td>
<td>21.2</td>
<td>0</td>
<td>0.00</td>
<td>11</td>
<td>15.5</td>
</tr>
<tr>
<td></td>
<td>TTI Certificate</td>
<td>13</td>
<td>25.0</td>
<td>3</td>
<td>15.8</td>
<td>16</td>
<td>22.5</td>
</tr>
<tr>
<td></td>
<td>Diploma and above</td>
<td>0</td>
<td>0.00</td>
<td>16</td>
<td>84.2</td>
<td>16</td>
<td>22.5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>52</td>
<td>100.0</td>
<td>19</td>
<td>100.0</td>
<td>71</td>
<td>100.0</td>
</tr>
<tr>
<td>Service</td>
<td>1-3</td>
<td>34</td>
<td>65.4</td>
<td>3</td>
<td>15.8</td>
<td>37</td>
<td>52.1</td>
</tr>
<tr>
<td>year</td>
<td>4-6</td>
<td>14</td>
<td>26.9</td>
<td>7</td>
<td>36.8</td>
<td>21</td>
<td>29.6</td>
</tr>
<tr>
<td></td>
<td>7-9</td>
<td>2</td>
<td>3.9</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>2.8</td>
</tr>
<tr>
<td></td>
<td>&gt; 10</td>
<td>2</td>
<td>3.9</td>
<td>9</td>
<td>47.4</td>
<td>11</td>
<td>15.5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>52</td>
<td>100.0</td>
<td>19</td>
<td>100.0</td>
<td>71</td>
<td>100.0</td>
</tr>
</tbody>
</table>

N = 71
Regarding sex composition, the great majority (96.8% and 92.5%) of respondents in Dimma and Bonga Refugee Camps, respectively, were males. Age wise, preponderantly, both in Dimma (93.5%) and Bonga (95%) of respondents fall within the age range of 18-33. As the sample schools were refugee schools, about 70% of teachers in the schools were refugees drawn out of the refugee community in the camps. These refugee teachers account the majority (75%) of unqualified teachers whereby 53.8% and 21.2% were below and complete secondary, respectively. Conversely, the qualified teachers in the refugee camps under study were found out entirely to be nationals/Ethiopians employed to fill the staffing gap in the upper primary grades. Finally, concerning teaching experience (service years), the majority (65.4%) of respondent teachers with a relatively short years of experience (1-4 years) were refugee teachers. Whereas, 84.2% of respondents with long years of experience that ranges between 4 to 10 and above years in the camp schools were nationals/Ethiopians.

### 3.2 Access and Coverage of the Primary Education System in the Refugee Camps.

#### 3.2.1 Enrollment Development in the Camps

Table 4: The Trend of Primary Enrolment

<table>
<thead>
<tr>
<th>Item</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>What trend do you observe in the enrollment of the school?</td>
<td></td>
</tr>
<tr>
<td>A. Increasing</td>
<td>64</td>
</tr>
<tr>
<td>B. Constant</td>
<td>5</td>
</tr>
<tr>
<td>C. Decreasing</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
</tr>
</tbody>
</table>

N=71

As it can clearly be observed from the above table, the majority (90.2%) of respondents have responded that enrollment in both camp primary schools have been increasing over the last five years (2001/2002-2005/2006).

On top of this, a review of camp primary school documents has further testified the increasing trend of enrollment during the same time.
Table 5: Enrollment Trend Index at the two Camp Primary Schools

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimma Camp</td>
<td>Enrollment</td>
<td>2927</td>
<td>3406</td>
<td>3772</td>
<td>3623</td>
<td>2991</td>
</tr>
<tr>
<td></td>
<td>Index point</td>
<td>100.0</td>
<td>116.4</td>
<td>128.9</td>
<td>123.8</td>
<td>102.2</td>
</tr>
<tr>
<td>Bonga Camp</td>
<td>Enrollment</td>
<td>2581</td>
<td>3277</td>
<td>3705</td>
<td>4462</td>
<td>4992</td>
</tr>
<tr>
<td></td>
<td>Index point</td>
<td>100.0</td>
<td>126.9</td>
<td>143.5</td>
<td>172.9</td>
<td>193.4</td>
</tr>
</tbody>
</table>

Source: Camp Primary School Records

As shown in the table above for the last five years (2001/2002-2005/2006), primary enrollment has increased in both Dimma and Bonga refugee camps. It has increased in Dimma by 28.9 index points between 2001/2002-2003/2004. Similarly primary enrollment has increased in Bonga by 93.4 index points within the last five years time (2001/2002-2005/2006). Overall, enrollment growth has been faster in Bonga with a relative growth of 93.4 % as compared to 28.9 % in Dimma.

The increase in the enrollment trend observed in the two camps indicates an improvement in making use of the opportunity as well as their right to primary education by school-going age refugee children in Dimma and Bonga Refugee Camps.

Beyond this increasing enrollment figures, however, the trend in the proportion of refugee children enrolled at primary in relation to the corresponding school-age refugee population in the same year in each camp, is central to determine whether all refugee children did actually benefit from the primary education provision in the refugee camps and there by to estimate the number of children who do not attend schools.
### 3.2.2 Participation Rate at the Camp Primary Levels

Table 6: The Trend of Primary Participation in the Refugee Camps.

<table>
<thead>
<tr>
<th>S.N</th>
<th>Item</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How do you rate the level of participation of primary school aged children in the camp?</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>A. High</td>
<td>7 9.9%</td>
</tr>
<tr>
<td></td>
<td>B. Moderate</td>
<td>12 16.9%</td>
</tr>
<tr>
<td></td>
<td>C. Low</td>
<td>12 73.2%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>71 100.0%</td>
</tr>
</tbody>
</table>

|     | What are the causes for the low primary participation? |          |
| 2   | A. Low demand for education                                     | 3 4.22%  |
|     | B. Low intake capacity of school                                | 0 0.00%  |
|     | C. Economic related problems/poverty                            | 49 69.0% |
|     | D. Low awareness creation effort                                | 19 26.7% |
|     | Total                                                             | 71 100.0%|

Table 6 above depicts that about 73.2% of respondents have reported that primary participation in both Dimma and Bonga Refugee camps has been low in relation to the corresponding school-age population residing in each of the camps in the last five years (2001/2002-2005/2006). Economic related problems/poverty and low awareness creation efforts were reported by 69.0% and 26.7% of respondents respectively, as the major factors for the low primary participation in the camps. Similarly, reviews of the five years schooling data in the camp have revealed information that further augment the above response obtained from the school survey that overall primary participation in the camps was generally low.

Table 7. The Trend of Primary Gross Enrollment Rate (GER)

<table>
<thead>
<tr>
<th>Year</th>
<th>Dimma Camp</th>
<th>Bonga Camp</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>2001/2002</td>
<td>73.7</td>
<td>34.5</td>
</tr>
<tr>
<td>2002/2003</td>
<td>79.9</td>
<td>43.0</td>
</tr>
<tr>
<td>2003/2004</td>
<td>89.2</td>
<td>46.4</td>
</tr>
<tr>
<td>2004/2005</td>
<td>158.2</td>
<td>81.5</td>
</tr>
<tr>
<td>2005/2006</td>
<td>124.2</td>
<td>75.1</td>
</tr>
</tbody>
</table>

*Source: Camp Primary School Records*
As it is clearly shown in table 7 above primary GER has increased by 41.1% in Dimma and 32.0% in Bonga the years between 2001/2002-2005/2006 and 2002/2003-2005/2006 respectively. For the last five years (2001/2002-2005/2006) boys GER has increased by 50.5% in Dimma. It has increased for girls by 46.6% in Dimma and 56.6% in Bonga during the same year. In Bonga boys GER has increased by 18.6% in the years between 2002/2003-2005/2006. Primary and boys GER has reached in Dimma to 127.8 and 158.2% during 2004/2005. This indicates a growing participation of over-aged children at the primary which is not uncommon in a refugee situation where many children and adolescents have been disrupted from their lives schooling and social networks due to factors of displacement and the displacement itself.

Although for the last five years (2001/2002-2005/2006) girls GER has increased in Dimma by 46.6%, the 39.2% gender gap in favor of boys in 2001/2002 has increased in the same direction by 49.1% in 2005/2006. Conversely, in Bonga, the 44.4% gender gap in favor of boys in 2001/2002 has drastically lowered to -4.8% in favor of girls during 2005/2006.

Concerning refugee education, UNHCR strives to the overall educational goals of ensuring that all refugee children have access to schooling. Specifically, with regard to primary education the objective is to ensure all refugee children have access to primary education which includes at a minimum literacy and numeracy (UNHCR, 1994: 110-11).

In light of these education goals, the two Refugee Camps under study: Dimma and Bonga have each primary school with the trend of GER shown in table 7 above for the last five years. This observed trend in the overall GER at camp primary level shows that in both camps, the participation of school-going age refugee children at primary has shown a progressive growth over the years under consideration.

The objective of universal primary education by 2015 was adopted at the World Education Forum, held in Dakar, in April, 2000. The forum stressed the importance of promoting education for all even in situations of conflict and instability and the parity of enrollment between boys and girls. As the UN Refugee Agency, UNHCR has a collective responsibility to fulfill these targets by giving utmost priority to refugee schooling (UNHCR, 2003:2).
In view of achieving these goals, UNHCR has adopted strategies in its 2003 Education Policy. These include i) Defined role of the community to organize and initiate education activities and eventually retain ownership on most functions. ii) Community support for school attendance, in which the community to play a major role in promoting EFA; community groups such as school committees, women’s groups and community leaders can solve problems such as community awareness of the need for school, conflict of time-tableing (such as food distribution and school hours), lack of clothing for children, sanitation in schools, absenteeism etc. iii) Capacity-building for community Education Committee /Parent Teacher Association (PTA), that is making education programs to have staff with specific responsibilities for motivating the establishment of training and guiding school or community education management committee; iv) involving educated refugees as teachers with the relative advantage of economic independence, restoration of self-esteem for the individual and group familiarity for the students and the teacher and a sense of community.

The resultant of efforts being made in light of these strategies in the camps in question has brought a progressive trend in the overall participation rate at the primary level. Universal primary education (UPE) means that all children of primary-school age participate in the school system and complete primary school. Enrollment is the most basic element of school participation. It is also the most easily measurable indicator of progress towards UPE. Despite the progressive participation trend in both camp schools, the overall participation has not been in a position to fulfill the target of ensuring access to primary education. This comes as no surprise that a large number of children and adolescents in both Dimma and Bonga are still out-of-the school. This, according to respondent teachers and school principals, is mainly due to poverty (69%) and followed by low awareness (26.8%) of the community about education.

However, taking into account the unstable life, the trauma of displacement and exile as well as the object poverty surrounding the refugees, the overall participation rate observed at the primary level in the Refugee Camps can be of considerable in itself. Here it is also important to note the socio-economic and educational background of these people before they become refugees.

The refugees in Dimma and Bonga Camps are people displaced from the peripheries of Southern Sudan, where there is little or no access to and provision of basic social services such as health and education. As reported by focus group discussants, they were agrarian and semi-pastoralists.
The first time they arrived at the camp, neither parents or children were literate nor did have in mind the essence and value of education in the modern world.

Save the Children Sweden, which formerly run the primary education program in the camps, had made several unprecedented efforts to aware the community about education and to send their children to school. Consequently, most children and adolescents begun pre and primary schooling for the first time in the camps. Today, being fully aware of the benefits of education, refugee parents have expressed their views during the focus discussion that as a refugee, education for their children is the greatest opportunity they benefit much.

Therefore, considering the socio-economic and educational background of the refugee community, the overall participation rate observed at primary levels in Dimma and Bonga Refugee Camps in the course of five years time may possibly be considered as an optimistic progress.

### 3.3 Equity

#### Gender Disparity at the Camp Primary Levels

3.3.1 Enrollment Development of Girls and Boys at the Camp primary Levels.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Dimma</td>
<td>382</td>
<td>2345</td>
<td>763</td>
<td>2643</td>
<td>822</td>
</tr>
<tr>
<td></td>
<td>100.0</td>
<td>100.0</td>
<td>131.1</td>
<td>112.7</td>
<td>141.1</td>
</tr>
<tr>
<td>Bonga</td>
<td>852</td>
<td>1729</td>
<td>1190</td>
<td>2087</td>
<td>1544</td>
</tr>
<tr>
<td></td>
<td>100.0</td>
<td>100.0</td>
<td>139.7</td>
<td>120.7</td>
<td>181.2</td>
</tr>
</tbody>
</table>

Source: Camp Primary School Records

As shown in the table above for the last five years (2001/2002-2005/2006) primary enrollment of girls has increased in both Dimma and Bonga camp primary school. It has increased by 55.3 index point in Dimma and 197.4 index points in Bonga the years between 2001/2002-2004/2005 and 2001/2002-2005/2006 respectively. Growth has been faster in Bonga by 197.4 % as compared to 55.3 % in Dimma.
However, it is clearly depicted in the table that despite the increasing trend in the enrollment figures of girls, the overall participation of girls in the Camp Primary school has been much lower than that of boys.

### 3.3.2. Participation of Girls in the Camp Primary Levels

Table 9: The Trend of Girls Participation in the Refuge Camp Primary School

<table>
<thead>
<tr>
<th>Item</th>
<th>Response</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you rate the participation of girls in the school?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. High</td>
<td></td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>B. Moderate</td>
<td></td>
<td>3</td>
<td>4.2</td>
</tr>
<tr>
<td>C. Low</td>
<td></td>
<td>68</td>
<td>95.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>71</td>
<td>100.0</td>
</tr>
</tbody>
</table>

N= 71

As it is clearly depicted in the table above, the preponderance (95.8%) of respondents have reported that the trend in the overall participation of girls in both Dimma and Banga a Refugee camps has been much lower than that of boys.

The practice of early marriage and the associated household chores were indicated as the major problems that have been impeding girl’s participation in the refuge camps under consideration.

Moreover, as shown in table 10 below, an analysis of the five years enrollment of figures of the two sample Refugee Camp primary school has provided data that would enable not only to confirm but also to establish a sufficient ground to measure to what extent girls’ participation was low during the last five years (2001/2002-2005/2006).
3.3.3 Gender Gap (GG) and Gender Disparity at the Camp Primary Levels

Table 10. Gross Enrollment Rate (GER), Gender Gap (GG) and Gender Parity Index (GPI) at the Two Camp Primary Levels

<table>
<thead>
<tr>
<th>Year</th>
<th>Dimma Primary (1-8)</th>
<th>Bonga Primary (1-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys GER</td>
<td>Girls GER</td>
</tr>
<tr>
<td>2001/2002</td>
<td>73.7</td>
<td>34.5</td>
</tr>
<tr>
<td>2002/2003</td>
<td>79.9</td>
<td>43.0</td>
</tr>
<tr>
<td>2003/2004</td>
<td>89.2</td>
<td>46.4</td>
</tr>
<tr>
<td>2004/2005</td>
<td>158.2</td>
<td>81.5</td>
</tr>
<tr>
<td>2005/2006</td>
<td>124.2</td>
<td>72.1</td>
</tr>
</tbody>
</table>

Source: Camp Primary School Records

Table 10 above shows the trend in the direction of gender disparity in primary enrollment using the Gender Parity Index (GPI), which is the ratio of female and male GER. In a situation of prefect equality between boys and girls enrollment rates, GPI is 1, while 0 indicates the highest disparity.

Accordingly, it can clearly be observed from the table above that over the last five years (2001/2002-2005/2006) there has been a large gender disparity in both camps except in Bonga with exceptionally high GPI of 1.1 in 2005/2006. This indicates that over the last five years the trend in the participation of girls has been much lower than boys.

Moreover, a further analysis of the situation reveals that girls participation at primary has not been even the same between the First (1-4) and Second (5-8) Cycles as shown in table 11 below.
Table 11: Enrollment Trend of Girls by Level/Cycle

<table>
<thead>
<tr>
<th>Year</th>
<th>Dimma Camp</th>
<th></th>
<th></th>
<th>Bonga Camp</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-4</td>
<td>5-8</td>
<td>%Girls</td>
<td>1-4</td>
<td>5-8</td>
<td>%Girls</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>2002/2003</td>
<td>1171</td>
<td>486</td>
<td>1660</td>
<td>1267</td>
<td>582</td>
<td>1849</td>
</tr>
<tr>
<td></td>
<td>83.5%</td>
<td>16.5%</td>
<td></td>
<td>1021</td>
<td>1819</td>
<td>1630</td>
</tr>
<tr>
<td>2003/2004</td>
<td>1311</td>
<td>600</td>
<td>1911</td>
<td>1639</td>
<td>222</td>
<td>1861</td>
</tr>
<tr>
<td></td>
<td>73.0%</td>
<td>27.0%</td>
<td></td>
<td>1066</td>
<td>1307</td>
<td>2373</td>
</tr>
<tr>
<td>2004/2005</td>
<td>1166</td>
<td>651</td>
<td>1817</td>
<td>1503</td>
<td>253</td>
<td>1756</td>
</tr>
<tr>
<td></td>
<td>72.0%</td>
<td>28.0%</td>
<td></td>
<td>1355</td>
<td>1481</td>
<td>2836</td>
</tr>
<tr>
<td>2005/2006</td>
<td>862</td>
<td>639</td>
<td>1501</td>
<td>1236</td>
<td>254</td>
<td>1490</td>
</tr>
<tr>
<td></td>
<td>71.6%</td>
<td>28.4%</td>
<td></td>
<td>1535</td>
<td>1644</td>
<td>3179</td>
</tr>
</tbody>
</table>

Source: Camp Primary School Records

As it is clearly depicted in table 11 above, for the last five years (2001/2002-2005/2006) more than half (50%) of the girls enrolled at primary in each schooling year were concentrated in the first four lowest (1-4) grades. This implies that girls participation gets significantly lower as they moved to the higher primary grades.

The impact that education had on way of life of the refugee were generally immense. However, there had still been a lot of obstacles when it came to girls education. Thus, when they started to have a better understanding of the values of education, parents and community members were still reluctant to send girls to primary and senior secondary schools. Some parents were not even willing to send their small daughters to preschool because they thought that education was not for girls at all. When asked what they were thinking about girls education at the beginning, PTC focus group discussants said:

"Yet at this moment, we believe that girls and boys are equal. However, at the beginning, we thought school was only for boys. If we were to send a girl to a school, we would think that she will be a prostitute. Now we believe that education is for both boys and girls. Now we regret what we did in the past.

Save the Children Sweden, which had terminated its pre-school education program, has made several activities that promote schooling of girls in Dimma, Bonga and other Western Refugee Camps (Pugnido, and Sherkole)

Save the Children Sweden targeted girls as a vulnerable group in its education program for a number of reasons. The first category of causes was related to the gender role of girls and women in refugee communities that discourage girls from attending school. The most important factor within this category of causes might be the widespread practice of early marriage in most of the
refugee communities in the Sudanese Refugee Camps of Western Ethiopia. Among the Uduks, for instance, girls were forced to marry at the age of 12 or 13 long before they were physically and psychologically ready to shoulder the material and social responsibilities associated with marriage.

The practice of dowry where the groom gives as much as fifty heads of cattle or a substantial amount of money to the bride’s family is prevalent among the refugees in Dimma.

In most cases the girl child was unlikely to continue her education once she was married due to the household responsibilities, pregnancy and child care. A visible exception in this connection was observed among the Oduk of Bonga Refugee Camp among whom even girls and women in the last months of pregnancy were encouraged to attend school.

Save the Children Sweden used three strategies to address the problem of limited access to education for girls in the refugee communities. The first of these strategies was community awareness raising and sensitization on girls education. With the view to promoting girls’ education and the CRC, Save the Children has organized series of workshop and dialogue forums for parents, preschool and primary school teachers, children and the youth.

The Second strategy primarily aimed at decreasing the drop out rate and increasing regular attendance among girls was the school based counseling and follow up on the attendance of girls. The day to day tasks of taking attendance and identifying absentees was actually conducted by children who were members of the Girls’ Education Support Group (GESG) and the Boys Empowerment Group (BEG). GESG and BEG are children’s and youth clubs organized in each of the camps with the objective of encouraging girls to attend school, providing support to girls’ education within the school structure and the community, and following up on the attendance of girls.

The UN has formulated two millennium Development Goals that apply to education: parity of boys and girls in school enrollment and Universal primary education which were reflected in the Education for All/EFA initiatives. UNHCR is committed to achieving these goals (UNHCR, 2005:5).
To achieving these goals, UNHCR engage in a numbers of networks and partnerships with experienced organizations, and in many parts of the world it (UNHCR) is supporting activities and initiatives that promote gender equality in school participation, among other things. As a strategy to this, UNHCR (2003) lists 8 points in its Education policy formulated in 2003 in light of EFA and MDGs. These include: i) Action research ii) Gender sensitive training for the local community iii) Gender sensitive training for teachers, youth leaders and educational administrators iv) Preventing harassment and unwanted pregnancies v) Employing female staff vii) Schooling for adolescent mothers viii) Helping girls combine school and household duties ix) Cultural sensitive training regarding school facilities and arrangements.

Given the policy and the strategies adopted to promote gender equality in refugee schools in general and the several efforts exerted by Save the Children Sweden and the community in question in particular, the existing reality is that the overall participation of girls at the primary school of Dimma and Bonga is far from reaching the level it should be.

3.4 Internal Efficiency of the Primary Education System in the Refugee Camps

3.4.1 Drop out and Repetition Rates

Internal efficiency of an education system refers to the ability of an education system to educate the greatest number of pupils who have entered the system in the shortest time and in the least use of financial and human resources.

The internal efficiency of an education system is evaluated with the aid of certain number of indicators. The flow of pupils through the education system is a mechanism for analyzing the internal efficiency of an education system. Promotion, repetition and drop out rate give us information on how pupils pass through the school system.

Hence, the trend in the internal efficiency of the sample primary education system in the two Western Refugee Camps: Dimma and Bonga, were examined in light of the trend of the rate at which student promote, repeat and drop out throughout the last five years.
### Table 12: Drop out and Repetition Rates in the Refugee Camp Primary Schools

<table>
<thead>
<tr>
<th>S.N</th>
<th>Item</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How do you evaluate the drop out and repetition rates of the school?</td>
<td>54 76.1</td>
</tr>
<tr>
<td></td>
<td>A. High</td>
<td>54 76.1</td>
</tr>
<tr>
<td></td>
<td>B. Moderate</td>
<td>13 18.3</td>
</tr>
<tr>
<td></td>
<td>C. Low</td>
<td>4 5.6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>71 100.00</td>
</tr>
<tr>
<td>2</td>
<td>At which level do students drop more?</td>
<td>59 83.1</td>
</tr>
<tr>
<td></td>
<td>A. First cycle (1-4)</td>
<td>59 83.1</td>
</tr>
<tr>
<td></td>
<td>B. Second cycle (5-8)</td>
<td>10 14.1</td>
</tr>
<tr>
<td></td>
<td>C. Both levels</td>
<td>2 2.8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>71 100.00</td>
</tr>
<tr>
<td>3</td>
<td>Who drop out more?</td>
<td>57 80.3</td>
</tr>
<tr>
<td></td>
<td>A. Girls</td>
<td>57 80.3</td>
</tr>
<tr>
<td></td>
<td>B. Boys</td>
<td>5 7.0</td>
</tr>
<tr>
<td></td>
<td>C. Both</td>
<td>9 12.7</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>71 100.00</td>
</tr>
<tr>
<td>4</td>
<td>Who repeat classes mostly?</td>
<td>59 83.1</td>
</tr>
<tr>
<td></td>
<td>A. Girls</td>
<td>59 83.1</td>
</tr>
<tr>
<td></td>
<td>B. Boys</td>
<td>10 14.1</td>
</tr>
<tr>
<td></td>
<td>C. Both</td>
<td>2 2.8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>71 100.00</td>
</tr>
</tbody>
</table>

N=71

As it can clearly be observed from the above table, the majority (76.1%) of respondents have replied that drop out and repetition rates were generally high in both Dimma and Bonga Refugee camp schools. By level, students drop more at the First Cycle (1-4), as indicated by 83.1% of respondents. Gender wise, unfortunately, 80.3% the respondents have reported girls to drop out and repeat classes far more than boys.

Economic related problems/poverty, especially, shortage of food and early marriage on the part of girls were the root causes of student drop out in the refugee camps. On the other hand, poor background in the lower grades, lack of motivation due to the protracted refugee situation and low class attendance were reported more frequently as factors of class repetition.

Moreover, a close examination of the five years (2001/2002-2005/2006) schooling data of the sample refugee schools has made it possible to come up with information up on which the yardsticks of school efficiency could be well established.
Table 13: The Trend of Promotion, Repetition and Drop out Rates at the two camp primary Schools.

<table>
<thead>
<tr>
<th>Year</th>
<th>Dimma Camp</th>
<th></th>
<th>Bonga Camp</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Promotion Rate</td>
<td>Repetition Rate</td>
<td>Dropout Rate</td>
<td>Promotion Rate</td>
</tr>
<tr>
<td>2001/2002</td>
<td>68.6</td>
<td>18.6</td>
<td>12.8</td>
<td>77.5</td>
</tr>
<tr>
<td>2002/2003</td>
<td>NA</td>
<td>NA</td>
<td>WA</td>
<td>81.6</td>
</tr>
<tr>
<td>2003/2004</td>
<td>67.3</td>
<td>7.6</td>
<td>25.1</td>
<td>85.9</td>
</tr>
<tr>
<td>2004/2005</td>
<td>62.3</td>
<td>12.0</td>
<td>25.7</td>
<td>85.2</td>
</tr>
<tr>
<td>2005/2006</td>
<td>66.6</td>
<td>8.4</td>
<td>25.0</td>
<td>68.5</td>
</tr>
</tbody>
</table>

Source: Camp Primary School Records

As it is clearly shown in the table above for the last five years (2001/2002-2005/2006) primary dropout and repetition rate was generally higher in Dimma Refugee Camp. Although not as high as that of Dimma, Bonga Camp primary had drop out and repetition rate more than an average education system can have.

Drop out rate measures the proportion of pupils who leave the system without completing a given grade in a given school year. Whereas, repetition rate measures the rate at which pupils repeat grade. High dropout and repetition rate are implicated with high wastage ratio and lead to low internal efficiency.

Therefore, from the five years trend of the drop out and repetition rate observed in both camp schools, it is possible to conclude that wastage ratio of the primary education system in the Refugee Camps was high primarily due to high drop out rate, and consequently, the primary education system was not functioning efficiently (had low internal efficiency).

3.4.2 Attendance Rate

UNHCR employs a synonymous education indicator to measure the attributes of schools efficiency in refugee education program: Attendance Rate-Percentage of Students Successfully Completed School Year.
This indicator is calculated on the basis of the number of refugees who successfully completed the school year divided by the number of refugees enrolled at school at the beginning of the school year. The objective is to assess quality of instruction and other factors which affect school retention and dropout. According to UNHCR, one of the main factors affecting the quality of this indicator is changes in the refugee population as a result of new arrivals or large-scale voluntary repatriation.

Table 14: The Trend of Attendance Rate-Percentage of Students Successfully Completed School Year (UNHCR Standard: 90%).

<table>
<thead>
<tr>
<th>Camp</th>
<th>Year</th>
<th>Enrollment at the beginning of the year</th>
<th>Drop out</th>
<th>No. of students who completed the school year</th>
<th>Attendance Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimma</td>
<td>2001/02</td>
<td>2927</td>
<td>336</td>
<td>2591</td>
<td>88.5</td>
</tr>
<tr>
<td></td>
<td>2002/03</td>
<td>3406</td>
<td>436</td>
<td>2970</td>
<td>87.2</td>
</tr>
<tr>
<td></td>
<td>2003/04</td>
<td>3772</td>
<td>949</td>
<td>2823</td>
<td>74.8</td>
</tr>
<tr>
<td></td>
<td>2004/05</td>
<td>3833</td>
<td>935</td>
<td>2898</td>
<td>76.6</td>
</tr>
<tr>
<td></td>
<td>2005/06</td>
<td>2991</td>
<td>749</td>
<td>2242</td>
<td>75.0</td>
</tr>
<tr>
<td>Bonga</td>
<td>2001/02</td>
<td>2581</td>
<td>350</td>
<td>2231</td>
<td>86.4</td>
</tr>
<tr>
<td></td>
<td>2002/03</td>
<td>3277</td>
<td>306</td>
<td>2971</td>
<td>90.7</td>
</tr>
<tr>
<td></td>
<td>2003/04</td>
<td>3705</td>
<td>344</td>
<td>3361</td>
<td>90.7</td>
</tr>
<tr>
<td></td>
<td>2004/05</td>
<td>4462</td>
<td>329</td>
<td>4133</td>
<td>92.6</td>
</tr>
<tr>
<td></td>
<td>2005/06</td>
<td>4992</td>
<td>1172</td>
<td>3820</td>
<td>76.5</td>
</tr>
</tbody>
</table>

Source: Camp Primary School Records

It can clearly be observed from the table above that Bonga Refugee Camp met UNHCR standard for students who successfully completed the school year except in 2005/2006 with a lower attendance rate of 76.5 percent. On the contrary, except the first two years, Dimma camp did not meet the standard where the percentage of children who were successfully completed the School year was below 80 percent.

The declining attendance rate in Dimma Camp especially after 2004/2005 and in Bonga in 2005/2006 was mainly due to population decrease as a result of voluntary and large-scale repatriation with the restoration of relative peace in Southern Sudan.

A part from repatriation, one of the major causes of student drop out according to focus group discussants in the refugee schools in both Dimma and Bonga Camps was attributed to the refugee situation itself. The protracted refugee situation has given the refugees an uncertain future. This can lead to frustration and a drop in motivation and moral which might eventually result in poor
performance by refugee pupils and leaving of the camp on the part of parents with their children interrupting their schooling. Furthermore, the longer the refugees subsist on donated food and hand outs, the greater the danger that the dependency syndrome could set in. Although the health status of the refugee is generally satisfactory, congestion in the camp can lead to various health and social problem leading to school drop out.

3.5 Quality of the Primary Education in the Refugee Camps

Other things being equal, the success of teaching and learning is likely to be influenced by the resources made available to support the process and the direct ways in which these resources are managed. It is obvious that schools without teachers, textbook or learning materials will not be able to do an effective job. In that sense, resources are important for education quality. Inputs are enabling in that they underpin and intrinsically related to teaching and learning process which in turn affects the range and the type of inputs used and how effectively they are employed. The main important variables are material and human resources (UNESCO, 2005:36).

Material resources, provided both by government and household, include textbooks and other learning materials and the availability of classrooms, laboratories, school facilitates and other infrastructure.

Human resource inputs include managers, administrates, other support staff, supervisors inspectors and most importantly teachers. Teachers are vital to the education process. They are both affected by the macro context in which it takes place and central to its successful outcomes.

Accordingly the quality of the primary education in the Refugee Camps under consideration has been examined in terms of the teaching staff, availability of educational materials, school physical condition and classroom environment.

3.5.1 Quality of Teaching Staff

UNESCO (2005) puts five points as potential indicators of teacher quality: academic qualification, pedagogical training, years of service / experiences, ability or aptitude and context
language. In this paper the first three have been used to examine the quality of the teaching staff in the Refugee Camps.

i) Educational Level of the Refugee Camp Primary Teachers

Table 15: Educational Level of Teacher Respondents

<table>
<thead>
<tr>
<th>Educational level</th>
<th>Refugee No.</th>
<th>%</th>
<th>National No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Grade 12</td>
<td>28</td>
<td>53.8</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>12 Grade Complete</td>
<td>11</td>
<td>21.2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TT/Certificate</td>
<td>13</td>
<td>25.0</td>
<td>3</td>
<td>15.8</td>
</tr>
<tr>
<td>Diploma and above</td>
<td>0</td>
<td>0.00</td>
<td>16</td>
<td>84.2</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>100.00</td>
<td>19</td>
<td>100.00</td>
</tr>
</tbody>
</table>

N=71

As shown in table 15 above, the majority of refugee teachers in the Refugee Camps were not qualified where by more than half (53.8%) were below secondary. Only 25% of the refugee teachers were fit to teach at the primary. On the contrary, all national/Ethiopian teachers in the camps were qualified, of these the majorities (84.2%) were diploma holders.

Similarly, a review of the status of the sample primary schools in relation to teacher qualification for the last three years (2003/2004-2005/2006) shows that the majority of teachers in both Dimma and Bonga refugee camps were unqualified/ untrained, of these refugees were the dominant.

ii) Teacher’s Distribution by Level of Qualification: Percentage of Qualified/Trained Teachers at the Camp Primary Level.

This indicator is based on the number of teachers who have appropriate qualification for teaching at primary level. The objective of this indicator is to monitor the quality of teachers, to assesses the progress towards gender parity in recruitment and training of teachers and to target needs for teacher training.
Table 16: Percentage Certified/Qualified Camp Primary Teachers.

<table>
<thead>
<tr>
<th>Camp</th>
<th>Year</th>
<th>Number of Teachers by Qualification</th>
<th>%Qualified (Certified Teachers)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Diploma</td>
<td>TTI</td>
</tr>
<tr>
<td>Dimma</td>
<td>2003/2004</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>2004/2005</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>2005/2006</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Bonga</td>
<td>2003/2004</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>2004/2005</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>2005/2006</td>
<td>6</td>
<td>11</td>
</tr>
</tbody>
</table>

Source: Camp Primary School Records (UNHCR Standard: 80%)

According to the Ethiopian standard, the First Cycle (1-4) primary education requires teachers with minimum qualification of Teachers Training Institute (TTI) certificate. Similarly, Teachers Training Colleges Diploma is required for the Second Cycle (5-8) primary school teachers.

If seen against these standards, it can clearly be observed from above table that for the last three schooling years for which data on teachers’ qualification was available; there had been a wide gap in between the actual and the required level of qualification among the teachers in the school as the majorities were untrained or unqualified ones. This does show that in no time have the schools in both Dimma and Bonga Refugee Camps been equipped with sufficient number of qualified teachers. Though few in number, qualified (Diploma) teachers in the camp school over the last three years (2003/2004-2005/2006) were nationals (Ethiopians) employed to fill the staffing gap in the Second Cycle (5-8). Where as, almost all the unqualified ones were refugees.

However, refugee children, especially those living in camps are unlikely to be served directly by the State education system. In such situations, communities often with the support of international bodies such as UNHCR may take the situation into their hands and recruit community members as teachers. Although they may receive some training, many have completed primary or at a maximum Secondary. This group represents the majority of the unqualified/certified teachers in both camp schools over the last three years. Taking this into consideration, UNHCR sets a standard that apply to refugee schools in such a way as to compromise the above gap that those teachers from the community with a 10 or more full days of teacher training are regarded as a qualified or certified to teach at the primary level. Including
such teachers, the standard is 80 percent. Thus, under this condition, both Dimma and Bonga Refugee Camps do meet the standard fairly.

One of UNHCR’s commitment area, as clearly stated in its 2003 Education Policy is to “to promote quality of education as a high priority commitment through teacher training and the development of quality teaching and learning material (policy no 5). Hence as one of the strategies adopted to promote the quality of education in refugee schools, UNHCR and other collaborative agencies such as Save the Children Sweden have been providing in-service and full time teacher training for a number of refugees drawn out of the community in Bonga and Dimma Refugee Camps.

However, it is essential here to note that good-quality teaching and learning can not take place in such situations where traditional indicators of teacher qualification seems less relevant. Experiences have show that in the refugee schools few teachers have completed secondary school or feel confident in the role of which they are under qualified, though self-confidence is an important part of being a good teacher.

Other elements of good teaching that are critical in classrooms where children have been affected by war are creativity and the promotion of social cohesion. Where children of different ethnic groups, with different languages, background and experience are living and attending school together, it is important to promote understanding for instance by having some children translate to ensure that all have understood. Such creativity is not only important in encouraging children’s freedom of expression, it can also be more generally important in resource poor environment typical of the refugee camps under consideration. Teaching science lessons with minimal resources, with only locally available materials often require great originality. Though teachers both in Dimma and Bonga Camps have this quality of originality, they do lack the necessary competence for them to be qualified teachers.
iii) Teachers’ Distribution by Years of Service (Teaching Experience)

Table 17: Year of Service/Teaching Experience of Camp primary Teachers

<table>
<thead>
<tr>
<th>Service Year</th>
<th>Refugee No.</th>
<th>Refugee %</th>
<th>National No.</th>
<th>National %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>34</td>
<td>65.4</td>
<td>3</td>
<td>15.8</td>
</tr>
<tr>
<td>4-6</td>
<td>14</td>
<td>26.9</td>
<td>7</td>
<td>36.8</td>
</tr>
<tr>
<td>7-9</td>
<td>2</td>
<td>3.9</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>&gt; 10</td>
<td>2</td>
<td>3.9</td>
<td>9</td>
<td>47.4</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>100.00</td>
<td>19</td>
<td>100.0</td>
</tr>
</tbody>
</table>

N = 71

As shown in the table above, the majority (64.5%) of teachers had years of service that range from 1 to 3 years. Besides, these teachers with short years of teaching experience were preponderantly refugees who received short training and begun teaching in the camp schools. On the other hand, the few number of teachers with a relatively long year of experience (6-10 and above) were qualified national teachers.

The concentration of large number of inexperienced teachers in both camp schools partly indicates high staff turnover. This is especially true of those trained refugee teachers who frequently left the camp in search of better job at home or for other several personal reasons.

Similarly, one of the major problems, according to the school principals, facing both camp schools today is high teacher turnover particularly on the part of refugees.

Save the Children Sweden has trained more than 200 primary school teachers in collaboration with teacher training institutes of Jimma and Gambella using Ethiopian and Sudanese teacher training syllabus. However, the major challenge in this activity was the mobility of refugee primary school teachers. The director of the primary school in Dimma said.
“What Save the Children Sweden has been doing is very tangible. It is a great change they have brought about. Especially, what they have done on child right is a lot. When it comes to teacher training, Save the Children Sweden was very strong. However, it does not serve the refugee or the purpose for which it was meant. A lot is invested on the teacher training. But as soon as they were trained, most of them were not there. Half of them would be resettled. You know there were many who were trained at a college level.”

According to the School Principals, the underlying cause for high turnover among refugee teachers is low incentives.

UNHCR in its 2003 Education Policy states the conditions of remuneration for refugee teachers in that ‘incentive should be on par with other refugee professional workers.’ Otherwise there will be a heavy turnover and the benefits of on-the-job (in-service training) will be lost. Levels of payment should be sustainable over the likely period of external assistance. Regarding teacher retention, the policy also states that everything must be done to minimize the loss of trained teachers.

Despite the policy commitment to abate the situation, as indicated by the school principals, the problem of teacher turnover remains high primarily due to low incentive for refugee teachers.

People always ask for high salary and refugees are not exception. Camp refugee teachers are paid a small incentive, about 310 ETB per month. They are not paid full salaries because they benefit from food and non-food items. However the incentive rate has hardly risen over the last few years and fall well behind inflation. The teachers say that they need extra money to buy decent cloths and set good examples to pupils. If it were a fair world then the teachers would certainly receive a higher wage because they deserve it for the amount and quality of work they do. The unfortunate reality is that funds are not enough and the loss of trained teachers persists invariably in both Dimma and Bonga refugee camps.

Therefore, it is possible to conclude from the above stated fact that where qualified and experienced teachers who are central in teaching learning activity are inadequate in both Dimma and Bonga camp primary schools, it seems unlikely to promote and maintain quality education in the respective camp schools.
### iv) Teachers' Distribution by Sex

Table 18: The Trend in the Proportion of Camp Primary Teachers who are Female

<table>
<thead>
<tr>
<th>Year</th>
<th>Bonga Camp</th>
<th>Dimma Camp</th>
<th>Year Bonga Camp</th>
<th>Dimma Camp</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>%Female</td>
</tr>
<tr>
<td>2003/2004</td>
<td>52</td>
<td>7</td>
<td>59</td>
<td>11.9</td>
</tr>
<tr>
<td>2004/2005</td>
<td>58</td>
<td>8</td>
<td>66</td>
<td>12.1</td>
</tr>
<tr>
<td>2005/2006</td>
<td>66</td>
<td>8</td>
<td>74</td>
<td>10.8</td>
</tr>
</tbody>
</table>

*Source: Camp Primary School Records*

As it can clearly be observed from the table above for the last three years (2003/2004-2005/2006) primary teachers in both Bonga and Dimma Refugee Camps were predominantly males. This shows the trend in the wide gender gap or gender inequality among the teaching staff in both camp schools during the same time.

UNHCR recommends that 50 percent of teachers in refugee schools are women. The employment of female teachers and/or teaching assistant is important as it provides protection of girls. The presence of female teachers enhances protection of girls from sexual harassment by male pupils and teachers. UNHCR endorses affirmative action for the recruitment of female teachers including intensive courses to ensure parity of qualification. Schools should have female head teachers and deputy whenever possible. A female should be designated to provide counseling to older girls.

As it was discussed earlier, in both Dimma and Bonga camps, due to cultural constraints the participation of girls at primary has been much lower than boys, especially in the higher primary grades. Moreover, the number and qualification of female teachers in both refugee camp primary schools were far less than the standard. As shown in the table above, in no time have the camp primary schools had the required number of qualified female teachers.

Therefore, policy measures should focus on the recruitment and training of as much number of female teachers as possible to narrow the observed trend in the gender inequality among the teaching staff and thereby promote the participation of girls in both camp primary schools.
3.5.2 Teaching Organization

Under this section, the Pupil Teachers Ratio (PTR) and Class/Section Size or Pupil Section Ratio (PSR) was used as important indicators of the quality of education.

i) Pupil to Section Ratio (PSR)

The average number of pupils per class is an important indicator of class size. It is used to assess the efficiency of resource utilization and indirectly to assess the quality of teaching learning process.

Table 19: The Trend of Pupil Section Ratio (PSR) at the Camp Primary Schools

<table>
<thead>
<tr>
<th>Camp</th>
<th>Year</th>
<th>Enrollment (1-8)</th>
<th>No. Classes</th>
<th>PSR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimma</td>
<td>2001/2002</td>
<td>2927</td>
<td>40</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>2002/2003</td>
<td>3406</td>
<td>40</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>2003/2004</td>
<td>3772</td>
<td>40</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>2004/2005</td>
<td>3633</td>
<td>40</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>2005/2006</td>
<td>2991</td>
<td>40</td>
<td>75</td>
</tr>
<tr>
<td>Bonga</td>
<td>2001/2002</td>
<td>2581</td>
<td>40</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>2002/2003</td>
<td>3277</td>
<td>41</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>2003/2004</td>
<td>3705</td>
<td>44</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>2004/2005</td>
<td>4462</td>
<td>44</td>
<td>101</td>
</tr>
<tr>
<td></td>
<td>2005/2006</td>
<td>4992</td>
<td>44</td>
<td>113</td>
</tr>
</tbody>
</table>

Source: Camp Primary School Records

UNHCR Standard: 40

UNHCR specifies that in refugee schools there should be a maximum class size of 35 to 40 students in actual attendance on average day. This, according to UNHCR, complies with the general standards in developing countries and is the maximum number possible for successful learning in refugee schools.

When we see the PSR in Dimma and Bonga Refugee Camp primary schools against the norm set by UNHCR, it can clearly be seen from the above table that for the last five years (2001/2002-2005/2006) the PSR in both camps schools far exceeded the norm. In most of the years the PSR were two times the norm and also tripled it in Bonga during 2005/2006. This shows that in the last five years time the pupil organization condition (PSR exceeding the norm) coupled with the very warm climate of the areas were not generally conducive enough to promote quality teaching learning process at classroom level.
ii) Pupil to Teacher Ratio (PTR)

This indicator is based on the average number of students during the school years divided by the total number of teachers at the end of the school year. The objective is to measure the average number of students per teacher, a key indicator, according to UNHCR, for a quality of refugee education. The lower the PTR, the higher the opportunity of contact between the teachers and pupils to check homework and class work as well as provide support to students individually. On the other hand, very low PTR may indicate inefficient or under utilization of teachers. Low or high PTR may not be enough to explain the quality of education because quality of education also depends on the mode of delivery commitment and qualification of teachers, the supply of education materials (MOE, 2005:14).

Moreover, PTR is useful when there is a standard/norm set in the context in which it will be used. According to UNHCR guidelines, the number of pupils per teacher should not exceed 40. One explanation for PTR exceeding 80 may be that teachers teach more than one group of children.

Table 20: The Trend of Pupil Teacher Ratio at the Camp Primary Schools

<table>
<thead>
<tr>
<th>Camp</th>
<th>Year</th>
<th>Enrollment (1-8)</th>
<th>Number of teachers</th>
<th>PTR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimma</td>
<td>2001/2002</td>
<td>2927</td>
<td>38</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>2002/2003</td>
<td>3406</td>
<td>48</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>2003/2004</td>
<td>3772</td>
<td>59</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>2004/2005</td>
<td>3633</td>
<td>58</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>2005/2006</td>
<td>2991</td>
<td>58</td>
<td>52</td>
</tr>
<tr>
<td>Bonga</td>
<td>2001/2002</td>
<td>2581</td>
<td>45</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>2002/2003</td>
<td>3277</td>
<td>48</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>2003/2004</td>
<td>3705</td>
<td>59</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>2004/2005</td>
<td>4462</td>
<td>66</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>2005/2006</td>
<td>4992</td>
<td>74</td>
<td>68</td>
</tr>
</tbody>
</table>

Source: Camp Primary School Records

As shown in the table above for the last five years primary PTR in both Dimma and Bonga Refugee camp schools exceeded the norm 40.

This shows that during the last five years time pupils in these camp schools did not have access to adequate number of teachers. This implies the fact that the increasing enrollment rate in the schools during the last three years was not augmented by the required number of teachers to make the PTR up to the standard set. Ensuring that all refugee children who were enrolled in each
school have access to a sufficient number of teachers would require increasing the number of teachers up to the point where the PTR equals 40.

### 3.5.3 School Physical Condition and Classroom Environment

**i) Dimma Refugee Camp Primary School**

Situated at about 1.5 kms from the camp, the school in Dimma Camp was not fenced. The buildings were made of cement but they were not in a good condition and well maintained. They looked dilapidated, clours fade, and some cracked and were generally found out to be unattractive. Classes had no ceiling which makes it difficult the teaching-learning process in the very hot climate of the area. The windows were left unfinished and the size of the rooms was less than the standard (6mx7m). All classes had a cemented ground but not all were clean during the time of observation.

The furniture was satisfactory. All classes had desks for pupils and the seating arrangements were traditional (high-low bench). There were chalkboards in all classrooms but their quality ranges from high to low. In all classes there were no ABC, number laminated wall charts and pictures. Air and lighting were more or less satisfactory. The surrounding of the school was clean and the environment was quiet and favorable to learning. Overall, regarding the physical condition, the school in Dimma was found to be favorable.

The school had a water tank connected to the center established for the camp. There was clean and separate toilet for boys and girls. For a recreational purpose, playgrounds and sport equipment (ball and shorts) were available in the school.

Teachers used common office with a file cabinet and chair for each. There was also staff resting room made of hats considering the warm climate. All the school staff had access to vehicle.

**ii) Bonga Refugee Camp Primary School**

The school was found close to the camp and the high school, with a good panorama on the left of the main road to Gambella. Made of brick, the buildings were in a good condition, well maintained and look clean and attractive. Classes were made up to the standard size. All have
ceilings and complete windows. All rooms have cemented ground and all classes were not clean during the time of observation.

Furniture availability was adequate. All classes had desk for pupils and chair for teachers. Seating arrangements were traditional (high-low bench). There were chalkboards in all classes with a relatively good quality. Air and lightning were satisfactory. The surrounding of the school was clean and the environment was less quiet and favorable for learning as it was found close to the village and the main read to Gambella. Overall, regarding the physical condition, the school in Bonga was found to be more favorable.

The school used a water tank connected to the main reservoir established for the whole camp. There was a clean toilet partitioned for boys and girls. The playground and sport equipment available in the school were found to be sufficient for recreational purpose.

Teachers had common offices with file cabinet and chair individually. There was no staff resting room in the school. During the time of observation they were under a tree shed being served a break time beverage.

3.5.4. Availability of Educational Materials

UNHCR sets standards and indicators in all of its operation including education. Hence, according to UNHCR 2003 Education policy, the standard set for textbooks and supplies in UNHCR-funded primary (1-8) schools is shown as under.

Table 21: Standards of Supplies in Refugee Schools

<table>
<thead>
<tr>
<th>Grade</th>
<th>Supplies per Semester</th>
<th>Textbook (1-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>Slates or 2 exercise book</td>
<td>One reading and one arithmetic textbook per student</td>
</tr>
<tr>
<td>5-6</td>
<td>At least 4x100 pages exercise books</td>
<td>Other reading materials in resource center</td>
</tr>
<tr>
<td>7 and above</td>
<td>2x200 pages exercise books</td>
<td>At least one set of all other textbooks (50 copies) per school</td>
</tr>
</tbody>
</table>

Source: UNHCR 2003 Education Policy

Moreover, the Policy states that in refugee situation, educational materials and equipments such as blackboards, chalk, slate and exercise book etc. should be made available as part of rapid response. In refugee situations, these supplies need to be continued indefinitely as earning opportunities are often limited. The same applies to other situation where poverty is a serious constraint on participation in schooling. Hence, it is important to supply adequate number of
exercise books for students in upper primary classes, since note taking is a primary source of study material in cases where children are not provided with their own textbooks.

Regarding teaching-learning materials, the same Policy also states that UNHCR with implementing agencies should obtain a single complete set of textbooks as soon as possible. These should be accessed by all students through the library. Schools should then aim for sets of 20 textbooks (ratio of 2 students to 1 text) for each grade that can be used by all classes in that grade group. Resource materials should be developed to compensate a lack of appropriate text or number of texts.

The actual provision of supplies and textbooks in Dimma and Bonga camps has been examined in light of the standard set by UNHCR.

**Table 22:** Pupil Textbook Ratio and the Provision of Supplies in the Camp Primary Schools (2005/2006).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Supplies per Semester</th>
<th>Textbooks Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>32 pages exercise book per subject pen, pencil rubber, eraser and sharpener.</td>
<td>4:1</td>
</tr>
<tr>
<td>5-8</td>
<td>50 pages exercise books per subject, pen, pencil, rubber, eraser, sharpener.</td>
<td>1:1</td>
</tr>
</tbody>
</table>

**Source:** Camp Primary School Records

As shown in the above table, in both Dimma and Bonga Refugee Comps, refugee children were provided with enough supplies by UNHCR as part of its general assistance program. Regarding textbooks distribution the ratio was up to the standard (1:1) in the Second Cycle (5-8) which uses the Gambella Regional State Curriculum. Where as the situation is getting worse in the First Cycle (1-4) that uses the Southern Sudan Curriculum. Previously, Save the Children Sweden used to provide the texts printed from Kenya. However, the problem arose when Save the Children Sweden has terminated its program in the camps before a year, while no body has took over the responsibility. Hence, since the lower grades are the foundation, ways and means of getting enough textbooks should be of immediate concern to the concerned bodies in charge of refugee education.

Moreover, in relation to this it has been found out that 60% of teachers, particularly at the lower level have not been provided with teacher guides for all subjects they teach.
Apart from the human factor, quality of education is a reflection of adequate supply of educational materials, of which textbooks and teacher guides are the foremost. Therefore, measures that improve the provision of these inputs must be put into practice if quality education is to be promoted and maintained in the Refugee Camp primary schools under consideration.

### 3.5.5 Library and Pedagogical Centers

UNHCR recommends refugee schools have a reading room/library and resource/pedagogical centre.

Accordingly, both Dimma and Bonga Refugee Camp primary schools have rooms to function as libraries filled with textbooks, references as well as a number of supplementary reading materials donated by various agencies. However, they lack quality in that they were either higher/college level books, while others were found to be less relevant to the level and type of education.

The pedagogy center in the camp schools were functional with a number of pictures, diagrams, maps, globe, models and others locally made teaching aids. During the time of observation, it was possible to see teachers actually using teaching-aids from the pedagogy centre. Overall, the pedagogy centers in both schools were in a position to promote effective teaching and learning.

### 3.5.6 Co-curricular Activities

Regarding co-curricular activities, UNHCR Education Policy (No.2) states "given the special needs of displaced population, it is important to meet psychosocial needs through enriching the school program with recreational activities. Curricula should also be enriched through inclusion of learning activities in the fields of health (including HIV/AIDS prevention) safety, peace/human rights, citizenship, and environmental conservation." In light of this policy, an attempt has been made to examine how well active were such co-curricular activities in Dimma and Bonga Refugee Camp primary schools.

As a result, it was found out that in both camp primary schools, there were organized co-curricular clubs that have been active since their formation. Amongst, the following clubs were reported as having active role in the school and the surrounding environ i) HIV/AIDS  ii)
environmental protection iii) Health and Sanitation iv) Landmine awareness v) Peace and Voluntary repatriation.

3.5.7 Welfare Support

Evidences have shown that investing in school based health and nutrition program results in real educational advantage (UNESCO, 2005:18). One of the strategies adopted by UNHCR to promote access to primary education in a refugee situation is addressing poverty issues which include clothing, hygiene materials and food.

The primary schools in Dimma and Bonga Refugee camps have school feeding program and health system

i) School Feeding Program

According to UNHCR, non participation in schooling is often linked to food shortage and insecurity. Provision of a nutritious snack or dry food ration or provision of school feeding can help overcome this problem. Accordingly, the sample primary school in Dimma and Bonga Refugee Camps have school feeding program which begun based on an assessment that school drop out was mainly due to poverty.

In the field of education, UNHCR entertains close cooperation with UN sister agencies such as UNICEF, UNESCO and WFP. Global Memoranda of Understanding (MoU) with UNICEF and WFP have been revised or are under revision and a number of country-based operational agreements are in place. Accordingly, WFP runs the school feeding program in the two surveyed Refugee Camp primary schools. It covers both the human, material as well as operational costs incurred by the program. The food item, in the form of porridge, is made of Famix (Corn Soya blend flour) and sugar was provided to all primary children in both shifts at break time. Each child consumes 100g of Famix and 20g of sugar per day.

According to the school principals and focus group discussants, the school feeding program has brought a significant impact on school attendance particularly in the lower grads. Most children did attend classes whenever the service is available.
ii) Health:- Although there was no a separate health center established for pupils, refugee children (both in and out-of school) are generally covered through the health system and have access to medical services meant to serve the camp population as a whole.

3.6 Community and Stakeholder Participation in the Provision of Primary Education for Camp Refugees in Gambella Region

UNHCR performs its operational role by implementing programs directly or through partners, or cooperating closely with operational non-governmental and other organizations which are self-funded or have other sources of funding than UNHCR.

Operational partnerships with non-governmental organization (NGOs) are formalized through the Framework Agreement for Operational Partnership. This agreement, based on the Partnership in Action (PAR in AC) Process, aims to build an active operational partnership through a common commitment to understanding each other’s roles and responsibilities, thus leading to better coordination and improve services to refugees. UNHCR is funding education programs in 97 countries, with a total budget of over USD 38 million in 2003. Worldwide, 200 international and local organizations, including UN sister agencies and government departments, are implementing education programs on behalf of UNHCR. Out of these 163 are NGOs, UNHCR’s traditional partners.

The provision of primary education for refugee children in Dimma and Bonga Camps would have not been possible without the participation of various stakeholders involved in the organization and management of the program. Amongst UNHCR, ARRA, WFP and Save the Children Sweden were found out to be the major actors. This is, however, without overlooking the crucial role of the main protagonists, the refugee communities in the camps under consideration.

Hence, in view of getting the overall picture of stockholders’ involvement in the program, an attempt has been made to analyze the role, participation and contribution of each of the above-mentioned stakeholders.
i) Community Participation

According to UNHCR (2004) education programming in areas of conflict is impossible without the creativity and resourcefulness of communities. Working with School Management and Village Education Committee as well as refugee self-help groups is the key to any successful and efficient assistance program. Only a community based approach to education will help to improve the refugee capacity to meet their own needs and solve their problem.

UNHCR in its 2003 Education Policy, adopted community participation in education programs as a strategy to promoting EFA goals. This include defining the role of the community, support for solving problems of school attendance, and capacity building for Community Education Committee/ Parent Teacher Association (PTA)

Generally, community participation seems to be extremely important for the functioning of schools and the communities in both Dimma and Bonga Refugee Camps were found to participate in non-academic activities. In both camps there were a strong Parent-Teacher Committee /PTC, composed of three refugee teachers, two community representatives and chaired by school principals. The PTCs have been actively participating in various matters pertaining to the functioning of the primary education system. These include, among other things, i) organizing home visits by teachers and community volunteers to promote enrollment in school and prevent drop out, ii) promoting the education of girls and generally ensuring gender equity and sustainability, including advocacy with the community, and advising the education program on measures to prevent drop out, iii) promoting the enrollment and retention of children in primary schools from the initial grades of school through to the end of the eight years of schooling iv) ensuring good use of school resources including teacher attendance and code of conduct v) reporting any harassment by or of teachers or students vi) liaising with community groups and with administrators regarding problems such as absenteeism due to timing of food distribution, water supply etc ...

ii) Participation of Other Stakeholders

UNHCR

UNHCR’s operational role, defined by its overall mandate for refugees, encompasses full responsibility and accountability to the international community and the refugees for all aspects
of the complete life-cycle of a refugee situation from early warning and contingency planning, to the protection of and assistance to refugees and to the achievement of durable solutions.

Next to protection access to services is the main challenge UNHCR is confronted with in a time of increasing demands and decreasing resources. Education is an important pillar of UNHCR’s assistance program.

Thus, as an umbrella organization for refugee support activities, UNHCR is responsible for overall funding, monitoring and evaluation as well as providing protection for refugees in both Dimma and Bonga Camps. The organization has been supporting education program for refugees since 1960s. Today, UNHCR provides the whole budget for ARRA to run the primary education program in Dimma and Bonga Refugee Camps.

ARRA

Probably the most important government actor in the implementation of the primary education program was Administration for the Refugee-Returnee Affairs (ARRA). It was responsible for the overall administration of refugee camps and coordination of activities targeting refugees. ARRA has been providing medical services (clinics and pharmacies in refugee camps), overseeing agricultural activities by refugee communities and administering primary schools since 1994 and has been responsible for primary school activities. In the early stages of the primary education program, ARRA constructs two primary schools in the refugee camps with funds secured from UNHCR. The agency also managed pedagogical centers and libraries in all camps and provided textbooks for grades 1 to 8 as part of its official mandate and conducted a feeding program for refugee children with WFP’s fund.

Save the Children Sweden

Save the Children’s refugee program had the overall aims of facilitating the reintegration of children affected by war, minimizing the effects of war on children, and creating awareness on the needs/ right of children. The specific objective of the program include improving the quality of teaching skills for pre-school and primary school teachers by providing teacher training opportunities and appropriate educational materials, and establishing and strengthening pedagogical /resource centers and libraries.
Save the Children’s major contribution for the primary education program of the refugee camps in Western Ethiopia including Dimma and Bonga are summarized as follows:

**i) Development of primary school curriculum**

Primary school education was introduced in the refugee camps by Save the Children Sweden with the re-establishment of Dimma Refugee Camp. Since 1994, ARRA has taken over the administration of primary education service. Save the Children Sweden’s assistance since then has been shifted to the provision of teaching aid materials through the pedagogy centers, the libraries and the school based psychosocial support reserved mainly for the vulnerable groups of children integrated to schools.

In the 1990's, primary education in the Sudanese Refugee Camps of Dimma and Bonga, was given on the basis of the English versions of the Kenyan and Ethiopian education systems. The Kenyan curriculum was used for the lower grades (one to four) while the Ethiopian curriculum was applied for the upper grades (five to eight). However, an impact assessment exercise conducted by Save the Children Sweden and UNHCR on the performance of primary school children in the refugee camps revealed that the use of the Kenyan curriculum was one of the contributing factors to the low performance of refugee children in lower primary school grades. The results of the assessment clearly indicated the need for the design and adoption of a primary school curriculum which is culturally, socially, linguistically and pedagogically appropriate to the refugee children.

Accordingly, Save the Children Sweden introduced the Southern Sudan Curriculum for the lower grades in primary schools in cooperation with the Southern Sudanese authorities based in Nairobi at that time. Since 2000, the training of primary school teachers as well as the daily instruction for the lower grades has been based on the Southern Sudanese curriculum. The curriculum is currently applied in Dimma, Bonga and other Refugee Camps in Western Ethiopia. Save the Children Sweden also produced and duplicated the textbooks needed for the effective execution of the teaching learning process using the new curriculum and solved the acute shortage of student textbooks.
ii) Training of Primary School Teachers

Between 1992 and 1998 Save the Children Sweden trained about 120 refugee primary school teachers in collaboration with teacher training institute of Jimma and Gambella using Ethiopian teacher training syllabus. In this arrangement, one cycle of training took place over a period of three consecutive summers (each summer 45 days) at the end of which the trainees were provided with certificates of successful completion of the course. To decrease the high cost of training in Jimma and Gambella and address the high mobility of refugee teachers, as well as the need to change the training syllabus to the new Sudanese syllabus, Save the Children Sweden changed the training venue to the camps and started using the new Sudanese syllabus by drawing trainers from teacher training institutes.

Though this approach was found relevant and appropriate to the context of the refugee community, the training institutes became unwilling to continue the training in the camps and declined to certify trainees after 131 refugee were trained and certified in two cycles. Until 2003, Save the Children Sweden had developed its own training manual and had changed its approach to in-house training focusing mainly on methods of teaching and other relevant issues like the CRC. In 2004, Save the Children Sweden reached an agreement with Mettu Teachers Training College to provide official certification for the trainees who had completed the camp level training after further training in the college for one or two summers.

A major challenge as it was discussed earlier, in this activity was the mobility of refugee primary school teachers. As a practical solution to this problem, the training of primary school teachers was limited to short-term training.

iii) Establishment of Pedagogy center and Library

Another activity conducted by Save the Children Sweden to support primary education was the establishment of pedagogic or resource centers and libraries. These structures have been established in the refugee elementary schools to support the teaching learning process in the four camps where the program was operational.

The resource centers established by Save the Children Sweden were engaged in the low cost production of teaching aid materials to be used in primary school teaching. Awareness creation meetings and capacity building training workshop have also been conducted with the primary
school administration and teachers to ensure the participation of teachers in the production of
teaching aids and making use of the pedagogic centers. The resources /pedagogic center also
provided a regular maintenance service of students textbooks through a full time paid technician.
CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter of the thesis entails the summary of major findings, conclusions and recommendations.

4.1 Summary of Major Findings

The main purpose of this study was to assess the provision of primary education for Southern Sudanese Camp Refugees sheltered in Western Ethiopia, Gambella Region, specifically in Dimma and Bonga Refugee Camps, in light of UNHCR Education Policy directed towards addressing the dire learning needs of refugee children and at least in part meeting EFA goals. Specifically, the study aimed to address the programs status in terms of enrollment and participation, equity, efficiency, quality, as well as community and stakeholders participation over the last five years (2001/2002-2005/2006).

In employing a descriptive research methodology, the study made use of both school survey and document analysis to gather the required data. Accordingly, questionnaire interviews, focus group discussion were used to solicit information from teachers, school principal, program managers and school committee members and community representatives. Brief summary of the in-depth study are given below.

4.1.1. Enrolment and Participation

The great majority (90.2%) of respondents have responded that enrollment has been increasing in the sample Refuge Camp schools. Similarly, an analysis of school documents has also revealed that for the last five years (2001/2002-2005/2006) primary enrollment has increased by 28.9% and 93.4% in Dimma and Bonga Refugee camp primary schools respectively. Apart from these raw enrollment figures, an attempt has been also made to see the trend of primary participation in the Refugee Camps in relation to the corresponding school-age population in each camp. As a result, it was found out that primary participation rate was generally low. In other words, the overall primary participation rate has not been in a position to meet the required level to ensure universal
access to the refugee children in the respective camps. This comes as no surprise that a number of school-age refugee children are still out-of-school.

4.1.2 Gender Equity

For the last five years (2001/2002-2005/2006) primary enrollments of girls has increased in the refugee camps. Despite this, girls were less represented in both camp primary schools as it was evidenced by the wider gender gap observed during the same time.

Although for the last five years (2001/2002-2005/2006) girls GER has increased in Dimma by 46.6%, the 39.9% gender gap in favor of boys in 2001/2002 has increased in the same direction in favor of boys by 49.1% in 2005/2006. Conversely, in Bonga, the 44.4% gender gap in favor of boys in 2001/2002 has drastically lowered to -4.8% in favor of girls in 2005/2006.

Overall, there was large gender disparity in both Refugee Camp primary schools, which indicates that girls participation has been much lower than that of boys. Moreover, a close examination of girls participation at the primary reveals that their participation was not even the same in the First (1-4) and Second (5-8) cycle, with more than half of the girls enrolled in each school year was concentrated in the first four lower grades. The practice of early mirage and the responsibility for household tasks as well as lack of food were reported as the major causes of low participation of girls in the schools.

4.1.3 School Efficiency

The trend of drop out and repetition rates were used to determine the efficiency of the primary education system in Dimma and Bonga Refuge camps. Accordingly, it has been found out that both camp primary schools had high drop out and repetition rates. Besides, a review of school documents has shown the extent of drop out rates, which was as high as 25% (2003/2004-2005/2006) and 23.5% (in 2005/2006) in Dimma and Bonga camps respectively. This was primarily attributed to voluntary and large scale repatriation program initiated with the restoration of relative peace in the refugees’ region of origin/Southern Sudan.

On the other hand, based on UNHCR synonymous indicator: Attendance rate, to measure attributes of school efficiency in refugee education program (standard: 90%), it has been found
out that Bonga Refugee Camp has almost meet UNHCR standard for students who successfully completed the school year, while Dimma did not due to a relatively high drop out rate.

4.1.4. Quality of Education

4.1.4.1. Characteristics of Camp Primary Teachers

One principal characteristic reflected on teachers visited in both camp primary schools was the predominance (94.4%) of male teachers. Although UNHCR recommends that 50 percent of teachers in refugee schools are women, only few (5.6%) were females. On the other hand, over last three years (2003/2004-2005/2006) for which data on teacher qualification was available, it has been found out that the majority of primary teachers in Dimma and Boga Refugee camps were unqualified refugees. In evidence, 75% of respondent refugee teachers were below or complete secondary. This shows that both camp primary schools were not equipped with the required number of qualified teachers. However, in UNHCR standard that refugees who completed a 10 or more full days of teachers training are regarded as qualified teachers, both camp schools seems to have been up to UNHCR standard of 80 percent. Moreover, it has been found that more than half (52.1%) of teachers in the camps were inexperienced with years of service that ranges 1 to 3. This was mainly due to high turnover of trained refugee teachers.

4.1.4.2 Availability of Educational Materials

The provision of supplies such as exercise book, pen, pencil, sharpener and eraser was found to be enough in both camp schools. Textbook ratio was up to the standard (1:1) in the high primary graders (5-8) that used the Gambella Region curriculum. Shortage of textbooks was observed in the lower graders which uses the Southern Sudan curriculum. The ratio was 1:4.

4.1.4.3 School Physical Condition and Classroom Environment

The physical environment in both camp schools was more or less appropriate. Problems were observed in Dimma Refugee Camp, the greatest being dilapidation of buildings. Other problem includes neatness, absence of ceiling and complete windows in the classrooms. Nevertheless, great efforts were made to rise above the difficulties. All classrooms observed have adequate furniture. Schools were connected to pipe water and there were clean and separate toilets for boys and girls. Playgrounds and sport equipment available in the school were also sufficient for
recreational purpose. Both schools had library and pedagogical centers that worked at the time of observation. However, problems were observed on the quality and organization of reference books and other reading materials in the libraries.

### 4.1.5 Welfare Support

The surveyed primary schools in Dimma and Bonga Refugee Camps had school feeding and health systems. During the time of observation the feeding centers in both camp schools were functional. Porridge made of Corn Soya blend flour and sugar was provided for all pupils every school day. World Food Program /WFP/ funds and ARRA runs the feeding center in both camp schools.

### 4.1.6 Community and Stakeholder Participation

The provision of primary education in Dimma and Bonga Refugee Camps was made possible through the participation of several stakeholders other than the refugee community in the camps. Amongst UNHCR, ARRA, WFP and Save the Children Sweden were identified as the main actors.

As the main protagonists, the communities in both refugee camps were found to participate in a number of non academic activities. They formed a network of support for school functioning by adopting participatory strategies towards school functioning and performance, preparing action plans for solving school problems; participating in school committee that monitors the security of schools; promoting gender equity in school enrollment and preventing drop out.

As the UN Refugee Agency, UNHCR is an umbrella organization for refugee support activities, and is responsible for the overall funding, monitoring and evaluation as well as providing protection for refugees. Accordingly, UNHCR funds, among other things the primary education program of refugees sheltered in Dimma and Bonga Refugee camps.

Administration for Refugee-Returns Affairs (ARRA) is a body of the Federal Government of Ethiopia, responsible for the overall administration and coordination of refugee and returnee matters in the country. As part of its official mandate ARRA is now managing the primary education program in the refugee camps under consideration.
Save the children Sweden had made immense contribution to the primary education program of the refuge camps. It had run the program in the camps since the inception till ARRA took over it in 1994. After that Save the Children's role had shifted to the provision of teaching aid materials through the pedagogy centers, the libraries and the school based psychosocial support for vulnerable groups of children-girls and disabled ones integrated to school. Save the Children had terminated its core program of preschool before year.

4.2 Conclusions

On the basis of the discussions made and major findings obtained, the following concluding remarks have been drawn up.

i) Over the last five years (2001/2002-2005/2006) primary enrolment rate has increased by 28.9% and 93.3% in Dimma and Bonga Refugee camps respectively. However, despite the increasing enrollment trend, primary participation rate did fall short of attaining the overall educational goals of ensuring that all refugee children have access to schooling.

ii) Although the participation rate of girls in both camps primary level has had an increasing trend over the years under consideration, the overall position of ensuring gender parity is far from being reached. This comes as no surprise that girls were far less represented in both Dimma and Bonga primary schools. Moreover, what adds fuel to the fire was the condition that the majority of girls enrolled in the camp school were concentrated in the first four lower grades. This was mainly attributed to early marriage practiced among the refugee community in both Dimma and Bonga camps.

iii) The primary education system in the Refugee Camps had low internal efficiency as a result of high wastage ratio from the high drop out rate with the initiation of voluntary and large-scale repatriation program in the last two years.

iv) Over the last three recent years (2003/2004-2005/2006) the number, qualification, experience and sex composition of teachers in both Dimma and Bonga Camp primary schools were found out to be insufficient. Similarly, pupil teacher ratio (PTR) and pupil section ratio (PSR) were generally above the standard/norm set by UNHCR. Relatively, the availability of education materials and equipments, and the general condition of
school facilities were more or less satisfactory. Overall, the general situation of the available enabling inputs, specifically the number and qualification of teachers were so insufficient to promote quality education in the Refugee camps understudy.

v) Community and other stakeholders' participation and contribution in the organization and management of the primary education program of the refugees sheltered in Dimma and Bonga camps were deservedly considerable.

4.3 Recommendations

On the bases of the major findings of the study, the following recommendations are made in order to improve the provision of primary education in Dimma and Bonga Refugee Camps.

i) Continuous improvement of the quality of the teaching-learning activities in the classrooms, and the provision of adequate supplies of learning materials, especially textbook and other supplementary reading materials to the lower grades should be of immediate concern to concerned agencies.

ii) UNHCR need to revise its policy and made funds available to rise incentives of refugee teachers to minimize loss of trained teachers.

iii) Policy measures that promote schooling of girls, prevent school drop outs, and recruitment and training of female teachers should be put in place with the maximum involvement of the refugee community.

iv) Improvement of the physical conditions of the schools to make them conducive to learning including classroom ceilings windows and school boundaries for the safety and security of little children, especially in Dimma Refugee Camp primary school.

v) Guidance and counseling services should be available in the schools to cater for non academic issues, including dealing with children from different socio-economic and cultural background and other vulnerable groups such as girls and disabled children.
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Unpublished Materials


A Questionnaire to be filled out by primary school teachers

With this questionnaire, the student researcher intends to assess the Status Problems and Prospects of Primary Education Provision for Camp Refugees in Gambella Region: the Case of Dimma, Bonga and Pignudo Camps. Hence, knowing that your responses will be used only for research purpose, you are kindly requested to fill out the questionnaire.

For genuinely doing so by devoting your time and exerting effort, the student researcher really remains very grateful to you; meanwhile he wishes to bring into your attention that the outcome of this study will highly depend upon your responsible, sincere and timely response.

Thank you in advance for your cooperation
Instruction: Read the following items and respond to each question by putting a tick mark ("\(\checkmark\)) in the box of your choice or writing short answer for the open-ended questions.

1. Background

1.1 Location

1.1.1. Name of the Camp ___________________

1.1.2. Name of the primary school ___________________

1.2 Personal Data

1.2.1. Sex: 
   A. Male \(\checkmark\)    B. Female \(\checkmark\)

1.2.2. Age ___________________

1.2.3. Status: 
   A. Refugee \(\checkmark\)  B. National \(\checkmark\)

1.2.4. Educational Qualification
   A. Below grade 12
   B. 12\(^{th}\) grade complete
   C. Certificate
   D. College Diploma
   E. BA/BSC Degree
   F. Other Specify ___________________

1.2.5. Which Primary level do you teach?
   A. 1-4 grades (First level) \(\checkmark\)
   B. 5-8 grades (Second level) \(\checkmark\)
   C. Both levels
1.2.6. Have you taken any course/training on teaching methodology/how to teach?
A. Yes [ ]
B. No [ ]

1.2.7. For how long you have been a teacher before this school?
A. Never [ ]
B. 1-3 years [ ]
C. 4-6 years [ ]
D. 7-9 years [ ]
E. 10 and above years [ ]

1.2.8. Years of service in this Camp/Refugee Primary School
A. 1-3 years [ ]
B. 4-6 years [ ]
C. 7-9 years [ ]
D. 10 and above years [ ]

1.2.9. In-service/on-Job trainings you have attended

2. Question Items Related with the Status of Primary Education Provision in the Refugee Camp

2.1 What trend do you observe in the enrolment rate of the school? It is
A. Increasing [ ] B. Constant [ ] C. Decreasing [ ]

2.2 How do you evaluate the level of participation of primary school children in the school?
A. High [ ] C. Low [ ]
B. Moderate [ ]
2.3. If your response to Question 2.2 is "Low", what are the causes for the low participation of students?

A. Low demand for education
B. Low intake capacity of the school
C. Economic related problems/poverty
D. Low awareness creation efforts by the school
E. Others, specify ________________________________

2.4. What efforts are being made by the school and the community to increase school participation of children? ________________________________

2.5. Does the school have the required number of teachers?

A. Yes
B. No
C. No response

2.6. Do all teachers of the school are qualified to teach?

A. Yes
B. No
C. No response

2.7. Which primary level has more qualified teachers?

A. 1-4 grade/First level
B. 5-8 grade /second level
C. There is no difference
2.8 Do teachers are provided incentives to teach in the school?
   A. Yes  
   B. No  
   C. No response

2.9 If your response to Question 2.8 is "yes", what incentives have you been provided with?

2.10 Do all teachers of the school have teacher guides for the subjects they teach?
   A. Yes  
   B. No  
   C. No response

2.11 How do you evaluate the teaching-learning materials such as blackboards, slates, chalk of the school? It is
   A. Very adequate  
   B. Adequate  
   C. Inadequate  
   D. Very inadequate

2.12 Do Students are provided with adequate text books and other educational materials such as exercise books
   A. Yes  
   B. No  
   C. No response

2.13 How well equipped is the school library with supplementary reading materials?
2.14. How do you evaluate the classroom and the teaching facilities of the school for the provision of primary education provision?

A. Very adequate  
B. Adequate  
C. Inadequate  
D. Very inadequate  

2.15 How do you rate the participation of girls in the school?

A. High  
B. Moderate  
C. Low  

2.16 If your response to Question 2.15 is "Low", what are the causes for low participation of girls in the school?

____________________________________________________________________________________

2.17. What initiatives are being made by the school and the community to promote the participation and attendance of girls?

____________________________________________________________________________________

2.18. How do you evaluate the drop out and repetition rate/internal efficiency/ of the school?

A. High  
B. Moderate  
C. Low  

2.19. Who drop out mostly?

A. Boys  
B. Girls  
C. There is no difference  

2.20 Who repeat classes mostly?
A. Boys □
B. Girls □
C. There is no difference □

2.21 At which levels do students dropout more?
A. 1-4 grades /First level □
B. 5-8 grades/ Second level □
C. There is no difference

2.22 What are the major causes of student dropout?

2.23 What are the main causes of class repetition in the school?

2.24 Does the local community participate in the management of the school?
A. Yes □
B. No □
C. No response □

2.25 If your response to Question 2.24 is "No" what are the causes?
A. They have not been given the chance □
B. They do not know their role in the school management/lack of awareness □
C. There is no structure that allow their participation □
D. They do not have the skill/knowledge to do so □
E. Other specify ________________
2.26 How do you evaluate the contribution of UNHCR and ARRA in the provision of primary education in the camp?

A. High  □  B. Moderate  □  C. Low  □

2.27 What roles does the Gambella Region Education Bureau play in the provision of primary education?

3. General Comments

3.1 What special/unique features do you observe in refugee primary education?

3.2 What major problems do you observe in the provision of primary education in the school?

3.3 What solutions would you suggest to alleviate the problems?

3.4 How do you evaluate the overall primary education provision in the refugee camps, in terms of quantity (student participation) and quality of education?
Appendix 2

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview Questionnaire for School Principals

With this interview questionnaire, the student researcher intends to assess. The status, Problems and Prospects of Primary Education Provision for Camp Refugees in Gambella Region: the Case of Dimma, Bonga and Pignudo Camps. Hence knowing that your response will be used only for research purpose, you are kindly requested to give your answer to the questions.

For genuinely doing so by devoting your time and exerting effort, the student researcher really remains very grateful to you: meanwhile, he wishes to bring into your attention that the outcome of this study will highly depend up on your responsible, sincere and timely response.

Thank you in advance for your cooperation.
Guide Questions

1. Write briefly the background of the school and the community

2. What trends do you observe in the enrollment attendance and transition rates of the school?

3. How do you evaluate the internal efficiency of the school in terms of the trend observed in dropout repetition and promotion rates?

4. What is the level and gap of staffing of the school particularly in the number, qualification, and experience of teachers?

5. Do the input and process of the school (the primary education system) are in a position to guarantee quality education provision?

6. What is the trend in the extent of gender equity/girls' participation in the school?

7. Are/were there any initiatives that promote girls' participation on the part of the school and the community?
8. How well does the community participate in the management and organization of the primary education system?

What are the major areas of community participation?

9. How have been the views, perceptions and values of the community about the schooling of their children?

10. What are the socio-economic constraints / opportunities related to enrollment and attendance? Discuss them briefly

11. How is the school being managed?

12. What is the participation and role of UNHCR and ARRA in the management and organization of primary education provision?

13. As the main stakeholder, what are the roles and working relationships with the Gambella Region Education Bureau?
14. Does your school have networks of relationship with the nearby government schools? What are the major network areas?

15. What are the major problems facing the primary school?

16. What solutions would you suggest to alleviate the problems?
CHECKLIST FOR INTERVIEWS WITH ARRA EXECUTIVES

GUIDE QUESTIONS

1. Background information about ARRA's operation for refugees in Ethiopia

2. The mandate and responsibilities of ARRA regarding refugees in Ethiopia and its organization set up

3. Established working procedures and relationship of ARRA with funding, implementing and other collaborative and concerned institutions.

4. The current status of basic social service provision for camp refugees in Ethiopia

5. The participation, contribution and role of ARRA in the primary education provision of camp refugees in Ethiopia

6. The adequacy of the educational facilities, materials and equipments of the primary school in the camps
7. The need/gap between the primary education provision/ supply in the camps and the demand for it

8. Administrative and technical assistance provided to the primary education system by ARRA

9. Monitoring and evaluation mechanisms of the education provision

10. Timely provision of supplies and other necessary education inputs to the schools

11. Recruitment and selection criteria of teachers and school heads

12. The progress and problems in the implementation of UNHCR (2003) Education Policy directed toward meeting EFA and Millennium Development Goals for education

13. Relevance and effectiveness of the policy strategies for meeting the policy Objectives
CHECKLIST FOR INTERVIEW WITH UNHCR EXECUTIVES

Guide Questions

1. Background of UNHCR operation in Ethiopia.

2. Responsibilities of UNHCR regarding refugees in Ethiopia and the organizational set up.

3. Established working procedures and relationship with implementing, funding and other collaborative agencies.

4. The status of basic services provision for camp refugees in Ethiopia Gambella Region.

5. The role and participation of UNHCR in the primary education provision for refugees in Ethiopia.

6. The progress and problem in the implementation of the 2003 Education policy directed towards meeting EFA goals among the refugee community.

7. The relevance and effectiveness of the policy strategies in improving access to quality primary education for refugee children.
8. Administrative and, technical/managerial assistance put in place to promote the efficient functioning of the primary education program-

9. The need/gap between the education provision/supply and the demand placed on it and proposed mechanism to equality-

10. The trend in the allocation and share of primary education budget out of the total approved budget-
Checklist for Focus Group Discussion with the Community

Discussants: - Community Representatives,
- Elders
- Parents
- Past Students
- School Committee and parent-Teacher Association Members.

Discussion Points

1. The education opportunity before they become refugees

2. Views on the available education opportunity
   - School capacity - Curriculum - Language - Relevance - quality
   - Their perception on the schooling of their children

3. The degree, type/areas of community participation/involvement school management, solving school security problems, enhancing enrolment and retention, preventing dropouts etc...) and contribution in kind or cash


5. The existing cultural situation on the socio-economic participation of girls particularly education of girls and special efforts being made in this regard to promote girls education.

6. The degree of satisfaction with the existing primary education provision and major areas to be improved.

7. Major problems observed in the provision (with priority order) and measures proposed to improve.

8. Special schooling supports they receive from UNHCR and ARRA

9. Other points as appropriate will be considered in the discussion.
### Appendix 3

A Summary of Checklist for Documentary Review and Personal Observation

<table>
<thead>
<tr>
<th>SN</th>
<th>THEMES</th>
<th>POSSIBLE INDICATORS</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Access and coverage</td>
<td>Apparent Intake Rate (AIR)</td>
<td>From 2002-2006 academic years</td>
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<tr>
<td></td>
<td></td>
<td>Net Intake Rate (NIR)</td>
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<td>Gross Enrolment Rate (GER)</td>
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<td>Net Enrolment Rate (GER)</td>
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<tr>
<td>2</td>
<td>Equity</td>
<td>Gender Parity Index (GPI)</td>
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<td>3</td>
<td>Internal Efficiency</td>
<td>Promotion Rate (PR)</td>
<td>2002-2006 G.C</td>
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<td></td>
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<td>Transition Rate</td>
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<td></td>
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<td>Dropout Rate</td>
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<td></td>
<td></td>
<td>Wastage Rate</td>
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<tr>
<td>4</td>
<td>Quality</td>
<td><strong>Teacher:</strong></td>
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<tr>
<td></td>
<td>4.1 Input</td>
<td>- Pupil per teacher ratio</td>
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<tr>
<td></td>
<td></td>
<td>- Level and type of qualification</td>
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<td>- Level of pedagogical training</td>
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<td>- Specialization</td>
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<td>- Sex and age</td>
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<td>- Length of service etc ...</td>
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<td><strong>Textbooks and Materials:</strong></td>
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<td>- Textbook per pupil</td>
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<td>- Teacher guides per teacher or per school</td>
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<td></td>
<td>- Delays in textbook distribution</td>
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<td><strong>Facilities:</strong></td>
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<tr>
<td></td>
<td></td>
<td>- Condition of school buildings and classroom environment.</td>
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<td></td>
<td>- Electricity, water, toilet</td>
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<td>- School library, resource centers etc ...</td>
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</tr>
<tr>
<td>SN</td>
<td>THEMES</td>
<td>POSSIBLE INDICATORS</td>
<td>REMARKS</td>
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<td></td>
<td>4.2. Process</td>
<td>- Utilization of classrooms, laboratories etc...</td>
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<td>- Use of experimental learning</td>
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<td>- Learning in small groups</td>
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<td>- Amount and type of home work done and corrected</td>
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<td></td>
<td>- Absenteeism of teachers</td>
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<td></td>
<td>- Absenteeism of pupils</td>
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<td>- Actual pupil-teacher contact hours by subject</td>
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<td>- Frequency of supervisory visits per teacher</td>
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<td></td>
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<td>- Availability and location of teacher resource center</td>
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<td></td>
<td>- Management capacity of school heads</td>
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</tr>
<tr>
<td>No</td>
<td>Item</td>
<td>Use of Information</td>
<td>Source of Information</td>
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</tr>
<tr>
<td>1</td>
<td>Population with age or gender distribution</td>
<td>- To calculate the school age population</td>
<td>Camp population update</td>
</tr>
<tr>
<td>2</td>
<td>School age population with gender or age distribution</td>
<td>- To analyze the number of students potentially enrolled at school&lt;br&gt;- To calculate GER, NER and GPI</td>
<td>School and camp population data</td>
</tr>
<tr>
<td>3</td>
<td>Gross enrolment Rate [GER] by gender</td>
<td>- To analyze the need for education&lt;br&gt;- To analyze the gender gap&lt;br&gt;- To calculate the gender disparity index [GPI]</td>
<td>School and camp population data</td>
</tr>
<tr>
<td>4</td>
<td>Net Enrolment Rate (NER)</td>
<td>- To find out how to promote primary education&lt;br&gt;- To improve NER</td>
<td>School and camp population data</td>
</tr>
<tr>
<td>5</td>
<td>Apparent Intake Rate (AIR) by gender</td>
<td>- To help in showing the importance of starting education</td>
<td>Camp and school population data</td>
</tr>
<tr>
<td>6</td>
<td>Net Intake Ratio (NIR) by gender</td>
<td>- To help in showing the importance of starting education at the right age&lt;br&gt;- To measure school capacity</td>
<td>Camp and school population data</td>
</tr>
<tr>
<td>7</td>
<td>Gender Parity Index (GPI)</td>
<td>- To find out the gender gap and how to narrow it</td>
<td>School and camp population data</td>
</tr>
<tr>
<td>8</td>
<td>Transition Rate</td>
<td>- To deal with those who reached the end of one level and succeeded in passing a higher level</td>
<td>School data</td>
</tr>
<tr>
<td>9</td>
<td>Dropout Rate</td>
<td>- To determine the efficiency of the education system</td>
<td>School data</td>
</tr>
<tr>
<td>10</td>
<td>Attendance Rate</td>
<td>- To assess quality of instruction and factors of retention and drop out</td>
<td>School data</td>
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<tr>
<td>11</td>
<td>Reputation Rate (RR)</td>
<td>- To determine the efficiency of the education system</td>
<td>School data - Number of repeaters in a given grade by gender and year - Enrolment in the same grade (1-8) by gender and year</td>
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<tr>
<td>12</td>
<td>Promotion Rate (PR)</td>
<td>- To determine the efficiency of the education system</td>
<td>School data - Number of pupils promoted by gender in each grade of 1-8 - Enrolment by gender in the same grades (1-8) in the previous year</td>
</tr>
<tr>
<td>13</td>
<td>Student Section Ratio</td>
<td>- To determine the quality of education</td>
<td>School data - Enrolment in a given grade year - Number of sections for a given grade years</td>
</tr>
<tr>
<td>14</td>
<td>Student Textbook Ratio</td>
<td>- To determine the quality of education</td>
<td>School data - Enrolment in a given grade year - Number of set of textbooks for a given grade in a given year</td>
</tr>
<tr>
<td>15</td>
<td>Student Teacher Ratio</td>
<td>- To determine the quality of education</td>
<td>School data - Enrolment in a given level for a given year - Total number of teachers teaching a specific level at a given year</td>
</tr>
<tr>
<td>16</td>
<td>Percentage of qualified Teachers</td>
<td>- To determine education quality</td>
<td>School and employment data - Number of qualified teachers teaching a level - Total number of teachers teach of a level</td>
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<tr>
<td>17</td>
<td>Teachers general characteristics</td>
<td>- To determine education quality</td>
<td>School and employment data - level and type of qualification - Number of trained and non-trained teachers - Level of pedagogical training - specialization - Sex and age - Status - Length of service - Distribution by teaching load - Teachers teaching in multi-grade classes - Teachers teach in double shift - Teacher absenteeism - Refugee teachers and refugees in teacher training - Level of performance - Female teachers</td>
</tr>
<tr>
<td>18</td>
<td>Availability of educational facilities (both teaching and learning)</td>
<td>- To determine education quality</td>
<td>School data - Textbook per pupils - Teachers guide per school or per teacher - Delays in textbook distribution i.e. proportion of school days pupils were without textbooks</td>
</tr>
</tbody>
</table>
## Checklist for Personal Observation

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Use of Information</th>
<th>Source of Information</th>
<th>Required Data</th>
</tr>
</thead>
</table>
| 1  | Teacher performance in the classroom | To determine quality of classroom instruction | Actual observation of classroom teaching learning process | - Knowledge and understanding of the curriculum by teachers  
   - Ability of teachers to adapt the curriculum to local conditions  
   - Actual pupil-teacher contact hours by subject  
   - Homework and classroom tasks corrected |
| 2  | Education process | To determine the quality of classroom instruction | Actual observation of the use made of the school and classrooms resources | - Utilization of laboratories, classroom etc  
   - Use of experimental learning  
   - Amount and type of homework done and corrected per semester  
   - Absenteeism of teachers  
   - Absenteeism of pupils  
   - Frequency of supervisory visits by teachers  
   - Availability and location of teacher resource centers  
   - Frequency of tests  
   - Management capacity of School Heads  
     - criteria of selection  
     - Job related training |
| 3  | Availability and standards of education materials and equipments | To determine the quality of education | Actual observation of available school resources under consideration | Material  
   - Slate, chalk, exercise book  
   - reading and astigmatic textbook per student  
   - reading material in resource centers  
   - at least on set of other textbooks per school.  
   - Equipment  
     - sitting chair for all students  
     - black board  
     - ABC- and Number Chart per school  
     - One globe per school  
     - World, country of origin and asylum map per class in mini size  
     - Laminated wall charts in each classroom  
     - Mimeograph  
     - Sport equipment  
     - Chair and table for each teachers |
| 4  | School physical facilities and classroom environment | To check their suitability for sound teaching-learning process | Actual observation of the conditions of physical buildings and classroom environment | Classroom size, ventilation, neatness  
   - Toilet and potable water  
   - Lockable storage room  
   - Play grounds  
   - Staff room  
   - Reading room/resource center  
   - Electricity |
| 5  | Welfare support | Students psycho-social and physical wellbeing | Service provision center report | - Nutrition  
   - Medical service  
   - guidance  
   - Counseling |
Declaration

I, the undersigned, declare that this is my original work, has not been presented for a degree in any other university and that all sources of materials used for this thesis have been duly acknowledged.

Name Ayele Meharie Temesgen
Signature
Date 18/07/2007