

**ASSESSMENT OF THE REFUGEE EDUCATION
PROGRAMME AND UNICEF SPECIFIC INPUTS**

SUMMARY REPORT

Prepared for presentation at UNICEF DSM office

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1.0. INTRODUCTION

The assessment which was commissioned by UNICEF, focused on an overview of the refugee education activities in the refugee camps in Kasulu, Kibondo and Ngara districts in May 1999. The assessment was done under the guidance of UNICEF's Emergency and Education Coordinator in collaboration with the implementing partners. Tasks which focussed mainly on quality of education were to:

- evaluate UNICEF's inputs into the refugee education programme in collaboration with partners involved in education such as UNHCR and NGOs.
- Conduct a focussed assessment in sample camps of actual classroom activities such as teaching methodology, teacher – pupil interaction, pupil learning, material and training support.
- Make concrete recommendations in order of priority for future UNICEF interventions in refugee basic education.

There were basically two types of refugee camps which were assessed; Burundi and Democratic Republic of Congo (DRC) camps. The total number of camps in western Tanzania is nine which are: Mtabila, Nyarugusu, Kanembwa, Mtendeli; Lukole, Nduta, Mkugwa, Muyovosi and Lugufu. Type of education provided in these camps in "Refugee education for repatriation" which is based on the curriculum of refugees country of origin, aimed at integration of children in their country" system of education. The assessment was to analyse issues which affect quality of education in the camps and see how relevant parties can improve and correlate their implementation for achieving better pupils academic performance.

2.0. TERMS OF REFERENCE

The consultancy was to conduct an overview of current refugee education activities under the guidance of the Emergency Coordinator and Education Coordinator and in collaboration with implementing partners. The consultancy was specific to UNICEF'S inputs as well as focussed investigation into classroom activities. The terms of reference were as follows:

- i. In collaboration with partners involved in Education, evaluate UNICEF's inputs into the education programme.
- ii. To conduct a focussed assessment in sample camps of actual classroom activities such as: teaching methodology, teacher pupil interaction, pupil learning, material and training support etc.
- iii. In collaboration with partners, identify areas of improvement within the continuum of basic education services, and UNICEF's role in assisting qualitative improvement.
- iv. To make concrete recommendations in order of priority for future UNICEF interventions in refugee basic education.

From the above terms of reference, areas of concern which were looked at were identified as follows:

- Performance of schools and teachers and related reasons for differences in performance.
- Parental involvement and capacity, parental perceptions about the quality of education provided, importance of education etc.
- Quality of teaching and learning.
- Quality of learning environment, not just in physical terms but also how child friendly is the school and teachers.

- Health aspect of pupils related to learning, what type of health promotion is ongoing
- What has been done to cater for children with special needs (physically disabled, mentally disabled, traumatised children etc.)
- NGO capacity in terms of delivery of education services to refugees and capacity of personnel on the ground
- Teacher motivation.
- Teaching styles, active/passive, use of teaching aids etc.
- Pupils' perceptions: drop-out of girls, quality of teaching, relationship with teacher/head teacher environment at home: is it conducive to learning?

3.0. METHODOLOGY AND STRATEGIES USED

(i) Sampling:

Five out of nine refugee camps formed a sample for the study. Also a total of 8 schools were selected. Names of camps and number of schools were: Mtabila (2 schools), Nyarugusu (2 schools), Mtendeli (1 school), Kanembwa (1 school) and Lukole (2 schools). Discussions with 8 NGO representatives were held as follows: Kasulu district, 3 NGO representatives; Kibondo district, (4 NGO representatives; and Ngara district, 1 NGO representative. These NGOs were CORD, AFRICARE, UMATI, DRA, TCRS and NPA. At each selected school, 8 parents (4 male, 4 female) were selected from members of the school committee. Also involved in the assessment are 6 teachers i.e. head teacher, assistant head teacher, 2 male teachers and 2 female teachers. Eight pupils (4 boys and 4 girls) who are studying in grades 4, 5 and 6 were selected at random to participate in the interviews.

(ii) Instrumentation and procedure:

The main assessment instruments used were interview guidelines, discussion guidelines and observation schedule. The interviews and discussions were done in Kiswahili language through a translator. The data collection instruments which were used were as follows:

- Teacher interview guidelines:- The interview centred on teacher and school information UNICEF's inputs, teaching and learning process, evaluation mechanisms and education constraints and recommendations. The teachers also gave problems which are hindrances to the better provision of primary education in camp schools.
- Pupils focus group discussion guidelines:
The instrument had questions on pupils education and home backgrounds, learning materials used by pupils, methodologies applied by teachers in class, subjects they learn, relevance of their education, adequacy of learning materials, evaluation tools/techniques, UNICEF's inputs, problems they face and recommendations.
- Parents focus group discussion guidelines:
The issues discussed were on parents contribution to education, knowledge and adequacy of UNICEF's inputs, children future prospects, relevance of education provided, comparison of refugee primary education to home country education, reasons for pupils drop out/non-enrollment, children's problems for schooling and recommendations for school education quality improvement.

- Observation schedule:

The instrument was used to collect data on school environment, facilities and infrastructure, classroom environment, teaching process and school management. Observation of the school environment touched issues such as state, availability and adequacy of buildings, facilities, school grounds and community surrounding areas. Inside the classroom, subject syllabuses and resource materials were observed for their adequacy, availability and relevance. This also included exercise books and lesson plans.

Indepth observations were done on methods of teaching during the teaching process carried out by a teacher, selected at random. The methods of teaching were observed with an objective of determining the effectiveness of teaching and learning process. Also observed were aspects of school management, pupils appearance and gender related issues of concern during teaching.

- NGO Discussion guidelines:

The national education officers in each district as a group, were guided to discuss refugee education with focus on education related tasks' implementation for quality.

Also discussed were NGO' roles in education quality improvement, collaborating partners and linkages in planning and implementation. Assessment of UNICEF's inputs, areas of collaboration with partners and views on how UNICEF and UNHCR can better assist the improvement of education quality in camps, were discussed. Some NGOs also gave data on quantities of education materials available and requirements for the pupils and schools; teachers

qualifications and experiences; and camps school academic performance for girls and boys.

(iii) Data analysis

Data analysis was done by using raw data or percentages depending on the type of information being discussed. Also tables were used to easily show trends of findings in order to facilitate the drawing of conclusions on issues such as pupils performance, UNICEFs inputs and enrollments. The tables had either discrete data or percentages.

4.0. MAJOR FINDINGS AND CONCLUSIONS

The findings and conclusions of the assessment activity were divided according to quality related issues at stake as follows:

- Educational inputs and resources
- Outputs from the teaching
- Monitoring and evaluation of quality of education
- UNICEF - UNHCR-NGOs collaboration
- Pedagogy
- Quality assurance mechanisms
- Internal efficiency measures

The conclusions and findings which follow are arranged in order of priority.

3.1. Educational Inputs and Resources

3.1.1. Pupils enrollment and preparedness

Pupils enrollment and attendance in camp primary schools is not very bad (enrollment about 80% and attendance of about 90%). Most of the pupils in Grade I had not passed through Pre-School. Some pre school have recently been

established under voluntary community initiatives. UNICEF has already provided few of the Pre-Schools with some kits and UNHCR with building materials such as plastic sheeting.

4.1.2. Children with special needs (Physically and mentally disabled, etc)

There is a significant number of children with these problems in the camps some due to wars in their home country. These children have already been identified by UNICEF and NGO in the camps but no efforts have been made to intergrate them in primary schools of normal children as yet.

4.1.3. Teacher qualifications, experience and training

Despite efforts made by UNICEF and NGOs to train the unqualified teachers, pupils academic performance is still very poor. Findings have shown that there are more qualified and experienced teachers than those unqualified. About 30% of teachers are unqualified, which is also a contributing factor for poor quality of education in the camps.

4.1.4. Teaching and Learning Resources

There is an alarming scarcity or non availability of teaching and learning resources in schools in the camps.

Findings show that there is serious inadequacy in numbers of books for most subjects taught in Burundi camp schools and the worst situation is found in DRC camp schools where pupils and teachers books are rarely found. Other non-textual materials are very scarce with teachers not being

innovative enough in making simple low cost teaching materials.

4.1.5. School infrastructure and facilities

School buildings are mostly made of poles, mud and plastic sheetings. Classroom facilities are bad since classrooms are full of benches instead of desks, no tables and chairs for teachers. Also some school do not have piped water.

4.2. Outputs from the Teaching

4.2.1. School pupils performance

Data showed that pupils academic performance was generally poor, where less than 50% of pupils pass any one test. Subjects of Kirundi and French had better performance compared to mathematics which was rated most difficult for both teachers and pupils. More girls failed as compared to boys. The situation limits pupils chances to pass and proceed to secondary education thus making some of them repeat Grade 6 and others failing to get skill-related training since it is not presently offered in camps. Many grade 6 finalists were loitering without jobs in the camps, creating unclear and dangerous future for the community.

4.2.2. Drop-outs and Non Enrolled pupils

Data showed that 23% of the whole school age going population forms out-of-school pupils. More than half of these are girls, a problem requiring strategic solutions due to variety of reasons including pregnancy, early marriages, lack of clothes, poverty, over age and lack of future opportunities.

4.2.3. Health Situation for Pupils

Information from the camps showed that pupils have health problems. Major Diseases identified were malaria, skin and stomach diseases and jiggers. Skin and stomach related diseases are mainly due to dirtiness. Jiggers results from not wearing shoes or rubber shoes. Such diseases hinders quality learning as they used most of their school time in long ques in hospitals and dispensaries.

3.3. Monitoring and evaluation of quality of education

Visits to UNICEF offices in Kigoma, Kasulu, Kibondo and Ngara, and the discussions with NGO national education officials and school heads, have all revealed that education data bank and full information on quality of education aspects are not easily available. It was found that school and camp data on teaching force, teaching/learning materials, inspection and training were in fragmented form (not in consolidated form). Some information on issues such as teaching methodologies were not available. It was also strongly noted that there is no existing systematic monitoring and evaluation mechanism by education experts on quality of education in the camps. UNICEF, UNHCR and NGOs major concern were put on education inputs and access. The situation will always make analysis and advice on improvement of education quality a big problem. The results will always be pupils poor performance in class since no scientific advice to rectify the situation will be obtained

4.4. UNICEF – UNHCR – NGOs Collaboration

4.4.1. Collaboration on transportation of education materials

It was noted that while some NGOs were ensuring timely collection of school materials for distribution to schools in

camps, others claim that the materials take too long to reach them, a problem caused by UNICEF. Late delivery of school materials has serious impact learning, creating a situation of pupils sitting in class without exercise books and pens.

4.4.2. Education activities in Camps

According to activity plans for 1998 for the camps and from views of the teachers, each camp, plans and implements its own activities under the direction of the NGO education officer. This may not bring uniformity across camps especially on teacher training courses, teachers seminars/workshops, and in the establishment and carrying out activities of the Education Development Centres (EDC).

4.4.3. UNICE/UNHCR/NGOs collaboration on education quality issues

Major collaboration between UNICEF, UNHCR and NGO has mainly been on enrollments, school material inputs and training. There not been much emphasis on what goes on in the school and the actual teaching in the classroom. This is a major concern raised by many NGO education officials interviewed.

4.4.4. School Uniforms for pupils in camps

School uniform provision is handled jointly between the collaborating partners in education in the camps mainly UNHCR and some NGOs. Some pupils have school uniforms and some don't have them. Most of the pupils have worn out uniforms which they were given two or more years ago. Only one pair of uniforms is usually given to each pupil making

pupils wear them through out. School uniform is actually, left to UNHCR alone.

4.5. Pedagogy

4.5.1. Subjects taught

Subjects taught in camps usually follow their home country curricula, either Burundi or DRC. An additional subject agreed was "Peace and conflict resolution" which started recently. Other subjects not taught due to scarcity of teaching materials are sewing and cookery. Findings also show that both teachers and pupils would like Kiswahili and English to be added as subject for learning due to their importance in international communication and locally with Tanzanian neighbours.

4.5.2. Methods of teaching

Schemes of work and lesson plans are well prepared by most teachers, perhaps due to teachers vast experiences. The assessment revealed that the dominant methods of teaching used are lecture method for Grade 3-6 and participatory and question and answer for grades 1-2. Apart from inadequacy and non use of instructional aids and books in class, exercise books are sometimes not marked by teachers, let alone being unutilized during class times.

4.5.3. Teacher-pupil and pupil-pupil interaction in learning

In many schools t-p and p-p interactions were good. There're some cases where girls were not attended to as anticipated. For instance, not being chosen to answer questions and not being encouraged to participate in learning, which may contribute for their poorer academic

performance as compared to boys. It was noted also that, school club activities are usually hindered by lack of materials such as balls, thus limiting pupil-pupil interactions. In fact sports materials usually used by girls only such as netballs are not available.

4.6. Quality Assurance Mechanisms

4.6.1. Assessment tools

School pupils usually did many and adequate homeworks weekly, monthly and termly tests and annual examinations. Despite these, pupils performance is still poor. It was noted that quizzes are not used in class. Type of questions set in tests and examinations and test construction techniques are problems to the teachers.

4.6.2. Grade 6 Pupil Certification

Although Grade 6 Burundi refugee finalists recently did national examinations from Burundi Government, it was however announced that pupils won't get certificates even if they pass. Parents and pupils received the information negatively, since earlier agreements through UNICEF/UNHCR cross border mission in 1998 had it that certificates would be provided to refugee pupils. This disheartening decisions may discourage pupils efforts to studying harder, for it creates suspicion and gloomy future political reconciliation in Burundi.

4.7. Internal Efficiency Measures

4.7.1. Pupils per grade, teacher and book

Grade 1 to 3 pupils were in most schools overcrowded ranging from 100 - 160 per class, making it difficult for teachers to teach effectively. Also pupil book ratio was at least 20:1 and in

some cases the school had no books at all. Each teacher usually teaches all subjects in one given class. So pupil: teacher ratio is also very high depending on the no. of pupils in that class. Books for teachers are very scarce if any, limiting the teaching efficiency in class and lowering pupils academic performance.

4.7.2. Classroom Management and Pupil Appearance

Pupils who attended classes had their records in the attendance registers which are usually filled and kept safely. In the classroom, pupils had dirty clothes and bodies and had no shoes/rubber shoes. Their feet were exposed to diseases. Interviewees showed that some pupils do not come to school if their clothes are dirty or torn especially girls. It can be concluded that pupils appearance should be good and need to be improved in order to create comfortable learning environment in class.

5.0. RECOMMENDATIONS

Recommendations in order of priority, are as follows:

5.1. Education Inputs and Resources

5.1.1. Efforts should be made to increase enrollment of pupils in camp schools. UNICEF, UNHCR and NGOs should give more support to the pre-schools in order for these schools to act as base of primary education. Support should be on school materials, buildings materials, teacher incentives and possibly milk for the children. Also the community needs to be educated on importance of education to their children, especially girls. Community based gender campaigns should be

carried out and "Sara initiative" programme established in the camps.

- 5.1.2. Results have shown that children with special needs in camps have no concrete educational help as yet. Under these conditions and findings, UNICEF and NGOs should establish classes in selected primary schools in the camps and enrol the pupils accordingly. Also teachers will need to be trained on handling the pupils under the coordination and funding of UNICEF.
- 5.1.3. The issue of poor pupils academic performance is a result of many problems. UNICEF should ensure that better qualified trainers are recruited in the camps and modern participatory methods are used by the facilitators during training workshops. Training programmes need to be prepared scientifically, properly implemented, monitored and finally evaluated. Facilitators should be selected among good experienced teachers but will have to undergo an examination and pass before being allowed. The training workshop should be problem-based and participant centred. The training's should be done for all schools in the camp or across camps with the exchange visits of teachers encouraged. School based training courses or seminars should be discouraged.
- 5.1.4. Otherwise budget experts should be used to look into a possibility of UNICEF and UNHCR printing lesson notes prepared by qualified and experienced teachers by utilizing few available books. The writers workshops can be held during holidays and Saturdays. The printed lesson notes for each

subject and grade can be produced in sufficient quantities for the pupils in camps. These materials will be useful to the pupils and teachers as a temporary measure of scarcity of books.

5.1.5. UNICEF is advised to form a team to be known as UNICEF Education Team (UNET) to be responsible for preparing 3 monthly schools requirements, distributing and follow up of the materials up to pupil level. The team will constantly contact UNHCR, NGOs, education officers, school administrators and teachers. UNET will have to plan, implement and monitor other educational activities in the camps including teacher qualifications, training, teaching methodology and resource materials. It is recommended that each pupil in grades 1-6 should get one exercise book (lined) per subject per term. Although grade 1 and 2 also use slates, it is vital for them to write in the exercise books for each subject taught. Grades 1,2 and 3 pupils should be given A5 exercise books. Grade 4,5 and 6 pupils should be given A4 exercise books instead of A5 size since they are too small. It is also recommended that each pupil of Grades 1-6 should have one A5 exercise book square per term. Other school materials to be given to each pupil and teacher are as follows:

(i) Pupils: Grade 1-2	Grade 1-2	Grade 3	Grades	Notes
Pen (blue/black) -	2	2	4-6	Per Term
			2	
Pencil	1	1	1	Per Term
Eraser	1	1	1	Per Term
Mathematical Set	-	-	1	Per year
Slate (with pen)	1	1	-	Per 2 years

(ii) Teachers:

- A5 exercise books (lined) - 3 per term
- A5 exercise books (squared) - 2 per term
- A4 exercise books (lined) - 4 per term
- Blue Ball pen - 2 per term
- Red Ball pen - 2 per term
- Pencil - 1 per term
- Eraser - 1 per term
- Mathematical set - 1 per year

From the data on number of pupils per grade and number of teachers per school quantities of the required school materials for the teachers and pupils can easily be determined.

5.1.6. UNHCR should provide funds for construction of proper school facilities such as desks. They should not give the money to NGOs to construct benches, since these are not standard class facility. The community should be mobilized through campaigns to construct more classrooms to solve the problem of overcrowding. Those NGOs capable of providing school facilities should cooperate with UNICEF and UNHCR to do so under a specified plan of agreement.

5.2. Outputs from the Teaching

5.2.1. UNICEF should support skill-based subjects at schools by providing necessary materials and funds for pupils to use and prepare for future. Such skills are agriculture, cookery, sewing, carpentry, animal husbandry, shoe making to be offered to grade 4, 5 and 6 pupils.

UNICEF, UNHCR and NGOs should cooperate in establishing vocational centres for interested finalists to learn such relevant skills. Modular approach should be used in the centres. Various modules can be prepared and taught by trainers who should come from the communities in camps.

5.2.2. It is strongly recommended that UNICEF should start Complementary Basic Education programme for out of school children who cannot fit in primary schools due to age and other problems. The programme should be similar to COBET for Tanzania being implemented in 2 districts of Kisarawe and Masasi. Centres can be identified in camps after the school mapping and thorough needs assessment has been carried out by educational experts. The programme can be called Complementary Basic Education for Refugees, in short, COBERE. COBERE can use the COBET materials which must be translated and modified the start of the programme. COBERE curriculum will also have to consider the education philosophy of "education for repatriation". In order for the programme for out of school to be useful even for refugee affected districts, UNICEF should also introduce COBET in parallel, in Kobondo, Kasulu and Ngara districts.

5.3. Monitoring and Evaluation of Quality of Education

In order for monitoring and evaluation mechanisms to help improve quality of camp education, data bank should be established where basic information and education statistics can be availed.

At school level, data should be on:

- Teachers: nos., qualifications, experience, employment, etc.

- Pupils:- nos per grade, sex, disabilities, etc.
 - Textbooks:- Titles per subject/class, availability, requirements
 - Non textual materials:- Titles per subject/class, availability, requirements
 - Methodology of teaching and assessment
- At camp level, basic information should be on:
- Headteachers, Coordinators, Inspectors and trainers' names, qualifications, experiences, employment.
 - Inspection and training reports:- issue, methodologies, follow up assessment stakeholders feedback
 - Future camp education plans.

For all camps (Burundi & Congolese) data will have to be kept at one UNICEF office (eg. Kigoma) which will show summary or collection of all information from schools and camps.

Monitoring and evaluation mechanisms must be well known by all UNICEF education officials in the emergency zone, NGO education officials, coordinators, inspectors, trainers and headteachers in camps by undergoing necessary training.

Also UNICEF should have an attached expert on curriculum, monitoring and evaluation for the camp's quality of education. The expert may need to visit the camps 3 times a year at the start of each school term to give expert advice after carrying out short monitoring and evaluation exercise.

5.4. UNICEF – UNHCR – NGO Collaboration

- 5.4.1. Under UNICEF's coordination there should be clear schedule and coordination to ensure that UNICEF, UNHCR and NGOs collaborate on timely supply and distribution of materials.

School materials should be taken from the UNICEF godowns in Ngara to camps at the same time under the same transport arrangements. In order to avoid theft of school materials, NGO education officers, education coordinators, school inspectors and members of school committee (parents) should do the distribution of the materials directly to the pupils without involving teachers.

5.4.2. UNICEF, NGO and UNHCR need to consolidate the plans of education activities, schedule them and coordinate and monitor their implementation. Fragmentation of activities brings problems and confusion on who does what, when, where and for what outcome. Also programme such as Peace and Conflict Resolution need to be evaluated by the UNICEF education team to see the extent of success for the sake of improvement.

5.4.3. The collaboration between UNICEF, UNHCR and NGOs need to be improved on quality issues by forming a body to check the teaching process and pupils performance more closely. The body make up of representatives from UNICEF, UNHCR and NGOs (one per camp) can be analysing issues on quality and have immediate mandate to solve. Pupils performance can be improved by also jointly giving awards to teachers and pupils who perform well in their schools in the camp or across camps. Similarly teachers who perform badly may be punished and loose job if need be.

5.4.4. For uniformity across camps, UNICEF, UNHCR and NGOs should discuss and plan who should supply uniforms to which camps. The NGO's financial capabilities and their

donors ability to fund this item for children need to be decided and implemented according to plan. NGOs capable of providing uniforms may need to say so and allow UNHCR to concentrate on those without good financial stands.

5.5. Pedagogy

5.5.1. It is recommended that UNICEF in collaboration with UNHCR should provide schools with Sewing and Cookery materials to enable school teach the subjects. Also UNICEF and UNHCR should see to it that Kiswahili and English are included as subjects in camp schools. These subjects have started to be taught in Burundi schools. Few periods may be 4 periods per week are adequate to be in the school timetable for each of these subjects.

5.5.2. UNICEF need to conduct intensive teachers workshops on methodology of teaching with focus to pupil - centred participatory methods. Trainers should first be prepared in TOTs and there is need of an expert on this field to do the planning and actual training.

5.5.3. Gender issues should be included in teacher training programmes with focus on methodology of teaching. Also, "Sara Initiative" be propagated by UNICEF to camps communities, teachers and pupils in order to empower women and girls and others.

Club activities can further be encouraged at school level by provision of required materials. UNICEF should carry out a survey on what clubs are to start at each school and there provide them the required quantities of the materials. Inter school and inter camp competitions should be encouraged,

arranged and organised by education officers and coordinators and make there regularly.

5.6. Quality Assurance Mechanisms

5.6.1. UNICEF should include, in the intensive training programme for teachers, the issue of Testing or Measurement. Teachers should be trained on: Types of questions, questioning techniques, test construction, making, awarding marks, standardization of marks etc. Burundi/DRC past tests and examinations should be provided by UNICEF/UNHCR and used as models in schools for practice.

5.6.2. It is a priority that UNHCR and UNICEF should continue to negotiate with Government of Burundi so that certificates can be offered to successful finalists. Also negotiations should be made with DRC authorities on Congolese pupil finalists.

5.7. Internal Efficiency Measures

5.7.1. It is recommended that NGOs and UNICEF should mobilize the community to build more schools in the camps in order have school of moderate number of pupils (800-1300 pupils), and solve the problem of overcrowding. UNHCR should be requested for funds for buying building materials for the schools. Large schools of 2000 – 3000 pupils have problems in management and discipline.

5.7.2. It is recommended that UNHCR and UNICEF should look for donors for funds to provide children with rubber shoes or shoes and soap in order to make pupils appearance better and avoid diseases such as skin diseases, jiggers etc. The rubber shoes and soap should be distributed to pupils at school by

NGO education officers with the cooperation of the parents drawn from the school committees.

APPENDIX

DATA COLLECTING INSTRUMENTS

DCI: TEACHER INTERVIEW GUIDELINES

A. Teacher/School Information and Inputs

1. For the teacher: (a) Your educational and training background
(b) Teaching experience
2. Generally, does the school have – trained teachers (How many?)
 - experienced teachers (How many?)
 - enough teachers (How many?)
3. What do you need in order to perform your teaching better?
(Resource materials?, facilities? Training?, Incentives Security?)
4. Who owns the school(s)? Who runs/controls it?
5. (a) Who else contributes for running the school?
(b) What type of contribution does each of these helpers provide to the school? (material, financial, etc?) Are they sufficient?
(c) How does the community help the school?
6. What is UNICEF contribution in running of the school?
7. How many pupils are there in the school?
Boys? _____ Girls? _____
8. What is the average no. of pupils per class?
9. Which support activities (such as clubs) do you have for pupils?
10. What skills do the pupils learn at school?
11. Do you have children with special needs/problems (eg. Handicapped etc) in your school? How do you handle their education provision?
12. Do children who enrol for Grade One have Pre-School education provided within the camp? To what extent?
13. What health problems do your pupils have? What steps do you take to solve the problems?

B. Teaching/Learning Process

1. What subjects do children learn? Different for each grade?
2. What relevance does each subject has for
 - (a) child
 - (b) community
 - (c) home country
3. What else is it needed to make the children education (i.t.o) even more relevant?
4. (a) What method/strategies of teaching do you use?
(b) Why do you use such methods or strategies of teaching?
5. Which syllabuses do you use?
6. Which instructional materials do you use? (Textbooks?, TGs?, non textual materials?, charts? Etc.)
7. Give your views on instructional materials:
 - (a) Adequacy/availability (Pupil: Book, Ratio=
 - (b) Usability
 - (c) Validity
 - (d) Relevance
8. Comment on the teacher – pupil interaction in class
9. What are the most difficult subjects for teachers and pupils. Why do you think so?

C. Output

1. What evaluation mechanisms kdo you use for your pupils
 - (a) for continous assessments
 - (b) for formative
 - (c) for final assessments
 - (d) are there any common exams (within camp, across camps?)

2. What type of certification do the pupils get on completion of primary education studies?
3. How does the education provided at school prepare the pupils for future life?
4. Where do pupils do after completing Grade 6?

D. Constraints and Recommendations

1. What problems are there which hinder better provision of children education at your school?
2. What do you suggest in order to improve the quality of education
3. What suggestions do you have in the improvement of the quality of education at your school and camp?

DCI 2: PARENTS FOCUS GROUP DISCUSSION GUIDELINES

1. What are the children learning?
2. What do you feel on the outcomes of your children learning?
3. What do the school finalists do after completing primary school education?
4. What are parents' contribution for their children education?
5. Who else contributes for the children education at school?
6. What type of support does UNICEF give the schools in the camp 1
7. What can UNICEF do in order to improve education of your children?
8. Do you have any school-parents meetings? How often are they held?
9. Is the children education provided relevant to
 - (a) children? (b) parents? (c) community? (d) home-country?
 What should your children learn to make their education more relevant?
10. How does education standard provided in the camps compare with the education standard in your home country?
11. Do you have any children school drop outs?

- (a) Why do they drop out?
 - (b) What do you do for them? Any plans?
 - (c) What do they do after dropping out of school?
12. What alternative opportunities do you have for the d-o children?
13. Is there equality in numbers in terms of boys and girls attending school?
- (a) If yes, why do you think so?
 - (b) What should be done to achieve equality between boys and girls in school the attendance?
14. What constraints do your children face in their learning at school?
15. What recommendations do you suggest for improving education in your school and community?

DC1 3: PUPILS FOCUS GROUP DISCUSSION GUIDELINES

1. Did you receive Pre-school education before you started grade 1? If yes, where?
2. (a) What learning materials do you have?
 (b) Are they adequate for your use in class?
 (c) What other material do you need for better learning?
 (d) Does a teacher ask questions during class? Do you answer?
 (e) Are you homeworks marked?
3. (a) Which subject do you enjoy studying? Why?
 (b) Which subjects do you find difficult? Why?
4. Are the things you learn at school relevant/useful in kyour daily life undertakings?
5. What other knowledge and skills do you want to learn which will help your future life?
6. (a) Do you have books to use in class?
 (b) Give your views on the books in terms of

- No. of pupils per book
 - Understandability
7. How often are you given tests? Exams? Homework?
 8. What would you want to do after you complete your studies?
 9. What help do you receive from UNICEF?
 10. What problems do you have which make you not learn well?
 11. What recommendation do you have towards the improvement of your education
 - (a) at your school?
 - (b) In all camps!

DCI 4: OBSERVATION SCHEDULE (SCHOOL, CLASS, COMMUNITY)

A. The School Environment

1. Buildings (state and adequacy of classrooms, staffrooms, store, toilets, office)
2. Facilities (availability and state of desks, tables, chairs, etc.)
3. School grounds availability and state)
 - Sanitation (water)
 - Space
 - Play grounds
4. Community areas around the school (state)

B. Within the classroom

1. Syllabuses (availability)
2. Books (texts and non text (relevance, adequacy, validity)
3. Exercise Books (availability, whether written & marked)
4. Lesson plans & schemes of work (availability, validity)
5. Resource materials (relevance, adequacy, validity)
6. Methodology of teaching

- Types of methods
 - Strategies
 - Teacher-pupil interaction?
 - Questioning techniques?
7. Classroom management (By teacher, pupil) – availability of class attendance registers?
 8. Classroom setting and pupils appearance
 9. Gender equality in class more boys/girls? Teachers bias pupils' reactions)

C. School Management:

1. School organisation chart/structure in place?
2. Special duties and duty rosters

DCI 5: NGO DISCUSSION GUIDELINES

1. What is your institutional framework set up related to education?
2. What are your roles and activities in the camp with respect to education?
3. With what partners (organisations) are you collaborating in relation to educational inputs and services? Specify.
4. What does UNHCR provide to the implementing NGOs in terms of inputs and services for basic education?
5. Identify problems which face the NGOs in the provision of basic education in the camps.
6. What is your assessment on UNICEF's inputs presently being provided in the camps?
7. Give views on how UNICEF can assist in improving quality of education in the camps in collaboration with the partners (UNHCR, NGOs etc.)

8. In what areas should the partners (UNICEF, UNHCR, NGO's etc.) collaborate in order to provide more efficiently the educational services in the camps?
9. Provide any other information or data on education in the camp which gives more highlights on education provision.