



Students learning under threes in Nduta refugee camp, Tanzania. Credit: NRC

JOINT EDUCATION NEEDS ASSESSMENT REPORT TANZANIA

REPORT OF AN ASSESSMENT OF REFUGEE EDUCATION IN THREE REFUGEE CAMPS IN
THE KIGOMA REGION, TANZANIA

MARCH 2018



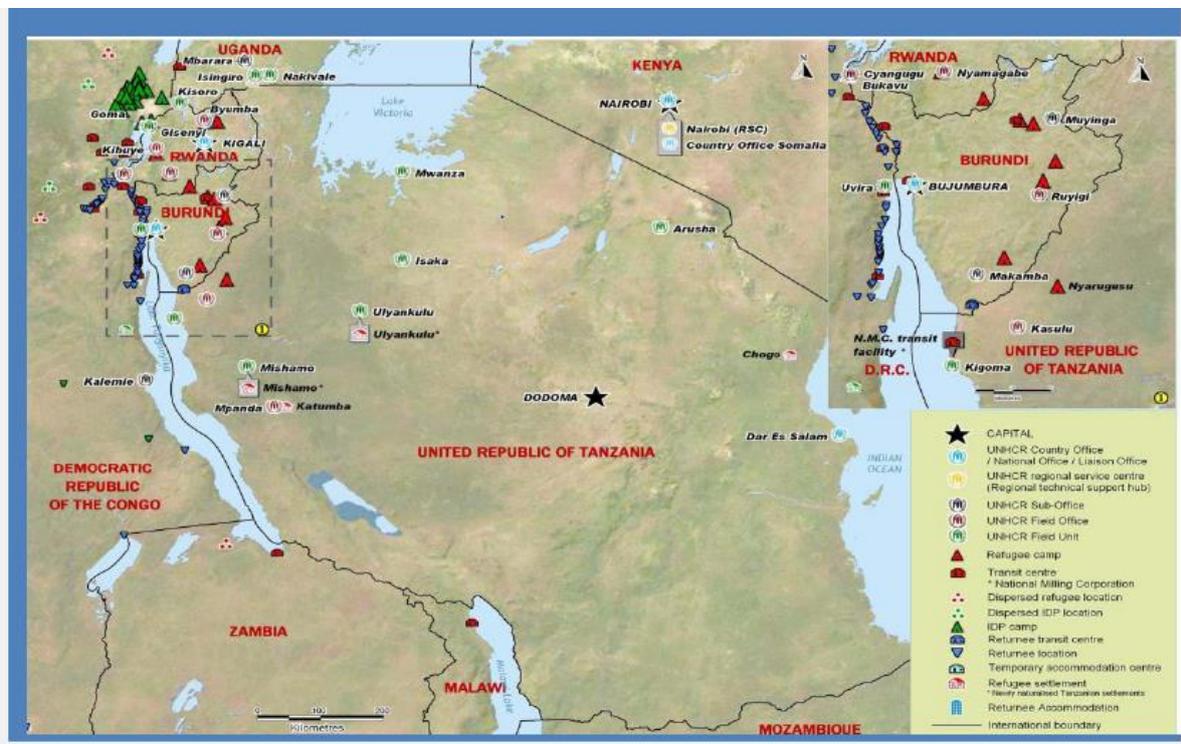
Save the Children



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MAP OF TANZANIA



Map of Tanzania (Source: UNHCR Tanzania 2018)

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Executive Summary

1.1 Purpose

The Comprehensive Joint Education Needs Assessment, which took place between November 2017 and February 2018, is an effort by the Joint Education Needs Assessment (JENA) Working Group, a Task Team of the Education Working Group (EWG) of the Kigoma refugee camps, Tanzania. The assessment sought to establish a mutual understanding of the current situation of education for Burundian and Congolese refugees residing in Mtendeli, Nduta and Nyarugusu refugee camps in Kigoma region, United Republic of Tanzania.

1.2 Refugee situation in Tanzania

Tanzania has a long history of hosting refugees fleeing from conflict, political unrest and insecurity in the region. In the last two decades, Tanzania has given refuge to Burundian, Congolese, and Rwandese refugees, with the highest number at 1.5 million in 1995. From April 2015, Tanzania experienced a new influx of refugees from Burundi, adding to the current population of refugees who fled the Democratic Republic of Congo (DRC) in the 1990s. According to UNHCR, in December 2017 Tanzania hosted 358,520 *persons of concern*¹, with 76,9% (275,687 individuals) being from Burundi and the remaining 23% (82,290 individuals) being from DRC. The refugees are housed in the Nyarugusu, Mtendeli and Nduta camps in Kigoma Region (UNHCR 2017b).

There have been three major influxes of refugees from Burundi; 1973, in 1993 and the most recent in 2015. With on-going political unrest in Burundi coupled with worsening economic situation, UNHCR projects that the outflow of refugees from Burundi to neighbouring countries will continue in 2018, though at lower rate (UNHCR 2017a). A voluntary repatriation operation of refugees from Tanzania to Burundi, started on 7 September 2017, has contributed to 13,104 refugees returning to Burundi as of 31 December 2017 (UNHCR 2018c).

Additionally, it is likely that Tanzania will see an influx of refugees from DRC in 2018. In the Democratic Republic of Congo, armed conflict and insecurity has resulted in a volatile situation, with 6,8 million Internally Displaced Persons (IDPs) and more than 13 million individuals in need of humanitarian assistance, including in regions bordering Tanzania (South Kivu and Tanganyika) (OCHA 2017) who may likely enter Tanzania.

Refugees are protected by international, regional and national legal and policy frameworks. In Tanzania the Refugee Act of 1998 and National Refugee Policy of 2003 provides the policy framework on refugees. In January 2018, Tanzania withdrew from the Comprehensive Refugee Response Framework (CRRF), which had a commitment to revise the 1998 Refugee Act and the 2003 Refugee Policy. The 1998 Refugee Act promotes a policy of refugees residing in camps or settlements, and receiving humanitarian assistance and services in camps.

In Tanzania, the Department of Refugee Services under the Ministry of Home Affairs (MHA) is responsible for refugee support and policy. The Ministry of Education, Science and Technology

¹ Persons who have been forced to flee in search of protection, including refugees and asylum seekers. They will be referred to as “refugees” throughout this report.

(MOEST) is responsible for education in Tanzania, in coordination with the Prime Minister's Office - Regional Administration and Local Government (PO-RALG).

2 Objectives and scope of the Joint Education Needs Assessment

The JENA seeks to identify how displacement has affected education for refugee children and youth living in the camps. The assessment aims to a) inform decisions makers, donors and humanitarian actors engaged in refugee education, b) inform the development of humanitarian education sector response strategies and proposals²

2.1 Assessment scope and coverage

The assessment's focus was on the education needs and challenges of refugee children at the pre-primary, primary and secondary school ages (3 – 18 years) and youth (aged 15 – 24), both in and out of school. Three key research questions were asked:

- 1) What is the impact of displacement on the education of Congolese and Burundian refugee children residing in Tanzania?
- 2) What are the barriers to accessing quality education for Congolese and Burundian refugee children residing in Tanzania?
- 3) What are the main issues affecting the quality of education for Congolese and Burundian refugee children residing in Tanzania?

The assessment covered the five education domains and key thematic issues of the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards (2010), i.e. Domains 1): Foundational Standards (Community Participation, Coordination and Analysis), 2): Access and Learning environment, 3); Teaching and Learning, 4): Teacher and other personnel, and 5): Education Policy.

2.2 Methodology and Data Collection

The assessment used both quantitative and qualitative methods. The quantitative method used a representative sample survey of households, schools and students. The qualitative method used Focus Group Discussions (FGD) and Key Informant Interviews (KII). The assessment used random and purposive sampling. Random sampling was used in the survey to select households and students. Purposive sampling was used for selection of schools, and for the qualitative methods of the assessment. Sampling was done at three levels: camp, community/household and school. A total of 1058 individuals; 548 females and 410 males, participated in the assessment, representing 451 households, 476 students from 18 schools. The field work was carried out between 20th November and 8 December 2017.

Collection and analysis of data was done based on the five domains and thematic Areas, as presented in the INEE Minimum Standards.

2.3 Limitations

The assessment took place during the end of the school term (November/December) which coincides with end of term exams and the rainy season, which restricts mobility in the region. These factors contributed to delays in survey data collection and the FGDs with teachers and students. As such, the

² The JENA had a 3rd objective "to inform the roll out of the CRRF" which was removed following the GOT withdrawal from CRRF in January 2018.

consultant team was unable to have interviews with all Key Informants, including some donors and national policy makers. This will have an impact on how well national policies and priorities are reflected in the report. The report therefore mainly reflects the education situation in the camps, and the key actors in the refugee response in the Kigoma region.

3 Key Findings

3.1 Impact of Displacement on the education of refugees

Displacement has had major impact on participation and achievement of Congolese and Burundian children and youth in education in Tanzania. The findings from the assessment indicate that becoming and being a refugee led to both disruption and delay in resumption of classes for most children. 61% of households consulted said that the education of their children was disrupted during the movement from Burundi or DRC to Tanzania. Refugees experienced disruption at all levels of education, including delay in end of term examinations; delay or lack of certification at the end of primary and secondary levels; disruption in transitioning to the next level, especially to post-secondary education; and limited or no opportunities for tertiary and higher education. It took on average one month (33 days) from the time that children arrived in the camp until they resumed school. Nearly 41% of all students had to repeat grades as a result of the displacement. Many families interviewed reported to have one or more children who had dropped out of school after arriving in Tanzania.

3.2 Access and Learning Environment

Out of a total of the 145,052 school age children (UNHCR 2018e), only 56.07% (Net Enrolment Rate³) are enrolled in school from pre-primary to secondary level. For the Burundian population, 21% attend pre-school, 78% are in primary education and 3% attend secondary school. For the Congolese, 45% of girls and boys are in pre-primary, 98% attend primary school and 60% attend secondary (UNHCR 2017c). There are significant differences in enrolment numbers among the camps, with the Congolese population in Nyarugusu benefitting most from education (at 77.66% NER across all levels). This can be linked to the protracted Congolese situation and that refugees from DRC have been in Tanzania for long. In Nduta camp, which has the highest number of recent arrivals, only 43.20% (NER at all levels) participate in education.

At household level, the respondents indicated that nearly 3 out of 10 (30%) school aged children are not enrolled. The children most likely to be out of school within the refugee community are children from very poor families, orphans, unaccompanied minors, children with disabilities and adolescents and youth who have reached secondary and post-secondary levels.

At grades 1-3, there are more girls enrolled than boys. Between grades 5-7, there is near gender parity in enrolment, while from grade 7 upwards there are fewer girls than boys enrolled in school. High drop out rates among girls was reported to happen increasingly starting at grades 5 and 6. Out of the households that participated in the survey, 43.7% indicated that boys are more likely not to attend school compared to 31.5% for the girls, once enrolled in education. This means that although there are fewer girls than boys enrolled in the higher grades of primary/ECOFO, their attendance at

³ Definition of Net Enrolment Rate: Enrolment of the official age group for a given level of education expressed as a percentage of the corresponding population (UNESCO UIS 2009, page 10).

school is better. Children, youth and parents explained that home and community level factors contribute to non-enrolment and non-attendance including lack of appropriate clothing, lack of or inadequate food, parental attitudes towards the value of education, opportunity cost and competing priorities such as assisting at home, child care, etc, and limited or lack of future economic or employment prospects.

At the school level, key factors contributing to non-enrolment and non-attendance were inadequate school facilities (with 60% of the children learning outside under trees), long distance to school and overcrowded classrooms with lack of places to sit and write. There are five pre-primary schools, 33 primary schools/ECOFO, and 8 secondary schools in the camps. If universal education in the camps was achieved, this would imply that the average number of learners per school would be above 3100. The government policy that only permanent classrooms should be constructed in the camps is a main barrier for achieving education for all. Lack of sufficient teaching and learning materials were also listed as a challenge by the refugees.

71% of the students surveyed indicated that they feel safe and protected at school, though the household survey revealed a number of risks associated with commuting to school or being in school including petty thieves and robberies, natural hazards, sexual violence, and violence in schools. Nearly 3 out of 10 households in Nyarugusu and Nduta reported incidences of sexual violence and harassment experienced in camps. In terms of safety at school, the heads of household reported that unsanitary bathroom conditions at school caused problems, especially for girls; and dilapidated and poorly maintained buildings was the other main factor for insecurity at the schools. Corporal punishment appeared to be common in classrooms, though not formally reported on.

3.3 Teaching and Learning

Refugee education in the camps is delivered using the country of origin curriculum, in this case curriculum from Burundi and DRC. While the refugee schools are said to deliver formal education, there are no linkages to the relevant education authorities in the home country in terms of implementation, quality assurance and examination. The Ministry of Education in Tanzania is only involved to a minimal extent, through the engagement of the National Council of Examination Tanzania (NECTA) in examinations and through support to training of teachers through Teacher Colleges.

Languages of instruction is French for the Congolese refugees, while Kirundi is used as the language of instruction in the lower classes for the Burundian refugees, until Grade 5, when French becomes the medium of instruction. Kiswahili and English, which are the languages in the host country and in the region, are delivered as subjects. For the Congolese refugees, French as language of instruction posed a key challenge for learners in early grades, as most are not French speakers. Life-skills or co-curricular activities are delivered, though not in a coherent manner across all schools. Teaching and learning materials are inadequate and not distributed at an appropriate time.

3.4 Teachers and Other Personnel

For the Burundian schools, there are 840 teachers in primary schools and 89 teachers in secondary schools. 28% of teachers at primary level are female, while 6% of the teachers are female at secondary level. The teachers in the camps schools are recruited from within the refugee population. The teachers have diverse levels of academic and professional qualification but the majority of teachers have not gone through formal teacher training. There is an inadequate number of teachers and high turnover.

Teachers working conditions are challenging. Their pay is low, as teachers are paid according to an incentive scale, this forcing them to look for other income generating options which may disrupt their teaching. Students involved in the survey reported that nearly 32% of the teachers had missed at least one lesson in the previous week. Teachers are faced with a high teacher/pupil ratio, especially the lower classes where teacher/ratio can be as high as 1:200, and 1:70 at secondary school level. Teacher support and supervision is carried out by inspectors and coordinators who are qualified teachers. In the case of the Congolese refugees, there is some support and coordination with the provincial education officials from South Kivu.

3.5 Refugee Policy on Education

Tanzania's Refugee Policy supports the principle of using the Country of origin curriculum, so that refugees are prepared to continue education in their home countries following return. At the same time, global policies on refugee education such as the UNHCR Curriculum Policy (2015) and the Comprehensive Refugee Response Framework, call for a policy of inclusion into the national education system of the host country. With Tanzania's pull out from CRRF it is assumed that education will continue to be delivered using Burundian and Congolese curriculum. This means limited capacity to support schools and teachers, provide quality assurance, provide updated teaching/learning materials, and carry out assessment, examinations and certification.

3.6 Coordination and funding

The education component of the refugee response is coordinated by an Education Working Group in Kigoma, co-chaired by UNHCR and Save the Children. Zonal leaders and teachers highlighted a need for better coordination of the education system, as it is currently fragmented across agencies. A more coordinated system was viewed to be more efficient, reducing double enrolment and ensuring each level is linked to another, including linkages between non-formal, vocational/technical with formal education.

The total funding requirement for Tanzania in the Burundi Regional Refugee Response Plan (RRRP) for 2017 was nearly 233 million USD, out of which 27 % had been raised at the end of 2017 (UNHCR 2018d). The education requirement for 2017 was 16 million USD (UNHCR 2018a). Figures for how much of the education requirement has been funded are not available, but all sectors are generally underfinanced in the Burundi response. A contingency plan in the event of increased influx from DRC is developed, with a budget of 17 036 407 USD for 3 months of humanitarian assistance, out of which the education requirement is 1 343 000 USD (UNHCR 2018b).

3.7 Community Participation

The role of the community, including the Parent Teachers Associations (PTAs) and the *Comites des parents*, is unclear and limited. The PTAs role is also limited to school activities, and there is little engagement at the community level, including village and zonal levels.

4 Recommendations

Recommendation 1: Access and Learning Environment

- ▶ Develop a school map, in consultation with other sectors, to identify the areas most in need of additional school facilities and/or services, for different levels of education.

- ▶ Construct schools and classrooms and offer more educational activities, guided by the school map, especially for pre-primary and secondary education, promoting equity in access of both refugee and host communities and optimal use of the facilities.
- ▶ Advocate for the construction of semi-permanent or temporary school structures to be allowed in the camps.
- ▶ Increase investment in School WASH infrastructure and services, as well as adequate budgeting for operation and maintenance of existing WASH facilities.
- ▶ Expand post-secondary opportunities, including vocational/technical training.
- ▶ Expand non-formal education opportunities, including ECCD and Accelerated Education.
- ▶ Pilot provision of school uniforms with the aim to improve school attendance, especially for girls at secondary levels.
- ▶ Obtain funding and pilot school feeding programs to enhance participation and learning in school.
- ▶ Assess and map the extent of and consequences that school based Gender Based Violence (GBV), bullying and harassment have on enrolment, participation, completion and achievement, particularly for girls, and develop an inter-agency plan of action to better prevent and respond to GBV in schools.
- ▶ Assess and address problems related to access of quality education by children with disabilities

Recommendation 2: Teaching and Learning

- ▶ Reduce class sizes to appropriate teacher student ratios, especially in the lower grades.
- ▶ Strengthen the attention to early-grade reading and mathematics for primary learners.
- ▶ Improve provision of teaching/learning materials to ensure all grades have textbooks and teaching manuals, with adequate ratios.
- ▶ Establish libraries or resource centres to provide teachers and students with teaching and learning aids and equipment, including laboratory equipment for science subjects.
- ▶ Assess how students' opportunity to learn is affected by irregular attendance due to external factors.
- ▶ Explore the use of mother tongue based instruction at lower levels of primary education for the Congolese population, while preparing learners for a transition to French as language of instruction.

Recommendation 3: Teachers and other Personnel

- ▶ Advocate for increased compensation for teachers, both cash and in-kind. In-kind contribution may include provision of: lamps, rubber boots, umbrellas and possibly bicycles for ease of transport, as well as bags to protect books and other material from rain.
- ▶ Assess the impact that poor compensation has on teacher performance and attendance, and put in place mechanisms to prevent negative impact.
- ▶ Coordinate with other sectors to limit the negative impacts that camp activities (such as food distribution) can have on teachers' or students' attendance in school.
- ▶ Ensure implementation of the "Teacher Training Strategy" developed by the Education Working Group.

- ▶ Create linkages to the Tanzania Ministry of Education to assist in teacher training, teacher support and supervision.
- ▶ Support the improvement of the education quality assurance system by providing training and support to head teachers, school inspectors, and education coordination teams.

Recommendation 4: Education Policy

- ▶ Create linkages to the Tanzania Ministry of Education and PO-RALG to assist in teacher training, teacher support and supervision.
- ▶ Explore linkages between host community and refugee schools, for instance through joint teacher training programmes.
- ▶ Advocate for refugee children to continue to be included in and supported through the Tanzania National Strategy for Inclusive Education.
- ▶ Advocate for regional cooperation on curriculum, language of instruction and exams to foster inclusive access to learning opportunities for all refugee children, including access to exam certificates of Congolese candidates from Ministry of Education – DRC as well as an official recognition of National Exams Council of Tanzania (NECTA) examination certificates in Burundi.

Recommendation 5: Coordination and funding

- ▶ Strengthen the continuity of education for refugees by ensuring improved coordination between actors engaged at different levels of education, from pre-primary to post-secondary, and between formal and non-formal education.
- ▶ Strengthen coordination of refugee education at national level, including with the Ministry of Home Affairs and the Ministry of Education.
- ▶ Improve coordination between schools and organisations to avoid disruption of lessons due to a variety of visitors and activities, without prior notice or formal arrangements.
- ▶ Advocate with humanitarian and development donors for increased funding of refugee education in Tanzania, including the Education Cannot Wait fund.

Recommendation 6: Community Participation

- ▶ Strengthen the engagement and accountability of parents and community in education.
- ▶ Build the capacity of existing Community Child Protection Committees (CEC) at the zonal level, engaging them in planning, follow up on children’s enrolment and attendance, and creating stronger linkages between schools and parents.

Abbreviation and Acronyms

AE	Accelerated Education
CRRF	Comprehensive Refugee Response Framework
ECOFO	Ecole Fondamentale
EWG	Education Working Group
FGD	Focus Group Discussion
GER	Gross Enrolment Rate
GoT	Government of Tanzania
INEE	Inter-Agency Network for Education in Emergencies
IDPs	Internally Displaced Persons
IRC	International Rescue Committee
JENA	Joint Education Needs Assessment
KII	Key Informant Interview
MHA	Ministry of Home Affairs
MOEST	Ministry of Education, Science and Technology
MHM	Menstrual Hygiene Management
MS	Minimum Standards
NECTA	National Council of Examination Tanzania
NER	Net Enrolment Rate
NGO	Non-Governmental Organisation
NRC	Norwegian Refugee Council
NSC	National Steering Committee
OAU	Organisation of African Unity (predecessor to African Union)
PO-RALG	Prime Minister's Office - Regional Administration and Local Government
RRRP	Regional Refugee Response Plan
SCI	Save the Children International
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Education Fund

1 Introduction

1.1 Preamble

The Comprehensive Joint Education Needs Assessment, which took place between November 2017 and February 2018, is an effort of the Joint Education Needs Assessment (JENA) Working Group, a Task Team of the Education Working Group (EWG) of the Kigoma refugee camps, United Republic of Tanzania. The decision to carry out the assessment emanated from the need to establish a mutual understanding of the current situation of education in the Mtendeli, Nduta and Nyarugusu refugee camps. The process, which was supported by all education partners involved in the refugee education response in the Kigoma camps, is expected to explore further education needs as previous assessments carried out by partners have pointed out gaps in education provision.

1.2 Context – geographical location and affected population

Tanzania has a long history since the 1960s, of providing refuge to asylum seekers fleeing from war, political conflict, unrest and insecurity in their countries. It has hosted, among others, South Africans and Mozambicans during their liberation wars in the 1970s and 1980s and later in the 1990s Burundian, Congolese and Rwandese refugees seeking safety from the Rwanda genocide in 1994 and the ensuing conflict in the Great Lakes. It is estimated that between 1993 and 2000 the refugee population in Tanzania, from the conflict in the Great Lakes, peaked at 1.5 million, reducing to about 702,000 in the year 2000 (Ongpin 2008).

From April 2015, Tanzania experienced a new influx of refugees from Burundi, and by December 2017 had a total of 275,687 Burundian refugees, adding to the 82,290 individuals fleeing the conflict in DRC. According to UNHCR, Tanzania hosts 358,520 *persons of concern*⁴, with 76,9% being from Burundi (UNHCR 2017b). Out of the over 358,520 refugees in the camps, 56% are children (0-18), while 145,052 are school-aged girls and boys between 3-18 years (UNHCR 2018e).

While the Congolese refugees have been in Nyarugusu camp since the 1990s, the fast-growing population of refugees from Burundi, made it necessary to open new camps; Nduta (2015) in Kibondo district and Mtendeli (2016) in Kakonko district, to decongest the Nyarugusu camp. Today, Nyarugusu hosts Burundian and Congolese refugees, while Nduta and Mtendeli hosts Burundian refugees only.

Refugees from DRC and Burundi have continued to enter Tanzania. An increasing number of refugees from Congo have been registered in July, August and September, but declined from 1,297 in September to 648 in October 2017. Following a Tripartite Commission Meeting held in August 2017 between the United Republic of Tanzania, Republic of Burundi, and UNHCR led to a voluntary repatriation operation to Burundi, which started on 7 September 2017, and have contributed to 13 104 refugees returning to Burundi by 31. December 2017 (UNHCR 2018c). Voluntary return continues in 2018.

For the Burundi refugees, there have been three major influxes; 1973, in 1993 and the most recent in 2015. With the political situation in Burundi remaining unsolved and the with the socio-economic

⁴ Persons who have been forced to flee in search of protection, including refugees and asylum seekers. They will be referred to as “refugees” throughout this report.

situation projected to continue to decline, UNHCR projects that the outflow of refugees from Burundi to neighbouring countries will continue in 2018, though at lower rate than earlier and with some voluntary return (UNHCR 2018a).

In the Democratic Republic of Congo, armed conflict and insecurity has resulted in a volatile displacement situation, with 6,8 million Internally Displaced Persons (IDPs) and more than 13 million individuals in need for humanitarian assistance, including in regions bordering Tanzania (South Kivu and Tanganyika) (OCHA 2017). It is likely that Tanzania will see increased influx of refugees from DRC in 2018.

The refugee response in Tanzania is guided by the Refugee Act of 1998 and National Refugee Policy of 2003 provide the framework which guides policy on refugees. In January 2018, Tanzania withdrew from the Comprehensive Refugee Response Framework (CRRF), which had a commitment to revise the 1998 Refugee Act and the 2003 Refugee Policy. The 1998 Refugee Act promotes a policy of refugees residing in camps or settlements, and receiving humanitarian assistance and services in camps.

1.3 Current Refugee Education Provision in the Camps

1.3.1 Policy guiding education for refugees

Education for refugees in the Kigoma camps is guided by International policy and host government legal and policy framework. Tanzania's Refugee Policy supports the principle of using Country of Origin Curriculum, so that refugees should be prepared to continue education in their home countries following return. This policy informs decisions on curriculum and language of instruction for the refugee community, with the objective to provide relevant education which will facilitate smooth transition to life back home. The policy emphasizes the use of refugees' home-country curriculum in schools so as to save and sustain life, help children achieve a sense of normalcy amidst the uncertainty and turmoil of the refugee camp experience, and enable them to reintegrate into the education system of their country of origin upon return. With Tanzania's pull out from CRRF it is assumed that education will continue to be delivered using Burundian and Congolese curriculum, in contrast with global policies on refugee education such as the UNHCR Curriculum Policy (2015) which advocate for inclusion into the national education system of the hosting countries.

1.3.2 Education System in countries of origin: Burundi and DRC

Education systems in Burundi and the DRC were structured based on the Belgian education system. This include 6 years of primary school, 4 years of junior secondary and 3 years of senior secondary education. At secondary school level there were 2 pathways: *Cycle court* including *Ecole d'arts et metiers* and *Ecole professionnelles*. The other pathway was *Cycle longue* which leads to tertiary education including *Ecole techniques*, *Ecole generals* and *Ecole normales*. Students completing pedagogical studies of the professional strand under the *Cycle court* were qualified to be teachers. The language of instruction was French in both countries.

However, the education system in Burundi has undergone major changes. Kirundi, which is the national language is now the language of instruction until Grade 5 of Primary education. French is taught as a second language and becomes the language of instruction at the higher levels of education. French remains the language of instruction for the DRC.

Burundi is undergoing a curriculum reform that has involved restructuring of school system. The 6 years of primary have been combined with 3 years of secondary to form 9 years of *Ecole Fondamentale*

(ECOFO) or basic education. The system has therefore changed from 6-3-3, to 9-3-3/4, with 3 years (or more for some courses) of university education.

Table 1: Key Indicators of Education in Burundi and the DRC

Level of education	Indicators	Burundi 2014/2015	DRC 2014
Pre-primary	GER	-	4.2%
	NER	-	-
	Pupil/teacher ratio	34:1	24.5%
Primary	GER	123.8%	106.7%
	NER	94.5%	-
	Pupil/teacher ratio	1:43	35:1
	Completion rate	45%	55.4%
Secondary	Transition rate	79%	72%
	GER	40%	53.5%
	NET	27%	-
	Pupil/teacher ratio	36:1	15:1
	GER	5%	6.6%

Source: UIS UNESCO - <http://uis.unesco.org/country/BI>

From Table 1, it is evident that in both Burundi and DRC, the Gross Enrolment Rate (GER)⁵ at primary level is high and NER in Burundi indicates high levels of enrolment at the relevant school age. However, completion rates in both countries are low, with 45% in Burundi and 55% in the DRC. The transition to secondary, for those who complete the primary cycle, is relatively high at 79% (Burundi) and 72% (DRC) considering that both countries have experienced many years of conflict. Enrolment rates at secondary school level for both countries are low, and GER at tertiary level is only 5% in Burundi and 6.6%. Provision of pre-primary education is minimal, with a GER of only 4.2% in the DRC.

1.3.3 Current Education Provision in the Camps

Education in the refugee camps is provided under the leadership of UNHCR, in partnership with UNICEF and NGO partners. The Education Working Group (EWG) provides the mechanism which brings partners together for coordination of education, and consists of UN agencies and NGOs involved in education for the refugees. The EWG is co-chaired by UNHCR and Save the Children International (SCI)⁶. UNICEF provides support to procurement and distribution of education supplies in all camps. As part of curriculum implementation, UNICEF is concerned with the in-service training of teachers, the organisation and conduct of examinations and certification by the National Exams Council of Tanzania. UNICEF is also contributing to the Joint UN Programme in Kigoma (focusing on special needs and alternative learning for out of school children and adolescents) which targets host communities. UNHCR provides funding to implementing partners for operating the formal schools: International Rescue Committee (IRC) in Nyarugusu and Mtendeli, and CARITAS in Nduta. SCI, Plan International and Norwegian Refugee Council (NRC) also implement programmes in the camps, through funding raised from other donors.

In total there are 33 primary schools and 8 secondary schools in the camps. 23 of the primary schools have ECD centres. The highest number of schools (a total of 27) is in Nyarugusu, with more schools

⁵ Gross Enrolment Ratio refers to “total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year” (UNESCO UIS 2009, p.9), while Net Enrolment Ratio refers to “enrolment of the official age group for a given level of education expressed as a percentage of the corresponding population (ibid, p. 10).

⁶ The Education Working Group was co-chaired by UNICEF and UNHCR from 2015 – 2017.

dedicated to the Congolese refugees (13 primary schools and 4 secondary schools) which is explained by the long existence of the camp (since 1996). Although there are more schools in Nyarugusu, the number of schools in relation to the high population of 125,546 in Nduta indicates a high deficit of schools and learning centres. A Government policy stipulating that only temporary school infrastructure can be used for education in the camps has caused a halt to the expansion of school and classrooms, due to high costs, length of construction and lack of funding.

Table 2: Number of Schools in the Camps by Category

Camp	ECD Stand alone	Primary	Secondary	Voc/Tech
Mtendeli		3	1	4
Nduta		9	1	3
Nyarugusu				
Burundians	5	8	2	2
Congolese		13	4	1
Total		33	8	

Out of a total of the 145,052 school age children (UNHCR 2018e), only 56.07% (Net Enrolment Rate) are enrolled in school from pre-primary to secondary level. In terms of gender parity, 55.49 boys and 56.68 girls are enrolled in school. For the Burundian population, 21% attend pre-school, 78% are in primary education and 3% attend secondary school. For the Congolese, 45% of girls and boys are in pre-primary, 98% attend primary school and 60% attend secondary (UNHCR 2017c). There are significant differences between camps, with the Congolese population in Nyarugusu benefitting most from education (at 77.66% NER across all levels). This can be linked to the protracted Congolese situation and that refugees from DRC have been in Tanzania for longer. In Nduta camp, which has the highest number of recent arrivals, only 43.20% (NER at all levels) participate in education.

While the Gross Enrolment Rate (GER) is high at primary school in all the camps,⁷ the percentage of the relevant age groups at each level is low, with the lowest Net Enrolment Rate (NER) observed in Nduta camp. Enrolment at secondary school in all the camps, with the exception of the Congolese refugees, is remarkably low; with the Nduta camp having the lowest less than 5% enrolment to secondary education. This indicates a high number of overage children in primary school as well as very low transition rates from primary to secondary education. The number of children age 3-5 years attending pre-primary education is below 50% across all 3 camps.

Table 3: Gross and Net Enrolment Rates by Level and Camp

Level	Camps							
	Nyarugusu				Nduta		Mtendeli	
	Congolese		Burundian		Burundian		Burundian	
	GER	NER	GER	NER	GER	NER	GER	NER
Pre-school	47	45	38	37	45	9	31	29
Primary	114	98	104 ⁸	81	85	13	103	85
Secondary	83	60	10	2	5	2	11	3

⁷ GER can be higher than 100% as it counts both overage and underage children enrolled in school.

⁸ For the Burundian system, what is presented as primary means ECOFO or basic education which includes 3 years of secondary education.

2 Purpose and Scope of the Joint Education Needs Assessment

2.1 Rationale and objectives of the needs assessment

The Comprehensive JENA took place between November 2017 – February 2018, with field work conducted from 20 November – 8 December 2018. Its overall objective is to provide a shared understanding of the education situation for the Burundian and Congolese refugees in three refugee camps in the Kigoma region of Tanzania. As the length of displacement varies for different groups and individuals, the JENA seeks to identify how the length of displacement has affected education for children and youth by responding to the following objectives:

- Specific Objective 1: Provide key findings for decision makers, donors and humanitarian actors to understand the education needs of Burundian and Congolese refugee children and youth (ages 3-24) across the three refugee camps.
- Specific Objective 2: To inform the development of humanitarian education sector response strategies and proposals.⁹

2.2 Assessment scope and coverage

The assessment's focus was on the education gaps and needs of refugee children at the three levels of basic education, i.e. pre-school, primary/basic education and secondary education (3 – 18 years), and youth (age 15 – 24 years), both in and out of school. The assessment sought to answer the key questions, as indicated in the Terms of Reference (see annex 1). These questions were:

- 1) What is the impact of displacement on the education of Congolese and Burundian refugee children residing in Tanzania? (e.g. the educational background of the refugees, the enrolment and attendance rates prior to displacement and while in displacement, length of education lost due to displacement);
- 2) What are the barriers to accessing quality education for Congolese and Burundian refugee children residing in Tanzania? (e.g. reasons why children (girls/boys) are not in schools, including (but not limited to) physical access, infrastructure, discrimination, security, gender norms, household barriers, relevance of curriculum.)
- 3) What are the main issues affecting the quality of education for Congolese and Burundian refugee children residing in Tanzania? (e.g. language and curriculum, teacher qualifications and professional development, teacher ratios, teachers' work conditions, etc.)

The assessment covered the five education domains from the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards (2010), as presented in the Terms of Reference (ToRs): Access and Learning Environment, Teaching and Learning, Teachers and other education personnel, Education policy and Foundational Standards (Coordination, Community Participation, and Analysis). Key thematic issues derived from the INEE Minimum Standards that were analysed in this assessment were Gender, Psychosocial Needs, Protection and Inter-sectoral Linkages.

⁹ Objective 3 "aiming to inform the roll out of the CRRF in Tanzania", was removed after Tanzania's withdrawal from CRRF in January 2018.

2.3 Assessment methodology, sampling and data collection methods

2.3.1 Methodology

The assessment used a mixed method, including both quantitative and qualitative methods. The quantitative method was used to obtain information from a wide section of the refugee population, using a sample that is representative and from which results could be generalised. This was undertaken through a survey that covered all the three camps, targeting both community, including a sample of households; a sample of schools that included students and school management; and paying attention to representation of girls and boys, women and men.

The qualitative method provided the opportunity to collect more detailed data from a smaller sample of the refugee population. This allowed for deeper discussions through Focus Group Discussions (FGD) and Key Informant Interviews (KII). Through the qualitative method, it was possible to reach some participants not captured in the survey sample such as children and youth who were out of school, teachers, as well as seeking more detailed information from community leaders and parents. It was useful not only in obtaining explanations for issues raised in the survey, but also for allowing in-depth discussion of factors affecting refugee children and youth's participation and particularly the impact of displacement in individuals.

2.3.2 Sampling

The assessment used combined sampling methods that included random and purposive sampling. Random sampling was used for the survey to select households and students. Purposive sampling was used for selection of schools, teachers, children (both in and out of school), parents and zonal leaders for the qualitative aspect of the assessment. Through purposive sampling, it was possible to identify and select the most vulnerable children and youth; both boys and girls, especially those who have difficulties attending school regularly, those who have dropped out of school, and those who have never attended school. It was also possible to select schools, ensuring that schools supported by different organisations were all included and that the sample included all camps. Sampling was therefore done at three levels: **camp, community/household** and **school**.

Camp level: The three camps of Mtendeli, Nduta and Nyarugusu in Kigoma Region, were the focus of the assessment. In consultation with the JENA team, and the education coordinators on the ground, a sample of households and schools from the three camps were selected to participate in the survey.

Household level: A sample of households, from each of the camps, was selected to participate in the survey. The sample ensured that all zones and villages were included with one household selected from each of the villages in the sampled zones. Quantitative data was collected from this sample, using a questionnaire. A total of 390 households were targeted as the minimum sample. A total of 397 households were achieved (106 in Mtendeli, 138 in Nduta and 153 in Nyarugusu).

School level: Selection of the school sample from each of the camps was done using a purposive sampling method. It was important to include in the sample both primary schools and secondary schools. A sample of children and youth from the sample schools was selected using a random sampling method. A total of 390 students were targeted as the minimum sample. The survey achieved a sample of 476 students. These sample children were from 18 schools (3 in Mtendeli, 4 in Nduta and 11 in Nyarugusu).

Using the qualitative method, the assessment reached additional people. FGDs were held with teachers, students, out of school children, parents and zonal leaders, while KIIs involved officials from government and agencies. The table below gives the number of all those who participated in the assessment.

Table 4: Participants in the Assessment

Primary Data		Male	Female	Total
Survey	Households	197	254	451
	Schools – headteacher (men & women)	12	0	12
	Students – girls and boys	239	237	476
FGDs	School children and youth	11	13	24
	Teachers – men and women	20	12	32
	PTA members	3	5	8
	Out of school children and youth	11	11	22
	Parents of out of school children	3	5	8
KII	GoT Home Affairs – Refugee Liaison Officer Kibondo	1		1
	UNCHR – Kibondo	2		2
	UNICEF – Kibondo	2		2
	UNICEF –Nairobi (Regional ESARO)		1	1
	NRC Kibondo	1		1
	NRC Dar es Salaam		1	1
	Plan International – Kibondo		1	1
	Save the Children – Nairobi (Regional)		1	1
	Save the Children – Kibondo	1		1
	IRC Education Coordinator – Mtendeli		1	1
	Refugee Coordinator – Mtendeli	1		1
	CARITAS Education Coordinator -Nduta		1	1
	Refugee education coordinator – Nduta	1		1
	Refugee education coordinator - Nyarugusu	1		1
	NRC WASH – Kibondo		1	1
	Zonal Leaders (Nduta, Mtendeli, Nyarugusu-Burundi)	4	4	8
		Total	510	548

2.3.3 Data Collection and Analysis

Quantitative data was collected using Tablets, and was submitted to one central database, where it was compiled and at the end of the data, analysed using SPSS. The qualitative data was analysed using an analysis matrix, adopted from the JENA toolkit. The analysis of data was done based on the five Domains and Thematic Areas of the INEE Minimum Standards. The analysis also paid attention to the objectives and key questions outlined in the Terms of Reference for the comprehensive education needs assessment.

The lead consultant (female) worked with a support consultant (male) to guide the data collection process. For the quantitative data, which entailed survey data collection, there was a team of data collectors recruited from the camps. This comprised a total of 30 data collectors and 5 supervisors. Nyarugusu and Nduta camps had 2 supervisors each and 1 supervisor for Mtendeli. For Nyarugusu, there was a Supervisor for the Burundian and Congolese teams, respectively. Majority of the data collectors were male, with only two females in the team, while all the supervisors were male. For each

camp, there were coordinators from the education partners working with the data collection team; NRC and IRC for Mtendeli, Plan International and CARITAS for Nduta and IRC for Nyarugusu.

The Burundian data collectors were selected from among those who spoke Kirundi and French, and the Congolese ones spoke both French and Kiswahili. All the supervisors spoke Kiswahili and were also familiar with English. Training of data collectors was carried out, over one and a half days, by both consultants. This included going through the tools, confirming sample schools and sample households and going through random sampling of students.

2.3.3 Data Collection Tools

Quantitative data was collected using a survey method using questionnaires, and targeting households students and schools. A different questionnaire was used for each sub-population: Household Questionnaire, School Questionnaire, Student Questionnaire and Check list. Data collection tools were adopted from the JENA toolkit, but contextualized to the refugee situation and translated from English to French. The qualitative data was collected using FGD and KII guides, also adopted from the toolkit. The FGDs involved children and youth (in and out of school), parents and teachers; Key Informant Interviews (KII) with head teachers, community and camp leaders, GoT officials, JENA Working Group members, Education Cluster Working Group members, and other relevant organisations.

2.3.4 Limitations

The assessment took place during the end of the school term (November/December) which coincides with end of term exams and the rainy season, which restricts mobility in the region. These factors contributed to delays in survey data collection and the FGDs with teachers and students. Some data collectors, specifically in Nduta camp did not have Tablets until after three days after commencing the data collection exercise. There were challenges in charging the tablets in Nduta camp, and Tablets had to be taken to Kibondo for recharging, which at times delayed the data collection. The combined challenges contributed to delay in collection of data, thus taking longer to carry out the survey or the quantitative aspect of the assessment. This had an effect on the time allocated for the FGDs with teachers and students, particularly in Nyarugusu camp which was the farthest from Kibondo.

Due to time restrictions of time and the time of the year when the assessment took place, it was not possible to have interviews with some Key Informants. The assessment especially lack donors and policy makers representation at national level. Some of the interviews were later carried out face to face, in Nairobi with KII at regional level, and through skype for Dar, while some had to put in writing their views, using the KII guide. Interviewing Key Informants should ideally have happened at the very beginning as some of the information gathered would have contributed to the development and/or revision of tools and especially the FGD guides. However, it was possible to interview a few of the key informants from organisations represented in the JENA Working Group, at the tail end of the data collection process. This will have an impact on how well national policies and priorities are reflected in the report. The report was written at the time when Tanzania pulled out of CRRF, which led to uncertainties in refugee policies at the time. The report mainly reflects the education situation in the camps, and the key actors in the refugee response in the Kigoma region.

While for both Burundian and Congolese refugees the official language is French, Kirundi the national language for the Burundian refugees. It was therefore important for all the tools and other relevant documents to be translated in to French. However, for most of the Burundian refugees the language used was Kirundi while for others it was Kiswahili. Since the majority of data collectors were speakers of Kirundi, Kiswahili and French for the Burundian refugees, and Kiswahili and French for the Congolese, but in some instances, data collectors were not very good in French and hence there were

some challenges with translation and interpretation. It was not always possible for the supervisors, expected to ensure quality of data, to reach all the data collectors.

3 Major Findings from the Needs Assessment

3.1 The impact of displacement on education

Through the Sustainable Development Goal 4, the international community has committed to ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all, including those who have been forced to flee their countries. Refugees and internally displaced children and youth are among the least likely to benefit from education and make up for 63 million out of school children globally (UNESCO 2016). Displacement, in any context, is bound to have an impact on the lives of those who are forced to leave their homes and the environments they are familiar with. The assessment sought to find out the impact of displacement on education of the refugee children.

There was consensus that displacement has an impact on education, although with varying degrees of impact. The survey findings show that the majority of the households (61%) indicated that the education of their children was disrupted during the movement from country of origin (mainly Burundi refugees) to the camp; 63% in Nyarugusu, 61% from Nduta and 60% from Mtendeli. Disruption of education had various consequences for children, among them, long delays before resuming classes, repeating classes, and missing end of term examinations with implications for transitioning to the next level of education.

3.1.1 Disruption of classes

Asked for how long their education was disrupted, students who participated in the survey indicated that on average, they had to wait for a month (an average of 33 days) before joining school after arriving in the camp. Nduta students waited the longest (45) days while Nyarugusu waited the fewest (26) days. This could be explained by the fact that refugees from Burundi were initially hosted in Nyarugusu and were relocated to Nduta. However, during the FGDs with school children, there were children who reported to have started school activities, within the first two weeks of their arrival in Nyarugusu camp. This analysis is for all students including those who joined schools without waiting.

Table 5: Length of time students (in days) had to wait before enrolling in this school?

Name of Camp	Mean	N	Std. Deviation
Mtendeli	31.44	104	40.862
Nduta	44.14	132	84.024
Nyarugusu	25.29	195	47.815
Total	32.55	431	60.396

To confirm this further and to understand the extent of disruption, students who reported that there was a disruption of their schooling were asked the number of days they or their siblings were disrupted before joining the different levels of schooling.

Table 6: Number of Days Disrupted by Level and Camp

Name of Camp		How many days of pre-school/early childhood development disrupted?	How many days of primary school education disrupted?	How many days of secondary school education disrupted?	How many days of non formal education disrupted?	How many days of college/university education disrupted?
Mtendeli	Mean	62.57	35.69	41.69	42.63	56.12
	N	23	35	32	30	25
	Std. Deviation	103.373	29.991	33.879	33.525	39.849
Nduta	Mean	32.29	26.46	63.35	95.53	58.80
	N	31	61	63	17	30
	Std. Deviation	81.393	68.948	153.515	198.506	153.848
Nyarugusu	Mean	40.50	37.05	30.71	23.84	29.74
	N	44	64	51	37	39
	Std. Deviation	38.569	53.971	35.503	29.835	37.608
Total	Mean	43.08	32.71	47.20	45.06	46.03
	N	98	160	146	84	94
	Std. Deviation	72.541	56.258	104.750	95.391	92.518

Regarding the absolute number of disrupted days reported (Table 6, above), the students reported that those in secondary school lost 47 days and university/college 46 days. However, when weighted against the number of students reporting disruption (see Table 6 below), the mean disruption in secondary and primary was highest compared to university/college and pre-school. This could be linked to the fact that there were limited opportunities for secondary and post-secondary education for students in the camps. Those in post-secondary and tertiary education had nowhere to enrol.

Table 7: Weighted Reported Disruption (in days) by School Level

Weighted disruption(days)	Mtendeli	Nduta	Nyarugusu	Total
Pre-school	14.8	7.7	7.5	9.1
Primary school	12.8	11.9	9.8	11.0
Secondary school	14.2	29.4	7.0	15.0
Non- formal education	12.1	12.4	4.0	8.2
University/College	14.3	14.1	5.5	9.9
Total	13.6	15.1	6.8	10.6

There were various reasons given by students for the delay in resuming classes after their arrival in the camps. The table below gives a summary of the reasons as stated by the pupils.

Table 8: Reasons for not enrolling immediately

Reason for not enrolling immediately	Mtendeli	Nduta	Nyarugusu	Total
Problems with accommodation	45%	43%	52%	47%
Busy helping at home	33%	42%	45%	41%
There was no school/learning space	41%	30%	45%	39%
Afraid to leave home due to insecurity	3%	32%	24%	21%

As indicated in the Table 8, the greatest concern was sorting out issues of accommodation at home, according to 47% of the respondents, with the majority (52%) from Nyarugusu. House related chores (41%) was the second most cited reason for delays in attending. The fact that there were no schools or learning spaces was also an important reason for the delay in resumption of classes. It is important to note that security was identified a less significant factor that contributed to a delay in restarting classes in the camps, with the exception of Nduta camp, where security was listed as a higher concern than lack of school spaces.

Table 9: Nyarugusu Reasons for not enrolling immediately (Burundian and DRC Refugees)

Reason for not enrolling immediately	Burundi	DRC	Total (Nyarugusu)
Problems with accommodation	49%	58%	52%
Busy, helping at home	54%	33%	45%
There was no school/learning space	57%	26%	45%
Afraid to leave home due to insecurity	36%	4%	24%

As indicated in the Table 9, it is noted that perceived insecurity issues had more effect on the Burundian refugees compared to the DRC refugees.

3.1.2 Repetition and drop out

The survey findings indicate that nearly 41% of the students had to repeat classes. Nyarugusu (47%) had the most students who repeated followed by Mtendeli (44%) and Nduta (26%). In Nyarugusu, it was noted that there are high numbers of students from DRC (54%) repeating grades, compared to those from Burundi (24%). This was confirmed in the FGDs with teachers. Repetition was therefore, not only a result of the displacement and starting school in a new environment. One of the issues raised in an FGD with Congolese teachers was the fact that children were taught in French from the first grade of primary education, and this was a challenge for most children who do not speak French at home or within the community. Teachers were not supposed to teach in any other language and this creates a big challenge for many children, especially with the large numbers in the early grades. It is possible, according to the teachers, that only 50% the children at the end of the 3rd year in school can understand the language and for those who are still struggling with comprehension, one of the options for them is to repeat. Most families reported to have children who had been in school in their country of origin (mainly Burundi), who had dropped out of school as a result of becoming a refugee.

3.1.3 Disruption of Examinations and Delay in Certification

With the refugee education following the curriculum of their country of origin, it becomes obligatory that they sit examinations set by their country's education system. For the Congolese refugees, there

has been a consistent working relationship with the provincial government of South Kivu, making it possible for the examinations and tests to be set and administered from DRC. This arrangement is not without challenges. Since 2013, students have sat the external, end of term examinations and results have been announced, but they have not been awarded certificates.

For the Burundi education, there have been a different set of challenges, the main one being difficulties with administration of the Burundi examinations in the camps. The height of the influx from Burundi in 2015 coincided with the last three months of the school year, meaning that learners were unable to complete the academic year, take end of year exams, including primary and secondary leaving exams. There have been delays in administering examinations to students who completed their primary and secondary education in 2015, and 2016. To address this challenge and the issue of legitimacy of academic qualification, the National Examinations Council of Tanzania (NECTA), with support from UNICEF and UNHCR, were involved in administering the exams. It was not until March 2017 that the first cohort (2014/2015) sat the NECTA examinations, with the results being announced in May/June 2017. The second cohort set the examinations in October 2017. The question is whether the examination will be administered in time, in 2018, with issues of cost complicating the matter further. Within the current arrangement the cost per child is estimated at USD 250.

3.1.4 Disruption of Transitioning to the Next Level

The Burundi crisis happened during the last months of the 2014/2015 school year. The height of the crisis, when most refugees fled Burundi, coincided with the examinations period (April/May). This meant that students could not sit the end of primary and secondary exams. The 2014/2015 cohort waited for two years to sit the examinations, while the 2015/2016 cohort had to wait for one year before having the opportunity to sit the examinations.

Students were able to transition from primary to secondary education without their leaving certificates, using term- and end-of-year examinations as criteria. The use of two examination systems caused challenges, as there were students who had sat the external examinations and passed but had not moved to the next level, because they had not passed the internal examinations and the opposite.

The uncertainty caused by delayed examinations and lack of certification have contributed to demotivating children and parents from enrolling in school. As one of the out-of-school youth in Nduta said: “We are seeing the students who have finished their studies here in the camps, they have done NECTA exams but until now they are not hopeful (sic) for going to the university”.

3.2 Access and learning environment

Out of the total population of refugees, 145,052 or 48% are school age children. However, less than 60% of those in the relevant age bracket are enrolled in school, as indicated in Table 13.¹⁰ Table 12 and 13 provide details of the GER and NER, by level and by camp.

Table 10: Gross Enrolment in the Camps

Camp	Nationality	Pre-school		Basic Education		Secondary		Total		
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	B+G
Nyarugusu	Congolese	47.03	46.14	112.10	116.47	89.54	89.91	94.74	91.17	91.59

¹⁰ Latest data from the partners on education in the camps (October 2017)

	Burundi	38.58	37.70	102.24	106.26	7.1	13.40	66.86	70.39	68.60
Nduta	Burundi	44.7	45.76	82.36	88.22	7.23	3.1	57.28	62.27	59.66
Mtendeli	Burundi	30.6	30.84	102.83	103.75	14.3	6.62	68.24	67.44	67.85
Total		41.57	41.63	97.42	101.85	30.39	26.87	69.76	72.21	70.96

GER and NER area very low in pre-school, and relatively high at primary and ECOFO levels. Mtendeli camp had the lowest rates at pre-school level with only 30% of the children enrolled. For the basic education age group, the GER was over 100% across all the camps indicating a number of over-age children in primary school.

Enrolment for all levels is highest among the Congolese refugees. Nyarugusu had the highest GER at 91.59%, compared to the Burundian schools in the same camp, at 68.60%. Nduta camp had the lowest GER at primary and secondary levels. This same camp had comparatively high GER at pre-school level; 44.7% for boys and 45.76% - second to the Congolese in Nyarugusu, with 47.03% for boys and 46.14% for girls. This may point to a serious imbalance in the provision of schools in the different camps and allocation of resources between primary/ECOFO and secondary schools. The higher enrolments among Congolese refugees could reflect the length of time (over twenty years) in the camp, and stabilisation after displacement.

Table 11: Net Enrolment in the camps

Camp	Nationality	Pre-school		Basic Education		Secondary		Total		
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	B+G
Nyarugusu	Congolese	45.91	45.01	98.83	97.98	63.6	56.94	78.72	76.56	77.66
	Burundi	37.78	37.12	79.96	81.57	12.84	1.95	53.35	53.94	53.64
Nduta	Burundi	9.38	9.37	71.17	74.75	2.27	1.35	41.56	44.99	43.20
Mtendeli	Burundi	29.0	29.46	84.22	85.18	4.37	2.02	55.37	55.72	55.54
Total		27.22	27.11	81.93	83.68	19.22	17.38	55.49	56.68	56.07

3.2.1 Out of School of School Children – Non-Enrolment

There was consensus among all those who participated in the Focus Group Discussions: teachers, parents, children (both in and out of school) that there are many children and adolescents of school age who are not in school. Findings from the survey confirmed the high level of non-enrolment, although the percentage of out-of-school children is lower than that from the camp education statistics. At household level, the respondents indicated that nearly 3 out of 10 (30%) of school aged children are not enrolled. Nduta had the highest number of out of school children (43%), followed by Mtendeli (31%) and Nyarugusu (18%). The average number of school aged children per household was highest in Mtendeli (4.58) compared to Nyarugusu (4.49) and Nduta (3.76).

Responses from students who participated in the survey, regarding children in their families who were not going to school, corroborated the responses at household level, and data is closer to the secondary data. Only 32% of the students reported that all the children of school age in their families were enrolled in school.

The majority of household respondents in the survey indicated that children from poor backgrounds are most likely to be out of school, followed by orphans, and over-age children to be most affected. The other groups of children most likely to be excluded from school were children with disabilities and unaccompanied (children separated from parents or guardians).

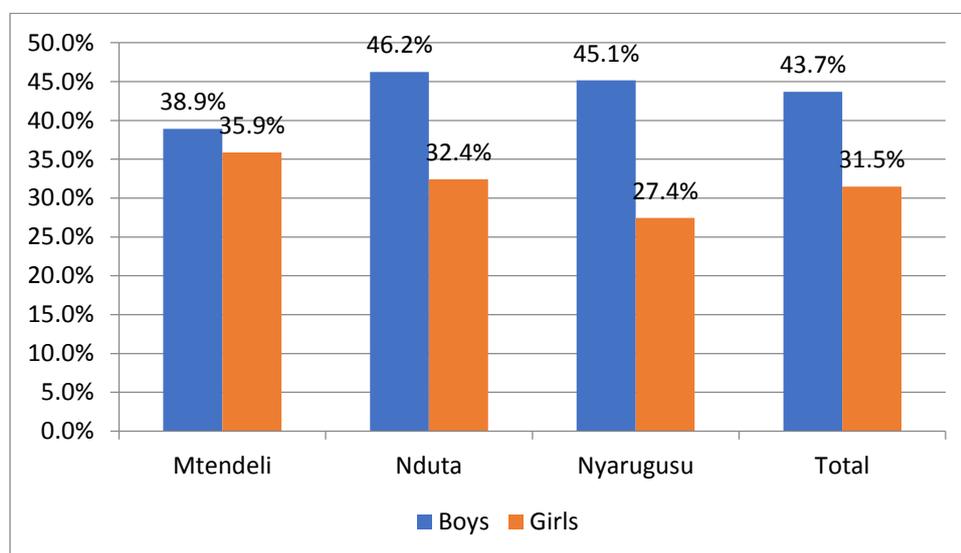
Table 12: Students Reporting Enrolment in their families

1.2.1 ALL of the children in your family enrolled in school?					
		Mtendeli	Nduta	Nyarugusu	Total
	Total	34%	33%	31%	32%
	Boys	42%	45%	46%	45%
	Girls	37%	38%	44%	41%

3.2.2 Attendance

Out of the households that participated in the survey, 43.7% indicated that boys are more likely not to attend school compared to 31.5% for the girls. According to them, Nduta camp, had the highest reported likelihood of not attending school with boys at 46.2% and girls at 32.4%

Figure 1: Group of Children Likely Not to Attend School



This was confirmed in discussions with teachers and Zonal leaders in all the camps. Their view was that boys were more likely to miss school, especially those in the upper classes of primary school and at secondary school level. According to teachers who participated in the FGD in Mtendeli confirmed the high rates of absenteeism, which leads to dropping out. According to them about 400 children miss school in a month, which is about 10% of the total number of 4,499 students in their particular school. From discussions with teachers and zonal leaders, while there were fewer girls enrolled in the upper classes, it was the boys who missed school more frequently. According to them the few girls

who had stayed in school had survived many challenges and were determined to complete their education.

3.2.3 Factors Contributing to Non-enrolment and Non-attendance

The assessment, sought to know from the children the factors that hampered their regular attendance in school. There are several factors that were reported during the assessment, which interfered with refugee children's access to and participation in education. One student in Mtendeli summarized why some of the children he knows don't go to school:

No, they feel bad because of their bodies, they haven't enough food, no clothes to wear and there are not enough schools ... the rain because the accident for them also the trees cause the accident because to study under the tree is very dangerous.

The box below gives an overview of issues for non-enrolment raised by children and youth who participated in the FGDs

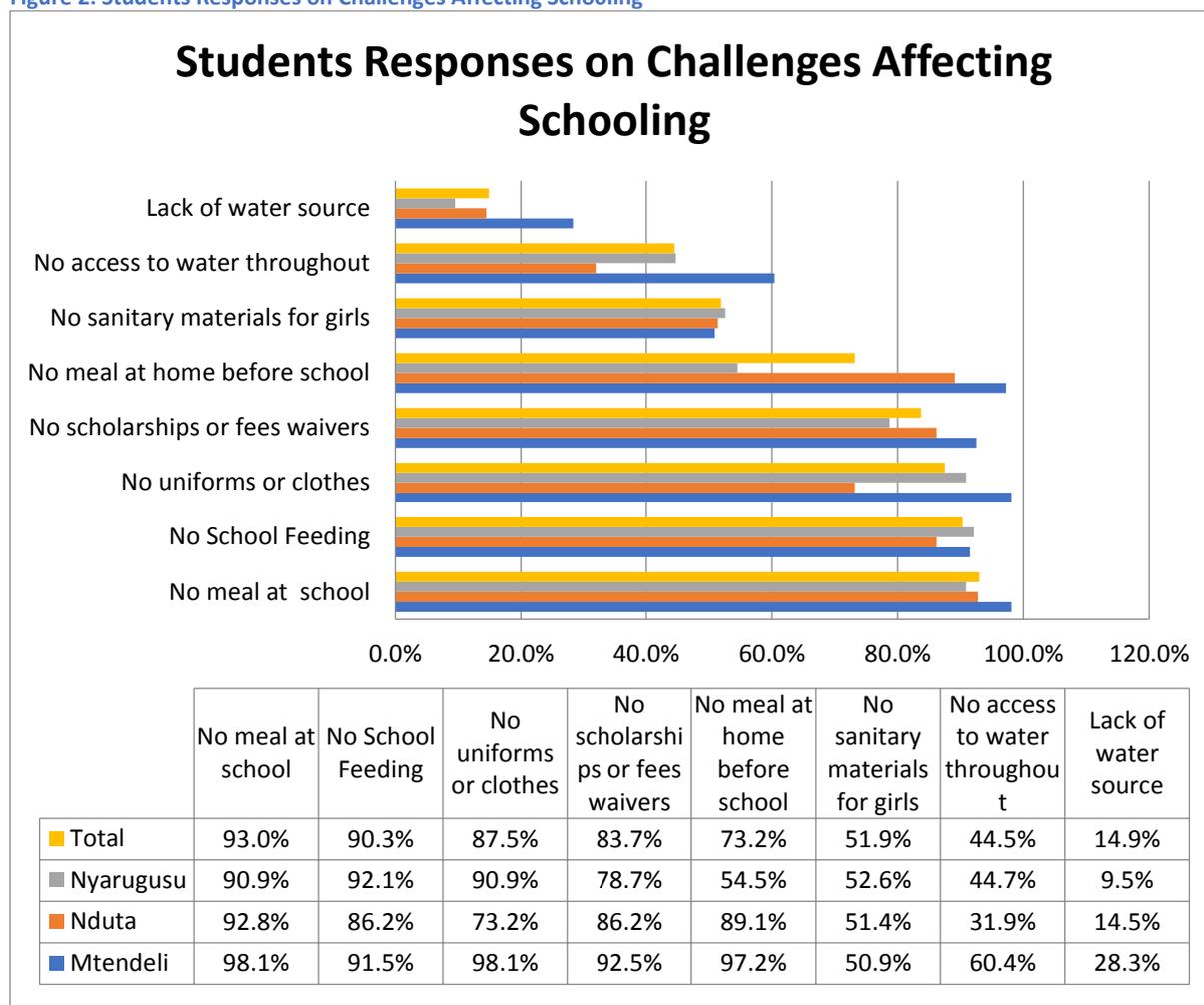
Reasons for Not Enrolling

- I have been enrolled but because I was without clothes for attending and others have clothes, I have dropped out since the beginning
- I don't go to school because there isn't any importance
- Only, the poorest do not go to school
- Since I have been born I didn't go to school because my father wasn't able to pay for my school fees in Burundi
- The reason is to walk a long time from home to school since Burundi till now, the school are far from home
- I don't see the importance of going to school because my brother who has finished his studies hasn't got a job

Reasons given by 7 out of school youth (4 boys and 3 girls) in Nduta Camp

Findings from the survey data, indicate that the majority of the students believe that the main challenges to access and participation in school are poverty related which includes lack of food and clothing. Mtendeli camp seems to be the most affected with these factors with the main challenge being that of lack of food both at school and at home where 98% of the students indicated that there is no meal at school. 97% stated that they didn't have a meal at home before going to school. This is compared with 93% and 89% respectively in Nduta and similarly 91% and 55% in Nyarugusu. Water seem to be a bigger problem in Mtendeli than in other camps, which was also came out in FGDs with teachers and zonal leaders.

Figure 2: Students Responses on Challenges Affecting Schooling¹¹



Enrolment and attendance were said to be influenced by factors that have to do with home or what is often referred as the demand side, and those that have to do with school or the learning environment called supply side. These issues are related to facilities, quality of education provided, including the curriculum, teaching and learning processes and other quality indicators cannot be delinked from the factors that make children not enrol in school or miss school. Some of the factors were not mentioned in the survey but came out in the FGDs and KII.

Home Factors

Home factors have to do with interest in education as well as the capacity of the family and children to enrol and attend school. The capacity to attend school includes financial and material capacity of the family to support children's education. Poverty and vulnerability at the family level are accentuated in refugee contexts, resulting in challenges of providing children with adequate food, clothing and other basic necessities to enrol and attend school regularly. Faced with these challenges,

¹¹ Issues of scholarship or fees waivers were included in the questions put to the students, mainly because it was in the questionnaires in the JENA Toolkit, which founded the basis of the development of the tools used in the survey and the FGD and KII guidelines. It is interesting to note that there many students who responded that this was one of the key factors. One of the possible reasons could be with reference to the post-secondary and higher education, as it is evident that this is raised as a problem across all the camps. It could also have a link to education in their country of origin, especially Burundi, as this came out often in FGDs, as a problem in their country of origin.

children and parents have to weigh their priorities, and assess the opportunity costs or competing priorities for children and their families that are associated with going to school. Opportunity to earn or to be more productive is weighed against the immediate benefits children and their families gain from going to school.

Lack of clothing: One of the most common issues raised by parents, teachers and students was lack of clothing, including uniform and shoes, and basic things like bathing soap and soap for washing clothes. Lack of clothing was cited as a problem that made many children not enrol in school and affected attendance. This finding mirrors the findings from a research assessment conducted by the EWG in January 2018, aiming at understanding attitudes towards school uniforms in the three camps, and suggested modalities for ways uniforms can be provided in the refugee response (EWG 2018). This affected both boys and girls, according to discussions with children and youth in and out of school. However, further discussion on the issue with parents, teachers, leaders and students, indicated that it affected girls more, and especially once they reached adolescence. Girls didn't feel comfortable coming to school with torn clothes or without a change of clothes and preferred to stay at home.

During FGDs with out of school girls, they said that provision of clothes or uniform, sanitary towels and sanitary materials would be the key factor to enable them to go to school. These girls had all dropped out of school, after 4 years in school; ranging from Grade 5 to 7, with only one who dropped out at Grade 3. Recommendations from all FGD participants, included provision of clothes as a way of addressing this problem of lack or poor clothing for children, which seems to be a major factor contributing to non-attendance and eventual dropping out of school, especially among adolescents, and girls in particular. The issue of clothing was extended further to include school uniform as an even better option, because uniforms created an environment of equity. FGDs with parents and children (both in and out of school) suggested that girls, especially adolescent girls often miss school because they don't have good clothes like other girls. Distribution of uniforms would have to ensure more than one set if they attendance was to be improved. In the EWG school uniform study, 100% of respondents indicated that provision of school uniforms would have a positive effect on school enrolment, attendance and retention, and that it would strengthen the protection of students by making them more visible (EWG 2018). According to teachers from Nyarugusu (Congolese), students at secondary school level had uniforms, but the challenge was that they had only one set, and they would miss school when the uniform was dirty because 'if they don't have a change of clothes then they find it difficult to come to school with dirty uniform.' The role uniforms could play in improving enrolment, attendance and contribute to protection of children is explored further and confirmed in a study on School Uniforms, carried out by the Education Working Group.

Lack of food: The inability to meet the basic needs of children and especially inadequate food was mentioned in all the FGDs regarding enrolment and attendance. In Tanzania, food rations provided to refugees was inadequate as the rations were reduced due to lack of funding. All the children that participated in the FGD indicated that they didn't have a meal in the morning. The fact that probably they would not get a meal until evening had different effects on children. There were those that missed school because they were too hungry to concentrate in class, and/or had no energy to walk to school or spend their time school. Other children, especially children over 12 or 14 years, decided to go and fend for themselves by looking for work to earn money to buy food while other children went to search for food in the forests.

The issue of inadequate food affecting enrolment and attendance can be linked to food ration cut in Tanzania to 60% of the normal ration, due to inadequate funding (UNHCR 2018a). FGDs with teachers, parents and the zonal leaders confirmed that there had been a significant reduction of food rations and this had affected attendance of both teachers and students. According to one of the Zonal Leaders

in Mtendeli: “the usual ration for the month has been reduced to 50 percent, creating food shortage and hunger in households”. It seems the problem is contributes to teacher absenteeism. According to teachers in Nduta camp, at the end of the month there is more absenteeism among teachers and students due to food shortage, when the monthly rations are finished.

Parental Attitudes and Lack of Interest: An important factor quoted by teachers, parents and community was the attitude of parents towards education. There was a perception of apathy among parents and the community in general towards school, and hence hesitation to send their children to school. This was related to the difficult circumstances in the camps, and the lack of a predictable future for parents and children. There was also the lack of belonging and acceptability in the host country and uncertainties of whether they will be welcome back in their country of origin. One of the Zonal Leaders (interviewed in Mtendeli), who had sought refuge in Tanzania for the third time noted that: “Life in camps is very difficult”. The evidence of a negative attitude and a sense of apathy was explained by teachers and Zonal leaders, in that, before the start of the current school year (3rd year in the camp), campaigns had been vigorously done to create awareness among parents and communities on the importance of education. While many children were enrolled before the beginning of the school year, there were still children who were not registered. According to one of the Refugee Education Coordinators (Nduta and Mtendeli): “These parents have been coming to register children after the opening of school and others were registering a month after school opening”. There doesn’t seem to be an explanation as to why the delay in registering children, even after the vigorous had taken place prior to school start.

Opportunity Costs and Competing Priorities: Opportunity cost was said to be a common factor that made children, especially older children youth not to enrol in school. Discussions with Zonal leaders revealed that children from the more vulnerable families had to choose between school and means to meet their basic needs. Some of them miss school to go to the bush or forest to gather fruits or hunt for food. This was said to be the ‘school of life,’ (Zonal leader, Mtendeli) or the place where they learnt practical skills for survival.

Limited or Lack of future prospects: Lack of motivation was another problem that affected enrolment, which came through during FGDs with Zonal leaders, teachers and even children and youth. One of the issues commonly raised was the fact that many students who had completed secondary education, seemed to have reached a dead end. Transition from primary to secondary school was very low; as indicated earlier, with less than 5% of the children in this age category attending secondary school. Opportunities for post-secondary education are hardly available, leaving qualified students with options for a path forward. The limited prospects for furthering one’s education is a demotivating factor for children lower down in the school system, resulting in not taking education seriously. It was said to be one of the major factors for children who had been in school in their country of origin (particularly Burundian refugees) to drop out of school.

Due to this lack of prospects, children preferred to go to vocational training where they could see immediate results, including going home with a tool kit. However, there are not enough opportunities for them within the camp contexts and the current offers are not at the level of post-secondary education. Within the refugee context, there are limited employment opportunities after completing school. This was seen as a major demotivating factor, as one of the out of school youth in Nduta who had dropped out of school shared: “I don’t see the importance of going to school because my brother who has finished his studies hasn’t a job”.

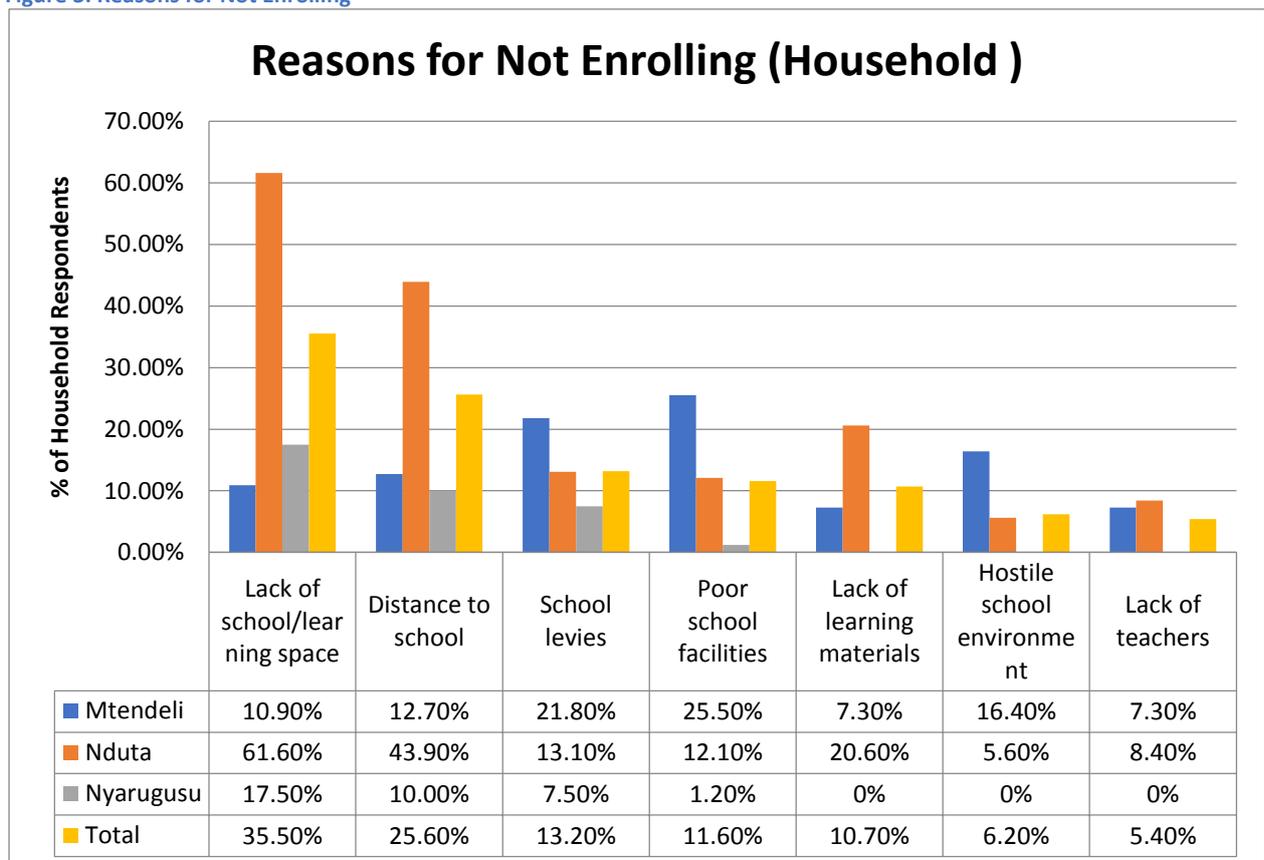
Another demotivating factor was said to be low incentives given to teachers, and this discouraged children from attending school. If teachers who had gone through secondary education and had been

trained as teachers received incentives at the level they did, what was the motivation for one advancing their level of education when you could earn more money with less education. This was raised in all the FGDs, and an example was given by a teacher, who had taken it upon herself to seek out children who had dropped out of school. She shared the reaction from one of the girls who said: “It is better to stay out of school and learn Swahili, because I can get around and get a job. My mother who works as a gardener for one of the agencies working in the camp, and who has never gone to school earns more than a teacher”. Her argument is shared by an out- of- school boy from Nduta camp also. According to him: “Most of the people who are doing well haven’t passed at school, they have been used well their time and spending or losing their time by going to school where there is not news for the real life”. The issue then is how to change this mind set to understand the tangible benefits of education, especially within the refugee context.

School Factors

While there were many challenges for children at home that hinder accessing education, there are also factors which have to do with the provision of education and conditions in school. The school factors include the location and safety of buildings, facilities, equipment and materials, teaching/learning environment and processes, and whether these are conducive to learning and are protective to boys and girls. There are also legal and policy factors that affect provision of education in the camps. One major challenge that was raised in the survey and the FGDs was the inadequacy of facilities, including insufficient number of schools to accommodate all school age children.

Figure 3: Reasons for Not Enrolling



From figure 4, it was found that the most cited factor leading to non-enrolment was lack of schools or learning space (35.5%) followed by distance to school (25.6%); and school levies (13.2%). Nduta camp (61.6%) was the most affected by the lack of schools and distance from schools (43.9%). Mtendeli, on

the other hand, was most affected by poor school facilities (25.5%) and school levies (21.8%). Nyarugusu had the fewest issues school factors related to non-enrolment as 17.5% cited inadequate schools while 10% cited distance from school.

From Table 15 below, students indicated that on average it takes 24 minutes to walk to school and on average the schools are 2.2 kilometers away. Schools in Mtendeli (19 minutes, 1.2 kilometers away) were the closest while Nduta (34 minutes, 3.1 kilometres away) were the farthest. This information was consistent with the responses from the students when asked if they knew any student who was not attending school because of distance. Mtendeli had the least (13%) students indicating they knew such a student while Nduta (44%) had the most students with Nyarugusu having 20% of the students responding affirmatively.

Table 13: The Mean distances to schools by Camp

0.2.1 Name of Camp		Number of minutes taken to walk to school	Number of kilometers travelled to school
Mtendeli	Mean	18.47	1.22
	N	106	80
	Std. Deviation	13.682	1.125
Nduta	Mean	33.79	3.07
	N	121	121
	Std. Deviation	20.246	3.645
Nyarugusu	Mean	21.06	2.01
	N	248	233
	Std. Deviation	19.529	4.867
Total	Mean	23.73	2.16
	N	475	434
	Std. Deviation	19.485	4.124

Without enough schools, some children, mainly in Nduta camp had to walk longer than others. An example was given during discussions with children and Zonal leaders, of children walking from home in Zone 1 and going to school in Zone 8 (Nduta camp). Due to the distances to school, children often missed school, with the situation compounded by hunger, and difficulty in getting to school during rainy season.

The other result of inadequate number of schools, is overcrowding in classrooms, and especially the lower classes; grades 1 to 3. One teacher from Mtendeli informed the assessment that there were too many students in the lower classes. She gave the example of her school where in grade 1, there were 217 children in a classroom. In one class, e.g. grade 1, there can be as many as 7 streams, from A to H. To manage these big numbers there was with double shift: in the morning there were 4 classes and in the afternoon there were 4 other classes.

Classrooms are not child friendly due to overcrowding, and inadequate sitting place thus making attending school an uncomfortable experience. Teachers in one secondary school in Nyarugusu (Congolese), shared the fact that it was difficult to teach large classrooms as: “these are children going through adolescence and facing challenges in their growth within the camp context”. These teachers

felt that the youth needed more individual attention as they were going through adolescence within a challenging context.

Evidence of inadequacy of schools and classroom is the reason that 60% of classrooms in the camps are outside under trees, due to the constraint in provision of classrooms. Learning under trees means that the classes are open to the vagaries of weather, and during the rainy seasons, lessons are often disrupted or don't take place at all.

3.3 Teaching and Learning

3.3.1 Curriculum

Within the Tanzania context, the traditional mode of using the curriculum of country of origin applies for both the Burundian and Congolese refugees. Following the curriculum of country of origin has its benefits, including preparing children for potential return to Burundi and the DRC. It also gives them an identity and retains the links with their countries of origins, with the hope of ease of reintegration and especially access to jobs and other services. This was clear from discussions with teachers, community leaders and parents, that the education they received in the camps prepared the children for a life back home. According to one of the teachers from Mtendeli: "We are teaching so that our children get an education ... and when they go back they can be integrated back into the society". The challenge then is that there are two education systems in the camps, specifically in the Nyarugusu camp which hosts both Burundian and Congolese refugees.

Burundi introduced a new curriculum and education structure in 2016. Part of the curriculum reform was increasing the number of years of basic education or Ecole Fondamentale (ECOFO) from 6 years to 9 years; 3 years or primary and 3 of junior secondary. The implementation of a new curriculum has implications on training of teachers, production and provision of teaching/learning materials, as well as assessment and certification. Under normal circumstances, the ministry responsible for education will provide technical support and resources for the implementation of the curriculum. Within the refugee context, implementation becomes a major challenge. One of the major challenges is availability and adequacy of teaching/learning materials in the camp schools, considering these have to be brought in from Burundi. According to Burundian teachers who participated in the assessment, textbooks for the new curriculum are available for grades 1 to 4, but not in adequate numbers, while those for grades 5-9 are yet to be available in schools.

From discussions with Burundian teachers and students, views were expressed that there are very narrow options for senior secondary level students, compared to their Congolese counterparts who have a wider selection of education options: Lettres modernes, Science A, Science B and Ecole Normale. The only pathway for Burundians is formal education. There are also few non-formal or alternative education options, such as Accelerated Education or technical and vocational training. The need for teaching practical skills in Agriculture, Mechanics and Health sector training e.g. Paramedical training was expressed during discussions.

3.3.2 Language of instruction

For the Burundian children, the language of instruction at the lower primary level is Kirundi and therefore children at this level learn in the language spoken at home and within the community they live in. Teaching/learning materials are also written in this language, which is also the language spoken by the teachers. French is taught but used later, as the language of instruction; from grade 5 to the higher grades and levels of education. In their new environment, however Kiswahili and English are the languages of communication within and outside the camp. These two languages had been introduced into the Burundi curriculum and are also taught in schools in the camp. The challenge is

how to teach four languages, with scarce resources and teachers who do not have skills in two of the languages.

For the Congolese schools, French is the language of instruction from grade 1, and Kiswahili is taught as a subject. The use of French as a language of instruction from grade 1 means that children start learning at school from the first day in school in a foreign language and not the language spoken at home or the language mostly used within the community, which, for a large number of them, is Kiswahili. This severely hampers knowledge acquisition at early grades, including early grade reading and writing.

The survey results corroborate the information from the FGDs and KII on language of instruction and languages spoken at home. They show that the most common language spoken at home for the Burundi refugees was Kirundi (64%), while Kiswahili was the second most spoken language (22.3%) and others at 11%. French was only spoken at home by 1% of the households. Almost all (96%) of households in Mtendeli and Nduta reported to speak Kirundi compared to 34% in Nyarugusu; this is mainly because of the lower population of the Burundians in the Nyarugusu camp. For the Congolese refugees in Nyarugusu camp, the preference was Kiswahili (66%) followed by others (34%). The most preferred other language was Kibembe.

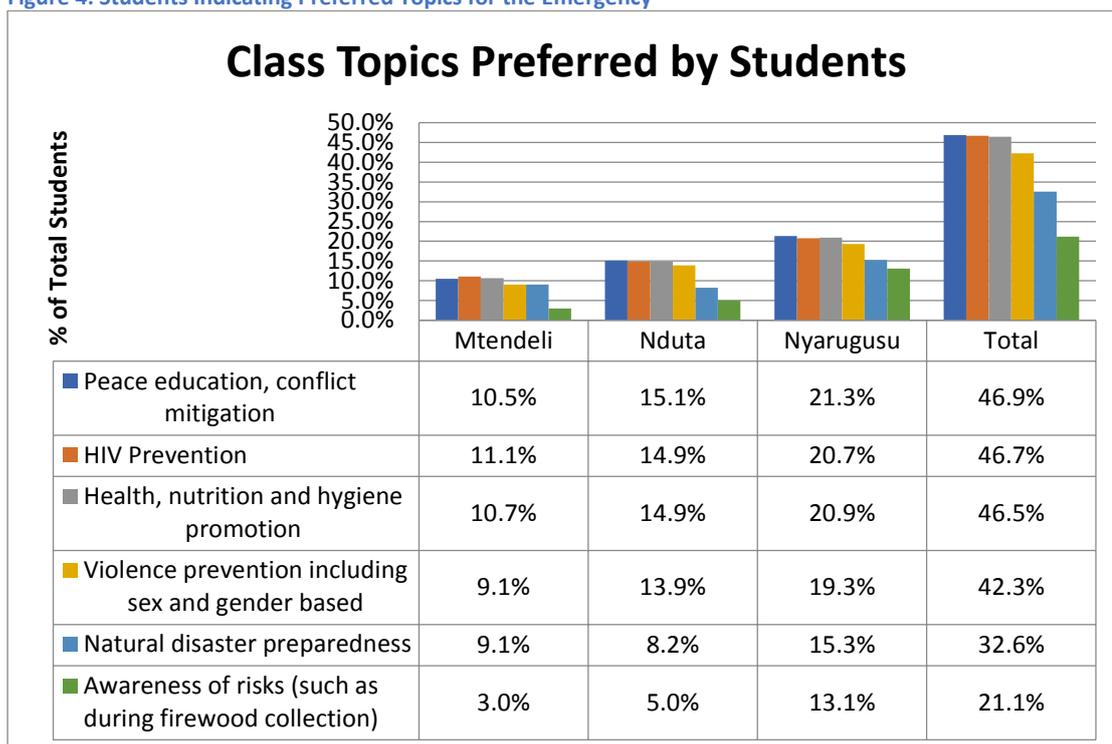
The students reported that the language of instruction at school is mainly French (93%) across all the camps. Almost 99% of the students in Mtendeli reported being taught in French, 94% from Nyarugusu (91% from Burundi & 96% from DRC) and 88% from Nduta. However, 8% of the students in Nduta reported that they are also taught in Kirundi. The majority (94%) of students also reported that text books were written in French. This was reported by 98% of the students from Mtendeli, 95% from Nyarugusu (90% from Burundi and 98% from DRC side of the camp) and 88% from Nduta with 4% of the students from Nduta reporting that some textbooks were in Kirundi.

3.3.3 Other Themes/Topics in the Curriculum

It was also important in this assessment to understand whether useful life and survival skills are taught in schools. The results from the survey show that the majority (54%) of the students were aware of topics taught at school that helped them cope with their current situation. Nduta (64%) and Mtendeli (62%) students reported more awareness of such topics being taught in school than Nyarugusu (45%).

From the figure below, it was found that peace education, HIV prevention and health & hygiene promotion were the most preferred topics by 47% of the students. This was followed by topics on violence prevention at 42%. All these topics are currently being taught in the camps and the order of preference as indicated by the students is shown in the graph. It should be noted that in Nyarugusu the most preferred topics by students from DRC were health and sanitation, HIV prevention and peace education; for students from Burundi the priority areas were HIV prevention, peace education and health and sanitation.

Figure 4: Students Indicating Preferred Topics for the Emergency



Focus group discussions with teachers regarding these topics tended to indicate that these themes are being taught through co-curricular activities such as clubs. According to teachers in Nduta, other topics handled by clubs included HIV, Environment, Traditional dancing, Sports and Child rights.

However, in Nyarugusu camp (Congolese), the secondary school teachers who participated in the FGD raised the fact they were teaching ‘Education a la vie’ or Life Skills, at the secondary school level, without having the necessary teaching resources. They used other textbooks from the mainstream subjects such as Biology for reference and to prepare for the lessons. The teachers also indicated that ‘Education Civique et Morale’ is taught in schools, starting from primary school.

3.3.4 Teaching/learning process

One of the biggest challenges to the implementation of the curriculum and the quality of teaching and learning is the number of children attending a particular lesson. Nearly 45% of the students surveyed indicated that they were too many in their class compared to 23% who indicated that they were too few. Discussions with education coordinators in Mtendeli and Nduta indicated that the teacher/pupil ratio was high, with examples of 1:400 in Mtendeli and 1:200 in Nyarugusu camp¹², especially in the lower classes where greater attention at individual level is critical for learning at this level, making it difficult for teachers to teach effectively. A teacher who participated in the FGD in Mtendeli gave the example of the number of children in grade 1 in their school. In this school 1589 children had been enrolled in Grade 1 at the beginning of the 2017/2018 school calendar. For the teacher, the issue is that with such numbers, ‘not all children end up acquiring the skills of reading and writing.’ Indeed, according to the teachers, only a small number acquire those skills, by Grade 3. This situation is made worse when children are learning in a foreign language, as one Congolese teacher had the view that it is only ‘50% by grade 4 who understand the language.’ This then can become a big demotivating

¹² Numbers given by teachers who participated in the FGD in those camp. It is also the estimated teacher/pupil ratio in the Burundi Regional Refugee Response Plan 2018.

factor that children are not learning basic skills or reading and writing, which contributes to the high repetition rate and children dropping out of school.

This situation is made worse by the fact that only 70% of primary and 30% of secondary Burundi teachers are trained, as well as the inadequacy of teaching/learning materials and teaching aids.

With the large number of children registered in school, and with limited space, schools have had to manage double shift, which contributes to loss of time, and means very short time of contact time with teachers and real lessons taking place. It is said that during the height of the influx of refugees, teachers had organised 4 shifts per day.

In addition to this, teacher absenteeism contributed to poor quality of learning. Students involved in the survey reported that nearly 32% of the teachers had missed at least one lesson in the previous week. Of these, Mtendeli camp, with 36% of students reporting teachers missing lessons the previous week, had the highest absenteeism, compared to Nyarugusu and Nduta (both with 31%). This was confirmed by teachers who participated in the FGD who reported that it is common for teachers to be absent from school, especially during distribution days and when they run out of food.

3.3.5 Teaching and learning materials

In addition to the large numbers of children in the classrooms, teachers have to contend with inadequate supply of teaching/learning materials. For example, 64% of the households reported that there were no learning materials in schools. According to the participating households, lack of teaching/learning materials is one of the challenges to teaching and learning, with 66% from Nyarugusu (66%), Nduta(63%) and Mtendeli (61%) affirming this. The majority of students (59%) who participated in the survey confirmed that teaching/learning materials posed a challenge. Mtendeli had the highest number of students who stated that teaching/learning materials posed a challenge, at 81%, compared to 54% in Nyarugusu (with more from Burundi side (65%) compared to DRC side (46%)) and 51% in Nduta camp. It seems there is inadequate provision of text books for basic subjects such as mathematics, reading and science, with the biggest shortfall being in science and mathematics where only 23% of the students indicated that they had a text book compared to 36% in reading. One way of checking availability of textbooks was to ask the number of students sharing a book. 46% of the learners indicated that they shared books with more than three learners, with the situation being more acute in Mtendeli where 76% share textbooks with more than three other learners, compared to 61% in Nduta and 25% in Nyarugusu.

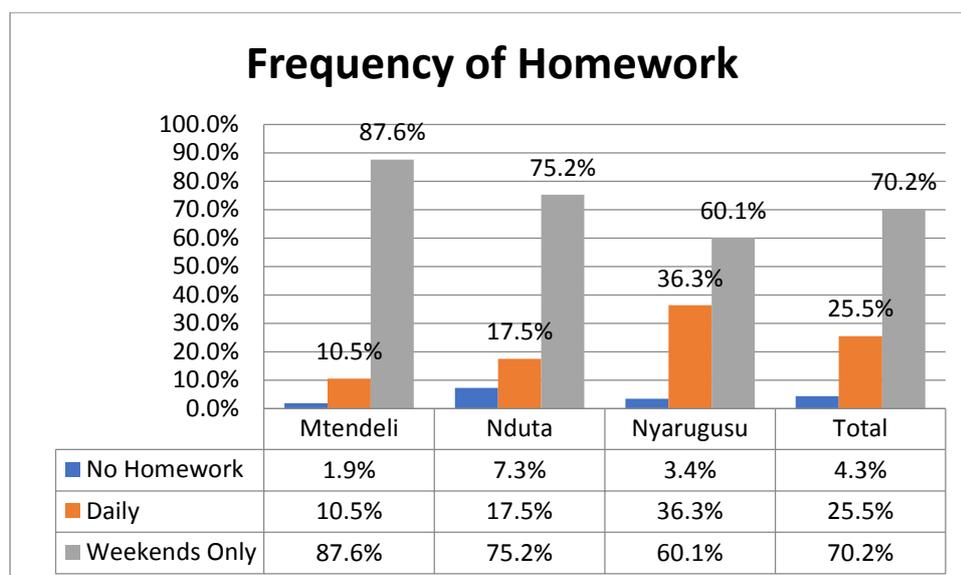
The problem was more acute among the Burundian refugees, as teachers explained in the FGDs that with the introduction of the new curriculum, there were textbooks only for the lower classes.

3.3.6 Assessment

Assessments are important for monitoring learning and it was important JENA to know if these take place. With such large classes, it was interesting to check the frequency of assessments. The survey results show that 34% of the students reported that the most frequent number of assessments was once per term as compared to 21% who indicated once a month. Regular assessments do not appear to be carried out in schools to measure learning outcomes, rather there are tests for ranking students. With the high teacher/pupil ratio, it must be a challenge for teachers to assess students' progress.

Students were also asked about the frequency and regularity of homework in schools. Homework was taken as one of the means of assessing students' progress. Figure 7 below gives an indication on the regularity of homework in the schools

Figure 5: Frequency of Homework



Most of the students (70%) indicated that they were given homework on a weekly basis to do over the weekend. The camp with the highest percentage of students being given homework once a week was Mtendeli (88%). Only 25.5% of the students indicated they were given homework daily, with Nyarugusu having the highest percentage (36.3) of students who did homework every day. It is important to note that 14% of the students reported that they never received homework.

3.4 Teachers and other personnel

3.4.1 Teachers in the camps

The teacher data from the partners in the education working group showed that there were 840 teachers in primary schools (655 male and 185 female) and in secondary schools there were 89 teachers (84 male , 5 females). This data was only for the Burundi schools.

From the data availed by the working group partners, it was calculated that for primary schools (Burundi only), the teacher pupil ratio ranged from 1:55 in Nyarugusu to 1:75 in Nduta, with the highest being 1:88 in Mtendeli. The secondary school data and the data for Congolese part of the camp was inadequate to calculate the teacher pupil ratio. However, from discussions with Congolese teachers in Nyarugusu estimated that, at secondary school level, the teacher/pupil ratio was 1:70. According to them, the ratio at primary school level is very much higher.

The survey showed that apart from Nduta camp, where 48% of the parents reported that they think the schools in their camps have enough teachers, the other camps reported that they do not have sufficient number of teachers – Mtendeli (49%) and Nyarugusu (42%). The high teacher/pupil ratio, in some cases 1:200 especially in the lower classes, and 1:70 at secondary school level (according to teachers) is a good indicator that there were inadequate numbers of teachers for the large number of children Teacher/pupil ratio is also a good proxy indicator for quality of education.

The teachers are recruited from among the refugees. The majority of households (69%) confirmed that teachers teaching in the refugee schools came from their country of origin. Nearly 75% of the households in Nduta camp indicated that the teachers in their schools were from their country of origin compared to 67% in Nyarugusu and 66% in Mtendeli. Recruiting teachers from among the refugees makes sense since the curriculum used in schools and the languages of instruction are those

used in their country of origin. The FGDs with teachers and refugee education coordinators confirmed that all the teachers were from the refugee population.

Table 14: Number of Teachers by Gender

Camp	Primary			Secondary		
	Male	Female	Total	Male	Female	Total
Nduta	272	56	328	21	3	24
Nyarugusu	268	91	359	37	1	38
Mtendeli	115	38	153	26	1	27
Total	655	185	840	84	5	89

3.4.2 Teacher Qualifications

Teachers in the refugee camps have a diverse range of qualifications. The majority have not gone through formal training and have mainly gone through secondary education while a few have some tertiary education, e.g. students who had started university education, but their education had been interrupted by the displacement. However, with the different pathways of the Congolese and the Burundian education systems, there are secondary school students who have gone through the pedagogical strand of the *Cycle Court*, and completed grade 13 as qualified teachers. That explains the higher levels of qualified teachers at primary level than at secondary school level, among the Burundian refugee. Data from the partners indicate that most teachers have at least a diploma, with a few having degrees. Nyarugusu has the highest number of teachers without the teaching diploma and this could be explained by the fact that the Congolese refugees, having received their education in the camp, they may not have gone through the teacher training. It was not clear from the data if the diplomas are relevant to teaching but the diplomas are awarded at least after grade 12.

Table 15: Teachers by Qualification¹³

Camp	Primary			Secondary		
	Qualified	Not Qualified	Total	Qualified	Not Qualified	Total
Nduta	325	3	328	24	0	24
Nyarugusu	196	163	359	11	27	38
Mtendeli	111	42	153	6	21	27
Total	632	208	840	41	48	89

Teachers are recruited by the different organisations implementing education and managing schools within the camps. These same organisations take the responsibility of paying incentives to teachers in line with a defined pay scale. With reported high turn-over of teachers, as the more qualified among

¹³ Since the data provided did not give the details of the diploma, it was assumed to be a relevant diploma hence the teachers were categorized as qualified.

them got better paying jobs, the number of teachers with professional qualification is expected to reduce further.¹⁴

Due to the fact that the refugees follow the Burundian and Congolese curriculum, there are limitations regarding recruiting teachers from the host country or drawing expertise from local institutions to provide technical support to teachers.

3.4.3 Teacher Support and Supervision

Support to teachers is mainly from inspectors who also are recruited from the refugee population. Those selected to be inspectors have been teachers in the past and have had experience as heads or deputy heads of schools. Teachers also receive support from the education coordinators in the camps and the organisations that support their schools.

Teachers who participated in the FGD in Nyarugusu informed the assessment that they received a lot of support from their head teacher, who had also been their teacher when they were students. They received Internal training on how to teach lessons from the head teacher as well as peer training.

While teachers, who participated in the FGDs greatly appreciated the training they had received and support from inspectors and coordinators, there was the view that there were too many unscheduled or unplanned visits by supervisors, coordinators and other visitors. According to them, this caused disturbance and interruptions in the class. Often the teacher attends to the visitors or responds to their requests, leaving children on their own. This disorients teachers and students, and the learning process.

One other concern raised by the teachers that participated in the FGDs was feeling isolated, as they did not have many opportunities to meet with other teachers to share and learn from each other. This coupled with the lack of resource centres, limits growth of their knowledge and keeps them uninformed of what is happening outside their immediate class setting.

Teachers also had the perception that their views were not given adequate attention. According to them, ideas or questions from teachers are not taken seriously, or they are not accepted. Problems raised by teachers ended up in reports but without any action to improve the situation. They gave an example that, if a teacher is reported by students, the issue is taken very seriously and dealt with immediately, but if a student is in the wrong and the issue is reported, this takes a long time and the answer is usually to be patient and wait for a resolution. The typical response they had now got used to was, 'Tutaifanyia kazi' (we will work on it).

3.4.4 Teachers' Working Conditions

One of the issues raised in FGDs across the board, regarding teachers, were teachers' incentives and the conditions in which they worked. Teachers, recruited from among the refugees, are categorised as Incentive Workers, and were said to be paid low considering teachers' level of education and the kind of work they do. For better understanding of what the level of incentives means in real terms, one teacher in Mtendeli presented the situation as: "In one year, my salary does not get to the level of one month of a Tanzanian teacher's salary".

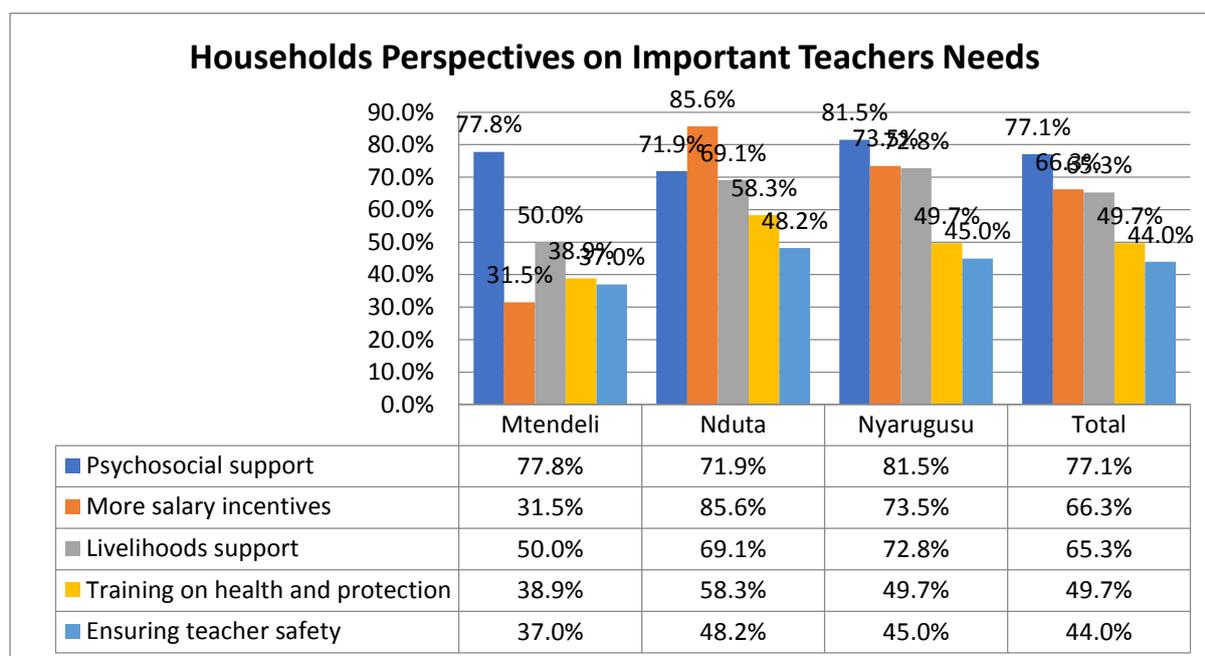
Teachers in Nyarugusu (Congolese) also raised the issue of lack of staff room or space, and facilities such as tables and chairs. This meant they had to spend time looking for somewhere to sit and prepare

¹⁴ According to Congolese teachers who participated in the FGD in Nyarugusu, there were teachers who had left teaching even with no prospects of other jobs. Some were said to have opted to stay at home or do farming.

their lessons or mark students' work. This also restricts their space where they can have discussions with other teachers.

This issue of teachers' working conditions and their needs was also captured in the survey, which sought to understand such perspectives at the household level, by way of asking them the teachers' needs. The summary of households' views with regard to what they considered as important for teachers to do their work effectively is presented in Figure 8 below.

Figure 6: Households Perspectives on Important Teachers Needs



Responses from the households indicate the view that teachers require more psychosocial support, improved incentives and livelihoods support. It can also be noted that teacher incentives and livelihood support are related to the wellbeing of the teachers and are key motivation drivers for teachers to perform. Almost two out of every three households were of the view that salary and livelihood support was important. It is interesting to note that only 3 out of 10 households in Mtendeli felt that increasing teachers' incentives were an issue of concern in the camp, yet this was of great concern during the FGDs with teachers.

3.5 Refugee Policy on Education

Education for refugees in the Kigoma camps is guided by International policy and host government legal and policy framework. Tanzania's Refugee Policy supports the principle of using Country of Origin Curriculum, meaning that refugees should be prepared to continue education in their home countries following return. This policy guides the decision on curriculum and language of instruction for the refugee community, with a view to providing relevant education, and to make smooth transition to life back home. However, implementation of the policy faces several challenges including curriculum implementation within a framework where there is limited capacity to support schools and teachers. These challenges include acquisition of teaching/learning materials, teacher support and supervision, assessment, examination and certification. The other challenge is harmonisation of international policy and strategies for refugees with national policy.

Global policies on refugee education such as the UNHCR Curriculum Policy (2015) and the Comprehensive Refugee Response Framework, increasingly call for a policy of inclusion into the

national education system of the hosting countries. With Tanzania's pull out from CRRF it is assumed that education will continue to be delivered using Burundian and Congolese curriculum. This means limited capacity to support schools and teachers, provide quality assurance, provide updated teaching/learning materials, and carry out assessment, examinations and certification.

3.6 Coordination and funding

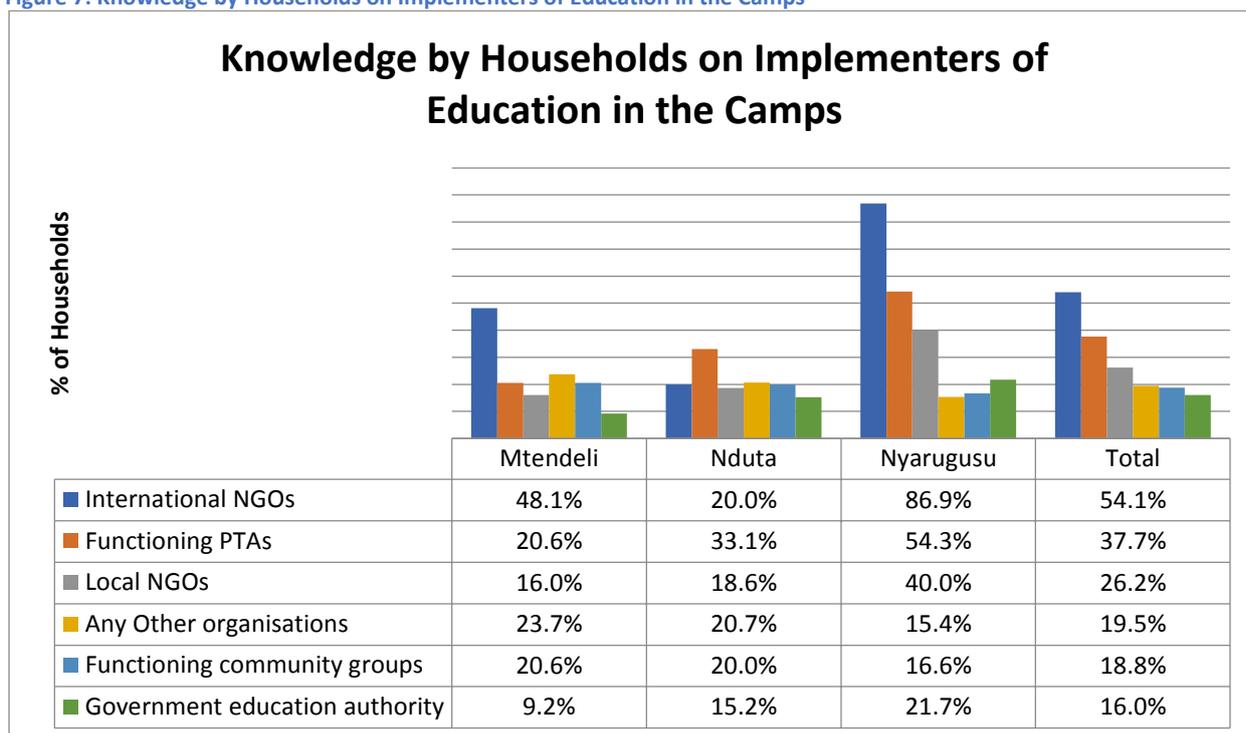
There are coordination mechanisms that support the operations of education in the camps. At the regional (Kibondo) level, there is the Education Working Group (EWG), which brings together the key partners in education. Currently the Working Group is co-chaired by the UNHCR and Save the Children International (SCI). Previously, it was co-chaired by UNHCR and UNICEF. The EWG, which meets once a month.

At camp level, there are Working Groups in Mtendeli, Nduta and Nyarugusu, chaired by the lead agency for education, i.e. IRC and CARITAS for Mtendeli and Nduta, respectively and IRC for Nyarugusu. At this level, the WG discusses operational issues and implementation of action points raised at the regional EWG level. These groups at camp level generate issues for discussion and guidance at the regional EWG. In FDGs with Zonal Leaders and teachers, it was felt that there needs to be coordination of education so that education in camps is run like a mainstream education system to avoid double enrolment and to assist linkages from one level to the next.

There is no sector specific coordination at national level between agencies involved in the refugee response in Kigoma, though the NGOs meet regularly, and there are monthly operational meetings with UNHCR and MHA in Dar es Salaam. There is inadequate national consultative dialogue on refugee education bringing together key stakeholders from Government (incl. MHA and MOEST), UN and NGOs to discuss policy related issues.

The household survey assessed the general knowledge of the different respondents in the camp on the implementers of education. Respondents were asked if they were familiar with the categories listed before who support education in the camp.

Figure 7: Knowledge by Households on Implementers of Education in the Camps



The findings generally indicate a low level of knowledge or awareness amongst the community on who are the key partners implementing education in the camps. The international NGOs had the highest recognition by households with 54% of household indicating they were aware or familiar with them. It is important to note that Nyarugusu had the majority at 87% compared to Mtendeli (48%) and Nduta (20%), most probably because it is the oldest camp, with the Congolese refugees having lived in the camp for over 20 years. The households were also aware of the functioning PTAs in the schools at 37% with Nyarugusu having the highest knowledge level (54%) and Mtendeli the lowest at 21%. Knowledge on government agencies was the least at 16% overall with Nyarugusu (22%), Nduta (15%) and Mtendeli (9%).

Despite increasing recognition of the importance of delivering education as part of a humanitarian response, education remains one of the least funded sectors. Less than 2% of humanitarian funding globally goes towards education (NRC & Save the Children 2015). The total funding requirement for Tanzania in the Burundi Regional Refugee Response Plan (RRRP) for 2017 was nearly 233 million USD, out of which 27 % had been raised by the end of 2017 (UNHCR 2018d). The education requirement for 2017 was 16 million USD (UNHCR 2018a). Figures for how much of the education requirement was funded are not available, but all sectors are generally underfinanced in the Burundi response. A contingency plan in the event of increased influx from DRC is developed, with a budget of 17 036 407 USD for 3 months of humanitarian assistance, out of which the education requirement is 1 343 000 USD (UNHCR 2018b).

3.7 Community Participation

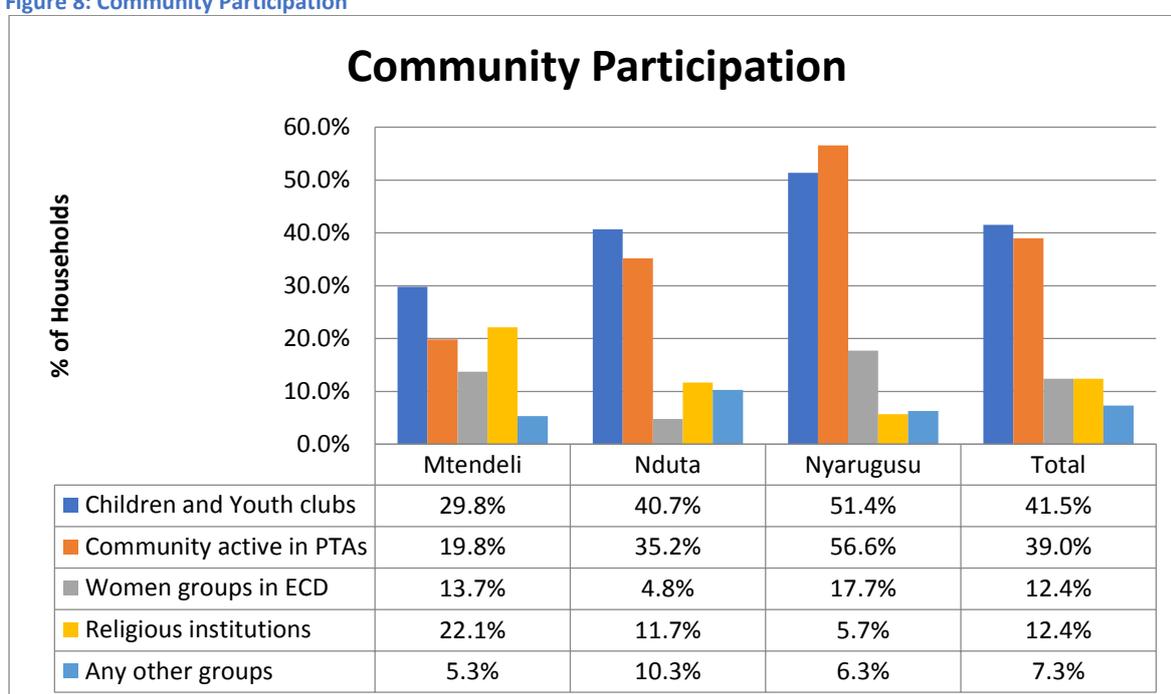
Community participation and involvement in decision making for the education of their children is important for the development of education, achieving learning outcomes and the efficient and adequate operation of the schools. Within the refugee context in the Kigoma region, there are the *Comites des parents* which are better known as Parent Teacher Associations (PTA) within the Tanzanian context. Regarding the role of PTAs, it would appear their most important role is the distribution of school materials which is done at the school level.

There was a sense based on the discussions with Zonal leaders and parents that parents and communities need a bigger role in coordination and decision making. The current role of the PTA within the school limits their participation to the school and not education in general, which would result in impacting decisions about the location of schools, mobilisation for registration of students and follow up on students' attendance and reducing the risk of drop outs. There was a feeling that PTAs were involved in an ad hoc manner, e.g. distribution of materials, but not in strategic, longer term decision making processes.

To get a view of what was perceived at the community level regarding community engagement and participation, the household survey asked the households to indicate if they knew any active groups within the community that were involved in any way in supporting the learning of the children.

The figure below summarises the findings of the perceptions on the kind of groups that could constitute community participation.

Figure 8: Community Participation



It was noted, from the responses, that youth clubs and children were indeed engaged in supporting learning more so than other members of the community. This was cited across all the three camps with nearly 42% of all the households indicating youth and children were the most active, followed by members involved in the PTAs. Nyarugusu camp had more active community involvement followed by Nduta and Mtendeli.

3.8 Cross-cutting issues

3.8.1 Gender

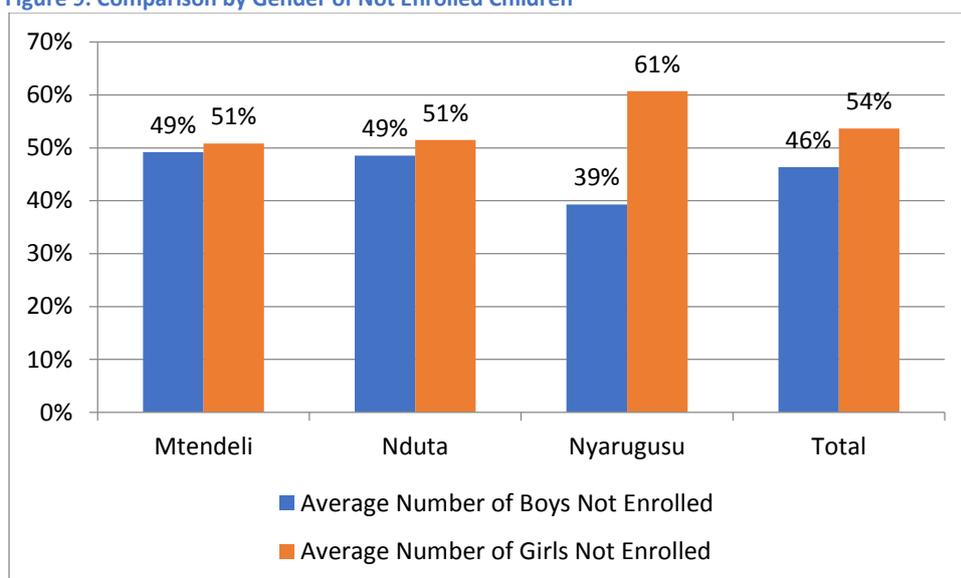
Female participation in education is poor, which is evident in enrolment figures, and in the number of women in the teaching cadre. The students indicated that there were more boys enrolled than girls in the refugee schools. The survey results shown in the graph below, indicate that 45% of the students reported that all boys of school going age in their families were enrolled compared to 41% reporting that all girls were enrolled.

Comparing the state of gender inequality in enrolment across the camps 61% of sampled households in Nyarugusu indicated that girls were the majority of those that were not enrolled, compared to 39% who reported that the boys were the majority.

Households in the camps reported that girls are more than two times more likely to be out of school compared to boys. 59% of the households reported that girls are more likely to be out of school compared to 25% of the households reporting that boys are more likely to be out of school. Discussions with zonal leaders, teachers and even children confirmed that there were more girls, and especially adolescent girls out of school. However, although the number of girls were lower in the higher classes, boys at this level were more likely to be absent or to drop out of school.

As described in section 3.2.4 *Factors Contributing to Non-enrolment and Non-attendance*, the issue of poverty at household level was said to be pushing both boys and girls out of school. The boys were said to leave school to go and work, to earn money for themselves or to support their families. For the girls, there was pressure on them to help at home. Girls also left school to get married early or due to early pregnancy. Poverty and vulnerability forced some girls to exchange sex for marks, or sex for money which is a significant issue for young adolescent girls. Within the context in the camps, young girls were lured to sex by local traders, staff and incentive workers in agencies supporting refugees.

Figure 9: Comparison by Gender of Not Enrolled Children



Enrolment data and findings from FGDs with teachers at the grades 1-3 indicate that there are more girls enrolled than boys. Between grade 5-7, there is near gender parity in enrolment, then from grade 7 upwards there are fewer girls enrolled in school. However, for those children who remain in school after this grade, there is higher absenteeism among boys than girls.

High drop out among girls was reported to happen at around grades 5 and 6. There were few reasons given for adolescent girls to drop out of school. Girls 15-17 years lack clothes and underwear and sanitary products and drop out of school to look for work to earn money and buy such items themselves. Lack of soap and toiletries, and clothing for adolescent girls is taken very seriously within a culture that considers grooming important and hence girls, to avoid embarrassment, opt not to come to school.

Gender inequality in teacher numbers is significant: at secondary school level, only 6 percent of the teachers are women and at primary school women form 28 percent of the teachers.

3.8.2 Disability

There is little data on disability in the refugee camps. Close to 81% of the students surveyed reported that there was at least one child with disabilities in their school. Mtendeli had 85% of the students reporting this statement to be true compared to Nyarugusu (80%) and Nduta (78%). There are limited opportunities for children with disabilities for learning within the context where there are few trained teachers, inadequate teaching/learning materials and facilities that are disability friendly.

3.8.3 Protection

Refugee children are particularly vulnerable due to the factors which led them to flee their home countries, their journeys and the new environment in which they have been thrown into. It was important to look at the factors that both positively contributed to or threatened the safety of children, both at home and at school. The majority of students (71%) indicated that they felt safe and protected at school with Mtendeli (83%) having the highest reported safety compared to Nyarugusu (76%) and Nduta (55%).

The students indicated that there were certain vulnerable groups within the camp set up that were accessing education as follows:

Table 16: Categories of Vulnerable Groups in the Camps

Category of Vulnerable Group	Mtendeli	Nduta	Nyarugusu	Total
Different Religions	94.3%	92.8%	89.3%	91.3%
Total Orphans	97.2%	97.8%	75.1%	89.1%
Disabled Children	84.9%	78.3%	80.2%	80.7%
Children without guardians	99.1%	94.2%	52.6%	74.0%
Over-age children	75.5%	65.9%	74.7%	72.4%
Young/Pregnant Mothers	54.7%	52.9%	37.5%	45.5%
Former Child soldiers	0.9%	8.0%	5.1%	5.0%

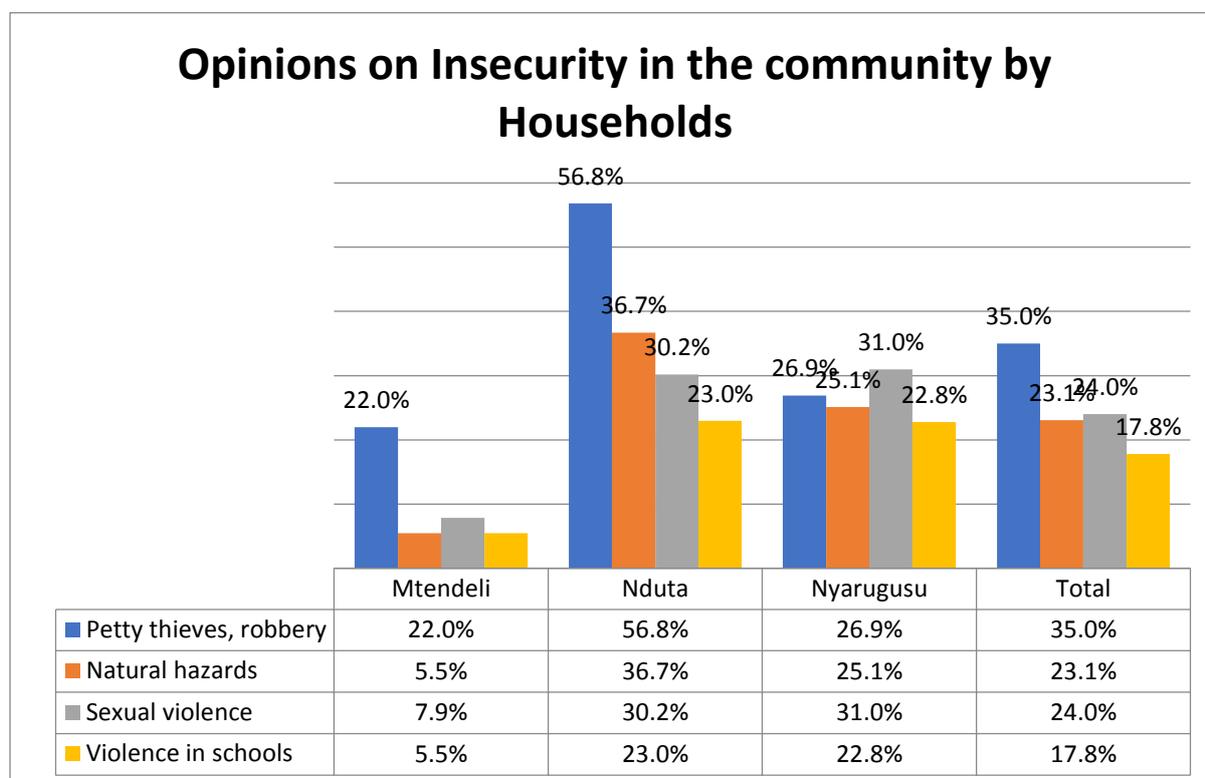
The survey isolated the different potentially vulnerable groups as follows: 89% of the students indicated that they were learning with orphaned children in the schools, 81% indicated learning with disabled children, 74% indicated learning with children without guardians and 72% indicated they had over-age children in their schools. Even though the number of young mothers or pregnant learners were not significant, these groups were also identified by the students as being part of the vulnerable learners in the schools.

FGDs with children, both in and out of school, the issue of separated children was raised with regard to non-enrolment and absenteeism. In one group there was a boy referred to as ‘Bachelor’ (that is the name given to those who were living alone, without parents or guardians), who lived with other boys who also were separated. According to him and the other children, they had a big responsibility fending for themselves. This made it even more difficult for them to attend school. One of the concerns raised in the discussions was that there weren’t regular and dedicated follow up with these children.

To explore the issues of protection further, the assessment looked at issues of security for children, within the community, on their way to school and within the school. The households were asked to

rank the potential risks for children and teachers while traveling to and from schools/learning spaces in the camp community.

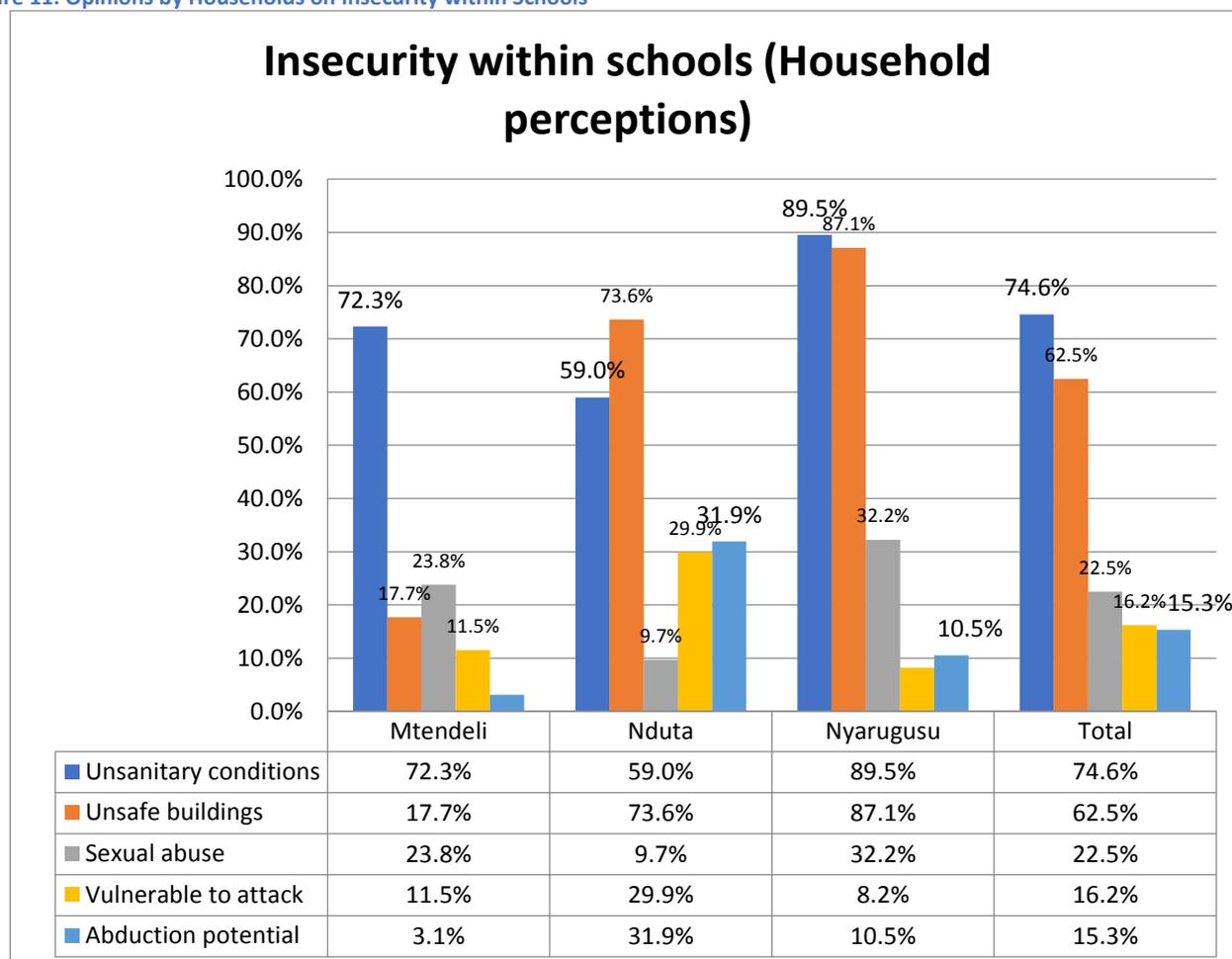
Figure 10: Opinions by Households on Insecurity in the Community



It was reported that threats from petty thieves and robberies was the most prevalent security risk at 35.0% with up to 56.8% of the households in Nduta camp reporting this compared to Nyarugusu (26.9%) and Mtendeli (22%). In general, there seemed to be more insecurity incidences in Nduta camp while Mtendeli camp had the least incidences. Nearly 3 out of 10 households in Nyarugusu and Nduta reported incidences of sexual violence and harassment.

Within the community, responses from the sample households mentioned three situations where girls and boys are most vulnerable: while collecting firewood, during recreation time and after dark. Girls were more vulnerable when collecting firewood with 92.4% of the households citing this as the most significant risk compared to boys cited by 70.9% of the households. Nyarugusu had higher reported vulnerability followed by Nduta and then Mtendeli. The boys in Mtendeli were most exposed to risk during recreational activities (73.1%) while girls in Mtendeli were most vulnerable when collecting firewood (88.5%). In Nduta camp, the boys were most vulnerable during collection of firewood (84.7%) compared to girls in Mtendeli (92.2%). In Nyarugusu camp, the boys were most at risk during the dark (80.9%) while the girls were at risk when collecting firewood (92.4%).

Figure 11: Opinions by Households on Insecurity within Schools



Regarding security issues at school, 74.6% of household heads reported that unsanitary conditions at school were the most likely to cause child protection issues within the schools, 62.5% indicated that dilapidated, poorly maintained and unsafe buildings was the other main factor for insecurity at the schools. In the camps, 89.5% of households sampled in Nyarugusu reported that the highest likelihood of insecurity had to do with unsanitary conditions, while 87.1% thought unsafe buildings were the main cause of insecurity.

High teacher:pupil ratio meant few opportunities for teachers to pay individual attention to children in their classrooms. Children who needed special attention or had protection issues had little chance of getting necessary attention. With such huge numbers of children per classroom it was difficult for teachers to manage the children, and children mentioned teachers using physical punishment to discipline pupils. In one of the discussions with Zone leaders in Mtendeli camp, the issue of violence and caning was raised and was said to be common in schools, though it was not formally reported.

There was mention of certain teachers and incentive workers in agencies working in refugee camps impregnating school girls, but there were no sanctions for the offenders. It was said that the cases were reported, using defined procedures but the law was hardly enforced. According to the Zonal leaders who participated in the FGDS: ‘the law exists but response and action by police on reporting cases is to be slow or no action at all is take’. This lack of enforcement by the host country within the camp means that offenders are not held accountable or punishment, and that there is no way of deterring others from perpetrating such offences.

3.8.4 Psychosocial Support

Regarding the psychosocial support provided to the refugee students, it was reported by a majority (61%) of the students that there was either a teacher or a specific identifiable person in their schools that provided guidance and counselling. This was reported by students from Nyarugusu (63%), Nduta (61%) and Mtendeli (57%). However, with the large numbers of children that teachers have to respond to, it appears difficult for teachers to identify children with psycho-social problems and hence provide support. The issue of social workers was raised in discussions with Zonal leaders, indicating that community based social workers should also be linked with the school system, for comprehensive and effective provision of protection and psychosocial support to children.

3.9 Inter-sectoral linkages

For education and particularly schools to function effectively, there needs to be strong inter-sectoral linkages among the different actors involved. To provide education within the camps, the education sector needs to work closely with other sector Working Groups. Some of the issues that were raised in the survey and FGDs may best be addressed through cooperation with other sectors. For example, the location and construction of schools should be addressed in liaison with Camp Management and Shelter. The question of inadequate toilet facilities requires more resources and collaboration with Water Hygiene and Sanitation (WASH). There are various protection challenges that have been mentioned in the assessment, including sexual exploitation and a lack of reporting mechanisms. Addressing the needs of separated children and other overarching issues of insecurity that cannot be handled by education alone.

4 Summary of Identified Needs based on responses from assessment

INEE MS Domains and Themes	Issue	Result
Access and Learning Environment	Inadequate number of schools	<ul style="list-style-type: none"> • Large # of children out of school • Double shift classes • Over-enrolment, overcrowding in classrooms. • High teacher/pupil ratio
	Limited secondary school spaces – a total of 8 secondary schools	<ul style="list-style-type: none"> • Limited opportunities and low transition rates to secondary
	Dilapidated schools	<ul style="list-style-type: none"> • Danger to students • Demotivation to attend school
	60% of children learning outside under trees – especially the youngest children	<ul style="list-style-type: none"> • Danger to children, exposure to risks • Missing school during rainy season
	Lack/inadequate facilities and equipment for children with disabilities	<ul style="list-style-type: none"> • Limited participation of children with disabilities limited
	Parental attitude & apathy towards education	<ul style="list-style-type: none"> • Children are not sent to school
	Poverty and vulnerability	<ul style="list-style-type: none"> • Children are earning money to support their family instead of attending school
	Lack of clothing and basic needs	<ul style="list-style-type: none"> • Non-enrolment & absenteeism
	Inadequate Water Supply, Sanitation, and Hygiene Promotion (WASH) services as well as lack of funds for Operation & Maintenance of existing WASH infrastructure	<ul style="list-style-type: none"> • Risk for disease • Demotivation among pupils in keeping the rest of their school environment clean • Demotivation for menstruating girls to attend school due to lack of Menstrual Hygiene Management (MHM) support and materials
Teaching & learning	Curriculum of country of origin	<ul style="list-style-type: none"> • Challenges in implementation
	Inadequate teaching/learning materials	<ul style="list-style-type: none"> • Lack of material for children
	Lack/inadequate teaching aids	<ul style="list-style-type: none"> • Teachers lack aids that facilitate teaching
	Language of Instruction (French) not spoken and understood by learners (esp. Congolese)	<ul style="list-style-type: none"> • Poor learning outcomes • Repetition of classes • Drop out
Teachers & Ed. Personnel	Majority of teachers not properly trained	<ul style="list-style-type: none"> • Lack of requisite skills and experience

	Poor motivation due to low incentives	<ul style="list-style-type: none"> • High turnover of teachers
	Poor support & supervision	<ul style="list-style-type: none"> • Lack of professional development
	Lack of coordinated training programme	<ul style="list-style-type: none"> • Untrained teachers lack skills required, including how to manage overcrowded classes
		<ul style="list-style-type: none"> • Training not tailored to address different needs of different groups of pupils
Policy	Policy only allowing construction of permanent schools in camps	<ul style="list-style-type: none"> • Limits expansion of school facilities
	Country of Origin curriculum used	<ul style="list-style-type: none"> • Challenges in implementation, technical support, training, supervision
Coordination	Lack of comprehensive system of coordination	<ul style="list-style-type: none"> • Agency focuses on schools and levels it is involved with. Need for a coordinated system that links one level to the next and connecting non-formal and vocation/technical
Community Participation	Lack of community participation in operation of schools	<ul style="list-style-type: none"> • Limits involvement at school level, mainly distribution of materials • Not involved in management of schools

5 Recommendations

Access and Learning Environment:

- ▶ Develop a school map, in consultation with other sectors, to identify the areas most in need of additional school facilities and/or services, for different levels of education.
- ▶ Construct schools and classrooms and offer more education activities, guided by the school map, especially for pre-primary and secondary education, promoting equity in access of both refugee and host communities and optimal use of the facilities.
- ▶ Advocate for the construction of semi-permanent or temporary school structures to be allowed in the camps.
- ▶ Increase investment in School WASH infrastructure and services, as well as adequate budgeting for operation and maintenance of existing WASH facilities.
- ▶ Expand post-secondary opportunities, including vocational/technical training.
- ▶ Expand non-formal education opportunities, including ECCD and Accelerated Education.
- ▶ Pilot provision of school uniforms with the aim of improving school attendance, especially for girls at secondary levels.
- ▶ Obtain funding and pilot school feeding programme to enhance participation and learning in school.
- ▶ Assess and map the consequences School based Gender Based Violence, bullying and harassment have on enrolment, participation, completion and achievement, particularly for girls, and develop an inter-agency plan of action to better prevent and respond to GBV in schools.

- ▶ Assess and address problems related to access of quality education by children with disabilities

Teaching and Learning:

- ▶ Reduce class sizes to appropriate teacher student ratios, especially in the lower grades.
- ▶ Strengthen the attention to early-grade reading and mathematics for primary learners.
- ▶ Improve provision of teaching/learning materials to ensure all grades have textbooks and teaching manuals, with adequate ratios.
- ▶ Establish libraries or resource centres to provide teachers and students with teaching and learning aids and equipment, including laboratory equipment for science subjects.
- ▶ Assess how students' opportunity to learn is affected by irregular attendance due to external factors.
- ▶ Explore the use of mother tongue based instruction at lower levels of primary education for the Congolese population, while preparing learners for a transition to French as language of instruction.

Teachers and Other Personnel:

- ▶ Advocate for increased compensation for teachers, both cash and in-kind. In-kind contribution may include provision of: lamps, rubber boots, umbrellas and possibly bicycles for ease of transport, as well as bags to protect books and other material from rain.
- ▶ Assess the impact that poor compensation for teachers has on teacher performance and attendance, and put in place mechanisms to prevent negative impact.
- ▶ Coordinate with other sectors to limit the negative impacts that camp activities (such as food distribution) can have on teachers' attendance in school.
- ▶ Ensure implementation of the "Teacher Training Strategy" developed by the Education Working Group.
- ▶ Create linkages to the Tanzania Ministry of Education to assist on teacher training, teacher support and supervision.
- ▶ Support the improvement of the education quality assurance system by providing training and support to head teachers, school inspectors, and education coordination teams.

Education Policy: Recommendations

- ▶ Create linkages to the Tanzania Ministry of Education and PO-RALG to assist on teacher training, teacher support and supervision.
- ▶ Explore linkages between host community and refugee schools, for instance through joint teacher training programmes.
- ▶ Advocate for refugee children to continue to be included in and supported through the Tanzania National Strategy for Inclusive Education.
- ▶ Advocate for regional cooperation on curriculum, language of instruction and exams to foster inclusive access to learning opportunities for all refugee children, including access to exam certificates of Congolese candidates from Ministry of Education – DRC as well as an official recognition of National Exams Council of Tanzania (NECTA) examination certificates in Burundi.

Coordination and Funding: Recommendations

- ▶ Strengthen the continuity of education for refugees by ensuring improved coordination between actors engaging at different levels of education, from pre-primary to post-secondary, and between formal and non-formal education.
- ▶ Strengthen coordination of refugee education at national level, including with the Ministry of Home Affairs and the Ministry of Education.
- ▶ Improve coordination between schools and organisations to avoid irregular disruption of lessons due to a variety of school visitors and activities, without prior notice or formal arrangements.
- ▶ Advocate with humanitarian and development donors for increased funding of refugee education in Tanzania, including the Education Cannot Wait fund.

Community Participation: Recommendations

- ▶ Strengthen the engagement and accountability of parents and community in education.
- ▶ Build the capacity of existing Community Child Protection Committees (CEC) at the zonal level, engaging them in planning, follow up on children's enrolment and attendance, and creating stronger linkages between schools and parents.

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7 Annexes

- Joint Education Needs Assessment ToRs
- List of Schools sampled
- Assessment work-plan
- Data collection schedule
- List of key informants