



An Eritrean refugee family in Shimelba camp, Ethiopia.



5 Demographic Characteristics and Types of Location

THIS CHAPTER presents both demographic trends and patterns and major types of location in 2010, including an overview of data availability and coverage. Since information on gender and age is essential for planning, implementing, monitoring and evaluating refugee programmes, UNHCR offices in the field are encouraged to collect and disseminate sex and age-disaggregated information on persons of concern. Location data is also crucial to identify gaps in interventions and disparities in legal and physical protection.

Demographic information is mostly available in countries where UNHCR has an operational role, whereas in industrialized countries where governments are responsible for data collection, this information is lacking. The absence of these data in most industrialized countries, along with incomplete data on sex and age in many other countries have tended to distort the demographic profile of persons of concern. Thus with industrialized countries under-represented, UNHCR's statistics show a relatively high presence of children and few older refugees, which corresponds to the general demographic profile of developing countries.

This chapter first provides an overview of demographic data avail-

ability and highlights patterns related to age and sex characteristics of populations of concern. It then presents an analysis of the distribution of refugees by type of accommodation. Its third part focuses on education and literacy levels, and trends among refugee girls in the East and Horn of Africa.

SEX AND AGE

Although available demographic information on persons of concern to UNHCR had been partial and uneven across countries and population categories, UNHCR's efforts to improve the availability of disaggregated data have yielded significant results in recent years. By the end of 2010, such data were available for 21 million persons of concern in over 140 countries. In absolute terms, the availability of sex and age-disaggregated data for persons of concern to the Office has almost doubled since 2005, increasing coverage from 11 to 21 million. In relative terms, however, availability has remained relatively stable compared to previous years, at slightly over 60 per cent coverage for persons of concern.

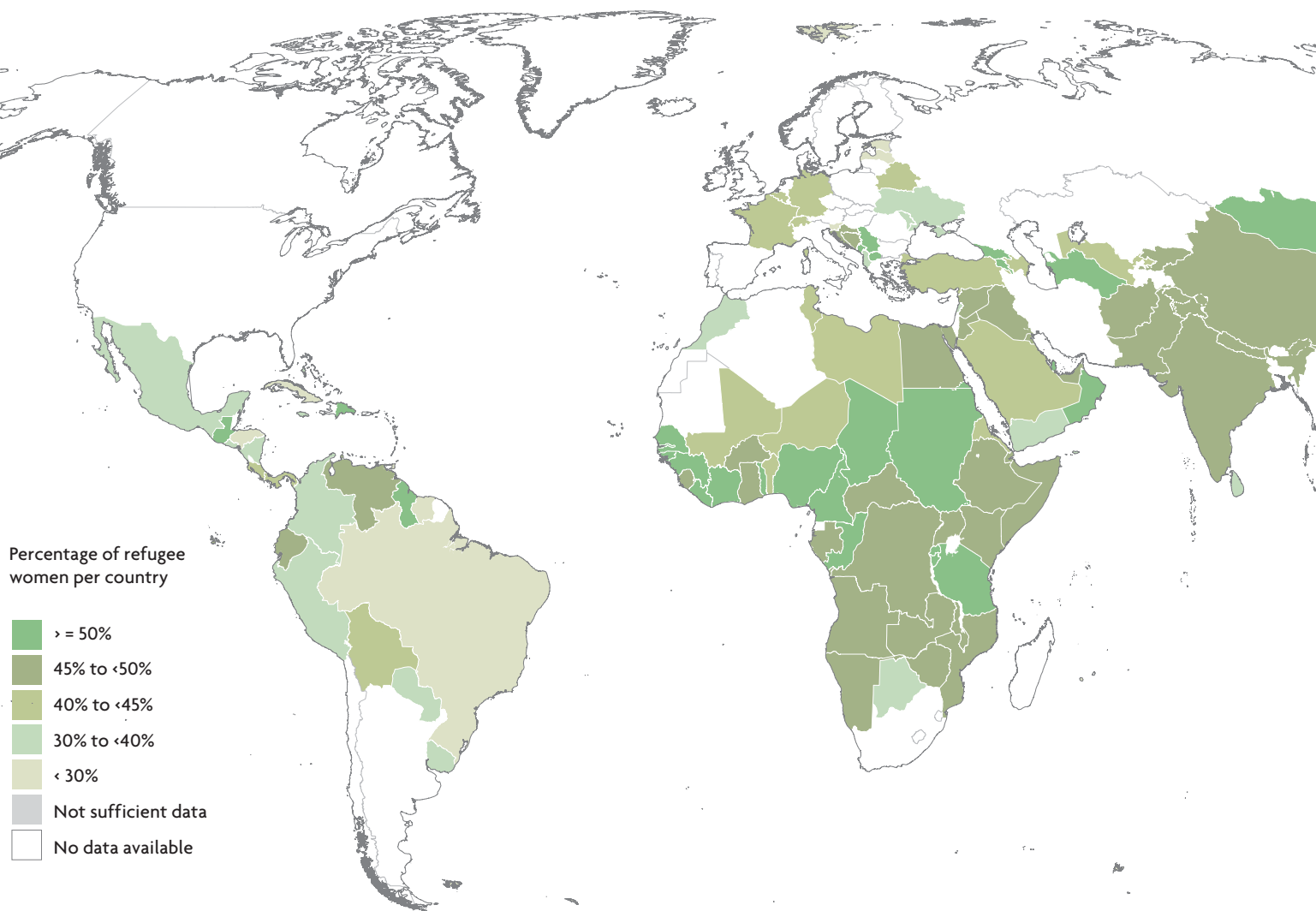
The availability of demographic data varied significantly depending on the type of population and the region: availability was high for refugees (72%), IDPs (70%), refugee returnees (90%), and others of concern (86%); and low for IDP returnees (19%) and

stateless persons (26%). The availability of data also differed by region. In the Americas, and in the Middle East and North Africa, demographic information for all persons of concern was available for 89 and 79 per cent respectively. This compared to slightly over 50 per cent available in Asia and in Africa. Europe was the only region where demographic data were available for less than half of all persons of concern by the end of 2010.

The higher data coverage has resulted from several factors, including the use of UNHCR's registration software *proGres*. In addition, as part of the cluster approach, UNHCR and its partners have successfully conducted IDP profiling exercises in a number of countries, leading to more accurate IDP estimates.

Available data by sex (21 million people) showed that women represented about half (49%) of most populations falling under UNHCR's responsibility. They constituted less than half (47 per cent) of refugees in most regions, 50 per cent of IDPs and returned refugees, and 53 per cent of stateless persons.⁷⁶ In terms of refugees, women represented less than half of these populations in most regions. The lowest proportion of refugee women was found in Europe

⁷⁶ Based on only 26 per cent data coverage for this category. Returned IDPs were excluded due to very low data coverage.



(44%), and the highest in Central Africa and the Great Lakes region (53%). However, these averages hid significant variations across locations. Among the major refugee-hosting countries, the percentage of refugee women ranged from 57 per cent in Chad to 31 per cent in Malaysia.⁷⁷

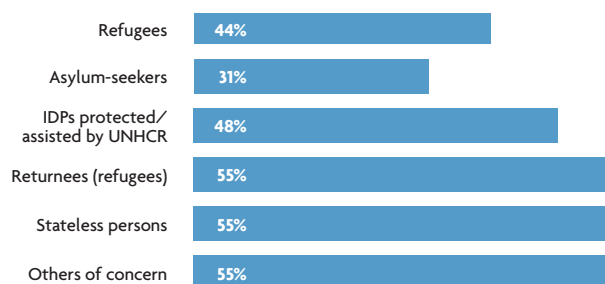
Information on the age breakdown was available for 14.1 million (42%) of

the 33.9 million persons of concern to UNHCR. The data coverage was relatively high for refugees (65%) and refugee returnees (86%). On average, some 47 per cent of persons of concern were children under the age of 18, 11 per cent of whom were under the age of five. About half the population was between the ages of 18 and 59 years, whereas 5 per cent were 60 years or older.

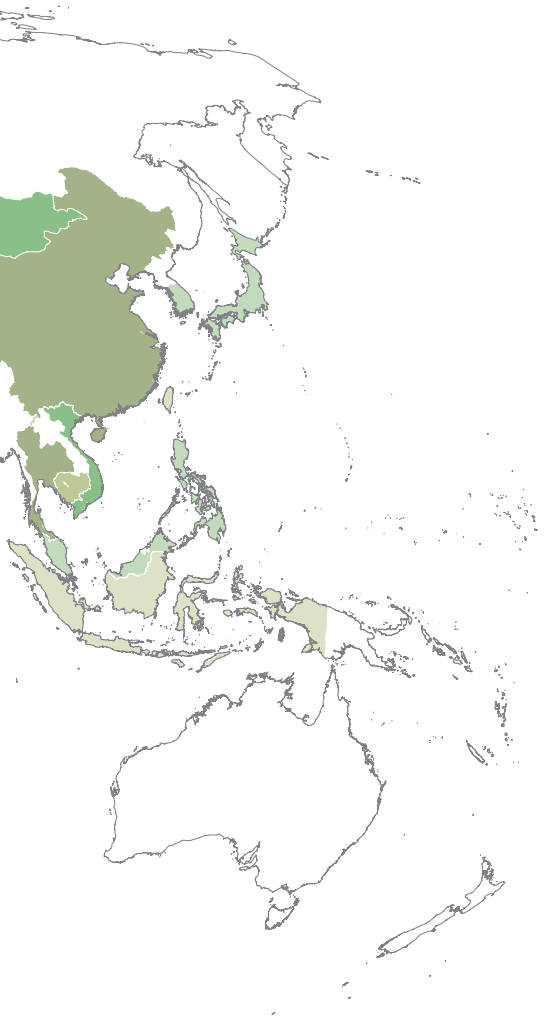
Among refugees and people in refugee-like situations, children constituted 44 per cent of the population. Their proportion was significantly higher among refugees who returned home in 2010 (55%). This has affected planning for sustainable returns, especially investments required for education, nutrition and health. By contrast, children constituted only 31 per cent of asylum-seekers, a population often composed of single men, particularly in industrialized countries. Among all age groups for refugee children, boys and girls were fairly equally distributed.

The availability of information by age breakdown was particularly limited with respect to developed countries in Europe, North America and Oceania. The figures are therefore not fully representative of the entire population under UNHCR's responsibility.

Fig. VI Percentage of children by population category | end-2010



⁷⁷ Figures based on at least 50 per cent data coverage.



TYPES OF LOCATION

In an effort to improve its information on types of location of persons of concern, UNHCR revised its statistical classification in 2010. UNHCR offices were requested to report on whether beneficiaries resided in urban or rural areas, or in a mixed/unknown location. Further breakdown by type of accommodation distinguished the

following categories: individual accommodation, camp, collective centre, dispersed, settlement, or undefined if the type was unclear or mixed. The first categorization revealed some 900 individual locations, covering 11.8 million persons of concern.⁷⁸ Similar to the demographic data, location information for refugees and returned refugees covered respectively 66 and 69 per cent. The data notably revealed that IDPs (including returned IDPs) predominantly resided in rural areas, that refugees and asylum-seekers were more often established in urban areas, and that returned refugees were evenly divided between the two.

Of the 10.55 million refugees, the type of accommodation was known for 8.2 million (78%). Approximately one third were found to be living either dispersed (33%), in camps (30%), or in an individual type of accommodation (29%). Collective centres and settlements were the least often reported types of accommodation of refugees (4 per cent each).

Refugee camps and settlements were mainly found in rural areas, whereas individual accommodation was predominant in urban areas. Almost half of all refugees residing in camps were located in sub-Saharan Africa, with another 43 per cent located in Asia. There was no difference in the use of accommodation types by male and female refugees. Refugee children, however, constituted more than half of those in camps or settlements, whereas the proportion dropped to 37 per cent for children living in individual accommodation.

In focus: refugee girl's education in the East and Horn of Africa

BACKGROUND

Education is central to supporting girls to develop the competencies and personal skills they need to improve their lives and their capacity to protect themselves. Educated girls bring significant improvements to their families, economies, and societies. Providing girls and women with the opportunity to complete a quality education in a safe learning environment is a highly effective way to reduce poverty and ensure long-term livelihood options.

Ensuring this access in protective environments constitutes, however, a major challenge, even at primary school level. Although primary refugee enrolment rates follow an upward trend, around 30 per cent of refugee girls still have no access to primary education. Staying at school and completing their education is even more difficult for girls in secondary schools, where only 15 per cent of refugee girls are enrolled against 25 per cent of boys.

The reasons for poor primary and secondary school enrolment and retention rates for girls are multiple. They include limited or difficult school access; presence or fear of an unsafe learning environment; financial constraints and crisis situations that require girls to contribute to family economies; lack of documentation; or cultural assumptions about the value of educating girls. Moreover, education is often of variable quality, affecting access to and participation in school for all children, including girls. Ensuring quality education is a key challenge with 50 per cent of refugee camps reporting a student teacher ratio of over 40 and large

TABLE V.1 Accommodation of refugees | end-2010

Type of accommodation	No. of refugees	Distribution	% women	% children
Camp	2,443,600	30%	49%	52%
Center	331,500	4%	48%	49%
Dispersed	2,697,800	33%	47%	44%
Individual accommodation	2,390,600	29%	47%	37%
Settlement	349,000	4%	51%	57%
Sub-total	8,212,500	100%	48%	47%
Unknown	2,337,200			
Grand Total	10,549,700			

⁷⁸ Although UNHCR offices reported information on the location of a total of 28.4 million persons of concern, the location type for 16.6 million persons (mostly IDPs) was either unclear or a mixture of types.

numbers of unqualified teachers. Although the male/female teacher ratio is improving, no more than one in three teachers is female, and only 27 per cent of the teaching staff are trained female refugees. Increasing the number of female teachers and teaching assistants can be an effective way to increase safety in school, especially for girls, by preventing sexual exploitation and abuse, including trading sex for grade promotion.

Collecting data on refugee education involves overcoming a number of challenges: low capacity in the education systems; varying participation rates throughout the school year; and insecure environments where obtaining correct numbers for enrolment and participation often is compromised. Data collection systems that are ill-suited to collecting data on education can also reduce reliability. The figures presented in this section

TABLE V.2 Enrolment rate in primary and secondary education⁷⁹ | 2010 (in %)

Country	2007		2008		2009		2010	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
Djibouti	83	6	59	10	45	6	74	3
Eritrea	n.a.	n.a.	76	45	121	81	111	87
Ethiopia	68	14	54	25	55	13	48	13
Kenya	52	n.a.	52	18	51	16	48	11
Somalia	n.a.	n.a.	100	5	91	1	85	12
Sudan	26	8	31	9	70	12	52	1
Uganda	94	15	105	6	73	13	72	6

in comparison with 67 per cent enrolment for boys. In secondary school, the average enrolment rate is only 10 per cent for girls aged 12-17 years old in comparison with 19 per cent for boys. This means that very few refugee girls attending primary school will advance to secondary education. It also means that only one in every ten refugee girls aged 12 to 17 in the region is attending school.

Dadaab refugee camp in Kenya, early marriage, poverty, lack of parental guidance and insecurity were given as the main reasons for girls dropping out of school. In Sudan, refugees and asylum-seekers did not always have access to free primary education, and in Somalia and Djibouti this applied to asylum-seekers. Moreover, education did not always lead to the attainment of a qualification, as for the Congolese refugees in Sudan. The Government of Djibouti did not recognise refugee diplomas obtained in the country of origin. Low levels of access for women to quality literacy opportunities and adult education were also a cause for concern.

Fig. V.2 Enrolment rates for refugee girls in primary and secondary education | 2010



were collected through UNHCR's 2010 *Standards and Indicators Report*, and should be considered as an indication of trends, rather than a comprehensive picture.

**CASE STUDY:
EAST AND HORN OF AFRICA**

Girls not attending or dropping out of school is a serious concern for UNHCR. The lack of quality learning opportunities not only denies them the right to education, but results in major protection risks for displaced girls and youth as well as in decreased prospects for durable solutions. The situation in the East and Horn of Africa illustrates this, with an average enrolment rate of 55 per cent in grades 1-6 for girls aged 6-11 years old,

In addition to the lowest enrolment rates for secondary education in comparison with all other regions, the region reports the lowest percentage of youth (15-24 years old) in training (3.5%), the lowest number of camps with a student teacher ratio of 40 students per teacher or less (22%), and the lowest proportion of refugee teachers (62%). There is a significant difference between male and female teachers, with female refugees representing only 9 per cent of all teachers, compared to 52 per cent male refugees. Overall, there are almost four times more male teachers than female (78% vs. 22%).

Adolescent girls face additional challenges that have had a negative impact on their school attendance. In

UNHCR'S RESPONSE

UNHCR responded by supporting a number of targeted educational programmes resulting in an increase in enrolment rates or a stabilising of primary enrolment levels among refugee girls in countries in the region, including Uganda, Kenya (Kakuma camp), Ethiopia (in camps, not in urban areas), Djibouti, Eritrea and east Sudan. In Ethiopia, for instance, specific programmes targeting Somali girls in Jijiga refugee camp succeeded in raising the enrolment level from 30 per cent in 2009 to 50 per cent a year later. Although increasing in several locations, the overall primary school

⁷⁹ The denominator of children aged 6 to 11 and 12-17 was used for all operations because it is the most widely available age group for children and it facilitates international comparison. In practice, however, the age of children attending school may be slightly different. In refugee camps, where students aged 18 or above are sometimes enrolled in secondary school, the enrolment rate could thus be more than 100 per cent.

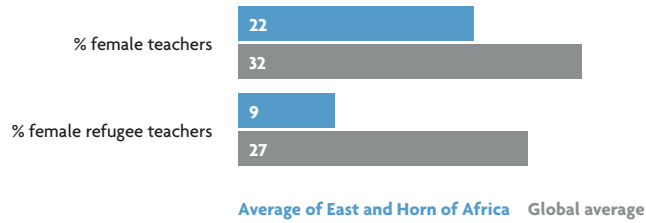
enrolment rates for refugee girls in the region decreased from 58 per cent in 2009 to 55 per cent in 2010, partly owing to decreased enrolment rates in locations with large population groups.

UNHCR undertook a number of initiatives to increase access, improve quality and enhance protection in education, including the provision of incentives. These included food incentives for children, targeting girls in particular. Experience has shown that school feeding not only encourages enrolment and facilitates attendance and retention of children in school, but also improves learning by relieving hunger from the lack of a meal before going to school. UNHCR has successfully collaborated with the World Food Programme in school feeding programmes in Kenya and Djibouti.

The Office has also endeavoured to reduce disincentives, organizing campaigns against early pregnancy in camps in some of the countries in the region, and encouraging pregnant girls to continue attending school. Each of these initiatives has contributed to an increase in enrolment levels.

Girls' enrolment and attendance in school also increased thanks to the construction of secondary schools, separate latrines and spaces for girls. UNHCR also established child-care services and early childhood education and provided scholarships. In

Fig. V.3 Percentage of female teachers in the East and Horn of Africa | 2010



addition, sanitary materials were made available to girls attending school to facilitate their participation. A Safe Learning Environment (SLE), an e-learning module focused on responding to violence and abuse in educational settings, was developed and subsequently piloted in Ethiopia and Uganda.

Four-fifths of refugee camps (84%) in the East and Horn of Africa established educational committees with the participation of parents, teachers, students and host government representatives. This contributed to a more active involvement of different stakeholders in education, in particular parents' engagement in their girls' education, outreach systems to identify out-of-school children and youth, and enhanced educational quality.

Joint efforts by UNHCR and its partners resulted in a global increase in the number of trained or qualified

female teachers. Numbers rose in Eritrea, Kenya, and Uganda, reaching the same or even higher levels than those of male teachers. In Uganda, housing facilities for teachers were improved, with a positive impact on the quality of education and on the number of female teachers.

FUTURE STEPS

Enhancing data collection and analysis of critical indicators such as retention rates and learning achievement will be at the core of UNHCR's future activities. In collaboration with UNESCO, an Education Management Information System (EMIS) will be developed and adapted to UNHCR's educational operations. Its main purpose will be to support in-country collection and analysis of data to help identify emerging issues, monitor trends and inform educational programming.

The process of increasing literacy is affected, however, by a lack of appropriate procedures to assess and monitor literacy levels and education needs. Current literacy data, which tends to be based on calculations of years of formal schooling or self-assessment, has proved to be significantly inaccurate, leading to overestimates of literacy levels. In contexts of displacement, data were often lacking altogether. In order to obtain reliable data on literacy skills, and in cooperation with UNESCO's Institute for Statistics, UNHCR is in the process of developing a system of direct assessment of literacy, adapting UNESCO's Literacy Assessment and Monitoring Programme (LAMP) to refugee contexts and piloting this Programme in a number of countries. ■

Fig. V.4 School enrolment of refugees in East and Horn of Africa by gender and grade | 2007-2010

