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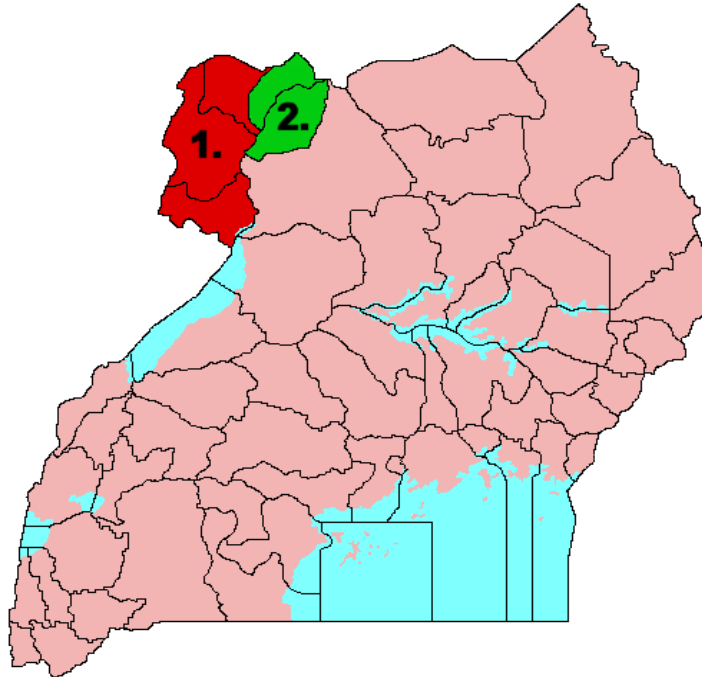# The Impact of Emergency Education on Refugee Settlement Camps in West Nile Region - Uganda.

MSc International Humanitarian Affairs

Word Counts: 18,848

Map of Uganda

Refugee Areas of the Research Study

1. Arua District – Rhino Refugee Camp
2. Adjumani District – Dzaipi Refugee Camp

ABSTRACT

This research study focused on the impact of emergency education on refugee settlement camps in West Nile Region, Uganda.

The researcher examined the strengths, weaknesses, opportunities and threats different types of educational opportunities provided by the selected international humanitarian agencies is impacting on the refugee children studying in the schools and learning centres within Rhino and Dzaipi camps.

The main literatures reviewed are Interagency Emergency Assessment Report, January 2014; West Nile Profiling Report, July, 2008; Uganda Education in Emergencies, February, 2014; The United Nations High Commissioner for Refugees, UNHCR, 2015; Uganda Strategy for Refugee Education, 2013-2016; Global Survey on Education in Emergencies, February, 2004; Report on Education for Refugees by Windle Trust UK, 2013-2014; United Nations International Children's Education Fund, UNICEF, 2014 and Uganda Humanitarian Situation Report, April, 2015.

Methods of data collection involved interviews of 8 humanitarian workers from 4 International humanitarian agencies, 6 head teachers and 44 teachers: 10 from ECD/CFS centres, 15 from primary, 15 from secondary and 4 from tertiary/vocational schools within the two refugee settlements of Rhino camp of Arua and Dzaipi camp of Adjumani districts to get fair representation of views and opinions including book review of existing

documentaries and reports supplemented by the researchers' reflective observations on the education status of refugee children within the settlement camps of West Nile region.

The information gathered was used to publish this dissertation report on the efforts of selected international humanitarian agencies operating within the refugee resettlement camps of West Nile region whose activities focus on emergency education to the children of refugees in Rhino camp of Arua and Dzaipi camp of Adjumani districts.

Key Words: Education in emergencies**,** disability, gender equality, integrated education in emergencies, refugees, global partnerships for education, refugee education, refugee settlements, right to education and special needs education,

AUTHORS' DECLARATION

This work is being submitted in partial fulfillment for the requirements of the award of Master of Science Degree in International Humanitarian Affairs at University of York.

I declare that this dissertation report is my own initiative and effort, except where stated, has never been presented for an award of University Masters Degree anywhere.

……………………………………………..
Signature

……………………………………………
Supervisor's Signature

DEDICATION

To the Almighty God for His Love and Grace who enabled me to carry out my field

research study successfully.

To the agency field staff and participants whose responses, views and opinions helped

tremendously in the development and production of this academic report.

To my family for the full support throughout this tedious and productive learning

experience,

To my supervisors for encouragement and support which enabled me to complete this

dissertation study.

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My appreciation goes to the Camp Commanders of Rhino and Dzaipi Refugee Camps for their whole hearted welcome, participation and tutelage during this field research study.

My special thanks and gratitude goes to Mr. Robert Adrapi, Field Coordinator, Action Africa Help (**AAH**) Uganda for letter of support and recommendation to United Nations High Commissioner for Refugees (**UNHCR**) representative in charge of West Nile region together with all agency field officers for courtesy support, acceptance, willingness and engagements during the study research assignment within the refugee settlements of Rhino and Dzaipi camps.

Much honor goes to Greg Griffins, Team Leader of United Nations High Commissioner for Refugees (**UNHCR**) Education Cluster for Emergency Education Agencies in West Nile Uganda for guidance and counsel in sourcing out of the right reference reports and publications used as literature review on the themes for this research study assignment.

Special tribute to Post-War Reconstruction and Development Unit (**PRDU**) Course Supervisors for their tireless mentorship which led to the completion of my Master study programme whose valued advisory support guided the development and publication of this dissertation report.

May God richly bless and reward them for their excellent academic support to make this research study achieve its desired objectives.

ABBREVIATIONS/ACRONYMS

AAH	-	Action Africa Help
CBO	-	Community Based Organization
CFS	-	Child Friendly Schools
DEO	-	District Education Officer
DRC	-	Danish Refugee Council
DRC	-	Democratic Republic of Congo
ECD	-	Early Childhood Development
EFA	-	Education For All
EiE	-	Education in Emergencies
GoU	-	Government of Uganda
IDPs	-	Internally Displaced Peoples
INGOs	-	International Non Governmental Organizations
NGOs	-	Non Governmental Organizations
MDG	-	Millennium Development Goal
MoES	-	Ministry of Education and Sports
MoGLSD	-	Ministry of Gender Labour and Social Development
NRC	-	Norwegian Refugee Council
PRDU	-	Post War Reproduction and Development Unit
SCI	-	Save the Children International
SPLA	-	Sudanese People's Liberation Army
UNICEF	-	United Nations International Children's Education Fund
UNEB	-	Uganda National Examinations Board
UNHCR	-	United Nations High Commissioner for Refugees
USE	-	Universal Secondary Education
VSLAs	-	Village Savings and Lending Associations
WTU	-	Windle Trust Uganda
WVU	-	World Vision Uganda

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CHAPTER ONE

THE PROBLEM AND ITS SCOPE

1.1   Introduction

Uganda has been a host country for refugees from South Sudan and the Democratic Republic of Congo where the majorities are currently settling in the refugee camps of West Nile region and Western Uganda due to the escalating rebellion, civil war and armed conflict in their home country. As a result from exposure to environments without choice, these refugees are most times subjected to all sorts of lifestyle responsible for negative impacts on adults, children and youths.

The most affected are always the children and youth whose education development is heavily disrupted by immigration into new areas where the majority falls among the out of school population groups who roam about within the settlement camps. If nothing is done to address this high rate of dropout of school population by providing alternative education system, they are bound to suffer from long term impact of a generation of illiterate people without relevant knowledge and skills to harness issues of leadership, development and governance of their society[1]. The research therefore focuses on the refugees settled in the refugee settlement camps of West Nile region to explore their education plight and share a report with education stakeholders in Uganda and abroad to inform policy programming related to education in emergencies for Refugee population

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[1] *The UNHCR Strategic Report for Refugee Education: 2013-2016, page 8*

affected by rebellion, civil war, armed conflict and disaster in Sub Saharan countries and African continent.

1.2   Background of the Study

The political instability in the Democratic Republic of Congo and South Sudan has led to massive number of refugees who have sought asylum and assistance in West Nile Region over the years. Refugees from Rwanda are also hosted in settlement sites in the sub region. Additionally, the two decade long conflict in Northern Uganda had forcibly displaced inhabitants into Adjumani district with about 7,365 of internally displaced persons (**IDPs**) remaining in the district who are in need of durable solutions[2].

The research study refers to the refugee as "*one who flees, especially to another country, seeking refuge from war, political oppression, religious persecution, or a natural disaster*"[3]. It also makes reference to a refugee status as a form of protection that may be granted to people who meet the *definition of refugee* and who are of special humanitarian concern[4]. Therefore refugees are generally people outside of their country who are unable or unwilling to return home because they fear serious harm and grievous injury. Today, an estimated 216 830 refugees are settled in 10 districts across the country. Most of these refugees, 188 200 (**87%**), come from southern Sudan and have lived in Uganda for over a decade[5].

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[2] *Highlights from Humanitarian Situation Report on Refugees in Uganda: June, 2014 by UNICEF; pages 1-2*
[3] *Miranda, Carlos Ortiz. "Toward a broader definition of refugee: 20th century development trends." Cal. W. Int'l LJ 20 (1989): 315.*
[4] *Potocky, Miriam. "Toward a new definition of refugee economic integration."International Social Work 39.3 (1996): 245-256.*
[5] *UNHCR Country Operations Profile, Uganda: 2013-2014.*

1.2.1 Refugee Settlement Patterns in West Nile

The first refugee settlement in the West Nile refugee-affected districts was established at Rhino camp, Arua district in the early 1960s[6] . The establishment of refugee settlement in the region was influenced by several factors: firstly, the availability of land to host refugees, due partly to the sparse population density in rural areas of the region at that time; secondly, proximity of the area to the refugees' countries of origin, such as Sudan and the DRC; and thirdly, ethnic similarity between refugees and local populations since most of the refugees living in the region from the early 1960s have come either from Sudan or the DRC and are ethnically similar to the main tribes in the West Nile region – the Lugbara, Kakwa and Madi. Since the 1980s, the establishment of settlements in the West Nile region has been further facilitated by the fact that Ugandans from the West Nile region who had themselves been refugees in Sudan and the DRC during the 1980s have been friendly and welcoming to the refugees[7]. The local host populations have therefore freely offered land for the refugees to settle in[8].

1.2.2 Current refugee situation in West Nile region, northern Uganda

There have been an estimated 176 000 southern Sudanese refugees living in the West Nile districts of Arua, Adjumani, Moyo and recently Yumbe. The region hosts the bulk of refugees living in Uganda. The forced migration of the present Sudanese refugees began in 1986, following escalation of the civil war between the rebel Sudanese People's Liberation Army (**SPLA**) and the government forces. An influx of most of the refugees occurred

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[6] *Integrating Refugees and Host Health Services in West Nile Districts, Uganda, Pages 2-3 (Ginyera – Pinycwa, 1998).*
[7] *Refugee Aid and Development, UNHCR Report, February 2014.*
[8] *Local Integration of Refugees and Their Hosts in Uganda: Sarah Dryden-Peterson and Lucy Hovil, 1986.*

during December 2013 – February 2014 when an estimated 135 000 refugees were received into the districts of the West Nile region[9].

1.3 Statement of the Problem

The refugee immigration has had great impact on the education service delivery in West Nile region, especially in the districts of Arua, Moyo and Adjumani from 2008 to date[10]. This prompted the Government of Uganda (**GoU**) and United Nations High Commissioner for Refugees Uganda (**UNHCR-U**) in 2008 to come up with the new policy document entitled, *"From Local Settlement to Self Sufficiency"* as an attempt to regulate refugee children to study in private and public schools of West Nile region, a bid to integrate them to with host community children to study together through education system in Uganda[11].

As a result, different types of emergency education has become acceptable policy response to support education in emergencies (**EiE**) where refugee education was integrated and delivered through the local government structures, and administered through the DEO's office in Arua, Adjumani and Kiryandongo refugee settlements as the immediate remedial response to provide access to education by refugee children[12]

1.4   Purpose of the Study

The research study investigated and analyzed the impact of different types of education services

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[9]*Conflict in South Sudan: Refugees seek protection in Uganda and a way home, "International Refugee Rights Initiative, April 2014"*

[10] *West Nile Refugee Settlements, February 2014.*

[11]*International Aid Sweden, May 2014: Implementing a programme for giving limited support to self settled refugee children studying in schools within the host community.*

[12] *Summary Report on Joint Interagency Assessment; Education in Emergencies in West Nile Settlements, February 2014.*

provided by current education actors and humanitarian education agencies to the refugees settling in West Nile region from 2010 to date. Reference to education has been debated as a basic human right and also as a tool for socio economic recovery. Education is therefore understood in a humanitarian action sense, as a strategy to restore schooling and its related benefits to affected people because it helps countries transform and build back better the institutions and systems destroyed during the emergency[13].

1.5   The Specific Objectives

The research study was based on the theme, "*The Impact of Emergency Education on Refugee Settlement Camps in West Nile Region, Uganda*".

1.6   The Research Objectives

The research study focused on the following objectives:-

a) To assess the level of emergency education actors' outreach to refugee children; their strengths, limitations, opportunities and challenges.

b) To understand how different types of education address the knowledge gaps affecting the refugees in settlement camps.

c) To understand how to deal with refugee education needs in the refugee settlements.

1.7   Research Questions

The study was guided by the following research questions:-

a) What is the impact of different types of education delivered in the refugee camps in the West Nile Region, Uganda?

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[13] *Education and Gender Equality: UNICEF, 2009.*

b) To what extent are the similarities and differences of these different types of education?

c) What are the strengths, weaknesses, opportunities and threats of these different types of educational actions?

1.8 Conceptual Framework

The research study applied the descriptive theory and descriptive research approach in its presentation of the results by focusing on characteristics of individuals, groups, situations and events. The conceptual framework based the presentation of the results by naming and classification since the researcher used observations and description of a phenomenon towards answering the study research questions[14].

Figure 1: Theoretical Framework

Dependent Variables   **Independent Variables**

Conflicts		Refugee education services
✧ Armed conflict.	→	✧ Formal education. ✧ Non-formal education. ✧ Informal education.

Constraining Variables   **Intervening Variables**

Security Risks		Emergency responses
✧ Displacement from home country. ✧ Cross border movements. ✧ State of vulnerability.	↔	✧ Reception at transit centres. ✧ Refugee registration. ✧ Location for settlement. ✧ Enrollment of refugee children into emergency education services.

Source: Author, 2015

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[14] *Stevens, 1984: Descriptive theory - naming and classification.*

In an excerpt of relationship between theory and research (**Stevens et al, .1984**) has shown that descriptive theories are the most basic type of theory because they describe or classify specific dimensions or characteristics of individuals, groups, situations or events by summarizing the commonalities found in discrete observations. Descriptive theories have been used as the conceptual framework for this research study presentation since nothing or very little is known about the impact of emergency education in question. The conceptual framework identified and discussed four variables namely, dependent, constraining, intervening and independent variables. The researcher employed empirical methods in data gathering involving both participant and nonparticipant observations, open ended, structured interview schedules and questionnaires where the raw data gathered has been presented through qualitative and quantitative results analyzed by means of content analysis.

The study was aimed at gathering information from education actors operating in Rhino and Dzaipi refugee camps of Arua and Adjumani districts to determine the impact of emergency education on the refugee settlers in the two refugee camps of West Nile region.

The study targeted types of emergency education responses being provided by education actors in temporary learning facilities most times referred to as "*learning centre*", including formal, non formal and informal learning infrastructures operated by

nongovernmental organizations, international humanitarian agencies, national government and the community in Rhino and Dzaipi refugee settlement camps who were

able to answer the interview questions, questionnaires and provided information on the impact of emergency education in the entire region of West Nile.

1.9 Significance of the Study

The study was expected to generate information that can be utilized by government agencies, international humanitarian education agencies and the host communities of Rhino and Dzaipi refugee settlement camps. The findings of the study will be vital in the following ways:-

a. The report is expected to provide documented evidence of how emergency education impacts on the refugee settlements at Rhino and Dzaipi camps in West Nile region. The same report can also be used as a reference tool to inform the redesigning of refugee education framework in Uganda and Africa.

b. The gaps identified from the different types of education in the two study camps will be used to guide as well inform future programming of refugee education by any education actors in Uganda.

c. The similarities and differences on types of emergency education provided by current education actors to the refugee settlers in refugee camps of West Nile region will be used to guide the future strategic planning processes related to the resettlement of refugees in Uganda.

1.10 Definition of key concepts used

The following key concepts were used to highlight the research study process:-

Emergency education *is the type of education in situations where children lack access to their national education systems, due to man-made crises or natural disasters[15].*

Disability *is a physical or mental condition that limits a person's movements, senses, or activities. It refers to a disadvantage or handicap, especially one imposed or recognized by the law[16].*

Gender equality *is the state in which access to rights or opportunities is unaffected by gender. It also indicates legislation that reflects the principles of gender equal[17].*

Integrated education in emergencies *is an education response focusing on the psychosocial needs of children and adolescents affected by trauma and displacement, the need to protect them from harm, and the need to maintain and develop study skills and disseminate key messages such as how to avoid HIV/AIDS, landmine awareness, environmental education and education for peace and citizenship[18].*

Global partnership for education *is a global effort by member international organizations to deliver a good quality education to all girls and boys, prioritizing the poorest and most vulnerable[19].*

Right to education *is the universal entitlement to education enshrined in Article 26 of the Universal Declaration of Human Rights. The right is enshrined in Articles 10, 13, and 14 of the International Covenant on Economic, Social and Cultural Rights[20].*

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[15] *Margaret Sinclair (2002): Planning education in and after emergencies, pg 7*
[16] *INEE guide to supporting learners with disabilities (2010)*
[17] *Inter Agency Standing Committee (IASC) 2006: Equality between women and men of all ages and regardless of sexual orientation of rights, socially valued goods, opportunities, resources and rewards*
[18] *Sinclair, Margaret. Planning education in and after emergencies. Paris: UNESCO, International Institute for Educational Planning, 2002.*
[19] *The Global Partnership for Education (GPE) 2002, Washington DC*
[20] *United Nations Human Rights (Articles 10, 13 and 14)*

Refugee education *is the form of education which includes not only education of refugees but also of IDPs, non-displaced children living in conflict and/or fragile settings, and children affected by natural disasters[21].*

Refugee *is a person who has been forced to leave their country in order to escape war, persecution, or natural disaster[22].*

Refugee settlements *is defined by UNHCR as the selection and transfer of refugees from a state in which they have sought protection to a third country that admits them as refugees with a permanent residence status. Resettlement is globally accepted as a protection tool for refugees whose lives and liberty are at risk being adopted as a durable solution for refugees alongside local integration and voluntary repatriation[23].*

Special needs education *is the special educational arrangements which are in place for people with disabilities. All children including children with disabilities and children with special needs have a constitutional right to education[24].*

1.10   Organization of the Dissertation

This study is divided into five chapters.

Chapter One includes the introduction and contains the background to the study; statement of the problem; purpose of the study, specific objectives of the study; research objectives, research questions; conceptual framework; significance of the study; definition

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[21] *UNHCR, The UNHCR Uganda Strategy for Refugee Education (2013-2016)*
[22] *Rutter, Jill, and Crispin Jones. Refugee Education: Mapping the Field. Stylus Publishing, 22883 Quicksilver Dr., Sterling, VA 20166-2012, 1998.*
[23] *UNHCR Handbook for Emergency Education; Article 2 of the 1951 Convention: "Every refugee has duties to the country in which he finds himself, which require in particular that he conform to its laws and regulations as well as to measures taken for the maintenance of public order.*
[24] *UNHCR Standards and Indicators, Second Education (2006): "Ensuring protection to refugees is respect for the principle of non-refoulement and treatment in accordance with basic human rights and refugee law standards".*

of key concepts; and organization of the dissertation.

Chapter Two covers the critical review of related literature on the different types of education provided to refugee camps, similarities and differences between types of education offered including strengths, weaknesses, opportunities and threats of types of education in West Nile region.

Chapter Three includes the methodology used from research design; study area; study population; sample size and selection; data collection methods; data processing, analysis and presentation; procedure employed and limitations of the study.

Chapter Four is a presentation, interpretation, discussion and analysis of the findings and focuses on: different types of education, their similarities and differences, strengths, weaknesses, opportunities and threats and impact on the refugee settlements in Dzaipi and Rhino refugee camps of West Nile region.

Chapter Five presents the summary, conclusions and recommendations from the research study.

This chapter has provided an overview of the core literature surrounding refugee education in countries of armed conflict and has presented the relationship between globally acceptable policy responses to support refugee education and different types of education by different actors.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1   Introduction

This chapter reviewed the literature related to the study. It covered most of the literature written about the impact of refugee education with reflection to the roles played by selected education actors in the provision of emergency education services and facilities to refugee settlements in Rhino and Dzaipi camps of Arua and Adjumani districts in West Nile region from 2010 to date. The literature review has been presented in sub themes according to the objectives of the study.

2.2   Different types of emergency education provided to refugee camps of West Nile

The types of emergency education provided by different actors have been found to focus on children and adolescents who have been displaced from their homes or who have had their national education systems collapsed. Therefore, any education efforts in emergencies should operate in fulfillment of the three core principles of child's rights to education[25], child's need for protection[26] and community's priority of education[27].

In the recent report (**Joint inter-agency assessment mission (EiE) of January 20-24, 2014**) different education actors profile was studied, analyzed and found to be providing access and opportunities to restore a sense of normalcy to the lives of children and adolescents as

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[25] *For more details on the right to education, see UNHCR and Save the Children, Action for the Rights of Children (ARC) Education, critical issues, Geneva, 2000 (www.unhcr.ch).*
[26] *Fourth Geneva Convention, Articles 24 and 50, 1949. Protocol I relating to the Protection of Victims of International Armed Conflicts, Article 52, 1977.*
[27] *Save the Children, Education prioritized by communities: Tool kit for starting and managing education in emergencies, London, Save the Children, London, 2003.*

well helping to building a stable future for them as individuals, communities and citizens who should build back their country after civil war or armed conflict.

Different actors providing types of education in emergencies use different terms to describe education in emergencies with strict adherence and observance of UN Conventions[28]. Moreover, the 1989 United Nations Convention on the Rights of the Child (**UNCRC**) is a foundational document for INEE. The right to education is set out in Article 28 and Article 29, and many other articles are also relevant to INEE's work, including those relating to play and recreation (**Art. 31**), and non-discrimination (**Art. 2**).

However, references from sourced documents on the term "*emergency education*" make reference to education in situations where children lack access to their national education systems, due to man-made crises or natural disasters as defined in the UNHCR *Handbook for Emergencies* (**UNHCR, 1999a: 106–109**); implying that all UNHCR education assistance is "*emergency education*" in the broad sense of the term, as used by many other international humanitarian organizations.

Whereas for UNESCO, an educational emergency is, a crisis situation created by conflicts or disasters which have destabilized, disorganized or destroyed the education systems, and which require an integrated process of crisis and post-crisis response (**UNESCO,**

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[28] *UN General Assembly Resolution on the Right to Education in Emergencies, July 2010: Reaffirming that everyone shall enjoy the human right to education, and urges Member States to ensure access to education in emergency situations for all affected populations, while implementing strategies and policies to ensure and support the realization of this right as an integral element of humanitarian assistance and response.*

1999). This therefore makes UNESCO to become one of the biggest players of an active role in promoting *education* as a part of *emergency* response and for long-term recovery.

Save the Children (**SC**) also defines "*education in emergencies*" as a set of linked project activities that enable structured learning to continue in times of acute crisis or long-term instability (**Save the Children, 2003**)[29]. Another publication of Save the Children (**SC**) defines education in emergencies as formal and non-formal education in situations where children lack access to their national and community educational system due to complex emergencies or natural disasters (**Save the Children, 2001**)[30].

Yet for UNICEF, "*emergencies*" include natural disasters such as floods and earthquakes, and human-made crises such as civil strife and wars, as well as silent emergencies such as HIV/AIDS, extreme poverty and children living in the streets (**UNICEF Education Strategy, 2006-2015**). Specifically, the UNICEF Education Strategy provides varied scopes of education for all categories of children and youth both of school and out of school ages from early childhood care and development (**ECD**) for children of 3-5 years enrolled at Kindergarten schooling, children enrolled at formal primary school from 6 years of age and above, and children enrolled at post secondary school from 13 years of age and above depending on the particular environment. For children out of formal education school system, UNICEF provides alternative education referred to as non formal education (**NFE**)

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[29] *Education in Emergencies: A tool kit for starting and managing education in emergencies.*

[30] Education *Care & Protection of Children in Emergencies: A Field Guide • Carl Triplehorn*

or technical vocational education and training (**TVET**)[31] for them through market based skilling as an effort to poverty reduction, economy recovery and sustainable development of the community deprived and affected by war, armed conflict and disaster.

At this point, UNICEF has adopted a rapid education response during the onset of emergencies with focus on getting schools or ensuring learning environments are re-opened, or getting children back to school, or revitalizing the collapsing infrastructure of education systems in both the affected and host country (**UNICEF Rosa, 2006)**[32].

It is indicative that, UNICEF gives priority to the most deprived children in the poorest countries, including those affected by crisis by advocating for and facilitating education as a right, and uses education to support results in health, nutrition and protection for the realization of other rights. Its work covers the 0–18 year age range in segments that reflect the life cycle as well as the structure of the school system and alternative forms of education in countries of conflict and fragile states.

The government of Uganda through the Office of the Prime Minister provides possible support to national and international partners providing any type of education services to the refugee settlements in Uganda, West Nile region inclusive through observance of Article 22 of the 1951 Convention relating to the status of Refugees, which states that signatory states "*shall accord to refugees the same treatment as is accorded to nationals with*

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[31] *UNESCO, 2012: TVET comprises formal, non-formal and informal learning for the world of work. Young people, women and men learn knowledge and skills from basic to advanced levels across a wide range of institutional and work settings and in diverse socio-economic contexts.*
[32] *UNICEF ROSA, 2006: Emergency Education Preparedness and Response, Module One*

respect to elementary education....(and) treatment as favourable and possible...with respect to education other than elementary education" (**UNHCR, 2010c**).

It is a very clear evidence, the term "*education in emergencies*" increasingly serves as shorthand for schooling and other organized studies, together with "normalizing" structured activities, arranged for and with children, young people and adults whose lives have been disrupted by armed conflict and major natural disasters in their home countries; refugees from South Sudan, DRC and Rwanda settling in West Nile region of Uganda being practical example for study reference. Because in West Nile region, the education actors operating in the two refuge settlements are trying their best to address the needs of various refugee population groups mostly through:-

a) Formal schooling for communities affected by displacement and conflicts who are refugees[33] and internally displaced persons[34].

b) Early childhood care and development which is commonly known as education in emergency response to the needs of younger children of 3-5 age brackets by sending them to pre-school referred to as "*Kindergarten*" to learn about reading, literacy, writing, science, agriculture among other basic education syllabus[35].

c) Adult literacy, life skills and vocational training for youth and adults targeting school drop outs or out of school age groups through catch up/accelerated education

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[33] *UNHCR, 1951 Refugee Convention and 1967 Protocol, "Communities displaced across international borders"*
[34] *Interagency Standing Committee, June 2004: Communities displaced within their home countries or remaining in their home locations*
[35] *International Save the Children Alliance, 2008*

program with aim to enable them cope up with those who managed to go to school before disaster and conflict[36].

Categorically, the types of education operated by education actors in the two refugee settlements of West Nile region consists of:-

a) **Early Childhood Care and Developments (ECCDs)**

This is a pre formal schooling system for refugee children of 3-5 years of age who are recruited and trained on how to count numbers, reading, writing, simple sciences, social studies and plays, games and sporting activities. The training duration takes the first three years of the child's preparation towards joining of formal primary education after completion at stage three referred to as top class[37].

b) **Primary school**

At this stage, a child who has completed the first three years at ECD centre then joins the primary school system from primary one and moves up with primary education studies up to level seven referred to as primary seven where he/she is expected to sit for primary leaving examinations leading to joining secondary school education[38].

c) **Secondary school**

At this level a child will enroll in the secondary school and studies for the first four years and sits senior four examinations examined and awarded ordinary level certificate by

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[36] *NRC Vocational Skills Training Report: Ayilo, Nyumanzi (Adjumani) and Ocea (Arua), May 2015.*

[37]*UNICEF Policy for Early Childhood Development, 2007: The policy promotes holistic early childhood development and programme packages that address the physical, mental, social, moral and spiritual needs of the child.*

[38] *MoES, 1998 b: Enhancing equity of access at primary school level between boys and girl through free universal primary education.*

Uganda National Examinations Board (**UNEB**), thereafter the child may move on to the next two years of higher school studies examined and awarded advanced level certificate by the same examination body or can join technical and vocational training program leading to acquisition of employable skill trades[39].

d) Life skills and adult literacy

This is a type of non formal and informal education response offered to traumatized victims of war and disaster through access of restorative counseling as well functional adult literacy training to upgrade in their education standards. Such training takes different faces but the ones currently operated at the two refugee settlements are found to cater for out of school going youth and adults who are provided with life coping skills to enable them settle in new areas foreign to home country in a Ugandan Context .

Through partners UNHCR has been providing equipment to schools as well organizing occasional sports events for school pupils and students because sports is used as powerful tool to strengthen social ties and networks and promotion of ideals of peace, fraternity, solidarity, non violence, tolerance and justice[40].

Other form of life skills programs provided to the refugee settlements in the two camps visited include basic topics in hygiene, sanitation, peace building and conflict management, HIV/AID prevention, care and treatment to family heads of refugee

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[39] *MoES, 2009: Government focus on secondary and post secondary education is to promote scientific, technical and cultural knowledge; skills and attitudes required for development and are able to contribute to the building of an integrated, self sustaining and independent national economy.*
[40] *UNHCR, 2013: Sports as a Tool for Development and Peace.*

settlers[41]. While adult literacy program includes numeracy, literacy, book keeping, Basic English, entrepreneurship, and small savings through small group system referred to as Village Savings and Lending Associations (**VSLAs**)[42].

e) Technical and vocational training education

Norwegian Refugee Council offers occupational vocational skills training to out of school age refugee children providing trade skills courses such as tailoring (garment cutting), hair dressings (beauty), brick laying and concrete practice, carpentry and joinery, electronics (phone, TV and radio repairs) and agriculture (horticulture and poultry) of 3 and 6 months depending on the training needs and choice of the trainees. There is also apprenticeship training package for refugee youth and adults whom the researcher cited about 35 of them were recruited and actively learning the above skills trades at Ayilo and Nyamanzi (**Adjumani**) and Ocea (**Arua**) refugee settlements in West Nile region[43].

This is a short term tailored vocational skills training package conducted through theory and practical modular curriculum certified and examined by Directorate of Industrial Training in collaboration with Ministry of Gender, Labour and Social Development (**MoGLSD**)[44] and Uganda Business and Technical Examinations Board under Uganda National Examinations Board (**UNEB**) and certificates are given to successful candidates

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[41] *Oxfam Annual Report, 2013-2014.*
[42] *Danish Refugee Council-Danish Demining Group Uganda Report, May 2014 (Women in Africa Project to improve self reliance and empowerment of refugee women in settlements of Adjumani, Arua, Maracha and Kiryandongo)*
[43] *NRC Report, May 2015.*
[44] *MoGLSD, 2015: The Ministry has the mandate of promoting cultural growth, skills development and labour productivity while promoting gender equality, labour administration, social protection and transformation of communities.*

who meet the awarding requirements set by the Ministry of Education and Sports (**MoES**)[45]

2.3   Similarities and differences between types of education offered

The emergency education services and facilities operating at the study camps of Rhino and Dzaipi has been the types of education that is aimed at protecting the wellbeing of refugee children and fostering their learning opportunities towards social, emotional, cognitive and physical development[46]. This intervention underpins partly the UNHCR's vision towards ensuring the right to education for all people to achieving universal primary education (**UPE**) and creating increased opportunities for post primary education either through secondary, vocational training, non-formal and adult education with special focus on girls, urban and protracted situations[47].

All types of education found being provided at the two refugee settlements is aimed at fulfillment of the UNHCR priorities for refugee children with the objective to increase access, to improve quality and to enhance protection with the majority of emergency education actors presently providing primary education[48], secondary education,

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[45] *MoES Policy Manual, 2014: Directorate industrial training promotes employable skills.*

[46] *Scoring the mandate of World Conference on Education for All (Jomtien, Thailand, 1990), essentially defined to as basic education for every person; child, youth or adult comprising of essential learning tools such as literacy, oral expression, numeracy and problem solving skills conducted in a learning context such as knowledge skills, values and attitudes required by human beings.*

[47] *MDG & UNHCR Indicators, Goal 2 Target 3: Primary education is compulsory and available free to asylum seekers and refugees.*

[48] *Millennium Development Goal, No 2 which states "Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality".*

occupational vocational skills training and psychosocial support to refugee children[49]. But the challenges reported by most field workers indicated lack of institutional support and availability of enough resources since each implementing organization is to look for donor which, in most cases, is not easy to get coupled with procurement of material resources which sometimes takes too long to get at the time most needed. All the workers of emergency education actors interviewed reported limited access to post primary education to refugee children thereby denying the majority to benefit from the Education for All (**EFA**) particularly in fulfillment of goal number 3 which states, "*Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills program*"[50]. The commonly perception held among emergency education actors has been that investment in post primary education involves heavy costs and difficult to coordinate whereas primary education not being expensive since it is operationalized on the policy of Universal Primary Education (**UPE**); a global campaign to fulfill the Millennium Development Goal (**MDG**)[51].

2.4. **Strengths, weaknesses, opportunities and threats of types of education**

The different types of education provided by the existing education actors in the refugee settlements of West Nile region consist of formal, non formal and informal education

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[49] *The Right to Education: Articles 13 and 14 of the International Covenant on Economic, Social and Cultural Rights (1966).*
[50] *UNESCO - Education for All Goal, No 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills program.*
[51] *Millennium Development Goal, No 2: Ensuring that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.*

operated following the global education contexts, methods and curriculum, teaching and learning materials.

2.4.1   Formal Education

F*ormal education* refers to that type of education which is structured, in some cases state supported, certified and follows a pre-determined and written curriculum. Recent study reports (**Coombs, Prosser et al,. and Ahmed, 1973; Baguma et al as cited in Okecho, 2010**) further described formal education as the hierarchically structured, chronologically graded educational system running from primary school through to university and including, in addition to general academic studies, a variety of specialized programs and institutions for full-time technical and professional training.

Based on the Uganda education system, formal education has four levels. The first level consists of seven primary-school grades (standards one through seven), usually beginning about age six. The second level, based on test scores in seventh grade, pupils can enter one of several types of institutions--a four-year secondary school (O-level), a three-year technical training institution, or a three-year primary teacher training college. The third level is when those who passed (O-level) examinations continue their education through one of several options--an advanced two-year secondary course (A-level), an advanced two year secondary teacher training course, a technical institute, or a specialized training program provided by institutions of higher learning such as Uganda Technical College, Institute of Teacher Education and National College of Business Studies. The fourth level is those who completed A-level examinations can study at any public or private

Universities in Uganda or they might study abroad on any professional courses of specialization as determined by the admissions criteria.

The formal education system in Uganda falls under the Ministry of Education and Sports (**MoES**) and it comprises of primary, secondary and tertiary education. In an effort to contribute as well participate as a member state in the implementation of the Millennium Development Goals (**MDGs**) of both Universal Primary Education (**UPE**) programme in 1997 with the intention to improve the enrollment and attainment in primary schools and Universal Secondary Education (**USE**) policy in 2007 with the intention to improve enrollment in government aided secondary schools[52]. Uganda government adopted free education for all as a policy to be implemented by all government aided schools in the country by creating provision for automatic passing on of all students from one class to the next without repeating the same class even if the students had failed any or all the subjects.

In spite of this policy in place to achieve the goal of providing equitable access to quality education to all students in Uganda, still few children from rural settlements attend pre-primary school at the age above six years, though most Ugandan children begin their education from urban settlements at age six and most finish elementary schooling by the age 13 years. Normally, primary school extends from Grade I to Grade VII in Uganda. Better primary schools, whether public or private, tend to be attended by elite children

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[52] (*UNDP, 2007a; 2007b*)

from privileged backgrounds. Educated or influential parents use their knowledge and connections to enroll their children in the best schools, enhancing their children's advantages for future success over the least advantage children from poor families in rural areas or country side including refugee children and children of the internally displaced persons. This makes joining or enrollment in first world schools (better schools) in big towns and cities of Uganda by students from least advantage family backgrounds very difficult since it involves competitive costs.

2.4.2 Non-formal Education

N*on-formal education* refers to that type of education which takes place outside of the formally organized school such as adult literacy and continuing education programmes for adults and out of school youth which do not necessarily emphasize certification[53]. Which equally means non-formal education can best be described as "*any organized, systematic educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children*" (**La Belle et al 1986, p.2**)[54]. However, non-formal learning can be conducted with the following assumptions that:-

a) Learners desire and utilize self-directedness.

b) Learners' experiences are a rich resource for learning.

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[53] *UNESCO (1997a, p. 14; 1997b) describes non-formal education as "any organized and sustained educational activities that do not exactly correspond to the definition of formal education.*

[54] *La Belle continues, "The teaching or learning process must be organized, a systematic educational activity and outside the framework of the formal system" (p.6). Learning is not forced, but rather is an extension of interacting with materials and people. Outside the framework means there are no grades, mandated curriculum, certificates or diplomas.*

c) Learners learn through experiential techniques (learn by doing), discussion, and/or problem solving.

d) Learners are aware of their personal learning needs from real life tasks or problems.

e) Students are competency-based learners, and want to apply what they have learned to their own life[55].

From colonial times, operation of non-formal education in Uganda was meant for students who did not perform well in formal schooling to learn market trade skills intended for training them on employable skill trades towards increasing their economic earnings both at personal and family level. It was considered to be the form of training program for disadvantaged learners and as such it has been promoted for the most marginalized members of the society by non-governmental organizations (**NGOs**), religious organizations, and individual efforts, taking into consideration that these marginalized are members of society who cannot attend formal educational establishments primarily due to monetary concerns, refugee and internally displaced children inclusive because they come from families impoverished by civil wars, armed conflict, disaster and economic disparities. This type of education has been adopted into universal policy framework discussed and passed at several global conventions internationally agreed to be incorporated into education in emergencies by participating international humanitarian agencies and organizations. Technical vocational education and training (**TVET**) program has become very important option, especially for children who are more practical based

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[55] *(Brookfield, 1991, p. 92) non-formal education as a way to raise awareness and consciousness of the situation, and to empower the poor to take more control over their lives.*

learners or keen to enter a specific trade[56]. There are many courses on offer; popular options include tailoring, hairdressing, catering, bakery, carpentry, building and construction, phone, radio/TV repairs, bicycle assembling and repairs or driving and simple mechanics.

2.4.3   Informal Education

Informal education refers to a largely unconscious process through which people acquire and accumulate experience, knowledge, skills, attitudes and insights from daily life experiences and exposure to the environment[57]. Such learning can occur from family and neighbours, from work and play, from the market place, the library and the mass media (**Coombs et al, Prosser & Ahmed, 1973**). As being defined, informal education therefore is quite diverse learning approach from formal education and, particularly, from non-formal education, although in certain cases it is capable of maintaining a close relationship with both. The difference noted here is that informal education does not correspond to an organized and systematic view of education since it does not necessarily include the objectives and subjects usually encompassed by the traditional curricula. And it is aimed at students as much as at the public at large and imposes no obligations whatever their nature and always referred to as learning by

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[56] *UNESCO (1997a, p. 14; 1997b)*

[57] *Kleis, Lang, Mietus, and Tiapula, (1973, pp. 3–4, cited in Etlling, 1993, 73) observed that informal education deals with everyday experiences which are not planned or organized but are incidental learning.*

experience or just as experience[58]. From the researcher's perspective, education can therefore be appreciated as any act or experience that has a formative effect on the mind, character or physical ability of an individual. That is why Nelson Mandela said, *"Education as the means of transmission and transfer of knowledge, skills and values is the most powerful weapon which you can use to change the world"*[59]. In the refugee settlements of West Nile region where this research has been carried, it found out that the type of informal education being provided by humanitarian agencies and civil society organizations cover life skills education conducted through psychosocial support training programs aimed at trauma healing, stress reduction, behavioral change development, protection and safety net promotion, peace building conflict resolution, resilience capacity building towards coexistence, self sufficiency, self sustenance and self governance of refugee camp residents. Adult education training is also being provided to care givers of refugee and internally displaced children through functional adult literacy programs covering topics such as reading, writing, basic arithmetic calculations, business management and entrepreneurship skills to enhance their income generating capacity and competence. After training, participants are directed to form small groups of 10-15 members to access further support through rotational group saving scheme to build their knowledge and skills for monthly group savings culture and practice with hope to promote as well expand family income base.

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[58] *Patrick Werquin, 2007: Informal education is what we all do all the time without even knowing it, but always international learning done experientially.*

[59] *Nelson Mandela, former president of South Africa, 1993 Nobel Peace Prize laureate "Education is the most powerful weapon which you can use to change the world."*

Conclusion

This chapter has provided an overview of the core literature surrounding the different types of education operated by education actors in countries of armed conflict and has presented the relationship between strengths, weakness, opportunities and threats and the impact on the refugee settlements in host countries.

<p style="text-align: center;">**CHAPTER THREE**</p>

<p style="text-align: center;">**METHODOLOGY**</p>

3.1   Introduction

This chapter presents the methodology that was used in the study. This covered the research design, instruments of data collection and the methods that were employed during the study. It also looked at the data analysis and the challenges the researcher expected to face in the course of the study and possible solutions to overcome them.

3.2   Research Design

The study employed both qualitative and quantitative methods of data collection. The study used descriptive and explorative techniques for key informant interviews; and quantitative techniques for questionnaires and focus group discussions and documentary reviews during data collection. The data collected is presented as both qualitative and quantitative report[60].

3.3   Study Population[61]

The study targeted a population of 82 population sub groups, 41 sub groups in every refugee camp. The study targeted 10 humanitarian workers identified from 5 international humanitarian agencies: 5 males and 5 females; and 72 educational workers; 12 head teachers: 6 males and 6 females; 12 ECD/CFS teachers: 6 males and 6 females; 20 primary

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[60] *Creswell, John W. Research design: A qualitative, quantitative, and mixed method approaches. Sage publications, 2013.*

[61] *Leaning, Jennifer. "Ethics of research in refugee populations." The Lancet 357.9266 (2001): 1432-1433.*

school teachers: 10 males and 10 females; 20 secondary school teachers: 10 males and 10

females and 8 tertiary/vocational school instructors: 4 males and 4 females.

Figure 2: Study Population

Categories of the Study Population	Total Population
Humanitarian workers: 5 males and 5 females	10
Head teachers: 6 males and 6 females	12
ECD/CFS teachers: 6 males and 6 females	12
Primary school teachers: 10 males and 10 females	20
Secondary school teachers: 10 males and 10 females	20
Tertiary/vocational school instructors: 4 males and 4 females	8
Total	**82**

Source: Study primary data.

The study respected gender equality in the selection of samples to avoid incidences of biases and prejudice. Information has been obtained from the target population sub groups themselves who are from humanitarian agencies, ECD/CFS centres, primary and secondary school teachers and instructors from tertiary/vocational institutions operating in the selected two refugee settlements of West Nile region.

3.4 Study Sample[62]

The researcher used stratified sampling of the functional educational establishments in the refugee settlements of Dzaipi and Rhino camps of Adjumani and Arua districts. The researcher sampled out 8 humanitarian workers: 4 males and 4 females; 6 head teachers: 3

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[62] *Altmann, Jeanne. "Observational study of behavior: sampling methods."Behaviour 49.3 (1974): 227-266.*

male and 3 female; 10 ECD/CFS teachers: 5 males and 5 females; 15 primary school teachers: 7 males and 8 females; 15 secondary school teachers: 8 males and 7 females and 4 tertiary/vocational schools: 2 males and 2 females. The details of the population sampling are shown below.

Figure 3: Sample Study Population

Categories of the Study Population	Total Population	Sample Size
Male humanitarian workers	5	4
Female humanitarian workers	5	4
Male head teachers	6	3
Female head teachers	6	3
Male ECD/CFS teachers	6	5
Female ECD/CFS teachers	6	5
Male primary school teachers	10	7
Female primary school teachers	10	8
Male secondary school teachers	10	8
Female secondary school teachers	10	7
Male tertiary/vocational school instructors	4	2
Female tertiary/vocational school instructors	4	2
Total	**82**	**58**

Source: Study primary data.

The sample size was 58 out of the total study population of 82 persons constituting (70.7%).

This number of respondents was considered a satisfactory and representative sample for the study.

3.5   Sampling Method[63]

The sampling was done through purposive selection by identifying the respondents from their current areas of work environment to enable them give their answers as being recorded. This method was used because each respondent was allowed to express his/her views, opinions, or attitudes freely as the information generated could easily be verified by the participants as acceptable information which could answer the tested variables[64].

3.6   Methods of Data Collection

Qualitative and quantitative data collection methods were mainly used in addition to content analysis of secondary data. The purpose of qualitative methods is to learn about an aspect of the social world and to generate new understandings that can be used by that social world (**Rossman et al and Rallis 1998, 5**). Qualitative methods are generally associated with evaluation of the social dimensions of development programmes, particularly programmes which have explicit social development aims (**Mayoux, undated**). They are a necessary to increase understanding of: complex and sensitive impacts and processes; differential impacts between stakeholders and the reasons for these; and potential consequences of any practical recommendations. On the other hand, quantitative methods are research methods dealing with numbers and anything that is

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[63] *Spring, Marline, et al. "Sampling in difficult to access refugee and immigrant communities." The Journal of nervous and mental disease 191.12 (2003): 813-819.*

[64] *Altmann, Jeanne. "Observational study of behavior: sampling methods."Behaviour 49.3 (1974): 227-266.*

measurable[65]. Counting and measuring are common forms of quantitative methods[66]. The result of the research is a number, or a series of numbers. These were presented in tables, graphs or other forms of statistics. For the quantitative methods; there was a semi-structured questionnaire[67] and a checklist[68]. All the research instruments (4 for each instrument) were pre-tested so as test for reliability and validity of response from which major adjustments were undertaken to suit the current study.

3.6.1 Questionnaire Design[69]

The study employed semi structured questionnaires to determine the opinions, attitudes, preferences and perceptions of a population of 58 persons, 29 from each selected refugee settlement camp of interest to the researcher.

The questionnaire technique was chosen for this study for the following reasons:

 1. To ask the same questions from all the participants in the study.

 2. To use descriptive and analytical research for summarizing and analyzing collected data.

3. To report the results of each question with a large number of inputs.

The questionnaires were expected to accomplish the following tasks.

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[65] *Verd, Joan Miquel. "Qualitative research methods." (2004).*

[66] *Neuman, William Lawrence. Social research methods: Quantitative and qualitative approaches. Vol. 13. Boston: Allyn and Bacon, 2005.*

[67] *Bryman, Alan. Social research methods. Oxford university press, 2012.*

[68] *Khawaja, Nigar G., et al. "Difficulties and coping strategies of Sudanese refugees: A qualitative approach." Transcultural psychiatry 45.3 (2008): 489-512.*

[69] *Jacobsen, Karen, and Loren B. Landau. "The dual imperative in refugee research: some methodological and ethical considerations in social science research on forced migration." Disasters 27.3 (2003): 185-206.*

a. To collect data from humanitarian workers, head teachers, early childhood development/child friendly service teachers, primary and secondary school teachers

b. To collect data from humanitarian workers, head teachers, early childhood development/child friendly service teachers, primary and secondary school teachers and tertiary/vocational school instructors to determine the impact of emergency education on the refugee settlements in West Nile region.

c. To collect data from key informants to determine the similarities and differences from the types of education provided by education actors in the selected refugee settlements of West Nile region.

d. To collect report from participatory observations to determine the strengths, weaknesses, opportunities and threats different types of education impose on the livelihood status of the refugee settlements in West Nile region.

3.7.2   Check List

Secondary data sources were reviewed using a checklist that was prepared for secondary data sources. For the qualitative data, there was an interview guide and documentary review.

3.7.3   Interviews

The researcher selected 58 respondents targeting 29 respondents from every refugee settlement camp who were contacted through the in depth interviews at pre arranged times convenient to each respondent.

Interviews with key informants and target respondents was used to gain better understanding of the impact of emergency education on the refugee settlements in Dzaipi and Rhino camps of Adjumani and Arua districts and the extent to which the level of different types of education is affecting the livelihood status of the entire refugee settlements of West Nile region by identifying gaps to be addressed by any education actors in future as well inform future policy development on the education needs of refugee children settling in refugee camps in Uganda.

3.7.4 Focused Group Discussions

The researcher carried out 22 focused group discussions targeting 11 teachers from every education service provider operating within the two refugee settlements of West Nile region to get a fair representation of the required information on the impact of emergency education to their communities and any humanitarian effort so far in place towards the restoration of hope and building back for better future of the refugee population affected by armed conflict and war in their home country. Members of the focused group discussions included teachers, (ECD/CFS teachers, primary school teachers, secondary school teachers and tertiary or vocational school instructors).

3.7.5 Document Reviews

The researcher reviewed a cross section of reports, journals, newspapers, magazines and books published on emergency education, refugee education and other forms/types of

education befitting improving the livelihood of refugee settlements in Uganda and Africa to enrich the objectives of the study. The documents reviewed helped to generate quantitative data: the types of education provided by current education actors operating in refugee settlements of West Nile region, the number of refugee children accessing the types of education offered by education actors and the quality of content in the planning documents for the selected refugee learning facilities set up in Dzaipi and Rhino refugee camps of Adjumani and Arua districts.

3.8   Data Quality and Control

The questionnaires: Administration of both the closed ended form which permits limited responses from multiple choice questions and open ended form which permits any respondent to be free to respond in his/her own words leading to the expression of ones views, opinions, feelings and attitudes towards the question asked.

Key Informants: Involvement of key prominent people with experience and in-depth

knowledge in the refugee education sector to give their views and opinion on some issues

of concern (how different types of education address knowledge gaps affecting refugee

settlements and how to deal with the education needs in Dzaipi and Rhino camps).

The guided interviews was used because it provided an interactive and flexible environment which accommodated the views and opinions of the respondents as well giving ample time to probe for more information that might be relevant to the study and clarifying issues not understood by the respondents.

Focused Group Discussions: The researcher gathered people in the four sub grouping, two from each refugee settlement of Dzaipi and Rhino camps where key informants were involved, the groups were able to give their answers and views being recorded, its accuracy was proved through triangulation of tools like guided questions, unstructured questions, probes and participative observations which allowed the respondent to express his/her views, opinions or attitudes freely. The information generated could easily be verified by the participants, analyzed and evaluated instantly to become accepted information which could answer the tested variables. This could also enable the respondents to own the information generated making it more reliable.

Document Reviews: This included secondary information kept as records were analyzed and used. Information like statistics on impact of refugee education, reports, refugee education policy guide and annual reports got from the humanitarian agencies involved in emergency education in West Nile region was used. They formed the secondary data and the basic information that formed part of this report.

3.9   Data Processing and Analysis and Presentation

Data processing and analyses were conducted through scores of responses, editing, classification and tabulations for both qualitative and quantitative methods. The data on thematic groups were collected and processed to limited levels and all study schedules for primary data collection were edited to check for accuracy, completeness, uniformity, and consistency of information and data gathered. Qualitative data from the key informants was recorded based on the guided interviews and questionnaires used during the study

and the responses were listed and assigned codes according to emerging sub-themes of the study, which analyses are used for report writing coded on tables for interpretation.

Quantitative data analysis was conducted by eliciting information from the interview schedules. Frequency tables, charts and descriptions were used to describe and present the findings. Quotations from key informants and documents are presented in boxes, as appropriately to elaborate points.

3.9   Ethical Considerations

The researcher presented himself to the respondents as a student from University of York who is doing final research study whose report would be shared with government agencies and NGOs to improve policies and new programming that would improve their services and livelihoods development. The respondents were visited from work places as well some invited for meeting in neutral meeting points where they were confident enough to open up and speak the truth about themselves and other benefits their services is helping refugee settlements improve and transform for the better including any other related information required by the study. The gender status of the respondents including their opinions and views was given equitable consideration and maximum confidentiality.

The study was conducted with the help of interpretation into the local language to provide all respondents equal opportunity to express their views and feelings, which findings contributed to the production of this report.

3. 10 Limitations of the Study

Limitations refer to restrictions in the study over which researchers have no control

(**Rudestam et al & Newton, 1992**). The major limitations of this study need to be cited:

1. Fear for exposure and stigmatization by some respondents of the research study after revealing the information required by the research questionnaires.

2. Many respondents showed little interest and willingness to provide the required information giving reason that they have participated on several research studies but nothing good ever worked out for them.

3. Differences of social level of the respondents to relate freely to the research study intentions and purpose.

4. The inconsistencies in the establishment on number of refugee population settled in the refugee study camps of West Nile region due to the escalating and influx of the refugee immigration into Northern Uganda refugee camp settlements to cross check with the primary data collected by the research tools employed during the study.

The researcher took into considerations that the study was not exhaustive of the study populations, but rather tried to gather a representative sample of target respondents as part of Master's research in order to present a realistic report. Secondly, those interviewed could have not given all correct information but the researcher tried to minimize errors through the triangulation of the findings using mixed methods. Finally, the researcher had to use open mind based on personal experiences of living in civil war and armed conflict in Northern Uganda for the last 13 years as well reliance on the acquired level of

education and working with internally displaced persons and refugee settlements which

shaped the thought patterns and research presentations.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

This report presents the data gathered regarding the impact of emergency education on the refugee settlement in West Nile region of Uganda. The presentation focuses on the different types of education offered to refugee children, similarities and differences including strengths, weaknesses, opportunities and threats and the impact on the refugee settlements in Dzaipi and Rhino camps. The following contain reports of the discussion and findings of data from the key informants, targeted respondents and documentary analysis in the present study.

4.2 Respondents Characteristics

The respondents who participated in this research undertaking were of two categories: They comprised of education humanitarian workers known as key informants and head teachers, teachers and instructors taken as the target respondent.

4.3 Sample of Demographics

Seven demographic variables of respondents gathered in this study includes: longevity in the areas of residence, sex of respondents, age groups, educational level, family background, livelihood status and level of access to refugee education programmes respectively.

4.3.1 Duration of Respondents Residence in Areas of Study

Table 1:   **Longetivity in the areas of residence (years)**

Years	Frequency	Percent %
Less than a year	6	10.3
1	8	13.8
2	7	12.1
3	20	35.2
4	12	21.3
5	5	7.3
Total	58	100

Source: Study primary data

According to the study findings, results has shown that (35.2%) of the respondents worked in the refugee settlement areas for 3 years, (21.3%) worked in the refugee settlement areas for 4 years, (13.8%) worked in the refugee settlement areas for 1 year, (12.1%) worked for in the refugee settlement areas for 2 years, (10.3%) worked for less than a year, (7.3%) worked for 5 years; revealing that the highest percentage of respondents who worked in the refugee settlements are those who have worked for 3 years followed by those of 4 years, 1 year, 2 years, less than a year and 5 years respectively.

Table 2: Graphical presentation on the period of longetivity of respondents
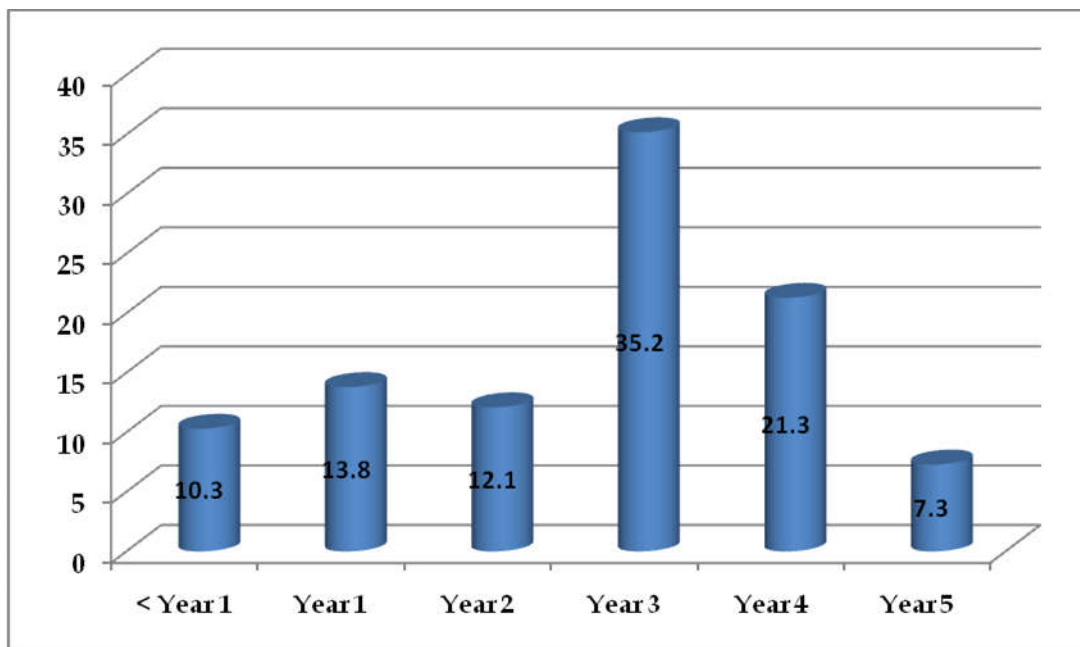
According to the graphical presentation above, the highest percentage of the period of longetivity of respondents is 3 years representing (35.2%) followed by 4 years representing (21.3%), 1 year representing (13.8%), 2 years representing (12.1%), less than 1 year representing (10.3%), 5 years representing (7.3%) the total respondents interviewed.

4.3.2 Gender Status of Respondents

Table 3: Respondents Gender Status

Sex	Frequency	Percentage (%)
Male	29	50
Female	29	50
Total	**58**	**100**

Source: Study primary data

According to the study findings above, (50%) of the responses were from male and (50%) were from the female revealing that equal number of respondents were interviewed.

Table 4: Graphical presentation on gender status of respondents
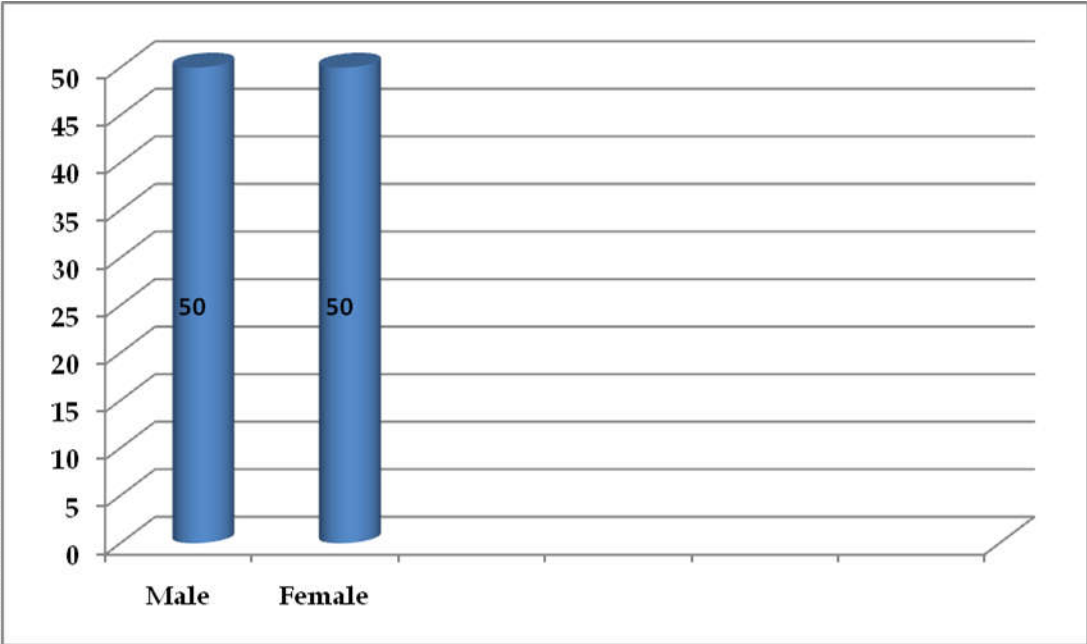
According to the graphical presentation above, male respondents represented (50%) and female respondents also represented (50%) of the total respondents interviewed, revealing that the employing organizations followed equal employment and diversity policy due to the fact the research results has shown that gender was given equal opportunity since equal number of respondents participated during the interview process.

4.3.3   Age of Respondents

Table 5: Age Group of Respondents

Age	Frequency	Percentage (%)
19-25	8	**13.8**
26-30	18	**31.0**
31-35	12	**20.7**
36-40	11	**19.0**
40 and above	9	**15.5**
Total	**58**	**100**

Source: Study primary data

To reflect on the study findings from the research field; (13.8 %) of the respondents fall within the age bracket of 19-25 years, while only (15.5%) are above 40 years of age. This compares with the respondents of 26-30 years age bracket was represented by (33.1%) being the majority as shown in Table 5 above. The findings reveal the majority of respondents interviewed to be workers within their mid twenties of age whereas the least age groups interviewed were workers whose age bracket falls within mature youth stage indicting that they are still youth workers.

Table 6: Chart presentation on age grouping of respondents.
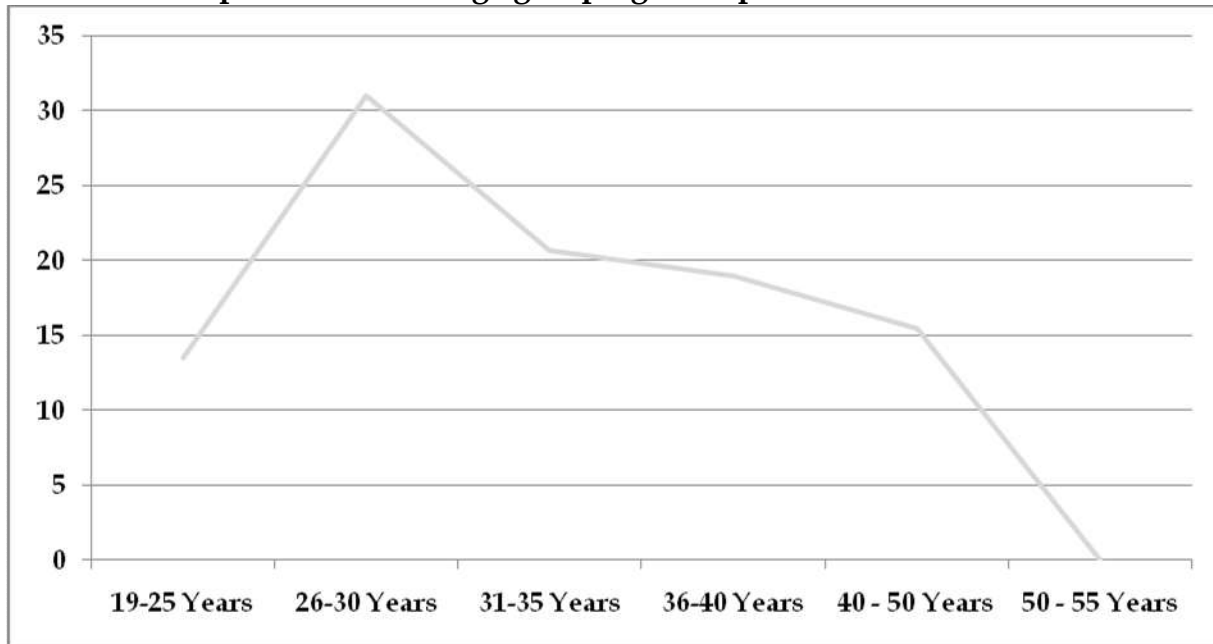
The chart presentation above shows the majority workers interviewed were those who fall within the age groups of 26-30 years of age followed by 31-35 years, 36-40 years, 40 and above years and 19-25 years respectively showing that very few workers were of 40 and above years of age. This has indicated that most of the workers met by the researcher were of youth age who could have entered employment in their teens.

4.3.4 Family Background of Respondents

Table 7: Family status of the respondents

Family status	Frequency	Percentage (%)
Married	14	24.1
Single	38	65.5
Engaged	6	10.4
Total	**58**	**100**

Source: Study primary data

The table above gives summary of the family backgrounds of the workers employed at the refugee settlements of West Nile region presenting the following results based on the study finding as; (24.1%) of respondents were married, (65.5%) were singles, (10.4%) represented those who were engaged for marriage. This indicates that the majority of the respondents are workers who were not yet married at the time of research study exercise.

Table 8: Graphical presentation on family status of respondents
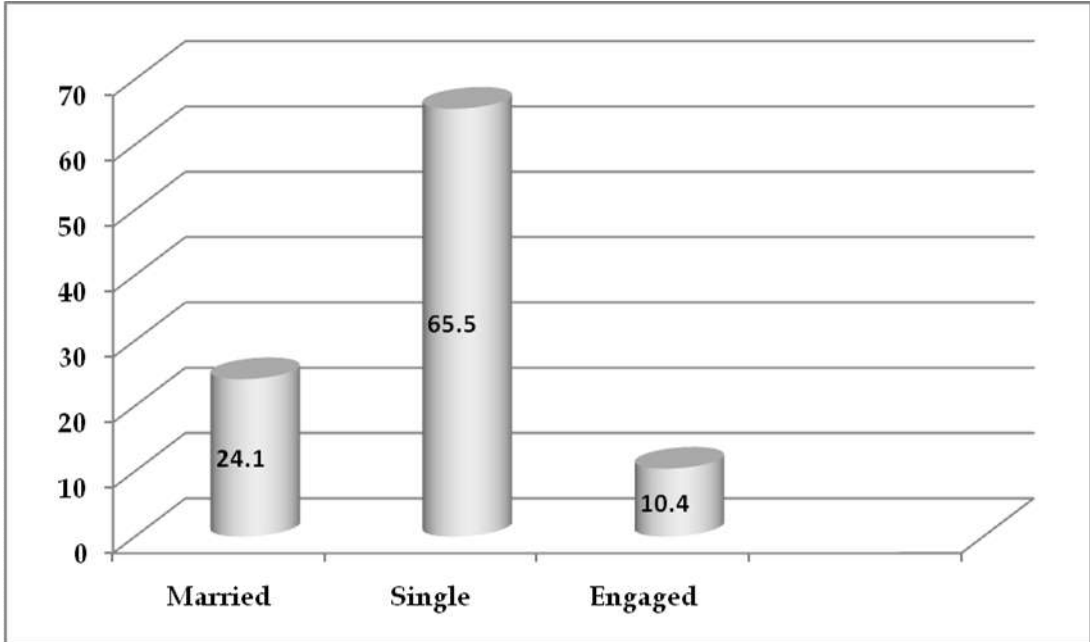
The graphical presentation above is showing that the largest number of respondents were single workers who are leading single family headed life represented by 65.5% or if married might have divorced. This result shows that those who are single have ample time to carry out their every day duties and responsibilities since they don't have a lot of domestic demands and needs which could have taken their precious time but rather

embark on their organization assignment compared to those who are married who are most times faced with the challenge of meeting family obligations.

4.3.5 Respondent's Education Level

Table 9 below gives a summary of the education level of the respondents.

Table 9: Respondent's Level of Education

Education Level	Category of Respondents			
	Male	Percentage (%)	Female	Percentage (%)
Certificate	17	58.7	19	65.5
Diploma	6	20.8	4	13.8
Degree	4	13.8	5	17.2
Master	2	6.7	1	3.5
PhD	0	0	0	0
Total	**29**	**100**	**29**	**100**

Source: Study primary data

The study presentation in Table 9 indicates the majority of the respondents to be teachers who have certificate of education qualification. These together, account for (58.7%) of male and (65.7%) of female respondents accordingly, (13.8%) of males and (17.2%) of females are shown to be in the category of workers who have the first degree, while (6.7%) of males and (3.5%) of females fall in the category of employees who have obtained advanced degree qualification. This implies that the highest number of respondents were employees of certificate of education background, indicating the education level of the workers interviewed being characterized by people who had obtained certificate of education in specified fields of professional expertise.

Table 10: Graphical presentation on education level of respondents
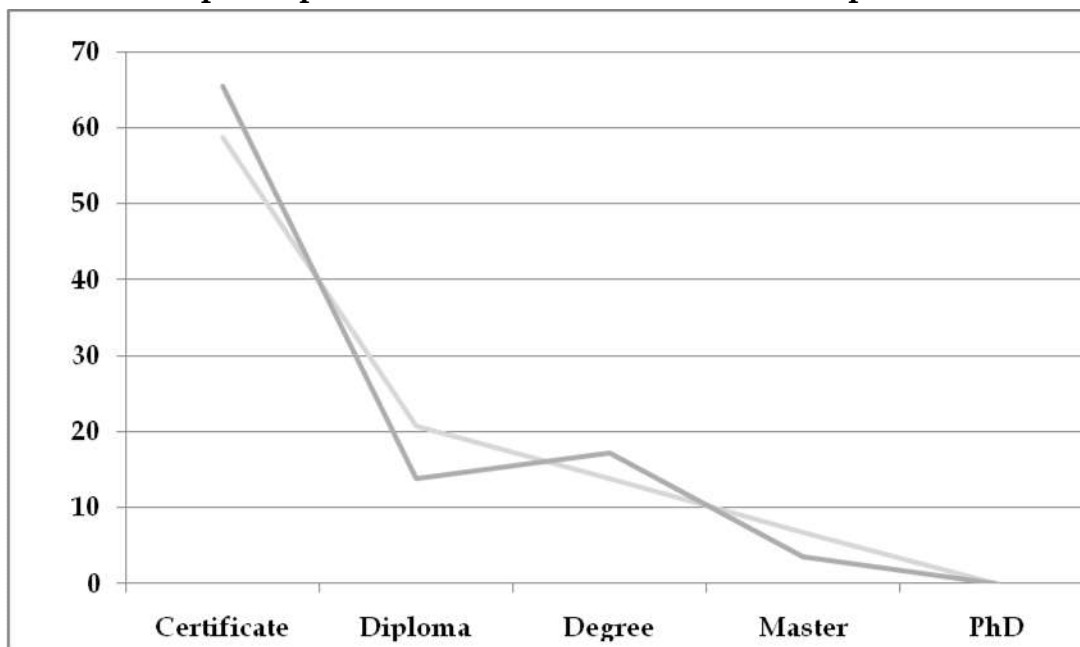
The graphical presentation above shows the employees working in the refugee settlements in the two districts of West Nile region were those with certificate of education in specified field of profession with females being the majority represented by 65.5% followed by males with 58.7% respectively. The number of female workers with first degree qualification is leading with the score of 17.2% and flowed by number of males scoring 13.8%, revealing that female workers to be the highest workforce than males. Again workers with advanced degree qualification, the males are leading with 6.7% followed by females represented by 3.5% only. Therefore it is indicative to conclude that out of the workers interviewed the majority were those with certificate of education level than those with first degree and the second degree of education qualifications.

4.3.6 Employment Status of Respondents

Table 11: Employment Category of the Respondents

Employment Category of the Respondents	Male	%	Female	%
National Education Commission (**MoES**)	8	28.0	3	10.7
International Humanitarian Agencies (**INGOs**)	4	14.0	4	14.0
District Education Commission (**DEO**)	4	14.0	6	20.1
Private School Authority (**CBO/NGO**)	13	44.0	16	55.2
Total	**29**	**100**	**29**	**100**

Source: Study primary data

The study findings in table 11 above shows the workers interviewed represented the employing organizations with the category of Private School Authority (**CBO/NGO**) with the highest number of workers represented by 44% of males and 55.2% of females followed by National Education Commission (**MoES**) with second highest number of employees representing 28.0% being males, District Education Commission (**DEO**) represented by 14% of males and 20.1% of females and lastly International Humanitarian Agencies (**INGOs**) represented by 14% of males and 14% of females being the lowest number of employees interviewed by the researcher.

In summary, the Private School Authority employed the highest number of staff followed by the National Education Commission, the District Education Commission and lastly the International Humanitarian Agencies with the least employees met during the field research assignment.

Table 12: Graphical presentation on employment backgrounds of the respondents
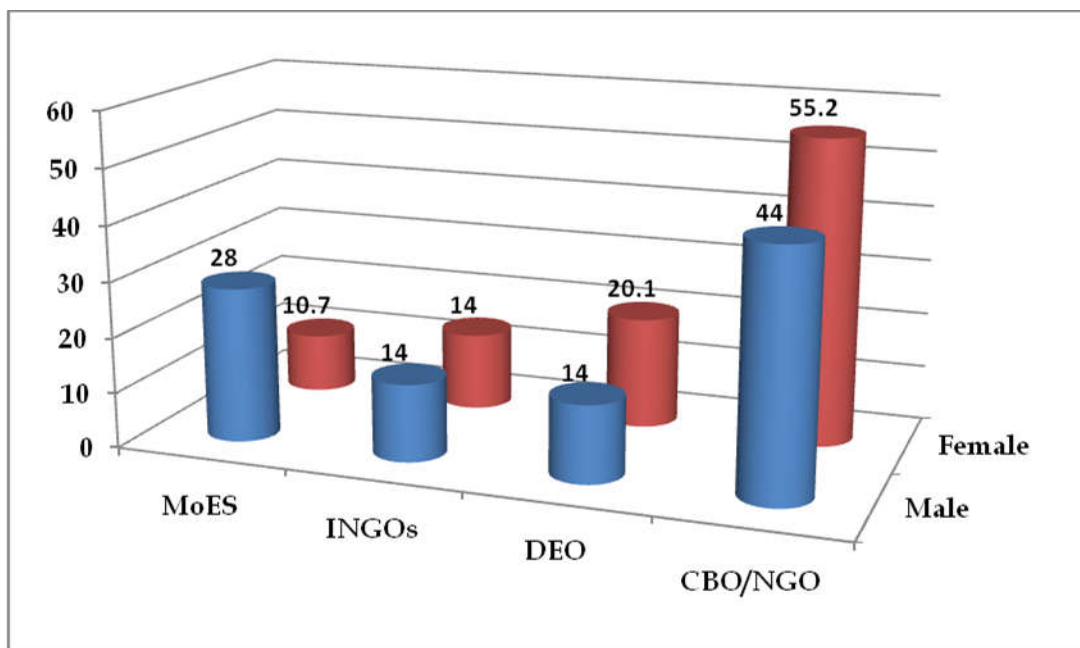
The graphical presentation has shown the employment category of the respondents interviewed with the highest number respondents were those employed by Private School Authority referred to as **CBO/NGO** who scored 44% of male and 55.2% of female employees, while those employed by the District Education Commission referred to as **DEO** scored 14% of males and 20.1% of females, International Humanitarian Agencies (**INGOs**) scored 14% of males and 14% of females respectively and National Education Commission (**MoES**) scored 28% of males and 10.7% of females accordingly.

This has indicated Private School Authority and District Education Commission have employed highest female workers than males, while International Humanitarian Agencies employed the same number of both males and females and National Education Commission employed the highest number of male employees than female workers.

4.3.7   Number of Trained Teachers at Refugee Settlements in West Nile region

Table 13:   Qualification of Teachers

Teachers	Male	Percentage (%)	Female	Percentage %
Certificate	17	68.0	19	76.0
Diploma	6	24.0	4	16.0
Degree	2	8.0	2	8.0
Master	0	0	0	0
Total	**25**	**100**	**25**	**100**

Source: Study primary data

The study findings in the table 13 above has shown female teachers have the highest qualification of teaching at certificate level represented by 76.0% followed by male teachers being represented by 68.0%, while male teachers with diploma of teacher certificate followed with percentage representation of 24.0% and female teachers represented by 16.0% and the least qualification has been those with teaching degree qualification represented by equal scores of 8.0% for both males and females. This has indicated that the majority of respondents to be female teachers with teaching education certificate compared to those with diploma, degree and master qualifications.

In the overall analysis, these education certificate holders need to acquire more upgrade training in their specific teaching fields in order to improve on both quality and performance in service delivery when working for refugee education in future. More teachers are also in great demand to operate more refugee schools to absorb more refugee children living within and around the areas of refugee settlements in the whole of West Nile region.

Table 14: Graphical presentation of the teachers at refugee settlements
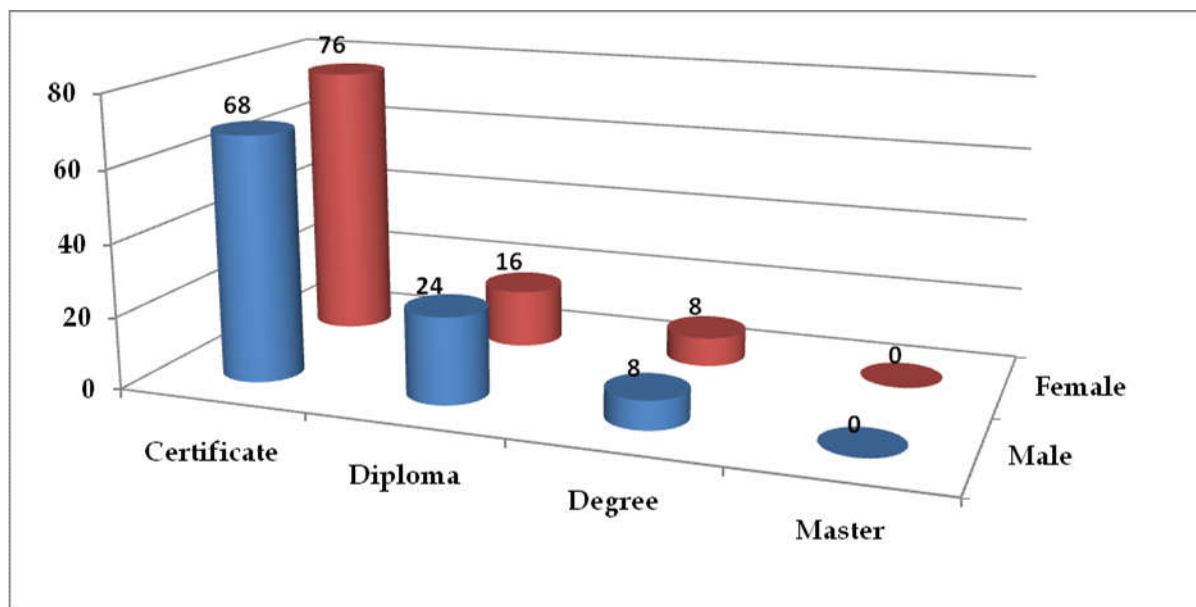
The graphical presentation above is showing that the majority teachers interviewed were those with certificate of teacher education with the female teachers leading by scoring 76% followed by male teachers scoring 68%. The graph also has shown the number of those who have diploma and degree in teacher education with the score of 24% being males and 16% were females respectively. This has indicated that the teachers with certificate in teacher education had the highest employees working at the refugee settlement camps of Dzaipi and Rhino in Adjumani and Arua districts of West Nile region.

4.3.8 Occupation of Refugee School Teachers
Table 15: Refugee teachers against national teachers

Occupation	Male	Percentage (%)	Female	Percentage %
Uganda	17	68.0	18	72.0
South Sudan	3	12.0	4	16.0
DRC	3	12.0	2	8.0
Rwanda	2	8.0	1	4.0
Total	**25**	**100**	**25**	**100**

Source: Study primary data

From the record in the above table, the number of refugee teachers versus national teachers it has shown that the number of national teachers was the highest with scores of 68.0% male teachers and 72.0% being female teachers, revealing that female national teachers were the largest employees working in the refugee settlements of Dzaipi and Rhino camps of West Nile region. The report also has revealed that the number of foreign teachers on record were teachers who have come from South Sudan represented by 12.0% being male teacher s and 16.0% were female teachers followed by DRC scoring 12.0% of males and 8.0% of females, Rwanda scoring 8.0% were male teachers and 4.0% were female teachers indicating foreign teachers has shown the lowest representation from Rwanda followed by DRC respectively.

Table 16: Graphical presentation on refugee teachers and national teachers
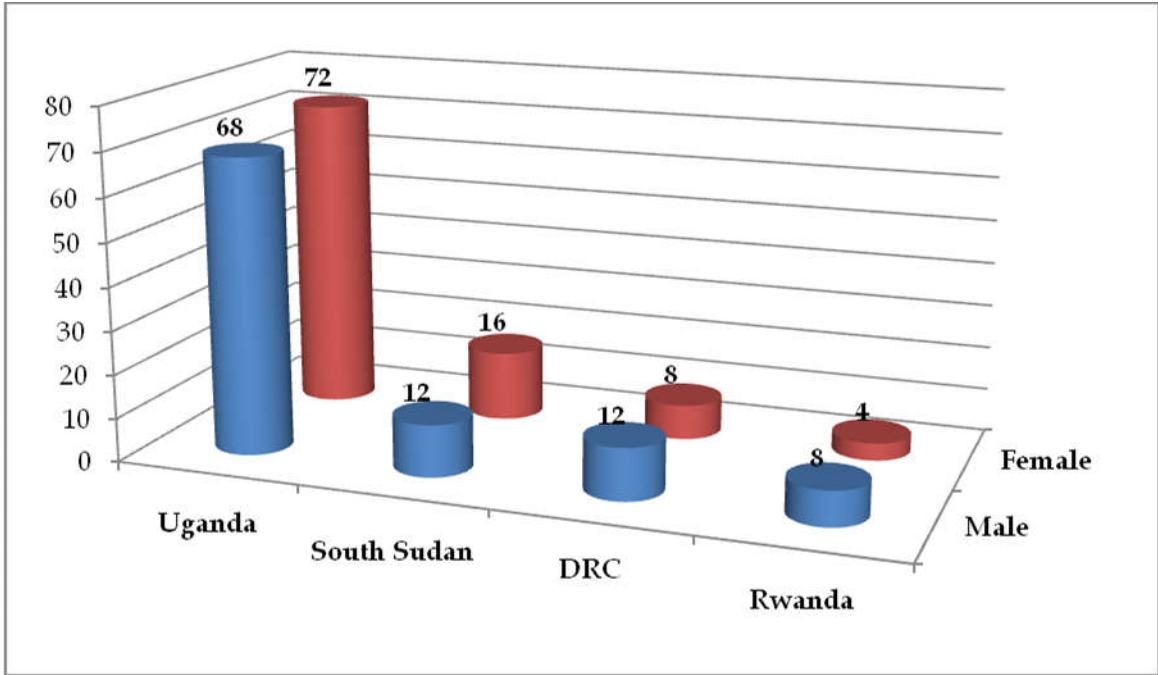
The graphical presentation above shows that the majority of the teachers are from Uganda followed by South Sudan, DRC and Rwanda. This has indicated that many employed teachers in the refugee education in West Nile region are nationals because of Uganda being host country to refugee settlement.

4.3.9 Refugee Children Enrollment Per School Program
Table 17:   Number of refugee children enrolled per education program

Category	Male	Percentage (%)	Female	Percentage %
ECD	1206	16.8	1452	19.1
CFS	1611	22.6	1874	24.6
Primary	1897	26.6	2134	28.0
Secondary	1549	21.7	1127	14.8
Tertiary/vocational	876	12.3	1032	13.5
Total	7139	100	7619	100

Source: School register

The study findings in table 17 above is showing the highest enrollment refugee children in primary school operating in the refugee settlements in Dzaipi and Rhino refugee camps were boys represented by 26.6% , followed by girls represented by 28.0%. This indicates the enrollment for girls being higher than the number of boys out of the total pupils enrolled in schools within the refugee settlement camps. Also enrollment in child friendly schools (**CFS**) is showing that number of female pupils being more than those of boys represented by 24.6% of females and boys represented by 22.6% respectively.

The overall results have shown that most classes were operating from temporal learning centres referred to as "child friendly schools" where learners are brought in designated areas within the refugee settlements to ensure their safety and protection. Integrated

learning curricula was provided to students to cover basic education integrated with life skills learning packages covering physical, emotional, spiritual and mental aspects towards healing from past wounds and restoration to stable life. Another record has shown the enrollment at ECD centres being the least with male pupils recorded 16.8% and female pupils recorded 19.1% of the total enrollment, indicating that the number of girls were the majority in ECD centres. Enrollment at tertiary/vocational skills training institutions is showing the number of female students is high represented by 13.5% while that of male students scored 12.3% of the total enrollment of students, while enrollment at secondary school has shown that male students represented 21.7% and male students scored 14.8% respectively.

Table 18: Graphical representation of enrolled refugee children per education program
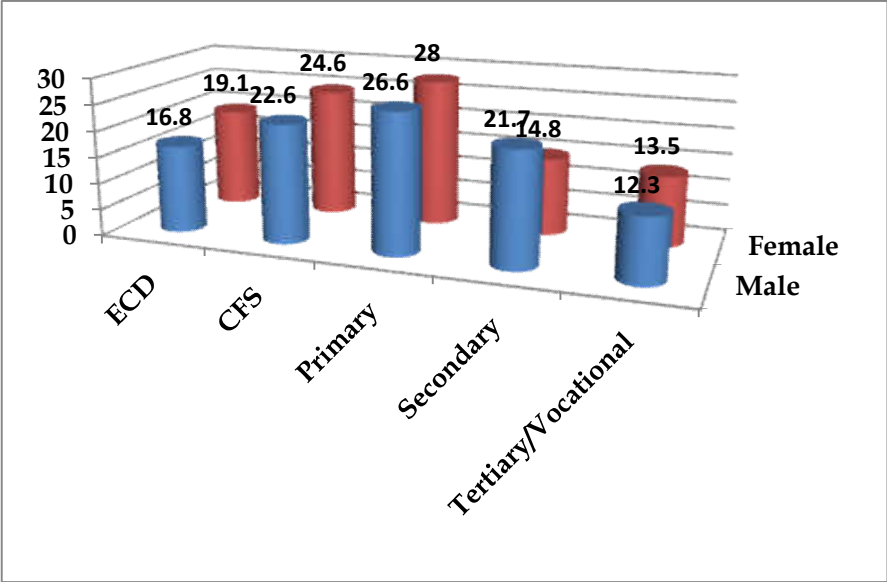
The graphical presentation has shown the highest enrollment of refugee children at primary school education level scored 28.0% being female pupils and 26.6% were male pupils indicating the majority of enrollment being female pupils in ECD/CFS learning

centres, while registration in tertiary/vocational skills training centres has indicated the least enrollment of boys reported at 12.3% and girls at 13.5% compared to the rest of the enrollment report on the emergency education programs operated in the refugee settlement camps Dzaipi and Rhino camps of West Nile region.

4.4.0 Refugee Children Enrollment in ECD Centres
Table 19: Number of refugee children enrolled in ECD centres

Category	Male	Percentage %	Female	Percentage %
Baby Class	318	26.4	404	27.8
Middle Class	480	39.8	502	34.6
Top Class	408	33.8	546	37.6
Total	**1206**	**100**	**1452**	**100**

Source: School register

According to the report of scores in the table 19 above, enrollment has been highest in the middle class with male children recorded 39.8% and female children recording 34.6%, and at the top class male children recorded 33.8% while female children recorded 37.6% showing there was lowest enrollment of children at baby class with 26.4% being male and 37.6% female children respectively.

Table 20: Graphical representation of refugee children enrollment in ECD centres
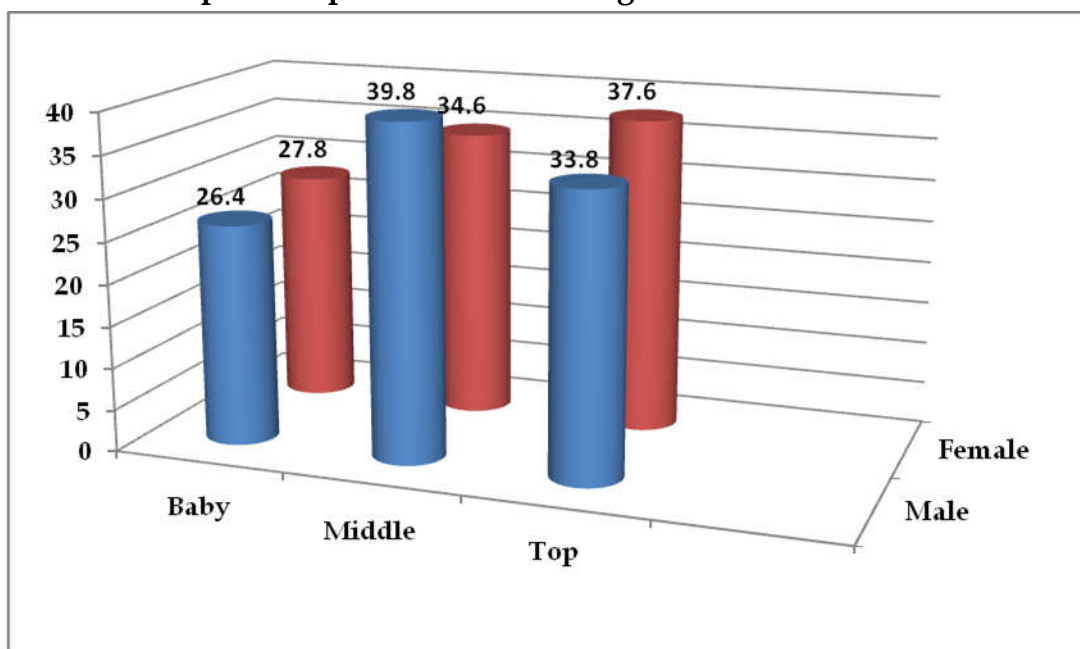
Table 20 above is showing the enrollment in the three classes in the following categories:-

a) Female pupils: baby class recorded at 27.8%, middle class recorded at 34.6% and top class reported at 37.6%.

b) Male pupils: baby class recorded at 26.4%, middle class recorded at 39.8% and top class recorded at 33.8%.

The results has shown that there were more female pupils enrolled at top class than male pupils, more male pupils enrolled at middle class than female pupils and few pupils enrolled at baby class for both male and female pupils.

This is indicative to conclude that there was low level of entry of children ready for early childhood development training opportunities being provided with support from Save the Children and UNICEF to partner organizations and schools operating in the refugee settlements in Dzaipi and Rhino camps of West Nile region.

4.4.1 ECD Centre Operations in Refugee Settlement

Table 21: ECD centres operating in refugee settlements

Category	Number	Percentage%
ECD operated under tree	6	23.1
Permanent ECD centre	8	30.8
ECD operated in tent	12	46.1
Total	**26**	**100**

In table 21 above the result shows three types of ECD learning service delivered in the two refugee settlements; one was being operated under the tree represented by 23.1% followed by the second one operating from permanent learning structure represented by 30.8% and the third one operating in the tent represented 46.1% with supplied by Windle Trust, a UK organization in partnership with UNICEF as the main ECD program sponsor advocating for child friendly services integrated learning approach to refugee education in Uganda[70].

Table 22: Graphical presentation of ECD centres operated in refugee settlements
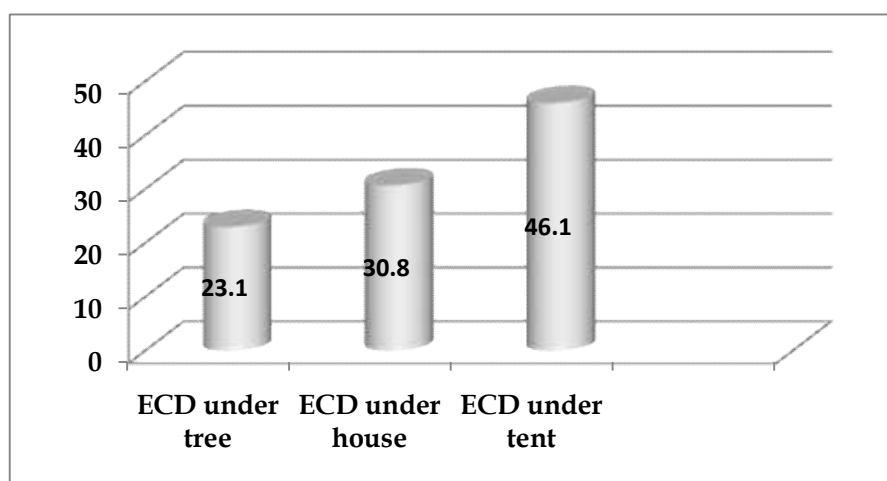
[70] UNICEF, January 2010.

According to the graphical presentation above, the majority of ECD learning centres were operating in tents represented by 46.1% followed by the one operating in permanent structure constructed with help from World Vision Uganda and Norwegian Refugee Council and thirdly ECD centre operating under trees representing 23.1% of scores.

It is indicative that having the ECD learning centres operating under trees seems to be reason for poor and low enrollment at baby class level which is the entry point into early childhood education level in Uganda and also a means to fulfill the UN Convention on the Rights of the Child[71]. The same complements the policy of education for all (**EFA**) and Millennium Development Goal (**MDG**) under goal 2 which states about provision of universal primary education (**UPE**) which is translated to include early childhood development education services.

4.4.2   CFS Operation in Refugee Settlements
Table 23:   Number of CFS operating in refugee settlements in West Nile region.

Category	Number	Percentage %
CFS operating in temporal learning centre	6	60.0
CFS operating in formal learning centre	4	40.0
Total	**10**	**100**

In the table 23 above, the findings is showing that most CFS learning centres were operating in temporal structures represented by 60.0% compared to the ones operating in formal learning centre is represented by 40.0% which results has revealed that CFS

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[71] *CRC, November 1990: Every child has a right to basic education. The government of Uganda translated child rights convention into legislation referred to as the Children Statute in 1996. This is one of the policy guidelines regulating operation of EDC centres in the Country.*

education services has been conducted from temporal structures referred to as make shift learning centres to help handle the refugee children influx constantly migrating into Northern Uganda from either DRC and South Sudan seeking location to refugee settlements in Uganda[72].

Table 24: Graphical presentation of CFS operated in refugee settlements.
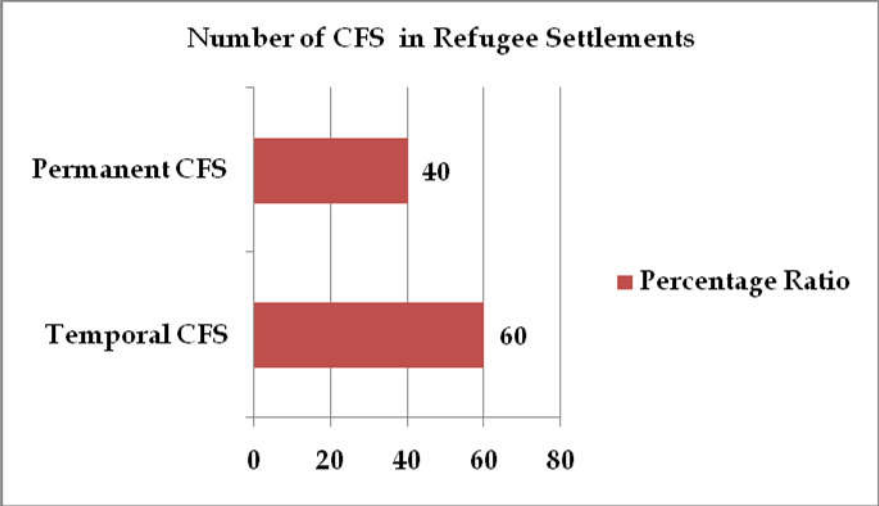
Table 24 above, has shown that most of the CFS operating in refugee settlements in Dzaipi and Rhino refugee camps were conducted under temporal structure compared to the one operating from permanent structure.

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[72] *West-Nile UNHCR (June 2014). Population Statistics by Country, Sex, and Gender. The UN Refugee Agency: According to the UNHCR June report, 65% of the refugees in the West-Nile region of Uganda are between the ages of 0-17.*

4.4.3 Refugee Children Enrolled at Primary School

Table 25: Number of refugee children enrolled at primary school in settlement camps

Category	Male	Percentage %	Female	Percentage %
Primary 1	465	24.5	478	22.4
Primary 2	621	32.7	723	33.9
Primary 3	118	6.2	287	13.4
Primary 4	121	6.4	198	9.3
Primary 5	164	8.6	129	6.0
Primary 6	281	14.8	174	8.2
Primary 7	127	6.8	145	6.8
Total	**1897**	**100**	**2134**	**100**

Source: School register

The table above is showing the number of enrollment of refugee children in primary schools in the study settlement camps was highest at lower primary classes between primary 1 and primary 3 levels, especially primary two classes have recorded more female pupils against male pupil enrollment.

The report further has shown the number keeps dwindling as the children go upwards with their studies more so the number of females gets thinner to that of males after primary three in both refugee camps.

Such a situation is indicative of high school dropout in the areas of refugee settlements.

Table 26: Graphical representation on refugee children in primary school
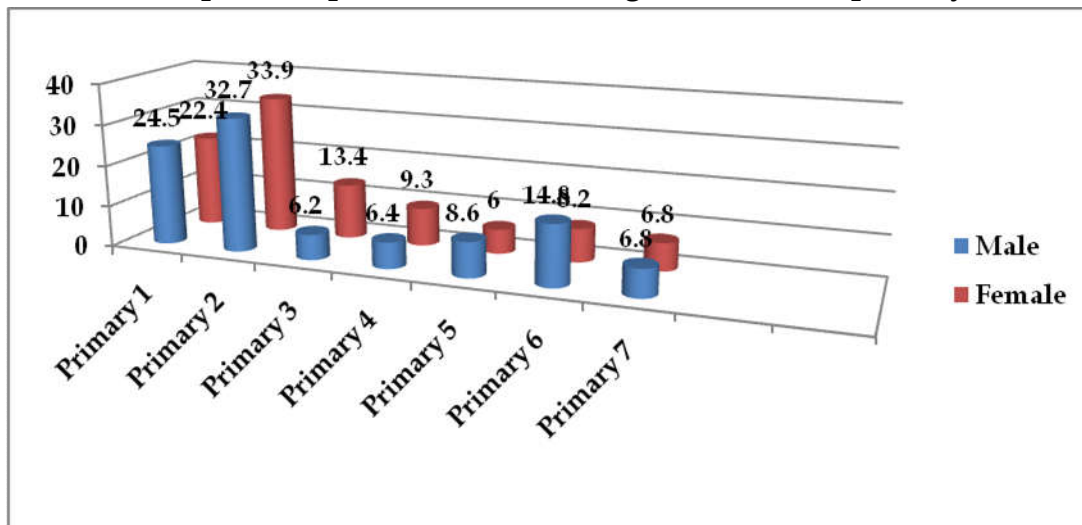
The result in table 26 above, the findings is showing the lowest enrollment has been from primary three levels upwards with enrollment of male pupils very poor between primary three and four with low enrollment of female pupils in primary five to seven respectively.

This is clearly showing that the education for refugee children is not doing well in middle primary school section, especially for male pupils and upper primary for females.

This presents a big challenge to refugee education actors from refugee children parents, sponsoring organizations and teachers in ensuring provision of quality basic education to refugee settlement in West Nile region.

4.4.4 Refugee Children Enrollment in Secondary School

Table 27: Number of refugee children enrolled in secondary school in resettlement camps of West Nile region

Category	Male	Percentage %	Female	Percentage %
Senior 1	657	42.4	341	30.3
Senior 2	358	23.1	198	17.5
Senior 3	165	10.6	92	8.2
Senior 4	145	9.4	38	3.4
Senior 5	102	6.5	228	20.2
Senior 6	124	8.0	230	20.4
Total	**1549**	**100**	**1127**	**100**

According to the findings in table 27 above, the report is showing that the enrollment was highest for male students in senior 1, 2,3 and 4 represented by 42.4%, 23.1%, 10.6% and 9.4% while the number of female students scored highest in senior 5 and 6 represented by 20.2% and 20.4% respectively.

This clearly shows that the enrollment of refugee children at secondary school in the refugee settlements of Dzaipi and Rhino camps has indicated high registration in senior 1, 2, 3 and 4 with male students while female students recorded more number on the register of senior 1, 6, 5 and 2 indicating the enrollment was not depending on sequence of academic level but students seem to join any secondary school class at random.

From observation of the study established by the researcher, the reason for this disparity is due to untimely entry and registration of refugee students at the respective settlement camps in the middle of the school term and calendar as a result of displacement from home country affecting their academic period in the new country of asylum.

Table 28: Graphical presentation on refugee children enrolled in secondary school
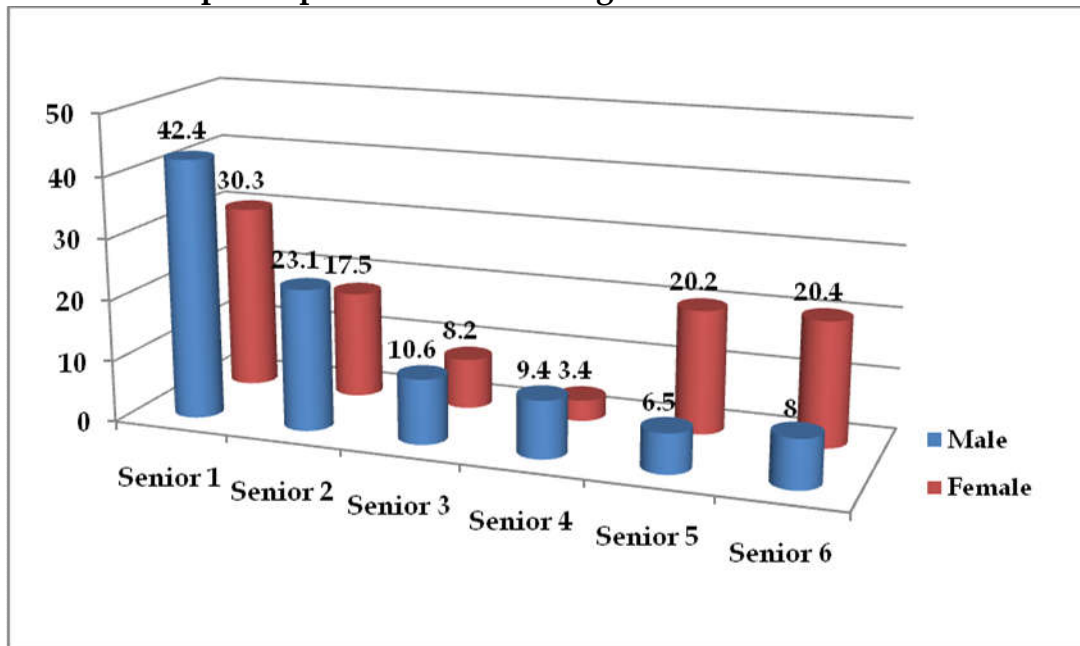
The presentation above is showing that there was low enrollment in senior 4 and 3 represented by 3.4% of female students compared to male students represented by 9.4%, followed by 8.2% of female students against male students represented by 10.6% respectively, while in senior 5 and 6 enrollment was lowest for male students represented by 6.5% to that of female students represented by 8.0% respectively.

Basing on the report presented in graph 28 above, the enrollment in the secondary school register has shown that there were more female students in senior 5 and 6 compared to male students, while more enrollment has been recorded in senior 1 and 2 for both male and female students indicating that most refugee children seemed to have joined

secondary school education after completion of primary seven education due to the privilege of universal secondary education (**USE**) in Uganda[73].

4.4.5 Refugee Children Out Of School
Table 29: Number of refugee children out of school in refugee settlement camps

Category	Male	Percentage %	Female	Percentage %
Dzaipi	2,421	66.6	2,537	64.5
Rhino	1,214	33.4	1,398	35.5
Total	**3,635**	**100**	**3,935**	**100**

Source: Camp register

The table above is showing that the number of refugee children out of school at Dzaipi and Rhino refugee camps reported more girls than boys. According to the research findings, the majority of out of school youth were getting married at the early age and being overwhelmed by family demand, while also they were lacking access to skills development training opportunities due to the challenge of inadequate financial support, which had made youth getting discouraged and frustrated as a result to refugee life in a new location in the foreign land.

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[73] *UNHCR Update Report, February 2015: Access to post-primary education remains a challenge across all settlements. In Adjumani only 1.5% of the total secondary school going age (14-17) is enrolled in school on the OVC scholarship programme. This leaves over 16,000 youth out of school.*

Table 30: Graphical representation of refugee children out of school
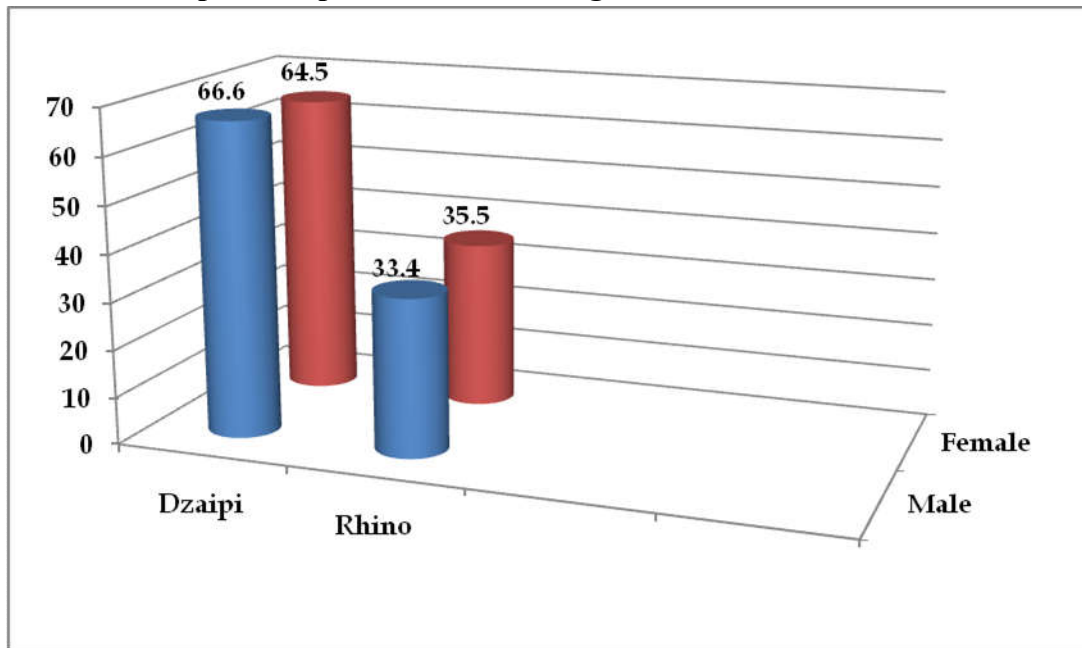
The graphical presentation above is showing the largest population of refuge children out of school at Dzaipi refugee settlement being boys represented by 66.6% followed by girls indicating 64.5% while in Rhino refugee settlement the highest population of refugee children out of school is showing 35.5% being girls followed by boys represented by 33.4%.

This report has shown boys being the highest population of refugee children out of school at Dzaipi camp, whereas girls were the highest population of refugee children out of school at Rhino camp. This has been due to fact that the majority of refugees coming into the country from South Sudan were being girls more than the number of boys who were received and registered at Ayile and Nyamanzi centres in Adjumani district before relocation into resettlement camps.

The reason why boys were the least population is because they are the first target from the armed rebel for recruitment into their army and to this, boys always fear they can easily be trialed and tracked during migration from home country into Uganda especially along border areas. With Nyamanzi transit centre being closer to South Sudan and Uganda border it appears boys could be hiding in safer areas before showing up lest they are tracked and taken by the rebel army.

But after registering with UNHCR and Uganda government represented by office of the Prime Minister those with numbers are located into settlement camps in Dzaipi refugee settlement in Adjumani while the overlap is sent to Rhino settlement camp that is why the population of male refugee children is the highest than female because of distance from the border as well for security and protection.

4.4.6 Refugee Children Enrolled in Tertiary/Vocational School

Table 31: Number of refugee children enrolled in tertiary/vocational school

Category	Male	Percentage %	Female	Percentage %
Tailoring (Garment Cutting)	105	12.0	150	14.6
Hair dressings (Beauty Saloon)	131	15.0	181	17.5
Brick laying	125	14.3	58	5.6
Carpentry and Joinery	162	18.5	62	6.1
Electronics (Phone, Radio and TV Repair)	117	13.4	81	7.8
Bakery (Bread Making)	101	11.4	285	27.6
Agriculture (Horticulture and Poultry)	135	15.4	215	20.8
Total	**876**	**100**	**1032**	**100**

Source: School register

According to the table above, the results is showing the following enrollment categories:-

a) In carpentry and joinery male students had the highest score at 18.5%

b) Hair dressing had majority female students scored at 17.5%

c) Bakery recorded the highest enrollment of female students represented by 27.6%.

Whereas brick laying recorded 14.3% of male students and 5.6% of female students; electronics 13.4% of male students and 7.8% female students; tailoring 12.0% of male students and 14.6 of female students and agriculture 15.4 of male students and 20.8% of female students respectively.

The report has revealed that there were more male students enrolled in brick laying represented by 14.3%, followed by carpentry and joinery represented by 18.5% and electronics represented by 13.4% than female students and more female students had enrolled in tailoring represented by 14.6%, hair dressing represented by 17.5%, bakery represented by 27.6% and agriculture represented by 20.8% than male students respectively.

In the overall analysis, the skills training is another form of education which targets young people who might not have had chance to complete primary school and are unable, or unwilling to reenter the formal education system.

This form of education referred to as "*Technical and Vocational Skills Development*" the researcher found being supported in the refugee settlements of West Nile region by

Norwegian Refugee Council[74].

Table 32: Graphical presentation on refugee children enrolled in tertiary/vocation school
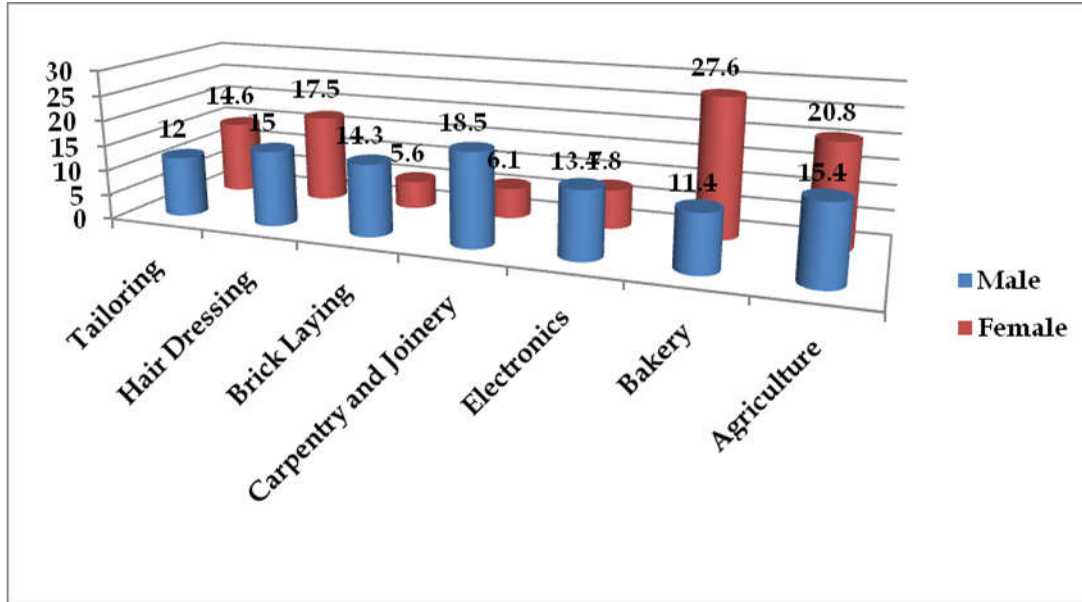
From the presentation above, bakery registered the highest number of female students enrolled scored at 27.6% than male students who has scored 11.1% only. In carpentry and joinery male students scored the highest number represented by 18.5% than female students who had scored 6.1% only; agriculture recorded more female students represented by 20.8% than male student whose enrollment scored 15.4%; and hair dressing reported more female students represented by 17.5% than male students whose record has shown 15% only. In summary, tailoring, hairdressing, bakery and agriculture registered more female students who had enrolled on the training program than the number of male students. While in brick-laying, carpentry and joinery and electronics more male students were enrolled than the number of female study.

[74] *NRC Annual Report, June 2014: Linking non-formal programmes for average learners and technical and vocational training to real market needs in the countries of asylum and of eventual return.*

CHAPTER FIVE

FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1   Introduction

This chapter summarizes the key findings that emerged from the study and finally discusses them to come up with conclusions and recommendations. The study analyzed the educational actor's bio data in regard to longevity in the areas of service, sex, age groups, family background, qualification status and different types of education, their similarities and differences, strengths, weaknesses, opportunities and threats, challenges and successes on the refugee settlements in Dzaipi and Rhino refugee camps of West Nile region respectively to enhance the research findings.

5.2 Findings

Below is the summary of the major findings.

5.2.1   Respondents Bio Data Information

5.2.1 (a)   Longetivity in the areas of service

The study findings have revealed that the majority of the education actors met by the researcher were employees who had worked with the refugee children for 3 years while few had worked for months, other employees had worked for two while some had worked five years with the organizations of the research study in Dzaipi and Rhino refugee settlements of West Nile region. With the findings graphically presented, it is showing that the highest percentage of the period of longetivity of respondents are those who had worked in the refugee settlement 3 years represented by (35.2%), followed by employees who had

worked for 4 years represented by (21.3%), people who had worked for 1 year represented by (13.8%), while those who had worked for 2 years represented by (12.1%), whereas employees who had worked for less than 1 year represented by (10.3%), and employees who had worked for 5 years represented by (7.3%) of the total workers employed by respective organizations visited by the researcher during the field study exercise.

5.2.2 (b)   Gender

The study findings clearly presented the employing organizations have followed equal employment and diversity policy because the research results has shown that gender was given equal opportunity since equal number of respondents of 50% males and 50% females participated during the interview process.

5.2.3 (c)   Age Groups

From reflections on the study findings, the report gives a picture that the majority of the workers met by the researcher were youth who are within mid twenties of age bracket therefore indicative that these workers might have entered employment at youth stage.

5.2.4 (d)   Family Background

Based on the study findings the majority of education workers interviewed in Dzaipi and Rhino refugee camps were not married people who are involved in refugee education followed by the married couples while those with engagement for future marriages ranked the least. This implies that the workers who are single may not pass family values

to the overwhelming numbers of refugee children who might have missed out parental touch for the period they have been on transit.

From personal observation, the researcher has fear that when these single workers get married in future they may quit or leave the job due to the overwhelming family obligations, save the married workers who are used to such challenges already. Another observation by the researcher as remarkable contribution from married workers is that they are found to have family skills required on how to deal with as well handle refugee children who desperately missed parental upbringing and career guidance during and after displacement.

5.3   Qualification Status

The study findings reported on the workers serving with selected education organizations from the refugee settlements in the two districts of West Nile region are those with certificate of education in specified field of profession with female workers being the majority represented by 65.5% followed by male workers with 58.7% while the workers with first degree qualification are females being the majority scoring 17.2% and males scoring 13.8% showing that female workers are the highest workforce than males. Whereas workers with advanced degree qualification, males were leading with 6.7% followed by females being represented by 3.5%.

Therefore the researcher herewith concludes that the majority of workers met were people who have attained certificate of education level than those who have first degree and the

second degree of educational qualifications, indicating that they are serving on level of job entry and it is a critical need to go for upgrade opportunities to higher educational development trainings or other professional packages through recommendation and support of their employing organizations in refugee/emergency education related training courses.

Through field observations, the researcher noticed that serving refugee children or working in situations of education in emergencies demands for right based workers with higher education qualification, skills and working experience in order to achieve the desired roles of such education globally endorsed at international conventions as a social tool for promoting freedom and peace.

5.4   Different types of education analysis

Although UN agencies such as UNESCO, UNICEF and UNHCR are committed to a human rights based approach to education[75], large sectors of the international community, including other UN agencies, intergovernmental organizations, development banks, the private sector and civil society organizations are not; reason being, for a large part of the international community, education has been referred to as process to development rather than a humanitarian activity, and much less, a human right. Even the "*Sphere Standards*", which codified a system of principles of humanitarian aid, referred to human rights but left out education.   As a result, some countries are falling short of the responsibility

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[75] *Universal Declaration of Human Rights, 1948: A framework for the realization of children's right to education and rights within education*

enshrined in numerous international instruments which define the nature and the content of the right to education in emergencies to cover broader range of educational activities embracing formal and non formal education with focus on life saving, life sustaining and social protection for children, youth and their families in times of crises.

5. 5   Similarities and differences of types of education offered in West Nile region

However, post primary education opportunity has been looked at by the few education actors as the alternative acceptable and implemented in situations of emergencies in countries of conflict and refugee host countries, West Nile region inclusive, secondary school has gradually taking ground because it is considered as a scale up educational qualification which is globally recognized to aid pursuance of college, university and institutional training programmes while financing depends majorly on individual and private sponsorships by interested candidates outside of the emergency education actor's priority areas[76].

From the researcher's point of view, post primary education, referred to here as "*Higher Education*", is a necessary critical education intervention for refugee children because it helps in the rebuilding of their lives as well fostering their leadership capacity and skills in both protracted settings and post conflict environments. To this the researcher believes it calls for international and global support in order to achieve it as post war reconstruction and recovery investment in both conflict affected countries and host countries.

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[76] *Report by UNICEF to Ministry of Education: April, 2015.*

In Adjumani, Windle Trust Uganda (**WTU**) continues supplying and distribution of school materials to help both creation of new schools and provides additional education materials to existing schools. Attendance has risen from 9,220 to 15,032 in recent weeks and is attributed to an awareness campaign among refugees about the importance of education as well as the provision of school materials to students. The campaign is spearheaded by WTU and supported by partners and also stressed the roles and responsibilities of parents in school affairs. Also in Adjumani refugees have established a temporary learning centre in Ayilo II settlement that is catering to 673 primary school pupils in classes one to four[77].

In Arua, recent achievements in education has been the training of the teachers in Rhino Camp settlement schools sponsored by UNICEF, distribution of assorted scholastic materials by Windle Trust Uganda, facilitation of games and sports activities in all schools and provision of sitting mats in the Early Childhood Centers[78]. In spite of the above achievements, it has been reported that the majority schools are faced up with the challenge of lack of curriculum books for primary school taught subjects[79].

Education institutions and centres were opened in February, 2015 as the services resumed in newly established ten (**ECD/CFS**) with support from Save the Children and Plan International. In addition UNICEF has also supported nine centres that had already been established by both Plan International and Save the Children. UNICEF supported the

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[77] *Windle Trust Annual Report, December 2014.*
[78] *New Vision Report of January 2015.*
[79] *Interagency Assessment Report, January 2015.*

establishment and running of 31 ECD centres and access to psychosocial support for over 10,000 children between three and five years of age. In collaboration with the Ministry of Education and Sports (**MoES**), the organization provided orientation on the community based ECD model for all participating partners and districts. The caregivers are provided with appropriate training to improve a*ccess to primary education and UNICEF initially p*rovided tents as temporary classrooms at the beginning of the influx in 15 schools. The construction and furnishing of 107 new, permanent classrooms has been on-going and rehabilitation of 63 classrooms in Adjumani District mainly in Government schools and in some approved Community schools[80]. UNICEF has provided teaching, recreational and learning materials for up to 38 schools to date through promotion of learning through a "*Go to School*", "*Back to School* "and "*Stay in School"* campaign in the two districts. Improvements in quality of primary education was promoted through training of over 500 teachers and teaching assistants from the integrated schools (*refugees and local*) in refugee education – psychosocial support, their counseling etc. as well as School Management Committees (host and refugee schools) in roles and responsibilities.

On the other hand, education support was also provided for training for one Special Needs Education teacher, per school for a child to child approach through identification of children with special needs to access and benefit from such support. UNICEF through working partnership with World Vision addressed conflict within learning spaces through peace building activities for increased social cohesion for in and out of school children.

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[80] *UNICEF Uganda Humanitarian Report, January 2015: Joint monitoring and interventions with districts and Ministry of Education and Sports (MoES) staff.*

The intervention also provided technical support and contribution to a coordinated education response. UNICEF has provided bicycles to teachers from host and community primary schools and caregivers of the ECD centres in the settlements to ease their movement to and from school as most of the teachers commute from outside the settlements. Establishment of ECD centres is in progress and tents erected[81].

Figure 4:   Similarities and differences of types of education offered

Formal Education	Non-formal Education	Informal Education
It is classroom based having the same regular attendance of kids and the same teachers every day.	It is an outside classroom based learning activity with out of regular school participants in attendance.	An out of school learning activity in a stratified community based structure for different learning audience.
It is curriculum based learning with trained teachers in specific areas of specialization.	It is a skill based training framework facilitated by skilled and experienced instructors in specified areas of expertise.	It operates in different learning environment facilitated by skilled and experienced facilitators on thematic areas involving stratified group of participants.
The classroom activities take several days to complete set of taught subjects **e.g.** terms and years.	Learning activity suitable for set of different group of learners to access training over specified time frame with varying attendances.	Learning activity runs for short time frame for stratified group of participants.
A classroom based learning with teachers who have certain level of training in educational philosophy, effective teaching strategies, classroom management, and content.	An apprenticeship form of learning conducted by facilitators with varying experience and knowledge of teaching techniques, content expertise, and group management.	Life skills learning conducted by facilitators with varying experience and knowledge of teaching techniques, content expertise, and group management
All teachers need to meet educational standards and stick to a specified curriculum covered over timeframe	Content learning flexible tailored for particular topics covered over specified time frame.	Content learning flexible tailored for particular topics covered over specified timeframe.
It can be operated as form of education outreach in situations of emergencies	It can be operated as form of education outreach in situations of emergencies	It can be operated as form of education outreach in situations of emergencies.

Source: Analysis by researcher

5.6   Strengths, weaknesses, opportunities and threats of Education in Emergencies

a) Formal education

Education actors are providing support to primary and secondary schools operation in refugee camps for refugee children and youth in conjunction with camp committee. While IDP children and returnee children and adolescents generally occur in government, community and religious schools within the settlement camps, although vast effort is focused on primary education. International communities through international agencies are providing support to this type of education through educational materials supplies, teacher training and school construction or rehabilitation.

b) Technical vocational training and education

This type of education is offered as part of formal post primary education to out of school youth through apprenticeships of market trade skills under close coaching, mentoring and supervision of more experienced instructors. This approach gives learners opportunities to practice skills and techniques learned during lecture by applying knowledge and skills learned from the instructor while the instructor observe to confirm and approve the learner's performance in compliance to standards set for the trade/course.

c) Life skills education

Members from the refugee settlements are provided life skills lessons on how to communicate through development of interpersonal skills, decision making and critical thinking skills, risk coping and self management techniques. The focus of life skills programs is on changing behaviours so that learners are able to make positive choices for their live through life skills messages incorporated into other topics such as health

education, HIV/AIDS prevention and education for peace, conflict resolution and human rights.

Figure 5:   Strengths, weaknesses, opportunities and threats of types of education

Education Types	Strengths	Weaknesses	Opportunities	Threats
Formal	a. Learners engaged in organized learning. b. Learning depends on trained teachers.	a. Student or sponsor chooses the study place. b. Learning takes place in stages and organized structure.	a. There is value in learning of all kinds. b. Learning is arranged by recognized institutions.	a. Learning operated on varying fee for service basis. b. Learning guided by curriculum examined and credit awarded by accredited body only.
Non-formal	a. Learners learn through basic learning concepts. b. Tailored form of learning approach towards self employable skills.	a. Learning depends on capability and `competence of the learner. b. Learning influenced by the environment.	a. Learning based on specific skills and trades. b. Learning operated on subsidized fee for service basis	a. Learning takes a lifelong endeavour. b. Employability very competitive.
Informal	a. Learning process through social interacts with the instructor. b. The learner is immersed in learning from birth.	a. The learner is at the centre of learning world for life. b. Environment shapes learning.	a. Interdisciplinary learning context. b. Learning takes place spontaneously, all the time.	a. World is the classroom and learning is all around the learner's environment. b. Learning not restricted.

Source: Analysis by researcher

5.7 Impact of emergency education in refugee settlements of West Nile region.

a) *Protection and Stabilization*

Schools within refugee settlements are providing physical protection to both refugee and internally displaced children safe environments where teachers and caregivers supervise

and monitor well-being during learning hours. In all settlement camps of West Nile region, all children also provided with vital life saving knowledge including landmine avoidance, health care and hygiene related to HIV/AIDs, STIs and other communicable diseases which can affect their health status. The same support is provided with aim to protect the children from external influence towards being part of gang recruitment or involvement in military activity, sexual abuse and participation in use of drugs because they are sensitized about the value to their education as the foundation for better future as the type of education they are receiving is meant to prepare them for future employment opportunities in the host country, their home country or anywhere in the world.

The children are made to participate in sporting activities such as football, netball, plays and games and other recreation activities like music and drama clubs provide them with opportunities to live , stay and learn within areas of protection and safe environments. Routine attendance of children in schools has given parents ease of mind, worries and fears of what would happen to them again. Above all, children have opportunity for social interaction with their friends and peers both during and after school time hence encouraging their return to normal development patterns.

b) *Psychosocial protection*
The children within the refugee settlements have regained a sense of normalcy, identity and dignity which they have missed during the situation of armed conflict in their home country since they have been accepted to live, stay and learn from schools in the refugee camps they are being hosted. This response has made possible of social integration for many vulnerable children into school community life as well as created a platform and

structure through which these children are able to express their views, opinions and interests through arts, music and drama as the means for passing educative messages, premise for trauma healing, trust and self esteem building as resilience mechanism for coping up with the impact of emergency at a practical level.

c) *Cognitive protection*

The refugee and internally displaced children are taught basic skills such as numeracy, reading and literacy since they are provided with opportunities to develop talents and practice to cooperate with each other since schools nurture their cognitive development. Children's attendance at school becomes a channel for peace education where peace messages is passed on to encourage positive behaviours such as tolerance, conflict resolution and instilling sense of mutual understanding among victims. It also develops children's skills in critical thinking to question what is happening around them and analyze information to express views and opinions. It is found and proved to provide children with hope for better future by giving the community and the children the encouragement that war will end someday and life will return to normal.

d) *Community restoration*

By education agencies working together to build as well manage operation of schools within refugee settlement camps of West Nile region, it fostered tangible informal links within the community by leading them towards other collective initiatives. The education opportunities provided to the vulnerable children living, staying and studying within the settlement camps have also freed the parents from fears and worries of what is going around them to focus on earning income and managing their domestic responsibilities

resulting into reductions of stress at home which has brought socio-economic benefits to the whole family.

5.8   Challenges

The majority of the refugees are children and majority being orphans. There is a large demand for more CFS and ECD spaces to be created in strategic locations within the refugee settlements since the current ones are overcrowded as the children being hosted there in the morning hours between 8:00 and 11:00 am are provided with various services to include security, education, and psycho-traumatic counseling and thereafter dispersed leaving them at large all afternoons. Overall, the children fill the grounds of the several primary community schools (**2 in Ayilo and 4 in Nyumanzi**) all in Dzaipi and (**3 in Okollo and 5 in Obongi**) all in Rhino camps. These schools congregated under large trees and are exposed to the weather.

According to report from workers of Windle Trust, it is estimated nearly 4,000 students attend these primary schools throughout the settlements, with 617 enrolled in the Ayilo primary schools. As a form of support, Windle Trust is partnering with Danish Refugee Council (**DRC**) to hardware support by constructing 4 school buildings over the next four months (2 in Ayilo and 2 in Nyumanzi) to house these students while they provide software support. In addition, World Vision Uganda plans to add more classrooms in the ECD/CFS to accommodate some of the younger primary school students. Nonetheless, there were no standard curriculum, parent-teacher association, and community school council/committee in place to harness the planned development strategies.

Regarding vocational and life-skills trainings for the youth population, it was reported that the settlements have enough human resource to serve as teachers, trainers, and mentors/advisors. Overall, there have been no formal systems to capitalize on this market as well fill the key gaps discovered during the research engagement such as lack of formal primary education system, lack of parent/guardian involvement in school education, lack of secondary and vocational skill trainings, lack of motivation and teaching materials for teachers and lack of infrastructure of community schools to cater for the education of refugee children hosted at settlements in West Nile region. In addition, there is no education program to cater for children with disabilities who also have the rights to education for all global policy requirements.

Refugee children from DRC and South Sudan are facing language and culture shock upon arrival and after location into settlement camps in West Nile region. Refugees from DRC speak French and all their learning processes from home country is conducted in French language only and when they are settled in Uganda they have to struggle in order to cope up with learning English as the official communication in Uganda education system. The same applies to refugees from South Sudan who are used to learning processes in Arabic language from their home country also have difficulty coping up with learning in English language. More challenging is that, all the learning materials are written in English and lessons also conducted in English which is another hassle to learners within the refugee settlements.

On the overall, it was observed that education response activities implemented during emergencies do not put into consideration how refugee national language can be incorporated into the education system of the host country so as to enable them pick up on learning easily without struggling on coping up

5.9 Successes

The researcher learned about the willingness of teachers in the primary schools, the majority being full volunteers; however, only a few being employed by a non-governmental organization (**NGO**) yet received little to no (*financial*) support. Most of these teachers are not professionally trained but they see their services as a duty towards helping their community. It was observed that groups of children would "*self-learn*" in the absence of teachers. Children would continue to linger in the learning spaces, usually in front of blackboards and posters, to take notes and study. Some would linger 20 to 30 minutes even when after the sessions were over. Nearly an equal amount would frequent the playing area (*sliders, swings, sand pit etc*). There were no reported conflict cases between the host community and the refugees. In fact, it was reported that the presence of refugees boosted the local economy because of the business interaction with them. Local banks in West Nile region are populated especially with South Sudanese withdrawing bulks of money to help in daily expenditures.

5.10   Recommendations

a) Establishment of Community-led Technical/Vocational Skills Training Units.

There is a major opportunity to cater for the youth population who are past primary school formal or non-formal education. Currently the focus from various partners (**Save the Children, Windle Trust, Plan International and DRC**) is on early childhood development and primary education; although it is a major challenge within itself, higher education training lacks partners to undertake it. However, its potential for success is high since the community already has qualified and educated human resources in the field of medicine, management, education and pastoral ministry – the majority of whom are idle and would prefer engaging in teaching activities as being observed by the researcher. The UNHCR and Windle Trust (**WT**) Representatives confirmed the dire need not only for technical/vocation skills development to cater to the youth but partners to undertake it.

b) Community Mobilization in Education in Emergencies.

The refugee community is not mobilized enough in participating in educational projects at the camps. There are no parent-teacher associations (**PTAs**) or school management committees (**SMCs**). Church leaders have little involvement, except in organizing the schools and logistics. By mobilizing the community, they would understand their potential to become vital partners with outside organization in addressing the educational needs of the community.

c) Provision of Teacher Training Materials.

The primary school volunteer teachers and Windle Trust (**WT**) indicated that one of the

top needs for education is in teacher capacity building. Hence conducting training sessions for the teachers and supplying them with teaching materials is an area of great opportunity to any education agency looking for space to engage in education sector in refugee settlements in West Nile region.

d) Improvement of CFS Implementation Strategy.

The current ECD/CFSs are well frequented by the children and to improve service to them, they would increase psycho-traumatic support for both pupils and caregivers indicating great demand for more input from agencies operating in refugee camps of West Nile region. In addition, with the UNHCR and the Office of Prime Minister reporting continual influx of refugees and construction of additional camps, education partners should be more strategic in implementing ECD/CFS in new/upcoming settlements that lack it.

e) Inclusion of Children with Disabilities.

Education actors together with their partners are called upon to consider provision of inclusive learning space for children with disabilities to learn alongside normal and able children so as to enable them also develop socially, emotionally and academically.

f) Incorporating Refugee Language into Education System of Host Country

Another area for consideration by education actors operating in West Nile region, to come up with school program for refugee and internally displaced children from neighbouring countries to learn in their home country language than of the local, host population and country in order to follow a curriculum that will allow them transfer back into education system when they return home. However, it can also be very helpful for children and

youth displaced over long period to learn the language of the host community for ensuring future income possibilities as well as for building bridges between communities.

5.10   Conclusion

Overall, there are many educational challenges in the Arua and Adjumani refugee settlements. However, the existing education partners still have a great opportunity to significantly impact the refugee community by building the capacity of the youth and teachers through trainings, mobilizing the community, and improving ECD/CFS through to primary and secondary education including technical/vocational skills development implementation strategies in order to meet the overwhelming refugee education needs in West Nile region.

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COVERING AND CONSENT LETTER

Good Morning/ Afternoon/Evening.

I am a researcher on a project entitled: "*The Impact of Emergency Education on Refugee Settlements in West Nile Region, Uganda.*" The study covers the types of education approaches including the emergency schools operated through support from international humanitarian agencies operating in Rhino and Dzaipi refugee camps of Arua and Adjumani districts.

I am here to request you to participate in this study. The purpose of this study is to help in the establishment of the impact of different types of emergency education on the refugee settlements in West Nile region for the last three years. Your consent to participate in this study will be highly appreciated and it's quite voluntary.

All the information provided by you will be kept strictly confidential. No identifying information about you will be revealed in any part of the report of this study.

Thank You

QUESTIONNAIRES

Instruction

This questionnaire is expected to be answered by the 58 respondents who are from education agency, primary, secondary and tertiary/vocational schools within refugee camps. The questionnaire is made up of instructions, questions and statements requiring the respondent's independent input. The questionnaire is self administered for the literate and guided by the researcher.

STRUCTURED QUESTIONNAIRES

<u>**SECTION A:**</u>   **BIO DATA**

1. Name……………………………………. 2. Sex [ ] . Age [ ]

2. Educational level (tick one) a) Primary [ ]   b) Secondary [ ]

   c) College [ ]   d) University [ ]   e) None [ ]

3. Religion (tick one) a) Catholic [ ] b) Protestant [ ] c) Islam [ ]

d) Others [ ]

4. Marital status (Tick one) a) Married [ ]   b) Single [ ]   c) Divorced [ ]

d) Widow [ ]   e) Widower [ ]

5. Employment status (tick)   i) Employed [ ]

                                ii) Self employed [ ]

5. Do you have refugee children in your class/school? (Tick one)

Yes [ ]   No [ ]

7. Number of children according to age structure (write figure where appropriate)

a) Children of 0-2 years ☐ b) Children of 3-5 years ☐ c) Children above 5 years ☐

SECTION B   PERSONAL HISTORY

In this section, select/ tick the correct answer to the question or statement.

8. Do you work or live in the refugee camp?   a) Yes ☐   b) No ☐

9. If your answer to above question is yes, state how you have become part of the refugee settlement? (Tick one)

a) Refugee ☐   b) Worker ☐   c) Volunteer ☐   d) Homeless ☐

10. Were you displaced from your areas of origin into the refugee camps?

a) Yes ☐   b) No ☐

12. If your answer to the above is yes, which Country? (Tick one)

a) South Sudan ☐   b) DRC ☐   c) Rwanda ☐   d) CAR ☐

13. Are you a worker for emergency education support in the refugee camps? (Tick one)

a) Yes ☐   b) No ☐

14. If your answer above is yes, how have you become a worker? (Tick appropriate box)

a) International Humanitarian Agency ☐   b) National Education Commission ☐
c) District Education Commission ☐   d) Private School Authority ☐

15. How many years have you been a worker for refugee education?

Less than a year ☐ 1 year ☐ 2 years ☐ 3 years ☐ 4 years ☐

16. Type (s) of education your organization/institution is involved? (Tick appropriate box)

a) ECD/CFS ☐ b) primary school ☐ c) secondary school ☐

d) tertiary/vocation school ☐

17. Do you face any difficulty in the education service you are involved in? (Tick one)

a) Yes ☐   b) No ☐

18. If your answer to the above is yes, name it in the space provided below

…………………………………………………………………………………………

…………………………………………………………………………………………

19. Do you know of any way to correct or address it? If yes, what strategies would you use to reduce the challenges, the gaps or threats caused by your education type? (List them in the space below)

…………………………………………………………………………………………

…………………………………………………………………………………………..

20. What recommendations would you give to the government/international humanitarian agencies regarding the resettlement plan for refugee children in the Dzaipi and Rhino camps in West Nile region? (Use the space below)

………………………………………………………………………………………

………………………………………………………………………………………

Thank You

FOCUS GROUP DISCUSSIONS

SECTION A: **UNSTRUCTURED INTERVIEW**

1. When were you employed with the present agency/institution?

   ……………………………………………………………………………………………….,

2. Where did you start working with this organization/institution?

   ……………………………………………………………………………………………….

3. Are you part of the refugee settlement or outsider?

   ……………………………………………………………………………………………….

4. What is your level of education?

   …………………………………………………………………………………………………

5. What type of education does your organization/institution offer and the class you teach?

   ………………………………………………………………………………………………..

6. What is your position in the school where you are a worker?

   ………………………………………………………………………………………………..

7. How many refugee children are enrolled in your class or school?

   ……………………………………………………………………………………………….

8. What is the age bracket of the children in your class?

   …………………………………………………………………………………………………

9. What problems do you experience in working for refugee children?

   …………………………………………………………………………………………………

10. Do you know the number of primary schools that are there in the refugee settlement camp you are working? If yes write the number in the space below.

    …………………………………………………………………………………………

11. Do you know the number of secondary schools that are there in the refugee settlement camp you are working? If yes write the number in space below.

    …………………………………………………………………………………………

12. Do you know the number of tertiary/vocational schools that are there in the refugee settlement camp you are working? If yes write down the number in the space below.

…………………………………………………………………………………………………

13. How many refugee children of school age in your working place are out of school?

…………………………………………………………………………………………………

14. We hope you are aware of challenges/gaps affecting refugee education in your work area, what possible strategies do you want any refugee education actors to adopt or apply to address the education needs in the refugee settlement where you work?

…………………………………………………………………………………………………
…………………………………………………………………………………………………

15. How do want the refugee children in the settlement camps to benefit from these strategies?

…………………………………………………………………………………………………
…………………………………………………………………………………………………

Thank You

CHECKLIST FOR CONTENT ANALYSIS

Tick in the corresponding spaces: Y for Yes, N for No and NA for Not Applicable

Education type information	Y	N	NA
Formal			
Non-formal			
Informal			
Education agency information	**Y**	**N**	**NA**
National Education Commission (**MoES**)			
International Humanitarian Agency			
District Education Commission (**DEO**)			
Private School Authority (**CBO/NGO**)			
Education program implementation	**Y**	**N**	**NA**
Target refugee children being served			
Program delivery approach			
Challenges and successes reported			
How they are being addressed			
Education actors qualification	**Y**	**N**	**NA**
Number of workers with certificate			
Number of workers with Diploma			
Number of workers with first degree			
Number of workers with advanced degree			
Gross enrollment in school along gender preference	**Y**	**N**	**NA**
ECD/CFS			
Primary			
Secondary			
Tertiary/vocational skills			
Gross number of out of school children	**Y**	**N**	**NA**
Male			
Female			

Document review	Y	N	NA
Agency reports			
News bulletins			
Reference books on education in emergencies			