

**UNITED NATIONS HIGHER COMMISSIONER FOR REFUGEES IN THE
PROVISION AND DELIVERY OF EDUCATION: A CASE STUDY OF
NAKIVALE REFUGEE SETTLEMENT, UGANDA**

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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF HUMANITIES IN
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DECLARATION

I, Bazubafite Josephine certify that this research report is my original work and has never been submitted for a degree or any other academic award in any university or institution of learning”.

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DEDICATION

I dedicate this research work to the Almighty God who enabled me to go through this journey of my life, My beloved parents, my late father, Mr. Hategga Godfrey, my mother, Ms. Nabirye Aziza who has supported me all through my life, my uncle, Hon. Balikuddembe Joseph Mutebi who has been there for me in all aspects of life and Mrs. Victoria Balikuddembe who has always given support whenever need be.

ACRONYMS/ ABBREVIATIONS

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
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
WVU	-	World Vision Uganda

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ABSTRACT

This research report focused United Nations higher commissioner for refugees in the provision and delivery of education: a case study of Nakivale refugee settlement, Uganda. The following objectives were tested to determine the types of education service offered by UNHCR in Nakivale refugee settlement, Isingiro district, to examine how refugees perceive the education offered by UNHCR in Nakivale refugee settlement, Isingiro district and to determine the challenges faced by both UNHCR and refugees in Nakivale refugee settlement, Isingiro district. The researcher used both qualitative and quantitative methods of data collection. The study used descriptive analytical study for key informant interviews; and quantitative techniques for questionnaires and focus group discussions and documentary reviews during data collection. Qualitative data from the key informants were obtained from the interviews used during the study and the responses were listed and assigned codes according to emerging sub-themes of the study, which analyses were 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. It was concluded that 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, Nakivale refugee camp settlement 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. Refugee children from DRC and South Sudan are facing language and culture shock upon arrival and after location into settlement camps in Nakivale refugee camp settlement 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. Overall, there are many educational challenges in the Nakivale refugee settlement. 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 Nakivale refugee camp settlement region. The researcher recommended that there should be an establishment of Community-led Technical/Vocational Skills Training Units; community Mobilization in Education in Emergencies should be sensitized; the provision of Teacher Training Materials should be taken into consideration and the government should improve the CFS Strategy and the inclusion of Children with Disabilities should be taken into consideration.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter entails the background of the study, statement of the problem, purpose of the study, objectives, research questions, scope of study and the significance of the study.

1.1 Background of the study

1.1.1 Historical perspective

Globally, countless number of persons have emigrated against their will because of conflicts as well as persecution by oppressive governments or majority groups. In the politically, economically and socially unstable climate of the twentieth century, refugee has reached endemic proportions. Consequently, receiving or host nations are challenged with refugee presence with regards to hosting, feeding, sheltering, educating, employing as well as identifying and utilizing their human resource potential (UNHCR, 2014). UNHCR was established on 14 December 1950 and succeeded the earlier United Nations Relief and Rehabilitation Administration. The agency is mandated to lead and co-ordinate international action to protect refugees and resolve refugee problems worldwide. Its primary purpose is to safeguard the rights and well-being of refugees. It strives to ensure that everyone can exercise the right to seek asylum and find safe refuge in another state, with the option to return home voluntarily, integrate locally or to resettle in a third country (UNHCR, 2009). UNHCR's mandate has gradually been expanded to include protecting and providing humanitarian assistance to whom it describes as other persons "of concern," including internally displaced persons (IDPs) who would fit the legal definition of a refugee under the 1951 United Nations Convention Relating to the Status of Refugees and 1967 Protocol, the 1969 Organization for African Unity Convention, or some other treaty if they left their country, but who presently remain in their country of origin. UNHCR presently has major missions in Lebanon, South Sudan, Chad/Darfur, Democratic Republic of Congo, Iraq, Afghanistan as well as Kenya to assist and provide services to IDPs and refugees in camps and in urban settings. In the effort to host refugees, many host communities face various forms of socio-economic challenges as well as benefit from refugee human resource.

In Africa, it is estimated that some four and half million refugees were in a protracted situation (UNHCR, 2017) the vast majority of them in Central and East Africa. The long-term prospect for these refugees is becoming increasingly bleak. In Africa and other parts of the global South, in particular, governments have relied on material assistance from the outside in responding to refugee situations (Merkx, 2000). As a result, the focus of refugee assistance has been about aid, which is by nature a short-sighted endeavor (Kibreab, 1985). Over recent years, donors and other international actors have focused their attention increasingly on either high profile crises in which there are large flows of people, or on large-scale repatriation cases. As a result, "protracted situations, which drag on for years and where there is no immediate prospect of a durable solution for the refugees concerned, have consequently been neglected (Crisp, 2002). The political instability in the Democratic Republic of Congo, Burundi, Eritrea, Ethiopia, Rwanda, Somalia, Sudan, and South Sudan has led to massive number of refugees who have sought asylum and assistance in Western region over the years. Refugees from Rwanda are also hosted in settlement sites in the sub region. Additionally, the two decade long conflict in Central Uganda had forcibly displaced inhabitants into Kampala district with about 7,365 of internally displaced persons (IDPs) remaining in the district who are in need of durable solutions (UNICEF, 2014).

In Uganda is a signatory to all principal international legal instruments for refugee protection: the 1951 Refugee Convention, the 1976 Protocol and the 1969 OAU (Organisation of African Unity) Convention. In 2006, Uganda adopted new refugee legislation, the Refugees Act, which reflected the international standards of refugee protection established within these preceding international legal instruments (Dumor, 2012). The Act recognises the right of refugees to work, to move freely within the country and to live in the local community, rather than in settlements (Adisah, Jinmi. 2010). In line with the Act, the Ugandan government promotes refugee 'self-reliance'. Within each settlement, land is allocated to each refugee household in order to facilitate refugees' economic independence through agricultural livelihoods. With a less-stringent refugee policy than neighboring states, and its relative peace, Uganda represents an attractive destination for refugees as of 2012, the country hosts approximately 200,000 refugees/asylum seekers from

diverse nationalities. These refugees are spread across several settlements throughout the country, and within the capital (Dick, 2012).

There have been an estimated 3 000 southern Sudanese refugees living in the Nakivale settlement camp. The region hosts the bulk of refugees living in Uganda. The forced migration of the present Sudanese refugees began in 1983, 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 during December 2013 February 2014 when an estimated 135 000 refugees were received into the districts of the Southwestern Uganda, (International Refugee Rights Initiative, 2014). Nakivale, one of the oldest refugee settlements in Uganda, was opened in 1958 and officially established as a settlement in 1960. The settlement hosts more than 100,000 refugees from Burundi, the Democratic Republic of Congo, Eritrea, Ethiopia, Rwanda, Somalia, Sudan, and South Sudan. During the Burundian crisis in 2015, the population of the settlement greatly increased and has since remained this high. Markets are bustling and food is available for purchase, but many refugees struggle to afford basic items.

1.1.2 Theoretical perspective

This study was based on forced migration theory stated by *Graeme Hugo (2011)* and social support theory stated by Vaux, A. (1988). Forced migration theory envelopes demographic movements like flight, evacuation, displacement, and resettlement. The International Organization for Migration defines a forced migrant as any person who migrates to "escape persecution, conflict, repression, natural and human-made disasters, ecological degradation, or other situations that endanger their lives, freedom or livelihood". The International Association for the Study of Forced Migration (IASFM) defines it as "the movements of refugees and internally displaced people (those displaced by conflicts) as well as people displaced by natural or environmental disasters, chemical or nuclear disasters, famine, or development projects (*Graeme, 2011*). According to Alden Spence, "in the strictest sense migration can be considered to be involuntary only when a person is physically transported from a country and has no opportunity to escape from those transporting him." Movement under threat, even the immediate threat to life, contains a voluntary element, as long as there is an option to escape to another part of the country, go into hiding or to remain and hope to avoid persecution." However this thought

has been questioned, especially by Marxians, who argue that in most cases migrants have little or no choice. Forced immigration is the coerced movement of a person or people away from their home or home region and it often connotes violent coercion. Someone who has experienced forced displacement is a "forced immigrant", a "displaced person" (DP), rarely also a "displacee", or if it is within the same country, an internally displaced person (IDP). In some cases the forced immigrant can also become a refugee, as that term has a specific legal definition. A specific form of forced displacement is population transfer, which is a coherent policy to move unwanted groups, for example, as an attempt at ethnic cleansing. Another form is deportation (Fiala, 2015).

Whereas, Social support theory is the perception and actuality that one is cared for, has assistance available from other people, and most popularly, that one is part of a supportive social network. These supportive resources can be emotional (e.g., nurturance), informational (e.g., advice), or companionship (e.g., sense of belonging); tangible (e.g., financial assistance) or intangible (e.g., personal advice). Social support can be measured as the perception that one has assistance available, the actual received assistance, or the degree to which a person is integrated in a social network. Support can come from many sources, such as family, friends, pets, neighbors, coworkers, organizations, etc (Vaux, 1988). Government-provided social support may be referred to as public aid in some nations. Social support is studied across a wide range of disciplines including psychology, medicine, sociology, nursing, public health, education, rehabilitation, and social work. Social support has been linked to many benefits for both physical and mental health, but "social support" (e.g., gossiping about friends) is not always beneficial. Social support theories and models were prevalent as intensive academic studies in the 1980s and 1990s, and are linked to the development of caregiving and payment models, and community delivery systems in the US and around the world. Two main models have been proposed to describe the link between social support and health: the buffering hypothesis and the direct effects hypothesis. Gender and cultural differences in social support have also been found in fields such as education "which may not control for age, disability, income and social status, ethnic and racial, or other significant factors (Uchino, 2004).

1.1.3 Conceptual perspective

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, however learners may also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy. Formal education is commonly divided formally into such stages as preschool or kindergarten, primary school, secondary school and then college, university, or apprenticeship (Dewey, 1944). A right to education has been recognized by some governments and the United Nations (Reagan, 2005). In most regions, education is compulsory up to a certain age.

Education Provision Delivery: Deng (2003) defines education provision delivery as the provision of services in a timely manner, when they are cost effective and meeting intended local community's needs by the central or local government. In the context of this study, education provision delivery means timely delivery of services in education sector, services that are cost effective and services that meet people's expectations in education sector. A classic example of a positive externality arises in the case of education. Benefits from learning how to read arise only if the ability to read is widespread. And the construction and presentation of written materials is only of value if the community is literate. External benefits of other educational capital also arise. Acquiring an understanding of economics, for example, is of greater benefit if there are other individuals capable of appropriate criticism of one's arguments. Accumulation of skills in other areas will also yield greater benefits if others have an ability to respond to and augment the application of those skills (Deng M., 2003). Accordingly, we would expect governments to freely provide minimal basic education to everyone in the community, ensuring that the basic skills for useful public interaction will be available. Also, by assuring that everyone has some minimal level of human capital it can be ensured that, barring mental difficulties, the poorest in the community will be able to earn a reasonable income.

Non-Governmental Organizations: the term Non-Governmental Organization commonly referred to as NGOs, are usually non-profit and sometimes international organizations independent of governments and international governmental organizations (though often funded by

governments) that are active in humanitarian, educational, health care, public policy, social, human rights, environmental, and other areas to effect changes according to their objectives. They are thus a subgroup of all organizations founded by citizens, which include clubs and other associations that provide services, benefits, and premises only to members. Sometimes the term is used as a synonym of "civil society organization" to refer to any association founded by citizens, but this is not how the term is normally used in the media or everyday language, as recorded by major dictionaries (Olivier, 2012).

United Nations Higher Commissioner of Refugees: The Office of the United Nations High Commissioner for Refugees (also known as the UN Refugee Agency) is a United Nations programme with the mandate to protect refugees, forcibly displaced communities and stateless people, and assist in their voluntary repatriation, local integration or resettlement to a third country. UNHCR maintains a database of refugee information, ProGres, which was created during the Kosovo War in the 1990s. The database today contains data on over 11 million refugees, or about 11% of all displaced persons globally. The database contains biometric data, including fingerprints and iris scans and is used to determine aid distribution for recipients. The results of using biometric verification has been successful. When introduced in Kenyan refugee camps of Kakuma and Dadaab in the year 2013, the UN World Food Programme was able to eliminate \$1.4m in waste and fraud. To achieve its mandate, the UNHCR engaged in activities both in the countries of interest and in countries with donors. For example, the UNHCR hosts expert roundtables to discuss issues of concern to the international refugee community (UNHCR, 2016).

1.1.4 Contextual perspective

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" (Miranda, 2014). 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 concern⁴. "Refugees can be regarded as being in a protracted situation when they have lived in exile for more than five years, and when they still have no immediate prospect of finding a durable solution to their plight by means of voluntary repatriation, local integration, or resettlement."

writes Jeff Crisp. "Due to the proliferation of situations that can be described as such, the many stakeholders including host governments, the United Nations High Commissioner for Refugees (UNHCR), local communities, and refugees need to come together to further explore the three possibilities for durable solutions and their applicability in given situations. 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 (Potocky and Mariam, 1996).

1.2 Statement of the Problem

The refugee influx has had great impact on the education service delivery in Southwestern region, especially in Isingiro district from 1962 to date (Summary Report on Joint Interagency Assessment, 2017). 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 Southwestern region, a bid to integrate them to with host community children to study together through education system in Uganda (International Aid Sweden, 2017). As a result, different types of emergency education has become acceptable policy response to support education in emergencies (EiE) where refugee education is integrated and delivered through the local government structures, and administered through the DEO's office in Nakivale refugee settlements as the immediate remedial response to provide access to education by refugee children.

Despite the efforts made by the government, both refugees and nationals face significant obstacles in accessing quality education. Refugees reported struggling to access schools often located far away from where they stay. The high student population has led to overcrowding and low teacher per student ratios, which has affected students' performances. Participants reported they face difficulties in paying the school tuition fees and struggling to access the scholarships available, which have prevented students from staying enrolled in school, particularly when graduating from primary school (Miranda, 2014).

1.3 Purpose of the Study

The purpose of this study is to examine the role played by United Nations Higher Commissioner for Refugees in the provision and delivery of education in Nakivale refugees' settlement, Isingiro district, Uganda.

1.4 Objectives of the study

1. To determine the types of education service offered by UNHCR in Nakivale refugee settlement, Isingiro district
2. To examine how refugees perceive the education offered by UNHCR in Nakivale refugee settlement, Isingiro district
3. To determine the challenges faced by both UNHCR and refugees in Nakivale refugee settlement, Isingiro district

1.5 Research Questions

1. What are the types of education service offered by UNHCR in Nakivale refugee settlement, Isingiro district?
2. How do refugees perceive the education offered by UNHCR in Nakivale refugee settlement, Isingiro district?
3. What are the challenges faced by both UNHCR and refugees in Nakivale refugee settlement, Isingiro district?

1.6 Scope of the study

1.6.1 Geographical scope

This research study was done in Isingiro District (a district bordered by Kiruhura District to the north, Rakai District to the east, Tanzania to the south, Ntungamo District to the west, and Mbarara District to the north-west) especially in Nakivale refugee camp. This is a settlement located in Isingiro District in Southwest Uganda. The town of Isingiro is approximately 35 kilometres (22 mi), by road, south-east of the city of Mbarara, the main metropolitan area in the Ankole sub-region.

1.6.2 Content scope

The research study investigated and analyzed the impact of different types of education services provided by current education actors and humanitarian education agencies to the refugees settling in southwestern 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.

1.6.3 Time scope

This research work was done within a period of six months, that is from April to August, 2019.

1.7 Significance of the Study

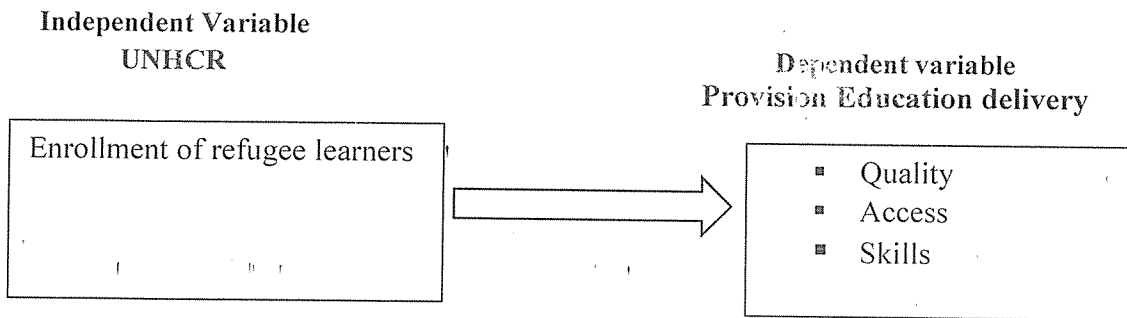
The study expects to generate information that can be utilized by government agencies, international humanitarian education agencies and the host communities of Isingiro district and Nakivale refugee settlement camps. The findings of the study will be vital in the following ways:-

- The report will expect to provide documented evidence of how emergency education impacts on the refugee settlements at Nakivale camps in southwestern region. The same report can also will be used as a reference tool to inform the redesigning of refugee education framework in Uganda and Africa.
- 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.
- The similarities and differences on types of emergency education provided by current education actors to the refugee settlers in refugee camps of southwestern region will be used to guide the future strategic planning processes related to the resettlement of refugees in Uganda.

1.8 Conceptual framework

The conceptual framework below shows a diagrammatic representation of the inter relationship between independent, intervening and dependent variables of the study.

Fig 1: Conceptual frame work



Source: Primary data, 2019

The conceptual frame work above shows the relationship between Independent Variable and Dependent Variable. The independent variable is United Nations of higher commissioner of refugee, an International Organization and has conceptualized as Enrollment of refugee children; Provision of Education delivery is a dependent variable. Education provision delivery is conceptualized as Quality, Access and Skills.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter highlights concepts, ideas, theories, and opinions from Authors/ experts, theoretical perspectives. Also it described related studies; it involved secondary data obtained from textbooks and journals. These are related to 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 Nakivale, Isingiro district-Southwestern Uganda.

2.2 Different types of education provided to refugee camps

The types of 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 education²⁵, child's need for protection and community's priority of education (UNHCR, 2016).

In the 2014 report (Joint inter-agency assessment mission 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 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 (UN General Assembly Resolution on the Right to Education in Emergencies, July 2010). Moreover, the 2014 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, 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). 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).

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) or technical vocational education and training (TVET) 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, 2006).

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, South-Western region, Nakivale refugees camp settlement 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 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 South-Western region, Nakivale refugees camp settlement region of Uganda being practical example for study reference. Because in South-Western region, Nakivale refugees camp settlement 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 and internally displaced persons.
- 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.
- 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 program with aim to enable them cope up with those who managed to go to school before disaster and conflict.

Categorically, the types of education operated by education actors in the two refugee settlements of South-Western region, Nakivale refugees camp settlement 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 (NRC, 2015).

- 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 (MopES, 1998).

- 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 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 trade (MoES, 2009).

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 (UNHCR, 2013).

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/AIDS prevention, care and treatment to family heads of refugee settlers⁴¹. 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 (Danish Refugee Council-Danish Demining Group Uganda Report, 2014).

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 Nyamaazi (Adjumani) and Ocea (Arua) refugee settlements in South-Western region, Nakivale refugees camp settlement region (NRC Report, 2015).

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, 2015) and Uganda Business and Technical Examinations Board under Uganda.

National Examinations Board (UNEB) and certificates are given to successful candidates who meet the awarding requirements set by the Ministry of Education and Sports (MoES)

2.3 Similarities and differences between types of education offered

The emergency education services and facilities operating at the study Nakivale refugees camp settlement 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 (Scoring the mandate of World Conference on Education for All, 1990). 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 (MDG & UNHCR Indicators, Goal 2).

All types of education found being provided at the two refugee settlements is aimed at fulfilment 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, secondary education, occupational vocational skills training and psychosocial support to refugee children. 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 fulfilment 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 (UNESCO, 2016). 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).

2.4 Challenges, Strengths, opportunities and threats of types of education

The different types of education provided by the existing education actors in the refugee settlements of South-Western region, Nativale refugees camp settlement region consist of formal, non formal and informal education -operated following the global education contexts, methods and curriculum, teaching and learning materials.

2.4.1 Formal Education

Formal 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 schools⁵². 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.

Better primary schools, whether public or private, tend to be attended by elite children 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

Non-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 certification⁵³. 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.
- 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.

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 learners or keen to enter a specific trade⁵⁶. 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.

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.

CHAPTER THREE

RESEARCH METHODS

3.1 Introduction

This chapter presents the methodology that was followed during the process of carrying out the research. It further described the manner, in which data are going to be collected, analyzed, presented and interpreted. It entails the research design, population, research area, data collection, and data analysis.

3.1 Research Design

This study employed both qualitative and quantitative methods of data collection. The study used descriptive analytical study for key informant interviews; and quantitative techniques for questionnaires and focus group discussions and documentary reviews during data collection. The data collected were presented as both qualitative and quantitative report. A cross-sectional research design was used in this study. The option of the design is associated with the research questions that intend to investigate the effects of UNHCR on the provision of education delivery in Nakivale refugees' settlement.

3.2 Study Population

The study targeted at a population of 68 individuals in the refugee camp. These were 10 humanitarian workers identified from 5 international humanitarian agencies: 5 males and 5 females; 12 head teachers; 6 males and 6 females; 12 ECD/CFS teachers: 6 males and 6 females; 16 primary school teachers: 8 males and 8 females; 10 secondary school teachers: 5 males and 5 females and 8 tertiary/vocational school instructors: 4 males and 4 females.

Table 1. Description of the Study Population

Categories of the Study Population	Total Population
Humanitarian workers: 5 males and 5 females	10
Head teachers: 5 males and 5 females	10
ECD/CFS teachers: 5 males and 5 females	10
Primary school teachers: 7 males and 7 females	14

Secondary school teachers: 8 males and 8 females	16
Tertiary/vocational school instructors: 4 males and 4 females	8
Total	68

Source: Study primary data, 2019

The study accounted on gender equality in the selection of samples to avoid incidences of biases and prejudice. Information were 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 Nakivale refugee settlement.

3.3 Sample Size

The sample size determination was based on Krejcie & Morgan formula. According to Krejcie & Morgan (1970) if the target population is finite (known), the following formula is required used to determine the sample size.

$$S = \frac{X^2NP(1-P)}{d^2(N-1) + X^2P(1-P)}$$

Where: S = Required Sample size

X = Z value (e.g. 1.96 for 95% confidence level)

N = Population Size

P = Population proportion (expressed as decimal) (assumed to be 0.5 (50%))

d = Degree of accuracy (5%), expressed as a proportion (.05); It is margin of error

$$\text{Hence, } S = \frac{1.96^2 \times 68 \times 0.5 \times (1-0.5)}{0.05^2 (68-1) + 1.96^2 \times 0.5 (1-0.5)} = 58 \text{ respondents}$$

Thus, the sample size was 58 out of the total study population of 68 persons constituting (70.7%).

3.4 Sampling Procedure

The researcher utilized a purposive sampling technique 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 allowed to express his/her views, opinions, or attitudes freely as the information generated was easily be verified by the participants as acceptable information which can answer the tested variables.

3.5 Sources of data

The researcher purposely used two types of data source.

3.5.1 Primary Data

These were the data collected from first hand encounters with respondents. The interview guide was used to collect qualitative data and a questionnaire to collect quantitative data from the sampled respondents. The researcher used primary data as the main data source of this study.

3.5.2 Secondary Data

This data source was based on review of existing phenomena in the research area which came form the research baseline data. These included studies on refugees in Nakivale refugees settlement and Isingiro district at large. The findings from the primary data were compared to existing data to draw parallels or divergence.

3.6 Research instruments

The study used two main research instruments namely the questionnaire and interview guide

3.6.1 Survey Questionnaire

Data collections among the youths were carried through survey questionnaires. The questionnaires were in four parts which were the demographic characteristics of respondents, to assess the level of emergency education actors' outreach to refugee children; their strengths, limitations, opportunities and challenges, to examine how different types of education address the knowledge gaps affecting the refugees in settlement camps and to provide an understanding as to how to deal with refugee education needs in the refugee settlements. The questionnaire was used to gather quantitative data from refugees in Nakivale refugee settlement, Isingiro district.

3.6.2 Key informant Interviews

The research also utilized key interviews. Key informant interviews were used to gather qualitative data from refugees in Nakivale refugee settlement, Isingiro district. A total of 10 interviews were conducted to collect data from these key informants.

3.6.3 Focused Group Discussions

The researcher carried out one focused group discussions targeting 7 teachers from every education service provider operating within the two refugee settlements of South-Western region, Nakivale refugees camp settlement 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).

3.6.4 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 settlement, 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 of South-Western region, Nakivale refugees camp settlement region, Isingiro district.

3.7 Quality control

The research instrument was approved by the supervisor and then pre-tested for validity and reliability. The findings of the pre-test determined the final instrument to be used.

3.8 Data Analysis

The researcher used quantitative and qualitative styles of data analysis. These 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 were obtained from the interviews used during the study and the responses were listed and assigned codes according to emerging sub-themes of the study, which analyses were used for report writing coded on tables for interpretation. Quotations from key informants and documents were presented in boxes, as appropriately to elaborate points. 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.

3.9. Research procedure

The procedure of reaching the individual from the community was based on convenient approach in condition that the respondents were registered by the Office of Prime Minister as refugee.

3.10 Ethical Considerations

Before the study, the researcher sought clearance from the Head of the Department in Kampala International University to allow him going to the field for data collection. The respondent's permission also was sought before introducing the subject of the research study. The respondents were prepared that they were free to show up for or turn down the invitation if they wished so. At unit level, permission was sought for and at all levels assurances were given for privacy and confidentiality. The purpose of the study was explained to the concerned persons at all levels to keep them informed about the study.

3.11 Limitations of the study

The hindrances that were expected during the data collection phase on the ground was language barrier due to use of different local languages which was the form of speak. Recall bias on the side of respondents was anticipated and to address this limitation, the research assistants were advised to probe further to get the data. To address this limitation, the respondents were assured of confidentiality and also a gender sensitive research team was built to ensure that male research assistant mostly interacted with women.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This report presents the data gathered regarding the impact of emergency education on the refugee settlement in Nakivale refugee camp settlement region of Uganda. The presentation focuses on the types of education service offered by UNHCR in Nakivale refugees 'settlements, Isingiro district, how refugees perceive the education offered by UNHCR in Nakivale refugees 'settlements, Isingiro district and the challenges faced by both UNHCR and refugees in Nakivale refugees 'settlements, Isingiro district

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.

4.1 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.

4.1.1 Duration of Respondents Residence in Areas of Study

Table 4.1: Longevity 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, 2019

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.

4.1.2 Gender Status of Respondents

Table 4. 2: Respondents Gender Status

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

Source: Study primary data, 2019'

According to the study findings in table 4.2 , (50%) of the responses were from male and (50%) were from the female revealing that equal number of respondents were interviewed

4.1.3 Age of Respondents

Table 4.3: Age Group of Respondents

Age	Frequency	Percentage (%)
6-12	8	13.8
12-18	18	31.0
18-25	12	20.7
25-35	11	19.0
35 and above	9	15.5
Total	58	100

Source: Study primary data, 2019

To reflect on the study findings from the research field; (13.8 %) of the respondents fall within the age bracket of 6-12 years, while only (15.5%) are above 40 years of age. This compares with the respondents of 12-18 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 indicating that they are still youth workers. This has indicated that most of the workers met by the researcher were of youth age who could have entered employment in their teens.

4.1.4 Family Background of Respondents

Table 4.4: 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, 2019

The table above gives summary of the family backgrounds of the workers employed at the refugee settlements of Nakivale refugee camp settlement 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. This result shows that those who are single have ample time to carry out their everyday 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.

4.1.5 Respondent's Education Level

The table below gives a summary of the education level of the respondents.

Table 4.5: Respondent's Level of Education

Education Level	Category of Respondents			
	Male	Percentage (%)	Female	Percentage (%)
Certificate	17	58.7	19	65.5
Primary	6	20.8	4	13.8
Secondary	4	13.8	5	17.2
Tertiary	2	6.7	1	3.5
Total	29	100	29	100

Source: Study primary data, 2019

The study presentation in Table 4.5 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 secondary, while (6.7%) of males and (3.5%) of females fall in the category of employees who have obtained advanced tertiary 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. 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.

4.1.6 Employment Status of Respondents

Table 4. 6: 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, 2019

The study findings in table 6 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. Therefore, 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. 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.

4.1.8 Refugee Children Enrolment Per School Program

Table 4.7: 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, 2019

The study findings in table 7 above is showing the highest enrolment refugee children in primary school operating in the refugee settlements in Nakivale refugee camp was boys represented by 26.6% , followed by girls represented by 28.0%. This indicates the enrolment for girls being higher than the number of boys out of the total pupils enrolled in schools within the refugee settlement camps. Also enrolment 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 enrolment at ECD centres being the least with male pupils recorded 16.8% and female pupils recorded 19.1% of the total enrolment, indicating that the number of girls were the majority in ECD centres. Enrolment 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 enrolment of students, while enrolment at secondary school has shown that male students represented 21.7% and female students scored 14.8% respectively.

4.2 Types of education service offered by UNHCR in Nakivale refugee settlement

ECD Centre Operations in Refugee Settlement

Table 4.8: Early Childhood Care and Development 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

Source: Primary data, 2019

In table 4.8 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. It is indicative that having the ECD learning centres operating under trees seems to be reason for poor and low enrolment 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. 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.

CFS Operation in Refugee Settlements

Table 4.9: Number of CFS operating in refugee settlements in Nakivale refugee camp settlement region.

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

Source: Primary data, 2019

In the table 4.9 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

education services has been conducted from temporary 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.

4.3 How refugees perceive the education offered by UNHCR in Nakivale refugee settlement

Children Enrolment in ECD Centres

Table 4.10: 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 registe, 2019

According to the report of scores in the table 4.10 above, enrolment 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 enrolment of children at baby class with 26.4% being male and 37.6% female children respectively.

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 Nakivale refugee camp.

4.4 Challenges faced by both UNHCR and refugees in Nakivale refugee settlement

High number of refugee children enrolled at primary school and few support by UNHCR

Table 4.11: 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, 2019

The table above is showing the number of enrolment 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 enrolment. 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. However, there is a high number of refugee children enrolled at primary school and few support by UNHCR. Such a situation is indicative of high school dropout in the areas of refugee settlements. The findings is showing the lowest enrolment has been from primary three levels upwards with enrolment of male pupils very poor between primary three and four with low enrolment 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 Nakivale refugee camp settlement region.

Table 4.12: Number of refugee children enrolled in secondary school in resettlement camps of Nakivale refugee camp settlement 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

Source: Primary data, 2019

According to the findings in table 4.12 above, the report is showing that the enrolment 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 enrolment of refugee children at secondary school in the refugee settlements of Nakivale refugee camp 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 enrolment 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 4.13: showing refugee teachers against national teachers

Country of origin	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, 2019

From the record in the above table 4.13, 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 Nakivale refugee camp. 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 teachers 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.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.0 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 South-Western region respectively to enhance the research findings.

5.1 Conclusion

5.1.1 Different types of education analysis

Although UN agencies such as UNESCO, UNICEF and UNHCR are committed to a human rights based approach to education, 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 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.

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, Nakivale refugee camp settlement 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.

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.

The caregivers are provided with appropriate training to improve access to primary education and UNICEF initially provided 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 Isingiro district mainly in Government schools and in some approved Community schools. 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.

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.

5.1.2 Challenges faced by both UNHCR and refugees in Nakivale refugees settlement, Isingiro district

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.

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 Nakivale refugee camp settlement 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 Nakivale refugee camp settlement 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

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.

5.1.3 How refugees perceive the education offered by UNHCR in Nakivale refugees settlements, Isingiro district

Impact of education in refugee settlements of Nakivale refugee camp settlement 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 Nakivale refugee camp settlement 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.

Overall, there are many educational challenges in the Nakivale refugee settlement. 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 Nakivale refugee camp settlement region. 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.

5.2 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 Nakivale refugee camp settlement 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 Nakivale refugee camp settlement 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 Nakivale refugee camp settlement 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.

5.3 Area for further research studies

The researcher recommends that further research should be carried out on other determinants of service provision other than Education such as Health service delivery, Infrastructure service delivery with the contribution of local and international NGOs such as UNICEF, USAID, etc in Uganda.

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APPENDIX I: RESEARCH QUESTIONNAIRE

Dear respondent,

I am **Bazubafite Josephine**, finalizing on Bachelor's Degree of International Relations and Diplomatic Studies from Kampala International University. I am carrying out a research on United Nations Higher Commissioner for Refugees in the provision and delivery of education, a case study of Nakivale refugee settlement-Isingiro district, Uganda. This questionnaire is prepared for the sole purpose of obtaining information to respond to the assigned objectives. You have been selected to be part of the sample. This study is purely for academic purposes and the information obtained will be treated with the highest degree of confidentiality. In order to achieve the aims and objectives of the study, the researcher kindly requests you to provide appropriate information for the questionnaire below:

Section A: Demographic characteristics of the respondents

Notice: Tick or write answers in full where applicable.

Gender

Male Female

Age

10-15 years 15-18 years 18-25years 25-35 years 35 years and above

Education Level (Please Specify):

(1) Primary (2) Secondary (3) University (4) None

Number of Years (Working Experience) (Please Tick):

Below 2 years 3-5years

6 years and above

Marital status (Please Tick):

Married

Single

Divorced

Widow/widower

Section B. The types of education service offered by UNHCR in Nakivale refugee settlement, Isingiro district

1. 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

2. 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

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

- a) Yes
- b) No

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

.....

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

.....
.....

Section C. Refugees perceive the education offered by UNHCR in Nakivale refugee settlement, Isingiro district

1. What is your level of education?

.....

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

.....

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

.....

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

.....

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

.....

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

.....

7. 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.

.....

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

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

Section D. The challenges faced by both UNHCR and refugees in Nakivale refugee settlement, Isingiro district

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

a) Yes b) No

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

.....

.....

2. 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)

.....

.....

3. State how you have become part of the refugee settlement? (Tick one)

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

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

- a) Yes b) No

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

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

5. 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

6. What recommendations would you give to the government/international humanitarian agencies regarding the resettlement plan for refugee children in the Nakivale refugees' camp settlement region? (Use the space below)

.....
.....

APPENDIX II: INTERVIEW GUIDE

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. 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.
.....
5. 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.
.....
6. 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?
.....
.....

Thank You

APPENDIX III: TIME FRAMEWORK

Schedules	APRIL. 19	MAY19	JUNE 19	JULY	AUG
Primary and secondary data collection on the report					
Report editing					
Submission of the report					
Collection and Compilation of Data					
Editing the report work and Handing in of the final report					

APPENDIX IV: ESTIMATED BUDGET

No	Schedules	Items	Units	Total units
	Library	2	25,000/=	50,000/=
	Bundles	1GB	30,000/=	30,000/=
	Report works	Printing	4000/=	12,000/=
		Binding	1,500/=	4,500/=
	Report work	Printing	10,000/=	30,000/=
		Binding	8,000/=	24,000/=
	Fare	2 and front	4,000/= (14days)	56,000
	Food and beverage		5,000/=	70,000/=
General Total				276, 593/=

**COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES**

July 19, 2019

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR BAZUBAFITE JOSEPHINE
REG NO. 1163-06014-07225

The above mentioned candidate is a bonafide student of Kampala International University pursuing a Bachelor's Degree in International Relations and Diplomatic Studies

She is currently conducting a field research for her dissertation entitled, "United Nations Higher Commission for refugees in the provision of Education delivery, a case study of Nakivale refugees' settlements, Isingiro District, Uganda."

Your organization has been identified as a valuable source of information pertaining to her Research Project. The purpose of this letter then is to request you to accept and avail her with the pertinent information she may need.

Any data shared with her will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours faithfully,

For HOD [Signature]
Gerald Muzaare
HOD, Political and Administrative Studies