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Accessibility and Quality of Education for Refugees: A Case Study of Kyangwali Refugee Settlement

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Accessibility and Quality of Education for Refugees: A Case Study of Kyangwali Refugee Settlement

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Acknowledgments

Abstract

Education is a tool critical for a good future and success in an individual's life. Without education, opportunities are lost. For vulnerable populations, including refugees, education is often not an indivisible right; living in a foreign country fleeing violence and persecution creates a difficult situation for learning. In Uganda, where there are over 600,000 refugees, hundreds of thousands of children are disregarded in the quality of their education. Kyangwali Refugee Settlement is one of ten Ugandan refugee settlements in Hoima district, housing over 40,000 Congolese and Sudanese refugees.

This research combined a practicum with Action Africa Help – Uganda, as well as qualitative research in Kyangwali Refugee Settlement in Hoima District to investigate the current state of educational opportunities for refugee youth. The researcher utilized a variety of different methods in their research. First, the researcher learned the assessment tools in order to properly evaluate education through refugee education. Second, the researcher assessed teachers and school administrations through interviews and focus groups. Next, the researcher conducted surveys with upper primary and secondary school students to understand crosscutting issues. Last, the researcher interviewed secondary school students to comprehend individual challenges.

The objectives of the research were as follows: first, the study broadly examined the education system in Kyangwali and identified pertinent challenges refugee children face in accessing a quality primary education. In conjunction, the quality of education was evaluated using standards of evaluation. Next, post-primary opportunities in the settlement were evaluated to understand the quality of secondary education.

Accessibility of school is an extensive problem for primary-aged children in Kyangwali; schools are usually at least an hour and a half from children's homes and with the overwhelming majority of refugees in Kyangwali being subsistence farmers, many are kept home to dig or plant in the garden. Classrooms are congested or in disrepair, with up to eight children sitting on a bench made for four or five. This study also disclosed refugee-specific issues regarding language, gender, and culture. To conclude, this study addresses avenues of change that AAH-U or UNHCR could utilize in order to increase primary school enrollment and improve the quality of education received.

List of Acronyms and Organizations
A-Level – Advanced Level
AAH-U – Action Africa Help – Uganda
ARC – American Refugee Council
CBO – Community Based Organization
DRC – Democratic Republic of the Congo
FRC – Finnish Refugee Council
GOU – Government of Uganda
IOM – International Organization on Migration
O-Level – Ordinary Level
OPM – Office of the Prime Minister of Uganda
PLE – Primary Leaving Examination
RLP – Refugee Law Project
RWC – Refugee Welfare Council
SCi – Save the Children International
UGX – Ugandan Shilling (Approx. 3320 UGX = $1 USD)
UNDHR – UN Declaration of Human Rights
UNHCR – UN High Commission on Refugees
UPE – Universal Primary Education
USE – Universal Secondary Education
WFP – World Food Programme

1.0 Introduction

Education is a basic human right that should be afforded to all. As outlined in international conventions such as the 1948 United Nations Declaration of Human Rights, the Convention on the Rights of the Child, and the 1951 Convention Relating to the Status of Refugees and its 1967 Protocol, education may not be denied to any child, including in the circumstances that make him or her a refugee.

The percentage of refugees that are school-age children within Central and Eastern Africa is 57%.[1] Within sub-Saharan Africa, Uganda has the third largest population of refugees, and the eighth largest in the world. Upon this basis, Uganda arguably has some of the most liberal policies in sub-Saharan Africa towards refugees. As of December 2015, there are 692,330 refugees in Uganda, primarily from the Democratic Republic of the Congo, South Sudan, Somalia, Rwanda, and Burundi, as well as Eritrea and Kenya, living scattered over ten refugee settlements and throughout Kampala.[2] These settlements all have primary schools, and some have secondary schools as well.

International institutions, such as the United Nations High Commission on Refugees (UNHCR), consistently have education policies only addressing emergency education in settlements or camps.[3] However, with two thirds of refugees worldwide considered to be in protracted refugee situations,[4] there remains the question of how long does an emergency last? Education needs to serve a purpose and be more than a simple stopgap measure.[5] The 1989 Convention of the Rights of the Child means that signatory governments are not allowed to wait for internally displaced peoples (IDP) or refugees to return home to receive education according

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[1] Dryden-Peterson, Sarah. "Education of Refugees in Uganda: Relationships Between Setting and Access." Refugee Law Project Working Paper
[2] "2015 UNHCR Country Operations Profile - Uganda." *UNHCR: The UN Refugee Agency*. United Nations, June 2015. Web. <http://www.unhcr.org/pages/49e483c06.html>.
http://data.unhcr.org/drc/settlement.php?id=253&country=229&region=123
[3] Dryden-Peterson, 7.
[4] Sytnik, Svetlana. "Rights Displaced: The Effects of Long-Term Encampment on the Human Rights of Refugees." Refugee Law Initiative Working Paper No. 4, May 2012. London School of Economics and Political Science. 7.
[5] Pigozzi, Mary Joy. "Education in Emergencies and for Reconstruction: A Developmental Approach." United Nations Children's Fund, 1999. 3.

to Article 29, which guarantees the development of a child to his or her fullest potential.[6] This potential should be nurtured and realized through any and all means, despite the challenges hundreds of thousands of refugees face in Uganda. This study examined quality and accessibility of the primary schooling system in Kyangwali Settlement, Hoima District, southwestern Uganda. This study also analyzed the quality of programs such as secondary schools as a reflection of the quality of primary education. The researcher investigated the barriers for school-age children to receive education as well as questioned the availability of resources to aid them. The researcher worked with Action Africa Help – Uganda (AAH-U) in assisting their projects within the settlement.

The study was conducted in Kyangwali Settlement, a 92 mi^2 refugee settlement located 60 miles from Hoima Town in southwestern Uganda.[7] Kyangwali Settlement is close to Lake Albert, which borders the Democratic Republic of the Congo. As of March 2016, the settlement houses approximately 42,262 individuals including refugees and asylum seekers; the breakdown of nationality, gender, and age is below.

Breakdown by Nationality[8]

Country	Male	Female	Total
Burundi	14	9	23
Congo DRC	19,150	19,411	38,561
Kenya	9	3	12
Rwanda	162	164	326
Somalia	2	5	7
Sudan	12	17	29
South Sudan	1,619	1,667	3,286
Total	20,968	21,294	**42,262**

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[6] Sinclair, Margaret. Education In Emergencies. Commonwealth Education Partnerships, 2007. 52.
[7] Omata and Kaplan, "Refugee Livelihoods in Kampala, Nakivale, and Kyangwali Refugee Settlements." Working Paper Series No. 95. Refugee Studies Center, University of Oxford. October 2013.
[8] Data from OPM, March 2016.

Age Bracket Sizes in Kyangwali[9]	
Age Bracket	**% Of Population**
0-4 Years	14.5%
5-11 Years	26.1%
12-17 Years	14.6%
18-59 Years	41.5%
60+ Years	0.3%

The settlement has been in operation since the early 1960s, hosting Rwandese refugees fleeing violence in the Rwandan Revolution in 1959 and then Congolese fleeing after Patrice Lumumba's assassination in 1961. Since then, there have been influxes of Rwandese, Congolese, Sudanese, and small numbers of Kenyans and Eritreans. Refugees currently arriving are primarily Burundian, Congolese, and South Sudanese.

The settlement is divided into sixteen villages, separated by nationality and date of arrival in the settlement (For map, see Appendix 1). To ease administration, the Office of the Prime Minister, Department of Refugees, divided the villages into Area A and Area B, with Area A having nine villages and the base camp under its jurisdiction, while Area B constitutes seven villages on the other side of the settlement, with a second administrative office in Rwenyawawa.[10]

Refugees govern themselves through Refugee Welfare Councils (RWC). The RWC III is the overarching office that is comprised of one councilman and a committee of twelve; they oversee RWC II offices, each with their own councilman, in all sixteen villages. In addition, each village has approximately fifteen blocks, with each having their own chairperson,[11] enabling some form of decision making being allotted to the refugees themselves.

In Kyangwali, there are different operational partners that provide services. The Government of Uganda (GOU) and OPM are the main governing bodies, which manage the administration of

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[9] Data from OPM, March 2016.
[10] Interview, Camp Commandant of Kyangwali Settlement, 26 April 2016.
[11] Interview, Camp Commandant of Kyangwali Settlement, 26 April 2016.

the settlement.[12] UNHCR processes refugees and delivers services, including allocation of rations through the World Food Programme (WFP). AAH-U is the main implementing partner for UNHCR in the settlement, but there are also different international organizations that deliver services. Present organizations include the American Refugee Council, the Finnish Refugee Council, Samaritan's Purse, the International Organization on Migration, the Refugee Law Project, Save the Children, and WFP.

Action Africa Help – Uganda (AAH-U) is the main implementing partner for UNHCR in Kyangwali Settlement, and has been working in Kyangwali since January 2000. AAH-U is a country branch of the larger Action Africa Help – International, a large non-governmental organization (NGO) based out of Nairobi, Kenya. They currently have operations in Kenya, Uganda, Somalia, Zambia, and South Sudan. In Uganda, AAH-U delivers services in five different refugee settlements with a comprehensive, multi-sectoral program.

In Kyangwali, there are 120 employees working for AAH-U in a variety of different sectors. There are programs dedicated to WASH (Water, Sanitation, and Hygiene), Livelihoods, health care, community services, education, and the environment. All programs take key cross cutting issues into consideration, such as gender, livelihoods, and HIV/AIDs. The Education sector has three employees who specialize in implementing different programs throughout the settlement, both in and out of schools.

2.0 Background

Access is determined by a multitude of factors, as is quality.[13] The nature and location of formal education, and the availability of sufficient classrooms and teachers are crucial to have a safe and integrated space of learning. Infrastructure needs to be adequate and security risks need to be taken into consideration inside the school and the settlement. International and national

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[12] Interview, Camp Commandant of Kyangwali Settlement, 26 April 2016.

[13] Dryden-Peterson, Sarah. "Refugee Education: An Overview." UNHCR Policy Development and Evaluation Service (PDES). November 2011.

actors, including the Ugandan government and agencies such as UNHCR, need to handle the decision-making processes and strategies for enrollment and attendance based on the role of children in their households and family livelihoods. Language of instruction is a crucial barrier to enrollment and success for refugee students. In Kyangwali, 91% of the population is Congolese. Because their *lingua franca* is French, they lack skills in English, Uganda's language of instruction. Gender inequities often lead to girls being enrolled in school less than boys to help in household tasks.

In Uganda, where large portions of refugees are kept in protracted situations for years on end, schools are not adapting to long-term initiatives. Today's refugees in Uganda are not integrated, but live in rural settlements, surviving on self-reliance and international aid.[14] Schools are set up long after populations are well established, leaving children in limbo. Subpar treatment is usually accepted under the impression that refugees will remain in camps for only a short while. However, as conflicts are continuously protracted, the idea of repatriation strays farther and farther from a refugee's goals. Education must be improved in the settlements as children spend their entire lives there.

3.0 Problem Statement

This study broadly evaluates the education system in Kyangwali as a case study for refugee education. The following questions are addressed:

- What school facilities are available in the refugee settlement and how sufficient are they?
- In congruence with the Ugandan government, refugee settlement schools utilize Ugandan curriculum. How appropriate is that curriculum for refugee pupils?
- What are the barriers children in Kyangwali face in receiving quality primary school education? What are the issues that keep these refugee children out of school?
- What restricts children from matriculating to secondary school, and what challenges do they face there?

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[14] Harrell-Bond, Barbara. "Are Refugee Camps Good For Children?" Working Paper No. 28. New Issues in Refugee Areas. August 2000. 5.

4.0 Justification

Commonly, education, or lack thereof, is seen as a cause and a consequence of poverty and lack of future opportunity. For children that grow up as refugees, education provides a key to openings in their future. Across the world, entire generations of children are growing up without accessibility to quality and safe education. When nation-building resumes after conflict and refugees attempt to rebuild, inevitably leaves a generation is left without the instruments for success for their collective future. As thousands of children grow up outside of their home countries, it is imperative they are given the ability to succeed in their adult lives regardless of chance or circumstance. The costs incurred by children who grow up without education are immense.

"It is impossible to calculate the immense costs that are incurred by depriving refugees of education. A refugee who goes without education cannot look forward to a more productive and prosperous future. A refugee who is unable to attend school or a vocational training course is more likely to become frustrated and involved in illegitimate or military activities. A refugee who remains illiterate and inarticulate will be at a serious disadvantage in defending his or her human rights." -Ruud Lubbers[15]

When education for young people is neglected, those who miss out on primary-level schooling and other levels of education are far less equipped than their educated peers to build stable and prosperous societies.[16] This research aimed to understand what policies work in aiding vulnerable and underrepresented children. With 45.2% of the population of Kyangwali under the age of eighteen, a quality education is imperative for success.

5.0 Objectives
(1) Examine the education system in Kyangwali Settlement
(2) Identify the specific challenges refugee children face in accessing quality primary education and resources available to help them
(3) Evaluate the quality of education utilizing standards of evaluation (for example: UNHCR's Standards and Indicators) and assessment of outcomes in performance
(4) Examine the quality of secondary education as complementary to primary education
(5) Identify possible solutions and present them as policy suggestions to relevant stakeholders

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[15] Lubbers, Ruud, Learning for a Future: Refugee Education in Developing Countries, UNHCR, Geneva, 2001.4.
[16] Id21 insights education #4, August 2005. Educating Young People in Emergencies.

6.0 Literature Review
6.1 Education In Uganda

Uganda's education system has increased exponentially in quality over the past two decades. Ugandan President Yoweri Museveni introduced Universal Primary Education (UPE) in 1997 with the objective to provide facilities and resources to enter every child into a complete cycle of primary education, with equitable resources and affordable costs, with the government covering up to four children per family. Gross enrollment increased from 3.1 million children in 1996 to 7.6 million in 2003.[17] However, government schools remain overcrowded and underfunded; there are still significant drop out rates. 46% of dropouts cite their reason of dropping out is lack of interest and low-quality teaching in government schools.[18] This exemplifies the fact that despite UPE, Ugandan education quality still has progress to make. In addition, Uganda was the first country in Sub-Saharan Africa to introduce Universal Secondary Education (USE), which also waives school fees. However, USE is only available for students who score above a certain benchmark on their Primary Leaving Examination (PLE).[19]

6.2 Refugee Policy In Uganda

Being centrally located in the Great Lakes region of East Africa, Uganda has been receiving large amounts of refugees beginning with Sudanese in 1955, followed by Rwandese in 1959, and Congolese after Patrice Lumumba's assassination in 1961.[20] Due to establishing itself as a friendly nation with a reputation for harboring refugees, Uganda has continued to receive large influxes of refugees, notably Sudanese in the late 1980s, Rwandese in 1990 and 1994, Congolese in the late 1990s, and still large numbers of Burundians and Congolese today. In the settlements, there are also populations of Somali, Kenyan, and Eritrean refugees.

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[17] Bategeka, Lawrence and Okurut, Nathan. "Universal Primary Education in Uganda," Inter-Regional Inequality Facility. February 2006.
[18] Ibid.
[19] Kavuma, Richard M. "Free Universal Secondary Education in Uganda Has Yielded Mixed Results." *The Guardian UK*. The Guardian, 25 Oct. 2011. Web.
[20] Hovil, et al. The Phenomenon of Forced Migration in Uganda: An Overview of Policy and Practice in a Historical Context. Refugee Law Project. Working Paper No. 1. June 2001. 3.

Uganda's refugee legislation consists of the Refugee Act of 2006, which established and maintains a Commissioner for Refugees, a Refugee Appeals Board, and a Refugee Eligibility Committee to evaluate and provide for refugees entering and living within Ugandan borders.[21] These branches deal with recognition of asylum seekers as refugees, issuing identification cards and directing them to services and providers, as well as granting all refugees rights under Ugandan law and the Geneva Convention. However, refugees in Uganda, contrary to Article 26 of the 1951 Refugee Convention, are not entitled to complete freedom of movement. The majority of refugees reside in settlements in isolated, rural areas.[22] (For map, see Appendix 2). Refugees in Kyangwali are not allowed to leave the settlement without permits that must be requested at least two weeks in advance; in most cases, they never come through.[23]

In 1999, the Ugandan Government in conjunction with UNHCR developed a Self-Reliance Strategy (SRS) to improve standards of living for refugees and their host communities.[24] Refugee settlements located on large and rural plots of land would enable refugees to become self-sufficient in food production after two to five years in the settlement and access education and health facilities by the government to ease their integration into Ugandan society. This policy was implemented for refugees in protracted situations.[25] However, despite this self-reliance strategy that has attempted to integrate services for refugees and host populations to reduce aid dependency, a lack of resources has constrained its effectiveness. Refugees in settlements still depend on rations and services from organizations such as the World Food Programme.[26]

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[21] *Uganda: The Refugee Act 2006* [Uganda], Act 21, 24 May 2006.
[22] Kaiser, Tania. "Participating in Development? Refugee Protection, Politics, and Development Approaches to Refugee management in Uganda." Third World Quarterly.
[23] Interview, S3 male student, Congolese, 18 years, 21 April 2016.
[24] UNHCR, "Self Reliance Strategy (1999-2003) For Refugee Hosting Areas Moyo, Arua, and Adjumani Districts, Uganda – Report of the Midterm Review," April 2004.
[25] Kaiser, Tania.
[26] Hovil, et al. 7.

In addition, Uganda is signatory to UNDHR, Convention on the Rights of the Child, 1951 Refugee Convention, and the Organization of African Unity (OAU) Convention regarding refugees in Africa, among others. The OAU Convention outlines specific protocol and treatment for refugees and other vulnerable populations in sub-Saharan Africa. Also important in its text is the defining of the term "refugee." Article 1 of the OAU Convention defines a refugee as:

"…Every person who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country, or who, not having a nationality and being outside of the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it. "[27]

6.3 Refugee Education

With over half of the 200 million children who have not completed primary school living in regions devastated by armed conflict,[28] education for refugees has been a part of key policies. Twenty five percent of refugee children do not have access to primary school and two thirds do not have access to secondary school.[29] As a result, international frameworks are in place to ensure refugee education, including the Dakar Framework for Action (2000), Inter-Agency Network for Education in Emergencies (INEE), UNHCR and UNICEF guidelines, as well as the OAU Convention, Convention on the Rights of Child, and the Refugee Convention of 1951.

The 1951 Convention Relating to the Status of Refugees specifically notes that contracting states must provide refugees the same treatment afforded nationals in primary education and treat them as favorably as possible.[30] UNICEF also commits to creating safe access to education for both girls and boys, including critical information for their well-being and success.[31] UNHCR safeguards the rights of refugees to education and in doing so,

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[27] OAU Convention: Governing the Specific Aspects of refugee Problems in Africa. UN Treaty Series No. 14691. Published by UNHCR Public Information Section, Geneva, Switzerland, Sept. 1999. 3.

[28] Id21 insights education #4.

[29] Dryden-Peterson, Sarah. "Politics of Higher Education for Refugees in a Global Movement for Primary Education." Volume 27, Refuge, Number 2. 10.

[30] UN General Assembly, *Convention Relating to the Status of Refugees*, 28 July 1951, United Nations, Treaty Series, vol. 189, p. 137, Article 22.

[31] UNICEF. Core Commitments for Children in Humanitarian Action. May 2010. 36.

implements five goals of education for all (EFA): free access to primary school, equitable access to further learning, adult literacy, gender equity, and quality education.[32] Expanding on the 1951 convention, UNHCR dictates that refugees must receive the must receive the same treatment as nationals in primary education, and treatment at least as favorable as that given to non-refugee aliens in secondary education.[33] Students should have an accessible "ladder of opportunity" in order to access secondary and tertiary education.[34]

Curriculum should integrate students' curriculum from countries of origin and eliminate hateful speech and controversial topics, in consultation with refugee educators, ministries of education, and UNHCR.[35] In addition, UNHCR advises refugee schools to appoint qualified staff that are at least 50% female, and appoint field advisors with supervisors and monitoring of quality.[36]

UNHCR is currently in the last year of its 2012-2016 Education Strategy. The Strategy includes multiple goals that UNHCR will attempt to bridge in refugee education by 2016. These benchmarks include:[37]

- Ensuring that 3 million refugee children have access to primary education
- Expanding secondary education to 1 million refugee students
- Have 70% of refugee boys and girls achieve quality learning in primary school
- Have 80% of teachers trained in certified programs
- Increase by 100% the number of refugee students attending tertiary institutions
- Provide early childhood education for 500,000 children ages 3 to 5
- Increase literacy rates by 50%
- Ensure that schools are safe and equitable learning environments for both boys and girls

As the goals are wrapping up this calendar year, it is still undetermined whether or not the UNHCR has managed to achieve any or all of the set goals from 2012.

[32] UNHCR Geneva. February 2003. *Education: Field Guidelines.* Geneva: UNHCR. *v.*
[33] UNCHR Geneva, 1994. Refugee Children: Guidelines on Protection and Care.
[34] UNHCR Geneva, February 2003. 27.
[35] UNHCR Geneva, February 2003. 11.
[36] UNHCR Geneva, February 2003. 12.
[37] UNHCR. 2012-2016: Education Strategy. Division of International Protection. January 2012.

There are three conceptual approaches to education for refugees. The humanitarian approach, utilized by UNHCR, treats educations as one component of a rapid response in emergencies. The human rights approach recognizes education as a human right to be realized and cultivated, while the developmental approach treats education as an investment. Utilization of the latter two theories is necessary on the international stage to promote quality refugee education.

6.4 Refugee Education in Uganda

Underlining international refugee policy that education for refugees will be developed in regard to the host country's policies[38], Uganda provides the same treatment for refugee children as nationals in primary education.[39] In addition, Uganda decrees that refugee children have similar opportunities to secondary and tertiary education as migrants or alien residents. However, immense social stability is required for refugee children in situations where there is integration for refugees and national pupils,[40] which Uganda must take into consideration.

As of 2002, Uganda supports 84 primary schools in eight settlements under its mandate.[41] In urban settings, refugees are not prohibited from entering government or private schools, providing they have funding.

6.5 Education in Kyangwali Settlement

There is little existing literature on education frameworks in Kyangwali Settlement, which underlines the relevance of conducting research there. What has been observed, however, is a variability of teacher quality and creation of alternative programs. Teacher quality varied greatly in observations of classrooms across the settlement; some trained teachers would use charts, drawings, and other creative methods, while other teachers simply expected rote

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[38] Dryden-Peterson, Sarah. 13.
[39] *Uganda: The Refugee Act 2006.*
[40] Dryden-Peterson, Sarah. 4.
[41] Dryden-Peterson, Sarah. 5.

memorization and traditional learning.[42] This varied quality has pushed refugee children and parents to seek alternative methods of schooling within the settlement, usually in innovative ways. Five Congolese refugee youth began a community school called COBURWAS (Congo Burundi Rwanda Sudan) in Kyangwali to provide a higher quality of education to allow refugee children to progress to and succeed in secondary school.[43] The founders emphasized that they hoped "that children in Kyangwali would [no longer] need to suffer in their education as much as [they] did."[44] Starting one competent school in the settlement created a learning environment where refugee children are encouraged to succeed and created an alternative to UNHCR-sponsored education initiatives.

7.0 Methodology

The approach of this exploratory study was primarily qualitative but also utilized quantitative data collected about refugees residing in the settlement and the education structures. The researcher began with participant observation, gathering general information about the settlement, its surroundings, and educational institutions. This occurred with work through AAH-U. In addition, the researcher sat in on one lesson block from each primary grade (Primary 1-Primary 7) in Kyangwali primary schools over the course of the study in order to silently evaluate the quality of learning witnessed adhering to guidelines and standards of field education as published by UNHCR and also the curriculum, student to teacher ratio, matriculation rates, dropout rates, and class sizes. The researcher also utilized Ugandan standards of education in their evaluation, especially while observing District Education Inspectors.

The researcher limited the scope to schools that were within the settlement. As a result, the researcher visited eleven schools, which consisted of one secondary school and ten primary

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[42] Dryden-Peterson, Sarah. "Refugee Education: An Overview." UNHCR Policy Development and Evaluation Service (PDES). November 2011. 56.
[43] Dryden-Peterson, Sarah. 59.
[44] Dryden-Peterson, Sarah. 59.

schools. To get a general assessment of student opinion of their education received, the researcher distributed surveys to pupils in upper primary levels (P5, P6, and P7) at each school. Kentomi, CODA, and P4T do not have upper primary, so surveys were not distributed; only observation of lessons was done. A total of 500 surveys (250 girls, 250 boys) were completed using random sampling in each class, which includes 80 students from the secondary school. All boys were asked to raise their hands and 10 were chosen, then 10 girls. To gather the experiences of lower primary pupils without a strong grasp on language, the researcher planned and executed interactive activities that provided observational data.

For teachers of both the primary and secondary schools, the researcher formed focus groups of teachers from a school and asked predetermined questions in a free flowing manner. The researcher also interviewed head teachers and administrators at the schools.

Quality of education was ascertained through referencing UNHCR's standards of education. UNHCR outlines five aspects of a quality education:

1. Learners who are healthy, well nourished, and ready to participate and are supported in learning by their families and communities
2. Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities
3. Content that is reflected in relevant curricula and materials for the acquisition of basic skills
4. Processes through which trained teachers use child centered teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities
5. Outcomes that encompass knowledge, skills, and attitudes, and are linked to national goals for education and positive participation in society

In addition, the researcher appraised the quality of secondary education available to Kyangwali's refugees using the same methods as stated above. Because Kyangwali Secondary School only has classes up to Senior 4, the researcher surveyed twenty students from each class. In addition, the researcher interviewed sixteen refugees from Kyangwali SS, which included eight boys and eight girls. A large amount of time was spent at the secondary school to understand the opportunity afforded refugee students after UPE. To complement that data,

meetings were also held with parents of primary and secondary students in different villages in the settlement to understand their commitment to education.

In addition to data collected from refugee students, families, teachers, and school administrators, there were formal as well as unstructured interviews with stakeholders in the refugee education process. Interviewees of non-refugee stakeholders included workers and supervisors from AAH-U in Kyangwali, UNHCR staff, OPM staff, and the camp commandant. Refugee stakeholders included Refugee Welfare Council leaders, founders of community initiatives, and local community leaders. These interviews supplemented the material gathered in the field to examine the role of policy influencers in refugee education. Due to time constraint with finding former students and parents of students, the researcher utilized the snowball sampling method to gather participants. Sampling procedure originally intended to focus only on refugee pupils, but the surveys eventually included national students as well. This is because while seventy percent of UNHCR budget is allotted solely for refugee populations, thirty percent is delegated towards "improving and aiding the host community."[45] It made sense to include national pupils, as they are an integral part of the education system in Kyangwali.

Working with AAH-U allowed the researcher an intimate look at the process of delivering services to the refugee population through livelihood training, legal assistance, and scholastic materials. Living near the refugee community with other AAH-U workers enabled the researcher to integrate in the community as well as witness day-to-day life.

Overall, the study took an integrative approach by analyzing not only the main subject of primary education but also using secondary schooling and the influence of non-refugee stakeholders in the decision-making processes. The entirety of interviews and sample questions are in Appendix 6.

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[45] Interview with AAH Education Employee, 24 April 2016.

8.0 Limitations and Ethics

Certain limitations existed over the duration of this study. Most notably was the small timeframe within which this research was conducted. Due to the research being conducted over a short, six-week span, the findings are broad based and attempt to cover a wide range of issues. Another limitation was the researcher's lack of language ability, which hindered their opportunity to fully converse with refugee pupils. Kiswahili is the most common language in Kyangwali, and the researcher would have benefited from knowledge of the language. Also due to the lack of time, it was difficult for the researcher to spend more time at each school because of the distance between each one. The settlement is approximately 92 km^2, which means each school is about 10-12 km apart in distance. Lastly, the researcher attempted to be unbiased in their presentation, but stereotypical associations with the presence of a *muzungu* (Westerner) may have altered answers certain participants gave.

This study is an ethical study that protected the feelings and safety of participants. Refugees are classified as a vulnerable group, and must be treated as such when collecting data. To preserve anonymity, no names ended up being used in this paper, other than title, age, and gender. The researcher ensured interviews were conducted in a private area free from interference, especially for students, who were fearful that being critical of their teachers would result in caning. Information jeopardizing the safety or well being of any refugee or stakeholder that participates in the study is not published here. Printed consent forms were distributed (Appendix 5) and collected for all participants surveyed and interviewed, and participants had the choice to stop interviews or surveys at any point. For acquiring consent for participants under the age of eighteen, the researcher affirmed consent from teachers or guardians of the participants. Lastly, the Uganda National Council For Science and Technology (UNCST) approved this study; a copy of the letter is in the Appendix.

9.0 Research Findings and Discussion Analysis

This research, collected over a six-week period in Kyangwali Settlement, is disseminated and presented in both a qualitative and quantitative format for comprehension and cohesion. Certain issues were selected from interviews, surveys, and observations using key words.

9.1 The Current Structure of Education Management in Kyangwali

The Role of UNHCR

UNHCR, as a part of its country policy, does not officially manage education programs in refugee settlements.[46] Through implementing partners, which are given UNHCR funds, and operating partners, which do not receive funds, UNHCR oversees and coordinates initiatives in the settlement. Education initiatives promoted by AAH-U must be approved by UNHCR before implementation.

The Role of Implementing Partners: AAH – U

AAH-U currently has three employees in its Education Department dedicated towards implementing initiatives in schools and the community. The Education sector primarily supports government and community primary schools with training teachers, paying salaries, supplying stationery, textbooks and scholastic materials, aiding with infrastructure including latrines and class blocks, and capacity building.[47] AAH-U is the sole supporter of education in the settlement besides Save the Children International (SCi), which supports ECD centers. AAH-U also engages community members by facilitating PTA meetings and Speak Out programs to encourage communication between parents and school administrations. Their work takes a highly integrated approach, which combines field visits, inspections, trainings, and meetings with different members of the community ranging from parents, to out-of-school youth, and to current students. The researcher was able to attend vocational trainings, parent and youth

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[46]Interview, Associate Community Services Officer, UNHCR. 27 April 2016.
[47]Interview, AAH-U Education Sector Head. 27 April 2016.

meetings, teacher and head teacher meetings, and PTA meetings in order to understand the work that AAH-U does.

9.2 Examining The Education System in Kyangwali Settlement

There are currently eleven total schools in the settlement, consisting of 10 primary schools, 17 Early Childhood Development (ECD) centers, and 1 community secondary school.[48] These schools service 19,301 school-going age children 3 to 17 years old. 5 schools are government supported while 3 are community schools supported by AAH-U; those with attached ECDs gather support from SCi and UNICEF. Three schools are refugee-founded schools and also rely on some assistance from AAH-U.

Enrollment in Primary Schools

68% of children aged 6-13 years old were enrolled in primary school in Kyangwali Settlement as of November 2015, compared to a 94% net enrollment rate countrywide.[49] While falling short of the national average, the enrollment of 68% also falls short of AAH-U annual target of 75% enrollment. Enrollment by school is shown below, exemplifying that some schools have much higher enrollment than others.

Primary School Enrollment April 2016[50]
(Schools marked with a * do not have upper primary)

School	Male	Female	Total
Malembo	389	327	709
Nyamiganda	424	391	815
Rwenyawawa	281	271	552
Kinakyeitaka	796	804	1600
COBURWAS	176	137	313
Ngurwe	329	247	576
Kasonga	1315	1358	1673
CODA*	29	22	51
Kentomi*	311	256	567
Planning 4 Tomorrow*	34	31	65

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[48] Current Situation of Education in Kyangwali. AAH-U Kyangwali Education Sector, December 2015.
[49] Net Enrollment Rate, Primary, Both Sexes. World Bank. 2016. http://data.worldbank.org/indicator/SE.PRM.NENR.
[50] District School Inspection, Kyangwali Education System, 14 April 2016.

Infrastructure

The schools in Kyangwali are no longer temporary structures because of the prolonged time that refugees stay in the settlement. Because Kyangwali has been in existence for almost fifty years, much of the schooling infrastructure exists, albeit in disrepair, especially for schools such as Kinakyeitaka and Kasonga. A testament to Kinakyeitaka's age is that Paul Kagame, the current president of Rwanda, attended primary school there in the 1960s.[51]

Because of the permanence of the settlement, only three schools still conduct classes in UNICEF-donated tents: Kentomi, Kinakyeitaka, and Ngurwe. However, the majority of schools do not have adequate infrastructure to accommodate crowded classrooms and the needs of children. A healthy and clean environment is imperative for a positive learning experience.[52] AAH-U provides renovations and construction of class blocks for schools, including water tanks, latrine stances, and desks.[53] However, construction can be delayed, impairing the environment for learners. Kentomi Primary School, still in UNICEF tents, has been waiting six months for ground to be broken for new class blocks. COBURWAS has been expecting more latrine stances for almost a year.[54] Kyangwali Secondary School currently is renovating seven of its class blocks; but students complain that "…the dust is terrible, the jiggers are there…the school is lacking cleanliness right now."[55] On the other hand, renovated or new buildings are not maintained. Rwenyawawa has new class blocks that were built in 2012 yet are already in serious disrepair with dirt smeared on the walls, dirty floors, crumbling plaster, and broken beams.[56] In contrast, Ngurwe Primary School also had renovations in 2012 but has kept its buildings pristine.

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[51] Interview, Head Teacher Kinakyeitaka. 14 April 2016.
[52] UNHCR Board Room Meeting. 16 April 2016.
[53] Interview, AAH-U Education Employee. 24 April 2016.
[54] Teacher Focus Group, COBURWAS. 8 April 2016.
[55] Interview, S3 girl, Rwandese, 17 years. 20 April 2016.
[56] Observations, Rwenyawawa Primary School. 11 April 2016.

Dirty classrooms become an optimal environment for jiggers, small parasitic insects that burrow into the skin. Some days, pupils' legs can have jigger infestations reaching up to their knees.[57]

Having enough clean latrines and water for hand washing is also imperative for a clean and healthy environment for learners. School is a place where children can become change agents to spread good habits of cleanliness.[58] However, the pupil to latrine stance ratio in Kyangwali (81:1) is twice as high as the GoU limit (40:1). One school only had two latrine stances for over 170 learners.[59] In addition, there is often no water available for washing hands or cleaning latrines; one school had students using ashes to scrub its latrines. Without clean latrines and hand washing mechanisms, students go to class with the high possibility of spreading communicable diseases, thus detrimental to the learning environment.

The local community can also be hostile towards schools and their property. Oftentimes, children not enrolled in school gather in the schoolyard or near the school, creating distraction and noise. Children have destroyed school property, breaking windows and defecating in classrooms.[60] When schools receive new amenities such as water pumps or latrines, they may be defaced or looted by local residents. When schools receive a new water tank, community members have removed the tap mechanism, or even the pin that blocks the water from flowing, leaving facilities in constant need of repair.[61]

Fencing

Fencing of school property is crucial towards students' safety and reducing encroachment of non-students on school property. However, no school in Kyangwali has enclosed properties

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[57] Interview, Head Teacher, P4T. 18 April 2016.
[58] Interview, AAH-U WASH Coordinator. 13 April 2016.
[59] Observation, P4T. 5 April 2016.
[60] Interview, Rwenyawawa Head Teacher, 14 April 2016.
[61] Ibid.

surrounding their buildings; oftentimes community members and out-of-school children gather in the schoolyards, disregarding the distraction they create.[62] One student said:

"A fence also, we do not have a fence around the school. We are moving everywhere as if we are cows. Wherever you want to go, you can go. Even if there are rules for the school, [teachers] cannot enforce those rules."[63]

Having a fence reduces the number of students escaping halfway through the school day and passing wherever they want. Children can simply escape without notice of teachers.

Teachers

A positive and quality education ultimately relies on the training and efficacy of teachers. Despite 94% (145/155) of teachers in Kyangwali as of December 2015 being trained and professional, there remain gaps in quality.[64] For example:

"A good teacher is not always that one who was trained through a training college but is the one who went there willingly and came out willing to serve the community."[65]

There are different types of teachers in the settlement, both Ugandan and refugee. Teachers sponsored by AAH-U and teachers sponsored by the government may receive different salaries; teachers in CBOs such as Planning 4 Tomorrow or COBURWAS receive as little as a third of the pay as their peers. Teachers currently are not incentivized enough to perform well. The resources given are not enough; many Ugandan teachers travel long distances from outside the settlement to perform their duties.[66] Most government teachers earn approximately 370,000 UGX per month, AAH-U has attempted to put their teachers on the same level, despite AAH-U teachers not being eligible for salary increases.[67] Yet teachers at schools such as Planning 4 Tomorrow only receive 70,000 UGX per month due to the CBO limited resources. Teachers teaching in Kyangwali understandably face larger obstacles with students and their environment than teachers in greater Uganda.

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[62] UNHCR Board Room Meeting. 16 April 2016.
[63] Interview, S3 boy, Sudanese, 18 years. 20 April 2016.
[64] Current Situation, AAH-U Education Sector. December 2015.
[65] Teacher Focus Group, COBURWAS. 8 April 2016.
[66] Ibid.
[67] Interview, AAH-U Education Employee. 24 April 2016.

Training also crops up as a large issue for teachers and their understanding of refugee pupils and their unique needs. College training does not necessarily identify a person as a teacher, though exposure does. Exposure allows a teacher to encounter current challenges and to know how to allocate resources and what refresher courses to take in the future.[68] Teachers entering the workforce immediately after teaching college often do not have the practical skills to handle a class, let alone a refugee-majority class. In addition, while the majority of teachers in primary schools possess Grade 3 Certificates, those are not valid for teaching Primary 4 – Primary 7, yet they do anyway.[69] Refugee teachers have an equally difficult time proving their qualifications as teachers with an entirely different candidacy system in separate home countries that differs from Ugandan education systems.[70]

Despite absenteeism of teachers not being as much of an area of concern anymore,[71] there are still teachers that do not show up or teach the entirety of their classes in a given day. Oftentimes when an AAH-U or UN vehicle is seen approaching a school, teachers not present dash towards their classes to appear to be teaching.[72] Head teachers simply remain in their administrative offices and do not check whether teachers are actually entering their classrooms.[73] Lastly, teachers are only teaching four or five classes instead of the requisite minimum of eight – causing the child to fail at the end of the day.[74]

9.3 Challenges Refugee Pupils Face In Accessing Quality Primary Education

The children interviewed and surveyed were all highly motivated about pursuing an education. Even students as young as Primary 3 were aware of the benefits of education and how the skills they acquired would give them a good future. Because the primary occupation in the

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[68] Interview, Head Teacher, Kasonga. 8 April 2016.
[69] Interview, Head Teacher, Malembo. 19 April 2016.
[70] Teacher Focus Group, Malembo. 19 April 2016.
[71] UNHCR Board Room Meeting. 16 April 2016.
[72] Observations, Nyamiganda Primary School. 12 April 2016.
[73] UNHCR Board Room Meeting.
[74] Meeting with UNHCR Education Associate and District Inspectors. 13 April 2016.

settlement is cultivation, students expressed their want to use skills acquired in school to change the future of their families.[75] 140 Primary 5 students surveyed explained their principal reasons for attending school:
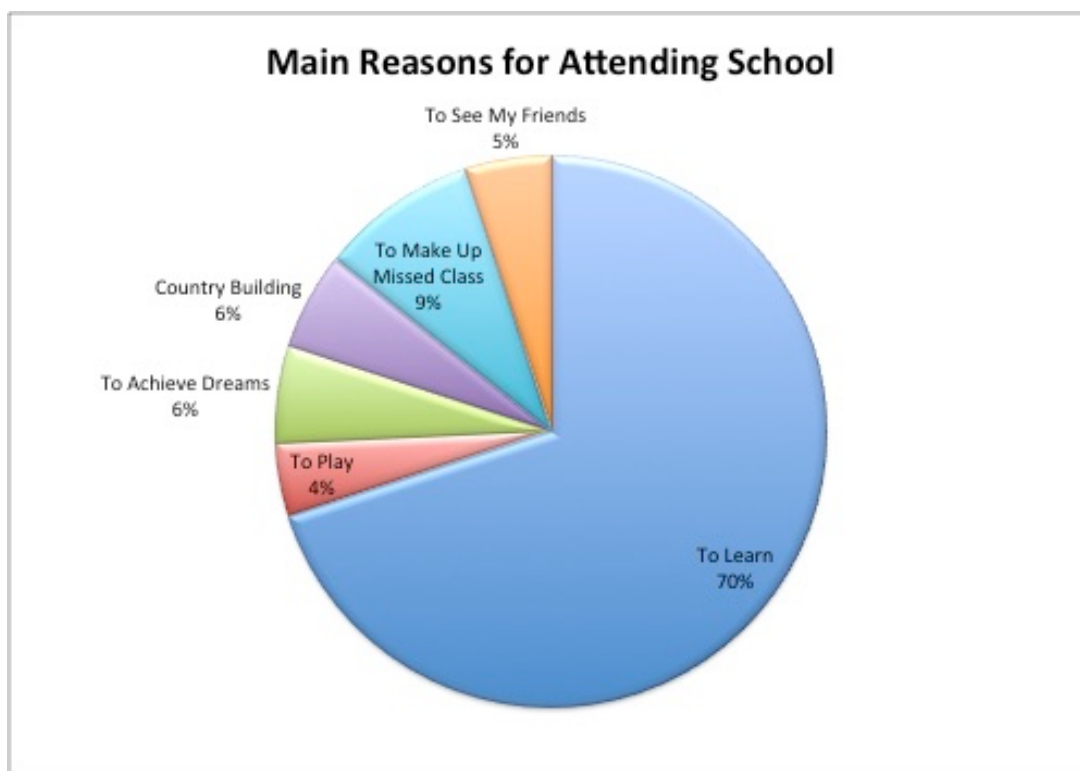
For refugees, education is also pertinent for those who want to return to their countries of origin. While only 14% of students surveyed wanted to return to their country of origin (most declined due to current perceptions of war),[76] they expressed how education would enable them to be useful citizens to help build their respective countries.[77] However, as expressed in these findings, acquiring a quality education is difficult.

Getting To School

Simply getting to class on time is a struggle for the majority of students. For children who live on the farthest side of Area B in the settlement or simply do not have a primary school close by, walking long distances is common. Primary 5, 6, and 7 students surveyed said that on

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[75] Interview, S1 student, female, Congolese. 20 April 2016.
[76] Surveys P6, P7, S2, S3, S4. April 2016.
[77] Interview, Head Teacher COBURWAS. 8 April 2016.

average, they spent at least 1 hour and 24 minutes walking from their home to school each morning. Some students are waking up at 5 a.m. in order to get to school on time, but most are tardy and face punishment from their teachers.[78]

"In the settlement we face a long distance to school. You can count passing three villages on your way to school. It takes me three hours of walking to get to school."[79]

The chart below exemplifies distance as a problem for 40% of primary students surveyed:
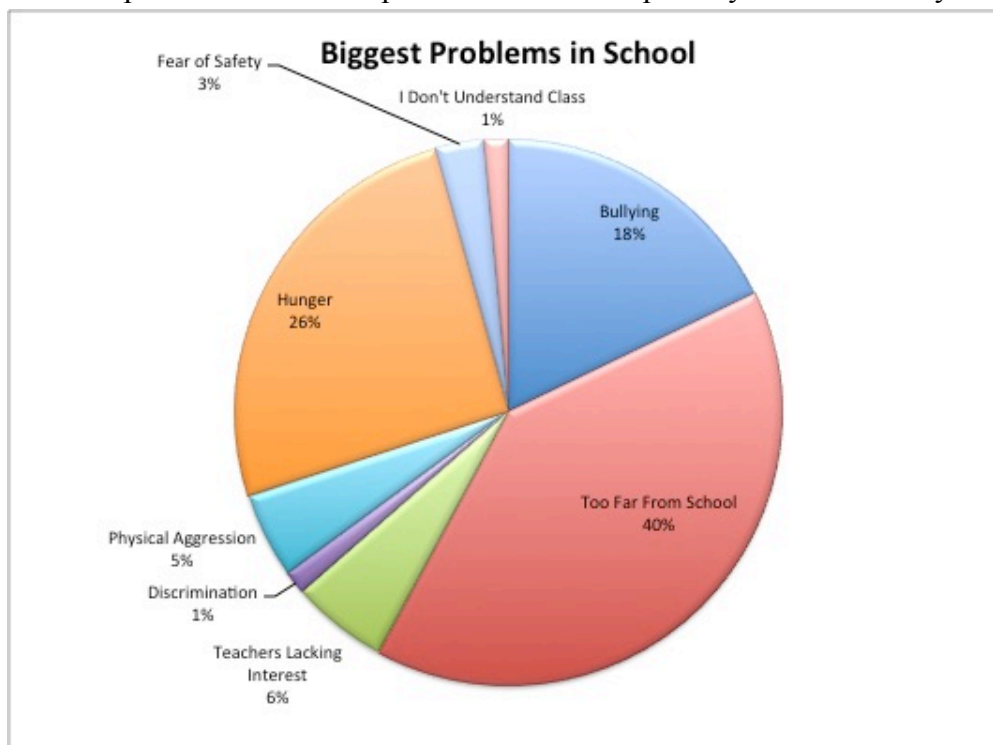
However, walking to school does not remain the sole or largest challenge. Universal Primary Education means school fees are waived for all primary learners; however, uniforms, shoes, and scholastic materials are all difficult to acquire but are necessary for attending school. Parents are supposed to be providing these materials for their children but often complain that they do not have enough money to pay for them.[80] In Primary 5 at Nyamiganda Primary School,

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[78] Interview, S3 male, Sudanese, 18 years. 20 April 2016.
[79] Interview, S4 male, Congolese, 19 years. 26 April 2016.
[80] Interview, Head Teacher, Nyamiganda. 12 April 2016.

at least 40% of children did not have shoes or adequate uniforms. Having adequate hygiene and wearing shoes protects against disease and parasites, such as jiggers.[81]

Language and Nationality

44.5% of students surveyed admitted that they had problems with languages, especially understanding English. In the settlement, where over a dozen languages are spoken, it is difficult to find a common language that all students and teachers can easily understand in conjunction with the official language of Uganda being English.[82]

This is where employing refugee teachers is especially critical. A refugee teacher who can speak Kiswahili, the most common language for refugees in Kyangwali, is able to translate sentences and assignments for students who have not mastered English yet.[83] This aids Ugandan teachers who have no proficiency in Kiswahili and often find themselves lost in nursery or Primary 1 where English is not yet mastered.[84] In addition, schools also utilize French and Kiswahili lesson blocks in order to help students maintain their languages if and when they return to their home country. If French is put aside, these children will face a challenge when returning to the francophone DRC.[85]

Sectarianism came up as an issue of demarcation between refugee and national students and teachers. Where there are Congolese, Sudanese, and Rwandese students in a classroom, they refuse to sit or share things together, preferring to sit and speak their local languages with their fellow nationalities.[86] Students do not integrate often, but when they do, they enjoy learning from each other. As one student says:

> "Another thing I like about school is friendship. We make friends and we learn more languages and other cultures. Now I know some Arabic and other local languages that I didn't know before."[87]

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[81] Interview, Head Teacher, COBURWAS. 8 April 2016.
[82] Interview, Head Teacher, Kasonga. 8 April 2016.
[83] Teacher Focus Group, Kasonga. 13 April 2016.
[84] Teacher Focus Group, Malembo. 19 April 2016.
[85] Teacher Focus Group, Kentomi. 12 April 2016.
[86] Teacher Focus Group, Rwenyawawa. 14 April 2016.
[87] Interview, S4 female, Sudanese, 17 years. 25 April 2016.

However, Ugandan teachers can exhibit preference for national students over refugee ones. Ugandan teachers feel more aligned with fellow Ugandan students and tend to treat discriminately against their refugee peers. Ugandan students are punished lightly while other tribes are punished severely because they are not Ugandan.[88]

"Here we are mixed – refugees and nationals. So teachers always prefer the nationals to refugees…the punishment they will give to the nationals and refugees is different. For him, they have him fetch water. But for me, they make me slash a whole area – a lot for one person. You can see. So you slash for the whole week and have no learning."[89]

The Gender Question

At all schools, male students outnumber females. For instance, at Kyangwali Secondary School, there are 364 boys and only 191 girls.[90] Males also outnumber females in upper primary, especially primary 7. For example, in Rwenyawawa Primary School, Primary 7 is only 30% female. There is less pressure on male students to drop out. Girls are pressured to drop out of school more often than boys because of domestic duties, early marriage, and sexual harassment.

However, menstruation was not cited as an issue for leaving or missing school. AAH-U distributes sanitary pads and extra underwear to all schools for girls in menstruation. One school had a room specifically for girls on their menstrual period to rest, receive sanitary pads, and also wash themselves.[91]

Cultural norms from refugees' countries of origin often dictate that girl children as young as Primary 3 get married, usually to men much older than them because of pressure from family members.[92] Once female students reach adolescence, they are seen as tempting to teachers or fellow students; four girls in Malembo Primary School cited sexual violence as their main problem at school. Teachers can also abuse their position in charge to take advantage of female students. For example, at Kyangwali Secondary School two years ago, a teacher impregnated a

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[88] Interview, S1 male, Congolese, 14 years. 20 April 2016.
[89] Interview, S3 male, Congolese, 17 years. 20 April 2016.
[90] UNHCR Board Room Meeting. 16 April 2016.
[91] Observations, Kinakyeitaka Primary School. 11 April 2016.
[92] Interview, Malembo Head Teacher. 19 April 2016.

Senior 2 student, but claimed that he was not responsible. As a result, the student lost her future

and remains at home taking care of her child.[93]

There is strong gender preference in enrollment in favor of male students which

influences the disparities in female and male enrollment as exemplified earlier. Parents place less

importance on a daughter attending school, preferring to enroll their sons. Daughters are

considered to be important for domestic work and taking care of younger siblings. For example,

one girl in a family of four boys constantly struggles with her parents to have her 75,000 UGX

fees paid, despite each brother attending a school for 320,000 UGX a term. She says:

"They are refusing [to pay] because I am a girl. If possible we need to advise the parents, tell them that girls are not inferior and can manage to become something."[94]

Problems In The Classroom

Once pupils arrive in the classroom for learning, there still are multiple obstacles to

actually learn. Overcrowding was cited as the hardest obstacle for teachers and students alike.

The average student to teacher ratio in the settlement is on par with the government standard of

53:1, but the classroom to student ratio is 118 students to 1 classroom, more than double the

government standard of 53:1.[95] Especially in lower primary, there may be up to 200 pupils in one

room with one teacher attempting to rein in the resulting chaos. What a teacher is attempting to

teach in a class that large is not conducive towards learning.[96] Also contributing towards teachers

being overwhelmed is the fact that all schools in Kyangwali are understaffed; without enough

funds to pay more teachers, the student to teacher ratio will remain high.[97]

26% of primary school students cite hunger as the biggest issue in schools. Although

every school has a feeding program in place for pupils, most are poorly implemented, and only

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[93] Interview, S3 female, Rwandese, 17 years. 20 April 2016.
[94] Interview, S3 female, Rwandese, 17 years.
[95] Current Situation of Education in Kyangwali.
[96] Interview, Head Teacher, Kasonga. 8 April 2016.
[97] Teacher Focus Group, Nyamiganda. 12 April 2016.

10% of students on average benefit.[98] Parents and families must support the programs; however, few are able to contribute the standard 10 kilograms of maize and beans because of the variance of harvest, and even sending money in its stead is difficult.[99] Usually, pupils who cannot afford to pack lunch, play, or sit in the classroom, foregoing lunch. Because of this, pupils fall asleep in afternoon classes because of hunger, reducing learning.[100] Hunger is the primary reason pupils escape from school in the afternoons because of no money or no packed lunch; they know that at home, there will be food available. As a result, attendance in the afternoon is almost halved.[101]

Another pervasive issue in schools is punishment, both corporal and labor. Corporal punishment has been banned in all Ugandan schools since 2006, but caning was witnessed in at least three schools over the duration of this study. Once, the researcher witnessed a head boy caning a pupil in Primary 4 or 5, in full view.[102] Corporal punishment is not positively correlated with learning; it causes pupils to miss hours of valuable class time. Punishment in the form of labor can take hours to complete, including tasks such as digging or fetching water. While schools hire laborers to slash grass or clear brush, punished students are given the majority of the work.[103] Students were particularly vocal about the detrimental effects of corporal punishment on their learning environments.

> "We do not like corporal punishment like caning because it is not helpful for our learning. Someone can come from home late, and you reach school late, they will give you work to do or cane you. Then you miss the classwork."[104]

[98] Interview, AAH-U Education Director. 28 April 2016.
[99] Interview, S3 male, Congolese, 17 years. 20 April 2016.
[100] Teacher Focus Group, Kentomi. 12 April 2016.
[101] Interview, S4 male, Sudanese, 18 years. 25 April 2016.
[102] Observations, Nyamiganda Primary School. 12 April 2016.
[103] Interview, S3 male, Congolese, 18 years. 20 April 2016.
[104] Interview, S1 male, Congolese, 15 years. 20 April 2016.

Dropping Out For What?

Retention levels in the settlement are extremely low. As illustrated below with the current Primary 7 class of Nyamiganda Primary School, lower primary classes tend to be extremely overcrowded but as these students move to upper primary, there are less than a few dozen pupils.
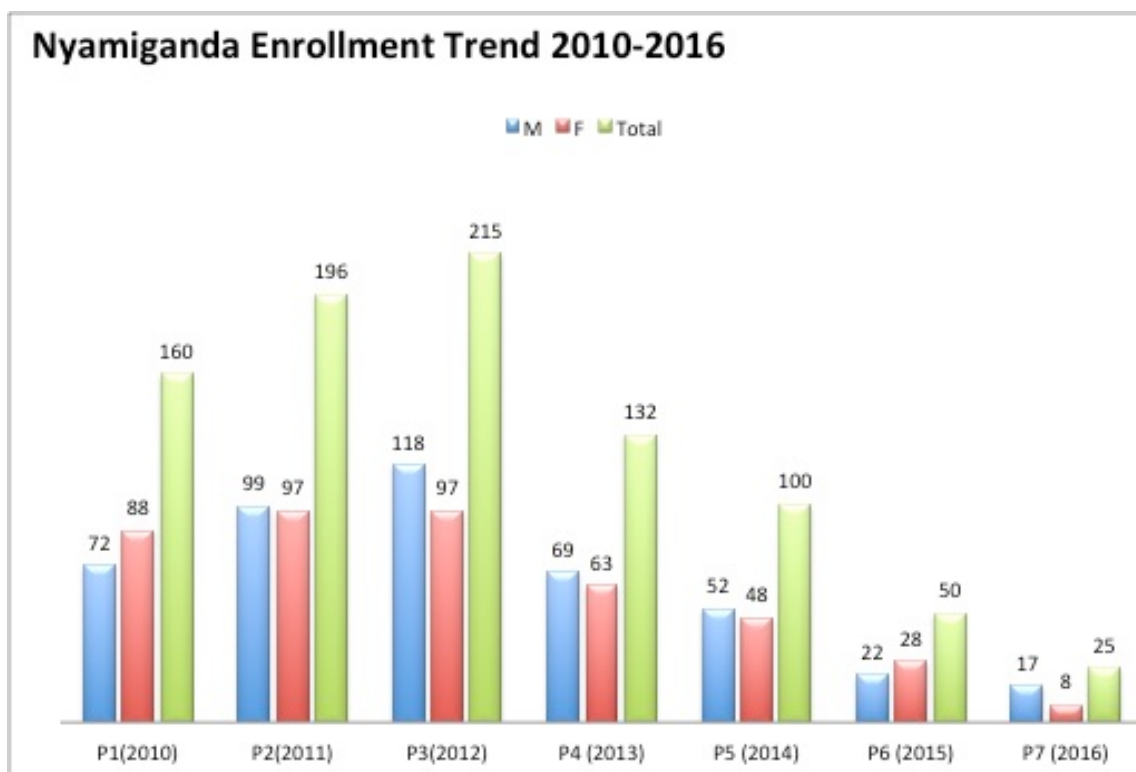
"As far as the primary school is concerned, our biggest concern is the drop out. Children down in lower primary are many, but as you reach P5, P6, P7, you have few children."[105]

Dropping out occurs after prolonged absenteeism, wherein children do not recognize the touted benefits of going to school and receiving an education. Frequent absenteeism is directly correlated with withdrawal from school.[106] Absenteeism is correlated to a variety of reasons, illustrated in the chart below.

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[105] Teacher Focus Group, Nyamiganda. 12 April 2016.
[106] UNHCR Board Room Meeting.

Reasons for Missing School

Taking Care of Siblings 6%
Classes Are Too Hard 10%
Working 21%
Weather 10%
Sickness 53%
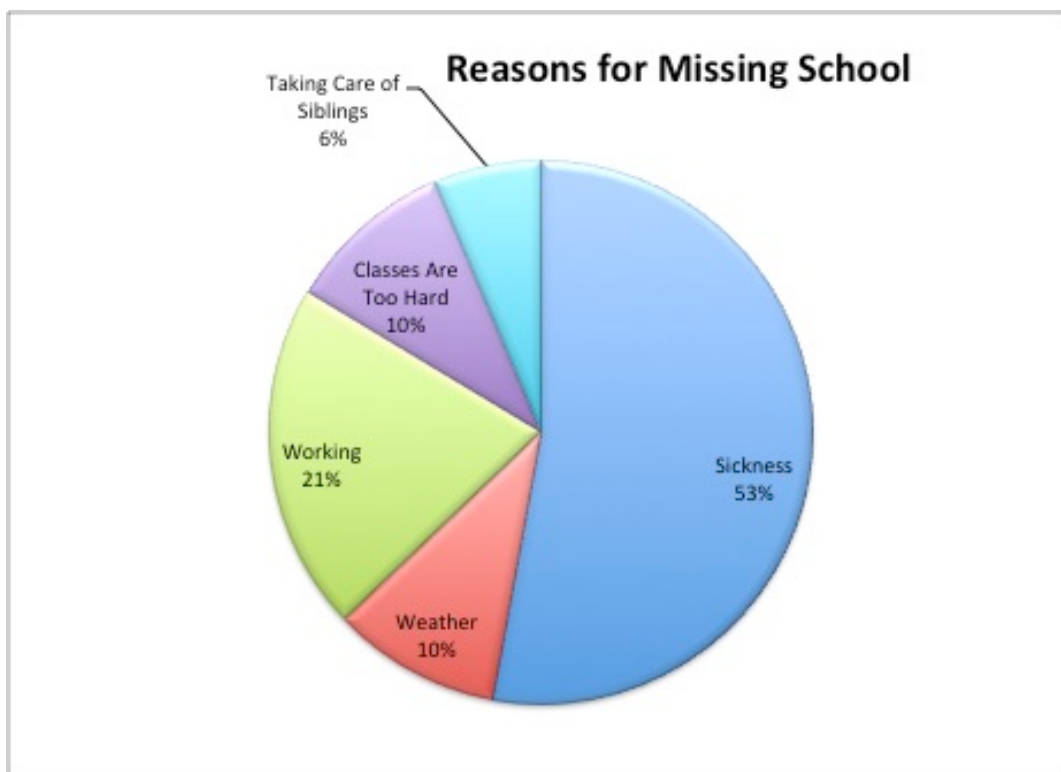
Looking at factors besides sickness, which is common when poor hygiene and nutrition are rampant, working is the second largest reason cited. Because the overwhelming majority of refugees in Kyangwali are subsistence farmers, daily tasks of hoeing, digging, and planting usually fall to the children of the family. The time spent conducting research fell during the peak of planting season as the rains began, which resulted in the lowest attendance records of the year. The harvests of the planting season are critical towards sustaining families and, if necessary, paying school fees. Students can miss an entire term to work in the fields to acquire the money for the following term's school fees.[107] Parents cannot afford to hire skilled or even unskilled workers to aid in the planting and harvesting season, so they usually stop children older than Primary 3 from attending school to help with labor.[108] If a child still attends school during the

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[107] Interview, S4 male, Congolese, 19 years. 26 April 2016.
[108] Interview, Head Teacher, Malembo. 19 April 2016.

planting season, it may be sporadically – every other day or week, or simply missing the rest of the term. As one student remarks:

"If I'm in the village and not going to school, I am farming. We are peasant farmers."[109]

Another causal factor is age. A pupil who is drastically older than his or her peers feels uncomfortable in the classroom, causing him or her to drop out. Some refugee pupils may be older than their peers due to different schooling systems or trauma, causing them to be enrolled in a class that does not match their age. In one case, there was a 21 year-old pupil in Primary 6.[110] Pupils, after a certain age threshold, will begin to feel uncomfortable and embarrassed being in their class, resulting in poor performance. A learner will complain and say, "I am too old, I do not need to go back to class one," despite that being the appropriate place for him or her.[111] Feeling out of place results in pupils simply walking out and leaving school at the end of the day, not to return.

However, the underlying cause of dropping out leads back to a basic lack of resources, both materially and emotionally. Without a uniform, shoes, or school equipment, learners may be kicked out of class for not being properly prepared. One secondary student does not understand where to even begin to acquire these things:

"The problem I face at school is a lack of school equipment. The teachers are not able to give you everything, nor are the sponsors. Like books, pens, calculators, mathematics sets… you will be pushed out to go and get those things. But when you reach home, your mom has no money. You will miss that topic and fail the course. You will find yourself failing all the exams, being absent and lacking school equipment."[112]

Adequate scholastic materials, such as notebooks, pens, and mathematic sets, are difficult to come by, especially for vulnerable students such as orphans, who have no parental income to support their schooling. Impetus to drop out arises from a lack of emotional support from parents that do not associate positive outcomes with education and who do not encourage children to go

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[109] Interview, S4 male, Congolese, 18 years. 25 April 2016.
[110] Observations, Kinakyeitaka Primary School. 14 April 2016.
[111] Teacher Focus Group, COBURWAS. 8 April 2016.
[112] Interview, S4 female, Sudanese, 17 years. 25 April 2016.

to school. Pupils and students will oftentimes not have any adult figure at home to tell them about school.[113] The most common reason for lack of school continuation is a lack of support from parents and the local community.

However, tracking learners who drop out is not easy to detect. A child who was absent today may return tomorrow, creating an unreliable and unpredictable record of attendance. AAH-U attempts to hold quarterly meetings with out-of-school youth in order to address the causal factors that cause dropouts.

The Parental Problem
Representatives of AAH-U and UNHCR, as well as administrators of schools frequently cite parents and families of pupils as the underlying issue of poor performance and attendance in schools. Despite many trying their best, others are neglectful and create a poor perception in the eyes of stakeholders and teachers.[114] To engage parents and the community, schools host School Management Committees (SMC) and Parent Teacher Associations (PTA) in order to integrate parents into decision-making processes. All eleven schools visited showed minutes from PTA meetings in the previous month. Meetings remind parents to send their children to school clean and in uniform and also to encourage positive participation to combat absenteeism and poor hygiene.[115] AAH-U also hosts Speak Out programs with schools to integrate parents and voice concerns.

In addition, parents of pupils, through contributions of maize and beans, support school feeding programs. However, school feeding programs fail when parents cannot or refuse to contribute appropriate amounts of food. To combat this, schools such as Kentomi Primary School, with the support of parents, cultivate school gardens from which to feed its students.[116]

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[113] Interview, Head Teacher, Kinakyeitaka. 14 April 2016.
[114] Interview, Head Teacher COBURWAS. 8 April 2016.
[115] General Meeting for PTA, Kentomi. 23 March 2016.
[116] Observations, Kentomi. 12 April 2016.

Teachers and stakeholders often cite the educational system differences between the DRC and Uganda as a key reason for parents having negative attitudes towards education. In the DRC, where French is the *lingua franca,* parents believe if they return, their children may fail to get a job because their education was solely in English.[117] The school day in Uganda is usually from 8 a.m. until evening, which appears rigorous compared to the Congolese system, where classes end around 1 p.m.[118] Parents and children alike are not used to the length of the school day.

Schools work to educate parents on the positive impact of education through examples and encouragement. While a head teacher was walking in Kasonga, a parent called to him and said, "I can see change in my child, they are speaking some English." That motivated the neighbor to say, "Oh, my child is still at home! I think I have to send her to school." That example given to children and the community members, who bring their children to school, motivates others. [119] Most head teachers meet with parents weekly for their help around school or to process suggestions or complaints; one head teacher claimed he met at least five parents daily.[120] Engagement of parents is crucial for increased support of children who are at risk of dropping out of school.

Resettlement Fever

In Uganda, there are three options considering the future of refugees: they can remain in a settlement, repatriate to their country of origin, or resettle in a third country, which is usually the United States or Europe. During the researcher's time in Kyangwali, they witnessed hundreds of people lining up at the IOM office to submit applications, get medical checkups, and for interviews for resettlement. There is no set time for the process; it can last from two up to ten

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[117] Teacher Focus Group, Nyamiganda. 12 April 2016.
[118] Interview, Rwenyawawa Head Teacher. 13 April 2016.
[119] Interview, Co-Director, P4T. 19 April 2016.
[120] Interview, Head Teacher, Kasonga. 8 April 2016.

years until a person is resettled.[121] The possibility of resettlement can instigate negative attitudes towards education, known by AAH-U workers and stakeholders as "resettlement fever." When parents believe they are leaving for America soon, they will discourage their child from going to school, and the child will drop out.[122] Head teachers are not informed if or when students are leaving. Those who drop out when resettlement nears say, "After all, I am going to America, and I will study from there," and not attach any value to education in the settlement.[123]

9.4 Refugee Founded Schools
The Case of COBURWAS, Planning 4 Tomorrow, and CODA

There are currently three schools in Kyangwali that are Community Based Organizations (CBO), started completely at the initiative of the local refugee community. These CBOs include Planning 4 Tomorrow (P4T), CODA (Community Development Association), and COBURWAS. Each school stresses the importance of serving the local refugee community in a positive and impactful way. However, because the government does not support these schools, school fees are charged which inflicts a burden on the community but also forces parents to view education as an investment for their child's future.

School Fees For CBO Schools Per Term (As of April 2016)	
School	**School Fees (UGX)**
COBURWAS	70,000
CODA	2,000 (a day)
P4T	40,000

P4T is the youngest school in the settlement; it opened for ECD and Primary 1 in May of 2015 and has now expanded up to Primary 3 for the first term of 2016.[124] It originally opened as an income generating initiative by selling Congolese-style handicrafts in the settlement but expanded to education in 2015. However, none of its five teachers, who are all refugees, are

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[121] Interview, Associate Community Services Officer, UNHCR. 27 April 2016.
[122] Out of School Youth Meeting, Kasonga Youth Center. 12 April 2016.
[123] Interview, Head Teacher, Kyangwali SS. 19 April 2016.
[124] Interview, Co-Director P4T. 18 April 2016.

certified to teach in Uganda, which leaves the level of quality low. Despite the challenges of running an independent school, the teachers prefer working at P4T than a government school.

"We are all refugees; we look at it as helping our fellow refugees. We can't watch them suffer, too. We all have the same purpose."[125]

CODA is also a newly minted primary school with nursery and Primary 1 that is now in its second year. Similar to P4T, CODA is housed in mud and stick huts with tin roofs built by the community as semi-permanent classrooms for the children.[126] In the next year, they hope to add Primary 2 in order to serve more children in Kagoma village and beyond.

COBURWAS is the most established refugee-founded school in the settlement; the school began in 2007 to help orphans living in Kyangwali but has since expanded to include nursery and Primary 1 through 7. As an organization, refugees from Congo who had lived in Kyangwali since 1997 founded COBURWAS in December 2005. At first, they organized engagement activities for youth such as football games but then noticed the demand from the community for a new school. The head teacher of COBURWAS explains the impetus to open a new school in Kyangwali:

"…There was a need to see that these children who are loitering in the village also needed to get an education. And the schools available were not good at all or enough. So and then by that time there was rampant immorality among the young children – they were involved in many things like smoking, drug abuse, drinking, even sex at a very early age because they were idle. So when these refugee youth saw this, it was really out of hand, they thought twice – could we begin a school from here? And actually it has grown until today."[127]

Despite lacking enough resources, overall these CBOs are creating a positive environment for refugee leadership in Kyangwali and creating opportunity for the future. Intertwining community initiatives with education engages the community and creates a positive learning environment for refugee pupils. As the co-director for P4T said:

"What I would also like to say is that when refugees come out to do something [together], not only refugees…but when a community solves their own problem, they have the commitment. They can easily impact the population."[128]

[125] Interview, Head teacher P4T. 18 April 2016.
[126] Observations, CODA Primary School and Nursery. 5 April 2016.
[127] Interview, Head Teacher, COBURWAS. 8 April 2016.
[128] Interview, Co-Director P4T. 20 April 2016.

9.5 The Question of Secondary Education
Opportunities for Post Primary Education for Refugees

Opportunities for secondary education for refugees within the settlement are scant. There is only one secondary school within the settlement, and it only goes to O-Level, not the A-Level courses needed to achieve a full secondary education. Only 16% of secondary school-aged people are enrolled in secondary education as of November 2015, a 2% increase from 2014.[129] This only reflects the students that are enrolled in Kyangwali Secondary School and three different schools in Hoima. Refugee students and their families who can barely afford to pay school fees for Kyangwali SS cannot even comprehend the possibility of a better and more equipped secondary school in Hoima. Without A-Levels being offered within the settlement, the students have no way of looking forward.[130] The lack of opportunity underlines the importance of the foundation of primary education to provide a base for students to excel in their futures.

> "We need to encourage primary schools to give a good background for the students. Because when a student joins school when he has not gotten a good background, things won't come out very well. We need to encourage primary schools."[131]

Kyangwali Secondary School: A Case Study

Kyangwali Secondary School is a community school and the only secondary school available for refugee and Ugandan students alike in the sub county. Located approximately 3 km from Kasonga Center, the school is centrally located in the settlement. It originally opened as a primary school in the 1960s for pupils in Kyeibetaka village but closed in 1993 after large numbers of refugees were repatriated. The school reopened as Kyangwali SS in 1997 in conjunction with a large influx of Congolese refugees.[132] The school only offers classes up to O-Level, or Senior 4. Those who want to complete their A-Levels must seek alternatives in Hoima.

Due to the school not currently being sponsored by GOU, the school solicits school fees from its students each term. The amount a student pays depends on whether they qualify for

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[129] Current Situation of Education in Kyangwali. AAH-U Kyangwali Education Sector, December 2015.
[130] Teacher Focus Group, Kyangwali SS. 20 April 2016.
[131] Interview, Head Teacher of Kyangwali SS. 19 April 2016.
[132] Interview, AAH-U Education Associate. 24 April 2016.

Universal Secondary Education, or whether they scored above a certain benchmark on the PLE. Day students who qualify for USE pay 75,000 UGX per term, while non-USE qualifying students pay 122,000. The approximately 100 boarding students pay 225,000 UGX a term if they are USE qualifying, and those who do not pay 272,000.[133] 17 students receive a complete scholarship from AAH-U.[134]

Enrollment of Kyangwali SS, Term I 2016[135]

	Male	Female	Total
Refugees	200	113	313
Nationals	164	78	242
Total	364	191	555

Enrollment fluctuates each term, highly dependent on the numbers of students available to pay the requisite school fees. In 2015, there were 857 enrolled students, which means a 23% decrease in 2016 enrollment. Attendance gradually decreases from the beginning of year, as students cannot continue paying school fees.[136] Paying school fees is arguably the largest problem for refugee pupils, whose main source of income is from subsistence farming. These students also often live in female-headed homes with younger siblings to care for; at that point, many children remain at home.[137] Others are orphans who cannot hope to acquire over 75,000 UGX a term.

Failure to pay fees fails the school as well, especially teachers. Teachers at Kyangwali SS are not incentivized properly. Primary school teachers earn more than secondary school teachers, despite the latter being more qualified. With taxes removed, teachers at Kyangwali SS earn approximately 330,000 UGX a month. Because students do not pay their school fees in full or on

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[133] Interview, Head teacher of Kyangwali SS. 19 April 2016.
[134] Interview, AAH-U Education Associate. 24 April 2016.
[135] District School Inspection, Kyangwali Education System, 14 April 2016.
[136] Interview, Head Teacher Kyangwali SS. 19 April 2016.
[137] Interview, S4, Congolese, female. 25 April 2016.

time, teachers have not been paid for over two months.[138] Students understand the relationship between school fees and the quality of their school but cannot help their financial situations.

> "We have teachers, yes. Although we have them, there are still few. We cannot say it is the problem of the school, but teachers also need money. And the source of money for the teachers is from our families. We earlier said we were lacking school fees. So if the parents cannot raise the school fees, the school cannot pay the money to add more teachers. So we have few teachers because we do not have money. If we could get money, everything could work better."[139]

Being the only secondary school in the settlement, the school presents obstacles of distance for students who come to attend school from as far away as Malembo or Rwenyawawa, often walking up to 10 kilometers to school. Students are perpetually late to school, oftentimes missing the first lesson and reducing their learning time.[140] Only approximately 100 students are able to afford or have room to board at school, despite a new girls' dormitory in the process of being constructed this year. Adolescent girls especially face harassment either walking long distances through the villages or staying in unprotected hostels in the center.[141] There is not enough opportunity offered at Kyangwali SS for future endeavors.

9.6 The Lack of Vocational Training and Subsequent Opportunity
Where Has the Vocational Training Gone?

There is no formal vocational training offered on-site at Kyangwali Refugee Settlement. A few times a year, AAH-U Livelihoods Sector accepts applications and interviews potential students for a vocational school in Hoima. Last round, there were 52 entrants to the three-month program in Hoima.[142] The age group of accepted students is between the ages of 18-24 years old; there is nothing available for those straight out of Primary 7. There are four courses, including hairdressing and salon management, electronics (TV, radio, and phone repair), poultry management, and horticulture.[143] At the culmination of the program, each group is expected to develop a business plan and begin an independent enterprise within the settlement. The current

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[138] Teacher Focus Group, Kyangwali SS. 20 April 2016.
[139] Interview, S4, Congolese male, 18 years old. 25 April 2016.
[140] Teacher Focus Group, Kyangwali SS. 20 April 2016.
[141] Ibid.
[142] Informal conversation with AAH-U Livelihoods Employee, 27 April 2016.
[143] Vocational groups meeting, Kyangwali SS. 28 April 2016.

initiative has been successful; however, refugee residents and stakeholders bemoan the lack of opportunity that is local and how few are accepted to current programs.

> "If students see no hope after senior 4, where do they go? We have to think of a vocational school within the settlement. It's impossible. It's good you send children to Hoima, but if you had a vocational center here in the settlement, how many children do you think would benefit, surely? It would be higher turnout than those you send to Hoima!"[144]

There has been concerted effort to improve the accessibility of alternative education in the form of vocational training. The budget, however, is not large enough to open a fully functioning and sustainable vocational school. A few years ago, when many refugees repatriated to the DRC, AAH-U and UNHCR tried to turn a health center into a vocational school. However, when refugees came back a short time later, the health center had to be reopened.[145] The lack of easily accessible vocational training limits the opportunities for refugees, especially those in at-risk populations.[146] Furthermore, Article 28 of the Convention on the Rights of the Child emphasizes the importance of vocational education and guidance being available for all children.[147] It is integral to economic and social development of a community. Without these opportunities, refugees within Kyangwali lose hope of prospects for the future.

The Gap of Opportunity

The majority of students interviewed expressed hope for the future and improving their lives, as well as the lives of their parents and the condition of their home country. However, long-term encampment in a settlement deters social or economic mobility, especially with obtaining education. Students dream of completing O-Level and also want to continue to A-Level and university, except the secondary school does not offer classes beyond Senior 4, or O-Level. This discourages students from continuing school, because to get to Senior 5 or 6, they must go to Hoima, and pay exponentially higher school fees.[148] If they are lucky, students can

[144] UNHCR Education Associate, UNHCR Board Room meeting, 15 April 2016.
[145] UNHCR Board Room meeting, 15 April 2016.
[146] UNHCR Geneva. February 2003. *Education: Field Guidelines.* Geneva: UNHCR. 32.
[147] Convention on the Rights of the Child. UN General Assembly. Entry into force 2 September 1990.
[148] Interview, Head Teacher of Kyangwali SS, 20 April 2016.

receive sponsorships from international organizations, individuals, or religious community leaders. One former student was able to attend secondary school first sponsored by a local Muslim leader, and then by the international NGO Windle Trust.[149] But difficulty is the norm, as one secondary school student laments:

"Like here, we only have up to senior 4. So if we want to continue to [A-level] there is nowhere to go here, you have to go to town. If our parents do not have the money, we can't proceed, even if we have the skills to continue. But we cannot. We just stop here."[150]

Students recognize they are in need of education to reach their goals; many dream of being lawyers, doctors, nurses, and engineers. One Senior 4 student dreams of becoming president of his home country.[151] However, as many of them recognize the school fees are too high, the barriers too many, and the morale low; thus, the number of adolescents who matriculate to A-Level remains few.[152] Despite the hurdles to success, youth in Kyangwali are adamant about fighting to work in their desired field and move away from subsistence farming.

"I come to school to prosper. I do not want to suffer the way my parents are suffering. I want to bring change in my home. Since they suffer I can change their [lives] from a miserable one to a happy one."[153]

10.0 Recommendations for the Government of Uganda and Policy Stakeholders

Following conclusion of this research, strategies for improvement are recommended to combat the large number of challenges refugee children face in accessing a safe, quality, and successful education to become productive members of society, whether in their countries of origin or resettlement. There are underlying structural issues but also proximate problems that are indirectly affecting educational successes.

10.1 Recommendations for International Stakeholders (Including UNHCR and AAH-U)

UNHCR does not officially execute education programs in Kyangwali, but its role as principal funder of projects impacts their effectiveness. One option for UNHCR to increase the

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[149] Interview, Head Teacher, Congolese refugee, P4T, 18 April 2016.
[150] Interview, S3 girl, Rwandese, 17 years, 21 April 2016.
[151] Surveys, P6 and P7 classes, Kyangwali Settlement. April 2016.
[152] Interview, AAH-U Education Employee, 24 April 2016.
[153] Interview, S4 girl, Sudanese, 17 years, 25 April 2016.

effect of AAH-U programs would be to assess the cost-effectiveness of funds and also in general increasing the budget to broaden the reach of AAH-U programming in the settlement. Increase of funding could allow adding support for at least forty or fifty secondary students, rather than only seventeen. Funding is a generally structural matter. AAH-U could also implement additional programs, approved by UNHCR, to address a few of the key challenges discussed.

To improve administrator and teacher efficacy, AAH-U should focus on regular meetings and trainings for teachers and administrators in order to cement positive practices in schools to process complaints and issues teachers face in the classroom. Teachers often stated that refresher courses did not occur often enough; those are key to adjusting to changes in Ugandan curriculum and updating knowledge of subjects taught. Inspection should also be adjusted to include clinical supervision, which does not solely judge performance based on tests but addresses the holistic experience; it is crucial to achieve a deeper understanding of the issues at each school.

As a proximate problem, the attitudes of parents and communities need to be addressed. They have a crucial role in education to combat dropouts, low matriculation rates and create a positive background from which children can succeed in school. This is also crucial to combat stakeholder and teacher preconceived notions on parents' lack of initiative in participating in their children's education. Specific meetings focused on sensitization regarding female learners are imperative to increasing female enrollment at the primary and secondary level to become more equitable. Parents are the key to ensuring that children manage to reach school and retain knowledge.

10.2 Recommendations for OPM and GOU

The Government of Uganda has a crucial role, especially concerning government-funded schools in the settlement. Support from GOU is crucial; for example, Kyangwali SS had less financial troubles when it was still receiving money from GOU. However, now as a community

school, it struggles to collect school fees and pay its teachers.[154] Increasing allocation of funds towards Kyangwali sub county schools will ease the stress of the community paying school fees and assist AAH-U and its limited budget. An addendum to this would be to include GOU, and subsequently District Education Inspectors, more frequently in inspections of Kyangwali schools to have up-to-date data to make informed decisions on allocation of monies. GOU also has a stake in the numbers of Ugandan students that are enrolled in Kyangwali's schools; as nationals, they deserve equal attention to promote host community development in conjunction with the refugee settlement.

11.0 Conclusions

This study has analyzed the quality and accessibility of education in Kyangwali Refugee Settlement, particularly aimed at understanding the challenges of provision of education regarding vulnerable populations. Despite nine of eleven schools in Kyangwali having permanent structures, teachers, and curriculum, knowledge is not being absorbed. Quality and accessibility are crucial, in addition to basic structures and materials, for a successful educational career. The importance of assessing Ugandan and refugee educational experiences underlines the importance of targeting broad-based issues that are not wholly specific to refugee communities. Issues found in Kyangwali could be applicable to other refugee communities but also rural Ugandan schools. Many of the challenges for learners, as detailed in this study, are easily applicable to rural youth accessibility to education. However, the case of a refugee settlement remains unique in its challenges, specifically concerning distance, languages, and community involvement. All of these issues address the underlying cause of long-term encampment in Uganda and the understanding of whether it is appropriate or healthy for children and their futures. In a settlement setting, opportunities are scarce and hope dwindles over decades of

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[154] Interview, Head Teacher, Kyangwali SS. 19 April 2016.

residence. Because settlements such as Kyangwali are rural, isolated, and restrict movement of refugees, potential for success appears low. Promoting education, not only as a gateway for knowledge, but also for future opportunity, is extremely important to maintain hope and well being for refugee youth in Uganda. Encouraging self-reliant strategies such as community-based schools and innovative income generating schemes, as well as developing secondary and tertiary educational opportunities will create a positive attitude towards the future.

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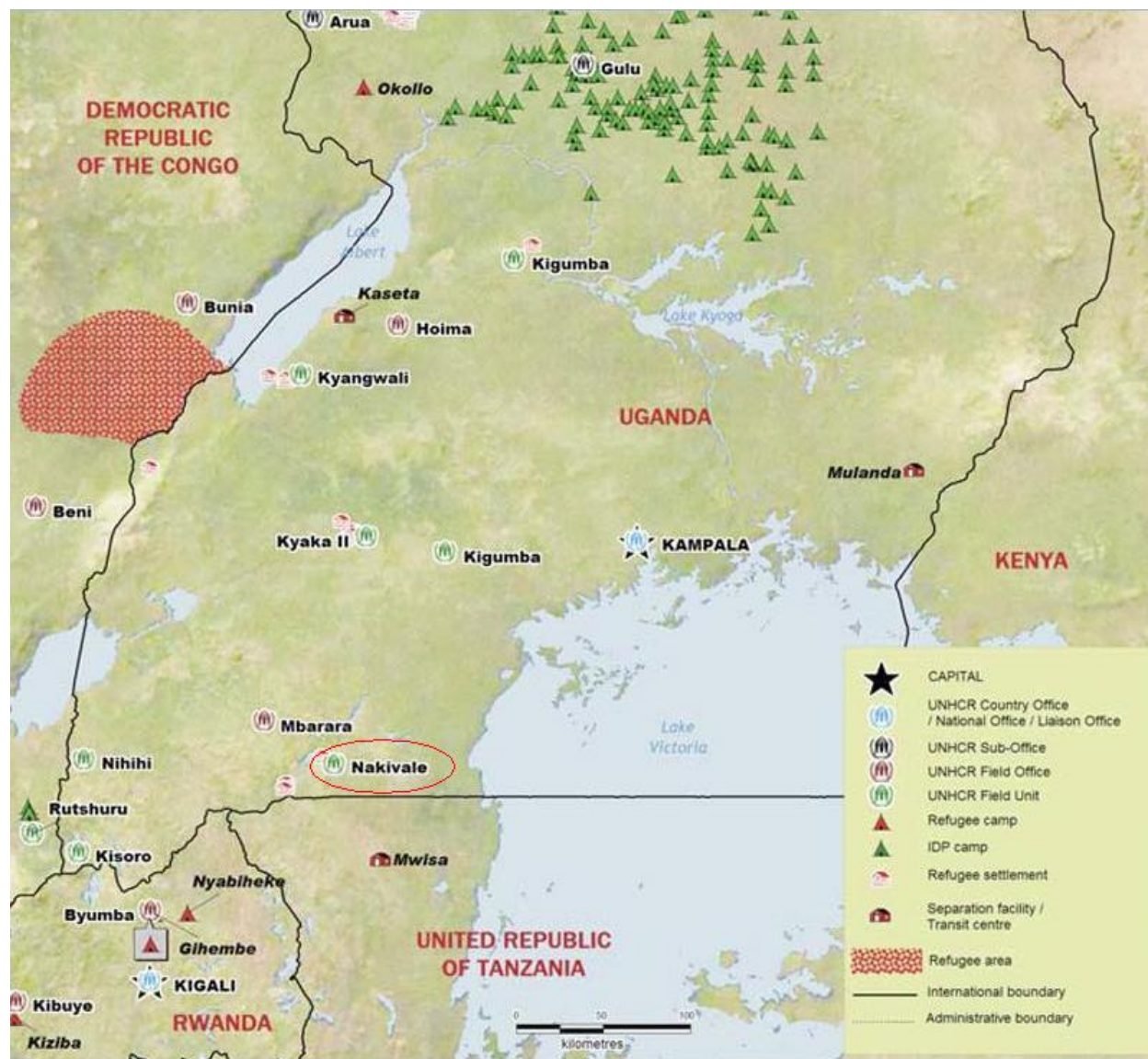
14.0 Appendix
Appendix 1 – Map of Kyangwali
Source: UNHCR and AAH-U, Kyangwali
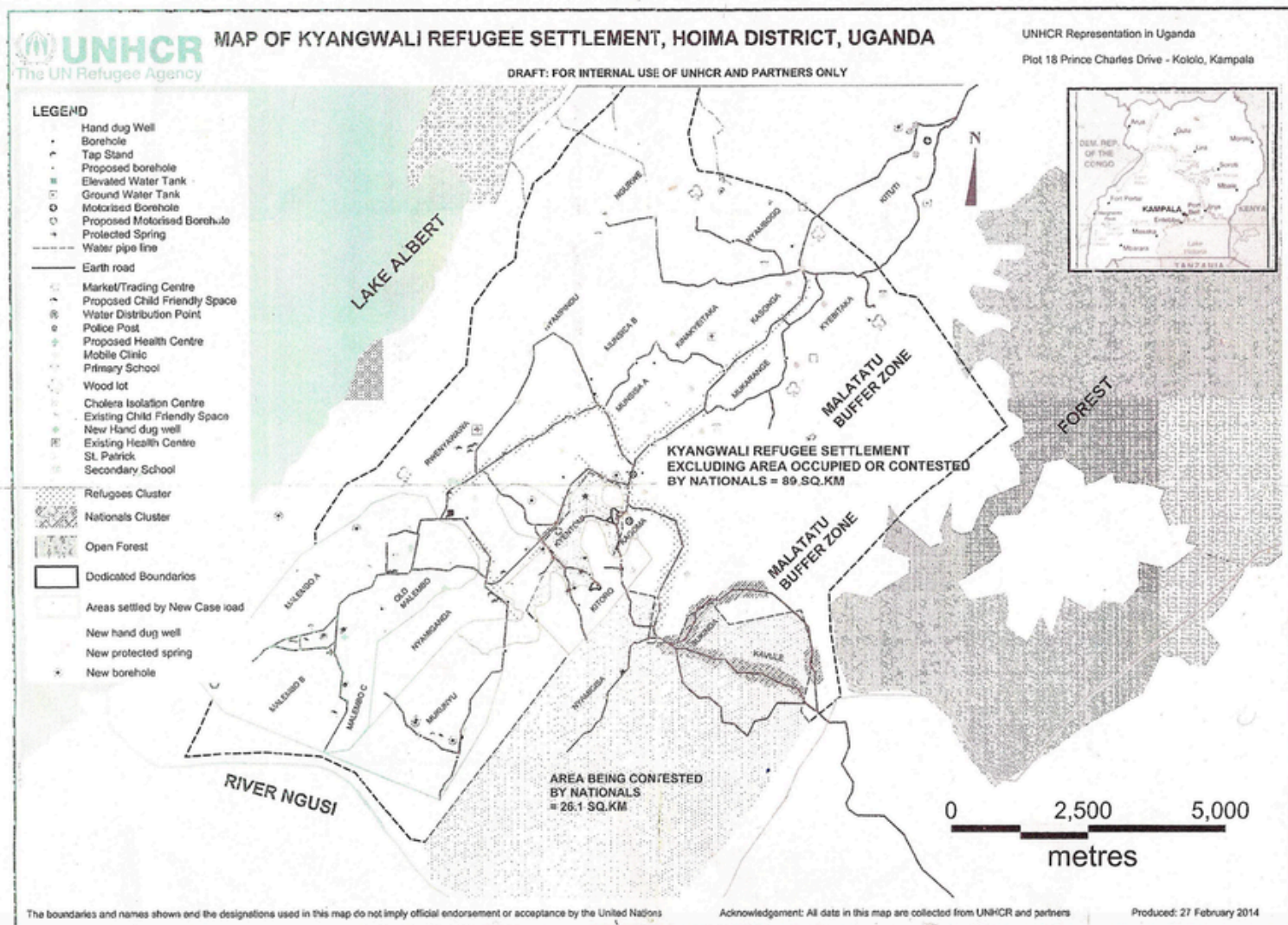
Appendix 2 – Refugee Settlements in Uganda
Source: UNHCR, September 2014.

Appendix 3 – Questionnaire I for P5 and S1 (Total: 160 [80 M, 80 F])

What is your name? _____
How old are you? _____
What country are you from? _____
How long have you lived in Kyangwali Settlement? _____

Check one:
□ Boy □ Girl

Check one:
□ P5 □ P6 □ P7

What is your main reason for going to school?
- A) To learn/study
- B) To play
- C) To achieve dreams
- D) Country building
- E) To make up missed class
- F) To see my friends

What is your main reason for missing school?
- A) Sickness
- B) Weather
- C) Working
- D) Difficult curriculum
- E) Taking care of siblings

What is your biggest problem at school?
- A) Bullying
- B) Too far from school
- C) Teachers lack of interest
- D) Discrimination
- E) Physical Aggression
- F) Hunger
- G) Fear of safety
- H) I don't understand class

What is your name? _____
How old are you? _____
What country are you from? _____
How long have you lived in Kyangwali Settlement? _____

Check one:
□ Boy □ Girl

Check one:
□ S1 □ S2 □ S3 □ S4

What is your main reason for going to school?
- A) To learn/study
- B) To achieve dreams
- C) To get a job
- D) To make friends
- E) Other: _____

What is your main reason for missing school?
- A) Sickness
- B) Working
- C) Lack of money
- D) Maltreatment
- E) Family circumstances
- F) Other: _____

What are your main problems attending school?
- A) Discrimination
- B) Bullying
- C) Maltreatment
- D) Difficult curriculum
- E) Abuse
- F) Lack of interest from teachers
- G) Lack of money
- H) Long hours

Appendix 4 – Questionnaire II for P6-P7 and S1-S4 (Total: 340 [170 M, 170 F])

Primary 6-7

S/N:		
1	What is your name?	
2	Grade level (Check the one that applies to you)	P5 □ P6 □P7 □
3	Boy or girl? (Check one)	Girl □ Boy □
4	How old are you?	
5	How long have you been living in Kyangwali Settlement?	
6	What country are you from?	
7	What do you want to be when you grow up?	
8	What languages do you speak?	
9	Have languages been a problem for you in school?	
10	How many years did you attend school in your home country?	
11	How far do you walk to attend school each day?	_____ hours _____ km
12	What do you like best about school?	
13	What would you want changed in school?	
14	What are your favorite subjects?	
15	What do you not like about school?	
16	Do you want to return to your home country?	
17	Do you want to go to secondary school?	
18	Why do you attend school?	
19	What is your biggest problem at school?	

Secondary 2-4

S/N:		
1	What is your name?	
2	How old are you?	
3	Grade level (Check one which applies to you)	S1□ S2 □ S3 □ S4□
4	Boy or girl? (Check one)	Boy □ Girl □
5	How long have you lived in Kyangwali settlement?	
6	What country are you from?	
7	How long does it take you to get to school each day?	_____ hours _____ km
8	What languages do you speak?	
9	Is language an issue for you in school?	
10	Why do you attend school?	
11	How much schooling did you receive in your home country?	
12	What is your biggest problem at school?	
13	What do you like best about school? What do you like least about school?	
14	What would you change about your education?	
15	What are your goals in education?	
16	Do you receive informal education or vocational training?	
17	What do you do at home?	
18	What does your school not have?	
19	What do you want to be when you grow up?	
20	Do you feel safe at school?	□ Yes □ No

Appendix 5 – Consent Forms

I. Minor Assent Form

Dear _____, my name is Meital and I'm a student at the School for International Training.

I am doing a study to learn how children like you access education in Kyangwali.

If you agree to be in our study, I am going to ask you some questions about your education in Kyangwali. I will ask what you think about your experience in education.

You can ask questions about this study at any time. If you decide at any time not to finish, you can ask me to stop.

The questions I will ask are only about what you think. There are no right or wrong answers because this is not a test.

If you sign this paper, it means that you have read this and that you want to be in the study. If you don't want to be in the study, don't sign this paper. Being in the study is up to you, and no one will be upset if you don't sign this paper or if you change your mind later.

Your name: _____Date _____

Signature of person obtaining consent: _____Date _____

Printed name of person obtaining consent: _____Date _____

II. Consent Form

You have been asked to participate in a research study conducted by Meital Kupfer from the School for International Training. The purpose of the study is to analyze access and quality of education in primary, secondary, and other schools in Kyangwali Refugee Settlement. The result of the research will be in a research study as part of the culmination of the study abroad program with the School for International Training. You are selected as a possible participant in this study due to your involvement with the education system in Kyangwali. You should read the information below, and ask questions about any confusions or misunderstandings, before deciding whether or not to participate.

- This interview is voluntary. You have the right to not answer any question, and to stop the interview at any time. The interview will take around ___ minutes.
- You will not be compensated in any way for this interview.
- Unless you give us permission to use your name, title, and quote, the information you tell us will be confidential.
- We would like to record this interview in a recording format (MP3/Cassette/etc.) so that we can use it for reference when proceeding with the study. We will not record the interview without your permission. You have the right to revoke recording permission at any time.
- The project will be completed by May 14, 2016.

- I understand the procedures described above. My questions have been answered to my satisfaction and I agree to participate in this study. I have been given a copy of this form.

(Check all that apply)

[ ] I give permission for this interview to be recorded.

[ ] I give permission for the following information to be included in publications resulting from the study:

      [ ] My title [ ] Direct quotes from the interview

Name of Subject:

Signature of Subject: _____ Date: _____

Signature of Researcher: _____ Date: _____

Please contact the researcher with any questions or concerns: 079 22 17 414

Appendix 6 – Sample Sizes and Interview Numbers
Data collected from April 1- May 8, 2016

School Interviews (Total: 48)

	Teachers		Head Teachers		
	M	F	M	F	Total
Rwenyawawa	1	3	1	0	5
Malembo	4	1	1	0	6
Kinakyeitaka	2	2	0	1	5
COBURWAS	3	0	1	0	4
P4T	1	3	1	0	5
CODA	0	0	1	0	1
Ngurwe	3	1	1	0	5
Nyamiganda	2	1	1	0	4
Kasonga	1	3	1	0	5
Kentomi	3	1	1	0	5
Kyangwali SS	2	1	1	0	4

Students (Total: 16)

	M	F	T
S1	2	2	4
S2	2	2	4
S3	2	2	4
S4	2	2	4

Stakeholders: 10 interviews
Refugee Stakeholders: 5 (including Refugee Welfare Council, social workers, and CBO founders)
Parent Meetings: 3 meetings
Out of School Youth Meetings: 1 meeting
Vocational Meetings: 1 meeting

Surveys Distributed: (Grand total= 500, 250 M/250 F)
Chosen through random sampling.

Primary:

	P5	P6	P7	Total
Rwenyawawa	20	20	20	60
Malembo	20	20	20	60
Kasonga	20	20	20	60
Kinakyeitaka	20	20	20	60
Ngurwe	20	20	20	60
Nyamiganda	20	20	20	60
COBURWAS	20	20	20	60

Secondary:

	S1	S2	S3	S4	Total
Kyangwali SS	20	20	20	20	80

Appendix 7 – UNCST Clearance Letter
Page 1/2

Uganda National Council for Science and Technology

(Established by Act of Parliament of the Republic of Uganda)

UNCST

Our Ref: SS 4064   27ᵗʰ April 2016

Charlotte Mafumbo
School for International Training
Kampala

Re: Research Approval: Uganda's Development and Post Conflict Transformation in Select Areas:
Innovations for Development the Place of the Sustainable Development Goals

I am pleased to inform you that on 11/04/2016, the Uganda National Council for Science and Technology (UNCST) approved the above referenced research project. The Approval of the research project is for the period 11/04/2016 to 11/04/2017.

Your research registration number with the UNCST is SS 4064. Please, cite this number in all your future correspondences with UNCST in respect of the above research project.

As Principal Investigator of the research project, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the research protocol or the consent form (where applicable) must be submitted to the designated Research Ethics Committee (REC) or Lead Agency for re-review and approval **prior** to the activation of the changes. UNCST must be notified of the approved changes within five working days.
3. For clinical trials, all serious adverse events must be reported promptly to the designated local REC for review with copies to the National Drug Authority.
4. Unexpected events involving risks to research subjects/participants must be reported promptly to the UNCST. New information that becomes available which alters the risk/benefit ratio must be submitted promptly for UNCST review.
5. Only approved study procedures are to be implemented. The UNCST may conduct impromptu audits of all study records.
6. A progress report must be submitted electronically to UNCST within four weeks after every 12 months. Failure to do so may result in termination of the research project.

Below is a list of documents approved with this application:

	Document Title	Language	Version	Version Date
1.	Research proposals	English	N/A	N/A

Yours sincerely,

Hellen. N. Opolot
for: Executive Secretary
UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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Uganda National Council for Science and Technology

(Established by Act of Parliament of the Republic of Uganda)

UNCST

Our Ref: SS 4064

27th April 2016

Charlotte Mafumbo
School for International Training
Kampala

Re: Research Project, "Uganda's Development and Post Conflict Transformation in Select Areas:
Innovations for Development the Place of the Sustainable Development Goals"

This is to inform you that the Uganda National Council for Science and Technology (UNCST) has permitted the named students to undertake sub-themes under the above research project for the School of International Training Kampala.

Please note that the students are required to abide by the terms for project implementation and you should abide by all ethical requirements while conducting the study. At the end of their research, they should each submit to UNCST a final report on completion of the research project through the SIT management.

Name of student	Title of sub-theme
Ashley Alessandra	The Right to Life: Examining Atrocities Committed During the LRA Encampment
Christian Batarseh	Moral Consequences and Labour Shifts Resulting from the Loss of Traditional Acholi Education
Emilie LoGiudice	Eradicating the Militarized Image of Acholi Through Art
Meital Kupfer	Access and Quality of Education for Refugees in Kyangwali Refugee Settlement
Michaela Wiebe	Reproductive Health Education in Secondary Schools in Kampala
Sirena Davis	The Effects of British Indoctrination on Post-Conflict Uganda
Nora Wagman	The Role of Dairy Farming in Food Security: A Case Study of the Millenium Villages Project
Sam Meyerson	Ancestors, Enemies and Cattle Raids: Memory, Conflict and Prospects for Peace in Karamoja and Acholi Land
Shelby Logan	Trauma and Recovery: Diagonising the Effects of Mental Health on the Family in Northern Uganda
Thomas Schmedding	Improving the Medical Concierge Group's Telemedicine Services

Yours sincerely,

Hellen . N. Opolot
for: Executive Secretary
UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY