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Looking Beyond Primary: A Study of Barriers to Secondary Education in Kiryandongo Refugee
Settlement, Uganda

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Fall 2018: SIT Uganda Development Studies

Georgetown University '20

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Abstract

The increase in protracted refugee situations around the world complicates the provision of public services such as education. Accessing secondary school is key to individual and community empowerment for vulnerable refugees through providing higher education and employment opportunities. However, secondary school attainment is often severely lacking in refugee settlements. In Uganda, 58.2% of refugees are enrolled in primary school, while only 11.3% attend secondary school.¹ This study sought to understand the experiences of Ugandan refugees related to barriers to secondary education and its relation to social and economic empowerment, as well as solutions that refugee communities, Implementing Partners (IPs), and governments can execute. Qualitative and quantitative research were conducted through focus group discussions, personal interviews, and surveys with key community stakeholders including students in primary, secondary, and vocational school, secondary school teachers, parents of students, and implementing partners in Kiryandongo Refugee Settlement through a partnership with Windle International, Uganda. Barriers revealed can be grouped into two distinct categories: logistical limitations of financial resources of both families and schools, and structural challenges related to community factors such as the under prioritization of girls' education and challenges at home. Solutions shared include increasing funding prioritization of education by the Ugandan government and implementing partners, community dialogues, and local business initiatives. By interacting with community members, the researcher sought to analyze the relationship between refugee youth, implementing partners, and the Ugandan government to pursue opportunities for stakeholders to work together and fully support refugee education to empower refugee students to create positive change in both their countries of origin and host communities.

¹ Ministry of Education and Sports, "Education Response Plan for Refugees and Host Communities in Uganda."

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List of Abbreviations

- CRRF: Comprehensive Refugee Response Framework
- GER: Gross Enrollment Ratio
- IP: Implementing Partner²
- KHS: Kiryandongo High School
- NGO: Non-Governmental Organization
- OAU: Organization of African Unity
- OP: Operating Partner³
- PSS: Panyadoli Secondary School
- PTA: Parent Teachers Association
- ReHoPE: Refugee and Host Population Empowerment Strategic Framework
- RRA: Rapid Rural Appraisal
- UGX: Ugandan Shillings
- UN: United Nations
- UNHCR: United Nations High Commissioner for Refugees
- UNICEF: United Nations International Children's Emergency Fund
- UPE: Universal Primary Education
- USE: Universal Secondary Education
- WFP: World Food Program
- WIU: Windle International, Uganda
- WPDI: Whitaker Peace and Development Initiative
- 1951 UN Convention: 1951 UN Convention Related to the Status of Refugees
- 1967 Protocol: 1967 Protocol Related to the Status of Refugees

² Implemented partners are those organizations funded by the UNHCR

³ Operating partners are those organizations that are not directly funded by the UNHCR

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1.0 Introduction

Uganda, a country only around the size of Michigan, U.S., is now the largest refugee-hosting country in Africa, and the third-largest in the world.⁴ The country currently hosts nearly 1.3 million refugees from South Sudan (69.3%), the Democratic Republic of the Congo (20.6%), Somalia, Rwanda, and Burundi.⁵ Uganda has been widely praised by global humanitarian leaders and institutions owing to its progressive refugee policies. According to the Refugee Act of 2006 and Refugee Regulations of 2010, refugees in Uganda must be provided with a plot of land, freedom of movement, access to employment, and the use of public services such as education in order to allow them to sustain their own livelihoods.⁶ However, due to the increasing number of refugees fleeing into Uganda, it is becoming difficult to ensure long-term refugee self-reliance due to limited resources.

Fleeing violence and persecution in their countries of origin, it is vital to ensure that refugees are safe in their country of asylum, reflecting the importance of the human security development paradigm. If refugees do not have adequate basic needs, such as food, health services, political rights, housing, and educational security, it is difficult for true development and empowerment of these vulnerable populations to occur. Living in an environment of insecurity, either due to conflict or lack of basic needs, severely undermines human development through stifling the ability of vulnerable populations to become self-reliant and play a role in their own advancement. This can negatively affect the development of a community, or entire country. As an essential part of human security, education can have substantial impacts on the ability of vulnerable refugees to empower themselves and help their communities flourish.⁷

Educational resources are often lacking in refugee settlements in Uganda, resulting in several barriers to educational attainment. Refugee experiences can be considered more urgent and short-term, which results in a strict focus on health and safety issues rather than education. In reality, 41% of refugees around the world experience protracted situations and live in settlements for extended periods of time, emphasizing the importance of education which can promote long-

⁴ Ministry of Education and Sports, "Education Response Plan for Refugees and Host Communities in Uganda."

⁵ United Nations Development Programme, "Uganda's Contribution to Refugee Protection and Management.", p.3-4

⁶ Ibid., p.2

⁷ Mwambutsya Ndebesa, Course Lecture.

term development through empowerment.⁸ Furthermore, secondary education is often not a funding priority because primary education is viewed as more beneficial in providing students with basic educational skills. As post-primary education is more expensive to both fund and attend, focusing on primary education may allow for a greater number of students to be impacted.⁹ The percentage of students in secondary school drops significantly from those primary school, illustrating this challenge. For refugees in Uganda, although in primary school there is a Gross Enrollment Ratio (GER)¹⁰ of 58.2%, that percentage drops to 11.3% in secondary school.¹¹ Even with a secondary education, refugees face obstacles finding work that allows them to receive a sufficient wage to maintain their livelihoods.¹² Therefore, if students do not continue their education into secondary school and beyond, their future economic and social realities will likely be hindered.

2.0 Background of Study

2.1 International Laws Related to Refugees

Refugee protection continues to be an international concern and is strengthened by multiple international laws and conventions that define who a refugee is and ensure for their proper treatment. The foremost international treaties that Uganda is a party to are the 1951 UN Convention Related to the Status of Refugees and the 1967 Protocol Related to the Status of Refugees that create internationally agreed upon guidelines working to guarantee respectful treatment and safety of refugees. These conventions clarify the rights that refugees should be accorded internationally including respecting identities of refugees through non-discrimination, favorable treatment, allowing the freedom to work and the freedom of movement, among others. Based upon these conventions, a refugee can be defined as:

Any 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

⁸ Hakami, "Education Is Our Weapon for the Future."

⁹ Dryden-Peterson, "The Politics of Higher Education for Refugees in a Global Movement for Primary Education."

¹⁰ GER is the total number of students enrolled in a specific level of education (regardless of age) out of the total number of people in the age range of that level of education.

¹¹ Ministry of Education and Sports, "Education Response Plan for Refugees and Host Communities in Uganda." P. 10

¹² Hakami, "Education Is Our Weapon for the Future." P.87

*outside 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.*¹³

This definition remains important in the understanding that refugees are escaping extreme insecurity and violence in their countries of origin and are seeking refuge and safety in their country of asylum in order to prosper. These international laws are essential in uniting the international community to support vulnerable groups such as refugees.

Additional international laws related to refugee treatment include the 1974 Organization of African Unity (OAU) Convention Governing the Specific Aspects of Refugee Problems in Africa and the 2016 UN New York Declaration for Refugees and Migrants that further strengthen these regulations in order to ensure that with the increasing number of refugee movements around the world, the international community continues to cooperate in the protection of refugees.

2.2 Uganda's Refugee Policy

Uganda is considered to have one of the world's most progressive refugee policies due to the rights refugees hold. Uganda has a long history of hosting refugees since it first hosted Polish refugees fleeing violence in Europe during World War 2. Since then, Uganda has hosted an average of 161,000 refugees per year from neighboring countries experiencing conflicts, especially South Sudan, the Democratic Republic of the Congo, Somalia, Burundi, and Rwanda.¹⁴ See *Appendix 1* for a map illustrating a summary of refugee demographics in Uganda. Uganda ratified the 1951 UN Refugee Convention and 1976 Protocol in 1976, and in 1987 ratified the 1969 OAU Convention on Refugees, continuing the process of institutionalizing its refugee policy.¹⁵ In 1999, Uganda began the implementation of the Refugee Self-Reliance strategy with a goal of promoting the long-term sustainability of its refugee policy by allowing refugees to become self-reliant and contribute to Uganda's development through service provision integration with host communities.¹⁶ Uganda's Refugee Act of 2006 and Refugee Regulations of 2010 allow for full integration of refugees into their host communities through ensuring freedom of movement, the right to own property, the right to work, and access to public

¹³ United Nations, "Convention and Protocol Relating to the Status of Refugees."

¹⁴ Watera et al., "Uganda's Refugee Management Approach Within the EAC Policy Framework."

¹⁵ Hovil, "Uganda's Refugee Policies." P.4-5

¹⁶ Ibid., p.5

services in order to allow refugees to improve their livelihoods. Refugees in Uganda live in settlements rather than camps and are provided plots of land in order to encourage self-reliance.¹⁷

Additionally, through Uganda's 2017 Refugee and Host Population Empowerment Strategic Framework (ReHoPE), the integration of refugee and host community responses has been further reinforced. The ReHoPE Strategy seeks to increase the efficiency of refugee responses through supporting host communities as well as refugees in order to empower communities and concentrate on long-term development strategies. The principles of the ReHoPE strategy focus on using government lead policies to empower communities and harmonize existing approaches to supporting communities in refugee hosting areas. These principles are vital in ensuring the peaceful coexistence of refugees and their host communities in order to promote sustainable solutions to challenges faced.¹⁸

Uganda also recently implemented the Comprehensive Refugee Response Framework (CRRF), a policy aimed at addressing the gaps in refugee management and support through unifying and strengthening refugee assistance initiatives from local, national, and international organizations. This policy builds on the goals of Uganda's ReHoPE Strategy in order to support Uganda's government in its refugee response plan through global cooperation. See *Appendix 3* for the CRRF graphic outlining policies and mechanisms of the framework. The CRRF seeks to enhance national, regional, and international collaboration and support for Uganda's refugee population because of the increasing emergency situations in the region that result in the increased number of refugees in Uganda.

However, due to the increasing number of refugees that flee into Uganda every day, it is

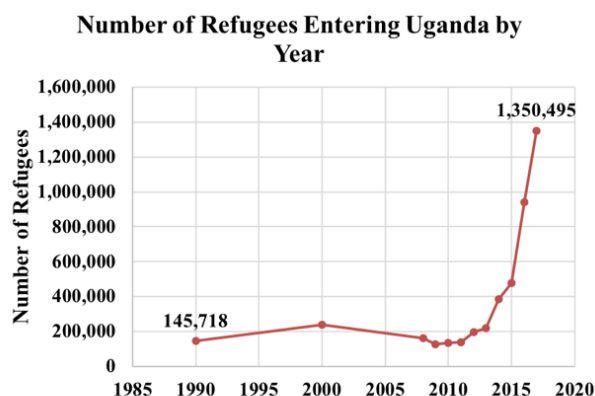


Figure 1: "Refugee Population by Country or Territory of Asylum" from UNHCR Statistics Database

becoming more difficult for the Ugandan government and donor organizations to provide sufficient support to refugees. Around 2010, Uganda's refugee population began to increase dramatically, partly due to the escalating conflict and civil war in South Sudan that began in 2013, forcing many South Sudanese to escape to

¹⁷ The Refugees Act 2006; Honorable Tarsis Kabewegyere, *The Refugees Regulations*, 2010.

¹⁸ United Nations and World Bank, "Refugee and Host Population Empowerment Strategic Framework- Uganda."

bordering Uganda.¹⁹ See *Appendix 2* for more detailed time trend chart of refugee countries of origin. The surge in refugee movements to Uganda has led to challenges for those tasked with

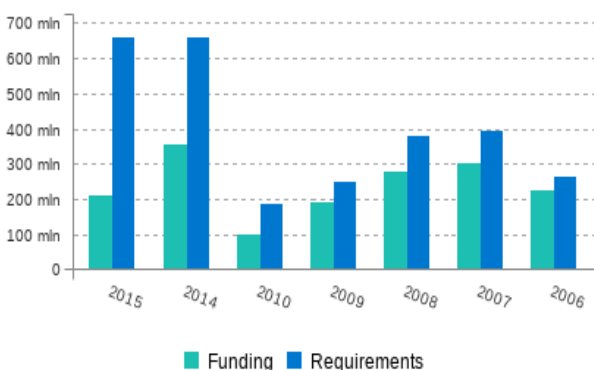


Figure 2: “Uganda: Requirements and Funding Data” from Humanitarian Data Exchange

refugee protection and management, as the funding has not increased to the same extent. Although according to *Figure 2* humanitarian funding requirements, which include those for refugees, have increased in recent years, the actual funding that Uganda receives has not increased to the same extent.

Issues of funding have profound implications on Uganda’s refugee response capabilities as refugee hosting districts tend to be less developed.²⁰ In addition to Uganda’s directly budgeted spending that supports refugees in areas such as education, health, and security, there are significant indirect costs of Uganda’s refugee population such as land and ecosystem loss, in addition to energy and water consumption. On top of the Ugandan government’s spending supporting refugees, donor funding also accounts for a large portion of refugee assistance measures. However, despite the increase in outside funding to Uganda’s refugee population, the levels are still not enough to fully support refugees’ needs.²¹ The issue of international burden sharing is discussed by Muthoni Wanyeki, Amnesty International’s regional director for East Africa, in a report on *Uganda’s Refugee Management Approach* in which he states, ““by failing to share responsibility with Uganda, donor countries are failing to protect thousands of refugees’ lives which is an obligation under international law.””²² Uganda fails to receive the support it requires because humanitarian appeals continue to remain underfunded.²³ In 2018, UNICEF’s appeal for humanitarian assistance funds for Uganda was 69% underfunded, with the funds specifically for refugee education having a 45% funding gap.²⁴ Although the issue of international burden sharing is surely important to remember, especially given the large gaps in refugee protection and

¹⁹ “South Sudan Profile: Timeline.”

²⁰ Ministry of Education and Sports, “Education Response Plan for Refugees and Host Communities in Uganda.” P. 9

²¹ Civil Society Budget Advocacy Group, “Public Financing for the Refugee Crisis in Uganda.” P.16-18

²² Watera et al., “Uganda’s Refugee Management Approach Within the EAC Policy Framework.” P.9

²³ Ahimbisibwe, “Uganda and the Refugee Problem.” P.10

²⁴ UNICEF, “UNICEF Uganda Situation Report.” P.10

assistance work, it is also vital to critically reflect on how that burden sharing is facilitated. For instance, “government, which is primarily responsible for its refugee hosting policy and efforts received one of the smallest proportions of funding support for refugee management.”²⁵

Therefore, it is imperative that international support to Uganda’s refugee community be conducted sensitively to local needs, and with the support of multiple stakeholders, including the government in order for international aid not to be counterproductive.

2.3 Secondary Education in Uganda

According to Article 28 of the UN Convention on the Rights of the Child, a convention to which Uganda is a party to,

States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

*(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need.*²⁶

Therefore, all forms of education, including secondary education, are meant to be readily available to every child, as it is considered a universal human right.

Although President Museveni introduced a policy of Universal Secondary Education (USE) in 2007, the impacts have not been as promising as hoped. The USE policy is not actually completely universal in Uganda and continues to face challenges along with Uganda’s Universal Primary Education (UPE) policy implemented in 1997. Instead of providing free education to all secondary students, the government provides a stipend of 41,000 UGX for government schools and 47,000 UGX for private schools per term to offset fees only for students who receive a satisfactory score on their exams at the end of Primary 7 and on-time completion of each of the lower secondary grades.²⁷ However, families must still pay for lunches, uniforms, and school supplies. The small amount of assistance that the government provides often does not accomplish enough to offset the costs for many students, doing little to make secondary education more affordable for those who already struggle to pay school fees. Although enrollment increased due to the USE policy, quality of schooling decreased as were not enough teachers to support the

²⁵ Civil Society Budget Advocacy Group, “Public Financing for the Refugee Crisis in Uganda.” P.21

²⁶ Convention on the Rights of the Child.

²⁷ Omoeva and Gale, “Universal, but Not Free.” P.42

increasing student population.²⁸ As this policy is still fairly recent, it has not yet been fully implemented in refugee communities. This is problematic because with secondary school come opportunities for more tangible impacts that could provide students with the skills necessary to enter the job market or further their education and provide for their livelihoods, eventually empowering entire communities.

2.4 Secondary Education for Refugees

In Uganda, 61% of the refugee population are under the age of 18, highlighting the importance of refugee education.²⁹ However, oftentimes educational attainment for refugees ends after primary school, resulting in distinct impacts on their ability to achieve social and economic independence.³⁰ Despite the insistence in the UN Declaration on the Rights of the Child that all children access education, including at a secondary level, this is often not the case for refugees. Uganda's two fundamental laws regarding treatment and rights for refugees, the Refugee Act of 2006 and the 2010 Refugee Regulations, do little to legally guarantee post-primary education for refugees. The Refugee Act of 2006 states in section 29 that:

- 1) *A recognized refugee shall, subject to this Act, the OAU convention and the Geneva convention...*
 - e) *receive at least the same treatment accorded to aliens generally in similar circumstances relating to...*
 - iii) *education, other than elementary education for which refugees must receive the same treatment as nationals, and in particular, regarding access to particular studies, the recognition of foreign certificates, diplomas and degrees and the remission of fees and charges.*³¹

This means that legally, refugees living in Uganda only have guaranteed rights to primary education. However, the Ugandan government still attempts to provide post-primary education to refugees, as demonstrated by the UNHCR Uganda Strategy for Refugee Education, which has one of their primary strategic actions that “more young people will go to secondary school” through working to “improve access to formal secondary education opportunities for young refugees.”³² Therefore, there is still a marked effort by the Ugandan government and other implementing partners to improve refugees' access to post-primary education, though it is not

²⁸ Kavuma, “Free Universal Secondary Education in Uganda Has Yielded Mixed Results.”

²⁹ Ministry of Education and Sports, “Education Response Plan for Refugees and Host Communities in Uganda.”

³⁰ Ibid.

³¹ The Refugees Act 2006.

³² UNHCR, “The UNHCR Uganda Strategy for Refugee Education 2013-2016.” P.10

necessarily backed up in full by Uganda's laws and regulations defining the treatment and rights that must be accorded to refugees. Because Ugandan nationals and refugees theoretically should have access to the same social services including education based on the 1999 Self-Reliance Strategy, as educational opportunities in refugee hosting communities improve, educational attainment for both nationals and refugees can be positively impacted.

Although the Ugandan government aims to provide refugees with the same rights to education afforded to Ugandan nationals, this is much more difficult to achieve in practice. In theory, refugees and nationals have access to the same educational resources. However, the lack of affordability dissuades many refugees from attending school. In Uganda, 59% of refugees are out of school. Specifically related to secondary education in Uganda, there is 11.3% GER in secondary schools in refugee settlements, while the number is 17.9% in host communities, demonstrating the inaccessibility of secondary education in Uganda especially for refugees.³³ Additionally, the lack of secondary schools in each settlement makes access difficult as many students must travel far distances to get to school, resulting in potential safety issues. For both primary and secondary school, there are not enough classrooms to reach the Ugandan government's compulsory 1 classroom per 53 students.³⁴ Furthermore, the quality of secondary education is lacking in refugee settlements. Class sizes tend to be quite large, and the lack of teachers results in less individual attention to students. In 2017, the UNHCR found that there were only 3,237 of the 5,012 teachers required to make the government standard resulting in each teacher being responsible for over 60 students in primary and secondary schools in refugee settlements in Uganda, creating challenges to congested classrooms and overworked teachers.³⁵ On top of this, teachers in these schools may not be fully equipped to support students dealing with psychological trauma from their experiences. It may also be hard to motivate qualified teachers to work in rural areas for lower pay in oftentimes challenging circumstances. Regarding secondary school specifically, refugees may lack the proper documentation to prove their completion of primary school, and the equivalency of their schools may be different than in Uganda.³⁶ All of these factors combined result in barriers to secondary education for refugees in Uganda, diminishing economic mobility and social empowerment opportunities.

³³ Ministry of Education and Sports, "Education Response Plan for Refugees and Host Communities in Uganda."

³⁴ UNHCR, "Uganda Refugee Response Monitoring."

³⁵ Ibid.

³⁶ Ministry of Education and Sports, "Education Response Plan for Refugees and Host Communities in Uganda."

3.0 Problem Statement

Education can be the key to empowerment and economic mobility, especially for marginalized and vulnerable populations such as refugees. However, in refugee settlements in Uganda, many refugees lack a quality education and are forced to remain struggling for their livelihoods. The various barriers to secondary education that refugees face create obstacles for those looking to obtain employment and positively impact their families and communities. As education is a pertinent issue as it relates to the future prosperity of the world, I would like to study this topic with the intention of looking towards a brighter future for the education of refugees that results in empowerment of refugee and host communities.

3.1 Research Question

How do barriers to secondary education impact students in Kiryandongo Refugee Settlement, and what solutions can be put in place by the Ugandan government, implementing and operating partners, and refugee communities in order to mitigate these barriers?

3.2 Research Objectives

1. To examine how access and non-access to secondary education in refugee settlements is encountered in its relation to social and economic mobility.
2. To understand challenges that students face in obtaining a secondary education and evaluate potential solutions brought up by research participants.
3. To analyze the relationship between institutions including organizations and implementing partners, and laws related to the education of refugees in Uganda and explain how this relationship helps or hinders the secondary education system for Uganda refugees.

3.3 Research Justification

The rise in protracted refugee situations in which refugees are remaining in settlements for longer periods of time is becoming increasingly problematic. Refugees are stuck in between lives, and in between states, without belonging to any one specific place. With the recent increase in divisive rhetoric and xenophobia against refugees, it is increasingly important that countries such as Uganda continue to remain welcoming to those fleeing violence and persecution in order to sustain long-term human development through ensuring security of

vulnerable populations.³⁷ As a vital aspect of human security and development, quality education must be available for refugees. Unfortunately, multiple barriers prevent this access from materializing for secondary education which can be left behind in favor of primary education. Therefore, it is vital to discuss barriers to secondary education and their impact on refugee students' educational attainment with a hope of discussing possible remedies to these challenges. Very little research specifically focuses on secondary education for refugees, which can be the key to transitioning from primary school to university or obtaining a job. Not only can secondary education potentially allow for economic empowerment, it can also lead to social empowerment, especially of marginalized women who are more likely to be employed, and less likely to experience early pregnancies or gender-based violence with a secondary education.³⁸ It is thus vital to allow refugees to participate in the education and economic achievement of both their country of origin and country of settlement, but in order to do so refugees must be able to have a solid secondary or vocational educational foundation. Therefore, this study remains essential in evaluating these barriers to a quality education and providing recommendations for ways in which barriers can be reduced.

4.0 Literature Review

Although there is extensive literature of various aspects of refugee experiences, including the education of refugees and the ability of refugees to practice self-reliance, there is less literature specifically on the issue of secondary education in refugee settlements, especially in Uganda. There is significant literature on Uganda's refugee policy and its impact on the ability of Ugandan refugees to become self-reliant. For instance, Ahimbisibwe details the experience of refugees in the context of Uganda's refugee policy, and the challenges of this policy. Despite Uganda's well documented progressive refugee policy that appears on paper, he discusses the limits on Uganda's resources, and the lack of international burden sharing that exacerbate many of these issues that stem from funding gaps.³⁹ Furthermore, there are many reports from organizations such as the United Nations Development Program, the Ministry of Education and

³⁷ Goldstein, "As Rich Nations Close Their Door on Refugees, Uganda Welcomes Them."

³⁸ Ministry of Education and Sports, "Education Response Plan for Refugees and Host Communities in Uganda." P.15

³⁹ Ahimbisibwe, "Uganda and the Refugee Problem."

Sports, and the UNHCR that discuss the hopes and challenges of Uganda's refugee policy through a focus on the impact of legal frameworks

Research related to secondary education concentrates on the impact of Uganda's USE policy in general, mostly focusing on the impact of the policy on Ugandan nationals without speaking specifically about refugees. Research related to education of refugees either highlights primary education or the general challenges of all forms of education. These reports provide an analysis of gaps in service provision for refugees, specifically those related to secondary education such as long distance to school, difficulty paying school fees, lack of curricular equivalency, classroom congestion, and the impact of trauma.⁴⁰ These challenges result in challenges for refugees attending school and limit the ability of refugees to learn to their highest potential.

Oftentimes, secondary and higher education are pushed to the side in favor of primary education in official documents and research because of the several barriers to simply complete primary school. Multiple students from the School for International Training have completed independent research projects or internships on a similar subject, and discuss the barriers to all forms of education, including primary, secondary, and tertiary education. Meital Kupfer completed her research on access to education in Kyangwali refugee settlement, detailing the broad challenges refugee students face in primary and post-primary education.⁴¹ Journal articles discussing primary or higher education for refugees existed, such as Hakami and Dryden-Peterson's work, however less information pertaining to secondary education of refugees.⁴² Other research, including that by Waters and Leblanc as well as Dryden-Peterson, focuses on refugee education more generally regarding the experience of education for refugees in the context of their identity as displaced populations in completely new environments.⁴³ As refugee situations are becoming increasingly protracted, issues related to secondary and tertiary education have become discussed more as important in both development and security.⁴⁴ As Dryden Pierson states, "understanding that conflict and displacement are not temporary requires a rethinking of refugee education as a long-term endeavor, connected not only to the idea of return but to the ongoing nature of exile."⁴⁵ This quote highlights findings on the importance of

⁴⁰ Ministry of Education and Sports, "Education Response Plan for Refugees and Host Communities in Uganda."

⁴¹ Kupfer, "Accessibility and Quality of Education for Refugees: A Case Study of Kyangwali Refugee Settlement."

⁴² Hakami, "Education Is Our Weapon for the Future"; Dryden-Peterson, "Education of Refugees in Uganda."

⁴³ Waters and Leblanc, "Refugees and Education"; Dryden-Peterson, "Refugee Education in Countries of First Asylum."

⁴⁴ Dryden-Peterson, "The Politics of Higher Education for Refugees in a Global Movement for Primary Education." P.12

⁴⁵ Dryden-Peterson, "Refugee Education." P. 15

beginning to look past primary school into secondary and post-secondary education in that it helps prepare refugee students living in Uganda for longer periods of time. Although post-primary education is becoming more commonly discussed as it relates to refugee experiences, the issue of secondary education is only just beginning to be investigated, emphasizing the values of this study that focuses on secondary education in refugee settlements.

5.0 Methodology

5.1 Data Collection Methods

A mixed-method research approach was utilized in order to gather accurate and meaningful information about the research topic. A combination of qualitative, quantitative, and observational information was used during the research period. Through this approach the researcher was able to triangulate information shared through speaking with multiple groups of key community stakeholders using different data collection approaches. See *Appendix 4* for a table detailing interview participants.

Interviews with students were primarily conducted through focus group discussions using Rapid Rural Appraisal (RRA) techniques. RRA techniques were utilized in order to gain an understanding of issues discussed from multiple people in a shorter amount of time while also helping participants feel more comfortable through being supported by their peers in the group. RRA techniques can empower participants to be agents of change to their own lives by allowing them to lead the discussion.⁴⁶ First, participants were asked to discuss challenges that they face in trying to access secondary education. Next, students chose the most impactful challenges that they face. With these challenges, they were asked how each affect them in their education, and solutions that they see to improve the challenges. This approach helped gather information through allowing community stakeholders to openly express their experiences in a conducive atmosphere.

A survey was utilized in order to gather more quantitative data to triangulate the qualitative information from interviews conducted. This method of data collection allows for the analysis of a large amount of data over a short period of time. See *Appendix 5* for the survey.

⁴⁶ Cornwall, "Towards Participatory Practice: Participatory Rural Appraisal (PRA) and the Participatory Process."

Personal interviews were conducted with a small number of secondary school students, secondary school teachers, parent members of the Parent Teacher Association (PTA), and Implementing Partners (IPs). This method was utilized in order to gather more in-depth information from key community stakeholders about their experiences with the education system in Kiryandongo, barriers faced in accessing secondary education, and possible solutions to challenges faced.

Observation was a vital data collection tool. This was especially important when in the field visiting schools in order to observe and evaluate the number of students in classes as well as resources and materials in schools to triangulate the information received from both interviews and reports read about the education system for refugees in Kiryandongo.

5.2 Sampling Procedures

Due to the focus on secondary school, students and teachers at the two secondary schools in the settlement, Kiryandongo High School (KHS) and Panyadoli Secondary School (PSS), were primary respondents. Sampling procedures were facilitated by Windle International, Uganda (WIU) staff because of their established rapport regarding education in Kiryandongo. As the primary implementing partner of education in the settlement, WIU has vast knowledge on the subject. This process was further coordinated through working with head teachers in schools to ensure that the interviews did not disturb the students' busy schedule. The strengths of this sampling procedure were that WIU has rapport in the community and knows the area well. However, those who were chosen to participate by WIU or head teachers may not have been entirely representative of the community. Nonetheless, this sampling procedure was more effective than the alternative of finding participants independently due to the essential nature of rapport building, and the wealth of information that WIU staff hold on the subject being studied.

5.3 Data Analysis Methods

In using RRA techniques, the organization of the paper and issues discussed was primarily determined by respondents. This method adds value to the body of research on the subject through the addition of the voices of those impacted by educational challenges in order to determine those challenges most problematic to inform organizational programming in the future. This study utilized a mixed-methods approach to data analysis through an integration of qualitative data from interviews and focus groups and quantitative data from survey responses. Qualitative data was sorted and integrated by theme, and quotes that were illustrative of all

responses were utilized to supplement the data analysis. Quantitative data analysis was also used in order to demonstrate the consolidated opinions of a larger group of respondents and evaluate priorities with regards to challenges faced. This mixed method approach supported the triangulation of information received from each group of respondents.

5.4 Ethical Considerations

This study worked to remain ethical to the greatest extent possible due to the participation of refugees and students under the age of 18, both vulnerable populations whose rights are incredibly important to protect. I provided all respondents with a consent form that was thoroughly explained containing information about their role in this research study as well as the rights that they have during the study in order to protect their well-being and their private information. Prior to interviews, I ensured that all respondents understood the purpose of the study, as well as each of our roles in this research. Additionally, all respondents were notified of any possible risks that could take place as a result of their participation in the study, including possible stress or anxiety due to the topics discussed. Participants were ensured that they would not be punished for any information shared in order to help guarantee their comfort during the interview. I also confirmed that the consent form was understandable to participants and that any confusions were properly addressed prior to the interview. Consent forms can be found in *Appendix 6*. Participants were notified that they could end their participation in the study at any point, as well as choose not to answer any questions or participate in any aspect of the interview or focus group. Additionally, participants were informed of the ways in which their information has been protected: only the researcher has access to identifiable information and names are not used in the final report. All questions were reviewed by both SIT and WIU staff to ensure that they did not cause any unanticipated harms and to remain culturally sensitive to the vulnerable population being interviewed.

5.5 Challenges

5.5.1 Logistical Challenges

Logistical challenges related to scheduling impacted the level of research that could be conducted. During the research period, students at all of the schools were preparing to take end-of-term exams. Therefore, it was necessary to be mindful of the number of visits and interviews conducted at the schools in order to be considerate of students' time. As there are only two

secondary schools in Kiryandongo refugee settlement, it was imperative not to spend too much time at each school so as to not disrupt the learning occurring at school.

Challenges related to availability of transport also impacted research accomplishments. At times there was limited means of transport which delayed visits to interviews. Due to the emergency nature of the setting of a refugee settlement, at times scheduling was altered at the last minute. If transport was not available, interviews with IP's were conducted as there were multiple organizations based around the WIU office in Kiryandongo. In dealing with these challenges it was vital to remain flexible with the interview schedule in order to respect the work of the schools and IP's.

5.5.2 Challenges Related to Identity

Challenges related to my personal identity were also experienced during the research period. These identity challenges primarily related to my racial identity as a white individual and often created confusion for participants, especially students, as to my role. As I learned, oftentimes when white people came to the settlement, they came as donors looking to contribute financially to students and schools. However, my primary role was as a researcher to learn about the issue secondary education in Kiryandongo, rather than a donor. Although my identity as a student was emphasized before interviews, there were times when students would ask me about the potential of helping them financially or seek advice about ways to improve their challenges. However, as I was visiting as a researcher with limited funds and previous knowledge on the subject, neither of these requests were able to be fulfilled. This became personally difficult as it was hard for me to learn about all of the challenges experienced without being able to take significant action to help in the short-term. It became important for me to remember the long-term goals of this paper related to my career aspirations of working with refugee empowerment causes in the future. However, at that moment, my unclear role in the eyes of many respondents was emotionally difficult to fully grasp.

6.0 Secondary Education in Kiryandongo Refugee Settlement

Kiryandongo refugee settlement, located in Uganda's western region, has a total of 57,202 refugees in a district with 270,290 nationals. Kiryandongo was first established in 1990, and houses refugees primarily from South Sudan, but also those from the Democratic Republic of the Congo, Rwanda, and Burundi. The settlement is now closed to new arrivals, so has almost turned

into a town where many refugees live in protracted situations and have been living in Kiryandongo for a long period of time.⁴⁷

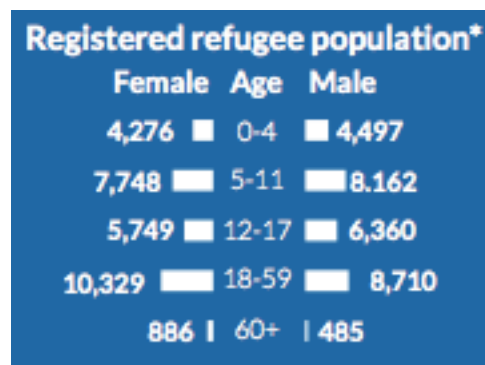


Figure 3: "Uganda Refugee Response Monitoring" Kiryandongo Settlement Factsheet, from UNHCR

In Kiryandongo, 66% of refugees are under the age of 17, meaning that there is a large portion of school aged children. However, there are still many refugees not enrolled in school, especially in secondary school. In Kiryandongo, 86% of refugees aged 6-13 are in primary school, but only 20% of refugees aged 14-17 are enrolled in secondary school. This demonstrates that the pattern of a drop-off from primary to secondary school exists in Kiryandongo as well, exemplifying barriers to secondary

education.⁴⁸

There are six primary schools in Kiryandongo refugee settlement, however only two secondary schools exist. These two secondary schools serve a total of 2,251 students, both refugees and nationals. Panyadoli Secondary School (PSS) began as a community school, however recently transitioned to a government school so receives some government grants. Recently, Kiryandongo High School (KHS) was founded by a partnership between WIU and the UNHCR in order to create a more affordable alternative to PSS. In addition to the secondary schools, there is a vocational wing of PSS run by Windle that allows for students to receive vocational training as part of their secondary education. These are the principal schools that were focused on during the study period.

7.0 Barriers to Secondary Education

Throughout the research, respondents were asked to outline challenges they face in acquiring a secondary education. The challenges discussed were often cross-cutting and complex, having multiple causes and impacts that related to each other. Student respondents to

⁴⁷ UNHCR, "Settlement Fact Sheet Kiryandongo."

⁴⁸Ibid.

the survey were asked to indicate the most impactful challenges they faced in order to understand the challenges that effected students most.

What are the Biggest Challenges You Face in Your Schooling?

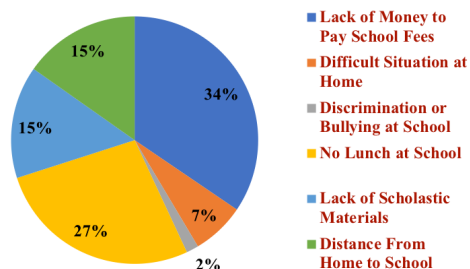


Figure 4: Chart based on student survey responses

According to respondents, difficulty paying school fees and lack of lunch are the most significant in creating barriers to secondary education. While other challenges are undoubtedly important, these two may be decreasing access most drastically, emphasizing their magnitude.

Although each of these challenges came up at least once during interviews, it is vital to understand those which most impact students. As funding for refugee education

tends to be limited, prioritizing issues according to the experiences of refugee students becomes essential in working to improve access to secondary education and thus increasing empowerment opportunities for refugee youth.

7.1 Logistical Challenges

Logistical barriers primarily relate to consequences of the funding gaps that exist in the secondary education system for refugees. Although these challenges closely relate to each other, oftentimes proposed solutions to logistical challenges tended to require more significant funding investments. Issues related to funding will be discussed in further detail in *Section 7.5*. However, nonetheless these challenges oftentimes have the biggest impact on refugee student experiences in secondary education.

7.1.1 Difficulty Paying School Fees

The most commonly revealed barrier indicated by respondents related to challenges paying school fees. Respondents expressed that as refugees, they have limited financial resources due to poverty intensified by inadequate employment opportunities, making it difficult to pay school fees. This is especially true for secondary schools in Kiryandongo, as the primary schools are all supported by either WIU or Ugandan government grants such that the maximum students must pay is UGX2,500 per term. However, this is not the case for the two secondary schools. PSS costs students UGX156,000 per term, though it is also supported by government grants and WIU supports 340 orphans and vulnerable refugees. At KHS, supported by WIU, students must

pay UGX41,000 per term.⁴⁹ Although this is a lower cost, it is still too high for many refugee students. Therefore, the increase in school fees from primary school to secondary school makes secondary education inaccessible, often causing accelerated dropouts during this period of time.

Respondents indicated that the necessity to prioritize spending money on food, shelter, or school may result in an under-prioritization of school fees in favor of other immediately necessary items. Additionally, many refugees live in child-headed households, either because their parents passed away or continue to live in South Sudan, resulting in limited means for paying school fees. Multiple students described that as a consequence of high school fees, in addition to attending school all day, they often have to help their family either with household chores or outside work. Although this is not true for every refugee student, it is especially the case with those who do not have adequate familial support at home. As students are already at school most of the day, needing to spend significant time working leaves little time to complete school work. The difficulty of paying school fees for families can put added stress on the student. Therefore, challenges related to school fees can have detrimental impacts on students who are in school but struggling to remain there. Student respondents indicated:

“We help our parents do all the domestic work... we cannot do like looking for school fees, so the only solution is to only help them so that they have the heart, the interest, of giving me school fees. So, when you don't help them, they will say ‘even this daughter of mine, my son is very lazy.’”
- S3 Student, Female

“Indeed, school fees are the biggest problem because even up to now I am supposed to complete but because I work for myself I have to work for my school fees.”
- Student Survey Response

Students on the verge of not attending school financially may be forced to drop out due to inability to pay. Additionally, respondents indicated that students with financial difficulties at home may turn to physically and psychologically damaging activities such as theft, or even prostitution for young girls if students notice that their families are struggling to pay school fees. These activities may spiral and result in less education for refugee school children and are not healthy for their growing minds and bodies.

When asked about solutions that could improve this situation, most respondents suggested the necessity to increase scholarships and sponsorships to students either by the

⁴⁹ Manager, WIU Kiryandongo, “Funding Information for Kiryandongo Schools.”

Ugandan government or organizations that work in education. In the survey conducted, 79 responses to the question about general solutions revolved around the importance of providing school fees to students, especially those with few alternative means of paying. Although some responses focused on long-term solutions addressing the root causes of poverty, most focused on solutions through scholarships, implying the inherent challenges related to poverty reduction, an issue that will be further addressed in *Section 7.2*. However, scholarships remain essential especially for the most vulnerable refugees such as orphans or those who completely lack financial support. Another related solution could involve a tiered school fee system based on income and vulnerability. However, both of these options would require significant funding investments by the UNHCR, implementing partners, and the Ugandan government, an issue that will be considered in *Section 7.5*. Related to long-term solutions, respondents suggested increasing business training opportunities for families through using refugees' allocated plots of land to support individuals or community groups. Equipping refugee families with the ability to work on their own and make their own money for school fees would create a more sustainable solution rather than solely relying on fluctuating funding measures.

7.1.2 Lack of Lunch at School

On top of difficulty paying school fees, lack of lunch in secondary schools creates many challenges for students. Although most primary schools in Kiryandongo provide free lunch to students, this is not the case for students in either of the secondary schools.⁵⁰ Respondents described the few options for lunch: students may bring food from home, pay to eat at school, or bring money to purchase food from vendors. However, for many students these are not realistic options due to financial constraints. Due to the necessity to pay for school fees as discussed above, oftentimes students are forced to prioritize their education over eating, however this has detrimental impacts on their education. One teacher explained that some families sell the food rations they receive from the World Food Program (WFP), leaving them with limited options for food:

⁵⁰ Observations in Kiryandongo Refugee Settlement.

“The major reasons... one, finance, sometimes we may be demanding for a school fees. Then they may fail to pay because most cases what I’ve learned is that the only way when we discuss the food distribution, they sell this food when they receive, to feed the family, they intend to sell it for the benefit to come and learn because they don’t have another source of income, of fundraising. That is why they tend to miss school.”

- Teacher, PSS

Forcing families to choose between food and attending school diminishes educational opportunities for refugee youth and reduces educational performance for those who choose education.

Lack of food can have serious implications on the ability of refugee students to learn. Respondents revealed the many consequences of not eating lunch. For instance, due to the limited food options, absenteeism is frequent in schools. Many students choose to return home following lunch due to hunger, skipping afternoon classes. Students explained that they must go without food from as early as 6am until as late as 7pm when they return home, harming both their personal health and educational success.

“From school here there is lack of food. We starve. We have no lunch, even breakfast up to evening that when we go home and take supper... It is like it makes some students to dodge classes, even escaping from school and they don’t understand when a teacher is teaching, they’re hungry, there is nothing their stomach, so they feel lazy, they don’t even pay attention.”

- S3 Student, Female

Students revealed that hunger diminishes their ability to learn to their fullest potential. They explained the constant difficulties concentrating and fully understanding the teacher, leading to poor performance. Lacking food should not be the reason that students are unable to learn.

Similar to solutions related to the challenge of school fees, common responses either related to the provision of lunch by organizations or increase in business opportunities. The most common solution proposed by respondents revolved around creating programs through the WFP or another organization for the provision of lunch in school, especially for those who lack the means to provide food for themselves. Even a small amount of food could make the difference between educational success and being forced to drop out of school due to hunger. Additional suggestions involved utilizing provided plots of land refugees are provided to grow food, as well as potentially initiating a garden in schools for feeding.⁵¹ Supporting refugees in using the

⁵¹ Windle International, Kampala, Program Officer, Personal Interview.

allocated plots of land to their fullest potential to provide food or money for food can have a significant impact on reducing this barrier. Although all of these initiatives may require further funding, the impact that even simply providing food at school will have on educational attainment, both regarding attendance as well as quality achieved, is imperative to consider.

7.1.3 Insufficient Scholastic Materials

Many respondents indicated a lack of scholastic materials such as notebooks, pens, and textbooks. Observations at both secondary schools revealed various scholastic materials such as books, paper, and chalk, however they did not appear sufficient to support the over 1,000 students attending each of the schools. I rarely saw students with backpacks, and most seemed to be carrying their pen and books with them.⁵² In refugee settlements in Uganda there are 115,822 out of 326,737 primary textbooks in schools, meaning that much work still must be done in order to reach the Ugandan government's standard of one textbook per three students.⁵³ This statistic reflects the experiences of respondents in lacking sufficient learning materials. Furthermore, as science education does not tend to be prioritized in schools, functioning laboratory equipment is lacking, making science practicals difficult to achieve, especially for students passionate about the sciences.⁵⁴

Respondents expressed widespread impacts of the lack of scholastic materials. Many students indicated that they miss notes due to limited pens and paper. Additionally, a lack of textbooks makes classes less efficient because teachers must spend time coming up with alternative methods that take up additional learning time. Respondents articulated that limited scholastic materials often result in skipping class or dropping out of school altogether. If students feel that there is no point in coming because they do not have the required materials, they may decide not to come at all.

Although solutions proposed by respondents primarily revolved around provision of scholastic materials, especially for those who are most vulnerable or as a competition for best performance, teachers offered creative solutions that they have implemented to solve this problem. For instance, without textbooks, many teachers write more on the chalkboard or use

⁵² Observations in Kiryandongo Refugee Settlement.

⁵³ UNHCR, "Uganda Refugee Response Monitoring."

⁵⁴ Real Medicine Foundation, Personal Interview.

newspapers as a replacement.⁵⁵ However, it remains vital to continue to ensure that scholastic materials are made more available for students and teachers.

7.1.4 Congestion in Classrooms

Both secondary schools in Kiryandongo Refugee Settlement experience challenges related to classroom congestion resulting in insufficient space to provide for all students wishing to attend school. Respondents indicated multiple underlying issues that contribute to the large class sizes including limited number of secondary schools to provide for all Primary 7 graduates. Of those who are financially capable of attending secondary school, some may not be able to attend simply due to space constraints. A lack of classrooms and desks, as well as insufficient teachers worsen this issue. In KHS, there are only 14 teachers for 1,161 students, meaning that there is a teacher to student ratio of 1:83, far above the government standard of 1:53. There is also a large gap in classrooms in both secondary schools, with a classroom to student ratio of 1:166 in KHS and 1:66 in PSS, both above the government standard of 1:53. Although there is supposed to be one desk for every two students, many students explained needing to squeeze at least three people per desk, further demonstrated by the 73 desk gap in PSS and 218 desk gap in KHS.⁵⁶ These gaps create challenges for students as they perpetuate the issue of congestion and crowding in classrooms, resulting in challenges for learning.

Classroom congestion has detrimental effects on students hoping to achieve quality learning. Even if the number of classrooms were to be expanded, there are still insufficient teachers to provide enough coverage for the number of students in school. The combination of these issues heightens the impacts of classroom congestion and create complexities in implementing solutions. As one student explained:

“Some people can be fighting, those ones can be talking, so you will not draw our attention to the teacher in order to understand what the teacher is saying. Sometimes they shout. Because the teacher is one, and they are very many... they can be shouting, so those ones who are seated in front, they will understand, those ones who are seated behind, they may not understand. So, it affects the performance.”

- S3 Student, Female

Due to the high number of students in a single classroom, respondents indicated challenges in allowing teachers to properly control all students to ensure a quiet and respectful

⁵⁵ Teacher, PSS, Personal Interview.

⁵⁶ Windle International, Uganda, “Secondary Gap Analysis, Kiryandongo.”

learning environment. Students illuminated difficulties in hearing and understanding the teacher due to noises in class, resulting in diminished learning. While students seated in the front of the classroom may be able to comprehend, those in the back will have little chance of hearing and understanding the teacher. One student discussed an informal ‘first come, first serve’ policy in classrooms.⁵⁷ The lack of learning space available for students results in missed class, especially for students who arrive to school late. This dissuades students from going to class, especially those who live far away from school. Although teachers explained that they make their best effort to get to know every student and support those struggling, they indicated that it remains challenging to spot every student in need of help due to the large class sizes.

Solutions proposed by respondents centered around the importance of increasing the number of teachers and classrooms in order to provide increased space for students and allow for smaller class sizes. However, all of these solutions would present challenges related to the level of funding available to the Ugandan government and implementing partners. Regarding the increase in classrooms, implementing partners are only supposed to build permanent structures, which take significant funding resources.⁵⁸ Although it remains important to ensure the structural soundness and permanence of classrooms, oftentimes there is insufficient funding to make this possible. Therefore, a proposed solution involved allowing IPs to build temporary classroom structures until funding comes in to build permanent structures. Another proposed solution involved implementing separate morning and an afternoon session for students such that only half of the students in the school are present at a time.⁵⁹ Although this would reduce congestion and allow for teachers to teach smaller class sizes, it may present difficulties with the curriculum as there would be less instructional time. Nonetheless, it is still an alternative that must be investigated further due to the challenges that classroom congestion presents to both teachers and students’ learning and educational performance.

7.1.5 Long Distance from Home to School

As there are only two secondary schools in Kiryandongo Refugee Settlement, and the settlement is 70 square kilometers, students often have to travel long distances to get to and from school.⁶⁰ Based on survey responses, students walk an average of **3.26 km** every day to school,

⁵⁷ S3 Student, Female, Personal Student Interview.

⁵⁸ Save the Children, IP Focus Group.

⁵⁹ Windle International, Kampala, Program Officer, Personal Interview.

⁶⁰ UNHCR, “Uganda Refugee Response Monitoring.”

taking them an average of **57.15 minutes**. The majority of respondents, 130 out of 136 (**95.59%**) indicated that they walked to school. Based upon these results, the distance students have to travel to school is quite far, taking significant time and energy away from school work. Long distance to and from school has serious implications on student well-being and educational performance. Many students indicated that because of the long distance, they must leave home very early in the morning and return home very late, an exhausting endeavor to accomplish every single day. As one student explained:

“Even long distance affects the performance. From coming from there and coming to school, you will not have time to read sometimes... in the evening when you reach home because of long distance, painful legs and you are very tired, so you will just sleep up to morning, then you wake up and come to school. Every day like that. So, during times for exams, it is difficult.”
- S3 Student, Female

Spending such long periods of time walking, oftentimes without sufficient food or water for nourishment, creates substantial challenges for students. Respondents described that the time spent walking to school leaves little time to complete schoolwork, especially for students with additional responsibilities at home. Students indicated that the long distance has significant negative impacts on their ability to perform to their fullest potential in school.

Safety generated significant concern for some students due to the early mornings and late nights spent walking long distances. Based upon the survey, nearly **40%** of students indicated feeling unsafe travelling to and from school, with slightly more girls than boys feeling unsafe.

Do You Feel Safe Going to and From School?

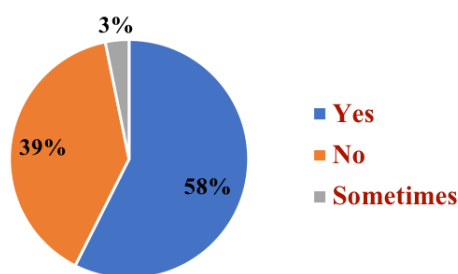


Figure 5: Student survey responses

Safety Based Upon Gender

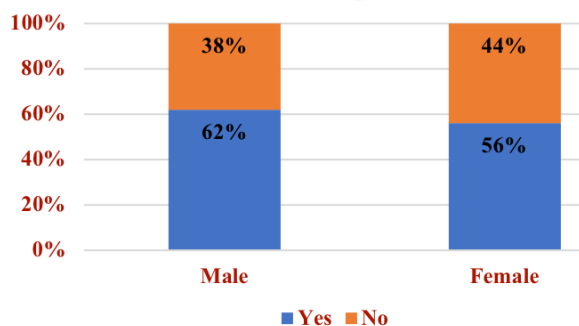


Figure 6: Student survey responses

Although over half of students responded that they do feel safe going to and from school, that nearly 40% of respondents indicated that they do not feel safe is concerning. The long walks

that students must travel can pose dangers if they are not careful. Gender disparities are important to recall in this discussion, as oftentimes girls experience more dangers if walking alone. Students I spoke with indicated that they often had to carefully consider the routes they chose as well as the increased safety of walking with a larger group that may be able to protect them better.

“When it is late, you leave from here to school, we shall use safer routes. But when we use this route, it is not safe. There are rapings, murderers at the roadside, especially the girls, they pick you, they go and rape you, defile. But when you are with very many as a group, they cannot do anything. You can run. When you go very early, you meet people who are going from work places, you can go. But when you go late, at around 8/7, so we use that side of OPM to reach home.”
- S3 Student, Female

“There are many problems I do face when coming to school like being bullied by the roadside by some young men.”
- Student Survey Response

“I don’t feel safe when going to and from school because the distance is very far and something can happen to me.”
- Student Survey Response

Because many students live so far away from school, they may have to begin and end their journeys when it is dark outside, making them vulnerable to dangers along the way. Especially for girls and youth walking alone, this is a significant concern. Going to school should be something that students look forward to, and safety should not be something that students have to think about when trying to receive an education.

Solutions brought up during key stakeholder interviews and focus groups primarily revolved around either organizing school buses to take students and teachers to school and creating a larger and more affordable boarding section. Initiating a lower-cost or free boarding section for students, especially those who live very far away and vulnerable students, would be impactful, though require a significant financial investment.

Implementing a school bus system could be a lower-cost effective alternative to boarding. Although due to the large size of the settlement and surrounding area the bus would be unlikely to pick students up precisely at their homes, bus stops closer to homes make a significant difference in the ability of students to reach school safely and successfully perform at school. However, one obstacle with a bus system may be its ability to handle the bumpy roads inside the

settlement, and the potential high cost of servicing.⁶¹ As in many of the solutions, one of the primary limitations to full implementation comes to the level of funding, an issue that will be in *Section 7.5*.

7.2 Structural and Community Challenges

Multiple challenges discussed can be described as structural specific to the South Sudanese refugee community in Kiryandongo. These challenges may be rooted in the social and economic structure of both South Sudan and Uganda and are thus more difficult to address. In looking towards solutions, it is vital to remain culturally sensitive and community focused in order to ensure effective community empowerment.

7.2.1 Difficult Situation at Home

Respondents indicated that challenges experienced in families, such as poverty and familial structure, have substantial impacts on the ability of students to attend and succeed at school. If students lack basic needs at home such as food and shelter, fully participating in an education is difficult due to responsibilities at home. For instance, students discussed the challenges faced by orphans and child-headed families in that they often have to complete housework and find jobs in order to pay for school, increasing stress for refugee youth. In child-headed households, youth are responsible for each other, and oftentimes the older child is responsible for paying their siblings' fees and therefore are unable to attend school because they are working. Students also discussed challenges faced while living with non-biological family in that they may not fully value the child's education and put increased stress on the child.

“Among the many [challenges] one is the students we are teaching are not ordinary students like in a Ugandan school. These are students who have a background of war, so one they are traumatized. And these very students some of them are child parents, they do not have parents to guide them, to tell them this is right, this is wrong.”

- Teacher, PSS

“For myself I am an orphan, I lost my dad during this incident, and I have some responsibilities to carry, especially my young sisters, I have to pay their school fees, and other things. So, finance is really very difficult for support. You know if you are a student, revising and you have to focus on two things now, the first is your family, your sisters, who are at school, and you have to provide basic needs at home also. At the same time also, you have to provide for yourself.”

- S3 Student, Male

⁶¹ Teacher, PSS, Personal Interview.

The situation that a child experiences at home can have profound implications on their educational attainment and psychological well-being, especially if they do not have sufficient physical and emotional support. Students talked about how their challenges at home oftentimes seep into their schooling. For instance, respondents indicated that poverty that resulted in a lack of basic needs at home can be overly stressful to them, resulting in difficulty concentrating in school or being overworked at home. Especially if students do not have anyone at home to take care of them, they may find that there is little time to do school work, thus negatively impacting their school performance. All of these challenges can result in absenteeism due to irregular attendance of students.

This is a very complicated challenge, but respondents provided multiple possible solutions. Everyone I spoke with mentioned community dialogues and meetings with parents as an effective solution in order to emphasize the benefits of education and ensure that students have adequate time to succeed in their learning. Ensuring that education implementing partners work with organizations that specialize in child protection is very important to ensure that vulnerable children are fully protected.⁶² Additionally, supporting orphans financially and psychologically is vital due to the added stress that they are put under. Therefore, child protection remains imperative in ensuring the educational and psychological well-being of vulnerable refugee youth.

⁶² Danish Refugee Council, Personal Interview.

7.2.2 Underprioritizing of Girls' Education

Many respondents mentioned various ways in which families fail to prioritize the education of female children. At times this occurs due to limited finances such that other vital needs are prioritized over paying school fees.

“When you look at gender parity, both in primary and secondary, we have more boys than girls. So, because of issues of culture... girls are overburdened at home with domestic work, and don't get enough time for revision. So, what happens, they perform badly at school, so that alone forces them to sometimes give up and lose hope in education. They feel like they are failures and cannot continue.”⁶³

“Because of course as human beings, people have different attitudes. Others have no attitude towards education. So, they don't help children to attend to education. And others who ... the issue of marriage- they could even force their children to get married, not thinking about the betterment of education.”

- Parent PTA Member

Many respondents indicated that in South Sudanese culture there is a tendency to value boys' education over that of girls. Therefore, if there are limited resources in the home, boys are more likely to be sent to school while girls will have to stay home and work. Additionally, the issue of early child marriage came up in multiple interviews. Respondents indicated that either because of cultural practices or lack of finances, oftentimes young girls are forced to get married, eliminating their ability to attend school. Although child marriage is illegal in Uganda, at times families will send girls back to South Sudan in order to get married, oftentimes due to constraints on financial resources.⁶⁴

Solutions that respondents indicated primarily revolved around the importance of community dialogue and sensitization on the value of education for all children. It was seen as essential to ensure that parents realize the importance of education both in the short and long term through community meetings and individual meetings with parents. As discussed in a meeting with the Danish Refugee Council, it is vital that organizations work with refugees in order to support them in ways that will be most helpful. As the Child Protection Caseworker at the Danish Refugee Council stated, “We do not work alone, we work with refugees. We have community structures.”⁶⁵ It is critical that community dialogue continues and is strengthened in order to ensure cultural sensitivity about education, specifically as it relates to gender disparities.

⁶³ UNHCR Protection Associate, Personal Interview.

⁶⁴ Ibid.

⁶⁵ Danish Refugee Council, Personal Interview.

Students also indicated the importance of using church congregations to emphasize the value of education such that all children are allowed to go to school and the frequency of child marriage decreases.

7.2.3 Trauma: Impact on Conflicts in School

When discussing conflicts that occurred at school with respondents, although it was not reported as a major concern, issues of tribal conflicts and bullying at school did come up as it relates to trauma experienced by refugee youth. The impact of refugees' lives at home in South Sudan had implications on conflicts that came up both through the trauma experienced and the tribal nature of the conflict in South Sudan. Once refugees flee to Uganda, they find more intermixing of previously hostile tribes in the community and at schools. Based on discussions with respondents, there is a tendency for refugees to solve problems through fighting, leading to increased conflict. The serious impact of trauma on refugee youth can impact their psychological well-being, making it more difficult to focus on receiving an education.⁶⁶ This trauma can lead to conflicts between students if they are not able to peacefully resolve disagreements.

Impacts of conflicts and bullying in school can be far-reaching for students. Student respondents indicated that bullying can make them uncomfortable in school, resulting in challenges focusing during class. If students do not feel respected by their peers, it can be difficult to desire to learn. Students also described the potential for bullying and tribal conflicts to result in students dropping out of school. If they are already struggling to remain in school due to financial or home difficulties, not feeling comfortable in school may push them over the edge to drop out.

There were many solutions that students, teachers, and implementing partners considered with regards to conflicts that may arise in school. Students in focus groups indicated that rules and regulations of the school should be clearly posted in order to establish expectations of responsible and respectful conduct. They also suggested the importance of both punishing bullies who instigate conflict, but also following up with both bullies and those who are bullied to ensure that they are supported in not continuing the cycle of conflict. Peacebuilding programs through sports, art, and community discussions are also significant. Some of these solutions have

⁶⁶ Strohlic, "After Fleeing War, Refugee Children Face Lasting Psychological Trauma."

been implemented at the two secondary schools, however there remains room for expanding the programs.

“There are students who are traumatized... But when they get around they see that I am not alone, there are other people who have gone through this experience. And then the school also engages them in lots of activities like sports, and also music, dance, and drama... It helps them to interact. And bearing in mind, these students come from a country that suffers from civil war, but the war is also a tribal war. When you look at the background of the war, back home in Sudan they don't interact ... that tribalism is not there among them now. So, they interact among themselves. And then they also organized activities for them to participate in like the peace center, they participate in activities here.”

- Teacher, PSS

“The school has put so much effort to improve on these conflicts in very many ways. Like some two years back when they came here, there was still that kind of heart of revenge, but now, through other activities like the cultural gala, it really cuts across. All these students from the different communities have to come together, they have to admire the culture of particular people, you can join them, intermix, you can dance with them to create that kind of love and unity... to create peace and harmony... And all the students have to come together, they share ideas about peace... they share a lot of ideas, stories, that's how the situation has been harmonized in the school.”

- Teacher, PSS

Supporting peaceful coexistence through programs as illustrated above can create an inviting atmosphere for students to practice skills relevant to positively relating with those who are different. While I was in Kiryandongo students at PSS were preparing for a cultural festival in which students have the opportunity to display their cultural dances and practices which promotes ethnic pride in a positive manner. Supporting peacebuilding through discussion-centered programs is also vital in enhancing conflict resolution skills of students. Whitaker Peace and Development Initiative (WPDI), an implementing partner working in Kiryandongo, promotes peacebuilding through various programs including peace clubs in schools, peace through sports programs, screening educational films, among others with the goal of equipping students with the skills to practice peaceful coexistence, peaceful problem solving, and enhancing constructive leadership skills in order to equip students with the knowledge to effectively deal with trauma and the challenges they experience as refugees. These types of discussions and groups, promoted both through schools and the community, create a more positive community atmosphere through solving problems peacefully.⁶⁷

⁶⁷ Whitaker, Personal Interview.

7.2.4 Transition to Different School Curriculum

Respondents mentioned challenges faced in the transition from schooling in their country of origin to education in Uganda. As the curriculum in South Sudan and Uganda are different, students recalled facing challenges in the lack of equivalency in the class level and individual subjects. Due to the war, many lives were disrupted, and students' education was interrupted, having consequential impacts on schooling. As one student explained:

“Where I was in South Sudan, I could perform very well. But when I reached Uganda, my performance was not constant. At times it would go up, at times it would go down. So, it is not constant still, due to the limited knowledge that we had in South Sudan. I was getting problems in the coverage in the syllabus because it was not the same.”

- S3 Student, Male

Due to the combination of disturbances in schooling due to conflict in South Sudan and differing curriculums in the two countries, some students expressed challenges in their ability to succeed in school due to the transition. Students reflected that they may enjoy subjects in which they receive good marks, but not those in which they may struggle more. Although according to respondents, part of the issue may be differences in quality of education, oftentimes it is a consequence of different subjects being taught.

Solutions proposed primarily revolved around the necessity to support students both psychologically and in their education in order to ensure that they are able to more smoothly deal with the difficult transition. In addition to the importance of outside psychological support or peace programs such as those discussed in *Section 7.2.3*, the support and patience of teachers remains vital in validating student struggles and helping them to effectively work through challenges.

7.3 Challenges for Parents

Parents are impacted by similar challenges that affect students related to secondary education. For instance, parent respondents explained that they too are burdened by issues associated with poverty and long distance to school such that it can be difficult for parents to be fully invested in their child's schooling. Parents may not be able to attend meetings at school due to responsibilities they must attend to at home. In the refugee settlement, respondents indicated that it is difficult to find a job, making it challenging for parents to acquire the funds to send their children to school even if they would like to.

Parents in the PTA emphasized the importance of their role as parent advocates for education of all refugee children through promoting education and ensuring that parents continue to value education by sending their children to school. Parents also indicated that they serve as a liaison between students, teachers, and school staff in order to ensure that all students, refugee and national, are fully supported in their educational endeavors.

7.4 Challenges for Teachers

Teachers indicated experiencing many of the same challenges discussed above. Teachers also discussed challenges related to welfare, including lack of lunch and limited transportation opportunities. These challenges put significant pressure on the teacher and lead to diminished ability to teach effectively.

“The biggest challenge as teachers here, for myself, I find the problem here of feeding. There is no feeding, and on top of that, you have to attend to 1000+ students who are also hungry. So, a hungry teacher is teaching a hungry student. And there are so many repercussions of that. There will be no performance of the learners, and even the teacher will not perform to the expectations. Deliverance will be poor because of that.”

- Teacher, KHS

The fact that both teachers and students lack food has serious implications on their ability to achieve the expected results. If both students and teachers are tired and hungry, there is almost no way for both groups to succeed to their fullest potential.

Teachers also spoke of ways in which large class sizes impact their ability to do their job. Because each teacher is individually responsible for so many students and lacks sufficient scholastic materials to provide for them, they expressed being severely overworked. Teachers indicated that because of the large classes it is difficult to grade exams efficiently, and they are forced to utilize more standardized formats that are slightly quicker to grade but may not be the most effective form of evaluating learning. All of these impacts create significant challenges for students, parents, and teachers, and limit the quality of secondary education.

7.5 Challenges for Organizations: The Issue of Funding

“When the support comes, it is just a drop in the sea. So, it is not enough. So, these challenges still exist.”⁶⁸

Although all of the organizations and implementing partners exhibited an incredible desire to continue supporting refugee education and empowering refugee communities, many mentioned that funding limitations prevent them from accomplishing all of their programming goals.

“Yes, at times we try as Windle, but we cannot meet the expectations. Reason being, the population is overwhelming and the funds that Windle is given is also limited. We solely rely on UNHCR donation... Because you’ll find that Windle might plan for the existing refugees on the ground but within a minute you’ll find other caseloads that come in to also share with the same resources. And by so doing the existing resources are depleted.”⁶⁹

This quote exemplifies the challenges that many implementing and operating partners in Kiryandongo continue to face. As discussed above, many of the challenges that students face will require an increase in funding in order to be accomplished. However, with the current gaps in funding, if the money is not there it is nearly impossible for implementing partners to execute these programs that could help to decrease barriers to secondary education for refugees. Part of the reason that gaps in funding continue to exist is due to high number of emergency situations occurring all over the world because of increased war and conflict. With the limited funding that exists, it can be difficult to prioritize where the funding goes, leaving many emergency situations underfunded.

“There is a lot of crisis all over the world, so donors will always divert their attention to another crisis... The Uganda operation is more or less stable, but when you look at Yemen, when you look at what is happening in Latin America. so, donors always look into priorities, they know that the Uganda operation is more or less stable, though we have the DRC situation, we are still receiving new arrivals, the South Sudan situation has stabilized... and look into critical oppression like Yemen, for example, do we give more resources to Uganda or Yemen.”⁷⁰

Although the crisis in Uganda is definitely not stable, from the outside it may appear so. This can be dangerous as donors move their attention to the next crisis or emergency.

⁶⁸ OPM Kiryandongo Settlement Deputy Commandant, Personal Interview.

⁶⁹ Windle International, Kiryandongo, Program Officer, Personal Interview.

⁷⁰ UNHCR Team Leader, Personal Interview.

However, large gaps in service delivery, such as in education, continue to exist, prolonging suffering for the hundreds of thousands of refugees in Uganda. Limited funding makes it difficult to for implementing and operating partners to fully fund all necessary initiatives, putting the burden on organizations to determine priorities, and harming the most vulnerable refugees. Therefore, it is vital for refugee youth to influence and establish funding priorities, as they are the stakeholders who know most about their own experiences.

8.0 Looking Beyond Secondary School: Hopes for the Future

Respondents all expressed hope for achievements beyond secondary school through using their educational experience to help achieve their future dreams of becoming more empowered and educated members of society to positively impact both the Ugandan and South Sudanese communities. When teachers were asked their hopes for the future of the students they teach, they had the following responses:

“I hope that in the future they are going to be successful, with the knowledge that we are impacting on them.”

“I hope that they become better leaders, better and responsible people in the future.”

“I hope they become better citizens in the future, they should become doctors, teachers like me, they should also teach their fellow citizens what they have learned from the country. They should preach the gospel of unity to their fellow citizen members, and then they become better South Sudanese of tomorrow.”

“I hope that they will become meaningful citizens in the future.”

Similarly, students interviewed expressed hopes for their individual and community’s future:

“I want to be educated and be a mentor to my family members so that remove illiteracy in our family.”

“I want to be a doctor... I want to help people who are suffering.”

“By hard working and [being] patient, because I wanted to be someone in my life and make a greater future.”

“I feel to achieve this goal because I know I will do something great that will surprise the world.”

All of the secondary school students I spoke with had hopes for their future that secondary school could help with. They expressed wishes to continue their education beyond secondary school and eventually obtain jobs that would also allow them to eventually positively to their communities both in Uganda and in South Sudan. The majority of student survey

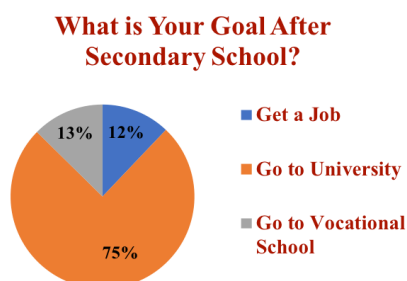


Figure 7: Student Survey Responses

respondents indicated that they hoped to attend university after completion of secondary school. They had many hopes for the future in both their personal and community goals related to upward social and economic mobility and empowerment goals to become more financially independent. Most students had a desire to attend university in order to further their education and obtain

more knowledge.

In discussing respondents' hopes of achieving these goals, it remains vital to mention the level of preparation and potential challenges students will face. In responding to the survey question: Do you feel academically prepared to graduate secondary school and achieve your goals?, students shared the following responses:

Overcome Challenges	Hard Work	Good Quality Education	Future Empowerment
<i>"I feel that I can do it no matter what challenges I face cause many prospered by education and I feel to be one."</i>	<i>"I usually make sure that I should work hard to achieve this goal."</i>	<i>"Because I have experience and knowledge about what to do."</i>	<i>"I'm prepared to graduate secondary school and achieve this goal for better future."</i>
<i>"I am really very prepared academically though with all the problems of school fees I still pray to complete my goal."</i>	<i>"I am always working hard to achieve my desires because I consider myself always a winner."</i>	<i>"We have qualified teachers and good teaching facilities in the school here."</i>	<i>"Because I want to know more about education... so that I can be respected in the community."</i>

Overall, when asked about academic preparation, students expressed feelings that with continued hard work and support they would be able to achieve their goals, and that

academically they did feel prepared. Students expressed a desire to continue working towards their goals in education in order to achieve further success and empowerment.

8.1 Challenges

8.1.1 Financial Barriers to University

Many respondents indicated that although after graduating from secondary school their principle desire involves attending a post-secondary learning institution, oftentimes this is not realistic due to financial challenges. Based on survey responses and personal interviews, secondary students articulated the following barriers:

“Because I doubt after secondary school whether someone will pay me but trust in god.”

“There are difficulties that I am facing because my parents are not capable of getting money that is enough for the university.”

“Not so sure. I’m an orphan and not financially stable. I’m paid by my old grandy who also gets money through hardships and that’s why I want to succeed and help him.”

“Financially I am not all that prepared because I always work for myself.”

“I want to do medicine, but I’m seeing that the support is very little, it will not push me to what I want.”

Based on these responses, one of the prime obstacles to post-secondary school educational attainment relates to the inability of many refugees to afford a university education. Based upon Uganda’s student loan scheme, only Ugandan students have access to loan and scholarship opportunities through universities in Uganda.⁷¹ Although there are some scholarship opportunities for students specifically for refugees, they are very limited. For instance, the DAFI scholarship, a refugee scholarship program funded by the UNHCR that provides funding for refugee students to study in university in their country of asylum, out of 1,649 applicants, only 272 were accepted into the program in Uganda.⁷² In Kiryandongo specifically, only three out of 157 applicants were chosen for DAFI scholarships.⁷³ Other scholarships available that are facilitated by WIU include those specific to the UK and Canada, as well as those specifically sponsored by WIU. However, due to limited funding, very few applicants are chosen for these

⁷¹ Ministry of Education and Sports, “Students’ Loan Scheme.”

⁷² UNHCR, “The Other One Percent: Refugee Students in Higher Education.”

⁷³ UNHCR Team Leader, Personal Interview.

scholarships, making access to higher education after graduating from secondary school very difficult. This brings in the question of the ability of refugees living in Uganda to obtain citizenship in order to access the same level of access to higher education as Ugandan nationals. If refugees living in Uganda were able to become Ugandans through obtaining citizenship, they may be eligible for these loans through Ugandan universities. However, although the text of the Ugandan constitution technically allows for refugees living in Uganda to become a naturalized Ugandan citizen, the Ugandan government has not put in place the required procedures in order to make this a reality for refugees, limiting their ability to fully participate in Uganda's political culture if they so desire.⁷⁴

8.1.2 Lack of Employment Opportunities

Another obstacle many respondents indicated encountering after completing secondary school related difficulties acquiring formal employment. As many Ugandans struggle to find jobs, it can be even more difficult for refugees to do so. Although Uganda's unemployment rate was only 7.4% in 2013, this is a misleading number as many Ugandans work outside of the formal sector in low-hour, low-wage jobs or agrarian work.⁷⁵ Although Uganda's 2006 Refugee Act provides the right of employment to refugees, many respondents indicated their struggles to find jobs that paid well in order to attempt to break the cycle of poverty in their family and community. Even with higher education degrees, finding a job remains challenging for refugees. As one parent illustrated:

“There is no job for refugees here. In most cases, like me I'm accredited, and I'm not working. We try to work, we try to apply. Maybe sometimes the answer they give you is that you are refugees, we are giving you everything free, what do you want. So completely even graduates they are here, there is no job. They are keeping us as the foreman, but they are not giving us jobs... I completed but now I'm here, jobless. But I know I cannot blame anybody because of the war in our country. I cannot blame anybody... And that is a problem, because we have some people here who can do something from this. I remember during the first time we were here, during the 90s, they were given jobs... but it is not the case here.”
 - Parent PTA Member

The difficulty of getting a job for refugees, even if well-educated, results in challenges for many who are able to overcome the barriers and complete their secondary education. Although education is promoted as a form of empowerment for refugees and other vulnerable

⁷⁴ Walker, “From Refugee to Citizen.”

⁷⁵ US Embassy Uganda, “Uganda's Key Statistics.”

populations, if one cannot obtain a job following their education, they may feel that there is very little point to obtaining an education. This can result in hopelessness and inability to focus in school.

8.2 Vocational School

Vocational education is valuable in equipping students with usable skills that can provide more employment opportunities in order to obtain a job or secure the funds to eventually further studies in university. Respondents indicated that obtaining vocational education can be important in providing an alternative to university education such that refugee students still have skills in order to find a job.

“In Uganda, after secondary education, one cannot be employed. With vocational, even if you are not able to find employment, one is able to create employment for themselves.”⁷⁶

“Most people are job seekers, and they couldn't do anything on their own. when they start in secondary school, after senior 6, they may come out with no skill. So vocational will bring practically and you can go and start a job.”
- PSS Vocational Student

Many respondents explained the values of a vocational education in conjunction with secondary education in its capacity to help refugees obtain marketable skills while also receiving a formal education. Respondents indicated that this can be helpful if students are not successful in university as they will have an alternative means of making a living. Additionally, vocational trainings can support students attending university as they may be able to get a job while in university in order to pay school fees. Although students recalled challenges with balancing the vocational education with their formal secondary education, they expressed hope that it would help lead them to further success and economic empowerment in their lives.

9.0 Recommendations

This study sought to understand the solutions that key community stakeholders viewed as necessary in solving the challenges they face in secondary education. Therefore, recommendations revolve around continuing to listen to refugee communities about their needs and priorities and using their voices in coming up with creative and sustainable solutions.

⁷⁶ Real Medicine Foundation, Personal Interview.

9.1 Ugandan Government

It remains important that the Ugandan Government consider the education of refugees as an important service for the entire country rather than singly for refugees. If refugees have the opportunity to receive a quality education, they too can make a positive impact on the human social and economic development of Uganda. Therefore, if the Ugandan government invested in refugee education as a vital social service, it could lead to future youth empowerment and long-term human development of both refugee communities and host-communities in Uganda.⁷⁷ It is also important that the Ugandan Government continue to integrate service provision for refugees and host-communities, as when services for one group increases, that for the other does as well. As refugees are living in Uganda for such long periods of time, it is essential that they are given the opportunity to further their education in order to make a positive impact on their communities and Uganda as a whole.

9.2 International Community and UNHCR

It is imperative that the international community, including countries and organizations, continue advocacy for funding increases to issues of secondary education for refugees, and that resources are provided to the situation in Uganda. Relatedly, it is important to work to ensure that financial resources for refugee related issues, especially education, are spread throughout causes, and that situations that are seemingly stable are not forgotten about. Finally, it is vital that countries and international organizations work with national and local governments in the implementation of funding and programs in helping to determine funding priorities in order to ensure that funds are utilized wisely and effectively.

9.3 Implementing and Operating Partners

It is imperative that implementing and operating partners continue to work closely with refugee communities in implementing their programming in order to ensure that programs improve refugees' lives as much as possible. Listening to refugees becomes especially important in ensuring that refugees' needs are catered for and understood such that programs have a positive impact and are not counterproductive. Additionally, organizations should continue to search for innovative solutions, and receive input from refugee communities for these solutions

⁷⁷ Ibid.

in order to find workarounds to funding gaps. Finally, it is imperative that due to limited funds, organizations prioritize spending based on refugees' needs and voices to ensure that important refugee community needs are looked after.

9.4 Refugee Community

The refugee community should continue to advocate for their own advancement through looking towards community solutions to challenges faced in education. Community members should encourage each other of the importance of education and work together to support each other both socially and financially. It is vital that refugee communities also create their own support networks in order to look after each other.

10.0 Conclusions

The purpose of this study was to engage in listening to the refugee community in order to understand their individual and community challenges and needs related to secondary education. Therefore, allowing refugee voices to be heard and valued remains essential in providing sustainable solutions that lead to empowerment opportunities for vulnerable refugee populations. Education is a vital resource in expanding social and economic opportunities for refugees. However, the study indicated that refugee students in secondary school face countless barriers in their educational endeavors. Issues such as school fees and lack of lunch appeared to impact students most, however all issues were intersectional and related to a combination of factors such as outside funding, poverty, and community beliefs. The primary solutions revealed centered around funding increases, community business initiatives, and community dialogues, all important solutions to implement harmoniously in order to have the greatest level of impact. This study highlighted the importance of prioritized funding, but also ensuring that funded programs are methodically planned such that they can benefit multiple challenges at once. Barriers to secondary education have extremely detrimental impacts both on students' learning, but also their physical and psychological well-being. Therefore, it becomes essential that these challenges are invested in strategically in order to ensure for a more empowered future for refugees.

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12.0 Appendices

12.1 Appendix 1: Map of Refugees in Uganda

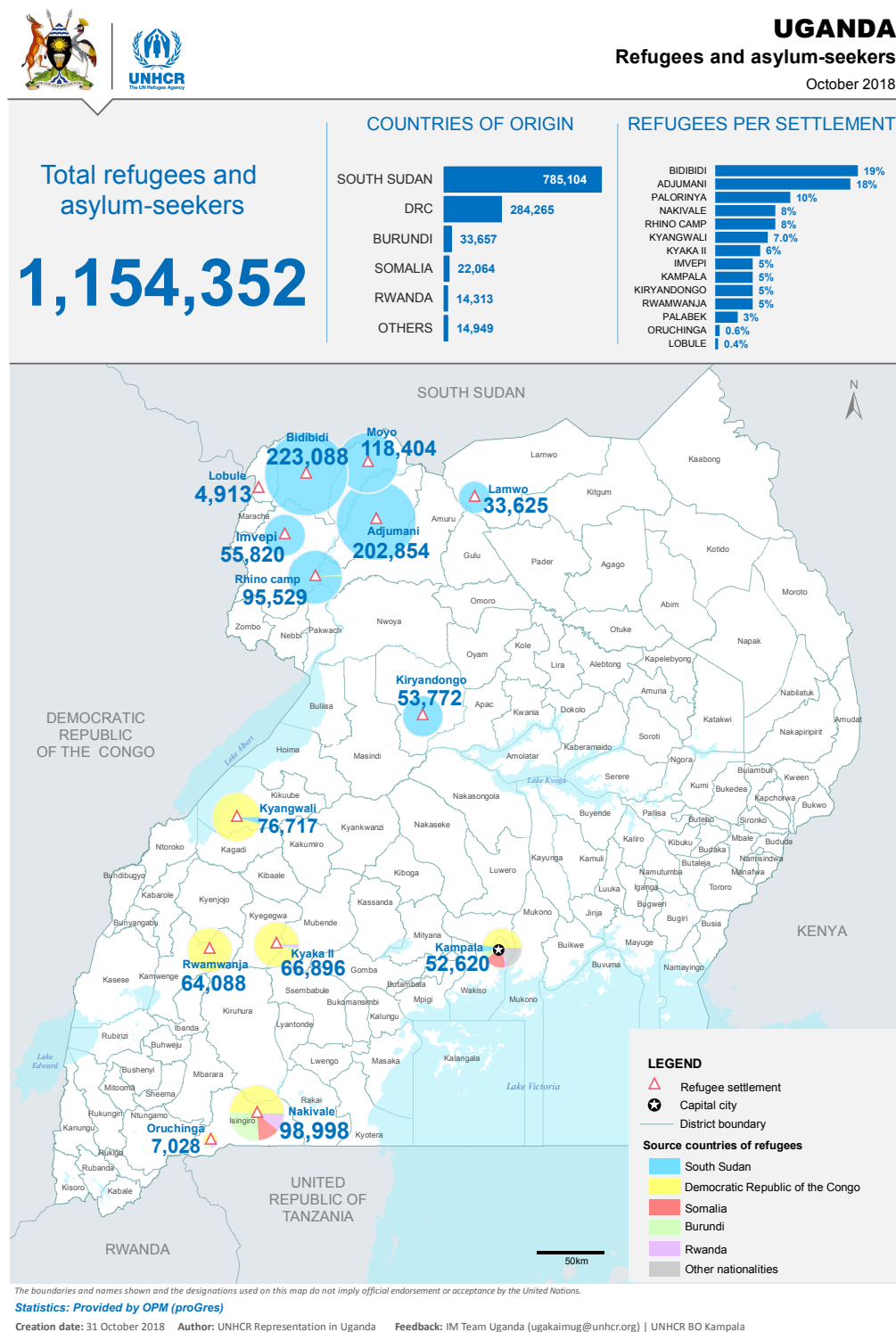


Figure 5: UNHCR “Uganda: Refugees and Asylum Seekers”, October 31, 2018

12.2 Appendix 2: Time Trend of Refugee Movements by Country of Origin

Number of Refugees by Country of Origin

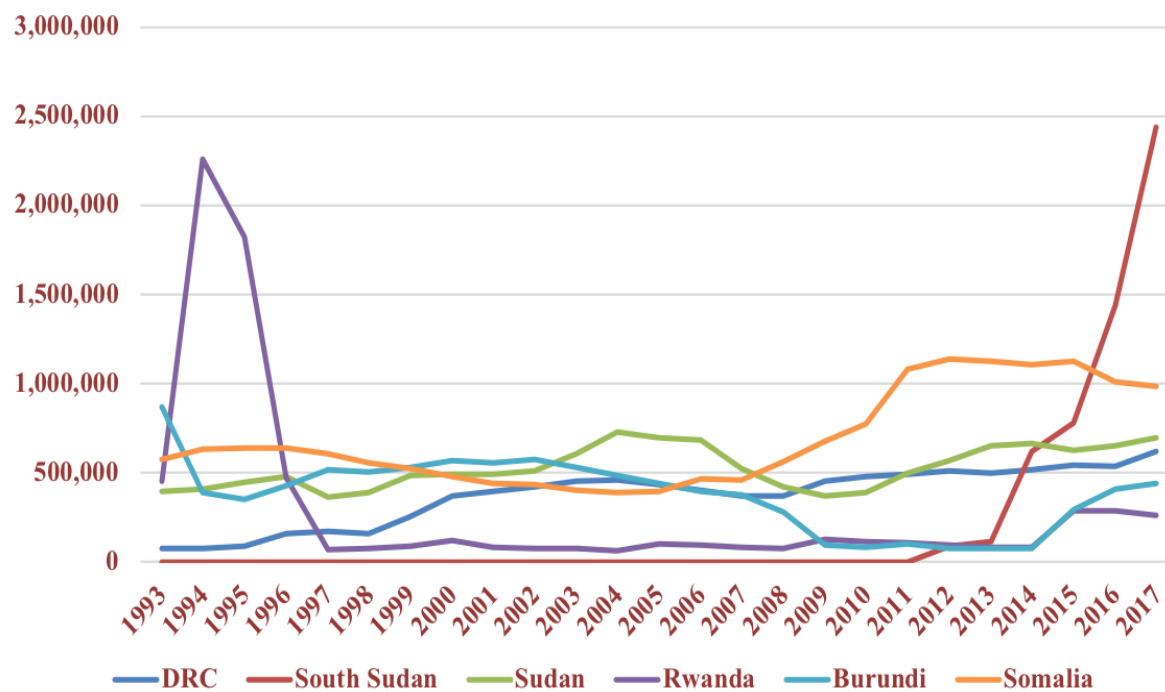


Figure 6: "Refugee Population by Country or Territory of Origin" from UNHCR Statistics Database

12.3 Appendix 3: Comprehensive Refugee Response Framework Graphic

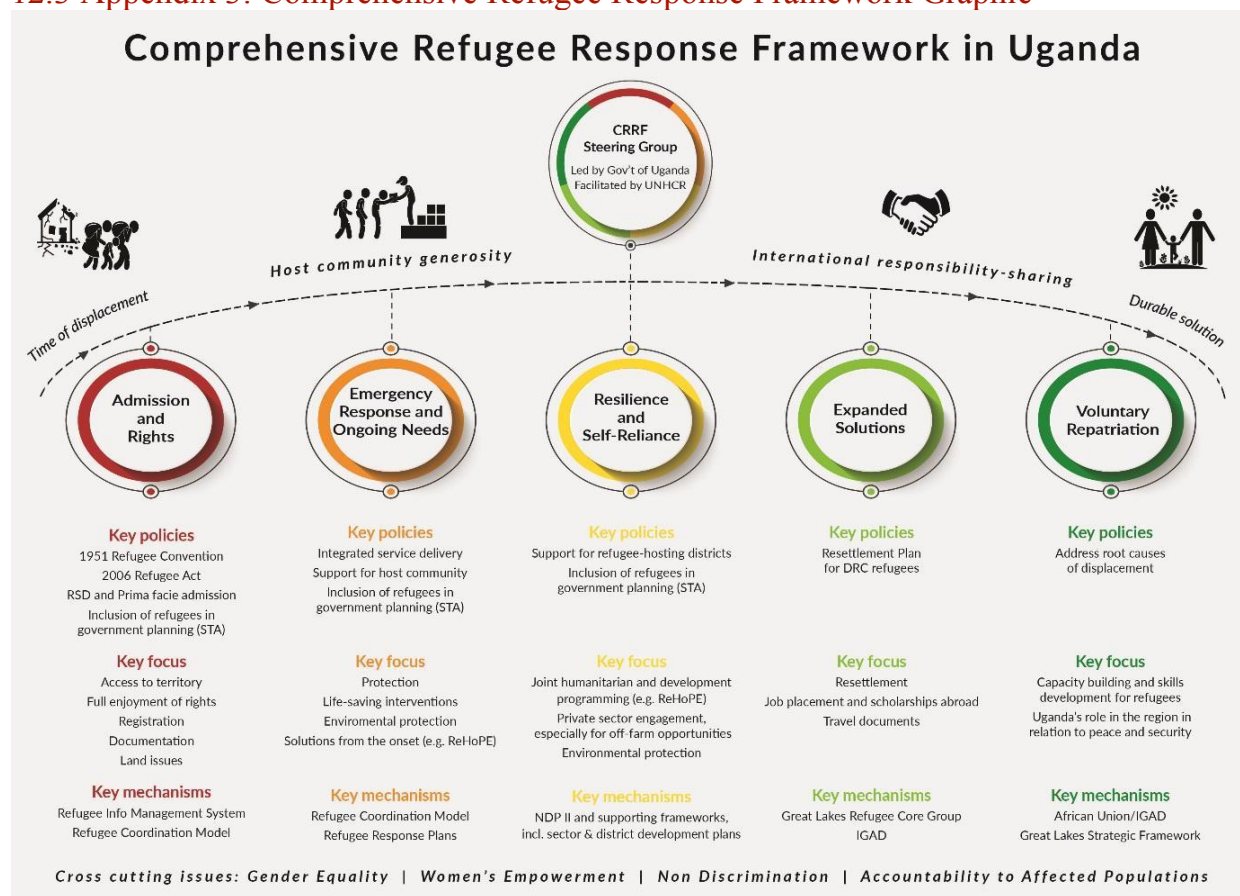


Figure 7: "Road Map for the implementation of the comprehensive refugee response framework in Uganda", p.4

12.4 Appendix 4: Interviews Conducted

Interviews with Organizations:

Date	Location	Organization	Title
10/24/18	Kampala, Uganda	WIU	Program Officer
10/26/18		OPM	Refugee Status Interviewing Officer
10/26/18		OPM	Community Services Officer
10/26/18		OPM	Senior Refugee Officer
11/1/18	Kiryandongo Refugee Settlement	Danish Refugee Council	Child Protection Case Worker
11/1/18		Whitaker	Refugee Settlement Coordinator
11/2/18		OPM	Deputy Settlement Commandant
11/5/18		Real Medicine Foundation	Program Coordinator
11/5/18		Save the Children	Five Staff Members
11/13/18		UNHCR	Team Leader
11/13/18		UNHCR	Community-Based Protection Associate
11/16/18		WIU	Program Officer

Interviews with Community Members:

Type	Date	School	Male	Female	Total
Student Focus Group	10/23/18	Makerere University	2		2
	10/31/18	Kiryandongo HS	8	3	11
	11/6/18	Panyadoli SS	9	8	17
	11/7/18	Kiryandongo HS	6	14	20
	11/8/18	Panyadoli Vocational	3	2	5
	11/9/18	Ematong Primary	5	5	10
Student Interview	11/13/18	Kiryandongo HS	3	2	5
Student Survey	11/6/18	Kiryandongo HS	107	77	184
	11/7/18	Panyadoli SS	7	8	15
Teacher Interview	11/7/18	Kiryandongo HS	1	2	3
	11/8/18	Panyadoli SS	3	1	4
Parent Interview	11/13/18	Kiryandongo HS	1	1	2
Total					278

12.5 Appendix 5: Student Survey

1. What is your age? _____
2. What is your gender? _____
3. What level of school are you in? _____
4. Where were you born? _____
5. What year did you arrive in Uganda? _____
6. How long does it take you to get to school? _____ minutes _____ km
 - a. How do you get to school? _____
 - b. Do you feel safe going to and from school? (circle one) Yes No Sometimes

Comments (optional):

7. Do you speak the same language at home and at school? (circle one) Yes No
 - a. If not, what language do you speak at home? _____
8. What are the 2 biggest challenges that you face with your schooling? (circle 2)
 - a. Lack of money to pay school fees
 - b. Difficult situation at home
 - c. Discrimination or bullying at school
 - d. No lunch at school
 - e. Lack of scholastic materials
 - f. Distance from home to school
 - g. Other: _____

Comments(optional):

9. What do you think should be done to solve or improve the challenges you face?
10. What is your goal after secondary school? (circle one)
 - a. Get a job
 - b. Go to university
 - c. Go to vocational school
 - d. Other: _____
11. On a scale from 1-10 (1= not prepared, 10=very prepared), how prepared academically do you feel to graduate secondary school and achieve this goal? _____

Why?(optional):

12. On a scale 1-10 (1=not prepared, 10=very prepared), how prepared financially do you feel to achieve this goal? _____

Why?(optional):

12.6 Appendix 6: Consent Forms

12.6.1 Minor Assent Form

Title of the Study: Looking Beyond Primary: A Study of Barriers to Secondary Education in Kiryandongo Refugee Settlement, Uganda

My name is Chloe Schalit, I am a university student studying and conducting research in Uganda. I would like to invite you to participate in a study I am doing about secondary education in Kiryandongo. Your participation is completely voluntary. Please read the information below and ask questions about anything that you do not understand.

Why have you been asked to be part of this study?

I am inviting you to participate in a research study about the secondary education system in Kiryandongo. The purpose of this study is to understand the positives and challenges of the secondary education system in Kiryandongo, and how these challenges can be lessened.

What will you be asked to do?

If you agree to be in this study, you will be asked to answer questions related to your experiences with secondary education. This should take around 30 minutes to an hour of your time.

Are there any potential risks or discomforts for you?

Taking part in this study carries minimal risk. Some risk may include discomfort, stress, or anxiety because of the topic discussed. If at any point you are feeling uncomfortable, tired, or emotional and do not wish to continue the interview, that is completely okay.

Are there benefits to being in this study?

Although the study may not benefit you directly, you are helping me to show others about the challenges and benefits of the secondary education system in Kiryandongo.

Confidentiality

The records of this study will be kept confidential and private. I will not include any information in any report I may publish that would make it possible to identify you, including your name.

Right to Refuse or Withdraw

The decision to be part of this study is up to you. You may decide not to take part *at any time* without changing your relationship with the researcher or Windle. This decision will not result in any loss of benefits to which you are otherwise should get. You have the right not to answer any single question, as well as to leave completely from the interview at any time during the process; additionally, you have the right to ask that the interviewer not use any of your interview answers.

Who will see the information collected about you?

When I am finished with this study, I will write a report about what I learned. This report will not include your name or that you were in the study.

Participant Signature: _____ Date: _____

12.6.2 Informed Consent Form

Title of the Study: Looking Beyond Primary: A Study of Barriers to Secondary Education in Kiryandongo Refugee Settlement, Uganda

Researcher Name: Chloe Schalit

My name is Chloe Schalit, I am an undergraduate student with the School for International Training studying for the semester in Kampala. I would like to invite you to participate in a study I am conducting as part of the SIT Study Abroad program focusing on development studies. Your participation is voluntary. Please read the information below, and ask questions about anything you do not understand, before deciding whether to participate. If you decide to participate, you will be asked to sign this form and you will be given a copy of this form.

PURPOSE OF THE STUDY

The purpose of this study is to study the experiences of refugees in Uganda related to the access, quality, and affordability of secondary education. I would like to look at if secondary education is helpful to refugees and is preparing them for life after secondary school.

STUDY PROCEDURES

Your participation will consist of answering questions about your experiences with secondary education in refugee settlements and will require approximately thirty minutes to an hour of your time, depending on how much time you are willing to spend on the interview. If you consent to it, I will be audio recording the interview to assist with notetaking and remembering the information discussed. I will be the only one with access to this audio recording.

POTENTIAL RISKS AND DISCOMFORTS

There are minimal foreseeable risks to participate in this study. Potential risks may include psychological discomfort or stress due to the subject discussed. Additionally, there are no penalties should you choose not to participate; participation is voluntary. During the interview you have the right not to answer any questions or to discontinue participation at any time. If you choose to discontinue participation, you may ask that the information you have shared previously not be used in the study.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

Potential benefits of your participation in this study include bringing more understanding and awareness to challenges and benefits of the secondary education system in Kiryandongo, and its impact on refugees in Kiryandongo who have experienced this system.

Consent to Quote from Interview

I may wish to quote from the interview either in the presentations or articles resulting from this work. Only initials will be used, not the participants full name.

Initial one of the following to indicate your choice:

_____ (initial) I agree to be quoted in presentations or articles resulting from this work.

_____ (initial) I do not agree to be quoted in presentations or articles resulting from this work.

Consent to Audio-Record Interview

Initial one of the following to indicate your choice:

_____ (initial) I agree to be audio recorded during the interview for the purpose of note-taking.

Only the researcher will have access to this recording.

_____ (initial) I do not agree to be audio recorded during the interview

CONFIDENTIALITY

Any identifiable information obtained in connection with this study will remain confidential. I will be the only person with access to identifiable information, including full name, which will be kept on a password protected file on my computer. Audio recordings will be discarded once they are reviewed by me and the information is written up. The transcript of the interview will also be kept in a password protected file that is only accessible to me. When the results of the research are published or discussed in conferences, no identifiable information will be used.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

“I have read the above and I understand its contents and I agree to participate in the study. I acknowledge that I am 18 years of age or older.”

Participant's signature _____ Date _____

Researcher's signature _____ Date _____

RESEARCHER'S CONTACT INFORMATION

If you have any questions or want to get more information about this study, please contact me at chloeschalit@gmail.com/0775600625 or my academic director, Dr. Charlotte Mafumbo at charlotte.mafumbo@sit.edu/0779518549.

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION

In an endeavor to uphold the ethical standards of all SIT proposals, this study has been reviewed and approved by an SIT Study Abroad Local Review Board or SIT Institutional Review Board. If you have questions, concerns, or complaints about your rights as a research participant or the research in general and are unable to contact the researcher please contact the Institutional Review Board at:

School for International Training
Institutional Review Board
1 Kipling Road, PO Box 676
Brattleboro, VT 05302-0676 USA
irb@sit.edu; 802-258-3132

12.7 Appendix 7: Windle Research Agreement

