
**THE IMPACT OF DIFFERENT TYPES OF EDUCATION SERVICES PROVIDED BY CURRENT
EDUCATION ACTORS AND HUMANITARIAN EDUCATION AGENCIES TO THE REFUGEES
SETTLING IN WEST NILE REGION FROM 2010-2023**

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ABSTRACT

This research study focuses on the impact of emergency education on refugee settlement camps in West Nile Region, Uganda. It analyzes the strengths, weaknesses, opportunities and threats of different types of educational opportunities provided by the selected international humanitarian agencies and how it is impacting on the refugee children studying in the schools and learning centres at Dzaipi camp. Methods of data collection involved reviewing existing documentaries and reports. The main literatures reviewed are; Interagency Emergency Assessment Report, January 2014; West Nile Profiling Report, July, 2019; Uganda Education in Emergencies, February, 2018; The United Nations High Commissioner for Refugees, UNHCR, 2018; Uganda Strategy for Refugee Education, 2015-2019; Global Survey on Education in Emergencies, February, 20016; Report on Education for Refugees by Windle Trust UK, 2015-2016; United Nations International Children's Education Fund, UNICEF, 2018 and Uganda Humanitarian Situation Report, April, 2019.

The information gathered was used to publish this dissertation report with a focus on emergency education to the children of refugees in Dzaipi camp of Adjumani district.

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

Background of the study

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Surrounded by means of nations dealing with political instability, Uganda is the number one destination for refugees from South Sudan, the Democratic Republic of the Congo, Somalia, among others, Uganda is a number one destination for refugees from South Sudan, the Democratic Republic of the Congo, Somalia, amongst others (Zowena et al., 2023). In face of this influx, Uganda has brought an innovative refugee website hosting policy, allowing freedom of movement and the proper to work to over 1. four million refugees settled inside its boundaries (Phionah et al., 2023). The most affected are constantly the children and teenagers whose education improvement is heavily disrupted by means of immigration into new areas in which most of the people falls the various out of school populace. The insufficiencies in integrating refugee youngsters with host community children to have a look at together has caused refugee youngsters

roaming approximately within the agreement camps (Sharon et al., 2023). If nothing is achieved to address the understanding gap by using imparting an alternative training device, they're bound to suffer from long time effect of a generation of illiterate people without relevant expertise and capabilities to harness issues of leadership, development and governance of their society (Ntirandekura & Christopher, 2022). The studies have a look at is focused on the strengths, weaknesses, possibilities and threats of different types of academic possibilities furnished by the chosen global humanitarian corporations and how it's far impacting at the refugee youngsters studying in the colleges and studying centres at Dzaipi camp. The research explores their education plight and as a result this report.

Problem Statement

The refugee migration has had a vast impact on training provider delivery within the West Nile vicinity, specifically within the districts of Arua, Moyo and Adjumani in view that 2008. In 2008, in an attempt to regulate refugee youngsters analyzing in personal and public colleges of West Nile region the government of Uganda (GoU) and United nations excessive Commissioner for Refugees Uganda (UNHCR-U) crafted a new policy file entitled, "From nearby agreement to Self Sufficiency" (Ntirandekura & Christopher, 2022). The purpose of the new policy report turned into a bid to combine them with host network kids to have a look at together. As a result, special kinds of emergency education have grown to be an acceptable coverage reaction to aid schooling in Emergencies (EiE) wherein refugee training is incorporated and brought via the local authorities' systems. Some of research on emergency schooling for refugees in Uganda awareness on refugee

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emergency interventions, accessibility of exceptional education for refugees, enrolments (Mark et al., 2023) and dropout rates (Victor et al., 2023), reaction plans for refugee schooling, education setting and get entry to (Suzan & Kazaara, 2023). This utilitarian approach to refugee schooling ignores talents and know-how gaps which increases important

questions on the impact of emergency schooling measures at the refugees' capacity to acquire relevant know-how and abilities (Suzan & Kazaara, 2023). This observe examines extraordinary components of refugee emergency training. The goal is to understand the impact of emergency education actors' outreach to refugee kids; their strengths, barriers, opportunities

and demanding situations (Joventa et al., 2023). It analyses how specific styles of schooling cope with the understanding gaps in refugee education in agreement camps, the look at will bridge the gaps in existing understanding about refugee schooling needs within the refugee settlements and the way those can be addressed (Joventa et al., 2023).

Specific Objectives

- To assess the level of emergency education actors' outreach to refugee children; their strengths, limitations, opportunities and challenges.
- To examine how different types of education address the knowledge gaps affecting the refugees in settlement camps.
- To analyze how to deal with refugee education needs in the refugee settlements.

Research Questions

- What is the level of emergency education actors' outreach to refugee children; their strengths, limitations, opportunities and challenges?
- How do different types of education address the knowledge gaps affecting refugees in settlement camps?
- How can refugee education need in refugee settlement camps be addressed?

Methodology

Research Design

The study employed quantitative research approach. The quantitative approach was used as a way of obtaining in depth information beyond what an ordinary survey could elicit.

Methods of Data Collection

Quantitative data collection methods were used in addition to content analysis of secondary data. The following method was used.

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Document Reviews

The study involved reviewing a cross section of reports, journals, newspapers, magazines and books published on emergency education, refugee education and other forms/types of education befitting improving the livelihood of refugee settlements in Uganda and Africa to enrich the objectives of the study. The main literatures analysed are; Interagency Emergency Assessment Report, January 2014; West Nile Profiling Report, July, 2008; Uganda Education in Emergencies, February, 2014; The United Nations High Commissioner for Refugees, UNHCR, 2015; Uganda Strategy for Refugee Education, 2013-2016; Global Survey on Education in Emergencies, February, 2004; Report on Education for Refugees by Windle Trust UK, 2013-2014; United Nations International Children's Education Fund, UNICEF, 2014 and Uganda Humanitarian Situation Report, April, 2015

Data analysis

A number of closely related operations was performed with the purpose of summarizing the collected data and organizing it in such a manner that questions answer researcher's questions, (Saunders. 2007). Data was analyzed using both qualitative and quantitative techniques.

According to Sekaran and Bougie (2016), there were three objectives in data analysis; getting a feel for the data, testing the goodness of the data, and answering the research question. Data analysis consists of running various statistical procedures and tests on the data (Cooper & Schindler, 2013). Quantitative data were coded and entered into Statistical Programme for Social Scientists (SPSS) version 26.0 software (Nelson et al., 2022). The qualitative data generated was analysed using descriptive statistics which included percentage distribution, and mean and frequency counts. Pearson correlation coefficient was used for the testing relationship between the independent and the dependent variables. Correlation usually refers to the degree to which a linear predictive relationship exists between random variables, as measured by a correlation coefficient (Coopers & Schindler, 2014). A correlation coefficient (r) has two characteristics, direction and strength. The direction of the relationship is indicated by how r is to 1, the maximum value possible. r is interpreted as follows; When $r = +1$ it means there is a perfect positive correlation between the variables. $r = -1$ which means there is a perfect negative correlation between the variables.

RESULTS**Analysis of Findings**

Below is the analysis of the major findings.

Different types of education analysis

Although UN agencies such as UNESCO, UNICEF and UNHCR are committed to a human rights-based approach to education, large sectors of the international community, including other UN agencies, intergovernmental organizations, development banks, the private sector and civil society organizations are not; reason being, for a large part of the international community, education has been referred to as process to development rather than a

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humanitarian activity, and much less, a human right (Flavia et al., 2023). Even the "*Sphere Standards*", which codified a system of principles of humanitarian aid, referred to human rights but left out education. As a result, some countries are falling short of the responsibility enshrined in numerous international instruments which define the nature and the content of the right to education in emergencies to cover broader range of educational activities embracing formal and non-formal education with focus on life saving, life sustaining and social protection for children, youth and their families in times of crises.

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

Post primary education opportunity has been looked at by the few education actors as the alternative acceptable and implemented in situations of emergencies in countries of conflict and refugee host countries (Creswell, 2014), West Nile region inclusive, secondary school education has gradually taken ground because it is considered as a scale up educational qualification which is globally recognized to aid pursuance of college, university and institutional training programmes while financing depends majorly on individual and private sponsorships by interested candidates outside of the emergency education actor's priority areas (Mark et al., 2023).

From my point of view, post primary education, referred to here as "*Higher Education*", is a necessary critical education intervention for refugee children because it helps in the rebuilding of their lives as well as fostering their leadership capacity and skills in both protracted settings and post conflict environments. To this the researcher believes it calls for international and global support in order to achieve it as post war reconstruction and recovery investment in both conflicts affected countries and host countries. In Adjumani, Windle Trust Uganda (WTU) continues supplying and distribution of school materials to help in both creating of new schools and provision of additional education materials to existing schools (Victoria et al., 2023). Attendance has risen from 9,220 to 15,032 in recent weeks and is attributed to an awareness campaign among refugees about the importance of education as well as the provision of school materials to students (Anthony et al., 2023).

The intervention also provided technical support and contribution to a coordinated education response. UNICEF has provided bicycles to teachers from host and community primary schools and caregivers of the ECD centres in the settlements to ease their movement to and from school as most of the teachers commute from outside the settlements. Establishment of ECD centres is in progress and tents erected (Micheal et al., 2023).

Figure 1: Similarities and differences of types of education offered

Formal Education	Non-formal Education	Informal Education
It is classroom based having the same regular attendance of kids and the	It is an outside classroom-based learning activity with out of regular	An out of school learning activity in a stratified community-based

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

Source: Analysis by researcher from different reports

Strengths, weaknesses, opportunities and threats of Education in Emergencies

Formal education

Education actors are providing support to primary and secondary schools found in refugee camps for refugee children and youth in conjunction with camp committees. While IDP children and returnee children and adolescents generally occur in government, community and religious schools within the settlement camps, vast effort is focused on primary education. International communities through international agencies are providing support to this type of

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education through educational materials supplies, teacher training and school construction or rehabilitation (Christopher et al., 2022).

Technical vocational training and education

This type of education is offered as part of formal post primary education to out of school youth through apprenticeships of market trade skills under close coaching, mentoring and supervision of more experienced instructors. This approach gives learners opportunities to practice skills and techniques learned during lecture by applying knowledge and skills learned from the instructor while the instructor observes to confirm and approve the learner's performance in compliance to standards set for the trade/course (Faith et al., 2023).

Life skills education

Members from the refugee settlements are provided with life skills lessons on how to communicate through development of interpersonal skills, decision making and critical thinking skills, risk coping and self-management techniques. The focus of life skills programs is on changing behaviours so that learners are able to make positive choices for their lives through life skills messages incorporated into other topics such as health education, HIV/AIDS prevention and education for peace, conflict resolution and human rights (Flavia et al., 2023).

Education Types		Strengths		Weaknesses		Opportunities		Threats
Formal	a	. Learners are is engaged in organized learning. b. Learning depends on trained teachers.	a.	Student or sponsor chooses the study place. b. Learning takes place in stages and organized structure.	a.	There is value in learning of all kinds. b. Learning is arranged by recognized institutions.	a	Learning operated on varying fee for service basis. b. Learning guided by curriculum examined and credit awarded by accredited body only.
Non-formal	a	Learners learn through basic learning	a.	Learning depends on capability and competence of the	a.	Learning based on specific skills and	a.	Learning takes a lifelong

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		concepts. b. Tailored form of learning approach towards self-employable skills.		learner. b. Learning influenced by the environment.		trades. b. Learning operated on subsidized fee for service basis		endeavour. b. Employability very competitive.
Informal	a. b.	Learning process through social interacts with the instructor. b. The learner is immersed in learning from birth.	a. b.	The learner is at the centre of learning world for life. Environment shapes learning.	a.	Interdisciplinary learning context. b. Learning takes place spontaneously, all the time.	a.	World is the classroom and learning is all around the learner's environment. b. Learning not restricted.

Figure 2: Strengths, weaknesses, opportunities and threats of types of education

Source: Analysis by researcher

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

Protection and Stabilization

Schools within refugee settlements are providing physical protection to both refugee and internally displaced children, safe environments where teachers and caregivers supervise and monitor well-being during learning hours. In all settlement camps of West Nile region, all children are also provided with vital lifesaving knowledge including landmine avoidance, health care and hygiene related to HIV/AIDs, STIs and other communicable diseases which can affect their health status. The same support is provided with aim to protect the children from external influence towards being part of gang recruitment or involvement in military activity, sexual abuse and participation in use of drugs because they are sensitized about the value to their education as the foundation for better future as the type of

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education, they are receiving is meant to prepare them for future employment opportunities in the host country, their home country or anywhere in the world.

Psychosocial protection

The children within the refugee settlements have regained a sense of normalcy, identity and dignity which they have missed during the situation of armed conflict in their home country since they have been accepted to live, stay and learn from schools in the refugee camps they are being hosted. This response has made possible of the social integration for many vulnerable children into school community life as well as created a platform and structure through which these children are able to express their views, opinions and interests through arts, music and drama as the means for passing on educative messages, premise for trauma healing, trust and self-esteem building as resilience mechanism for coping up with the impact of emergency at a practical level.

Cognitive protection

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

Community restoration

By education agencies working together to build as well as manage operation of schools within refugee settlement camps of West Nile region, it has fostered tangible informal links within the community by leading them towards other collective initiatives. The education opportunities provided to the vulnerable children living, staying and studying within the settlement camps have also freed the parents from fears and worries of what is going around them to focus on earning income and managing their domestic responsibilities resulting into reductions of stress at home which has brought socio-economic benefits to the whole family (Kazaara & Kazaara, 2023).

Challenges

The majority of the refugees are children and majority being orphans. There is a large demand for more CFS and ECD spaces to be created in strategic locations within the refugee settlements since the current ones are overcrowded as the children being hosted there in the morning hours between 8:00 and 11:00 am are provided with various services to include security, education, and psycho-traumatic counseling and thereafter dispersed leaving

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them at large all afternoons. Overall, the children fill the grounds of the several primary community schools (2 in Ayilo and 4 in Nyumanzi) all in Dzaipi. These schools congregated under large trees and are exposed to the weather. According report from Windle Trust (2019), it is estimated nearly 4,000 students attend these primary schools throughout the settlements, with 617 enrolled in the Ayilo primary schools.

Successes

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

Conclusion

Overall, there are many educational challenges facing Dzaipi refugee settlement Camp that have crippled addressing of the education and knowledge gap. Specifically, the challenges that are preventing refugee children from accessing education and impacting their learning are psychosocial. Refugee students find it hard to cope with the trauma witnessed, or experienced, in their country of origin. To address these issues, there is a need by education actors in refugee camps to adopt accelerated education, innovated technology, and recreational activities to support psychosocial healing.

The inclusion of refugees in national education systems requires strong partnerships and a significant investment of time and resources to support children and youth to succeed in the new system, with training in the language of instruction where needed. However, it is an investment with rich dividends for the refugees, their host communities and the wider region.

However, the existing education partners still have a great opportunity to significantly impact the refugee community by building the capacity of the youth and teachers through trainings, mobilizing the community and improving ECD/CFS. This can be done in primary and secondary education including technical/vocational skills development implementation strategies, in order to meet the overwhelming refugee education needs in West Nile region.

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Recommendations

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

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

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