

**IMPROVED LEARNING OUTCOMES FOR REFUGEE AND HOST COMMUNITY
CHILDREN THROUGH COMMUNITY PARTICIPATION IN
ADJUMANI DISTRICT, UGANDA**

BY

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**A DISSERTATION SUBMITTED TO KYAMBOGO UNIVERSITY DIRECTORATE
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THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER
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DECLARATION

I, OLIMA MARTIN MAMAWI, declare that this dissertation titled, “Improved Learning Outcomes for Refugee and Host Community Children through Community Participation in Adjumani District, Uganda”, is my original research work and has never been presented to any other University for any award. All citations in this report which are not my own have been duly acknowledged.

Signed: Date:.....

APPROVAL

We hereby certify that this dissertation titled, “Improved Learning Outcomes for Refugee and Host Community Children through Community Participation in Adjumani District, Uganda,” is a dissertation written by Mr. Olima Martin Mamawi (12/U/116/GMED/PE). We supervised the conduct of the study, and now consent to its submission to the Directorate of Research and Graduate Training for his Degree award of the Master of Education in Policy, Planning, and Management of Kyambogo University.

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DEDICATION

I dedicate this dissertation to my family members, particularly my daughter, Maridio Daniela, and Joli Magdalene Albright, friend, Paraniyo Susan Mamawi, and my cousin sister, Teria Joyce Abba and her husband Simon Gume respectively.

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ABBREVIATIONS AND ACRONYMS

BOG	Bod of Governance
CBO	Community-Based Organization
CEC	Community Education Committee
D.V	Dependent Variables
DEO	District Education Officer
DRC	Democratic Republic of Congo
E.V	Extraneous Variables
EFA	Education For All
ERP	Education Response Plan
ETC	Et cetera
GoU	Government of Uganda
HCR	High Commissioner for Refugees
I.V	Independent Variables
INEE	Inter-agency Network for Education in Emergencies
JRS	Jesuit Refugee Services
MoES	Ministry of Education and Sports
NGO	Non-Governmental Organisation
OPM	Office of Prime Minister - Refugee Department
PTA	Parent Teacher Association
RAD	Relief Aid and Development
ReHoPE	Refugee and Host Population Empowerment
RRP	Uganda Country - Refugee Response Plan
STA	Settlement Transformative Agenda

UNDP	United Nations Development Programme
NDP	National Development Plan
USAID	United States Agency for International Development
WIU	Windle International- Uganda

ABSTRACT

The study examined community participation for improved learning outcomes of refugee and host community children in the Adjumani district of Northwestern Uganda. The objectives of the study were to analyze; the current state of community involvement in the education processes during emergencies, the proper involvement of the communities in the development and administration of the school, and the capacity of the communities to assume an increased role in the management of school/learning system and environment. The study employed a phenomenological research design and data collection used an interview guide. The findings revealed that the community participation level was failing as a result of inadequate community participation in the prioritizing and planning of education activities, which goes along with community empowerment for managing the education system. Therefore, inadequate community participation emerged as a key gap in harmonizing national and local education action plans, and community monitoring and evaluation processes were not effective. It was highly recommended to: improve all the emergency educational programs to include active community participation or involvement in the designing and planning of the school education programs in the district, effective inclusive community education committees should be guided by legitimate agreement among all important stakeholders regarding their specific duty, responsibilities, and relationships of all the assorted groups; and improve coordination composition at various level to foster the strength of community education committees (CECs) by establishing or strengthening local community based school education outcome coordination unit at the district education office for inclusive community involvement and management.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

This study explored how effective learning outcomes for refugee and host community children could be achieved through inclusive community participation in the Adjumani District in the Northwestern Uganda sub-region. This chapter outlines the background of the study, articulates the problem statement, defines the purpose of the study, and presents the research objectives and questions. It also delineates the scope and significance of the study alongside the theoretical and conceptual frameworks while addressing the limitations encountered during the research. The following section describes the context organized into subsections.

1.1.1 Historical Perspective. Globally, it is believed that refugees need to acquire life skills such as critical thinking, problem solving, and good interpersonal skills in order to effectively utilize available life development opportunities and resources in foreign country (Verspoor, 2021). Similarly, Tikly (2019) argues that these important survival attributes are often acquired through focused learning outcomes. Considering its importance, effort has been exerted by host countries and refugee services organizations to provide educational opportunities that result into relevant learning outcomes for (UNHCR, 2023). Since the 1950s, refugee services organizations have been committing resources, including agitation and advocacy to ensure that schools that serve refugee communities provide needed learning to refugees. However, in consideration of Sustainable Development Goal 4; Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all;

since 2000, schools within refugee settlements have been struggling to provide relevant education higher than the 50% quality rate needed for refugee communities (UNHCR, 2023).

In Uganda, challenges like poverty, discrimination, low enrollment and dropout rates are still preventing refugees from fully benefiting from primary education (USAID, 2019). With the support of UNHCR (2023), several African countries including Uganda, adopted school improvement models to enhance quality of education in refugees' settings (Global Partnership for Education, 2020). In Uganda, under the education response plan for refugees and host communities (2018) and the National Development Plan (NDP II) community empowerment, school infrastructure development and teacher training initiatives were launched in all schools in refugees settlements (UNDP, 2023), But, challenges rooted in community support and involvement are still undermining educational outcomes and, leading to early dropout from the education system of primary school pupils in refugee communities (Penny et al.,2018; EGRA Uganda, 2018).

Various viewpoints have been proposed by experts in an effort to educational learning outcomes. A prominent educationist, Dewey (1938) was the first to perceive learning outcomes as teaching that encourages positive development of learners' personality, acceptable social values and promote a spirit of collective responsibility to the school and the community. According to McEwan (2020), this view mainly concentrated on the ability of schools to develop good qualities in a person. In the 1950s, the world become more knowledge-oriented and interest in knowledge and skills development increased (Verspoor, 2020). Consequently, experts started perceiving learning

outcomes as learners' motivation and self-drive in search for knowledge, understanding and being lifelong learners (Taylor & Parsons, 2011).

Today, due to pre-occupation with competence, learning outcomes are perceived in a more systemic perspective as learning that enable learners to know and be able to do what they must do at the end of their schooling career (McEwan, 2020). A critical look of previous studies shows that, most of them conceived learning outcomes in normal situations and majority did not consider how community involvement can affect the quality of learning in refugee settings (McEwan, 2018). So, there was a gap in comprehensively studying the role of community involvement in the quality of learning received by refugees' settings of Uganda.

1.1.2 Theoretical Perspective. This study applied Transformation Learning Theory, which was propounded by Mezirow (1978). Transformation Learning Theory emphasizes the importance of critical reflection and experiential learning in transforming learner behaviour. According to Mezirow, transformation learning involves a process individuals challenge their existing beliefs and assumptions, supported by teachers and the community leading to a transformation of their perspectives and practices. This theory resonated with the study because true learning occurs when we are willing to question our existing knowledge and embrace new ideas.

Successful learning is made possible by implementation of relevant education programs well supported by community engagement, through its designated representatives, in setting priorities and planning educational activities; Before they can oversee educational activities, all members of the community, including children and youth, have the opportunity to receive

training and capacity-building; communities, educators, and students can identify specific learning resources; and community resources can be mobilized for improved program quality, protection, and learning access; and interested parties recognize.

1.1.3 Conceptual Perspective. The study's fundamental concepts focused on community participation as the independent variable (I.V.) and improved learning outcomes as a dependent variable (D.V.). The statement "community participation" means the active, transparent, including nondiscriminatory involvement of Community Education Committees (CECs) in educational responses (INEE, 2010ed). Children's academic activities, social audits, instruction and capacity building, learning analyses, community involvement in setting priorities and planning educational activities, and including all members of vulnerable groups in CECs are important indicators.

Identifying, planning, and exploiting local community education resources to carry out educational programs and other possibilities for learning is referred to as local resource usage (INEE, 2010). Key indicators are used to measure them: Communities, pupils, and students identify local learning opportunities; these resources are then mobilized to improve program quality, protection, and availability to schools. When developing education programs, stakeholders consider and support community capabilities; they also provide training on the responsibilities and duties of educational workers. The outcomes are better outcomes for education. Children from the host and refugee communities learn more fantastically thanks to an education that culminates in the desired capacity improvements (knowledge, skills, and attitudes).

In addition, they indicate the degree of social development achieved by refugee and host community children through their acquired knowledge, skills, attitudes, opportunities, practices, benefits, and well-being. All of these features eventually turn into benefits as well as development in society, that are assessed through the well-being of the students, such as decreased poverty, improved health, increased security, etc. (well-being: mental and emotional health) should be interpreted in the context of all that is beneficial to an individual, including safety, security, high-quality amenities, contentment, and sincerity in the interactions between teachers and pupils. Maintaining well-being also helps students finish their officially recognized or informal education programs effectively (INEE, 2010).

The dependent variable for this study learning outcomes of primary school children in refugee settings. Scholars have conceptualized learning outcomes differently. Learning outcomes is a subjective concept and its understanding differs significantly from person to person. Thus, a number of definitions of learning outcomes exist, further confirming its complexity and varied character (Tschanne, 2020). Starting from the general perspective, Mukeredzi (2020), states that is a multidimensional construct that relates to the ability of education to turn citizens into functional and useful persons. However, UNICEF gives a more specific perception of learning outcomes as the quality. Based on this view, Allinder (2022), Provided an outcome-based definition of learning outcomes; as education that meets the needs of the county and its citizens. Considering the above views and the context of this current study; learning outcomes were perceived as educational experiences

that enable learners to become more competent in meeting their needs (Tournaki, & Podell, 2021).

1.1.4 Contextual Perspective. The context of this study was Nyumanzi refugee settlement, Adjumani District. The settlement is located in Dzaipi subcounty bordered by South Sudan, Nyumanzi refugee settlement was established in December 2013 to host and depopulate the refugees who settled in Dazipi reception centre, in Adjumani district. The Settlement has a population of about 123,000 South Sudanese refugees (UNHCR, 2023). A total of 28 primary schools serves the refugee settlement (Adjumani D.E.D, 2023).

A variety of efforts have been made in Uganda to ensure good school performance in Uganda, including refugee settlements. Curriculum changes funded by international grants, such as the thematic curriculum, vocalization of education, the School Health and Reading Program (SHRP) [2012–2019] and the Literacy Achievement and Retention Activity (LARA) [2015–2020], have been implemented in refugee settlements to facilitate life skills acquisition in primary schools. The government also gives grants to all government aided primary schools in refugee settlements to cover relevant teaching and learning needs (MOES, 2022). The MOES also organizes special teacher improvement programs for primary schools that have focused on the development various life skills in children (MOES, 2021). Different stakeholders in the education sector in Uganda have been allowed to put in place mechanisms to promote school performance in refugee settlements. Parents are encouraged to contribute to their children's education by providing scholastic materials and labor support for classroom construction (UNHCR, 2023).

Despite these efforts, the poor outcomes in primary education refugee settlements, raises concerns. The Ugandan National Examinations Board (UNEB)[2021, 2022, 2023], and the Directorate of Education Standards (DES)[2018] Annual Reports indicate low literacy and numeracy skills among primary school pupils in refugees settlements. The EGRA Uganda report (2018) revealed that the reading proficiency of learners in refugee settlements was at 44.2%, about 3 points lower than the national average of 47.4%. This scenario has affected the ability of pupils to understand and interpret exam questions, especially in private primary schools (UWEZO, 2022). Considering the fore mentioned situation, there was need to examine the role played by community participation in the quality of learning outcomes of learners in refugee settings in Adjumani district.

1.2 Statement of the Problem

Uganda is one of the African countries experiencing poor outcomes in primary education, in Refugee settlements. Reports (USAID, 2019) show that by the end of P3, the majority of primary school pupils in refugee settlements struggled with foundational reading skills and could not read with comprehension either in a local language or in English. In mathematics, just about 37 % of the pupils were able to count from 1-50, do reverse counting of 10-1 or do simple math's operations (USAID, 2019).

In Nyumanzi refugee settlement, Adjumani District, fewer pupils in primary schools had standard competencies in reading (43.7%) and mathematics (34.6%) [EGRA Uganda, 2018]. UNEB (2022) report indicated that some pupils in were unable to correctly interpret written material,

questions set in examinations or clearly express themselves orally and in writing. Whereas District Education Officers attributed this scenario to a variety of factors such as low involvement of stakeholders, there was little research in the Ugandan context on the role-played community involvement influencing school education results in refugee settlements in Adjumani district.

1.3. Purpose of the Study

The aim of the study was to examine how community involvement in the Adjumani district of Uganda affects acquisition of relevant learning outcomes by children in refugee settlements.

1.4 Objectives of the Study

The following objectives guided the study;

1. To evaluate acquisition of relevant learning outcomes among pupils in refugee settlement schools in Adjumani District.
2. To explore status of community participation in learning processes of schools in refugee settings in Adjumani District.
3. To examine impact of community involvement on acquisition of learning outcomes by pupils in refugee settlement schools in Adjumani District.

1.5 Research Questions

The following research questions guided this study;

1. To what extent are learners in refugee settlement schools in Adjumani District acquiring relevant learning outcomes?

2. What is the status of community participation in learning processes of schools in refugee settings in Adjumani District?
3. What is the impact of community involvement on acquisition of learning outcomes by pupils in refugee settlement schools in Adjumani District?

1.6 Scope of the Study

This section has put boundaries to the research in terms of content scope, geographical scope, and time scope.

1.6.1 Content Scope. The study was designed to focus on the principles of community participation standards and their indicators outlined by INEE Minimum Standards Toolkits for analysis. The focus was limited to refugee and host communities and education stakeholders in the Adjumani district in northwestern Uganda.

1.6.2 Geographical Scope. The study was carried out in secondary schools in the Adjumani District that were funded by the UNHCR as part of the education response plan for host and refugee communities. The schools were chosen because their unique characteristics reflected earlier contextual viewpoints.

1.6.3 Time Scope. The researcher targeted the information related to this topic that was available for 3 years (2017-2019) with data updates from 2020 to 2024.

1.7 Significance of the Study

This report is essential in various socioeconomic and political ways, as stated by the following stakeholders, and it targets beneficiaries at various levels, from local to international or global members of society.

1. The information obtained from this study would provide a background for policy formulation for multiple programs aiming at equal education opportunities and accountability for both host and refugee communities during emergency education response.
2. Recommendations drawn from this thesis will go a long way in informing education stakeholders to improve the learning environment for social development through active community involvement and empowerment.
3. Community involvement of host communities in the refugee education response plan will establish a healthy environment for improved learning and sustainability of education programs.
4. The study will benefit refugee and host communities, school administration, teachers and learners, parents, school education committees, district education authorities, and the MoES, including UNHCR and NGOs carrying out refugee education programs.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

With a focus on community empowerment for the management of an efficient school/learning system environment, involvement of the community in the creation and administration of learning processes during emergencies and reconstruction, and the participation of communities in the process of learning environment during situations of emergency, the chapter examines the body of published literature in the following three categories of research-specific objectives.

2.2 Community Participation in the Learning Process Environment during Emergencies

Before, during, and following the severe stage of the disaster, peace, security, and stability are often crucial to successful community-based mobilization activities. Significant measures may need to be conducted under extraordinary circumstances if the impacted community experiences persistent emergencies for a long time. A longer-term focus is placed on capacity building and longevity rather than temporary fixes since educators and citizens may need to learn more about how they may support education. Increased stability and security later in the emergency phase, as well as people's desire to take on greater responsibilities for care and administration of procedures that directly impact their lives, influence the community's willingness to engage (IIEP, 2014).

When budgetary constraints impacted education programs and constrained spending on school development, some refugees viewed community involvement as the newest catchphrase from funding agencies, according to the UNESCO IIEP in a camp for Burundian refugees in northwest Tanzania (2013). The refugees viewed mobilization by the community as community exploitation since they had been exposed to many foreign resources during the earlier stages of the emergencies when implementation speed was more crucial than cost because of the severe level of dependency that had formed, organizing the refugee populations necessary an extended period (UNESCO IIEP, 2013).

2.2.1 Community Participation in Education Program. UNESCO Even though most communities affected by crises are impoverished and unable to make significant investments in education, their participation may inspire a sense of duty and responsibility among community members to deliver and maintain education (IIEP, 2014). It could mobilize the community's resources, primarily in-kind (work, experience, and knowledge of local conditions), while some may be monetary. Consulting and diverse groups may form as the community comes together. They could be larger Community Education Committees or parent-teacher organizations (PTAs) (UNESCO IIEP, 2015).

Community outreach committees may have several duties: Regularly meeting to deliberate on matters of concern and reach decisions; documenting decisions, meetings, and in-kind and monetary donations from the community; Providing culturally relevant strategies (such as flexible school schedules and curriculum for learning experiences which embrace community people and reflect the neighborhood context) and interacting with the community, the

program of instruction, or local and national authorities to foster advantageous relationships between the community and the program for education (INEE, 2004).

UN and NGO interviewees pointed out the inadequacy of Jordanian and Syrian parent participation with Jordanian schools primarily by way of the Parent Teacher Association (PTA) system and the resulting challenge of establishing meaningful engagement as part of Emergency Education Response (EER) activities (Shelly Culbertson et al., 2016).

2.2.2 Community Involvement in the Learning Environment. The phrase "community participation" describes the procedures and actions that provide individuals from the impacted population a voice, allow them to participate in making educational decisions, and charge them to take straight actions on matters concerning education (INEE, 2004). Full participation, consultation, and symbolic/token participation are the different levels of participation. INEE (2004) All-inclusive, entire involvement is the aim of emergency education, while consultation is the minimum target. However, full participation can often be problematic in the emergencies in which we operate. In addition, INEE highlights that experience showed that "token participation" is a lost chance and ineffectual in delivering high-quality, long-lasting programs (INEE, 2004).

Sherry Arnstein (1969) indicate that there are eight feasible levels of involvement in the community at any given time, which are recognized along a continuum of decision-making authority. In order to reach the most significant level, when communities begin and coordinate all parts of the processes in decision making, educational authorities have to consider each of these

potential behaviors. The literature provides an approach for analyzing the degrees of community participation.

In conclusion, the community's active participation makes identifying community-specific educational problems and the best ways to solve them easier. In order to effectively respond to school catastrophes and ensure sustainability, accountability, and the providing high services in education, consultation is the minimal goal for education in times of crisis.

2.3 Community Involvement in Emergency Education Response

2.3.1 Community Involvement in Designing Education Response. By involving parents and guardians in creating and administrating the learning environment, family, community, and school ties are reinforced in times of crisis (INEE, 2010). Government and non-governmental organizations would agree to establish protocols to guarantee community involvement in developing educational solutions.

Shelly Culbertson et al. (2016) claim that assessing the educational response for Jordanian host communities and Syrian refugee children encouraged empowerment and community involvement. In order to be sustainable, educational programming must be designed and implemented with input from the Jordanian and Syrian communities. Several stakeholders agreed in interviews that it is critical to involve the Syrian community. "The most important thing is that Syrian volunteers run all the classes," stated one NGO stakeholder. They come from the same culture and community. Our goal is to improve upon their experience. They are not us; they are the system.

Interviewees did, however, also note that there still needs to be a significant gap in the genuine integration of community knowledge.

2.3.2 Local Community Education Action Plan. In order to prioritize and plan educational activities that reflect the values, needs, and concerns of those impacted by the emergency, particularly those who belong to vulnerable groups, the community and the community education committee can employ at grassroots, participatory planning approach (INEE, 2004).

The cooperative roles of all stakeholders, including community education committees, supporting agencies, and education program stakeholders, should be specified in the local education action plans (INEE 2004). A code of conduct should also be included in action plans to guarantee frequent community monitoring and evaluation and to support the development of an engaged culture that will maintain widespread community engagement. Planning, safeguarding children, encouraging girls and women and members of vulnerable groups to participate, implementing teaching and learning activities, supervision, monitoring, mobilizing resources, hiring and training staff, infrastructure, maintenance and development, coordinating with pertinent external agencies, and integrating health, hygiene, nutrition, water supply, and sanitation interventions, when appropriate, are some examples of these areas (INEE, 2004).

2.3.3 Community Participation and Education Response Strategy. Pre-crisis data and post-crisis assessments that pinpoint educational needs and resources (by local communities, NGOs, authorities, and specialized institutions within the humanitarian community) should be accessed by all parties involved. This is especially helpful if actors cannot get to the scene in an emergency. Some

unexpected similarities occurred when the same procedure was used in Syria and Uganda (Save the Children EiE, 2017). For instance, it was evident that individuals in Syria and Uganda did not think program workers would return when they went back to school communities to communicate outcomes. This reflects a larger pattern in the aid industry, where evaluation findings are rarely shared.

2.3.4 Community Participation and Monitoring Education Response. To guarantee community involvement in monitoring, the pertinent stakeholders should keep a close eye on the education response's operations and the changing educational requirements of the impacted populations, paying particular attention to the following indicators (INEE, 2010): There are established and operational systems for ongoing emergency monitoring and intervention; Regular consultations and participation in monitoring activities are conducted with women, men, children, and youth from all impacted groups; Data on education is routinely and methodically gathered, beginning with baseline data and continuing with the monitoring of ensuing trends and changes; Employees receive training in data gathering techniques and analysis to guarantee the accuracy of the data and the validity and verifiability of the analysis; At predetermined regular times, education statistics are examined and disseminated to stakeholders;

Education program managers receive data that identifies changes, new trends, needs, and resources regularly; monitoring systems and databases are updated based on feedback to reflect new trends and enable informed decision-making; and program adjustments are made when necessary due to monitoring. Meetings with community organizations and visits to a small sample of homes

in certain areas can also be used to track children not attending school and the reasons for their non-attendance or non-enrollment (INEE, 2010). Additionally, staff members receive training in data collecting and analysis techniques to guarantee that the data are trustworthy and that the analysis is legitimate and verifiable.

Civil society serves as a source of education for many nations impoverished and socially disenfranchised. At the same time, it is the sole source of education in other situations, such as in Kenyan refugee camps (Mackinnon, 2014). In the education sector, however, there needs to be broader and more organized participation from NGOs and the population at large in monitoring efforts (UNESCO, 2016). A government's engagement in the planning or distribution stages of a program is often triggered by the existence of apex NGO coordinating bodies in many countries. However, this is not equivalent to "being involved" in monitoring.

Developing the community's involvement in monitoring has mainly remained a concept on paper and has yet to be implemented in practice, which is another finding in this respect. According to the literature, community monitoring can only be successful if the target groups receive training on monitoring and assessing the performance of a school or other learning institution located in the community. According to UNESCO IIEP (2014), the lesson is that to accomplish this, the data must be made simpler and presented to the community monitoring and evaluation committees in a way that makes sense to them. This will encourage them to take action to address the issues.

2.3.5 Community and Education Response Coordination Mechanism.

Educational coordination systems are in place to assist those involved in

securing access to and maintaining high-quality education (Afghanistan INEE, 2010). Education administrators, government education authorities, non-governmental organizations, philanthropists, community education committees, and school principals are the primary targets of this standard. Almost everyone in the group will be more knowledgeable and conscious of what other individuals are doing and why if there is good coordination. Consequently, the successful planning of an educational program depends on efficient community coordination. However, in reality, this responsibility is assigned to education implementing partners in the settlements in Uganda due to workload difficulties at the district offices and frequently because of the distances between the local government offices and the settlements, undermining the potential.

One secondary school's pupils have created a monthly African community lunch to get together, chat, and spend quality time together (Cassity & Gow, 2005). Similarly, these students work together to create coping mechanisms and adaptations to various third-country relocation difficulties. In order to create homework or tutoring assistance groups for kids, a study suggested that African communities (via their associations) help link schools with mainstream youth service providers (Cassity & Gow, 2006).

According to Bali's study on Uganda, improved learning environment together (Bali. ILET) programs must employ more kid-friendly language and informational tools to increase child engagement. Children who did participate ran the risk of having their involvement appropriated to represent the interests of adults or other kids, which would have strengthened the already-existing disparities in privilege and power. For instance, when asked directly what they

would like to see changed in their school, several students from various schools stated that a more significant, better-equipped classroom was necessary for teachers to be transformative, supporting local communities in claiming their rights, holding those in authority accountable, and bringing about social change (Bali. ILET, 2017).

2.3.6 Community Capacity and Management of School/Learning System and Environment. As circumstances stabilize and community education committees (CECs) take on a more permanent role in the delivery and administration of education, training and capacity building become increasingly crucial (UNESCO IIEP, 2014). In the early stages of a disaster, communities may be so traumatized or in a state of upheaval that they are unwilling or unable to take on more duties than just meeting their basic requirements. However, communities may also be more eager than usual to help with education because of the urgent need to return to normalcy (UNESCO IIEP, 2014). Other studies highlight the significance of not just collaborating with the community during a crisis but also partnering with it, and it is the duty of all organizations involved to guarantee that the community receives accurate and high-quality education services.

2.3.7 Developing Community Capacity through Social Audits. Trust and sustainability are ensured when educational activities are held accountable to the community. Some unexpected similarities were found when the same procedure was used in Syria and Uganda (Save the Children ILET, 2017). For instance, it was evident that individuals in Syria and Uganda did not think program workers would return when they went back to school communities to communicate outcomes. This reflects a larger pattern in the aid industry, where

evaluation findings are rarely shared. Only information about refugees enrolled in officially recognized schools as international students is recorded by Uganda's education management information system (EMIS). Nonetheless, it is advised that EMIS include a distinct module for refugee schooling data.

Therefore, plans for gradually integrating national data and refugees should be considered. Furthermore, schools in the settlements still need to be included in the Ministry's inspectorate information system, which is presently in pilot (MOES, 2017-2020). Therefore, more thorough program evaluations and analyses of education are carried out on a project-by-project basis rather than being disseminated to all partners and through all pertinent government ministries (MOES, 2017-2020). Planning and execution that considers the community's priorities, needs, and values may need to be improved by this.

2.3.8 Training and Capacity-Building Opportunities for Community Members. According to the INEE Community Participation Key Indicator, community members including children and youth can access training and capacity-building opportunities to oversee educational activities. Building capacity is advised by INEE (2010ed), as it is unrealistic to expect community people to possess the technical know-how to oversee and control educational activities without proper training and guidance. IIEP adds that training programs should determine training requirements and strategies to provide them and evaluate community capacity. To improve the caliber and sustainability of their support, education programs should include community members in their work and offer training, in addition to enhancing the capability of community education committee members (INEE, 2010ed).

Another criterion in the INEE community engagement requirements was the successful development of community members' capability to guarantee the emergency education program's sustainability (Bali, 2017). Because ILET encouraged community mobilization and introduced the QLF as a sound theoretical framework, the teachers in Uganda believed that its effects would persist beyond the project's conclusion.

Similarly, increasing the capacity of the GOJs and other local actors to oversee education is essential to maintaining Syrian education in Jordan in the future (Al-Damaameh, 2013). UNICEF must invest in its employees' abilities and talents and implement partners to maintain and enhance emergency education response (EER) initiatives. According to NGO interviewees, UNICEF has offered training on various essential skills, including data collecting and monitoring, to preserve and enhance the abilities of implementing partners (Al-Daameh, 2013). These activities must be maintained since they form a crucial basis for the development of any program.

The fact that many of the families coming from conflict areas had been split up and that many of the households were run by women and young people made it particularly difficult to implement one of the leading indicators of community participation, which calls for training and capacity-building for community members in order to prioritize and plan educational activities (Cassity & Gow, 2006). According to the study's community consultation, parents are perplexed by how schools communicate (INEE, 2010). For instance, parents frequently need to comprehend the notes that teachers offer their pupils, and many never get them since they are not shared. Many parents

preferred to get information directly from the source, either over the phone or through the mail. Parents said they needed more information about schools.

2.3.9 Community Participation, Protection, and Well-Being. In places where a lot of pupils travel home from school at night along poorly lit roads, flashlight escorts should be set up, or reflectors or reflective tape should be applied to students' clothing or bags. When possible, women should be on school property to reassure female kids. Local communities could assist in connecting schools with mainstream youth providers in order to offer tutoring or homework support groups for children, and education programs should monitor the level of harassment experienced by women and girls (Cassity & Gow, 2006). Including families as active participants was one of the main recommendations for the fundamental criteria that can be used to guide the development of local education plans and the design of educational responses.

2.4 Summary

The cited literature disclosed the gap in community participation, and specific trends were observed. Although programs were in place to empower and engage the community, they needed to be sufficiently implemented in all community schools from the beginning of education response initiatives, and community participation was minimal. The sustainability of community participation in education response for high-quality education provisions was least vulnerable to planning and designing of education response activities. (INEE, 2010). Since community members use primary educational plans to prioritize and plan educational activities, they need training in community development steps to use these plans.

Communities need to play more roles in monitoring and assessing educational activities, according to strategies for enhancing their ability to take on a more significant role in managing educational provisions. The government's involvement in the planning and disseminating information phases is triggered by the presence of apex NGOs in the planning and execution of education response; nevertheless, this is not "being involved" (UNESCO, 2016). According to the literature assessment, one implementing partner (NGO) operating in the settlement camps is tasked with coordinating the education response, compromising the district education authority's ability to provide education services locally.

The relevant literature that was cited illustrated the extent of the disparity in community participation. According to existing research, community education committees (CECs) need to have (a) a valid consensus among all significant groups about the roles, responsibilities, and relationships of the various groups; (b) clarity about those roles, responsibilities, and relationships; (c) the ability (and willingness) to fulfill the duties associated with one's role; and (d) sufficient resources in order to function effectively. Additionally, it needs to show greater clarity on community involvement in the planning and design of education response activities, monitoring and evaluation, and coordinating methods for education response. Taking these factors into account, I developed a study method to delve deeper into these topics and identify methods for concluding the participation.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The chapter contains several sub-sections on the research design, population and study sample, data collection methods and instruments, validity, and reliability of research instruments, the procedure for data collection, data analysis and presentation techniques, and ethical considerations.

3.2 Research Design

This study adopted a phenomenological research design. This type of research has some key characteristics, such as using the natural setting for the study, using the researcher as the main tool, gathering data from different sources, and analyzing data in different ways. It also focuses on the meanings of the participants, has a flexible design, and considers the researcher's own perspective. Overall, qualitative research looks at the whole picture (Creswell, 2014). In order to close the study gap, the problem necessitated a very thorough examination of several environmental elements. This involved understanding how communities support schools a pupil to benefit from primary education. A qualitative strategy was used by the researcher to collect non-numerical data. It will be used to gather more information about participant experiences and how they perceive those experiences, as well as to provide objective findings that may be generalized to a larger population (Merriam, 2009).

3.3 Population, Sample, and Sampling Techniques

3.3.1 Population and Study Sample. The research sample was drawn from a population of those involved in education response directly or indirectly and have worked in the field of education with some positions and typical education stakeholders; they live within Adjumani District either as Indigenous of the place or because of their workplace. The population used was a target in nature, accessible, scattered, and significant. The sample used involved 26 respondents. There were 26 individual interviews and a survey with 4 participants who comprised key education stakeholders such as the Community Education Committee (CEC) members; District Education Authorities (DEA); School Members (SM); UNHCR/Office of Prime Minister (OPM) – Refugee Affairs; Refugee Education Implementing Partner (RE-IP); District et al. V-Councilors (DLC); and Sub-County Local Council III - councilors (LC III).

The main reasons for population choice were focused on: Community Education Committee (CEC) members represent refugee and host communities; the members are drawn from parents and or parent-teacher associations, local agencies, civil society organizations, community organizations, youth and women's groups, and as well as teachers and learners; family, community, and school linkages are strengthened through the involvement of parents/guardian in the development and management of learning environment; this committee reflects the diversity of affected population (thus refugee and host population) including, but not limited to gender, age, ethnic and religious groups, and social categories; and their roles and responsibilities are clearly defined. Hence, they could respond to most, if not all, questions regarding 'community participation' to 'improve learning

outcomes' for their children in Adjumani District, Uganda. Also, they are the primary beneficiaries of the project.

3.3.2 Sample and Sampling Technique. The purposive sampling method was used to develop the research sample under discussion. According to this method, which belongs to non-probability sampling techniques, sample members are selected based on their knowledge, relationships, and expertise regarding a research subject (Freedman et al., 2007). Also, Allyn and Bacon, 2012; noted that purposive-study cases (e.g., people, organizations, communities, cultures, events, critical incidences) are selected because they are "information rich" and illuminative. They offer valuable manifestations of the phenomenon of interest; sampling is aimed at insight into the phenomenon, not empirical generalization derived from a sample and applied to a population.

3.4 Data Collection Methods and Tools

This study used an interviewing method, where both the interviewer and the interview questions were the instrumentation used. The interview method is a conversation with a purpose (Njuki, 2011). Data collection involved contacting selected participants for their being education stakeholders.

3.4.1 Phase I Survey. The first phase of data collection involved creating and distributing a survey using e-mail. The survey used a Likert-scale format and had participants involved indicate how well or poorly they felt their Body of Governance/Parents Teachers Association (BOG/PTA) was responding to school/education issues. A final qualitative question also had respondents provide details regarding community education committee members' involvement in their work at the school. Although this report presents data only

for objective one sub-section b (thus 1. b), themes (the level of decision-power or community participation levels) pre-selected by Sherry Arnstein (1969) and Roger Hart (1992:9), it is anticipated that data about the other themes included in the survey will be used for future investigation in this on-going study.

The primary purposes of the survey were to provide an overview of what is currently occurring with schools from the outset of education response in Adjumani District of northwestern Uganda in regards to community participation in various issues while simultaneously identifying a school or schools that might have examples of good practices and helpful information to share during a follow-up interview (Phase II). The survey findings would determine or aid the formulation of the subsequent objectives for the study.

The purposive sampling strategy was employed to select survey participants; they were selected based on their being overseers of matters related to education in their schools, being head teachers/head of the school outset from education response in the district, principal secretary to their respective BOG, and legal representative of the respective schools in their capacities. They were believed to have a better understanding of the phenomenon under study. Hence, they were rich in information required for the study. This list currently includes 4 participants (referred hereafter as 'head teachers'). Of the four individuals sampled, four participants completed the survey; the geographic distribution is presented in the following table (the survey results are presented.

Table 3.1:

Geographic Spread of Survey Participants

Sub-County	School	Position	Participant(s)	Sampling technique
Dzaipi	X	Head teacher	1	Purposive
Dzaipi	W	Head teacher	1	Purposive
Pakele	Y	Head teacher	1	Purposive
Ukusijoni	Z	Head teacher	1	Purposive
Total			4	

Source: Researcher's Sampling Scheme 2020

3.4.2 Phase II Interviews. The second phase of data collection involved contacting selected participants for a follow-up interview to better understand and capture details regarding their experiences with refugee education response programs or activities vis-vis community participation, as well as their examples of good practices and lessons learned. Once more, a purposive sampling strategy was used, and 36 participants were selected to be contacted, including four survey participants based on working experience in refugee education response in the district and elsewhere and an initial analysis of their survey responses. Priority was placed on those who had provided relevant information on the survey's qualitative question or indicated that their school was responding 'Very well' or 'somewhat well' regarding one of the five pre-selected community participation issues. Some respondents who had indicated 'Very poorly' of the five themes were also contacted to explore gaps.

Out of the 36 invited, 26 agreed to be interviewed, which included a total of 4 Headteachers, 4 BOG Chairpersons, 2 PTA Chairpersons, two senior women teachers, two teacher, two students, two parents, 1 Sub-county III Chairperson, 1 District Secretary for social services, 1 District Education

Officer, 1 Senior Education Officer, 1 District Inspector of Schools, 1 UNHCR/OPM Staff, 1 Implementing Partner (WI-U) Staff, and 1 PWD District Local Council V representative. Reasons given for not being interviewed was; language barrier and COVID-19 Lockdown for the case of the students. A prolonged interview was conducted with the head teacher of the school, whose 'conversation' was consolidated and presented as a case study.

Table 3.2:

Geographic Spread of Interview Participants

Sub-county	School (Population)	Sample Size	Sampling technique
Dzaipi Sub-County	W	4	Purposive
Dzaipi Sub-County	X	3	Purposive
Okusijoni Sub-County	Y	7	Purposive
Pakele Sub-County	Z	4	Purposive
	Other education stakeholders		
	District Education Office	3	Purposive
	UNHCR/OPM	1	Purposive
	Windle International Uganda	1	Purposive
	PWD District Local Council 5	1	Purposive
	Pakele Sub-County LCIII Chair	1	Purposive
	DLC Secretary Social Services	1	Purposive
	Total	26	

Source: Researcher's Sampling Scheme 2020

Table 3.3:

Participant's Position, Gender, and Code

Participant's position	Number	Male	Female	Code	
Sub-county LC III- Chairperson	1	1	0	MLC III	
DLC V Secretary Social services	1	0	1		FDLC- SSC
LC III- Adjumani Town Council Chairperson	0	0	0	MLC III- ATC	
Head teacher	4	3	1	MHT	FHT
Senior Women teacher	2	0	2		SWT
Body of Governor (BOG) Chairperson	4	3	1	MBOG	FBOG
Secretary Finance – BOG	0	0	0		FFBOG
Parent-Teachers Association (PTA)- Chairperson	2	2	0	MPTA	
Senior Education Officer (SEE)	1	0	1	SEO	
Class Teacher	2	1	1	MT	FT
Students' Leader	2	1	1	MSTD	FSTD
Parents	2	1	1	MP	FP
District Education Officer	1	1	0	MDEO	
District Inspector of Schools	1	0	1		FDIS
UNHCR/OPM- Refugee desk- staff	1	0	1		FUNH CR
Windle International- Uganda (WIU-IP)	1	1	0	MWIU	
Total	26	14	12		

Source: Research's Sampling Scheme 2020

Note: MLC III = Male Local Council III – Chairperson; MLC III-ATC = Male Local Council III, Adjumani Town Council Chairperson; FDLC-SSC= Female District Local Council - Secretary for Social Services; MHT = Male Head Teacher; FHT = Female Head Teacher; SWT = Senior Woman Teacher; FBOG

= Female Body of Governance Chairperson; FFBOG = Female Body of Governance Chairperson; MPTA = Male Parent-Teachers Association Chairperson; SEO = Senior Education Office; MT = Male Teacher; FT = Female Teacher; MSTD = Male Student; FSTD = Female Student; FP = Female Parent; MP = Male Parent; MDEO = Male District Education Officer; FDIS = Female District Inspector of Schools; FUNHCR = Female United Nations High Commissioner for Refugees Staff; and MWIU = Male Windle International Uganda staff.

As the history of School Y has been compacted into the corresponding 'community participation' case, it has been selected to be presented as a study case. The study's case lessons were learned, and recommendations were not presented as individual cases but incorporated into the follow-up interview results. Interviews, which typically lasted between 40-60 minutes, were conducted distantly via telephone calls, recorded using the open-source audio recording, and transcribed for data analysis.

Interviews followed a semi-structured format with questions about the relevant 'community participation' issue(s): The Inter-Agency Network for Education in Emergencies (INEE) has issued Minimum Standards for education in emergencies, chronic crises and early construction, which include a standard on community participation (INEE, 2004: 15-18). The standard and associated guidance notes and the questionnaire guide were sent to each participant before the interview and used as a guide during the interview process. While some interviews focused entirely on a single community participation issue, two or three community participation issues were sometimes covered in a single interview.

The coding and other qualitative analysis methodologies were used to analyze all transcriptions, and common themes were identified. Interviews were then selected and written as study cases in the field note and displayed for their consistency and comparison by the school and by the school. Selection criteria for an interview's inclusion as a thesis example within a case study were based on the degree to which I felt data from each interview 1) added to the discussion of each specific community participation issue and 2) captured essential good practices and lessons learned.

3.5 Research Instruments

A study report by Enon (2012) defines an instrument as a technique or method of data collection. This study elicited critical information on the three research questions from these instruments.

3.6 Data Collection Procedures

An introductory letter from Kyambogo University to the relevant authorities in the Adjumani district was obtained. The researcher came in touch with all the participants and asked them to participate in the research after explaining the nature and the scope of the study. I kept notes during the interview to help analyze the gathered data. During the interview, respondents were free to express their views even on topics that were not included in the discussed areas which were mentioned and all the conversations flowed smoothly and pleasantly.

3.7 Validity and Reliability Measures

The trustworthiness and validity of qualitative research depend on what the researcher sees and hears. Lincoln and Guba (2013) put forward concerns such as credibility, dependability, conformability, and transferability to ensure that the research methodology was trustworthy. I first discussed with my supervisors, pre-tested the reliability of the research instruments, such as questionnaires and interview guides, and made appropriate adjustments. I had prolonged engagement and personal experience. I had direct contact with and got close to the people, situations, and phenomena under investigation; my personal experiences and insights were essential in bridging knowledge. One area that requires such details is the degree of engagement with the settings (Honarbin-Holliday (2009, 53 underlying added); her study with two Iranian art departments demonstrates rigorous engagement in the sections of her thesis entitled "Deconstructing the Researcher's Methodological Behaviors." I shared data and interpretations with participants in the field to ensure accuracy.

3.8 Data Analysis

According to Moore and McCabe (2005), this type of research is whereby data gathered is categorized into themes and sub-themes to be comparable. The advantage is that it helps reduce data collected and simplify content analysis, which allows the researchers to structure the qualitative data collected to satisfy the accomplishment of research objectives. However, human error is highly involved in content analysis since researcher's risk misinterpreting the data gathered, thereby generating false and unreliable conclusions (Krippendorff & Bock, 2008).

A table was constructed to facilitate the respondent's views and to be able to determine the indicators of community participation standards. The indicators were categorized and coded to show the relationships with the responses of the respondents' responses or answers to the questions (memos). This assisted in profiling the study and gave context to the improved learning outcomes for refugee children and host communities. The data were displayed in codes and memos to ensure only the relevant data was considered.

Further, in the analysis, these indicators (memos) were displayed without the transcripts to group like-phenomenon. They began to advance the analysis conceptually to the level where community participation as a theme was solidified. Further, I used a spreadsheet to help sort the indicators and advanced with the analysis using INEE Minimum Standards Tools discussed in the previous literature review chapter two. The visual displays, such as spreadsheets, assisted in sorting the concepts of community participation standards as connections were made, as recommended by (Fielding & Lee 1998: and Strauss & Corbin, 1998).

Inductive techniques are intended to discover the same indicators according to the standards; the reasoning behind not creating a database before analysis was to eliminate as much researcher bias as possible. Glaser and Strauss (2014) advised that some bias and preconceptions might have infiltrated the process, so taking precautions was logical. As the data displays were constantly being refined, the researcher advanced to begin concluding. These conclusions were verified by looking back at earlier stages of the data analysis, including the transcripts, and confirming the significance of the suppositions. During each stage, mainly as data had been grouped into the

same indicators, I checked for consistency by taking random pages of the notebooks and re-grouping them. In addition, I always displayed the central and guiding questions in chapter one to keep the focus of the study and prevent the analysis from straying.

3.9 Ethical Considerations

The current study was subject to specific ethical issues. Confidentiality was assured to all participants in the consent letter. The letter aimed to reassure participants that their participation in the research was voluntary and that they were free to withdraw from it at any point and for any reason. All transcripts and notes were kept confidentially at the researcher's house. The names of respondents were disguised (see Table 3.3). Participants were fully informed regarding the study's objectives and reassured that their answers were treated as confidential and used only for academic purposes and only for the particular research. More so, head teachers sought verbal permission to allow their selected students and teachers to participate. Consent letters were obtained from all participants by appending signatures. Each participant received a letter in English translated into the Madi language outlining the research, a consent form for their records, and the consent form that the researcher would keep. Except for the above, participants were not harmed or abused, both physically and psychologically, during the conduction of the research. In contrast, the researcher attempted to create and maintain a climate of comfort.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This section presents the results of the individual interviews and surveys conducted with the education stakeholders. The analysis and interpretation of the data were carried out in two phases. The first part is the survey findings based on the questionnaire results and the quantitative data analysis. The second, based on the interview results, is based on the qualitative interpretation.

4.1 Phase 1: Quantitative Interpretation of the Results

4.1.1 Overall Research Question. How could improved learning outcomes for refugee and host community children be achieved through community participation in the Adjumani district, Uganda?

4.1.2 Specific Survey Questionnaire. What is the current state of community involvement in your school?

4.1.3 Survey Finding. All four survey participants were asked about community involvement in their schools. They were presented with Hart's (1992) tool to assess community involvement in schooling and guidance note of the INEE Minimum Standards: Community participation and indicators. This helped them to read, understand, and contextualize the participation issues in their respective schools – including the main community participation questions explored in the study. For participation level, participants could reply with one of the following options: "Excellent," "Very good," "Good," "Fairly

Good," "Fair," "Poor," or "Not Applicable." The responses of the survey participants in the report are presented in Table 4.1.

Table 4.1:

Community Participation Level in School

Level	Description	School W	School X	School Y	School Z	Frequency	Percentage
Level 1	Not Applicable	0	0	0	0	0	0%
Level 2	Very Poor	0	0	0	1	1	25%
Level 3	Poor	0	1	1		2	50%
Level 4	Fair	1	0	1	0	1	25%
Level 5	Fairly Good	0	0	0	0	0	0%
Level 6	Good	0	0	0	0	0	0%
Level 7	Very Good	0	0	0	0	0	0%
Level 8	Excellent	0	0	0	0	0	0%
Total	Total	1	1	1	1	4	100%

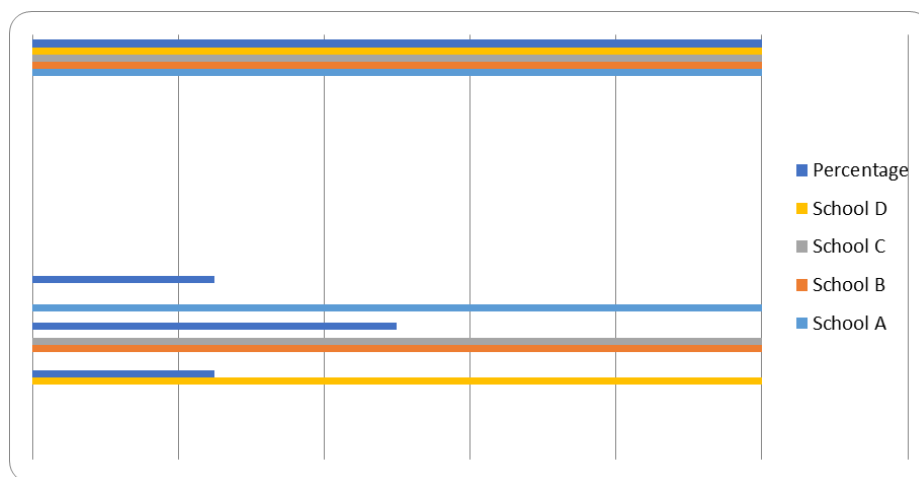
Source: Field Research (April, 2020)

Note: Level 1 = Manipulation: communities are manipulated; Level 2 = Decoration: Communities are used as needed; Level 3 = Tokenism: Communities are used in a superficial or merely symbolic way to give the appearance of actual participation; Level 4 = Communities are assigned but informed; Level 5 = Communities are consulted and informed; Level 6 = Communities participate in project implementation; Level 7 = Communities initiate and direct decisions; and Level 8 = Communities initiate, plan, direct and implement decisions.

Head Teachers' Responses for Community Participation Survey

Figure 4.1:

Head Teachers' Responses for Community Participation Survey



While considering 'Excellent,' 'Very good,' 'Good,' and 'Fairly good' responses, participants answered 'No' (0%), indicating community participation had yet to reach the level of consultation. This means that communities needed to be consulted, external agencies designed the projects, decisions were initiated externally, and they were only informed about it. This finding may indicate that CEC participation needed to be improved in providing quality and lasting education programs; there was a missed opportunity. Thus, highlighting a current participation gap.

The next issue worth noting was the lowest response rate (0%) of participants who indicated "Not Applicable" that 'communities were not manipulated. This finding indicated that all the schools had established CECs and were working despite some challenges (thus highlighting strength). This suggests that communities need to be supported by education authorities, agencies, and NGOs to improve their participation level in education response.

Interestingly, many participants indicated a "Fair" response (25%). The finding may suggest that communities are given complete, accurate information about their actions and understand why their participation is needed. They knew who had made the decisions concerning their involvement and why. They were expected to have a meaningful role to play in the entire development process of the projects.

Half (50%) of participants ticked "Poor," which can be stated as; "Token participation," meaning that communities appear to have been given a voice but, in reality, have little or no choice about the subject matter; they have little or no opportunity to formulate their own opinions (thus highlighting current participation gap). This challenge will be explored in further inquiry within interviews in the second phase. Nevertheless, another few participants (25%) indicated a "Feeble" response. The finding showed that the communities were not involved with the root of the problem; their participation was incidental, and external providers used community members to support their cause in a relatively indirect manner' (thus highlighting the significant participation gap).

Based on the general findings, the community participation level could be improved. Still, a low participation level may be associated with inadequate community involvement in the prioritizing and planning education activities, which goes along with empowerment for managing the education system (thus highlighting the current overall participation gap). While the survey does help to provide a general overview of what is currently happening within the selected secondary schools from the outset of education response across Adjumani District, this quantitative result needs to offer more data for

generalizability to understand how schools are specifically responding in these areas. An in-depth inquiry will be conducted in the next phase, and individual interviews may explore the topic more clearly.

A case of W Senior Secondary School, Adjumani District, Uganda

The school called W in this study is a Secondary School, a community school initiated in 2016 by refugee and host communities, located 32 kilometers West of Adjumani Town, the district's largest town. This initiative came after both communities took their initial assessment to identify education needs. Secondary school education was immediately needed to provide continuity for mass primary school leavers and the high number of refugee students who have fallen out of school due to the recent 8th July 2016-17 crises/or war in South Sudan, at low or minimum cost on parents.

With the influx of South Sudanese refugees in the area in 2016, the refugee and host communities held a meeting on 02/08/2016. They came up with the idea of establishing W secondary school to fill the gap outside the education response agenda by then. One host community member offered 10 acres of land for the school as a personal contribution, others educational materials such as books, chalk, and writing materials, others volunteered local labor, and others volunteered as teachers. Then, 180 students were registered for seniors one and two. Classrooms were organized under trees.

In 2017, the Parents-Teacher Association (PTA) was formed to provide administrative, managerial, and financial support to the school. With this, 12 PTA executive members were selected to participate in general joint community meetings of refugees and host communities. PTA executives

assumed the overall roles and responsibilities, and the District Education office provided training on their duties to the members to manage education activities. The executive members are 12: four females, two refugees, two host community members, eight males, four refugees, and four host community members. A School Bank account was opened; the PTA chairperson is female from the host community, the vice is male from the refugee community, and the finance secretary is female from the refugee community. Hence, the District Education Officer issued “A Letter of No Objection” for the school's operation. At this time, the total enrollment rose to 328 students from senior one to three.

The PTA began building this basic school as the number of refugees increased, frequently with assistance from the host and refugee communities as well as outside groups like NGOs and the UNHCR. In order to build temporary or semi-permanent classroom structures out of grass, poles, mud, bamboo, carpets, and other materials, community members cleared land, collected building supplies, and provided free labor. Among these were parent volunteers who helped to clean the school grounds and upgrade playground equipment so that kids may engage in recreational activities. For their lessons, volunteer teachers attempt to "beg, borrow, or steal" stationery and introductory textbooks. Simultaneously, the PTA may solicit community donations to purchase necessary supplies and provide instructors with little incentives. Communities subsequently found low-cost, local solutions as a result.

In November 2017, Windle International Uganda (WIU) showed concern and led an initial joint assessment team that included UNHCR, DRC, and other community members in the school. An idea of aid support for the school emerged. DRC provided sanitation facilities and 180 school desks by

WIU. Additionally, 12 volunteer teachers were selected by WIU and paid salaries.

December 2018 Refugee and Host Population Empowerment (ReHoPE) project constructed two classroom blocks with three classrooms each and rooms for offices inclusive. JRS assumed secondary education responsibility from WIU with support from UNHCR's funding and added two teachers to their payroll, a total of 14 teachers. In contrast, the remaining volunteer teachers remained responsible for BOG/PTA. The general enrollment was 416 students; thus, seniors were one to four. School BOG was formed with the same structure as PTA using the Ministry of Education and Sports Statutory Regulations.

In the same year, on 18th December, The Government, through the Ministry of Education and Sports, published on paper that W Secondary School was selected as a "Seeds School" and pledged 1.6 billion to support the construction of infrastructure such as laboratories, classrooms, library, dormitories, etc. construction activities were going on at the time of this case report.

In April 2020, the total student enrolment was 822 refugee and host communities' children receiving improved learning in the school. "A" Level – S.5 has started with ten students. Community contributions have been recognized widely by donors, local district authorities, agencies, the government, and communities with words of "Thank You" for their motivation, commitments, and positive attitudes towards the education of their children whose education has been affected by the emergencies.

UNHCR's Support for LD students is provided for refugee and host communities' children who meet the criteria designed by the Education Partner at a percentage of 70% and 30%, respectively, without discrimination based on ethnicity, gender, vulnerability, and age. This is done openly through adverts on notice boards, in the schools, public places, district and sub-county notice boards, and in the settlement camps and host community central places like markets, churches, etc.

Capacity-building opportunities exist for community education committee members through training. For example, a hired education consultant provided training on the roles and responsibilities of members by the district education office, school governance and management, and school financial management. This enhances the effective management of education activities and provides sustainability for their education programs.

Community education committee members give accountability for education activities to the communities and their budgets in general annual meetings. Good and mutual relations exist among refugee and host communities to date. However, some challenges exist, such as communication barriers among the community members in school meetings, value attachment to education, project designs from the outset of community engagement, and implementation challenges to communities to follow up. Therefore, there is a need for harmonizing community interests with aid partners, advocacy for effective community involvement in education response through various means is essential, disaster risk reduction and conflict mitigation measures are required to build strong cohesion between the refugee and host communities for sustainability of education programs.

However, suggestions were that although capacity-building has started, there are further needs to build the Ministry of Education and Sports capability, sustainably pay teachers, build infrastructure, and expand the school's Ministry of Education Quality Assurance programs. Additionally, there is a need for community involvement in planning and staffing programs for which they are recipients. Analysis, lessons learned, and recommendations for the case study are included in the analysis of interviews (phase two).

4.2 Phase Two: Qualitative Interpretation of Results

This methodology is used to get information about how people think, feel, and act and what they know. This section of the research was conducted through individual, extended, and informal interviews in the form of conversation with a purpose (Njuki. 2013). The investigation aimed to answer the overall research question of how learning outcomes for refugee and host community children could be improved through community participation in the Adjumani district, Uganda. The purpose of the study was formulated based on the previous summary of the survey findings that revealed inadequate community involvement in prioritizing and planning education activities.

4.2.1 The Specific Research Questions Discussed During Interviews.

- 1) 'What is the current state of community participation in learning processes/environment?'
- 2) 'How is the involvement of the communities in the development and management of school/learning system and environment?'
- 3) 'What is the capacity of communities to assume an increased role in managing learning processes and environments?'

4.2.2 What is the Current State of Community Participation in Education?

This section discusses community representation in education response programs, community education committees, and the roles and responsibilities of CECs

a) Community Representation in Education Programs.

The finding revealed that all the community segments were represented on the committees.

INEE recommended that community education committee members or representatives be selected from local agencies, civil society associations, community organizations, youth and women's groups, parents and parent-teacher associations, and teachers and students (where applicable). The term "community education committee" describes a group that was formed with representatives to determine and meet the educational expectations of a community. Parents' and guardians' engagement in creating and overseeing the learning environment strengthens ties between the family, community, and school in times of crisis. Family, community, and school linking structures should be created by means of consultation and participation. This includes creating parent-teacher groups, community education committees, and other initiatives, as well as taking unique steps to address regional issues and conditions (such as child-headed families).

A community-based approach will help create structures (if not already in place), strengthen existing structures that respect local culture and educational traditions, and draw on local coping mechanisms.

b) Community Education Committees, and Roles and Responsibilities?

According to the responses, all the schools have established community education committees at the early response stage. One respondent noted, 'BOG was established in 2018 according to the MoES Act.2007 and statutory regulations after confirming the PTA in 2017. The formation of the community education committees followed the guidelines provided by the district education office, where each group selected members through a participatory process and was statutorily registered to act as a legal community organization. I asked if their roles and responsibilities were clearly defined to them.

And do all segment groups include vulnerable groups in the broad community education committees? The response was unanimously "yes" (thus strengthening the community participation gap). A community education committee ensures community participation in designing and planning education response, and it should be at an early stage of response. This suggests that communities are willing to contribute their time, ideas, and knowledge in the decision-making process to improve education activities by identifying and addressing education needs. These ties to the more prominent theme, the 'INEE community participation key indicator' state community members actively prioritize and plan education activities.

Were the roles and responsibilities of community members clearly explained and defined? Unanimously, the participants' responses were "yes."It was also noted that the primary purpose of the community education committee was fundraising and a 'community mobilization tool' according to the findings from the responses (thus strength to community participation). The findings revealed that the roles and responsibilities of community members were clearly defined, and the district education office also trained them to

execute their duties accordingly (thus strengthening participation). This suggests community education committee members can meet regularly to discuss issues of concern and to make decisions; they can provide appropriate approaches, such as education programs that reflect the community context and involve community members, be able to communicate with the education programs and national and local authorities to promote good relationships between education programs and community members and be able to keep minutes of decisions, contributions, financial record, and in-kind contributions, etc.

However, most of the respondents noted challenges with multilingual languages. One of the members said, 'We have a language problem... one meeting is three meetings'. The research found three to four different languages used in meetings, such as local Arabic, English, Ma'di (the indigenous language), or Dinka (the dominant tribe in the camp). Another challenge noted is the low level of educational background. According to many responses, 'understanding among members because of low level of education is common, where one issue takes long to resolve or is left unresolved. 'Last, also noted by respondents, is the dominance of decision-making power by the foundation body members. Most school administration members noted the 'rigidity of foundation members of the school in decision-making.' This suggests that language barriers, low education levels, and dominance of decision-making power among community education committee members may influence maturity levels and informed decisions by community members (thus, the community participation gap). This will be discussed in the next chapter.

In conclusion, the finding shows that community education committees were established across the school from the outset of education response in the district. Their formation followed statutory regulations and participatory and consultative methodology. This also aligns with the INEE recommendation that the community education committee be statutorily recognized and legally registered as an official institution/organization, and committee members should be democratically elected. Community education committees with similar functions and responsibilities already exist but should be adapted to avoid setting up parallel institutions (INEE, 2004). Nevertheless, low community participation levels may also be associated with multilingual languages, low educational background, and dominance in decision-making power among the community members in effectively prioritizing and planning education activities.

C) Community Involvement in the Development And Management Of School/Learning Systems and Environment?

This section presents data, analysis, and interpretation of the findings: the findings follow the pattern of the literature review and are measured by INEE Community participation standard vital indicators. One of the critical indicators of the 'INEE community participation standard' states the emergency-affected community, through its chosen representatives, is involved in prioritizing and planning education activities to ensure effective delivery of the education programs.

4) Community Involvement in Designing Education Response

The finding revealed that community members were partially involved in designing and planning external projects. According to the responses, 'we are

not involved in the design,' 'we welcome them in 'silver plate,' 'without asking many questions,' and 'we fear asking questions for losing the projects,' you will 'be blamed if the project is not implemented (thus much participation gap). This finding ties in with the survey findings that indicated that communities are not involved with the root of the problem; external providers use the communities to portray an image of involvement, but in reality, they are not actively involved in prioritizing and planning education activities. This contrasts the major theme of the 'INEE Community participation standard' key indicator, which states that 'the emergency-affected community members, through its chosen representatives, is involved in prioritizing and planning education activities to ensure effective delivery of the education programs.'

5) Community Participation and Education Response Strategy

According to the responses, a team comprising UN agencies, NOGs, District education authorities, broad community education committee members, and other education stakeholders conducted a joint assessment in the schools to investigate education gaps. However, when asked if they had discussed and shared the assessment results, most of the respondents stated they had yet to discuss the results with the team. This suggests that many communities are involved in the education assessment. Still, they are partially involved in prioritizing the needs that reflect their local context (thus the participation gap). This suggests that a lack of sharing assessment results among the stakeholders, including community education committee members, may lower the community participation level in prioritizing and planning education activities that reflect community needs, values, and concerns. This calls for further discussion in Chapter 5.

6) Community Monitoring and Education Response Activities

In the subsequent year, the findings revealed that a joint assessment team of UN agencies, NGOs, the District education office, and broad community committee members surveyed the communities. They asked if the team had discussed survey findings and shared them with the community through feedback. Most responses were 'no' (thus weakness to participation). Another explanation, however, is that communities are involved, but in reality, they are partially involved in prioritizing the needs that reflect their local context. This will be discussed in the next chapter.

According to the responses, some projects emerged after the school survey. This is a suitable intervention response to the survey findings. Asked if community members had been involved in monitoring the project's activities, the responses obtained were 'We are not involved,' 'We were only informed,' 'They formed project committees', 'we were informed on the last day of commissioning the projects' (thus widens community participation gap). This suggests that, with the presence of apex NGOs, people need to pay more attention to the roles of the community in monitoring education response. This will be discussed in the next chapter.

According to one of the school members, 'when a project is initiated from 'outside' BOG/PTA members 'come out to welcome the organization and the project,' they 'follow what they are told to do' and 'comply with it' even if there is a chance of asking questions. This suggests that community members are prone to follow a "blind route" and implement a project that may not be of priority to education needs that reflect community context. Such education projects face challenges of sustainability and accountability. It is the job of

local education authorities, school members, supporting agencies, education program stakeholders, and community education committee members to ensure that affected community members are involved in prioritizing and planning education activities that reflect their needs and context.

7) Community Participation and Local Education Action Plan

Participants were asked if they had discussed the school education action plan. Most respondents answered 'yes' (thus strength to participation). However, most community representatives said 'no' when probing more about whether they had discussed the education action plan with actors or stakeholders, including supporting agencies, education program stakeholders, or implementing partners (thus a serious participation gap). This suggests that CEC members need to understand the purpose of the creation/establishment of a local education action plan.

Hence, this could be because CECs still need actual community education action plans across the schools from the outset of the education response plan. Another possible explanation is that community members must be trained in developing community-based education action plans (local education action plans). A plan that provides a framework for improving the quality of formal and or non-formal education services and programs is a core community participation in education response. This calls for further discussion in the next chapter about the literature review.

(E) Community Participation and Teachers' Conditions of Work

The finding revealed the compensation level for teachers is different. This difference in compensation level may be associated with other teacher recruitment and selection bodies. According to responses, the NGO responsible

for implementing education in the school selects recruits and pays salaries for her teachers, while BOG recruits and pays her teachers. The level of remuneration is far different; UNHCR, through NGO, pays very high salaries compared to BOG-paid teachers. This suggests that community members are not involved in the selection and recruitment body to determine a standard level of compensation (thus, the participation gap). Another explanation is that there needs to be more effective coordination between UNHCR, NGOs, education authorities, and community education committees to determine expected compensation levels. This will be discussed in the next chapter.

(F) Community Participation and Coordination

The finding revealed that there needed to be a coordination unit responsible for education response at the district education office. The most crucial information noted from district authorities is that one district education official was tasked with coordinating education response in the district (thus the participation gap). Another explanation, however, is that the additional responsibilities of response workload on the staff may challenge effectiveness in linking community education committees with the central level authorities, who link with funding agencies/donors. This reduces participation levels in coordinating local education action plans that reflect community priority needs, concerns, and values.

In addition to the responses, coordinating education response at the district was delegated to implementing partners working in the refugee settlement, undermining the district education office's authority in providing education services at the locality. This coordination mechanism needed more links between local education and central authorities (thus the participation

gap). Another explanation, however, could be that foreign agencies/NGOs are imposing their interests and not focusing on harmonizing national and local education plans, undermining the district education office's sovereignty and impacting the community negatively. In summary, community involvement in planning and implementing education response is insignificant and associated with limited coordination between district and national-level authorities. Therefore, inadequate community participation may create a gap in harmonizing national and local education action plans. This will be discussed in the next chapter.

(G) Children's Participation in Education

To what extent is children's participation in education activities? According to the responses, children are represented in the broad community education committees through 'old boys' and 'old boys' (thus strengthening the child's participation in education). This suggests the importance of linking parents, children/youths, community, and school together in designing and planning education activities that reflect the needs and rights of learners. In the case study, parents, youth, and teachers joined together and cleared the school compound and playground for recreational activities where they can meet, share, discuss, and enjoy others' company; their efforts suggest a powerful means of support parents and their children can provide. Similarly, these students are involved in developing strategies that are helping them cope and adjust to various challenges such as drop-outs, other abuses, etc. In summary, lacking community participation was associated with inadequate community involvement in prioritizing and planning education response activities. This will be discussed in the next chapter of the previous literature review.

(h) Community Participation and Child Protection and Well-Being

As the literature discusses, learning environments are secure and promote learners' protection and mental and emotional well-being. According to the responses, community members were involved in decisions concerning the location of the schools and learning environments; the schools are near the population they serve, and most parents said, 'We decided to open this because our children cannot access schools' 'this location is within the community it serves.' Another important piece of data is from a school member saying, 'We chose this place because it is accessible to all the children in these communities and it is safe and near for everybody, including the disabled children.' In addition, one of the school administration staff said, 'the community through the school provides lunch for every student' and 'as well supper and breakfast for boarding students.' This suggests community members were involved in promoting the protection and well-being of their children's learning in the school (thus strengthening community participation). '

(i) Community Participation and Evaluation of Education Response

The finding revealed that community members conduct social audits of education activities at the end of the year in general meetings with parents, the community, and other stakeholders. The purpose of the meeting was to report on achievements and challenges and discuss the budget. However, according to the responses, they are only limited to information about external project providers, indicating the community participation gap. According to the findings, monitoring and evaluation forms were constantly at the school but needed to be explained. One school member said they often completed monitoring and evaluation forms but received no required feedback. Another

response was that the communities needed to understand the monitoring and evaluation form, meaning community members were aware of their informed consent about their purported involvement in monitoring and evaluating education responses by other important education stakeholders, agencies, and authorities.

(i) Community Capacity to Assume Increased Role in the Management of School Learning Systems and Environment

This section presents data, analyses, and interpretations on the possibility of training and capacity development for community members to assume a more permanent role in the provision and management of education (like the functions of planning, providing, maintaining, financing, staffing, instructing, supervising, monitoring, and evaluating).

(a) Building Community Capacity through Social Audits (Community-Based Evaluation).

The accountability of education activities to the community ensures trust and sustainability. According to responses, the broad community education committees conduct general meetings with parents, community members, school members, and other important stakeholders at the end of every year to report achievements and challenges and discuss the budget. However, when asked if they receive reports from implementing partners, most answered "No," thus indicating a capacity gap. This suggests that the stakeholders of education programs are not accountable to the community, and the evaluation report needs to be done partially. Nevertheless, another finding revealed that monitoring and evaluation forms were constantly used at the school, but this needs to be explained.

(b) Community Monitoring and Education Response Activities

Findings showed that community monitoring could have been more effective and that adequate community monitoring would be associated with the domination of apex NGOs in the planning and implementing education activities. When asked if community members had been involved in monitoring the external projects' activities, the responses obtained were 'We are not involved,' 'We were only informed,' 'Others formed project committees,' 'we were merely informed on the last day of commissioning the projects' (thus capacity gap). However, the explanation could be the community members (CECs) still need to be provided with the necessary tools and resources to assume monitoring and evaluation responsibilities. For example, monitoring and evaluation frameworks and materials. Such tools vary depending on the management functions CECs undertake but range from building maintenance schedules to teacher supervision to monitoring student (and teacher) attendance.

In the subsequent year, the findings revealed that a joint assessment team of UN agencies, NGOs, the District education office, and broad community committee members surveyed the communities. They asked if the team had discussed survey findings and shared them with the community through feedback. Most responses were "No," thus exposing the capacity need gap. 'According to the responses, some projects emerged after the survey had been done in the schools. Asked if community members had been involved in monitoring the project's activities, the responses obtained were: 'We are not involved,' 'We were only informed,' 'They formed their project committees', 'we

were merely informed only on the last day of commissioning the projects' (thus widens community participation gap).

(c) Community Participation and Capacity Building:

Findings revealed that community members contributed locally available building materials (such as poles, grass, tying rods, water, mud bricks, etc.) for setting up temporary classrooms, offices, and toilet facilities for a school. According to responses, 'some members volunteered as teachers', and 'teachers begged chinks, textbooks, etc.' from other schools. This is tied to the major theme of the 'INEE Community participation standard indicator' that states communities, education personnel, and learners identify resources in the community. INEE recommends that resource mobilization be linked to improving the quality of the learning environment. This may include the physical environment (e.g., material and labor contributions to school construction, maintenance, and repairs) and the mental and emotional environment (e.g., psychosocial support for students and teachers/facilitators or addressing protection issues). The records are kept to promote transparency and accountability. This provides protection and well-being of learners.

One of the 'INEE Community Participation Standard Indicators States Community resources are mobilized to strengthen access to education, protection, and quality education programs. From the findings, the district education office provided community education committee members with training in roles and responsibilities in managing the learning environment. This knowledge and skills acquired through training would build the community's capacity to mobilize and manage community education resources and enhance accountability over the longer term. A school member said,

'Students clean compound, maintain the playground, clean classrooms, toilet facilities, etc. daily following a roster and school timetable while at school

A female member said to support girls' participation in schools, 'We have senior women teachers who provide psychosocial support and training for girls.' This improves girls' involvement in school activities (e.g., cleaning the offices, serving on events such as school celebrations, etc.). In doing this, the community members were to find a solution or strategy to help them cope with their problem of promoting access and security and building sustainability.

(d) Community Participation and Education Response Strategy

According to the responses, in a joint community initial assessment, community members identified secondary school education as a priority need, which had to be added to the outset of the education response agenda by then. They volunteered to set schooling under trees and borrowed instructional materials such as textbooks, pieces of chalk, etc. As the situation normalized, they formed a parent-teacher association (PTA) as a fundraising and mobilization tool and managed the school learning system. PTA successfully mobilized parents, the community, and local community leaders and set up temporary classrooms, inclusive office rooms, toilet facilities, etc., at minimum cost (thus is active community involvement in assessing education needs).

This explains, however, the burning desire to re-establish normalcy may also make communities more willing than usual to assist in education (though in-kind). However, in doing this, they have participated in developing and planning educational activities that reflect their needs, concerns, and values. The INEE asserts a vital community contribution is indicative of commitment and likely sustainability of programs. Community participation in the

intervention should reinforce people's sense of dignity and hope in times of crisis. Programs should be designed to build upon local capacity and avoid undermining people's coping strategies.

(e) Community Participation and Coordination Mechanism

The finding revealed that no one needed to be assigned a unit responsible for education response at the district education office. One district education official was tasked with coordinating education response at the district (thus the participation gap). Another explanation, however, is that the additional responsibilities of the response workload on the staff may challenge effectiveness in linking community education committees with the central level authorities, who link with funding agencies/donors. This reduces participation in coordinating education action plans that reflect community priority needs, concerns, and values. In addition to the responses, coordinating education response in the district was delegated to the implementing partner (NGO) working in the refugee settlement, undermining the district education office's authority in providing education services at the locality.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Discussion

5.1.1 Community involvement in education response. The finding showed that community education committees were all established across the schools from the outset of education response in the district. Their formation followed the statutory regulations and participatory, democratic, and consultative methodology to strengthen local community participation in the development process. This complied with the INEE recommendations that the Community Education Committee be statutorily recognized and legally registered as an official institution/organization, and committee members should be democratically elected. Community education committees with similar functions and responsibilities already exist but should be adapted to avoid setting up parallel institutions (INEE, 2004). Nonetheless, low participation levels may also be associated with multilingual languages, low education levels, and dominance in decision-making power by some of the foundation body members, which affects the effectiveness of CECs in prioritizing and planning education activities.

Several reactions indicated that most of the respondents reported encountering direct challenges with the use of multilingual languages without interpreters. One of the members said: 'We have a language problem during the meetings.' The research found three to four languages used in the community meetings: Local Arabic, English, and 'Ma'di' (the indigenous language) or 'Dinka' (the dominant South Sudan tribe in the refugee camp). Another challenge reported was the low level of educational background. According to

many responses, the difficulty in intercultural communications among the community members was most likely due to a widespread low level of education, where one issue takes a long time to resolve or is left unresolved'. Lastly, respondents also noted the dominance of decision-making power by the foundation body members. Most school administration members noted the 'rigidity of foundation body members of the schools in decision-making.' This suggested language barriers, low education levels, and dominance of decision-making power among the Community Education Committee Members who influenced information for decision-making by the local community members in the district.

However, the INEE Community Participation Standard Key Indicator states that the community chooses an education committee (school shura). The committee or shura should represent the whole community, including men and women, children and youth, rich and poor, people with disabilities from different tribes and languages, and community leaders (Afghanistan INEE, 2010). Regarding the language barriers, low education level, and differences in decision-making power, the literature recommends capacity-building training for the members, such as literacy and numeracy of the adult education system (alternative education system). This was an option for making community members acquire knowledge and skills to manage learning environments.

5.1.2 Community involvement in the development and management of school/ learning system and environment. This section summarizes the main findings: it discusses community participation in designing education response, education response strategy, monitoring and evaluation, and coordination of education response. The findings follow the discussion pattern of the literature

review and are measured by INEE Community participation standard vital indicators.

a) Community involvement in designing education response

As discussed in the literature review, community participation levels could be improved. Low participation levels are associated with inadequate community involvement in prioritizing and planning education activities. According to a survey I conducted in April 2020, a majority of the respondents surveyed stated "Token" participation, meaning 'communities appear to have been given a voice, but in reality, having little or no choice about the subject matter, they have little opportunity to formulate their own opinion.' Nevertheless, in a school with 'Fair' results, participants indicated that 'communities are not involved with the root cause of the problem; their participation is incidental, external providers use community members to support their cause in a relatively indirect manner.'

During the study interview, some participants were asked if the Community Education Committee had discussed the local education action plan, and most respondents answered "Yes." The participants were asked if the officials had involved all the relevant actors or stakeholders in the discussion of the local education action plan, including supporting agencies, like UNHCR/OPM, education program stakeholders (NGOs), local district education authorities, community education committee members, and other stakeholders like vulnerable groups, most of the respondents said, 'No' to the question. This meant that the community members were not fully involved in prioritizing and planning education activities, or they were involved in planning one specific education activity. According to Al Daameh, the

effectiveness and sustainability of education response for improved quality education provisions rests on the active involvement of Syrian refugees and their hosting Jordan communities in prioritizing and implementing education activities (2013). The relevant literature cited showed that 'token' participation (inadequate community involvement) is a missed opportunity and is ineffective in the provision of quality and lasting education response programs (INEE, 2010)

According to the respondents, when external agencies or NGOs bring projects, people 'welcome without asking many questions for fear of losing it.' They say 'they are supporting us' even if there are chances of discussing the projects. My research concludes community members are prone to follow 'blindly' and engage in educational activities that may not reflect their priorities and plans. This suggests that the community members need help understanding or knowing what constitutes a local or community education action plan. The literature reiterates there are better ways than this; the way is active community involvement in the design and planning of education programs, which leads to proper, effective, and quality education provisions that reflect refugee and host community education priority needs, values, and concerns.

According to the literature, all governmental and non-governmental organizations had to come to an agreement and set up protocols to guarantee community involvement in the creation of educational solutions. From day one, these processes ought to be crucial to the prompt response. They should cover the following topics: power dynamics between subgroups, including language groups; security constraints; safe locations for education provision; methods for incorporating pertinent life-saving educational messages into all facets of

emergency relief; and the use of participatory methodologies to quickly determine the immediate education needs of diverse subgroups (children, youth, and adults). As a result, it is the responsibility of education authorities, agencies, school administrators, stakeholders in education programs, or NGOs in general to guarantee community participation in procedures and activities.

b) Community participation and education response strategy

The community participation finding revealed that the education program stakeholders would not return to the community to discuss and share assessment results, contrary to the agreed-upon expectations. According to the respondents, a team of UN agencies, NGOs, district education authorities, Board Community Education Committee Members, and other education stakeholders conducted a joint assessment in the schools to investigate education gaps. However, when asked if they had discussed and shared the assessment results, most respondents reported that they had yet to discuss any of the results with the team, in contrast with the officially agreed-upon position between both sides. This meant that many communities believed they were partly involved in the education assessment but needed to be fully involved in prioritizing the local content. INEE (2010) suggests that assessment findings should be made available as soon as possible to plan activities.

The literature adds that community participation in data and information collection, analysis, and information management and dissemination may be limited by circumstances during the initial assessment but should be increased during later assessment monitoring and evaluation (INEE, 2010). It is the job of education authorities, UN agencies, NGOs, and other important stakeholders to ensure full community participation in

assessment and findings or reports are shared among actors, including community education committee members, as community education needs form the basis for developing a framework for education response strategy for improved learning outcomes (INEE, 2010).

c) Community participation and monitoring

Community participation and monitoring findings show that community monitoring could be more effective, and inadequate community monitoring is associated with the presence of apex NGOs in planning and implementing education activities. When the participants were asked if they (community members) had been involved in monitoring the project's activities, the respondents said, 'We are not involved,' 'We were only verbally informed,' 'They formed project committees,' 'We were informed on the last day of commissioning the projects.'

This can by no means be regarded as 'being involved' in the monitoring process. "A similar situation is discussed in the literature review (UNESCO, 2016) that in many cases, the presence of apex NGO coordinating bodies in many countries" occasionally prompts their involvement by the government in the planning or dissemination stages of a program. As a result, expanding the community's participation in monitoring has just been a concept on paper and has not yet been implemented (UNESCO, 2016). But the lesson is that in order to do this, the data must be streamlined and given to the community monitoring and evaluation committees in a way that makes sense to them. This will encourage them to take action to address the issues that have been brought about.

Community participation and evaluation of education response

As discussed by the literature (Zeina Bali, 2019), accountability for educational activities to the community ensures trust and sustainability. According to responses, the broad community education committees conduct general meetings with parents, community members, school members, and other important stakeholders at the end of every year to report achievements and challenges and discuss the budget. However, when asked if they receive reports from implementing partners, most answered 'no.' Nevertheless, the literature (INEE, 2010) emphasizes that systematic sharing of knowledge and information among all those involved in response is fundamental to achieving a shared understanding of problems and effective coordination among agencies. Standardized systems and methods of collecting and analyzing data should be promoted. This will enable information to be easily documented, shared, and disseminated. This ties in with the 'INEE Community Participation and Analysis standard evaluation key indicator, which states that education data are analyzed and shared with stakeholders at pre-determined intervals. In doing this, communities hold education program staff accountable, for which priorities and plans should reflect the community context (Afghanistan INEE, 2010ed).

d) Community participation and coordination of education response

The community participation and education coordination findings showed limited links between broad community education committees and national authorities that need to be improved. When asked if an education coordination response unit exists in the district, one district official has been charged with responsibilities additional to the staff's regular job. However, the literature

attributes the limitation to the government delegating the task of coordinating education response to implementing partners working in the settlement, undermining the authority of district education duty in providing education services in the area (Uganda Education Response, 2017). The literature further states it is not the role of agencies or NGOs to coordinate the national education system but to support and build the capacity of government and community education committees (INEE, 2010). The literature recommends that dedicated staff time to coordinate and a clear understanding of roles and responsibilities are required (Uganda ERP, 2018).

5.1.3 The capacity of communities to assume an increased role in the management of learning process systems and environment. This section summarizes the main findings, including discussions on building community capacity through social audits or community-based evaluation, monitoring education response, and coordination mechanisms. Training and capacity development become more critical as conditions stabilize and as CECs assume a more permanent role in the provision and management of education functions of planning, provision, maintenance, finance, staffing, instruction, supervision, monitoring, and evaluation (IIEP, 2013)

(a) We are building community capacity through social audits (community-based evaluation).

The accountability of educational activities to the community ensures trust and sustainability (Save the Children INEE, 2017). The finding revealed that implementing partners have yet to come back to give evaluation results to the school community education committees. According to responses, the broad community education committees would conduct general meetings with

parents, community members, school members, and other important stakeholders at the end of every year to report achievements and challenges and discuss the budget; however, when asked if they had received reports from implementing partners, most answered "No," implying that education program stakeholders were not held accountable to the community. The evaluation report was often partially done.

All the INEE stakeholders, including marginalized groups, community education committees, national and local education officials, teachers, and learners, are included in evaluation activities (2010). It was recommended that evaluations should provide a comprehensive appraisal of human, material, and financial inputs; learner access, retention, inclusion, and protection; teaching-learning processes; recognition and certification of learning; in-service teacher training; impact on individual learners, including opportunities for further studies and employment; and impact in the broader community (INEE, 2010). INEE recommends that for community capacity building, the evaluation budget should include the provision of workshops with stakeholders to introduce evaluation concepts, develop the evaluation framework and processes on a participative basis, and review and interpret findings together.

(b) Community monitoring and education response activities

Findings showed that community monitoring could have been more effective and that adequate community monitoring was associated with the presence of apex NGOs in planning and implementing education activities. When asked if the community members had been involved in monitoring the external projects' activities, the responses obtained were, 'We are not involved,' 'We were only verbally informed,' 'They formed project committees', 'we were merely

informed on the last day of commissioning the projects. Monitoring and evaluation frameworks, materials, or tools would range from building maintenance schedules to teacher supervision to monitoring student (and teacher) attendance (UNESCO IIEP, 2013).

In the subsequent year, the findings revealed that a joint assessment team of UN agencies, NGOs, the district education office, and broad community committee members surveyed the communities. They asked if the team had discussed survey findings and shared them with the community through feedback. A majority of respondents said "No" to participation. According to the responses, some projects emerged after the school survey. Another question was asked if community members had been involved in monitoring the project's activities; the respondents said, 'We were not involved,' 'We were only informed,' 'They formed project committees', 'We were informed on the last day of commissioning the projects' (thus widens community participation gap). This suggests that the presence of apex NGOs triggers community involvement, but, in reality, they do not. UNESCO (2016) community monitoring can be effective only when the target groups are trained in the appreciation and use of data for monitoring and evaluating the performance of a school or a learning institution.

(c) Community participation and coordination mechanism

The finding revealed that community involvement in the planning and implementing education response needed to be more significant. No coordination unit was responsible for education response at the district education office. Only one district education official was tasked with coordinating education response (thus the participation gap). This reduced the

participation level in coordinating actual local education action plans that reflected community priority needs, concerns, and values. In addition to the responses, coordinating education response in the district was delegated to the implementing partner (NGO) working in the refugee settlement, undermining the district education office's authority in providing education services at the locality. This coordination mechanism needed more links between local education and central authorities for effective community participation.

5.2 Conclusion

The low participation was associated with inadequate community involvement in prioritizing and planning education activities. Though legitimate broad community education committees existed across community secondary schools from the outset of emergency education response in the district, they are more cosmetics than reality. The legitimate agreement among all important groups as to the roles, responsibilities, and relationships of the different groups; clarity regarding those roles, responsibilities, and relationships; capacity (and will) to carry out the responsibilities attendant to one's role; and sufficient resources. If the conditions are fulfilled, the community participation level will increase in providing quality and sustainable education services. Hence, improved learning outcomes for social development will be achieved. The tension between nationality-based and vulnerability-based approaches has been observed throughout the implementation of education response. It has dramatically affected coordination linkages between community education committees (CECs) and central-level authorities, as there is limited coordination between local-level and central-level authorities. Coordination of education response is

a top-bottom affair contrary to the Comprehensive Refugee Response Framework (CRRF) plan to manage refugee education response in the region.

Given the current needs, staff, and capacity issues, coordination at the district and settlement level is enormous and requires additional dedicated, qualified staff and resources to fulfill the role successfully at the national and district levels. This will help harmonize or strengthen local education action plans and national education plans to high standards enshrined in INEE Minimum Standards for emergency education response for improved learning outcomes through community participation. Despite increasing levels of the involvement of communities in the provision of education, their active participation in monitoring could be more superficial, and external agencies and implementing partners (NGOs) should use a top-bottom approach, limiting the role of the community in monitoring and evaluation. The lesson is that the data need to be simplified and presented to the community monitoring and evaluation committees in a manner that makes sense to them and thereby may spur them to action to remedy the problem situations brought to their notice. This will improve community participation in analysis from initial assessment, ongoing all through monitoring and evaluation for effective design and planning of education response activities.

5.3 Recommendations

The following recommendations outline methods that should help improve community participation and learning outcomes for refugee and host community children;

1. Effective emergency response rests on active community involvement in designing and planning education programs. However, most interviewees indicated a token participation level, an unsatisfactory level of community participation. The INEE Standards recommend that consultation participation is the minimum target for emergency education and is inclusive to achieve quality and lasting education programs. Community participation refers to processes and activities that allow members of an affected population to be heard, empowering them to be part of decision-making processes and enabling them to take direct action on education issues.
2. A legitimate agreement among all important groups as to the roles, responsibilities, and relationships of the different groups; Clarity regarding those roles, responsibilities, and relationships; Capacity (and will) to carry out the duties to one's role; and sufficient resources. This informs policymakers, education program managers, education authorities, agencies, school administrators, and other stakeholders.
3. The CECs should have the tools and resources to assume monitoring and evaluation responsibilities. The presence of the apex NGO coordination body needs to provide a better platform for designing and planning education responses. According to the findings, assessments, monitoring, and evaluation results are not mostly shared with communities. Sharing results provides a ground for validating findings and develops a framework for effective education response that reflects community priority needs, concerns, and values (INEE, 2010). Community monitoring and evaluation can be effective only when the

target groups are trained in the appreciation and use of data for monitoring and evaluating the performance of a school or a learning institution in the community (UNESCO, 2016). The lesson is that to do this; the data need to be simplified and presented to the community monitoring and evaluation committees in a manner that makes sense to them and thereby may spur them to action to remedy the problem situations brought to their notice.

4. The community and the community education committee should prioritize and plan education activities through a participatory grass-roots planning process that reflects emergency-affected people's needs, concerns, and values, particularly those belonging to vulnerable groups (INEE, 2010). The result of this planning process is a community-based education action plan. This plan provides a framework for improving the quality of formal and non-formal education services and programs.
5. According to the responses, community education committee members had yet to discuss the actual community or local education action plan with the actors or critical stakeholders, including supporting agencies and education program stakeholders. Hence, the local education action plan' may have, including but not limited to developing a shared vision among actors of what the learning environment might become, articulated through activities, indicators, and targets; gaining agreement and shared commitment among actors on priorities for improving specific conditions in the learning environment; and articulating a plan of action with specific tasks and responsibilities that various

stakeholders are to fulfill within given periods, to achieve the targets in the plan.

6. It is imperative to establish local education action plans to define the collaborative roles of all stakeholders, including supporting agencies, community education committees, and education program stakeholders. Action plans should also incorporate a code of conduct to ensure regular community monitoring and assessment and help to establish a culture of involvement to sustain broad community participation (INEE, 2010). The supporting agencies, education program stakeholders, and local or central education authorities are responsible for organizing capacity-building training for school leadership in developing community-based or local education action plans. The knowledge and skills acquired through training will enable them to manage their school programs better.
7. There is an urgent need to improve coordination structures at different levels to foster the effectiveness of CECs. My research needs to show more coordination between local-level and central-level authorities. One district education official is assigned and bolstered by agencies or NGOs to do the work; this has caused ineffectiveness in linking CECs with central authorities. The study identifies the limitation as one implementing partner working in settlement camps is tasked with coordinating education response at the local level, undermining the authority of the district education officer. It is the role and responsibility of district education officers to coordinate education response, and they must provide education provisions, not those of any NGO or agency.

Agencies or NGOs must support district education authorities and CECs in building capacity.

8. The study recommends establishing or strengthening an education response coordination unit at the district education office, including a unit responsible for community involvement and management. However, staff and other resources, including roles and responsibilities, are required for the unit. It will assist in the mainstreaming decentralization and coordination of education response programs. More academic discussion of the community participation gap is needed in education policy.

5.4 Areas of Further Research

The following key research areas, questions, or topics are highly recommended for further research activities:

1. How can INEE and similar programs be improved and adapted to strengthen the capacity of community education committee members associated with problems such as language barriers, low level of education, and dominance of decision-making power by foundation body members?
2. How can volunteer organizations promote community engagement and empowerment in providing quality and sustainable education services during the emergency response phase?
3. How can coordinating refugee education response systems be improved to serve affected communities better during the emergency education response management cycle? How can support agencies and education program

stakeholders organize school leadership capacity-building training to develop school development plans and local education action plans?

4. How can community involvement in management be planned at the origin of education response?

5. How can the refugee education response program be integrated into the local education development plan to become part and parcel of community services at the district level?

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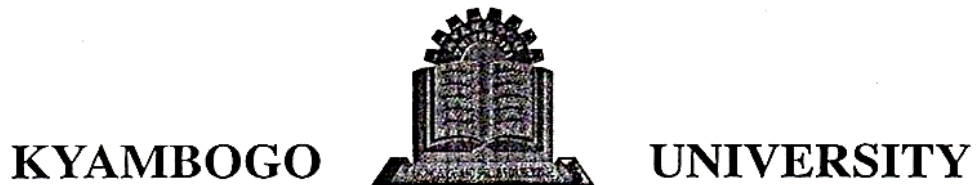
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APPENDICES

APPENDIX I: INTRODUCTORY LETTER



P. O. BOX 1 KYAMBOGO, KAMPALA - UGANDA
Tel: 041 - 285211 Fax: 220464
www. Kyambogo.ac.ug

Department of Educational Planning Management

Date: 03rd September 2014

TO WHOM IT MAY CONCERN

This is to certify that **Mr. Olima Martin Mamawi, Reg. No. 12/U/116/GMED/PE** is a Master student in our department. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic entitled:

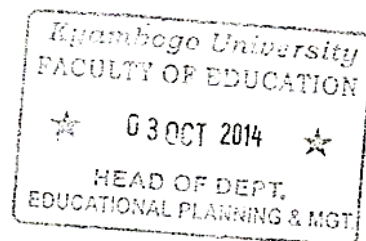
Perception of Host Communities about Management of Refugee Education Institutions : A Case Study of Alere Secondary School in Adjumani District, Uganda.

Any assistance accorded to her is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you

Komba

Leticia Komba Rwakijuma (Mrs.)
HEAD OF DEPARTMENT



APPENDIX II: CONSENT LETTER

Informed Consent for Dissertation Research Project Participation:” Improved learning outcomes for refugee and host community children through community participation in Adjumani District, Uganda.

Dear Sir/ Madam,

I am a graduate student in the School of Education at Kyambogo University, Kampala, Uganda. I would like to invite you for any interview concerning Improved learning outcomes for refugee and host community children through community participation in Adjumani District, Uganda.

My interest of the study was to investigate how improved learning outcomes for refugee and host community children could be achieved through community participation for the period of 1991 to 2023 to help document information that could be used to improve community participation in Refugee Education Response Plans to benefit both refugees and host populations.

Your participation will include being interviewed for 35 minutes to an hour each time. Another interview of the same length may be added if it seems necessary after the first interview.

You may be vulnerable to someone’s determine who you are and what you have said, but I will protect you from this possibility as much as possible by using pseudonym for your names and tittle or capacity. I will give transcript of each of your interviews. You will be able to make changes you want. You have the right to withdraw from the study anytime up to until 31st October, 2024. At that point, I will be in the final stages of writhing process and will not be able to remove quotations from the document.

This study will be shared with my dissertation committee at the University and other appropriate members of Kyambogo university. The dissertation that results from this work will be produced in hard copy and a copy will be kept at the University Library on Campus.

I appreciate your giving time for this study; help me learn more Improved learning outcomes for refugee and host community children through community participation. If you have questions please contact me at Mobile phone: +256 781 630 211, +211 921 486 623 or e-mail: olimamartin@gmail.com. You may contact my supervisors Dr. Okello Benson +256 770 723 944; or e-mail: bensonokello2012@gmail.com , Assoc. Prof. Ejuu Godfrey at +256 773 147 577 or e mail: godfreyjuu@gmail.com

Thank you,

Olima Martin Mamawi

Please sign below if you are willing to participate in the dissertation research project outlined above.

Signature:

.....

APPENDIX III: QUESTIONNAIRE FOR THE HEAD TEACHERS

Dear respondent,

You have been chosen as one of the participants in this research on the topic titled: “Improved Learning Outcomes for Refugee and Host Community Children through Community Participation in Adjumani District, Uganda”. I, therefore, request you to spare some time to fill in this questionnaire. This study is purely for academic purposes. All the information given will be treated with utmost confidentiality. Your response is highly appreciated.

Section A: Background Information

Instruction:

Please tick the most appropriate option that applies to the topic of study about your school.

1. Position of Responsibility at School
.....

2. Age Bracket of the Respondent

Age	Age 25yrs and below	26-30yrs	31-35yrs	36-40yrs	Above 41yr
Tick					

3. Gender Male Female

4. Highest Education Level Attained

Qualification	1. Advanced level	2. Diploma	3. Degree	4. Post Graduate	5. Any other (Please specify)
Tick					

5. How long have you been employed in this school?

Period	1 year and less	1-2 years	3-4 years	5-6 years	Above 6 years
Tick					

6. Teaching subjects

APPENDIX IV: QUESTIONNAIRE FOR THE HEADTEACHERS

Description	Analysis	Response
Manipulation: Communities are Manipulated.	<ul style="list-style-type: none"> • Communities do not understand the issues with which they are confronted. • Communities are not given feedback on actions taken. • Problem analysis is not shared with community members 	
Decoration: Communities are used as needed.	<ul style="list-style-type: none"> • Communities are not involved with the root of the problem; their participation is incidental. • External providers use community members to support their cause in a relatively indirect manner 	
Tokenism: Communities are used in a perfunctory or merely symbolic way to give the appearance of real participation.	<ul style="list-style-type: none"> • Communities appear to have been given a voice, but in reality, have little or no choice about the subject matter. • Communities have little or no opportunity to formulate their own opinions 	
Communities are assigned but informed.	<ul style="list-style-type: none"> • Communities are given complete, accurate information about their actions, and understand why their participation is needed. • They know who made the decisions concerning their involvement and why? • They have a meaningful role to play in the development of a project. • They volunteer for a project after having been given all the necessary information 	
Communities are consulted and informed.	Projects are run and designed by external agencies, but communities understand the process, and their opinions are treated seriously	
Communities participate in Project implementation.	<ul style="list-style-type: none"> • Decisions are initiated externally. • Communities have a high degree of responsibility and 	

	<p>are involved in the production and design aspects of projects.</p> <ul style="list-style-type: none"> • Communities contribute their opinions before final projects are implemented 	
Communities initiate and direct decisions.	<ul style="list-style-type: none"> • External agencies do not interfere or direct community-run projects 	
Communities initiate, plan, direct, and implement decisions.	<ul style="list-style-type: none"> • The community develops decisions and projects. • Actions are implemented by the community 	

Section A: What is the current state of community involvement in your school?

The background Information: Evaluation of community involvement;

For each of the following statements, please indicate (in the box) the most appropriate answer. The following is the scale: For participation level, reply with one of the following options: “Excellent,” “Very good,” “Good,” “Fairly Good,” “Fair” “Poor” or “Not Applicable.” Note: Use Only One Box (Option).

APPENDIX V: INTERVIEW GUIDE

The interview phase of this research will consist of telephone and face-to-face interviews with school members from the outset of the education response plan, district education authorities, UNHCR/OPM-Refugee affairs representatives, NGO Implementing education program in settlement camps, District Local Council V representatives, and Sub-County Local III Council representative, teachers, parents, and students. Because of the variation in the interview subject's backgrounds, the following questions are intended to be open-ended, leading to a more in-depth discussion regarding the topic of community participation and its relationship to improved learning outcomes for refugee and host community children.

Overall Research Question: How can improved learning outcomes for refugee and host community children be achieved through community participation in the Adjumani district, Uganda?

Section A: What is the current state of community participation in learning processes/environment?

Background: Community engagement/involvement in learning processes

This section describes community representation in education programs, education committees, and the roles and responsibilities of CECs.

Community representation in education program

CECs – e.g. parent-teacher associations, school management committees, school community alliances, village education committees, and community child protection committees (INEE, 2003) – as a means of ensuring community participation in education

Have community education groups been established? Who are the members? What was the process by which members were selected? Were the members elected or appointed? Were clear criteria established and communicated? Was the process open and transparent?

Who are the majority of participants in CECs: teachers, parents, and influential leaders? Does this balance

Reflect on the current needs and capacity of the affected community.

Are all groups (e.g. poor, less well educated) represented? If not, how can they be included without discrimination or marginalization by more powerful, affluent, educated members?

Do all participants have equal status and voting rights?

Are women equally represented on the CEC? As women are typically under-represented in these bodies, it is helpful to encourage CECs to move towards gender parity as quickly as possible.

Are the roles and responsibilities of community members clearly explained and defined?

Have the CEC members been trained on their roles and responsibilities? If Yes, by who? If No, why? Are the roles made available to the community?

What is the role or scope of the CECs? Are CECs used primarily as fund-raising and community mobilization tools? If so, how can they be empowered to take more management responsibility?

Are there statutory regulations for the establishment of CECs? What is or should be the frequency of CEC meetings? In the early phase of an emergency, it may be necessary to meet more frequently as needs change rapidly. Who has decision-making authority and how much authority do the CECs have regarding the running of the school or educational organization? What types of decision-making power do (or should) they have?

What capacities do CECs have? In what areas does their capacity need strengthening?

Is there another, more appropriate mechanism or strategy for promoting community participation in this situation?

Section B: To what extent is the involvement of the communities in the development and management of school/learning systems and environment?

Background: The emergency-affected community, through its chosen representatives, is involved in prioritizing and planning education activities to ensure the effective delivery of the education programs.

Community Involvement in Designing Education Response:

Question: Why did the community decide to establish, and support this school? How is the community involved in running the school?

Evidence/purpose of Question: Did the community themselves prioritize education? Who is driving/leading the process of school operation/function?

Question: What has the community contributed to the establishing and running of the school? (Think about your time, materials, energy, conflict resolution, support to teachers, etc.)

Evidence/Purpose of Question: Human support (psycho-social), labor, financial, material, space, time...Local resources are identified, mobilized, and used to implement education programs and other learning activities.

Equal Access: All individuals have quality and relevant education opportunities

Question: Who are the children in your community that do not attend this school? Why are they not going to class?

Evidence/Purpose of Question: Are female/poor/disabled/older/other ethnic students kept out of school? Is there an issue?

Learning environments: are secure, and promote the protection and mental and emotional well-being of learners.

Question: Are parents concerned about the safety and security of their children attending school? If so why? What are the reasons?

Evidence/Purpose of Question: Access routes, safe school buildings, proximity to houses, or teachers' behavior

Facilities: Education facilities are conducive to the physical/well-being of learners

Question: Physical checklist: to assess whether the space is adequate {separate latrine, space, etc.}

Evidence/Purpose of Question: Light, space, ventilation, clean drinking water, and separate latrines for both girls and boys. Are there classroom structures in despair or unsafe?

Teachers and Other Personnel: A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.

Question: How was the teacher selected? Why was that teacher chosen? How were parents involved in making the decision?

Evidence/Purpose of Question: How many potential teachers were available? Who made the final decision? Criteria for selection: time to teach, ability to teach girls, grade six education level, ability to attend workshops, can teach in children's mother tongue, wants to teach. Was there broad-based participation in decision-making? Was there any consensus in the community about choosing the teacher?

Conditions of Work: Teachers and other education personnel have clearly defined conditions of work, follow a code of conduct, and are appropriately compensated.

Question: What is the role of the teacher? Describe how the teacher is compensated. Is this level of compensation sufficient for the teachers' basic needs?

Evidence/Purpose of Question: Plan and deliver lessons, evaluate progress, communicate with parents/SMCs, attend meetings; OBSERVE: the job descriptions/contact/memorandum of understanding for the teacher; who is

responsible for compensating the teacher? What mechanism is in place for payment and recording to compensation? Frequency of compensation?

OBSERVE: Receipts/documents for payment

Support and Supervision: Supervision and support mechanisms are established for teachers and other education personnel and are used regularly

Question: What are the roles and responsibilities of NGO Project staff for the teacher and what are the roles and responsibilities of the Village Education Committee (VEC) for the teacher?

Evidence/Purpose of Question: Distribution of materials, Training of teachers and VEC in-service support to teachers; Ongoing assistance to VEC Coordination/communication with Ministry of Education; Problem-solving for teachers and community; Compensation for teachers; Communication with parents; Encourage enrolments and attendance; Checks attendance of teacher/quality of instruction; and Awareness raising in community

Initial assessment: A timely education assessment of the emergency is holistic and participatory

Question: What are the criteria for selecting a community for intervention?

Evidence/Purpose of Question: OBSERVE IF POSSIBLE; Baseline assessments, Community-Based Education (CBE) Policy, Ministry of Education requests, community demand /requests, and Risk analysis

Resource Strategy: A framework for an education response is developed, including a clear description of the problem and a documented strategy for action

Question: How do you organize and plan your activities? Parents' how are you involved in planning or implementing any school-related activities?

Evidence/Purpose of Question: OBSERVE: Plans, Memorandum of Understanding (MoU), documentation, task lists, and work plans; is there an action plan in each community? Do they use it? Does the staff know about the implementation plan? Do they use it?

Monitoring: All relevant stakeholders regularly monitor the activities of the education response and the evolving education needs of the affected population

Question: Who comes into the classroom or the community to collect information about the school or observe the classes? How often? What do they do while there? What information are they looking for?

Evidence/Purpose of Question: Ministry of Education (MoES) Officials; CARE Staff; VEC members in the classroom, and others

Section C: 'What is the capacity of communities to assume an increased role in the management of learning processes and environments?'

This section seeks the possibility of Training and capacity development for community members to assume a more permanent role in the provision and

management of education (for example functions of planning, provision, maintenance, finance, staffing, instruction, supervision, monitoring, and evaluation).

Evaluation: This is a system and impartial evaluation of the education response to improve practice and enhance accountability

Question: Your school conducts general meetings with all the stakeholders to discuss achievements, challenges, and budget; how is this information used for future planning or improvement of the current capacity of CEC members?

Evidence/Purpose of question: Evaluations should provide a comprehensive appraisal of human, material, and financial inputs; learner access, retention, inclusion, and protection; teaching-learning processes; recognition and certification of learning; in-service teacher training; impact on individual learners, including opportunities for further studies and employment; and impact on the wider community.

The evaluation budget should include provision for workshops with stakeholders to introduce evaluation concepts, develop the evaluation framework and processes on a participative basis, and review and interpret findings together.

Monitoring: All relevant stakeholders regularly monitor the activities of the education response and the evolving education needs of the affected population

Question: have the communities been involved in monitoring education activities? If Yes, how often? If No, Why? Have the community members also been involved in monitoring external projects' activities? If yes, describe their involvement in monitoring. Which monitoring tools are commonly used by the community members? Are they easily understood?

Evidence/Purpose of Question: Ministry of Education (MoES) Officials; UN agencies, NGOs, CEC members, and others.

Community Participation and Capacity Building:

Local resources are identified, mobilized, and used to implement education programs and other learning activities

Question: What has the community contributed to the establishing and running of the school? (Think about your time, materials, energy, conflict resolution, support to teachers, etc.)

Evidence/Purpose of Question: Human support (psycho-social), labor, financial, material, space, time.

Access and Learning Environment:

Equal Access: All individuals have quality and relevant education opportunities

Question: Who are the children in your community that do not attend this school? Why are they not going to class?

Evidence/Purpose of Question: Are female/poor/disabled/older/other ethnic students kept out of school? Is there an issue?

Protection and Well-being: Learning environments are secure, and promote the protection and mental and emotional well-being of learners.

Question: Are parents concerned about the safety and security of their children attending school? If so why? What are the reasons?

Evidence/Purpose of Question: Access routes, safe school buildings, proximity to houses, or teachers' behavior

Facilities: Education facilities are conducive to the physical/well-being of learners

Question: Physical checklist: to assess whether the space is adequate {separate latrine, space, etc.}

Evidence/Purpose of Question: Light, space, ventilation, clean drinking water, and separate latrines for both girls and boys; Are there classroom structures in despair or unsafe?

Teachers and Other Personnel:

Recruitment and selection: A sufficient number of approximately qualified teachers and other education personnel are recruited through a participatory and transparent process based on selection criteria that reflect diversity and equity.

Question: How was the teacher selected? Why were that teacher chosen? How were parents involved in making the decision?

Evidence/Purpose of Question: How many potential teachers were available? Who made the final decision? Criteria for selection: time to teach, ability to teach girls, grade six educations, ability to attend workshops, can teach in children's mother tongue, wants to teach; Was there broad-based participation in decision making? Was there any consensus in the community about choosing the teacher?

Conditions of Work: Teachers and other education personnel have clearly defined conditions of work, follow a code of conduct, and are appropriately compensated.

Question: What is the role of the teacher? Describe how the teacher is compensated; Is this level of compensation sufficient for the teachers' basic needs?

Evidence/Purpose of Question: Plan and deliver lessons, evaluate progress, communicate with parents/SMCs, attend meetings; OBSERVE: the job descriptions/contact/memorandum of understanding for the teacher; who is responsible for compensating the teacher? What mechanism is in place for payment and recording to compensation? Frequency of compensation? OBSERVE: Receipts/documents for payment

Support and Supervision: Supervision and support mechanisms are established for teachers and other education personnel and are used regularly

Question: What are the roles and responsibilities of CARE/Project staff for the teacher and VEC? What are the roles and responsibilities of the VEC for the teacher?

Evidence/Purpose of Question: Distribution of materials, Training of teachers and VEC in-service support to teachers; Ongoing assistance to VEC Coordination/communication with Ministry of Education; Problem-solving for teacher and community; Compensation for teachers; Communication with parents; Encourage enrolment and attendance; Checks attendance of teacher/quality of instruction; and Awareness raising in the community

Initial assessment: A timely education assessment of the emergency is holistic and participatory

Question: What are the criteria for selecting a community for intervention?

Evidence/Purpose of Question: OBSERVE IF POSSIBLE; Baseline assessments; CBE Policy; Ministry of Education requests, community demand /requests; and Risks analysis

Community Participation and Education Response Strategy

Resource Strategy: A framework for an education response is developed, including a clear description of the problem and a documented strategy for action

Question: How do you organize and plan your activities? Parents' how are you involved in planning or implementing any school-related activities?

Evidence/Purpose of Question: Plans, Memorandum of Understanding (MoU), documentation, task lists, Work plans; Is there an action plan in each community? Do they use it? Do CEC members know about the implementation plan? Do they use it?

Community Participation and Coordination Mechanism

Establish (or continue) coordination structures at different levels to foster the effectiveness of CECs

Are all important segments of the community represented on the CECs?

Are the roles and responsibilities of CECs and local school officials clear? Are their roles distinct?

Have linkages between CECs and central authorities been established to assist in the mainstreaming and Decentralization of coordination?

Are there regional, district, and local-level structures in place to coordinate the CECs at different levels?

Is there an existing government unit already dealing with community involvement and management? Where is it located?

Are there coordination structures in place that allow CECs to be supported, either by each other or by a local body?

Are there national CEC structures, e.g. a national parent-teacher association? Are all or most local CECs affiliated with these? What level and kind of support do they receive from the national body?

Are there teachers' unions? What role do they play in the management of learning processes and systems? Source: this tool was developed by the Afghanistan Education Working Group

and shared with INEE Afghanistan, 2017, and UNESCO IIEP, 2016: IIEP. International Institute for Educational Planning: Guidebook for planning education in emergencies and reconstruction.

Thank you for your time

APPENDIX VI: PLAGIARISM TEST RESULTS

**IMPROVED LEARNING
OUTCOMES FOR REFUGEE AND
HOST COMMUNITY CHILDREN
THROUGH COMMUNITY
PARTICIPATION IN ADJUMANI
DISTRICT, UGANDA**

by Martin Olima Mamawi

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