

**FACTORS INFLUENCING EDUCATION PROVISION FOR REFUGEE CHILDREN
IN ZONE III BIDIBIDI REFUGEE SETTLEMENT PRIMARY SCHOOLS -
YUMBE DISTRICT**

BY

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DECLARATION

I, Lekuru Rose, do declare that this report is my own original work and has never been submitted to any university for any award.

Signed:

Date:

APPROVAL

This research report is being submitted for examination with our approval as the University supervisors

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Sign

Date

2nd Supervisor

Dr. Elijah Musenyente

Sign

Date

DEDICATION

I dedicate this work to my family for their moral, spiritual and financial support, especially my beloved husband Canon Anyandru Elly Moses and my children; Emmanuel, Lucas, Esther, and Enock.

I also dedicate this work to my dear father Ezale Simon and my mother Amaguru Lucy, to my brothers and sisters, to my brothers-in-law; Canon Isaac Anguyo and Canon Barnabas Delu who laid a concrete foundation for my education.

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LIST OF ACRONYMS

CRC	Convention of the Rights of the Child
MoES	Ministry of Education and Sports
NGO	Non- Government Organisation
OHCHR	Office of the United Nations High Commissioner for Human Rights
PTA	Parent Teacher Association
TPO	Trans-Psychosocial Organization
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations International Children Education Fund
UPE	Universal Primary Education

ABSTRACT

This study was carried out in Zone III Bidibidi refugee settlement in Kululu sub-county, Yumbe district with the purpose of exploring factors influencing education provision for refugee children. The objectives of the study were to examine; assess how language of instruction influences education provision for refugee children in Zone III Bidibidi refugee settlement, how instructional materials influence education provision for refugee children and investigate how funding influences education provision for refugee children. A case study design was used in which a representative sample of 21 participants across the population of 90 which consisted of teachers, school management committee (SMC) chairpersons, Parents Teachers' Association (PTA) chairpersons, students' representatives (prefects) and NGO focal person for education which were selected purposively. Data was collected using interview guides and analyzed using thematic analysis. The study findings revealed that using English language as a language of instruction was a major factor that influences education provision for refugee children. It also found out that limited instructional materials affected education provision for refugee children in Zone III Bidibidi refugee settlement. These supports however are inadequate especially the instructional materials provision to the refugee children. More so, education provision for refugee children is affected by limited funding in Zone III Bidibidi refugee settlement schools. This greatly affects education provision to refugee children. The study concluded that; English language as a language of instruction, instructional materials and funding were a major factor that influences education provision for refugee children in Zone III Bidibidi refugee settlement. The study recommends that the Government of Uganda and other development partners (NGOs) should ensure that the policy guidelines put in place as a strategy in implementing provision of education provision to refugee children need to be effectively implemented in all schools in the refugee settlement, the Government and other development partners should procure and provide adequate scholastic materials to facilitate teaching and learning in primary schools in the refugee settlement.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.0. Introduction

The purpose of this study was to explore factors influencing provision of education for refugee children in Zone III Bidibidi refugee settlement. This chapter presents the key components which include the background to the study, statement of the problem, objectives of the study, research questions, justification of the study and significance of the study.

1.1. Background to the study

Globally, education is increasingly accepted as an integral part of humanitarian response in times of emergencies. Education helps to restore normalcy and protect the refugee children who are vulnerable. Access to education provide psychosocial care, promote tolerance, unify divided communities and begin the process of reconstruction and peace building. However despite the school being a tool of protection during emergencies, it is not always safe for refugee children. Quite often it is at school these children are abused or exploited. The nature of violence inflicted on children learning environment can be emotional, physical and psychological (UNHCR, 2012).

In most countries worldwide, refugee children largely face difficulties in accessing basic education (IHAD, 2011). It has been clear that many refugee children in Turkey cannot attend schools (UNHCR, 2008). Children and adolescents are often exposed to physical violence, chaos and war in their countries of origin. These children also face trauma and conflicts in transit countries and destinations as they often have to live apart from their families along with racism and discrimination (Pynoos *et al.*, 2001; Roxas, 2010). Lack of clarity and temporary settlement for refugee families make access to education more difficult for refugee children (Vedder & Horezcyk, 2006). Relocations such as refugee dispersal movements within countries or transfers to another country impose forced breaks in children education as

well as many other integration problems faced by these children (Ehnholt and Yule; 2006; Sutner, 2002; Rah *et al.*, 2009).

Africa hosts over 5 million (35%) of the world's total refugee population of 15 million (UNHCR, 2011). The total number of displaced persons in African is over 12.7 million and more than two million returnees, who have not been reintegrated in their country of origin and are still getting international protection and assistance (UNHCR, 2012). There were also an estimated 14.7 million IDPs, and 242,000 people in IDP-like situations, who were being assisted by the UNHCR. In 2010 there were over 3.5 million stateless people in 65 countries of the world, and another 1.3million who could not be placed in any category but were groups of concern because they got protection and humanitarian assistance from the UNHCR.

In Sub-Saharan Africa, the international delivers education services for refugees emerged during the 1980s, when governments were faced at the same time with structural adjustment, liberalization of their public services, and large new influxes of refugees from post-colonial conflicts (Hazans & Trepeznikova, 2016). All African countries have been struggling to ensure improved access for all school age children with a particular focus on refugee children since globally they are the most disadvantaged as far as the acquisition of basic education is concerned. Despite these enormous commitments there are still insurmountable challenges in the access of basic primary education especially for refugee children. As at January 2016, the initial target has been missed by 76 out of 128 countries. Approximately 58 million girls around the world are missing out on education" (Save the Children, 2017). In terms of regions, the Middle East, North Africa, South Asia and West Africa and Central Africa have failed to meet the gender gap parity as agreed at the Dakar conference of 2000. In most African countries, refugee children are faced with multiple challenges, such as discrimination, negative attitudes, overcrowded classrooms inadequate scholastic materials which affect education provision for refugees (Hazans & Trepeznikova, 2016).

As far as the East African regional situation is concerned, there has been significant progress in primary education. In Kenya, the NARC (National Rainbow Coalition) government on ascension to power in December 2002 fulfilled its campaign promise of providing free primary education for refugees and therefore in January 2003, President Kibaki declared free primary education. This was also in line with the EFA, MDG targets and the Children's Act 2002 of Kenya. The introduction of free primary education in Kenya increased enrollment for primary education from 5.2million to 7.2 million in 2004 with gross enrolment rate (GER) of 99 %, comprising of a GER of 102% for refugee girls and 97% for refugee boys (Joint Review Mission, 2004 cited in Alubisia, 2008). The enrolment of refugee children in schools is affected by limited attention given to refugee education, inadequate scholastic materials, foreign curriculum, bullying of these children, insufficient teachers which affects education provision in East African countries.

In Uganda, education is widely recognized as the key to National development. Obtaining quality education is not only a fundamental human right but a tool for recovery in times of emergencies for the refugee children. The Development Assistance for Refugee-Hosting Areas (DAR) policy was adopted to guide refugee settlement in Uganda. While, free education in 1996 soared enrolment from 2,737,334 to 7, 300,000 by 2004, the net enrolment ratio stood at 88.8% for refugee boys and 88.6% for refugee girls. On the other hand, the United Republic of Tanzania experienced massive enrolment increase from 4.4 million to 6.4 million having a net enrolment ratio of 91% by 2003 with a GER of 78%. According to *UNHCR* (2018), access to education was still limited for both refugees and the surrounding host community. The report also indicated that in 2016, out of the 6.1 million school aged refugee children, 3.7million had no access to education. There were certain constraints, such as heavy enrolment, classrooms were overcrowded; teachers were few, there were limited

funding, inadequate scholastic materials, all of which prevented accessing of primary education for all categories of learners including refugee children (Paul, 2014).

In 34 refugee hosting sub-counties in the 12 districts in Uganda, there are more than 520,000 school age children, among whom 66% (around 349,000) including refugee children are enrolled in school (Education Management Information System EMIS, 2016). Although the gross enrolment rate in primary school is relatively high, the access to early childhood development is particularly showing a challenging situation, together with access to schools by refugee children. Due to the heavy enrolment, classrooms are overcrowded; teachers are few, inadequate scholastic materials (Jokel & Anka 2011).

The literature available that reported issues on refugee education mostly did not seem to address the factors influencing the implementation of refugee education. It was on this gap that a study was carried out on factors influencing provision of education for refugee children in Uganda, specifically focusing on Zone III Bidibidi refugee settlement.

This study was based on Penchansky and Thomas's theory of access. According to the theory, to increase quality and access to education by refugees, certain measures must be taken into consideration including, but not, limited to safe and secure infrastructure, access to and equitable distribution of learning materials and trained teachers (Sinclair, 2007). Also, education activities must be established to provide a sense of continuity of learning for children in these settings. The form of education including the curriculum and teaching methods has to be relevant where learners are given knowledge and skills in a learner-friendly environment (Jokel, 2011). Therefore, this theory provided a basic ground to support the study at hand. There was need for this study to establish what could be influencing implementation of education provision for refugee children.

1.2. Statement of the Problem

According to Nicolai and Triplehorn (2003), education to the refugee children is a means for a promising future, whether in their home countries or for integration in their countries of asylum. There have been efforts by the Government of Uganda, UNHCR and other stakeholders to provide access to Education for children by coming up with specific policies on refugee Education such as the Development Assistance for Refugee-Hosting Areas (DAR) policy. Despite all this efforts the refugee children have limited access to Education (Azabo, 2018). The refugee children face challenges in accessing school for instance due to the heavy enrolment; teachers are few, classrooms are overcrowded and there are inadequate scholastic materials. There are no indicators as to what specific measures are being undertaken to avert this state of affairs. It was on this background that this study explored factors influencing education provision for refugee children in Zone III Bidibidi refugee settlement.

1.3. Purpose

The purpose of the study was to explore factors influencing education provision for refugee children in Zone III Bidibidi refugee settlement.

1.4. Specific objectives

The specific objectives of the study were to:

1. assess how language of instruction influences education provision for refugee children in Zone III Bidibidi refugee settlement
2. establish how instructional materials influence education provision for refugee children in Zone III Bidibidi refugee settlement.
3. investigate how funding influences education provision for refugee children in Zone III Bidibidi refugee settlement.

1.5. Research questions

The following were the research questions formulated for the study;

1. What is the influence of language of instruction on education provision for refugee children in Zone III Bidibidi refugee settlement?
2. How do instructional materials influence education provision for refugee children in Zone III Bidibidi refugee settlement?
3. How does funding influence education provision for refugee children in Zone III Bidibidi refugee settlement?

1.6. Significance of the study

The findings of this study may contribute in providing light to the UNHCR and other concerned organizations on the challenges facing the refugees. This information is useful in formulation of strategies, provision of aids, and relocation of the refugees.

The findings of this study may be of great contribution to the Ministry of Education and Sports (MoES) in the efforts to enhancing participation of refugees in education.

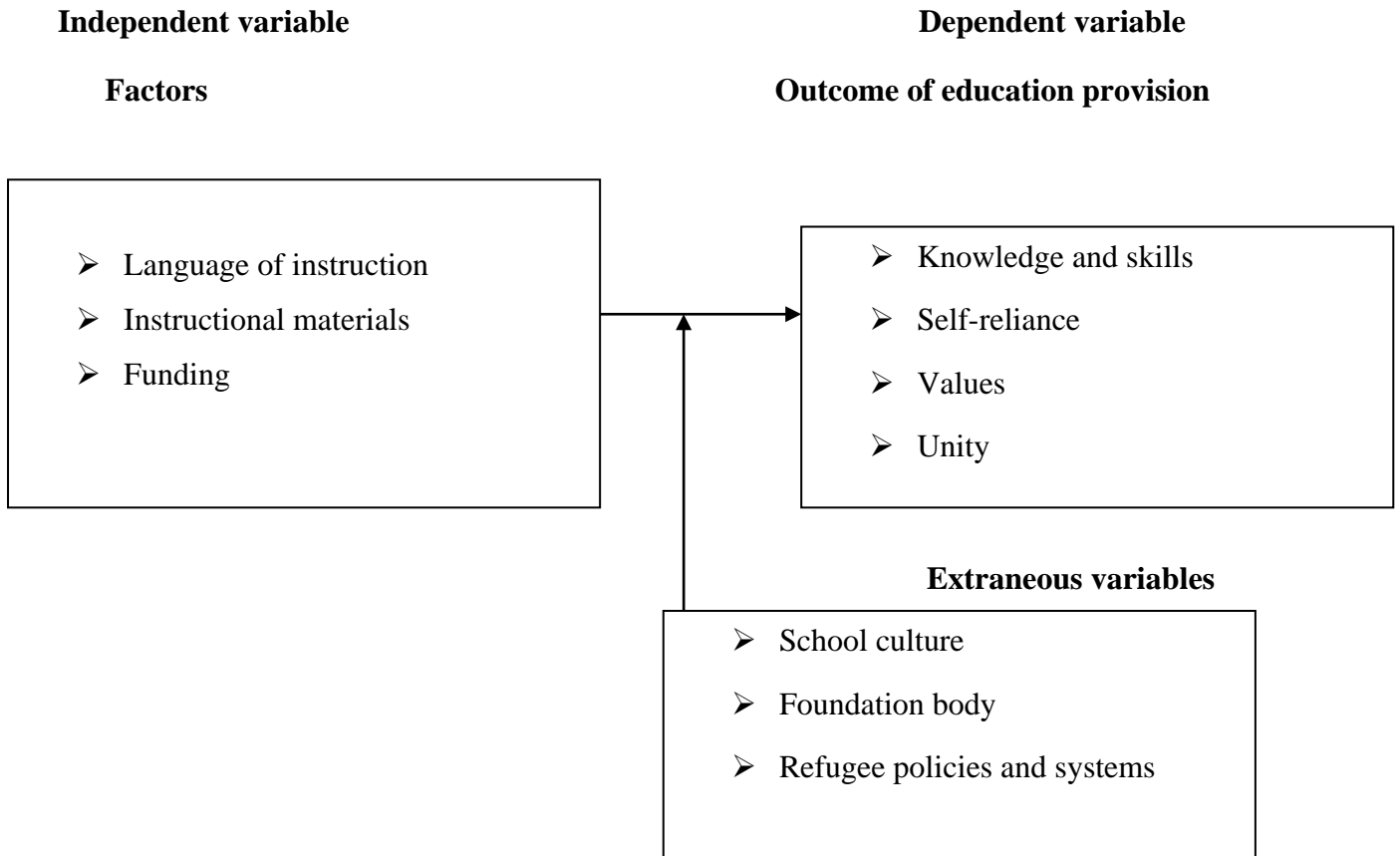
The findings of this study may contribute in giving information about the education situation in Bidibidi, and this information is important to the government in developing the education policies, about the refugees.

1.7. Justification of the study

It was envisaged that this study contributes to an understanding of the factors influencing successful provision of education for refugee children. The study was relevant because it shed light on the factors on whose basis solutions could be sought to address the problems.

1.8. Conceptual framework

The study was guided by the conceptual framework below:



Source: Self formulated by the researcher

In this study, the outcome of provision of education for refugee children depends on the factors influencing its provision. These include: language of instruction, instructional materials and funding. If there is language barrier, inadequate instructional materials and limited funding, educational provision for refugee children is likely to decline and on the other hand, if there is no language barrier, adequate instructional materials and increased funding, then the provision of education for refugee children would be realized through the knowledge and skills received, self-reliance, values and unity.

The researcher also identified some extraneous variables, which could affect education provision. These included; school culture, foundation body and refugee policies and systems.

These variables are part of the input and process explained in the Ludwig's Input-Output model. They play a role in bringing output, which is education provision. When the school culture outplay the strategies and support given to refugee children then provision of education to refugees will not be effective. If these variables were not controlled, they could interfere with the results of the study.

1.9. Definition of key terms

Refugee: Is a person who has left his or her country of nationality and is unable or unwilling to return to that country because of a well- founded fear due to persecution based upon race, religion, nationality, membership in a specific social group or political group.

Education: Refers to all activities by which a human group transmits to its descendants a body of knowledge and skills and a moral code which enable the group to subsist.

Provision of education: Is the ability, right, or permission to approach an educational system.

1.10. Study Scope

The scope of the study entailed the content scope, geographical scope and time scope;

Content scope

The study focused on the factors influencing education provision for refugee children. Main emphasis was put on assessing how language of instruction, instructional materials and funding influence education provision for refugee children in Zone III Bidibidi refugee settlement.

Geographical scope

The study was carried out in Zone III Bidibidi refugee settlement in Kululu sub-county Yumbe district.

Time scope

The study was carried out from the period of October 2018 to February 2020.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter presents a review of related literature, carried out so as to explore materials related to the present study. The purpose was to identify ideas and findings generated by different authors from different parts of the world that would enable the researcher to get tentative solutions to the study topic. The review was done in line with the research objectives formulated in chapter one. For the attention of the reader, the said research objectives were reproduced as follows: how language of instruction influences education provision for refugee children, how instructional materials influence education provision for refugee children and how funding influences education provision for refugee children.

2.2. How language of instruction influence education provision for refugee children

One of the factors that influence educational provision for refugee children is language of instruction which is discussed below:

Globally, the inclusion of refugees in national education systems requires strong partnerships and a significant investment of time and resources to support children and youth to succeed in the new system, with training in the language of instruction where needed. It is however an investment with rich dividends for the refugees, their host communities and the wider region (UNCHR, 2015).

The language of instruction in schools is a political issue the world over; it comes to represent the dominance of a group, a culture, an ideology. For refugees, it can also represent an issue of access to education. Uganda is host to refugees from countries where the language of instruction in schools is not English. Whereas many refugees from southern Sudan seek education in English and readily join the Ugandan education system (Dryden, 2003) refugees

from countries where the language of instruction in schools is French face a different situation. These refugees from Congo, Rwanda, and Burundi are left at a disadvantage when they arrive to find that education in Uganda is only open to them in English. This language barrier is an issue both in accessing education in Uganda and in the condition of eventual repatriation to a French-speaking educational system. It also prohibits many refugee teachers from gaining employment in schools that serve refugees; they simply do not have sufficient knowledge of English

In most hosting countries language of instruction impacts the quality of education that the refugee children are able to access since children are better able to acquire literacy initially in their first language and then transfer those skills to the target language of instruction (Abadzi, 2006; August & Hakuta, 1998, Mahoney, Glass, 2005). The education available to refugees in exile is often not in their first language in which they have previously studied. Children face challenges of not understanding what the teacher or their peers are saying. In this situation they often are demoted to lower classes, not as a result of their cognitive development or content knowledge but as a result of their lack of proficiency in the language of instruction (Dryden, 2006).

The provisions for regular second language instruction are, again, very different across countries. In the Netherlands, refugee children in elementary school attending welcoming classes and children in secondary school in international classes get intensive training in Dutch as second language for one or two years (Stavenuiter, 2016). In most cases this is done in small classes (15 children) and the teacher is trained in second language education and special teaching material is used. When they are transferred to regular classes in elementary school, often some extra second language instruction is still provided by the regular teacher. In regular secondary education, however, second language instruction is not available. This

obviously has negative consequences for the further school career (Van Hasselt and De Kruyf, 2009).

In Germany, there is second language support in elementary school (up to age ten or twelve depending on the Bundesland). Niemeyer (2014) emphasizes in her study that it is important that *“nowhere is stated that German as a second language has to be taught in school.”* The Mercator Foundation recently released a report that teacher training in second language education is still insufficient. Study methods and techniques for second language education were often missing in the past (Niemeyer 2014). In some of the German schools there is a separate second language teacher available, in others school teachers are additionally trained in second language teaching, but. This training usually consists of only one day (idem.). In daily practice it is these regular teachers with scarce training that provide additional second language instruction in the classroom (Niemeyer 2014). However, new programs on second language education are quickly expanding. In 2014, only in one Bundesland was the second language teacher training compulsory for school teachers. Today this is true for five Bundeslander.

Similarly, English as a language of instruction means that refugee children mostly repeat classes, and they are often old socially for the level of education to which they find themselves limited by language (Carroll-Boegh, 2005). She further noted that refugee children find it hard to socialize with others in situations where there is integration of refugee and national pupils where communication becomes difficult.

Marina (2015), asserts that for refugee children to fit in the community of host country, they need to be taught to acquire the official language and the local language of the hosting community so that they may adjust to their new environment easily. In Zone III Bidibidi refugee settlement, programme of supporting refugee children to learn the language used by

hosting community seems to be lacking. The only arrangement is that teaching assistants are recruited to teach classes from P.1-P.3 using the language of the country of origin, and coping with this kind of arrangement can still pose a challenge and also other classes may lag behind. The researcher sought to seek whether schools in Zone III Bidibidi Refugee settlement used English and in cases where learners do not understand it, whether the school provides language translators.

Schools offer a stable environment for refugee children; however, heritage differences and inability to speak the language of the host society may cause integration difficulties at school (Hart, 2009). Refugee children were not able to adequately exploit their right to education. Refugee children face difficulties in adapting the school and the wider environment, not easily accepted by their peers and suffer from culture clashes. These all lead to isolation and decline in school success. Language barrier emerged is a key problem refugee children and families face (Hart, 2009 & Patiadino, 2008).

The UNICEF (2017) analysis of the United Nations High Commission for Refugees (UNHCR) global database shows that in 2016 an estimated 66% of refugees were living in countries where none of the official languages were spoken in their countries of origin, while 34% were living in places where one or more of the official languages is spoken in their country of origin. For children in these situations who have to enroll in schools, this can be a serious barrier to education attainment. When refugee children enroll in schools where their language is not spoken, they are confronted with the challenge of having to learn concepts in a language they do not understand. Learning the new language along with new concepts takes time and this causes such children to lag behind in their work. Crush and Tawodzera (2011) show that while this may be advantageous to local children given the well-known benefits of mother tongue education; it disadvantages refugee children because they take time to adapt to

the language. The Report to the Foundation for Human Rights in Africa (2012) established that refugees identified language as a pervasive barrier to educational access.

Language decisions highlight for refugees children the power dynamics of their situations. Many Congolese refugees in Uganda wish to study French but they do not have the option. Refugees' parents and children fear that because of lack of skills in French, they will face great difficulties once they repatriate to DRC, worried that they will be 'just useless people' (Wettstein, 2011). Congolese refugees have come from a school system in which the language of instruction is French into a system in which the language of instruction is English, a change in language that represents a common situation for refugees. English as a language of instruction means that refugee children must repeat classes, and they are often held socially for the level of education to which they find themselves limited by language.

The study sought to establish whether it is different from what Crush and Tawodzera (2011) noted. According to Crush and Tawodzera (2011), language barrier has made it difficult for learners to understand what is taught in class and it has made it difficult for learners to communicate with peers. This also has led to poor performance since the writing of exams is difficult, yet classroom assistants have been recruited to translate English to local language.

2.3. How instructional materials influence education provision for refugee children

In discussing the ways refugee children are supported in schools, the following factors were considered: language of instruction, instructional materials, psychological and counseling support.

Additional support in school is essential in providing quality education to students. Effective interventions increase the likelihood for students to be successful in school. Many refugees require special attention in order to be successful – to allow them to reach their academic potential. The quality and adequacy of learning materials facilities and equipment for

teaching and learning is an important determinant of quality education. According to Women's commission for refugee women and children report 2008; refugee children require special facilities to help them cope with barriers in learning. The physical access and learning environment poses barrier to the provision of inclusive education (UNESCO, 2013). There is need for adequate resources to make teaching and learning effective. Programmes for the education and training of refugees, whether from war, disease or other causes have indeed been developed in many locations but the coverage is not systematic and depends on both the interest and expertise of the organizations implementing education programmes and the availability of resources.

Worldwide, in an effort to support the education of refugees, there is gradual provision of textbooks for learners, teachers' guides for teachers, and reference materials. Hanna, Manja and Heikki (2006) indicate that text and illustrations given in textbooks are interesting and relevant to situations in which the learners live and apply their knowledge and skills regardless of learners' functional limitations. In Zone III Bidibidi refugee settlement, due to high pupil-to-teacher ratio, dozens of children share text books and other learning materials implying that the resources supplied are inadequate yet children learn best with a variety of materials and experiences which are appropriate to their age and are socially relevant. In addition, the schools follow the Ugandan curriculum. Sometimes the content is distant to reality of the learner which makes it inaccessible and un-motivating (UNESCO, 2003).

In Africa, Kerr (2010) noted that many refugee and displaced children are unable to attend school – and for those who do, the quality is very low and there are few opportunities for much more than rote learning. In some circumstances going to school may even put children – and especially girls – at risk. While the government of Uganda guarantees free primary education for both refugees and nationals, many refugees lack instructional materials to help them while at school (Pavanello, Elhawary, & Pantualiano, 2010). The World Refugee

Survey (2009) showed that some poor refugees find it difficult to access education due to the cost transport, books, uniforms, desks and school fees.

Juuko and Kabonesa (2007) indicate that the schools with refugee children suffer the problem of lack of availability of teaching materials and modern facilities, such as computers which are all requirements for quality education. Some schools do not have instructional materials and it's up to the parents to provide for their children, but it is quite clear that parents may not be in position to provide them. Majority of population in developing countries reside in rural areas and possibly lack sensitization on the importance of providing reading materials for their children yet many may not know how important it is for their children. In this literature, it is indicated that universal education schools in Uganda suffer from lack of teaching materials.

The probability of the success of any curriculum innovation is very low without the provision of the necessary facilities and other materials such as textbooks, and audio-visual aids. However, with Universal education for instance in Ogun State in Nigeria, the state strove to provide facilities and other instructional materials and equipment with universal education including for refugee children, but Instructional materials were not adequately distributed (Ajayi & Adeyemi, 2011). However, the above literature is based on the Nigerian context, thus unanswered gap still remains in the Uganda context as to whether the government of Uganda is striving to provide necessary materials and whether this has an influence on the provision of education to refugee children.

Obiunu (2011) indicates that in Nigeria, scarce teaching materials and lack of infrastructure characterised the Education Programme for refugees. It is a recurrent issue in every educational reform program. For instance, there are no books, no laboratories, class rooms, and offices for the teachers, places of recreation and exercise for the students, etc. This study

will investigate whether the problem in Nigerian schools is prevalent in Zone III Bidibidi refugee settlement.

Refugees can, in general, access education in Uganda under the same conditions as Ugandans. While there have been improvements in Uganda's education system in terms of access, particularly at primary level, and more recently in secondary with the new USE policy, published reports question the overall quality and performance resulting to unsatisfactory learning outcomes such as reading and solving arithmetic problems on grade (UWEZO, 2011). UNHCR establishes and equips education infrastructure, recruits and deploys teachers, and maintains overall management of the learning process targeting both refugee children and their host communities. UNHCR works closely with MoES, other government agencies and a range of in-country partners to implement a variety of interventions aimed at providing quality education to the refugee population throughout the country. The researcher sought to identify the state of instructional materials in Zone III Bidibidi refugee settlement.

2.4. How funding influences education provision for refugee children

Refugee children largely face difficulties in accessing basic education (Ihad, 2011). It has been clear that many refugee children cannot attend schools (UNHCR, 2008). Much as there are various challenges faced in provision of education for refugee children, for the purpose of this study, financial constraints were discussed.

Financial constraint has been identified as one of the leading barriers that hinder refugees from accessing education. "the prevalence of an inability of refugees to cover school fees as primary factor driving non-enrollment indicates that a lack of awareness of available educational support is likely behind this and a number of other barriers" (REACH). Refugees who are fleeing their homes are thinking about nothing other than getting themselves and

their families to safety. This means they are leaving virtually everything behind, except the clothes on their back and very basic supplies for the hard journey ahead. Therefore, refugees are arriving completely broke without any money to pay for food, let alone school fees, school supplies, or transportation fees (UNCHR, 2017).

It comes as no surprise to those in the humanitarian community that education for refugee children is facing a major resource shortfall that makes it impossible to tackle all the obstacles in the way of access and quality (Peterson, 2017). Education is underfunded, for example UNHCR's Regional Refugee Response Plan for refugees (2006) was less than half funded, and worse still, the education portion of the United Nations Office for the Coordination of Humanitarian Affairs' Syria Humanitarian Response Plan was funded at just 23 percent (UNCHR, 2017). Children whose families cannot afford the materials or transportation fees to distant schools end up missing out. There is lack of money for supplies or a need to supplement family income and children do not attend school. A case in point, several countries hosting refugees do not permit refugees to work, which has a direct impact on their ability to send children to school (Glenn, 2018).

In most developing countries according to Gomba (2015), education for refugees is underfunded, funding is inadequate, staffing is inadequate, and there is not enough budget per school. In other words, the government's expenditure on education as a percentage of GDP is declining and even dropping below the low income countries' average. Refugee children whose families cannot afford the materials or transportation fees to distant schools end up missing out. Lack of money for supplies or a need to supplement family income was in the top three reasons cited by survey participants in Jordan as to why their refugee children were not attending school (UNHCR, 2011). Several countries hosting refugees do not permit refugees to work, which has a direct impact on their ability to send children to school.

According to UWEZO (2011), refugee children face even more pressure to contribute to their household's income instead of going to school. Schools themselves are having trouble accommodating so many more children resorting in places to double-shift class days and extra-stuffed classrooms. There are huge numbers of students all sharing the same resources, the same buildings conditions that would lead to strain in any education system.

UNESCO (2003) argued that the education sector is not provided with the budget or staffing necessary to accommodate the large increase in enrolment in schools. As a result, teachers are overstretched without being adequately compensated or supported. For schools this means there are not enough funds for adequate staffing, infrastructure and instructional materials. Nsubuga (2008) said the government of Uganda had increased funding for the education of refugees, which meant more teachers being recruited, more classrooms and laboratory being built, and more textbooks. However, this study sought to find out the level of funding in Zone III Bidibidi refugee settlement. For some refugee parents who are economically challenged, children's education costs, which could include school enrolment fees and other secondary costs such as transportation, school uniforms, and materials, are unaffordable and can therefore potentially impede the right to access education.

Lack of adequate funding is a major reason for poor quality in refugee education. It can even lead to schools closing down" (Jokel, 2011). Many of the financial hardships that children face are school fees, cost of school supplies, and supporting their family. Very often, children drop out of school to work in order to support their family. In other instances, especially with families who have multiple children, the male child are sent to school while the female child are kept at home to help work and eventually marry through an arranged marriage.

While for refugee children from better-off families it is easy to enroll in private schools, poor refugees cannot afford the private school sector and the fee exemption would make a good contribution (Crush & Tawodze 2012, Report to the Foundation for Human Rights Prepared 2012). This restricted access to exemptions for needy parents constitutes a barrier for their children's access to education provision. The study sought to find out the situation in Zone III Bidibidi refugee settlement in regards school funding.

Throughout the region, NGOs fill an important gap in service for asylum-seekers and refugees and complement services offered by government. NGOs rely exclusively on external funding. The manner in which NGOs can apply for and access this funding has proven to be inconsistent and thus creates difficulties for continuity and sustainability of programmes and services. UNHCR's Note on Refugee Integration in Central Europe (2009) provides additional guidance and recommendations in funding for integration for governments. Schools share a similar problem relating to the provision of supplemental programmes outside of their normal, annual budget. When schools have the option to provide support to students, they rely on external sources and are subject to delays and disruptions (UNHCR, 2017).

2.5. Conclusion

The literature reviewed above shows studies carried out in Uganda and other different parts of the world, on the issues affecting the education of refugee children. The available literature is mainly focused on the education of the refugees in the refugee camps, which in most cases are located in the remote areas. The country of asylum has a mandate and a responsibility to assist and protect the refugee children by enabling them to receive education, which should be free and compulsory at the primary level with efforts to realize Education for All goals. Various school factors have been established to hinder the achievement of the same. These factors range from the language of instruction in the schools of the asylum which is quite different from the refugees' languages. There exists a gap in the literature on how the

education for refugee children should be provided in Uganda. The findings of this study have helped in closing the gap by providing recent data on the provision of education for refugee children. The next chapter addressed the methods that were used to collect data for this study.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter (chapter three) presents the methodology that was used in the study. It included the research design, study population, area of study, sampling technique, method of data collection, instrumentation, validity and reliability of research instruments, data collection procedures, ethical considerations, description of data analysis.

3.2. Research philosophy

The study used a realism philosophy. Realism Philosophy: is also an important philosophy that is based on the interdependency of human values and beliefs (Bailly and Jackson, 2003). The study used realism philosophy because it focuses on the beliefs that really exist in the environment. It believes in the existence of external and objective reality that influences people's social interpretations and behavior. Realism also believes that the human are not the objects for the study in the style of natural science.

3.3. Research Design

A case study design was used to explore factors influencing provision of education for refugee children in Zone III Bidibidi refugee settlement. According to Tarrington (2006), a research design is a logical and systematic plan prepared for directing a research study. According to Wadsworth (1997) a case study is a whole and detailed treatment of a single place or situation such as family, a factory or a community to make a generalization about a whole class of the same situation. A case study design was chosen because Zone III Bidibidi refugee settlement was a representation of many other refugee settlements in Uganda. It was assumed that the situation in other refugee settlements was not different from the one in Zone III.

A qualitative approach was used to collect with the help of the semi-structured interview guide. According to Bailly and Jackson (2003), qualitative data provides details to a greater depth. Qualitative approach was used because it aided in discovering the motives and desires or what people thought and how they felt about provision of education for refugee children.

3.4. Area of study

The study was carried out in Zone III Bidibidi refugee settlement. Bidibidi covers 250 square kilometers of the eastern part of Yumbe, stretching southwards from the South Sudanese border and spilling over into Moyo District along the western bank of the Kochi River.

3.5. Study population

In this study, the target population comprised 90 participants and constituted participants from four (4) primary schools. This included teachers, school management committee (SMC) chairpersons, Parents Teacher's Association (PTA) chairpersons, students' representatives (prefects), and NGO focal person for education.

3.6. Sample size

The study selected 21 participants from four (4) primary schools who constituted 8 teachers, 4 school management committee (SMC) chairpersons, 4 Parents Teacher's Association (PTA) chairpersons, 4 students' representatives (prefects), 1 NGO focal person for education.

Table 1: Sampling frame for the study

Category	Population	Sample size	Sampling technique
Teachers	64	8	Purposive
PTA chairperson	8	4	Purposive
SMC chairperson	8	4	Purposive
Learners' representative	8	4	Purposive
NGO representative	2	1	Purposive
Total	90	21	

3.7. Sampling technique

Purposive sampling technique was used to select the participants for the study. It was used because the participants were directly involved in the education of the refugee children and the learners were the beneficiaries (recipients) of the provision. This also helped the researcher to get first-hand information. Frankfort and Nachimias (1996) noted that purposive sampling is appropriate when the participant has the relevant information for the study.

3.8. Method of data collection

In this study, the researcher used semi-structured interviews to collect data from the participants. Interview guides according to Bernard (1988), provides clear set of instructions for a researcher and provide reliable comparable qualitative data.

3.9. Data collection tools

3.9.1. Interview guide

This study addressed itself to the use of semi-structured interview guide with open ended questions and they were used for all the participants in the study. The interview guide was chosen because it allows great flexibility in the questioning process and probing for

additional information through supplementary question is possible. The interview guide was developed basing on the three research questions stated in chapter one.

3.10. Trustworthiness

The instruments were tested through a pilot study to ensure that they collect information they were meant to collect. To be sure of that, they were checked by the supervisor who has experience in research. To ensure credibility, the instruments were developed in line with the study objectives. The researcher made sure that steps were followed to ensure that the findings came from the data given by the participants and not from the researcher.

3.11. Data Collection Procedure

In carrying out the study, the researcher got an introductory letter from the University to introduce her to the participants. She prepared a letter to be given to the respective participants in order to seek their consent. The researcher then made an appointment with the participants in order to agree on the dates and time to meet for the interviews. Each interview session was expected to last for thirty minutes. Confidentiality of information obtained from the participants was ensured and codes were used instead of names.

3.12. Ethical consideration

In order to address the ethical consideration, the researcher sought permission from the University before conducting the research. The researcher obtained information from participants who were requested to sign statement of consent. The information obtained from the participants was treated of great importance and confidentiality. Anonymity was observed by using codes during data collection. This implied that information provided by participants did not reveal their identity. Reference was only made to documented information collected from the field of study

3.13. Data Analysis

Data from the field was collected, coded and analyzed. Analysis procedures involved thematic analysis which was from the themes derived from the research objectives, arranging them into categories and sub-categories, ensuring that the identity of participants was protected and comments were made on responses accordingly.

3.14. Limitations and delimitations of the study

Some participants kept confidential information; they were reluctant to volunteer to provide this valuable information to the study. This was minimized by thoroughly explaining to them the purpose of the study and assuring them that whatever information they shared would be kept confident.

The research work incurred a lot of resources including travel costs and stationery. This problem was solved by getting financial assistance from sponsors.

The time needed to carry out the study was not enough as being a qualitative approach. This was minimized by including a small sample size and by following the work schedule that was drafted to meet the deadlines.

The researcher also faced a challenge of language barrier mostly while interviewing the learners. This was solved by using a translator who eased the communication.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

4.1. Introduction

In this chapter, presentation and discussion of the findings from the field are presented. The study focused on factors influencing education provision for refugee children in Zone III Bidibidi Refugee Settlement Primary Schools - Yumbe District. The data analysis in this chapter was guided by three research objectives: how language of instruction influences education provision for refugee children in Zone III Bidibidi refugee settlement. Another objective was about establishing how instructional materials influence education provision for refugee children in Zone III Bidibidi refugee settlement. The third objective was to investigate how funding influences education provision for refugee children in Zone III Bidibidi refugee settlement.

There are five categories of participants who provided the data for which the analyses and presentations are made here. The categories of participants were given specific codes, such as: learners = L₁, L₂etc; teachers = T₁, T₂....etc; NGO- focal person for education = F₁; school management committee chairpersons = S₁, S₂...etc; and PTA chairpersons = P₁, P₂ etc.

4.2. How language of instruction influence education provision for refugee children

Regarding the language of instruction for refugee children, responses varied. Majority of the participants (S₁, T₈, T₇, T₂, F₁) pointed out English Language. One participant (S₂) said Arabic. In this regard, participant (T₈) stated that:

In schools in Zone III Bidibidi Refugee settlement, English is widely used and in cases where learners do not understand it, the school provides language translators (T₈).

On how has it influenced the provision of education for refugee children, responses from participants (P₃, S₄, T₃, F₁, T₁) indicate the use of English language as the language for

instruction and it makes teaching and learning easier. Some participants (L₃, L₂, T₈, F₁) reported that it makes communication easier in school. Specifically participant (L₃) stated that:

Most learners can now understand what is being taught in class and they are also able to communicate with their peers and other people. English has helped them to be able to write exams. In the lower classes however, learning and teaching is difficult.

Regarding language barrier and its effectiveness in provision of education for refugee children, varied responses were obtained. Majority of participants (S₄, S₁, P₂, L₁, T₁) agreed that there is a challenge of language barrier in schools. Other participants (T₂, and F₁) reported that communication is difficult. One participant (S₁) noted that language barrier leads to school dropout due to loss of interest by some children. Regarding this, participant (T₇) stated that:

Language barrier has made it difficult for learners to understand what is taught in class and it has made it difficult for learners to communicate with peers. This also has led to poor performance since the writing of exams is difficult, yet classroom assistants have been recruited to translate English to local language ('Kakwa').

4.3. How instructional materials influence education provision for refugee children

Regarding whether the school received instructional materials in the provision of education for refugee children, majority of the participants (T₁, F₁, T₂, S₃, and S₄) said yes. In this view, participant (T₃) stated that:

Much as the instructional materials are provided to schools, they are not enough to cater for all the learners and this affects the teaching and learning process.

Concerning who gave the support, most participants (T₁, F₁, S₂, S₃, and S₄) pointed out Fin Church Aid; other participants (F₁) said Plan International and World vision. Participant (F₁) stated that:

Though most of the support that the schools receive is obtained from Fin Church Aid which has helped in the educational provision of refugee children, it's very inadequate to cover up all the school needs.

4.4. How funding influences education provision for refugee children

Financial constraint

Concerning financial constraints, most participants (S₂, P₂, P₁, L₃) the school faced a challenge of financial constraint. Some participants (S₄, P₂, and T₁) noted that the school lacks funds to run the schools activities. Other participants (T₇) mentioned that there is no facilitation and lunch during staff meetings. In this view, participant (T₆) stated that:

Schools face a challenge of limited funds which makes it hard for school activities to be run. Schools find it hard to facilitate staff in terms of lunch and accommodation.

Regarding how schools have managed the issue of limited funding. Some participants (S₄, and T₁) noted that parents are requested to pay some money to support teachers. Other participants (F₁) mentioned lobby for funds from other partners. Participant (T₅) stated that:

Our school gets some funding assistance from UNHCR to cater for the refugee children in this school. However, the money we receive is less and can't cater for all the school needs of these refugee children leaving the burden to school administration.

4.5. Discussion of findings

How language of instruction influences education provision for refugee children

One of the findings reveals that English language was the most used language for instructing refugee children in schools. The use of English language as the language for instruction makes teaching and learning easier because communication is easier in schools and that children are able to do exams well though it makes it difficult for some learners to be instructed mostly in lower classes.

The study agrees with several researchers (Abadzi, 2006; August & Hakuta, 1998, Mahoney, Glass, 2005) who elaborate how language of instruction impacts the quality of education that the refugee children are able to access since children are able to acquire literacy initially in

their first language and then transfer those skills to the target language of instruction. The education available to refugees in exile is often not in their first language in which they have previously studied. Children face challenges of not understanding what the teacher or their peers are saying. In this situation they often are demoted to lower classes, not as a result of their cognitive development or content knowledge but as a result of their lack of proficiency in the language of instruction.

In Zone III Bidibidi refugee settlement, programme of supporting refugee children to learn the language used by hosting community seems to be lacking. The only arrangement is that teaching assistants are recruited to teach classes from P.1-P.3 using the language of the country of origin, and coping with this kind of arrangement pose a challenge and other classes lag behind.

One of the findings reveals that language barrier is a major problem faced by refugee children in schools. It makes children fail to understand teachers well and this affects the teaching and learning process. It also makes communication difficult, the writing of exams is difficult because a lot of time is wasted during translation and there is failure to follow instructions. This implies that language barrier leads to school dropout due to loss of interest by some children.

For children in these situations who have to enroll in schools, this can be a serious barrier to education attainment. When refugee children enroll in schools where their language is not spoken, they are confronted with the challenge of having to learn concepts in a language they do not understand. Learning the new language along with new concepts takes time and this causes such children to lag behind in their work.

In Zone III Bidibidi refugee settlement, most teachers who teach are Ugandan teachers who also face challenge of language. This affects the whole process of educational provision to refugees.

How instructional materials influence education provision for refugee children

Another finding indicates how the schools in Zone III Bidibidi refugee settlement receive instructional materials from Fin Church Aid and AAR Japan which are used in the teaching and learning process. In an effort to support the education of refugees, there is gradual provision of textbooks for learners, teachers' guides for teachers, and reference materials. The findings are in line with Hanna, Manja and Heikki (2006) who indicate that text and illustrations given in textbooks are interesting and relevant to situations in which the learners live and apply their knowledge and skills regardless of learners' functional limitations.

According to the study findings, this support is however, inadequate which affects the teaching and learning process in Zone III Bidibidi refugee settlement. Due to high pupil-to-teacher ratio, dozens of children share text books and other learning materials implying that the resources supplied are inadequate yet children learn best with a variety of materials and experiences which are appropriate to their age and are socially relevant.

The study findings on the support given to refugee children agree with Panchansky and Thomas's theory of access. The theory states that to increase quality and access to education by refugees, certain measures must be taken including, but not, limited to safe and secure infrastructure, access to and equitable distribution of learning materials and trained teachers (Sinclair, 2007). In this study, the refugee children are supported with language of instruction, psychological support, instructional materials among others things as the theory states, for children to have access to education, they must be supported as most of them are not able to support themselves which limits their access.

How funding influences education provision for refugee children

Study finding reveals that refugee schools face a challenge of financial constraint where the schools lack funds to run the schools activities; there is no facilitation and lunch during staff meetings. The situation in Zone III Bidibidi refugee settlement is that there is some funding from Fin Church Aid where children are provided with basic things such as; books and pens but things like uniforms and other basic needs rely in the hands of the parents which also pose a challenge to them. This therefore indicates that the support is inadequate in implementing education provision. Another finding reveals that the schools have managed the issue of limited funding by lobbying funds from parents and partners.

The finding is however contrary to the findings of (McBrien, 2005, Boer, Pijl, & Minnaert, 2011, Taylor & Sidhu, 2012) who affirm that refugee children face financial barriers to receiving a quality education. Financial barriers have been shown to impede full inclusion of children with disabilities as well as refugee children. This is true for both inclusions in mainstream schools as well as inclusion in society.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

In Chapter Four, presentation and discussion of findings are provided. The summary, conclusions and recommendations in this chapter are therefore presented in respect to what was done in Chapter Four. The presentation here is guided by three research objectives: how language of instruction influences education provision for refugee children, how instructional materials influence education provision for refugee children and how funding influences education provision for refugee children.

5.2. Summary of findings

The study findings revealed that using English language as a language of instruction was a major factor that influences education provision for refugee children in Zone III Bidibidi refugee settlement. This implied that most refugee children do not know the particular language which the teachers use while in class. This not only affects their performance but also makes some of them to drop out.

It also found out that limited instructional materials affected education provision for refugee children in Zone III Bidibidi refugee settlement. These supports however are in adequate especially the instructional materials provision to the refugee children.

The study revealed that education provision for refugee children is affected by limited funding in Zone III Bidibidi refugee settlement schools. This greatly affects education provision to refugee children.

5.3. Conclusions

How language of instruction influences education provision for refugee children

English language as a language of instruction was a major factor that influences education provision for refugee children in Zone III Bidibidi refugee settlement. In most schools, English language was used for teaching, however, most refugee children did not understand the language and this affects education provision.

How instructional materials influence education provision for refugee children

Support given to refugee children in Zone III Bidibidi refugee settlement is in terms of provision of instructional materials. This support however is inadequate and this affects education provision.

How funding influences education provision for refugee children

Most schools providing education for refugee children in Zone III Bidibidi refugee settlement are affected by limited funding from the government and agencies. This greatly affects education provision to refugee children.

5.4. Recommendations

To improve education provision to refugee children in Zone III Bidibidi refugee settlement primary schools, the following recommendations are hereby made basing on the findings and conclusions drawn:

1. The government of Uganda and the development partners (NGOs) should ensure that the policy guide lines put in place in implementing provision of education to children need to be effectively implemented in all the schools in the refugee settlement.

2. For the refugee children to learn effectively and for the teachers to do their work effectively, the government and other development partners should procure and provide adequate scholastic materials to facilitate teaching and learning in primary schools in the refugee settlement.
3. The government of Uganda should lobby for funds from other development partners (NGOs) to enhance education provision to refugee children especially in the refugee settlement as education is a source of hope for their future and a passport to a better future.

5.5. Areas suggested for further studies/research

The researcher recommends the following areas for further research in future:

1. Effects of psychological trauma on academic performance of refugee children.
2. Effects of limited instructional materials on education provisions of refugee children.

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APPENDICES

APPENDIX I: SELF-FORMULATED INTRODUCTORY LETTER TO THE PARTICIPANTS

Dear participant,

RE: REQUEST TO HAVE AN AUDIENCE WITH YOU ON DATA COLLECTION

I am Lekuru Rose, a student of Kyambogo University pursuing Masters in Special Needs Education (MSNE). I am carrying out a study on the topic: factors influencing education provision for refugee children in Zone III Bidbidi refugee settlement primary schools in Yumbe district.

You have been purposely chosen as one of the participants to provide information for this study. The information you provide shall only be used solely for the purpose of this research and shall be treated with confidentiality. You are requested to participate in this interview freely by giving your opinion. This interview will take not more than 45 minutes.

Thank you in advance for your cooperation

Yours sincerely,

.....

LEKURU ROSE

REG.NO.17/U/14812/GMSN/PE

**APPENDIX II: SEMI- STRUCTURED INTERVIEW GUIDE FOR NGO- FOCAL
PERSON FOR EDUCATION.**

A. How language of instruction influences education provision for refugee children

1. (a) What is the language of instruction for refugee children?

.....
.....

(b) How has it influenced the provision of education for refugee children?

.....
.....

(c). Do the refugee children have any language barriers?

.....
.....

(d). How are you managing the situation of language barrier?

.....
.....

B. How instructional materials influence education provision for refugee children

2. (a) Does the school receive instructional materials in the provision of education of education for refugee children?

.....
.....

(b). Who gives this kind of support and how adequate is it provided?

.....
.....

C. How funding influences education provision for refugee children.

3. (a). Is there any financial challenges the school is facing?

.....
.....

(b). What is the particular challenge?

.....
.....

(c). How do you mitigate the challenge?

.....
.....

Thank you for your cooperation

APPENDIX III: SEMI-STRUCTURED INTERVIEW GUIDE FOR TEACHERS

A. How language of instruction influences education provision for refugee children

1. (a) What is the language of instruction for refugee children?

.....
.....

(b) How has it influenced the provision of education for refugee children?

.....
.....

(c). Do the refugee children have any language barriers?

.....
.....

(d). How are you managing the situation of language barrier?

.....
.....

B. How instructional materials influence education provision for refugee children

2. (a) Does the school receive instructional materials in the provision of education of education for refugee children?

.....
.....

(b). Who gives this kind of support and how adequate is it provided?

.....
.....

C. How funding influences education provision for refugee children.

3. (a). Is there any financial challenges the school is facing?

.....
.....

(b). What is the particular challenge?

.....
.....

(c). How do you mitigate the challenge?

.....
.....

Thank you for your cooperation

**APPENDIX IV: SEMI- STRUCTURED INTERVIEW GUIDE FOR SCHOOL
MANAGEMENT COMMITTEE CHAIRPERSONS**

A. How language of instruction influences education provision for refugee children

1. (a) What is the language of instruction for refugee children?

.....
.....

(b) How has it influenced the provision of education for refugee children?

.....
.....

(c). Do the refugee children have any language barriers?

.....
.....

(d). How are you managing the situation of language barrier?

.....
.....

B. How instructional materials influence education provision for refugee children

2. (a) Does the school receive instructional materials in the provision of education of education for refugee children?

.....
.....

(b). Who gives this kind of support and how adequate is it provided?

.....
.....

C. How funding influences education provision for refugee children.

3. (a). Is there any financial challenges the school is facing?

.....
.....

(b). What is the particular challenge?

.....
.....

(c). How do you mitigate the challenge?

.....
.....

Thank you for your cooperation

**APPENDIX V: SEMI-STRUCTURED INTERVIEW GUIDE FOR PTA
CHAIRPERSONS**

A. How language of instruction influences education provision for refugee children

1. (a) What is the language of instruction for refugee children?

.....
.....

(b) How has it influenced the provision of education for refugee children?

.....
.....

(c). Do the refugee children have any language barriers?

.....
.....

(d). How are you managing the situation of language barrier?

.....
.....

B. How instructional materials influence education provision for refugee children

2. (a) Does the school receive instructional materials in the provision of education of education for refugee children?

.....
.....

(b). Who gives this kind of support and how adequate is it provided?

.....
.....

C. How funding influences education provision for refugee children.

3. (a). Is there any financial challenges the school is facing?

.....
.....

(b). What is the particular challenge?

.....
.....

(c). How do you mitigate the challenge?

.....
.....

Thank you for your cooperation

APPENDIX VI: SEMI-STRUCTURED INTERVIEW GUIDE FOR LEARNERS

A. How language of instruction influences education provision for refugee children

1. (a) What is the language of instruction for refugee children?

.....
.....

(b) How has it influenced the provision of education for refugee children?

.....
.....

(c). Do the refugee children have any language barriers?

.....
.....

(d). How are you managing the situation of language barrier?

.....
.....

B. How instructional materials influence education provision for refugee children

2. (a) Does the school receive instructional materials in the provision of education of education for refugee children?

.....
.....

(b). Who gives this kind of support and how adequate is it provided?

.....
.....

C. How funding influences education provision for refugee children.

3. (a). Is there any financial challenges the school is facing?

.....
.....

(b). What is the particular challenge?

.....
.....

(c). How do you mitigate the challenge?

.....
.....

Thank you for your cooperation

APPENDIX VII: MAP OF UGANDA SHOWING YUMBE DISTRICT



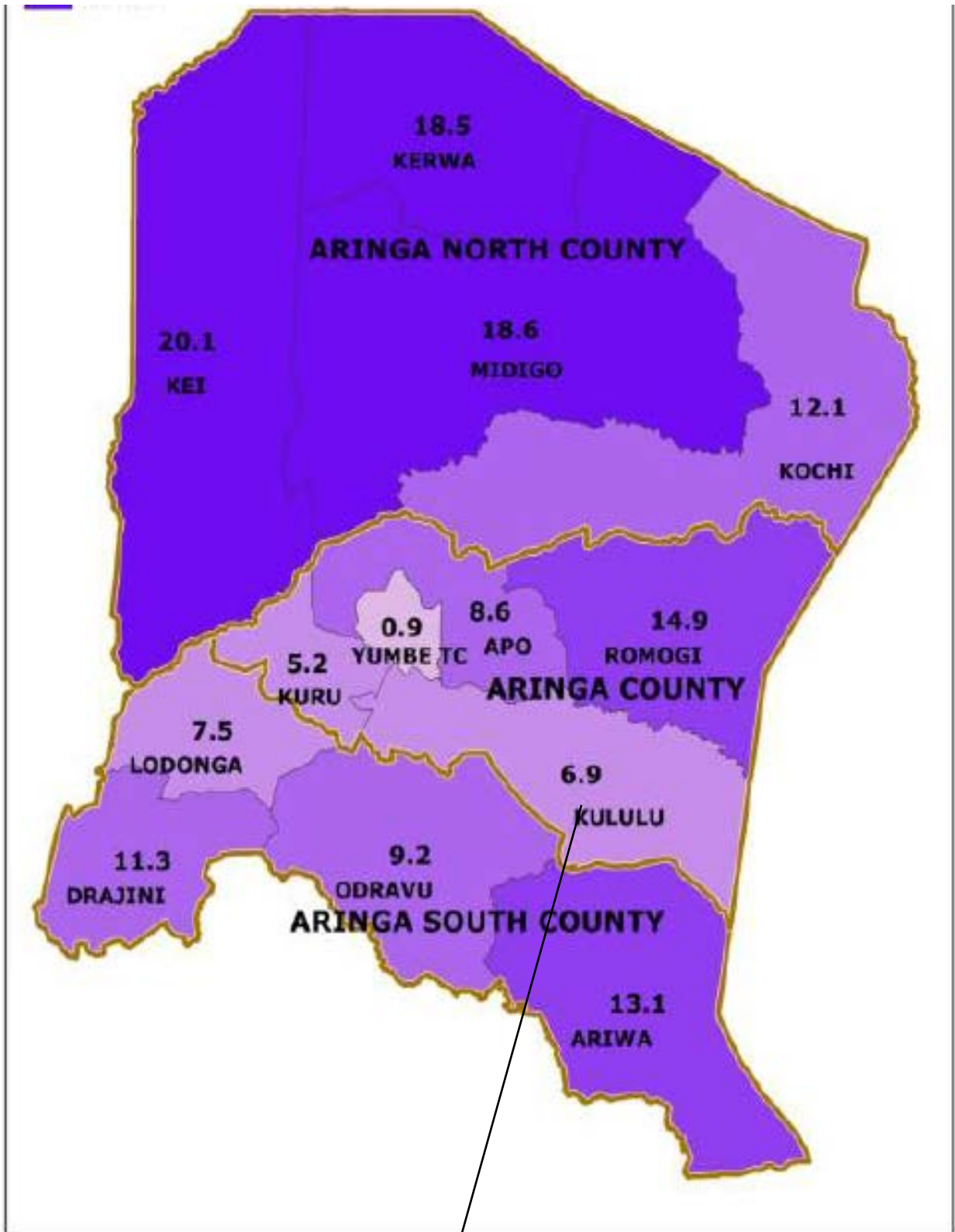
Source: Google Map (2018)

KEY



Yumbe District

APPENDIX VIII: MAP OF YUMBER DISTRICT SHOWING AREA OF STUDY



Source: Google Map (2018)

Area of study

APPENDIX IX: INTRODUCTORY LETTER



KYAMBOGO UNIVERSITY

P. O. BOX 1, KAMPALA
FACULTY OF SPECIAL NEEDS & REHABILITATION
Tel: 0414-286237/285001/2 Fax: 0414-220464
DEPARTMENT OF SPECIAL NEEDS STUDIES

15th January, 2019

The DEO/DIS/Head teacher/Teacher/Community/Opinion Leader/Church Leader

Dear Sir/Madam,


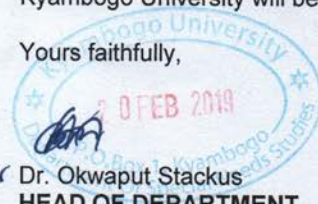
RE: INTRODUCTION OF RESEARCH STUDENT ON DATA COLLECTION

This is to introduce the bearer Rev/Dr/Sr/Mr/Mrs/Ms... LEKURU ROSE.....
Reg.No: 111.V.14.812/GMSN/PE..... who is a bonafide student of Kyambogo University in the Faculty of Special Needs and Rehabilitation, Department of Special Needs Studies. As partial fulfillment of the requirement for the award of the Master in Special Needs Education (MSNE), he/she is required to undertake a research on the approved area of study.

The purpose of this letter is to request you to allow him/her have access to information from your office, school or area of operation necessary for the study.

Kyambogo University will be grateful for any assistance rendered to the student.

Yours faithfully,



for Dr. Okwaput Stackus
HEAD OF DEPARTMENT

OS/aj