



School of Graduate Studies

College of education and Behavioral Studies

Department of Curriculum and Instruction

**Flight Experience of South Sudanese Refugee Children and their
Primary education Experience in Jewi Refugee Camp, Ethiopia**

Eyueil Abate Demissie

September 2021

Addis Ababa

**Flight Experience of South Sudanese Refugee Children and their
Primary education Experience in Jewi Refugee Camp, Ethiopia**

By: Eyueil Abate

A Thesis Submitted to the School of Graduate Studies of Addis Ababa University
in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy

in

Curriculum Design and Development

September 2021

Addis Ababa

Abstract

This research was conducted to assess the flight experience South Sudanese Refugee Children and their primary education experience in Jewi Refugee Camp. It is a qualitative case study research in which interview, direct observation, and document analysis serve as tools for collecting the primary data. The research was conducted in Jewi Refugee Camp and all the four primary schools that are found in this camp have been incorporated in this research. Refugee children, teachers, school principals, officials and experts from various organizations have been included in this study as respondents. Qualitative data analysis techniques were employed. With this regard, the recorded voice was transcribed and behaviors that possess a similar feature were collected together by providing them a code. MaxQda Software version 2018.3 was used for the analysis of the collected data. The results of the study revealed that the education provided in the researched schools gives little emphasis for making use of student's prior educational experience in home country. Additionally, the research indicated that the education provided gives marginal attention to the mechanisms thought to be useful to resolve various complications happened to the students as a result of the crises. Economic, social, and communication problems were also observed to have an impact on the relevance of the education. The research observed prevalence of a gap on parental role in the realization of a conducive school environment. Teacher-related, curriculum-related, policy-related, and finance-related problems were also observed to have an impact on the relevance of the education. The education delivered is identified to provide inadequate emphasis for the future aspiration of the Children. On the other hand, the research result informed that access to education enables many South Sudanese children to be literate and the educational opportunity is helping most children to visualize a better future. The commitment of the Ethiopian government in enhancing the status of the education provided for the refugee children was found to be appreciable. Additionally, the research result indicated that some refugee hosting schools have a better facility and resources compared to local schools as well as former schools of the researched students in South Sudan. As a result, the research concluded that even though the education provided is found to be relevant for the current need and future aspiration of refugee children to some degree, there are various challenges that limit its level of relevance. Therefore, the research proposed two models for resolving the identified challenges and ensuring the relevance of the education provided for the current and future needs of refugee students. These models were "The Model of a holistic approach in the education for refugee children" and "The shield comprehensive parenting strategy". Both this models demand a collective effort for improved primary education and the first model is directly related to inhancing primary education while the second model has an indirect role in improving primary education.

Keywords; Relevance; Refugee education; Primary School; Refugee Children; Host Country Curriculum;

Acknowledgments

I would like to praise God for all his blessings in my life. His protection made me stay alive and finish my PhD dissertation. The mentorship and support of my advisor Dr. Ambissa Kenea bring a huge contribution for the progress I have made in the course of my study. His guidance, follow-up and consultation enabled me to complete this dissertation. I want to extend my heartfelt gratitude to respondent students, teachers, school principals, key informants, and officials as well as experts from various organizations. In particular, I am indebted to the support I received from Suleyman Ali (the former foreign relation officer in ARRA), Juneidin (foreign relation officer in ARRA), Behailu Yohannes (School principal of Jewi Number 1 School and Coordinator of the rest three schools), and Berhanu (Education officer in UNHCR). May God bless you. I am also thankful to staff members in the Department of Curriculum and Instruction for their support and motivation. I am also thankful for Marti and Eta for their support for the completion of this dissertation.

Finally, I would like to express my gratitude for my family. My carrying and supportive wife Eden my Son Beabkal and daughter Maranata; Parents Emuti, Gashe and Egetey; brother and Sisters Abel, Beza, Tsion, Bereket, Hana, Lidia, Tsehay, and Bemnet thank you for the supports you have given me. May God bless you for making me know what it means to be a member of a family.

Eyueil Abate Demissie

Declaration

Hereunder I verify that this Dissertation is my original work and has not been presented for a degree in any other University. I also make sure that all the source materials used in this study have been duly acknowledged.

Name: _____

Signature: _____

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The dissertation has been submitted with my approval as University advisor.

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School of Graduate Studies

This is to certify that the thesis prepared by Eyueil Abate, entitled **Flight Experience of South Sudanese Refugee Children and their Primary education Experience in Jewi Refugee Camp, Ethiopia** and submitted in partial fulfillment of the requirements for the degree of **Doctor of Philosophy in Curriculum Design and Development** complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

Board of Examiners

Dr. Ambissa Kenea

Supervisor

Signature

Date

Dr. Fekadu Adugna

Internal Examiner

Signature

Date

Dr. Ziyn Engdasew

External Examiner

_____ 

Signature

_____ **19/10/21** _____

Date

Dr. Meseret Assefa

Chair Person

Signature

Date

Contents

Abstract	iii
Acknowledgments.....	iv
List of Figures	ix Error! Bookmark not defined.
Abbreviations and acronyms.....	xiii
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	6
1.3 Research Questions	9
1.4 Objective of the Study	10
1.5 Significance of the Study	10
1.6 Scope of the Study	10
1.7 Limitation of the study.....	11
1.8 Theoretical Framework of the Study	11
1.9 Conceptual framework of the study.....	18
1.10 Operational definitions.....	22
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	24
2.1 Introduction.....	24
2.2 Conceptual understanding of Culture, refugees, and the role of conflict for people displacements.	24
2.3. Refugee hosting Culture in Ethiopia and the Existing Trends of Refugee Response	30
2.4 South Sudan, a country that is starved peace for decades.....	37
2.5 Treaties on issues related to Refugees	39
2.6 Education for Refugee Children	46
2.7 Treaties related to the "Right to Education"	61
2.8 Education for Refugee children in Ethiopia.....	63
B. Management of refugee education in Ethiopia.	67
C. Data management of Refugee Education in Ethiopia	68
CHAPTER THREE: RESEARCH DESIGN AND METHODS	79
Overview.....	79
3.1 Research design	79
3.1.1 The identified cases and issues investigated	80
3.1.1.1 Case selection and sampling	80
3.1.2 Research paradigm.....	83

3.2 Research site	84
3.3 Tools and participants	90
3.1 Interview	90
3.3.1.1 General information on some of the organizations included in this research	98
3.3.2 Document analysis	100
3.3.3 Direct observation.....	101
3.4 Data Collection Procedures.....	101
3.5 Data Quality Management	102
3.6 Data analysis procedures.....	102
3.7 Ethical issues in the study	104
Chapter Four:	105
4.1 Background information on respondents and the issue investigated	105
4.1.1 Description on Jewi Refugee Camp	105
A. Implementing partners in Refugee Response Activity in Jewi	106
B. Status of essential services for refugees in Jewi Refugee Camp.....	107
C. Registration, placement, and management of refugees in Jewi Refugee Camp.....	112
D. Interaction between locals and host communities in Jewi Refugee Camp	114
4.1.2. Perception of respondents on causes of conflict and its impact	116
A. Perception of respondents on the cause of the conflict in their home country.....	116
B. The most affected areas as a result of the conflict and its impact	118
C. perception of respondents on the Khartoum Peace Deal	122
4.1.3 Impact of the crisis in South Sudan on children in Jewi Refugee Camp	124
A. Separated children and unaccompanied minors.....	133
Cultural transition of children in Jewi Refugee Camp.....	144
V. Existing practice of providing support for refugee children in Jewi Refugee Camp to overcome trauma	151
4.2. Primary School Education for Refugee Children in Jewi Refugee Camp	152
4.2.1 The four refugee-hosting primary schools in Jewi Refugee Camp	154
4.2.2 Relevance of the Education for Refugee Children in Jewi Refugee Camp	157
i. Accessibility of the education provided.....	158
ii. Quality of the education provided	165
iii. Opportunities and Challenges in Education for Refugee Children in Jewi Refugee Camp	224
Chapter 5:.....	229

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	229
5.1 Summary of the findings.....	229
5.2 Conclusions.....	235
7.3 Recommendations.....	237
Reference	245
APPENDICES	260

List of Tables

Table 1: Educational Statistics in Refugee Education; Source: (MoE, 2018).....	70
Table 2: Information on national teachers who participated in this study.....	91
Table 3: Information on the date, time, and duration of the interview conducted with national teachers.....	92
Table 4: Information on school principals who participated in this study.....	92
Table 5: Information on school principals who participated in this study.....	93
Table 6: Information of key informants who participated in this study.....	94
Table 7: Information on date, time, and duration of interview with key informants.....	94
Table 8: Information about students who participated in this study.....	95
Table 9: Information on date, time, and duration of interview with students.....	96
Table 10: Information on parents who participated in this study.....	96
Table 11: Information on date, time, and duration of interview with parents.....	97
Table 12: time and date spent for interviewing officials.....	98
Table 13: Data on school-age South Sudanese children in Gambella by 2014.....	166
Table 14: Comparison in number of periods allotted for each subject.....	181
Table 15: Number of registered students in September Vs. number of students who sat for examination in January and March.....	213

List of figures

Figure 1 Model of Refugee Adaptation and Development.....	14
Figure 2 Model of Refugee Adaptation and Development.....	19
Figure 3 The legal frameworks accepted and signed by Ethiopia in the course of history.....	31
Figure 4: proposed CRRF draft structure.....	33
Figure 5: The location of Jewi.....	85
Figure 6: The location of Leitchour and Nip Nip.....	86
Figure 7: The biodiversity along the road from Gambella to Jewi.....	86
Figure 8: Common plant types that are found on the way from Gambella to Jewi.....	87
Figure 9: The intersection to Jewi Refugee Camp, a view from the main road.....	87
Figure 10: The main road inside Jewi refugee camp.....	88
Figure 11: Restaurant and shops in Jewi Refugee Camp.....	88
Figure 32: Size of most of the houses built in Jewi Refugee Camp.....	88
Figure 13: The image of roofless houses.....	89
Figure 14: A child taking care of a baby.....	89
Figure 15: Distribution of respondents in terms of sex.....	90
Figure 16: Brief descriptions of refugee population in Jewi Refugee Camp.....	105
Figure 17: Metar and Burbiey entry points.....	113
Figure 18: The road in Metar.....	114
Figure 19; Location of the three states.....	119
Figure 20: Baking plate used by refugees in Jewi Refugee Camp.....	146

Figure 24 Baking plate used by locals.....	146
Figure 22: Billboard of Number 1 School.....	156
Figure 23: Draught and a need for revenge in the mind of a child.....	172
Figure 24: Permanent and semi-permanent classroom and administration buildings in Number 1 School.....	203
Figure 25: Adminstration office in Number 2 School.....	203
Figure 26: Classrooms in Number 2 School.....	203
Figure 27: Permanent and semi-permanent buildings for classrooms and offices in Number 3 School.....	204
Figure 28: Classrooms and offices in Number 4 school.....	204
Figure 29: Inside view of a classroom in Number 2 School.....	205
Figure 5 Inside view of a classroom in Number 2 school.....	205
Figure 6: Classrooms under construction in Number 1 School.....	206
Figure 32: outside and inside view of the library in Number 1 School.....	207
Figure 33: Outside and inside view of the library in Number 2.....	207
Figure 34: Toilet rooms in Number 2 School.....	208
Figure 35: Toilet buildings in Number 3 School.....	208

Abbreviations and acronyms

ARRA	Administration for Refugee and Returnee Affairs
DICAC	Development Inter-Church Aid Commission
ECCE	Early Child Care and Education
EEA	Education Expert ARRA
FDRE	Federal Democratic Republic of Ethiopia
GEOR	Respondent from Gambella Education Office
GER	General Enrolment Rate
ICRC	International Community of the Red Cross
IDP	Internally Displaced People
IGAD	Inter Governmental Authority on Development
IOM	International Organization for Migration
IP	Implementing Partners
IRC	International Rescue Committee
JRS	Jesuit Refugee service
KIT	Key Informant Teacher
MoE	Ministry of Education (Ethiopia)
MoEST	Ministry of Education, Science, and Technology (South Sudan)
MoFA	Ministry of Foreign Affairs
MoJ	Ministry of Justice (South Sudan)
MoU	Memorandum of Understanding

NT	National Teacher
PHJ	Program Head Jewi Refugee Camp
PHW	Respondent Protection Head from West Region ARRA Branch Office
PTSA	Parent Teacher Student Association
RCC	Refugee Central Committee
RDICAC	Respondent from DICAC
REB	Regional Education Bureau
REUNHCR	Respondent from UNHCR Ethiopia Education Office
RPTSA	Respondent from Parent Teacher and Students Association
RRP	Refugee Response Plan
RS	Respondent Student
RSCIG	Respondent from Save the Children International Gambella Office
RSSE	Respondent from South Sudanese Embassy
RWVE	Respondent from World Vision International Gambella branch Education Officer
SCI	Save the Children International
SP	School Principal
UNMISS	United Nations Mission in South Sudan
WVI	World Vision International

CHAPTER ONE: INTRODUCTION

This chapter provides a brief background of the problem being investigated, the reasons that initiated me to do my dissertation research on primary education for refugee children, the basic questions that were raised to guide the study, and theoretical framework that shape this research. The research objectives, significance of the study, limitations of the study, scope of the study, and conceptual framework of the study are also included into the chapter.

1.1 Background of the Study

This research is conducted to investigate the practice towards the relevance of primary school education for refugee children in schools that are found in Jewi Refugee Camp.

The issue of refugees becomes an issue of concern mainly starting from the Balkan Wars (1912-1913) and the escalation of the First World War in 1914. Since then, a rapid growth has been registered in the occurrence of conflicts and war. The two wars that escalated after WWI and contributed to the rise in the number of refugees were the war in the Caucasus (1918-1921) and the Greco-Turkish war (1919-1922). During these periods a large number of refugees fled from their living environment to another state seeking safety. From the displaced refugees by this time one to two million refugees were from Russia, the former Soviet Union (Jaeger, 2001; Labman, nd).

According to Jaeger (2001), the support given for these refugees is mainly dependent on some charitable organizations and their support is limited to material assistance. During this time, the major issue was the absence of a central coordinating body. To find a solution for this problem a meeting was called by the International Committee of the Red Cross and the League of Red Cross Societies on 16 February 1921. This meeting discussed with member states on the measures to be taken for the refugee crises at that time. An agreement was reached on the necessity of a cooperative effort to find a solution to the problem. Due to the efforts made, the League of Nations assigned a High Commissioner. Dr. Fridtjof Nansen was assigned as a commissioner starting from 01 September 1921 and the high commission worked towards the amendment of various legal frameworks used to govern the issue of refugees at that time (Jaeger, 2001; Labman, nd).

The first convention on the issue of refugees is “The convention on International Status of Refugees” and it was amended on 28th October 1933. It set an obligation on behalf of Russian, American, and assimilated refugees. This convention was ratified by nine states and served as a benchmark for the 1951 convention. Other two important agreements on refugees coming from Germany were signed in Geneva on 04 July 1936 and 10 September 1938. The first one was a Provisional Arrangement while the second was a Convention. These treaties led to the 1939 protocol that included the issue of refugees from Austria in addition to refugees from Germany. From the various refugee affiliated organizations created during the period of League of Nations the most recognized organizations were The Nansen International Office for Refugees (1931-1938), The Office of the High Commissioner for Refugees coming from Germany (1933-1938), The Office of the High Commissioner of the League of Nations for Refugees (1939-1946), and The Intergovernmental Committee on Refugees (1938-1947) (Jaeger, 2001). These organizations functioned based on the international legal instruments that were part of the League of Nations. The International Refugee Organization (IRO) was formed and its constitution was amended by Resolution number 62 (I) of the UN General Assembly on 15 December 1946 and terminated on 28 February 1952 due to its replacement by UNHCR (Jaeger, 2001; UNHCR, 2007). The function of IRO relied on people who were affected by the Second World War. Its main functions were facilitating repatriation, identification, registration, and classification of refugees. The organization was also responsible for providing care and assistance for refugees; ensuring legal and political protection; providing transport; and facilitating the resettlement of refugees (Jaeger, 2001; UNHCR, 2007). According to these sources, on 3rd December 1949, the UN general assembly decided to organize the office of the High Commissioner for refugees and on 14th December 1950, the UN amended the statute of the organization. UNHCR became functional starting from 01 January 1951 and the convention entitled “Convention Relating to the Status of Refugees” was amended by UN General Assembly on 28th of July 1951.

Refugees are individuals who get into a miserable life due to conflict and disaster. The rate of conflicts and disasters has become increasingly high starting from the twentieth century (Hunt, 2008; Ho-Won Jeong, Charles Lerche, Silvia Susnjic, 2008; Kothari, 2008; Andrew J Strathern and Pamela J Stewart, 2010). Hunt (2008) and Leitenberg (2006) indicated that a need for independence from colonization, a division based on ethnicity, and competitions for resources are the major causes for the rise of conflicts in this era. For Hunt (2008), the rise of technology and

globalization has also a role in the development of conflicts in this era and a typical example for this movement could be the collapse of the Soviet Union and the move for independence by African nations from colonialism. As a result, these conflicts and wars become deadly and dangerous which result in economic and social crises in addition to a high fatality rate of people (Gil Loescher, Alexander Betts, and James Milner, 2008). Morbidity rate increases due to poor supply of necessities and exodus begins to safe zones aiming to escape from the danger area. Children and women are the major victims of conflicts (Hunt, 2008). According to this source, women are victims of sexual violence, forced military service, taking care of all the burden of child- and home-related activities, and suffering from a mental and physical health problem. Each war leaves its mark on children in terms of being orphans, becoming homeless, being recruited for forced military service, losing their educational opportunity, and suffering from a mental and physical health problem.

Therefore, individuals who are in fear for their lives and wish to escape from the catastrophes flee from their living area and cross borders of another state (i.e. the host country) seeking safety. At this time these individuals are called refugees. The impact of war is worse on refugees than internally displaced people because of various reasons. As they are strangers to the host country, they gain less social support, speak a different language, eat a food item that might be new to them, live in strange customs, and suffer from a mental and physical health problem (Hunt, 2008; Richard Hamilton and Dennis Moore, 2004). Children in resettlement zones are likely to suffer from physical, mental, and social disorders and they are at risk of developing learning difficulties, behavioral problems, and psychological distress (Hamilton and Moore, 2004). According to Hunt (2008), relocated children are exposed to subsequent development of depressive behavior. Girls and younger children are the most exposed ones and it will bring a permanent impact on them.

According to IOM (2017), by the end of 2016, the total number of refugees was 22.5 million. Out of these refugees, 17.2 million of them were under the UNHCR mandate and the rest 5.3 million of them were Palestinian refugees that live in the Middle East under the mandate of the United Nations Relief and Works Agency. The registered number of refugees this year (2016) was a record in history. From 2003-2016, the number of children from the total population of refugees fluctuated between 41 to 51 percent while the number of women fluctuated from 47-49 % (IOM, 2017). By the end of 2016, the top ten countries that are sources for refugees were Syria, Afghanistan, South Sudan, Somalia, Sudan, Democratic Republic of Congo, Central African

Republic, Myanmar, Eritrea, and Burundi. These countries contributed a sum of 13.5 million (79%) of refugees from the total population, and out of these, 5.5 million of them were from Syria; 2.5 million of them were from Afghanistan and 1.4 million of them were from South Sudan. Prolonged civil war and conflict between various forces under diversified agenda were the main reasons for people's displacement from those countries. The top ten refugee-hosting nations by the same year were Turkey, Pakistan, Lebanon, Iran, Ethiopia, Uganda, Jordan, Kenya, Germany, and the Democratic Republic of Congo (IOM, 2017).

The future of refugee children is highly affected by the terrible incident that brought them into a refugee camp. Education has a great role in creating a bright future for refugee children and correcting the damage occurred as a result of the causative conflict or disaster that displaces the people. Education is one of the most essential demands for refugees and it is highly demanded to benefit the individual child, parents, and the nation at large (Home & Host nations). With this regard, most parents of refugees wish to get an educational service for their children immediately after arrival in the host nation. Most parents need education to consider and respect their cultural identity and original language. Additionally, they demand education to be relevant for a smooth resumption of education during repatriation Hamilton & Moore (2003).

To create a bright future for refugee children, plenty of treaties have been ratified on the right of the child. From the amended rights, the major one is access to education and it is mainly amended in the 1948 Universal Declaration of Human Rights, the 1951 Convention relating to the Status of Refugees, and the 1989 Convention on the Rights of the Child (UNHCR, 2007; UNHCR, 2011). According to Hathaway (2005), education for refugee children is either denied or provided in inadequate service after a prolonged delay. On the other hand, UNHCR (2011) indicated that access to education for refugees is limited and uneven across regions and setting of displacement. This source indicated that the issue becomes worse particularly at secondary education and for girls. Enrolment in primary schools was only 76% globally and girls' enrolment rate was very low in comparison to boys (UNHCR, 2011; Hathaway, 2005). For example, UNHCR (2011) indicated that in Eastern Africa and the Horn, only 5 girls were enrolled for every 10 boys. The question of quality, accessibility, and gender bias on education for refugee students lacks attention by all responsible stakeholders including the UNHCR. This is also acknowledged by UNHCR and indicated to have inadequate staff members in the education sector. "Educational capacity within

the UNHCR is shockingly limited both in terms of human and financial resources. Within the entire organization, there are only two education officer positions in 2011 (UNHCR, 2011).

According to UNHCR (2016), there are around six million primary and secondary school-age refugees under the UNHCR mandate, and out of these 3.7 million of them have no school to go to. Refugee school-age children are five times more likely to be out of school than non-refugee children. From the total refugee population, only 50% of them have access to primary education compared with a global level of more than 90% of non-refugee children. The above source indicated that as the grade level increases, the gap becomes wider. The same source also indicated that about 84% of non-refugee adolescents attend lower secondary school while only 22% of refugee adolescents have that same opportunity. Concerning higher education, just one percent of refugees attend university in comparison to 34% of non-refugee children enrolment globally (UNHCR, 2016). Therefore, the status of the education provided for refugees is very low compared to non-refugee children.

There are many reasons for the low enrolment and high dropout rate of refugee students in education. The financial limitation is one of the main obstacles in the effort made towards ensuring accessibility and quality of the education provided for refugees and the problem becomes vast especially on refugees that are found in developing nations. According to Hathaway (2005), the problem is manifested in having overcrowded classroom, severe situation on providing essential teaching materials and qualified teachers. Likewise, Mackinnon (2014), showed that the greatest barrier to the provision of accessible and quality education to all school-age children in the Dadaab Refugee Camp is the lack of adequate funding for education by donors. In addition to funding, most refugee-hosting schools have no special support system that considers the status of students (Hamilton and Moore, 2004). In general, the quality of the education delivered for refugees has been found to be very low and most refugee-hosting schools have no special support system for refugee students.

Ethiopia is one of the major refugee recipient countries in the world. According to Aljazeera (2016), Ethiopia is a host for 736,100 refugees and this number puts the country to be the 6th country in the world and the 1st from Africa in hosting large number of refugees. However, a report by UNHCR on 27 February 2017 puts Ethiopia as the fifth largest country globally in hosting 742,700 refugees next to Turkey, Pakistan, Lebanon, and Iran. According to the Administration for Refugees and Returnees Affairs (2017), there are around 900,000 refugees in 26 refugee camps

and one resettlement area. From refugees in Ethiopia, the largest in terms of country of origin are refugees from South Sudan, Somalia, and Eritrea (UNHCR, 2021)

Currently, in Ethiopia pre-primary education for refugees is given by various NGOs, and ARRA is the responsible organ in providing elementary education for refugees, while DICAC and JRC are playing a major role in providing secondary education for refugees. According to ARRA (2018), there are around 177,745 (102,967 male and 74,778 female) refugee children who are attending primary school education. According to the above source, enrolment rate of refugee students in primary schools improved in the 2017/2018 academic year with 58 primary schools, 80 ECCE centers, 18 secondary schools, and 20 Alternative Basic Education (ABE) learning centers that were launched for refugees. According to UNHCR (2015), the education delivered for refugee students is criticized by research findings and various concerned bodies (*teachers, school leaders, donors*) on the basis of lack of coordination, poor facility, less trained manpower, and ignorance.

This research aims to investigate the flight experience of South Sudanese refugee children and their educational experience in Jewi Refugee Camp. In doing so the research makes a critical investigation on the kinds of sufferings and stressful situations which the children pass through as a result of the crisis. The research also investigated the primary education provided for refugee children in terms of paying attention for previous educational experience of refugee children, the impact of the crisis on the refugees, their current condition, and their future aspiration.

1.2 Statement of the Problem

Hosting nations serve as a bridge between the previous and future life of refugees. Most refugees get into the territory of hosting states assuming a temporary life and having a need to repatriate as soon as the causative problem is resolved. As a result, the education provided needs to be relevant for the future life of the students in the host, home, or third country. The curriculum used in refugee education needs to foster on treating the damage that occurred to students and making them competent for a smooth resumption of education and the world of work in the future in the host as well as the home country. The education delivered for refugees needs to consider the educational background, the impact of the crises, parental situation of the students, and their future aspirations. Unfortunately, those key prerequisites seem to be forgotten and students are suffering from a complicated problem. It is manifested by low academic achievement, identity crises, high dropout

rates, and cultural confusion. In Ethiopia, according to the national refugee education strategy by UNHCR, the situation of education for refugees is explained to be ineffective in terms of various criteria and the document raises the following points as the most focal limitations in the education provided for refugees (UNHCR, 2015).

Refugee education programs in Ethiopia have operated with ineffective indicators that measure inputs rather than outcomes. In Ethiopia, there are limited standardized methods to evaluate and validate learning outcomes in a manner considered to be age-appropriate and relevant to the learning context. Although learning objectives and benchmarks are important in the Ethiopian curriculum, learning assessment has not been consistently taking place in refugee education (UNHCR, June 2015, P.11).

The above source indicated that the education provided for refugees gets less emphasis by policymakers and educational experts in Ethiopia, and this can be expressed in the insufficient concern at a policy level and the inadequate attention among government officials and experts towards the education provided for refugees.

Links and networking do exist between the MoE at different levels and refugee education programs; however, the predictability of such relationships is not systematic. Roles and responsibilities and related support from the MoE to refugee schools in different locations have not been well-defined or formalized in a letter of understanding. The existing support provided by the MoE, Regional Education Bureaus (REB), and Woreda Education Offices (WEO) currently depends on individual interest rather than procedures reflective of established agreements or policy (UNHCR, 2015, P. 12).

On the other hand, teachers who teach in refugee-hosting schools lack adequate preparation and competency to teach foreign students who came from a country that is in crisis. A report by UNHCR indicated that many teachers who teach in Eritrean refugee-hosting schools in Ethiopia do not receive even a 10-day training program. As a result, 94% of students fail to meet the defined benchmark on reading proficiency tests in grade 4 (UNHCR, 2011; UNHCR, 2015).

Rediet Simie conducted a study on the education provided for refugees in Mai-Aini and Adiharush Refugee Camps in Ethiopia (Simie, 2015). The main focus of the study was analyzing the status of primary and secondary education provided for Eritrean refugees. Major results of the study included: very limited peer and parental support, high rate of illegal migration as a result of peer

influence, uncoordinated activity between teachers, parent, and students, inefficient guidance and counseling system, severe situation towards availability of facilities and resources including laboratory service, pedagogical center, and library, lack of prior ICT and language training, absence of CPD program among teachers, absence of adequate emphasis for co-curricular activities, and low trained in making use prior knowledge of students and academic background. The study indicated that the above hindering factors became a cause for a high rate of psychological health problems (trauma, nightmare, and hopelessness), addiction, low enrolment rate and high dropout rate, undesirable change in behavior as well as low academic achievement among students.

The other problem in education for refugee children in Gambella region is the prevalence of untrustworthy relationships between refugee and local communities. This leads to limitations in sharing resources. Some researchers identify the presence of refugees to be harmful to the local society. According to a study by Olay (2017), the presence of South-Sudan refugees in Gambella regional state has a negative impact on socio-economic, environmental, and security issues on the host community. The study stated that the presence of these refugees created ethnic conflict and played a role in political instability in the region. This study identified that there are language and cultural differences between locals and the refugee community. Therefore, the study noted the presence of xenophobic activities by locals on refugees and this makes refugees suffer from an emotional and psychological problem.

To the best of my knowledge, there are very limited studies that were conducted on refugee education in Ethiopia, especially in primary education. As mentioned above, most of the studies conducted focused on issues related to facility and resources in refugee-hosting schools (Haybano, 2016; Simie, 2015), enrolment and dropout rate of students (Simie, 2015), the role of governmental and non-governmental organizations in the education for refugees (Haybano, 2016; Simie, 2015), the role of government officials, policymakers, and experts regarding the education provided for refugees (Haybano, 2016; Simie, 2015), competency of teachers who teach in refugee-hosting schools (Haybano, 2016; Simie, 2015), and the status of refugee education at a policy level (Haybano, 2016; Mena, 2017; Olay, 2017; Simie, 2015).

Even if it is important to consider the above issues in studying the education provided for refugees, it is also equally important to incorporate issues, such as a) the impact of the crisis on children and

its impact on their education, b) the life of students in the refugee camp and its impact on their education, c) cultural variation in education between home and host education system, d) the level of concern given in the education for students' previous educational experience, suffering in the pre-flight and flight phases, and their future aspiration, and e) prevalence of adequate support for students from parents, the community, and governmental and non-governmental organizations to promote academic achievement. These and related issues which make up the pillars of educational relevance for the refugee children seem to be overlooked. Thus, the present research aims to fill in this research gap through conducting an in-depth analysis of the educational situation of South Sudanese primary school students that are hosted in Jewi Refugee Camp.

1.3 Research Questions

This research is mainly interested to investigate the relevance of the primary school education provided to the South Sudanese refugees in Gambela. In so doing, it attempts to answer the following basic research questions:

1. To what extent the education provided for South-Sudanese refugee children in Jewi Refugee Camp takes into account their previous educational background and the impact of the crises on them?
2. Is the education provided relevant to the current needs and future aspirations of these students?
3. How committed is the Ethiopian government towards amending workable policy and other legal documents, allocating trained manpower; and placing efficient monitoring system in the primary education for refugee children?
4. What is the contribution of parents, ARRA, UNHCR, and its implementing partners for the provision of relevant primary education for the South Sudanese refugee children in Jewi Refugee Camp?
5. What are the major challenges for the provision of relevant primary school education for the refugee children?

1.4 Objective of the Study

The general objective of this study is to create a critical understanding and policy recommendation on the primary school education provided for South Sudanese refugee students in Jawi Camp, Ethiopia. The specific objectives of this study are to:

1. Assess the primary education provided for refugee children that are found in Jewi refugee camp in terms of considering their prior educational experience, the traumatic experience they went through, their current life in Jewi refugee camp, and their future aspiration.
2. Investigate the commitment of the government of Ethiopia in terms of amending policy and legal frameworks that can better satisfy the educational needs of refugee children and the status of concerned government offices in putting the legal frameworks in to action effectively.
3. Assess the supports that the concerned stakeholders provide for South Sudanese refugee children in Jewi Refugee Camp for the realization of a relevant primary school education
4. Document the best practices in the provision of education for refugee children in Ethiopia as a host country.

1.5 Significance of the Study

This research will contribute a lot to those parties who have similar objectives and seek information on issues related to this study. The possible significance of this research is it gives information on the practice of primary school education for refugees and its tendency of aiming to satisfy the current and future educational needs of students. Additionally, it provides information on the gap between theory and practices towards refugee education and it will be used as a source of information for policymakers, national and international organizations, governmental and non-governmental agencies, teachers, school leaders, researchers, and others whose issue of concern are refugees to better understand the landscape of primary education provided for refugee children.

1.6 Scope of the Study

The study is delimited to investigate the relevance of primary school education provided for South Sudanese refugee students in Jewi Refugee Camp based on evidence obtained from major stakeholders, review of curriculum of the host and home countries, education policy, and other

relevant documents. The study is conducted in all the four primary schools that are found in Jewi Refugee Camp. The research is mainly interested in understanding the relevance of the education provided from the perspectives of the educational experience of the refugee children in home country, the trauma they experienced as a result of the crisis, their current situation, and their future aspiration.

1.7 Limitation of the study

This research is conducted by focusing on one refugee camp and it is mainly because of financial constraints. Therefore, it would have a limitation on its generalizability. To resolve this concern, the researcher tried to incorporate the experience of various refugee camps through the reviewed documents and interviews made with respondent officials. The other limitation of this study is the limited number of student respondents. This is because the majority of the respondent students are incompetent to communicate through the English language and using a translator is observed to be less satisfying to get the real feelings of the students. Therefore, the researcher purposefully chose students with a better level of proficiency in communicating through English. To overcome the possible limitation of this situation, I used in-depth interviews, which provided detailed information on the subject, with key informants.

1.8 Theoretical Framework of the Study

The theoretical foundations of this study are the Cultural Capital Theory, a proposition on phases in refugee displacement, and the Model of Refugee Adaptation and Development. The central concern in each of the above theories is refugees and the scholars discussed the situation of refugees from various angles. At the beginning of this section, there is a brief explanation of each theory one by one; then, a synthesis of ideas extracted from each theory that are relevant to this study has been presented in order to devise a contextually appropriate theory that can guide this research.

A. Cultural Capital Theory.

The Theory of Cultural Capital is developed by the French scholar Pierre Bourdieu. According to Bourdieu, this theory is inherited from the family and academic capital (Bourdieu, 1984), and it is the accumulation of knowledge, behaviors, and skills (Cole, 2017). Bourdieu (1993, p. 5), defines cultural capital as “*A form of knowledge, an internalized code or a cognitive acquisition which*

equips the social agent with empathy towards, appreciation for our competence in deciphering cultural relations and cultural artifacts". He suggests that "a work of art has meaning and interest only for someone who possesses the cultural competence, that is, the code, into which it is encoded". The possession of this code, or cultural capital, is accumulated through a long process of acquisition or inculcation which includes the pedagogical action of the family or group members (family education) and educated members of the social formation".

Bourdieu expressed cultural capital as it exists in three states that are embodied, objective, and institutionalized (Cole, 2017). Embodied refers to the knowledge acquired from the interaction in society and education, while objective represents educational materials which we frequently use for our learning (Books & Computer). The third state is institutionalized and it is a measured, certified, and ranked aspect of cultural capital (Academic qualification, Degrees).

According to the Theory of Cultural Capital, the majority is dominant over the minorities and the dominant culture is likely to be the norm and standard. Therefore, Pierre Bourdieu and Jean-Claude Passeron (1990) indicated that maintaining the status quo is the essence of reproduction. Reproduction in education proposes a social mediation and a process model that tend behind the back of the agents engaged in the school system, namely teachers, students, and their parents and often against their will, to ensure the transmission of cultural capital across generation and to stamp preexisting differences in the inherited cultural capital. Cole describes Bourdieu's observation of cultural capital as a means to facilitate and enforce social divisions, hierarchy, and inequality (Cole, 2017). Social formation collaborates harmoniously in reproducing cultural capital conceived of the jointly owned property and the social formulation corresponds to the material and symbolic interests of groups or classes differently simulated within the power relation. As a result of the pedagogical act (PA), it always tends to reproduce the structure of the distribution of cultural capital among these groups or classes thereby contributing to the reproduction of the social structure (Pierre Bourdieu and Jean-Claude Passeron, 1990).

B. The proposition on the Phases of Stress

Refugees are individuals in a maximum level of stress, and Kinzie (2010) classifies the stress which occurs in refugees into four phases. These are preflight, flight & separation, asylum, and resettlement. The situations likely to happen in preflight stress are poor economic conditions, food shortage, famine, political persecution, social upheaval as well as violence, and this may result in

hunger, malnutrition, physical disability, and physical as well as psychological trauma. The second phase is related to the flight and separation phase; it includes separation from family and society, sexual assault, violence, and the collapse of social support. These phases may result in multiple physical and social traumas in addition to isolation and loneliness. The third phase is the asylum phase, and in this phase, there could be a temporary resettlement in a refugee camp. This phase may involve the threats of being forced to return home, inhospitable living conditions, unemployment, food shortages, and lack of health services. In this phase of stress, the results might include malnutrition, illness, and despair. The fourth phase is resettlement stress, and it often takes place in a third country. It can include unemployment, social isolation, acculturation problems, limited social ties, prejudice, language barriers, intergenerational conflicts, and minority status. The consequences can be severe economic hardships, social isolation, and delinquency among adolescents, and generational conflicts. The cumulative effects of the above levels of stress could be physical, behavioral, and psychiatric disorders (Kinzie, 2010). Eventhough Kinzie separated the location of refugees during asylum and resettlement phases, practically, most refugees are now reported to live in the country of asylum for several years and a single refugee might spend the phase of asylum as well as resettlement in a single country.

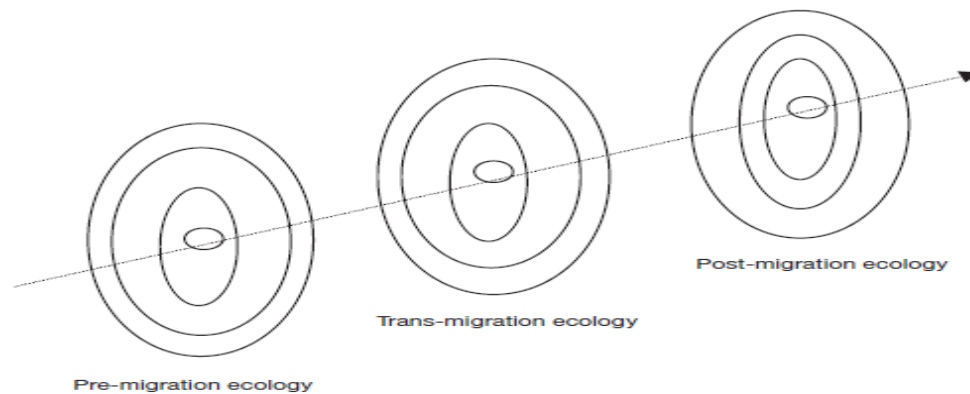
C. Model of Refugee Adaptation and Development

This model was developed by Angelika Anderson, Richard Hamilton, Dennis Moore, Shawn Loewen, and Kaaren Frater-Mathieson in their 2004 work. The model takes Bronfenbrenner's Ecological Theory of Development as a benchmark. The Ecological Theory of Development gives a great emphasis on context, and it is classified into four systems that are the Microsystem, Mesosystem, Exosystem, and Macrosystem. The above systems show the relationship of the individual child with various agents under each system and their impact on the development of the child. The authors believe that Bronfenbrenner's Ecological Theory is a useful conceptual framework to consider the needs of refugee students by understanding personal and environmental factors (Anderson et al., 2004).

By considering the Ecological Theory, they developed a model of "Refugee Adaptation and Development" aiming to address the needs of refugee students. The model classifies the status of refugees into three factors that are pre-migration, trans-migration, and post-migration. Pre-migration factors focus on the life experience of refugees before leaving their home country and

the trans-migration factor indicates the experience of refugees during the transition made from home to host country. Post-migration factors show the experiences of refugees in the hosting country. Loss of a country, way of life, family members, friends, social status, occupation, emotional security, and cultural and religious acceptance takes place in pre- and trans-migration phases, while the stress in adapting to the language used in the new environment and fitting oneself into the cultural, social, economic, and environmental situations in the hosting nation becomes a challenge for refugees during the post-migration phase. Therefore, financial and communication problems, cultural confusion, racism, unemployment, and health problem could take place in this phase (Anderson et al., 2004). The authors believe that the children are in a series of tensions in each phase due to the sufferings that likely to happen in all the three phases.

Figure 7 Model of Refugee Adaptation and Development; Source (Anderson et al, 2004)



The model describes that the development of a child relies on the nature of the ever-changing ecologies that have an attachment with him or her and the ecologies appear in the three phases. According to this model, children need to adjust themselves with the existing reality or ecosystem under each consecutive phase. Due to the extreme sufferings during the pre-migration phase, refugee children may face complicated problems, such as emotional instability, communication problem, and a lack of sense of sociability, self-confidence as well as trust in others. This model describes the major tasks of refugee children and their parents as well as schools and the various service providers in the hosting country which create a smooth transition by forming an ecosystem that considers a sense of mutual benefit and adaptability. The factors that influence the speed of

adapting the new school environment in the hosting country are the child's age, culture, cognitive processes, emotional experiences, and parental support.

The authors argue that refugee children come from various cultural and developmental backgrounds, and they face different sufferings such as torture, trauma, and loss of family members due to the causative conflict. Therefore, they rejected the attempt of placing all students in one category. The model gives a great emphasis on culture and sees it as a tool to create a base for understanding the previous and planning for the future.

Culture plays a significant role in shaping and determining how an individual, family or community perceives, understands and copes with loss and change in life...Culture influences not only how trauma and loss memories are remembered, but also how they are dealt with (Kaaren Frater-Mathieson, 2004, P. 24).

As refugees are individuals who are displaced from their country of origin due to conflict, their new settlement area is completely different from the original cultural orientation. Therefore, children in refugee-hosting schools need to get appropriate aid through creating a feeling that their original language and culture is valued and respected. The model considers assimilation as a passage for acculturation if an individual wishes to assimilate himself or herself with the host community culture.

D. The Refugee in Flight: Kinetic Models and Forms of Displacement.

This model explained the flight to arrival patterns in refugee setting by a push and pull factors. This is explained by the prevalence of a pushing factor for the displacement of refugees from their home country and the existing pulling factor that make refugees to head to the country of asylum. Kinetic models of refugee movement is presented to explain this theory. The model classify migration of free migrants and refugee settlers. Additionally it make a distinction between the various groups among refugee settlers. According to this model there are refugees who made the necessary preparation for their migration (referred their movement as anticipatory refugee movements) and others engage in a sudden migration due to conflicts (defined as acute refugee movements). The model explained the first groups of refugees as individuals who already decided their country of asylum and make prior preparation for the life in the new country of asylum. The migration of these refugees is explained to have a push and pull association. The second group of refugees initially have no desire to request asylum in the host country. Their displacement is due

to military pressure and a need to get safety. This group of refugees are referred to involve in another migration after spending some time in a refugee camp. Originally they assuming to repatriate to home country. When time goes without any improvement in the situation in their home country the refugees get themselves in to confusion of having a clue to their permanent resettlement country. At this point refugees decide to relocate to countries that are willing to receive them.

E. The relevance of the above theories for studies conducted on Refugee Education in general

The above theories emphasize uncovering the sufferings and harms that are going to happen on refugees from home to hosting nations. The concepts identified in the above theories are refugees in general and refugee children specifically, are in a position to suffer from permanent health problems due to the horrific experiences they passed through or activities they witnessed as a result of the crises. Therefore, it is understood that refugee students are in a different condition from non-refugee students due to the challenges they face, the sufferings they have passed and the struggle they have made to adapt themselves to the new culture. With this regard, the education provided for refugee children needs special structure starting from the curriculum to classroom instruction (Hamilton and Moore, 2004). .

As it was discussed under the proposition in the level of stress, the status of refugees can be viewed into four consecutive phases which are peaceful life in their home country, the rise of conflicts in their home country, exodus to a safe zone, and life in a refugee camp, in the territory of another state. The conflict makes refugees pass in an extremely harsh situation that may take their life and the life of their loved ones. It demands the endurance to hold all the struggles faced to reach into a refugee camp. The theories show the kind and level of suffering that each refugee faces in the home and host country. According to Kinzie and Anderson et al. (2004), the possible sufferings of refugees in home country during the conflict are hunger (with a possibility of change to famine), an outbreak of diseases, absence of medication, separation among family members, witnessing the death of their loved ones, forced military service, rape, execution, and walking for several days to reach the safe zone. Therefore, mental, physical, and psychological health problems are often recorded among refugees. The suffering of refugees in hosting nations is indicated in the above theories to be still a visible reality even though the 1951 Convention Relating to the Status of Refugees states that refugees should not be penalized for requesting the protection of the hosting

nation and forced to return back to their country of origin (Hathaway, 2005). Despite the articles in the above Convention, many refugees still face various challenges.

Kinzie explains that refugees who enter into the border of another state to join refugee camp may face forced repatriation, harsh life situation, and scarcity of food and medical services. On the other hand, Cultural Capital Theory explains that refugees are victims of systematic cultural oppression in hosting states. Such kinds of oppression are implemented on minority groups based on race, color, language, or country of origin to maintain the pre-existing reality. Bourdieu sees cultural capital as a cumulated knowledge acquired from family and educational institutions that serve as a tool to interact with others. In the case of refugees, the theory serves as a tool to understand the level of cultural exchange between the original culture and the host culture. It is also relevant to explore cultural differences and the available practices to mediate these differences. The theory is also relevant to understand the prevalence of pre-established practices that affects the promotion of the original cultural orientation. The last theory which is the model of Refugee Adaptation and Development explains that refugees spend a hard time in the hosting nations by remembering horrific memories of the conflict in addition to the unpleasant living conditions in the refugee camps.

In conclusion from the above theories, it is understood that refugees are individuals who are in an intricate problem as a result of conflict or disaster, and they need special support by considering their need in order to heal their pain and bring them back to track. For instance, Cultural Capital Theory enables me to explore issues related to culture and cultural transition. As it is defined below, under the operational definitions section, culture has various dimensions and issues like child development, parenting practices, educational culture, and language. These aspects were areas to be investigated in this research and the Theory of Cultural Capital enables me to understand these issues. Additionally, the theory asserts that various factors re-shape and re-define the cultural orientation of individuals. Therefore, the theory enables me to visualize the impact of the cultural shift that takes place as a result of the suffering of the refugee children in the preflight and flight phases of their education. Finally, the theory is relevant for me to understand the influence of a status quo on individuals from a different culture. Hence, the theory is relevant to understand the relevance of an education in enabling children to fit into the status quo in their future life. This is heavily aligned with one of the defining characters (future aspiration of the refugee

children) that this research undertakes, i.e. the relevance of the education for refugee children. On the other hand, the Model of Refugee Adaptation and Development is essential to understand the sufferings of refugee children in the three phases of displacement, the relevance of creating adaptation to succeed in education, and the supports required to recover from traumatic situations. The theory serves as a base of information on the kind of supports needs to be provided among various ecological stages in the process of ensuring the relevance of the education for refugee children. A relevant education is also believed to provide an emphasis on children background, their current situation, and future aspirations. With this regard, the Model of Refugee Adaptation and Development and the phases of stress that are presented above provide relevant background to understand the ontology of these issues.

E. Conclusion

The above theories serve as a base for understanding the impact of a crisis on children, the status of refugee children in a refugee camp, and the kind of support needed to overcome the existing challenges. Additionally, these theories are important to understand the status of Ethiopia in providing relevant education for South Sudanese primary school refugee children by realizing an education system that gives emphasis on the value and cultural orientation of the students. Moreover, the study explores the challenges faced by refugee children during the pre-flight, flight, and resettlement stage and examines its impact on the learning of the students. This study also gives emphasis on student's previous background, current status, and future aspiration as it is discussed in the above theories.

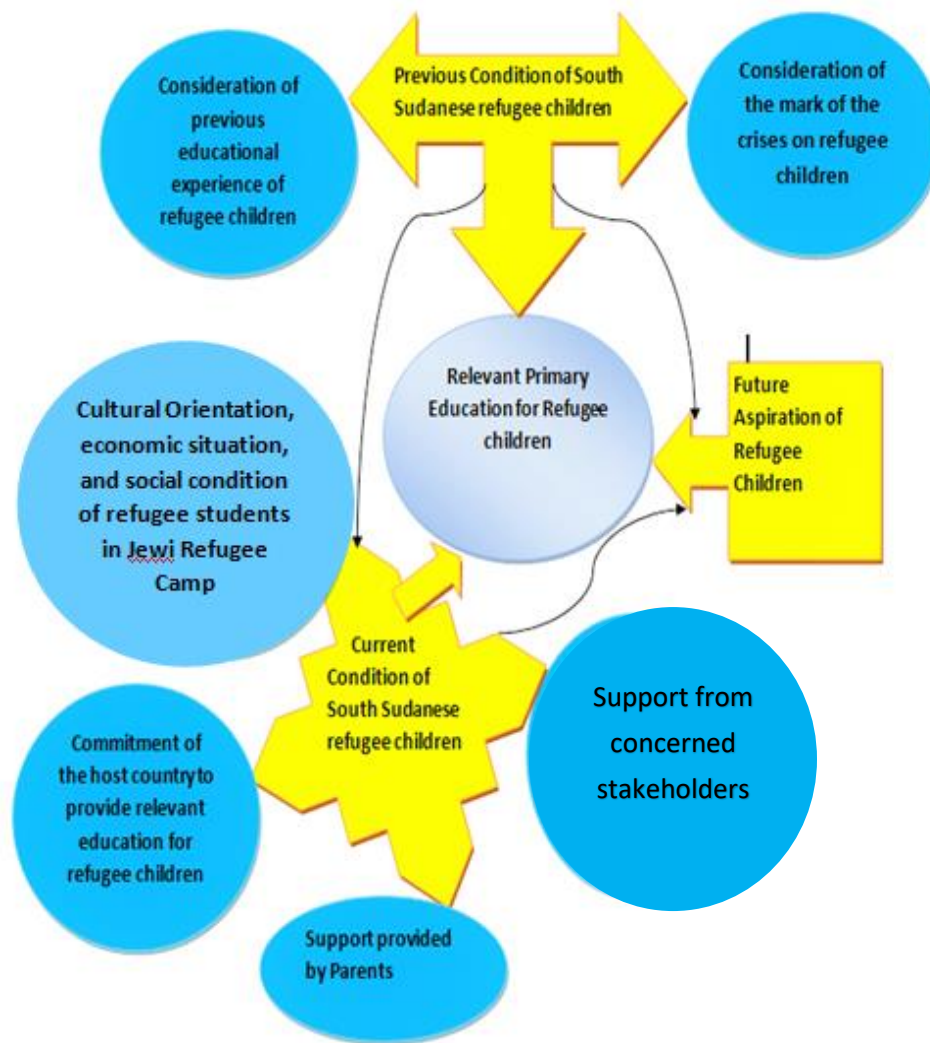
Generally, the above theories will serve as a base to explore a) the impact of the crises on students before joining a refugee camp b) the challenges in hosting nation c) the commitment of the hosting nation and international organizations to provide the necessary and appropriate support for refugees and d) the relevance of the education provided for refugees in hosting states and the impact of a, b, and c on the relevance of the education provided for primary school refugee students in Ethiopia.

1.9 Conceptual framework of the study

The conceptual framework of this study is derived from the theoretical framework and it is believed that the prevalence of quality education is measured by the level of emphasis given in the

education system for the student's previous background, current status, and future aspiration. As refugee students are in transition, educational, cultural and original language has a great role in the quality of the education delivered. According to this study, culture is understood to be affected by the cumulated knowledge acquired from formal and informal education in home country. With this regard, language, living condition, mode of communication, educational system and curriculum thought are considered to be an integral part of the culture. According to this study, the prevalence of relevant education for refugee children is believed to be affected by the student's original cultural orientation and educational experience, the influence of the crises on students, and the occurrence of special education for primary school refugee children. Thus, the conceptual framework of the study is diagrammatically presented below.

Figure 8 Model of Refugee Adaptation and Development



According to this study, three major factors affect the relevance of the education offered to South Sudanese primary school students that are found in Jewi Refugee Camp. The three yellow arrows represent the three factors, namely previous conditions, current situations, and future aspirations. Contributing issues for the three factors are presented in the circles with a blue color. The first factor is a previous condition of the primary school refugee children who are attending their education in one of the four schools in Jewi Refugee Camp. This factor explores the student's

educational experience in the home country and the mark of the crises on them. Educational experience in home country deals with determining the relevance of the education learnt in home country for the present schooling in Jewi. In respect to this, issues like mother tongue, curriculum learned, and teacher's competency in the home country will be investigated. Investigating the mark of the crisis is essential because it creates a room for examining the damage occurred on refugee children as a result of the crisis and its impact on their education. This issue explores the impact of the crises on family, social, and economic condition of the child.

The second factor is the current condition of South Sudanese primary school students that are found in Jewi Refugee Camp. It examines first the cultural orientation, economic situation, parental condition, and social condition of refugee students in the host country. These factors have a direct impact on the relevance of the education provided for primary school refugee students. This is because a student who is living in a series of problems needs to get basic necessities and treatment before formal schooling if he/she is expected to be efficient in his/her learning. The second area of investigation is the commitment of the government of Ethiopia in providing quality education for South Sudanese primary school students that are found in Jewi Refugee Camp. Host countries play a key role in providing conducive living environment and appropriate educational infrastructure for refugees. The commitment of the Ethiopian government in availing relevant education for refugee children was examined based on the emphasis given for refugee education in the education and training policy as well as the curriculum; availability of qualified and skilled teachers as well as school leaders in the four primary schools in Jewi Refugee Camp; the status of the four schools in Jewi Refugee Camp with regard to facility and resources; provision of appropriate supervision; follow-up, and support in the education provided for refugee children. Finally, the existing practice in providing adequate, coordinated, and efficient support by all concerned stakeholders was investigated.

The third factor examines the tendency of the education provided in helping students to attain their future aspirations. This factor is believed to be impacted by the first and the second factors. The study employed a data collecting instrument that helps to gather information related to the status of the above chronological factors.

1.10 Operational definitions

The following terms are frequently used in various sections of this research and for the purpose of this study, each of the terminologies listed below needs to be understood according to the definition provided below:

Country of origin/ Home country: The Glossary of terms by IOM defined the term “Country of origin” as:

A country of nationality or of former habitual residence of a person or group of persons who have migrated abroad, irrespective of whether they migrate regularly or irregularly (IOM, 2019, P. 39).

For the purpose of this study, it refers to South Sudan and the term “Country of Origin/ Home Country” appears in different sections of this study, replacing the term “South Sudan”.

Culture: explores standardized ways of acting feeling, and thinking among a given society. According to this source, it explores handcrafts, symbols, technology, art, and religion. It also defines the role and responsibility of each member of the community. The above source noted that religious institutions, schools, and families were institutions that have a greater role in the preservation and continuity of culture (Barbara and Philip, 2012)

For the purpose of this research it is understood as the cumulated knowledge of South Sudanese refugees who are found in Jewi Refugee Camp; it is acquired from family, society, and formal education and serves as a base for communication with others and mutual understanding. With this regard, values, beliefs, religion, lifestyle, language, living condition, mode of communication, social group, family status, the educational system learned, and curriculum thought are considered to be an integral part of the culture.

Education: for the purpose of this research it is understood as the act or process of engaging South Sudanese children in Jewi Refugee Camp in formal schooling to help them acquire the intended knowledge.

Host country: The UNHCR Master Glossary of Terms refers to host countries as "Resettlement Country.” For the purpose of this study, it refers to Ethiopia and the term “Host Country” appears in different sections of this study replacing the term “Ethiopia.”

Incentive Teachers: for the purpose of this research they are understood as individuals who are recruited from the refugee community to be a teacher. They have different level of qualification and often take no teacher training courses. As a result they work by the incentives they are provided.

Primary school student: for the purpose of this research it is understood as South Sudanese refugee children in Jewi Refugee Camp and attending their education in one of the primary schools found in the area.

Refugee: UNESCO defines refugee as:

A person who is owing to a well-founded fear of persecution for one of a number of specific reasons contained in the 1951 Refugee Convention that are an individual who is outside of the country of his/her nationality, and who is unable or unwilling to avail himself or herself of the protection of that country (UNESCO, 2016, P.2).

For the purpose of this research, the term “Refugee” refers to a South Sudanese individual who is found in Jewi Refugee Camp as a result of the armed conflict in South Sudan.

Refugee camp: The UNHCR Master Glossary of Terms (2006) defines it as:

Plot of land temporarily made available to host refugees fleeing from an armed conflict in temporary homes. UN Agencies, particularly UNHCR, and other humanitarian organizations provide essential services in refugee camps including food, sanitation, health, medicine and education. These camps are ideally located at least 50 km away from the nearest international border to deter camp raids and other attacks on its civilian occupants (UNHCR, 2006, P. 18).

For the purpose of this study, the term “Refugee camp” refers to the Jewi Refugee Camp which is found in Gambella regional state, South West Ethiopia.

Relevant education: for the purpose of this research it is understood as an education that considers pre-flight, flight, and resettlement experiences of refugee children that are found in Jewi Refugee Camp. Additionally, it deals with providing adequate emphasis for previous educational experience of children, efficient support giving mechanism, and future aspiration of students.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

In this section, a review of literature on the educational needs of refugee children, the status of the education provided for refugees globally, accessibility and quality of the education delivered for refugee children, the conflict in South Sudan, treaties related to refugee children in general and education for refugee children specifically and relevant theories that provide a discussion on child development have been presented. For the preparation of this chapter, annual reports of governmental and non-governmental organizations, books, book chapters, magazines, and journals have been used as sources of data.

2.2 Conceptual understanding of Culture, refugees, and the role of conflict for people displacements.

A. Culture

Refugees are individuals from another state with different cultural backgrounds and languages of origin. Therefore, to draw a clear picture in the education for refugee children it is important to have a conceptual understanding of the meaning of the term "culture". I see culture as a collection of practices and beliefs of a group of peoples and it is considered to be the identity of a given society. These societies share a common living condition that is transferred from generation to generation informally and formally. Formal education could be an example of the formal way of transferring cultural practices and daily life routines at home and in the society could serve as an example for the informal way of cultural transmission. On the other hand, Karen R. Todorov defines Culture as it is learned rather than biologically based and encompasses political, economic, social, and religious structures and a shared system of meaning (Todorov, nd.). According to this source, culture is the identity of a given group of people who share a common feature in the living condition that is transferred from generation to generation informally and formally. I agree with the discussion made by this scholar and it aligns with my definition to culture in the above. My view and the view of Todorov recognize culture to be a vast concept.

B. Refugee

Different sources have a different understanding of the term "Refugee" because of their motives but there is one common concept in all definitions which is Refugees are individuals who flee from their country of origin due to a well-founded fear of persecution. Hereunder the definition of the term Refugee in various sources has been presented.

According to UNHCR, (2007), the 1951 "Convention on the Status of Refugees " defines the term refugee as any person who:

"(1) has been considered a refugee under the Arrangements of 12 May 1926 and 30 June 1928 or under the Conventions of 28 October 1933 and 10 February 1938, the Protocol of 14 September 1939 or the Constitution of the International Refugee Organization;

Decisions of non-eligibility taken by the International Refugee Organization during the period of its activities shall not prevent the status of refugee being accorded to persons who fulfill the conditions of paragraph 2 of this section;

(2) As a result of events occurring before 1 January 1951 and owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality and is unable, or owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it".

The above definition is restrictive in that it does not recognize an individual who becomes a refugee after 1 January 1951 and the convention only entertains individuals who are displaced before the date stated. This gap is corrected in the 1967 Protocol (Protocol Related to the Status of Refugees) and amended the above definition of the term "Refugee" by excluding the restriction made on the date. This is clearly stated in Article 1 of this protocol (UNHCR, 2007).

The definitions provided in the 1969 Convention (Convention Governing the Specific Aspects of Refugee Problems in Africa) have a great similarity with the above definitions and the term "Refugee" is defined in this convention as;

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

2. The term "refugee" shall also apply to every person who, owing to external aggression, occupation, foreign domination, or events seriously disturbing public order in either part or the whole of his country of origin or nationality, is compelled to leave his place of habitual residence to seek refuge in another place outside his country of origin or nationality" (UNHCR, 2007). Peterson, (2015), explained that refugees are peoples who have crossed an international border due to the well-founded fear of persecution. On the other hand, the word refugee can be defined as an individual who is outside of his country of origin and cannot return to his home country because he/she has a well-founded fear of persecution or is unable or unwilling to return to the country of origin owing to serious and indiscriminate threats to life, physical integrity or freedom resulting from generalized violence or events seriously disturbing public order (Antonie Meyer, Auke Witkamp, Antonie Pecoud, 2008). According to an organization called Labor occupational health program (LOHP), refugees are individuals who are in a well-founded fear due to natural and/or manmade disasters and join refugee camps that are built out of their country of origin seeking protection (LOHP, 2007).

The above definitions have greater similarity with one another and all the definitions presented above are copied from the concept stated in the 1951 convention with making a certain modification. Generally, the term refugee can be expressed as individuals who lost protection from the government of their country and who are forcefully displaced from their country of origin because of a well-founded fear of persecution due to their color, race, belief, religion, and political participation.

1. Displacement and its effect from the perspectives of host countries and the refugees' nations

The number of refugees is increasing from year to year and the statistics show the number is increasing at an alarming rate. To draw a picture on the rate of displaced individuals and refugees a comparison of statistical figures on humanitarian crises between 2014, 2015, and 2016 has been presented below.

UNHCR indicated that by 2014 about 59.5 million people were displaced due to conflicts and disasters (UNHCR, 2014). Out of these 19.5 million of them are refugees. The registered number of displaced individuals and refugees by 2015 is a record and UNHCR indicated that 65.3 million people were forcibly displaced by this year due to conflict and fear of persecution (UNHCR, 2015). The number exceeds from the previous year by 5.8 million and according to the above source from the total number of refugees in this year 86% of them shelter in developing nations out of which 4.2 million refugees are found in the least developed nations. By 2015 children cover 51% of the total refugee population and many of these are separated from their families and travel alone to join refugee camps. After reaching refugee camps in the host country poor living conditions, social exclusion, alienation, stress, and psychological problems become the day-to-day reality in the life of refugees (Education International, 2016). According to UNHCR, (2017), by 2016 there were 65.6 million displaced people and out of this 22.5 million of them are refugees. In the following year, 68.5 million people were forcibly displaced from their living area and out of this 25.4 million of them are refugees (UNHCR, 2018). UNHCR indicated that in 2018 the number of forcibly displaced peoples reached 70.8 million and the numbers of refugees grew to 25.9 million (UNHCR, 2019). The statistical data on forcibly displaced people and refugees in the consecutive years presented above shows a continuous increment. In all the reviewed years refugee children cover more than half of the total refugee population and these children are likely to spend the majority of their childhood period as refugees lacking basic necessities such as healthcare and education. Therefore, unless education is accessible for refugee children, in the future there will be millions of illiterate generations worldwide (World Development Report, 2010, UNHCR, 2011).

In the present time where there is an increased number of refugees, there are two opposite ideas in viewing refugees. The first groups see refugees as a threat to hosting nations and bring the security of hosting nations before the security of refugees. In respect to this, the above statistics show that greater percentages of refugees are currently sheltered in developing nations and the burden of

managing refugee crises heavily lies on the shoulder of these hosting States. As a result, refugee's presence in these nations has a social, political, economic, and environmental impact. This may bring cultural invasion and unrest in refugee resettlement areas (World Development Report, 2010, UNHCR, 2011). These sources indicate that conflict of interest may arise between refugees and locals as the incoming refugees are going to share all the resources provided for locals and there might be a demand for additional expenditure. The above sources indicated that it could bring inflation into the economy, deforestation, and pollution in refugee resettlement areas. According to a study by Olay (2017), locals in Gambella regional state have a negative attitude toward South-Sudanese refugees due to the incoming competition for resources, an occurrence of inflation, and environmental degradation. In some cases, refugees are likely to have better access to infrastructures than locals due to the support gained from several donors.

The second groups view refugees as individuals who are victims of a conflict or disaster and needs to get the necessary support. For these groups, the security of refugees is a priority and presents a sound body argument. The basis of this argument originates from the sufferings that are passed by individuals in a crisis zone and the clear and present danger that faces these individuals. As it was mentioned in the works of Birmingham (2006) Hana Arendt indicated that displaced peoples are not living freely by exercising what they wish to do. For her refugees live in oppression and this situation needs to be stopped. Anderson, (2004), also describe refugees as a victim and indicated that a typical feature of refugees involves migration from home country to another country. According to this scholar, this voyage brings a crisis in the life of refugees. My research experiences informed me that there should have to be a balance between the above two views. I acknowledge the argument of the second view in that refugees need to be provided with the necessary care, protection, and services. While working on this I also believe developed and neighboring countries need to provide support for hosting nations. This support needs to aim at sharing the burden of hosting nations and enabling refugees to gain the necessary facilities and services. Hosting countries need to develop and follow a carefully formulated strategy to create smooth integration between refugees and locals. In addition to these host countries, governmental organizations, non-governmental organizations and civic society need to work on protecting the environment by educating refugees and following rule enforcement strategies.

E. Conflicts and its contribution to Displacement

Armed Conflicts are the major causes of displacement for refugees and the causes for the occurrence and prolonged resumption of these conflicts are many. One of the major causes for the occurrence of conflict is the interference of external interest groups. Resolving conflicts that are initiated and supported by external interest groups within a short period of time is very challenging due to various reasons. The major reasons to be mentioned here include the following: (i) those interest groups engage in a secret mission and their role cannot be easily distinguished, (ii) they are economically stronger and have a wide range of connection, (ii) these groups are powerful and have a specific interest in each conflict and (iv) they recruit influential individuals in the conflicting zone as a tool for implementing their mission. For instance, Whittaker (2006) indicated that the signs of the genocide plan in Rwanda are clearly visible before the incident happen and it was supported by arms dealers in France, the apartheid regime of South Africa, Israel, the United States, and Albania. It is important to underline that whether there is external support or not any armed conflict is deadly and creates great destruction on the life of human beings.

In Africa, millions of peoples became internally displaced or refugees due to armed conflicts. Refugees that are found in various regions of the continent are suffering from sophisticated problems. The major problems identified by researches are language problem (Peterson, 2003; Peterson, 2015; Ali, 2014; Olay, 2017), financial and aid limitation (Peterson, 2003; Karanja, 2010; Olay, 2017), and restrictions on refugee parents to participate in an income-generating activity (Karanja, 2010; Kirk, 2014; Olay, 2017). The problem of financial limitation and the inability of parents to get employment create a severe problem in the living condition of refugees. On the other hand in a refugee setting mostly the responsibility of providing care for children relies on mothers (Karanja, 2010; Kirk, 2014). For these sources, this is because most fathers are either died as a result of the armed conflict or engage in fighting in their home country. Olay, (2017), indicated that many women South-Sudanese refugees who are found in Gambella region engage in commercial sex to overcome the financial problem. The other problems which are faced by refugees are lack of shelter (Kirk, 2014), xenophobia (Karanja, 2010; Olay, 2017), and cultural difference and identity degradation (Ali, 2014; Haybano, 2016; Olay, 2017). For instance, according to a study conducted by Haybano (2016), the school system in Addis Ababa does not

have a formal system of creating the platform for Eritrean and Somali Refugees to celebrate and promote their culture.

The majority of the above researches were conducted on refugees who have sheltered in one of the countries that are found in East Africa. Most of the problems identified in these researches have great similarities. Generally, I classified problems that are faced by refugees into five and these factors are health factors, economic factors, family factors, social factors, and cultural factors. The health factor refers to the various health problems that are likely to occur due to the crises and the economic factor refers to the financial situation of refugees in the hosting country. The economic factor is concerned with the various problems that refugees face concerning the accessibility to basic necessities. This includes the prevalence of adequate infrastructure and aid; access to generate additional income; and availability of the necessary service-providing institutions. The third factor is related to the family factor and it refers to the impact of the crises on the parental condition of refugee children. The fourth factor is the social factor and it is concerned with the interaction of refugees with the refugee community in refugee camps and locals who are found in the hosting country. The last factor is the cultural factor and it refers to the opportunity to preserve, exercise, and promote the original culture including the mother tongue language.

The above problems need have to be resolved to provide better living conditions and relevant primary school education for refugee children. To avoid the various restrictions on refugees in hosting nations the UNHCR makes a shift from the idea of settling refugees in the camp to an "out of camp" strategy (UNHCR, 2014f: 4 as cited in Peterson, 2015). Similar to this shift the responsible governmental organization in Ethiopia is expressing its commitment to realize the 'Out of camp' strategy in the country.

2.3. Refugee hosting Culture in Ethiopia and the Existing Trends of Refugee Response

The culture of hospitality is told to be one of the distinguishing characteristics of Ethiopian society. The country is one of the top refugee-hosting countries in Africa as well as in the world. This hospitable tradition is also recognized by several individuals and organizations. Ethiopia provides shelter for several refugees who are mostly from East Africa and the Horn. This is because there were deadly conflicts in this region for the past five decades. The situation in South Sudan, Sudan,

Somalia, and Eritrea could serve as insight for the above argument. Peterson, (2015), indicated that the greater majority of refugees who are displaced as a result of conflict settle in developing countries. Ethiopia is also among these countries and hosts several refugees. The Ethiopian government has made a great effort in keeping its open-door policy and host refugees in collaboration with UNHCR as well as implementing partners. According to a report by UNHCR (2016), the Ethiopian government and the responsible governmental organization (ARRA) work hard in hosting refugees. Therefore, the following section presents a brief discussion on the experience of Ethiopia in hosting refugees.

According to a report by UNHCR (2021) Ethiopia hosts 785,322 refugees until June 2021 and this number makes the country the third largest refugee hosting nation in Africa. In 2019 the country hosted over nine hundred thousand refugees and the administration of these refugees is conducted by ARRA and UNHCR in collaboration with implementing partners. According to UNHCR, Ethiopia hosted 905,831 refugees by May and June 2019 and this makes the country the second-largest host of refugees in Africa (UNHCR, May 2019, UNHCR, June 2019). According to this source in Ethiopia, South Sudanese refugees are the largest refugees in number.

Ethiopia is the second-largest country in hosting South Sudanese refugees next to Uganda. On the other hand, Gambella is the region that hosts a greater majority of these refugees in Ethiopia. Most of the South-Sudanese refugees in Gambella are from Upper Nile and Jonglei States (IOM SLO Ethiopia, January 2017). This source indicated that by 2017 330,018 South Sudanese refugees live in Gambella Region and UNHCR, (2018), indicated that by 31 Dec 2018 the number exceeded 365,021. The total number of South-Sudanese refugees in Ethiopia by the end of 2018 is 422,240 (Cascão, June 2013). A report by UNHCR, (2018), indicated that by 2014 there was a mass influx of South Sudanese refugees to Ethiopia. The source indicated that the majority of these refugees were women and children. At that time there were 310 unaccompanied and separated children.

Even though the number of implementing partners is raising the process of selecting implementing partners is criticized for lack of transparency and clear criteria (UNHCR, 2016). UNHCR indicated the absence of having an efficient Refugee Response Plan (RRP), limited funds, and limited capacity as a major weakness for the limitations observed among IPs (UNHCR, 2016).

I. A brief review of the legal frameworks accepted and amended by Ethiopia to create a better life for refugees

Ethiopia has signed and implemented many treaties related to refugees including the 1951 convention, the 1967 protocol, and the 1969 OAU Convention. The major historic events made by the Ethiopian government to create a better future for refugees are presented in the following diagram.

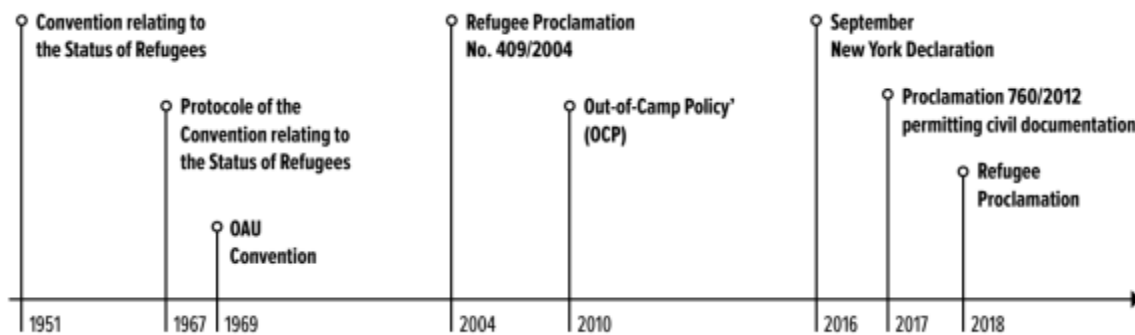


Figure 3: The legal frameworks accepted and signed by Ethiopia in the course of history;
Source; (UNHCR, 2018)

The commitment of the Ethiopian government to create a better living condition for refugees is manifested in the 9 pledges made at the 2016 New York leaders' Summit (UNHCR, 2018).

Currently, the country has developed a Comprehensive Refugee Response Framework (CRRF) and it was being implemented. Additionally, the commitment of this country is revealed by signing the Djibouti Declaration and amending the refugee Proclamation.

A. The Nine Pledges

Ethiopia co-hosted the 2016 New York leaders Summit and the ex-prime minister Hailemariam Desalegn made 9 pledges to improve the life of refugees in Ethiopia. The thematic areas of the 9 pledges are out of camp pledge, education pledge, work and livelihoods pledges, documentation pledge: social and basic services pledges, and local integration pledge (ARRA, 2017, MoFA, 14

September 2017). Work and Livelihoods Pledge includes allowing refugees to work in the areas that are allowed for foreigners. This pledge aims to provide irrigable land for making 100,000 refugees and the host community engage in crop production. On the other hand, the documentation Pledge includes the issuance of birth certificates to refugee children born in Ethiopia.

B. Comprehensive Refugee Response Framework

For implementing the nine pledges, Ethiopia prepared Comprehensive Refugee Response Framework (CRRF), (MoFA, 14 September 2017). According to UNHCR the draft National Comprehensive Refugee Response Strategy (NCRRS) 2018-2022 was released in April 2018 (UNHCR, 2018). The CRRF was to be effective starting from 1 January 2018 and to continue to 31 December 2020 (MoFA, 14 September 2017). According to this source, preparing a CRRF is one of the agreed points in New York Summit aiming to minimize the burden of European nations in hosting refugees as a result of a large number of refugee influxes and making refugees settle in a country nearby. The agreed core objectives of preparing a CRRF plan among participants of the New York Summit are to ease pressure on host countries through a whole society approach; including development partners; increase self-reliance of refugees and host communities; increase third party solutions; including resettlement and family reunification; and support countries of origin to create conducive conditions for sustainable voluntary repatriation (MoFA, 2017). Therefore, in Ethiopia, the national CRRF gives a due emphasis to strengthening protection, improving livelihoods, creating better access to education, and employment opportunities for refugees and local communities. The framework also plans to counter refugee pressures on Europe's borders (MoFA, 2017). This source indicated that the CRRF seeks improved access to secondary and tertiary education opportunities for refugees. Additionally, it demands an increased ability to obtain civil status documentation that will support the right to work, access to social services, and economic opportunities.

According to the plan in the CRRF, the government of Ethiopia follows three policies in hosting refugees, namely, encampment, out of camp, and local integration (ARRA, 2017). This source indicated that the government is taking considerable measures to gradually transform the enactment approach to out of camp model in the coming ten years from 2017. The CRRF program runs with the support provided by the Danish government (MoFA, 14 September 2017).

Implementation of the CRRF was to be led at the level of the Office of the Prime Minister and, co-chaired by ARRA, UNHCR, and MoFEC (ARRA, 2017). The detail of the hierarchical structure of the CRRF is presented below.

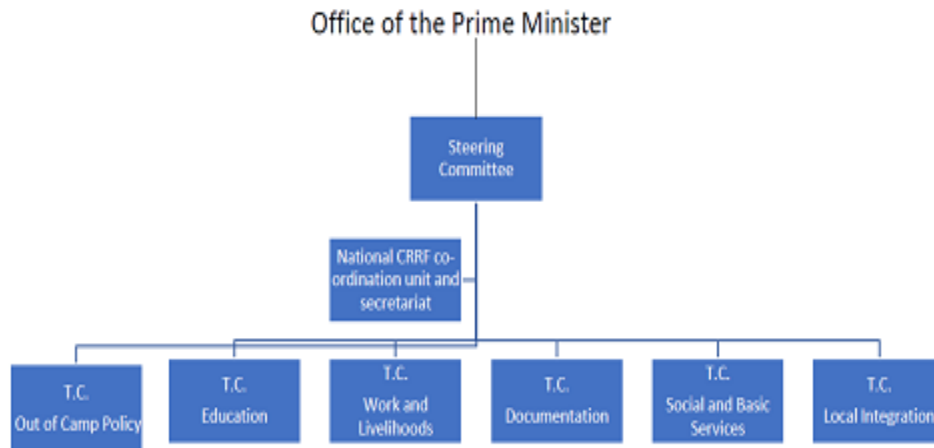


Figure 4: proposed CRRF draft structure; Source; (MoFA, 2017)

The points identified as a risk or challenges in the effective implementation of the CRRF are an increase in the need for humanitarian assistance due to natural and man-made reasons, absence of effective coordination and management over the activities done, and the possibility of changing the integration policy of Ethiopia (MoFA, 2017). Additionally, the lack of adequate financing for the activities planned is another risk factor (ARRA, 2017).

This point needs to be seen seriously and it could be a major challenge for Ethiopia to successfully implement the CRRF. The country is still unable to provide basic necessities for many of its population and it would be hard to implement the CRRF successfully unless having sustainable financial aid. Therefore, the research identified that the successful implementation of the CRRF is in danger due to lack of adequate funding. For instance, a report by ARRA (2017) indicated that the required budget for the activities planned in the CRRF for the year 2017, is 335.4 million USD. But the financial support gained until the time of the publication of this source (2017) is only 25% of the total budget (ARRA, 2017). Therefore, the implementation of the CRRF will critically be challenged by lack of adequate funding unless all concerned bodies work together to place a sustainable financial source for such kinds of activities.

C. The Djibouti Declaration

Ethiopia played its role in taking initiation to prepare a document with members of IGAD states to improve refugee education and signing the Djibouti declaration by 2017. This action can be considered as making a step in improving access to education for refugees. It provides an emphasis on the prevalence of quality and accessible education for refugees.

D. The Newly Adopted Refugee Proclamation

In line with the CRRF plan, a revision of the 2004 refugee proclamation has been made by the Ethiopian Government in 2019. The current refugee proclamation is amended on 27 February 2019 (Federal Negarit Gazette of the FDRE, 2019). The proclamation makes significant steps to creating a better life for refugees. In article 22 of this proclamation, refugees are granted the right to stay in Ethiopia until a decision is made by the responsible organization on their application to get the status of refugees.

Article 26 discusses the right of recognized refugees or asylum seekers in Ethiopia (Federal Negarit Gazette of the FDRE, 2019). Under number 1 it is stated that recognized refugees and asylum-seekers have the right to engage in wage-earning employment under similar circumstances with non-refugee foreign nationals. The proclamation allows refugees to engage in private business activities such as agriculture, industry, small and micro-enterprises, handicrafts, and commerce. It offers equal treatment for refugees with Ethiopian nationals on projects designed to benefit both local as well as refugee communities and implemented jointly between the Ethiopian government and the international community. Number 5 of this article stated that the government will allocate land for agricultural activity based on the national and regional land management system which is subject to be renewed every seven years. On the other hand number 9 of this article indicated that restrictions made on foreign nationals on some job categories to protect the local labor market will not be implemented on a refugee who marries an Ethiopian national (Federal Negarit Gazette of the FDRE, 2019).

These are quite important steps to improve the life of refugees in Ethiopia. But as most of the refugee community in Ethiopia settle in the four emerging regions, the implementation of the proclamation needs to provide emphasis for the current and future need of the host community.

The four emerging regions that host several refugees are Afar Regional State; Benishangul-Gumuz Regional State; Gambella Regional State; and the Somali Regional State. These Regions are least developed compared to other regions and they are identified with harsh climatic conditions, poor infrastructure, low administrative capacity, a high level of poverty, and poor development indicators (UNHCR, nd.).

The proclamation under article 28 granted the right of movement for recognized refugees or asylum-seeker within the national territory as per the available laws for foreign nationals concerning movement (Federal Negarit Gazette of the FDRE, 2019). The right of refugees to access justice, driver's license, identity paper, and travel documents, banking and financial services, telecommunications, and rationing have got a due emphasis in the proclamation. Article 41 discusses that the responsible agency may facilitate local integration of recognized individuals and groups of refugees who have lived in Ethiopia for a long period if they request for integrating with locals. The proclamation does not explain how many years is a "Protracted period" (Federal Negarit Gazette of the FDRE, 2019, P.11097).

UNHCR appreciates the contents in the proclamation by considering it to be a significant step in creating a better life for refugees (UNHCR, 2018). The positive aspects of this proclamation as mentioned by UNHCR, (2018) are the opportunity of providing refugees, the same right given for a foreigner who engages in marriage with Ethiopians, and the right to work. Generally, the proclamation has valuable points that can improve the life of refugees in general and educational accessibility specifically.

II. Implementing partners in refugee response activity in Ethiopia

The role of implementing partners for the proper functioning of refugee camps and the sustainability of aid for refugees plays a significant role. ARRA is the governmental organization that is responsible for the management of issues related to refugees and returnees. By 2016, in Ethiopia, there are more than 40 partners that work with UNHCR on the issue of refugees (UNHCR 2016), and the number increases to 54 by 2019 (UNHCR, 2019). In Ethiopia, many Refugee children face a challenge in accessing basic services and it is because of less integrated effort

between various stakeholders (UNHCR, 2017). Therefore, strong cooperation between the various ministries and concerned organizations became critical for the improvement of this situation. The collaboration is expected from UNHCR, ARRA, UNICEF, MoLSA, MoE, the former MoJ which is currently turned in to Federal Supreme Attorney, and MoWCA (UNHCR, 2017).

2.4 South Sudan, a country that is starved peace for decades

The South Sudan resistance history has many years in which South Sudanese peoples have struggled to get their independence from the North for more than five decades and the independence movements have passed through two civil wars that brought various decisions, conflicts, and massacres (Varma, 2011). During this independence movement, around 2.5 million people have been killed in various events and some of the major events in the move for independence are in 1947 workers in Juba strike for equal pay with the Northerners during the colonial period and in 1954 by the conference held in Juba, a decision have been made in demanding federalism. The following year in 1955 violence broke up in Nazare protest and the other conflict which is led by South Sudanese students takes place in 1962. These conflicts make many people displaced. The resistance of Southerners becomes a growing idea and poses a security problem on the central government therefore in 1965 government forces conducted a massacre in Juba (Daly and Rolandsen, 2016).

According to Daly and Rolandsen, (2016), and Varma, (2011), for several years the leading resistance army of southerners that are known as SPLM/A resides in Ethiopia until the downfall of the Derg regime, and this rebel group is led by Lieutenant Colonel John Garang for eighteen years from 1983-2005. After the Derg regime is thrown away in Ethiopia by 1992 the government of Sudan made a dialogue with oppositions from the South and on January 1992 the government has engaged in a discussion with the Nasir faction in Frankfurt and in May the same year, peace talks have been conducted with SPLM/A in Abuja (Daly and Rolandsen, 2016). This source indicated that in both meetings the opposition has shown their need for conducting a referendum to decide the fate of the South. In 1993 IGAD attempted to mediate the government and oppositions and later in 1997, the government of Sudan agreed to a referendum on peace talks held in Khartoum. But all the agreements made could not be successful because of the unwillingness of the government of Sudan to allow southerners for self-determination through a referendum. In

2005 due to the death of SPLM/A leader John Garang in a helicopter crash, Salva Kirr come to power being his successor.

A historic decision has been made by the parliament of Sudan on Referendum law in December 2009 allowing the South to decide its fate through referendum and the referendum has been conducted from January 9–15, 2011. The result of this referendum revealed that 99% of the voters choose for a session and by July 2011 South Sudan declared its independence from Sudan after long years of struggle ((Daly and Rolandsen, 2016; Varma, 2011). South Sudanese peoples hope to live in a peaceful environment where war and conflict are only histories. After two years of independence in July 2013, Salva Kirr dismissed his cabinet including Vice-President Riek Machar claiming Machar is planning to conduct a coup and this situation escalates into civil war (Daly and Rolandsen, 2016). On 15 December 2013, violent conflict erupted in Juba, and within days the fighting spread to Jonglei, Unity, and Upper Nile states. Several human right violations have been committed by both conflicting parties (Pendle; UNMISS, 2014)

In fear of the conflict over one million South Sudanese peoples have been displaced from their homes since December 15, 2013 (UNMISS, 2014). According to Apuuli, (2015), by the year 2014 alone around 140,000 South-Sudanese peoples enter Ethiopia seeking safety. By 2018 the number of South Sudanese refugees reached 3.1 million and these Refugees shelter in six neighboring countries namely Uganda, Sudan, Ethiopia, Kenya, Central African Republic, and Democratic Republic of Congo (UNHCR, South Sudan Situation; Responding to the needs of displaced South Sudanese and Refugees, 2018). This source indicated that out of the 3.1 million South Sudanese refugees 85 % of them are children and women while 63% of them are under the age of 18. According to the above source, most of these children flee alone to reach refugee camps.

To stop this humanitarian crisis and return the country to a peaceful situation, various organization such as IGAD, AU, UN, and different countries are making efforts since 2013. According to Apuuli, (2015), On 19 December 2013 ministers from IGAD member states have made an emergency visit to Juba then on 27 December 2013 heads of state meet in Kenya, Nairobi to discuss the crises in South-Sudan. The above source indicated that by 30 December of the same year the AU heads of state meet in Banjul to discuss the situation of South-Sudan and demanded an immediate and unconditional ceasefire between conflicting parties. Also, this summit demanded

conflicting parties to engage in dialogue without any preconditions. Warnings have been given repeatedly for Kirr and Machar to be reserved from hostile behavior by IGAD, AU, and the UN. After repeated discussion and dialogue organized by IGAD and the AU to mediate the two conflicting parties on May 9, 2014, President Kiir and Machar signed a new agreement to resolve the crisis in South Sudan. Based on this agreement the two parties agreed to organize all-inclusive peace talks to bring national unity and form a transitional government. Unfortunately, president Kirr claimed that he signed the deal not by accepting the guiding principles of the treaty rather he signed the deal in fear of the threat comes from the Ethiopian prime minister Hailemariam Dessalegn to arrest him if he did not sign. Therefore, the deal could not be successful (Apuuli, 2015). Even though different agreements have been signed by both conflicting sides the deals could not last due to a lack of commitment from both sides. Currently the country is in relatively peaceful situation as a result of the Khartoum peace deal even though there are still some conflicts.

2.5 Treaties on issues related to Refugees

In this section, the relevant international and continental treaties have been reviewed in addition to the national refugee proclamation. All the reviewed treaties are based on either the 1948 Universal Declaration of Human Rights or the 1951 Convention on the status of refugees. The universal declaration of human rights has contributed a lot to drafting resolutions of the 1966 International Covenant on Civil and Political Rights and International Covenant on Economic, Social, and Cultural Rights. The 1951 convention is considered to be a document that gives life to the current UNHCR and the 1949 and the 1950 resolutions have been considered as a roadmap for the 1951 convention. The 1951 convention offers the status of refugees only for those individuals who suffer from forced displacement before January 1951. Therefore, a revision has been made by the 1967 protocol to serve all refugees without a date limit. The various treaties and the Ethiopian refugee proclamation have been presented below.

A. Ratifications related to Human Rights

Living peacefully and living with dignity is a critical need for human beings. With this regard, various treaties have been ratified to protect peoples from various actions that degrade the privileges they obtain as human beings unless they are convicted of criminal activities. Such privileges are declared in the Universal Declaration of Human Rights, International Covenant on

Economic, Social and Cultural Rights, International Covenant on Civil and Political Rights, and International Convention on the Elimination of all Forms of Racial Discrimination.

The Universal Declaration of Human Rights is adopted and proclaimed by UN General Assembly resolution number 217 A (111) on 10 December 1948 and it has 30 articles. International Covenant on Economic, Social and Cultural Rights is adopted by UN General Assembly by resolution number 2200 A (XXI) on 16 December 1966 and enters into action starting from 3 January 1976. The International Covenant on Civil and Political Rights is adopted and opened for signature, ratification, and accession by UN General Assembly by resolution number 2200 A (XXI) on 16 December 1966 and enters into action on 23 March 1976. Finally, the International Convention on the Elimination of all Forms of Racial Discrimination is adopted and opened for signature and ratification by UN General Assembly Resolution number 2106 (XX) on 21 December 1965 and enter into action on 4 January 1969.

All the above treaties provide protection for the various rights of human beings and as refugees are also human beings, they need to exercise all the indicated rights.

B. The UN response to the global refugee crises after IRO

The international refugee organization (IRO) is the existing internationally recognized organization for providing humanitarian assistance to refugees until its replacement by UNHCR and the main focus of IRO is providing support for refugees who are displaced as a result of WWII. This makes IRO be an international organization that assists a limited population excluding many refugees who are displaced by another cause than WWII. Therefore, replacing this organization with another organization that has an international scope becomes important. As a result, the road to organize the current UNHCR and to amend the guiding convention for the status of refugees began with the 1949 resolution and continued in the 1950 resolution. Details of the 1949 and 1950 resolutions, the 1951 convention, and the 1967 protocol have been presented as follows.

Refugees and Stateless Persons

This agreement is ratified by the UN General Assembly Resolution number 319 A (IV) on 3 December 1949. Before this treaty, the concept of refugee is very limited to individuals that are displaced from few countries as a result of the Balkan war and WWII, and the available legal

frameworks at that time serve only refugees that are displaced as a result of these wars. The need to ratify this agreement is the issue of refugee becomes an international problem and the need of adopting a legal framework that fits with the existing situation becomes essential. The major decision of this resolution focuses on working towards the organization of the office of the high commissioner and preparation of the 1951 convention for managing the rising refugee crises (UNHCR, 2007).

Statute of the Office of the United Nations High Commissioner for Refugees

This resolution is adopted on 14 December 1950 by the UN General Assembly Resolution number 428 (V). This resolution is amended based on the decisions of the 1949 treaty and its purpose is to create a fertile ground for the organization of the office of the high commissioner in 1951. The resolution states a detailed job description of the High commissioner for refugees, the procedure of assigning the commissioner for Refugees, and the source of financing the office of the High commissioner (UNHCR, 2007).

Convention Relating to the Status of Refugees

The 1933 convention serves as a base for this Convention and it is adopted on 28 July 1951 then enters into force on 22 April 1954. It is classified between seven chapters and 46 articles and it is considered to be the main document in the issue of refugees. The points discussed in the preamble section of this convention are the concerns given for refugees in the 1948 Universal Declaration of Human Right, the commitment of the UN to assure the right of refugees, the need to share the burden of hosting refugees, and the essentiality of cooperation to manage refugee crises.

Chapter one of this convention discusses the general provisions of this convention and the first eleven articles of the convention are included under this chapter. The first article defines the term "Refugee". According to this convention, the term refugee refers to an individual who is forcefully displaced from his/her country of origin and flee from his/her country of origin in fear of persecution. An understanding of the term refugee in the documents ratified in 1926, 1928, 1933, 1938, 1939, and 1946 also applies to the 1951 convention (UNHCR, 2007).

...The term "refugee" shall apply to any person who: Has been considered a refugee under the Arrangements of 12 May 1926 and 30 June 1928 or under the Conventions of 28

October 1933 and 10 February 1938, the Protocol of 14 September 1939, or the Constitution of the International Refugee Organization (UNHCR, 2007).

The difference is all the above documents are amended for citizens of limited countries that are displaced as a result of war by a certain incidence. But the 1951 convention is drafted to provide humanitarian assistance for any individual in the world who is suffering from a forced displacement before 1 January 1951. This convention also explains the status of refugees who have dual citizenship. From article two to article eleven there are points related to the right and obligations of refugees and hosting states and define various terminologies. Chapter two of this convention discusses the juridical status and it is classified by five articles (from article 12 - article 16). This section mainly discusses the right of refugees in getting services from legal institutions on various issues including managing the properties of refugees.

Chapter three is entitled "Gainful Employment" and contains three articles (from article 17-article 19). This section discusses the right of refugees to engage in a) wage-earning employment, b) self-employment activity such as agriculture, industry, handicrafts, and commerce, and c) liberal professions. Each of the above rights is claimed by various conditions. Chapter four deals with Welfare and it consists of five articles (from article 20 -article 24). This chapter deals with the provision of rationing system, a supply of housing, the prevalence of public relief system, the right of refugees to enjoy labor legislation and social security services in the hosting nation (UNHCR, 2007). Chapter five discusses administrative measures and the right of refugees to get various administrative services. Most of the articles of this convention are categorized under this chapter (from article 25 -article 34).

The next chapter consists of three articles (from article 35 -article 37) and it deals with executory and transitory provisions. The focal points of these articles are a) hosting nations need have to cooperate with the office of the high commissioner and other UN-affiliated agencies regarding the issue of refugees, b) hosting nations need have to inform the office of the high commissioner regarding amendment of any law related to implementing the 1951 convention and c) the 1951 convention replaces any arrangements and conventions ratified before July 1951. The last chapter is chapter seven and it deals with the Final Clauses and it contains nine articles (from article 35 - article 37) (UNHCR, 2007).

The gap of this convention is it does not serve refugees who are displaced after 1 January 1951; as a result, it creates a problem in hosting refugees that arrive after the defined date.

Protocol Relating to the Status of Refugees

This protocol is adopted on 31 January 1967 and enters into force on 4 October 1967. The pushing factor for drafting this resolution is the gap observed in the 1951 convention in that it does not consider persons who become refugees after January 1951. As a result, the 1967 protocol is drafted to lift the date limit that is stated on the definition of the term "Refugee" in the 1951 convention and this protocol has eleven articles (UNHCR, 2007). The first article of this protocol discusses the general provisions and from the points stated in this section the major one is omitting terms stated in the 1951 convention relating to the geographical and date limitation in defining the term "Refugee".

Convention on the Rights of the Child

This convention is adopted and opened for signature; ratification and accession by UN General Assembly Resolution 44/25 on 20 November 1989 and enter into force on 2 September 1990 and this convention is classified between three parts and fifty-four articles. Out of the fifty-four articles 41 of them are classified under the first part while articles from 42-45 are classified under part two. The last part contains articles from 46-54. One of the major reasons to draft and ratify this convention is international cooperation becomes very important to improve the lives of children who live in a difficult situation in developing countries (UNHCR, 2007). For a full and harmonized development, the convention states that children need to live with their parents. According to this convention, children are highly dependent on the support of others in which they can be positively or negatively affected by the level of support provided by adults. The support needs have to be provided before and after birth.

This convention in its preamble section states that even though the Universal Declaration of Human Right discusses that childhood is a time when special care is needed for wholesome development there are still children who are living in a very difficult situation across the globe. The convention gives a great emphasis on family and it is believed to be a fundamental organ in the creation of society and a basis for children's development. The convention on the second article

amended that States are responsible to protect children from punishment and discrimination regardless of the status of the child (UNHCR, 2007). Under article three it is discussed that organizations need have to give priority to the interest of the child in activities that are conducted on children and these institutions need have to have a standard operating system that is outlined by the concerned governmental organization. These organizations need have to provide a service that can meet the established standards by organizing a staff that is capable of ensuring good safety and health of children (UNHCR, 2007). The next article (article four) discusses that States need have to take the necessary legislative, administrative, and other measures to make children beneficiary from economic, social, and cultural rights. The role and responsibility of parents have been discussed in articles 5 and 18. Article 5 stated that governments need have to respect the role of parents, family members, and guardians for the proper development of children, and Article 18 discusses that parents or legal guardians have the primary responsibility in the development of a child and the responsibility relies on States to give the necessary support for parents or guardians. A focus for the development of refugee children has been given in Article 6 and Article 27. Article 6 of this convention discusses that States have the responsibility to work towards the desired development of children and Article 27 discusses that contracting states need have to recognize the right of the child to live in a place that can contribute to the child physical mental, spiritual, moral and social development (UNHCR, 2007).

Article 19 discusses the role of states in providing protection for refugees. According to this article, States need have to protect children from various kinds of violence and abuse (physical and mental violence, injury, inappropriate treatment, exploitation, etc.) that arise from parents, legal guardian, or caregivers by taking all appropriate measures such as legislative, administrative, social and educational measures. One of the most important amendments of this convention related to the issue of refugees is the concept which is stated under article 20 and it offers a special treatment for children who are dislocated from their original living environment temporarily or permanently.

The rights amended under Article 22 and Article 31 have great relevance for this study and Article 22 of this convention gives a great emphasis for refugee children and it explains that contracting states have to provide protection and humanitarian assistance for children who are legally registered refugees or who are requesting to get the status of refugee. These children could be with or without their parents. Article 31 of this convention discusses that children have the right to

engage in cultural activity and contracting States have the responsibility of respecting this right of the child. One of the contradicting activities with this convention that are conducted in South Sudan is recruiting children for armed conflict and harming the total wellbeing of the individual child (UNHCR, 2007). But under Article 38 it is explained that States need have to take feasible measures to protect children who are under 15 years of age from engaging in hostile activities and being recruited by armed groups. In this article, the fourth point discusses that contracting states have to protect all children who are under 18 years of age from engaging in armed conflicts (UNHCR, 2007). On the other hand Article 39 of this convention emphasizes that contracting States have the responsibility of treating children who are victims of conflicts to recover from the problems they are in.

Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect, and dignity of the child (UNHCR, 2007, P. 414).

Children are the primary victims of armed conflicts in many ways and the most common effects of war on children are serving as a human shield, forced recruitment for armed conflicts, and taking missions in military activity. Therefore, the UN adopted various resolutions to restrict children's participation in armed conflicts and the resolution amended by UN Security Council in resolution number 1612 entitled Children and Armed Conflict could be an example of this effort. This resolution is adopted by the Security Council at its 5235 meeting, on 26 July 2005 and the resolution condemns an act of recruiting child soldiers for armed conflicts. (UNHCR 2007)

C. Some relevant Treaties ratified by OAU

Convention Governing the Specific Aspects of Refugee Problems in Africa

This convention is adopted on 10 September 1969 and enters into action on 20 June 1974 while it discusses that the number of refugees in the continent is increasing and demanded speedy as well

as structured humanitarian assistance. The convention on its preamble section classifies the motive of refugees into two in which as there are refugees who seek peaceful and normal life there are also individuals who flee from their country to create mob (fomenting subversion) in his/her country (UNHCR, 2007). The definition provided on the term "Refugee" under this Convention is copied from the 1951 convention. This convention under article 4 state that hosting states need have to serve refuges without discrimination based on the various status of the refugee.

Addis Ababa Document on Refugees and Forced Population Displacements in Africa

This Declaration is amended on a symposium held jointly by the OAU and the UN High Commissioner for Refugees in Addis Ababa Ethiopia, on 10 September 1994. In its Foreword section, it states that the crisis towards forced population displacement is increasing from time to time. The declaration state that the causes for forced displacement in Africa are armed conflicts, political violence and massive human right abuses due to ethnic tensions, poverty, social inequities, and environmental degradation. According to this declaration during the year of amendment of this declaration, there are over 7 million refugees on the continent (UNHCR 2007).

2.6 Education for Refugee Children

Education is one of the services demanded in emergency response activity and Sinclair, (2001), indicated that it is a key for the future of refugee children, their family, as well as their country of origin. This source indicated that it serves as a tool to integrate forcibly displaced individuals with their new living environment and learn a new culture. According to UNESCO (2017), education is a means to develop peaceful societies that believe in the piece and Burde (2005), explains that three conceptual approaches guide the field of refugee education and education in emergencies. These conceptual approaches are: -

A. Humanitarian approach: this approach views education as one component of rapid response to provide immediate protection to children and eliminating human right violation. It does not frequently involve collaboration with governments or institution-building bodies.

B. Human right approach: views education as a human right and;

C. Developmental approach: recognizes education as a long-term investment.

Most commonly refugees ask for access to education as soon as they join refugee camps in order to keep the benefit of past schooling. As a result, fast intervention is needed to save children from getting into depression and psychological health problems. Using time wisely in education for refugees is very important since the level of dropout rate will be high during puberty. For example, Sinclair, (2001), indicated that as soon as refugee children reach into puberty stage girls leave school due to early marriage and boys leave school to work full time and support their family. This source indicated that currently, access to education for refugees is showing progress and due to economic status developing nations accept donations from aid agencies, developed states, and various international organizations.

According to a report by UNHCR (2016), the vast majority of refugees often live in regions where governments are already struggling to educate their own children. As a result, according to UNESCO, (2017), from the total primary-school-age refugee children, only 50% of them have access to primary school and the tendency of delivering quality education for refugee students by considering the social, psychological, and physical aspects is rare. According to the above source as refugees flee from their living environment due to armed conflict the chance of losing educational certificates become high and schools may refuse to accept students without submission of previous educational transcripts unless the child is willing to be placed in grade 1.

In most cases, there is no trend of incorporating emergency education at a policy level among hosting states by clearly indicating the responsibility of concerned stakeholders. Likewise in many countries, the ministry of education has a very limited role in the education provided for refugees, and activities are done voluntarily. Therefore, the education provided for refugees is neglected by the ministry of education of many countries because of its financial and human resource demand and host governments prefer the UNHCR to take the responsibility of providing educational services for refugee children. The case of the Ethiopian ministry of education could be taken as an example of the above experience. As the trend of Ethiopia shows the education provided for refugees is run out of the control of the ministry of education and the various levels of educations are run by different governmental and non-governmental organizations. This situation makes the educational infrastructure complex and uncoordinated. The prevalence of lack of coordination is strictly emphasized in the works of Richardson, MacEwen, and Naylor, (2018, P.25):

In refugee camps, it has been observed that refugee hosting schools are run by aid agencies from abroad. For example, in Ethiopia a coordinated activity by stakeholders in the education for refugees is absent. The Refugee Education Working Group, a subcomponent of the National Refugee Taskforce, meets regularly. Despite this coordination, the links between the Administration for Refugee and Returnee Affairs – the ministerial body that oversees primary education for refugees – and refugee education programs are neither clear nor systematic.

There are two opposing arguments towards providing educational infrastructure for refugees. The first argument discusses that refugees have the right to get an educational infrastructure and hosting states are responsible to ensure accessibility of educational services for refugee children while the second argument emphasizes that a greater number of the world refugee population reside in developing countries and these countries cannot afford to provide educational services even for many of their own citizens. As a result, it recommends that states should not be forced to provide educational services for refugees. The above arguments are forwarded from various interests and there should be a mediated understanding of them in that economic situation of the country and refugee children's future need have to be mediated. To mediate the above arguments, it is important to sort out the basic facts from each idea. Some of the relevant points in the above arguments are; a country with a low economy that cannot satisfy the interest of its own citizen cannot provide quality education for refugees; refugee children have the right to get educational access and providing educational infrastructure for refugees have a benefit for home and host country in addition to the individual child and their family. Also, a child who is engaged in education will see bright futurity and have hope; as a result, s/he will reserve him/herself from engaging in hostile activities. Therefore, the benefit of educating refugees for home and hosting nations are a) hosting nations will have peaceful resettlement areas, build a positive image of the country, and achieve various diplomatic gains, b) home countries can be saved from having an illiterate generation and creation of a generational gap in addition to the role of education in building peace, stability and the country's economy. Therefore, hosting states should have a belief in the need of providing education for refugees as an emergency activity and show their commitment by emphasizing their policies and curriculums in addition to various administrative and legislative activities. To overcome financial limitations international organizations and developed nations need have to fund the education provided for refugees and there should be a shared responsibility in the provision of quality education for refugees.

Even though access to education for refugees is showing progress there are still many individuals that do not consider education as an emergency response activity. These individuals argue that providing education for refugees may prevent rapid voluntary repatriation, increase the workload on staff, and demands to hire extra staff members. As a result, these groups of individuals consider education to be non-urgent, as well as not a life-saving activity, and recommend denial of emergency education. On the other hand, proponents of anti-emergency education argue that providing educational access demands financial and human resource whereas the majority of refugee settlements are located in the least developed countries in which availing the necessary resources is difficult and these authors recommend that providing educational infrastructure should not be mandatory rather it should have to be provided based on the goodwill of each nation.

There is a trained by refugee community to launch their own schools in places where educational infrastructure for refugees is not provided by the hosting country and in such cases if there is ethnic-based conflict among refugees it is important to run the education by humanitarian agencies rather than leaving it to the community. In such circumstances, if schools are allowed to run by the community, they become places to transfer hatred among children and a place of propaganda for the rise of new conflicts. In addition to ownership to increase the efficiency of educational leadership strengthening local educational administration is important (Sinclair, 2001).

A. Emergency education

The concept of Emergency Education is a young concept that refers to an immediate educational intervention for individuals who are displaced from their living area for manmade and natural reasons. According to Sinclair, (2001) and Emily Richardson, Leonora MacEwen, and Ruth Naylor, (2018), the term emergency education is an educational activity that is conducted from the onset of the crises to a few months. Sinclair explains that one of the core values of emergency education is the need to treat the psychological pain of refugee children. On the other hand, UNESCO, (1999), defines emergency education as an integrated effort to respond appropriately to the education system abolished by conflict. The above definitions show that emergency education is a short-term activity that will be conducted for a few months until the situation turns into a normal working system. It demands the construction of schools and availing the necessary human as well as material resources. I see Emergency education as a means to enable displaced

children to resume their education and saving them from psychological and emotional crises. With this understanding, I agree with the conceptual definitions provided by scholars and organization that was presented above. But I believe an intervention in emergency education could become successful only if it is planned, provided by trained professionals, and assisted with the necessary financial and material support. An intervention that gives less attention to the needs of children, delivered by teachers that have no training and experience in teaching students in crisis and multilingual children, and in a situation where there is a problem of supplying the necessary teaching materials and resources cannot attain its intended goal.

B. Quality education for Refugees

Quality can be expressed in terms of availability of the necessary facility and resources, the prevalence of qualified and trained teachers, prevalence of suitable curriculum, provision of an appropriate lesson by recognizing the situation and need of the child, and using suitable language (medium of instruction) that can meet with language proficiency of children (UNESCO, 2017). Different scholars and organizations have outlined various criteria to define the status of educational activity in terms of quality. It is clear that the nature of the education provided for refugees is different from locals and there will be a difference between the criteria used to measure the quality of the education delivered for refugees. According to Williams (2001), the quality of emergency education can be viewed in terms of input (Resources), process, and output. The input is measuring the availability of the desired human and material resources and in the material resource, the question is the level of availability of resources for refugee-hosting schools such as buildings, facilities, textbooks, and instructional materials while the human resource is measuring qualification, experience, and motivation of teachers and administrators. Quality in the process phase is viewed as a level of making use of the input appropriately. The other important aspect is the quality of the content and it refers to knowledge, skill, and attitude that are expected to be delivered through the school curriculum and this may be viewed under the input and process phase and surely have a great impact on the output. Quality as output or outcome is the result of the input and the process and the outcome can be classified into short term and long term. The short-term outcomes of emergency education are changing in behavior, creating a hope for students, and psychological treatment, while the long-term outcomes are employment, health, civic engagement, and others. (Adams, 1997 as cited in Williams, 2001) discussed that quality of education is

examined on the factors existed in the input, process, content, output, outcome, and value phases of implementation. The scholar listed various indicators of this phase.

Williams's proposition shows that quality in the education provided for refugees relies on the level of supply of facility and resources (human and material) and his proposition is significant in measuring the quality of the emergency education provided. The quality of the education provided for refugees needs to be measured by its relevance for rehabilitation, adaptation, and future aspiration of children. The education system as well as the curriculum adopted to teach refugee students, competency of teachers, provision of the necessary facility, and resources in school are believed to be the basis for prevailing quality. On the other hand, UNICEF listed five criteria for measuring a given education system. This classification is outlined for any education system and it considers the learner, environment, content, process, and outcomes as the defining characters of measuring quality. The descriptions of each defining character are:

A learner with total wellness receiving the necessary support from family and the community, safe learning environment that is equipped with the necessary facilities, adopting appropriate curricula that enables them to be equipped with the necessary skills and knowledge, to the standard and student centered teaching by qualified teachers, and an education system that is interlinked with the national educational strategy (UNICEF, 2000, P. 1).

Also, Williams & James (2011), identified eight research-backed enabling conditions for high-quality schools, and these enabling factors are effective school leadership; capable teaching force; autonomy in school decision-making; order and discipline; positive teacher attitudes; an organized curriculum; incentives for academic success and maximized learning time in school. The criteria listed above in measuring the quality of the education provided for refugees are quite relevant. Even though there are differences in both depth and terminology used between each proposition the ideas raised in both cases have a similarity. Therefore, providing quality education for refugees is achieved through the positive implementation of the above indicators in the education system and eliminating the various challenges that affect the quality of the education provided.

Literature suggests various hindrances to education provided for refugees including lack of resources, absence of retention and remuneration mechanisms, and dependency of the education delivered on foreign funds (UNESCO, 2017). According to Education International (2016), seven

hindering factors limit the quality of the education provided, namely, lack of skilled teachers, lack of special training for teachers in refugee education, lack of funds, high mobility of forced migrants both inside the country and beyond, the age limit of compulsory or guaranteed education¹, high number of unaccompanied minors, and lack of accurate data about refugee students their success and dropout rates. The above hindering factors can be summarized as teacher factors, financial factors, leadership and management factor, curriculum and policy factors. Even though the above-listed factors have an impact on the education provided for refugees the key hindering factor in the effort to deliver quality education is the existing trauma on refugee children as a result of the causative conflict for their displacement. Therefore, the learner (refugee student) factor has to be added to the above list of factors.

In the effort to assure the quality of the education provided for refugees the role of working on the above factors is highly essential. The discussion on some of the factors mentioned above presented as follows.

C. Teachers

Richardson, MacEwen, and Naylor, (2018), indicated that the role of the teacher towards assuring quality in the education delivered is vital and their role becomes vast when it comes to the education provided for refugees because as refugees are individuals in a complicated health problem and come from another state their tendency to have a desired academic achievement relies on the support provided by their teacher. A study conducted by Baáková, M., (2009), on access to education for refugee children in the Czech Republic, reported that the support offered by school differs significantly depending on the initiative of individual teachers. Teachers have multiple responsibilities such as helping students to learn and supporting them as well as their families to overcome the trauma as a result of a conflict (Richardson, MacEwen, and Naylor, 2018). This source suggests that concepts like school governance, supervision, and teacher accountability are vital components of national teacher policy. The above source presents four criteria for managing teachers. The criteria are; a) Teacher recruitment, certification and selection b) Teacher preparation and development; c) Teacher remuneration and incentives; and d) Teacher retention. The above

¹In most countries this is 18 years, but in Spain and Italy this is just 16.

four concepts are very important in the effort to provide quality education for refugees and need the commitment of states, donors, and other national and international organizations.

Despite the above four propositions, researches show that in many cases the teacher management system is explained to be uneven and unregulated (Richardson, MacEwen, and Naylor, (2018). According to various pieces of literature, the current experience towards training, certification, induction, and remuneration of teachers who are teaching in refugee-hosting schools is explained to be ineffective. According to UNHCR teachers who are teaching in refugee-hosting schools are individuals without taking any formal training even a ten-day training program and the ratio of teachers to students to be as high as 1:70 (UNHCR, 2011). Also, a report by UNESCO indicates that teachers who teach in refugee-hosting schools lack the qualifications, readiness, quality, and motivation to teach vulnerable children (UNESCO, 2017). Therefore expecting quality education from an under-qualified teacher is like expecting a banana from an orange tree. The teachers need to be equipped with pedagogical knowledge of teaching children in a traumatic condition, have a due knowledge on the cultural orientation of the children, have the passion and patience of teaching these students, have a caring and loving heart, and capable of supporting students in all aspects they need help in addition to the teaching-learning activity. The teachers can be recruited from locals or the refugee community as long as they fulfill the minimum national qualification requirement indicated in the general education policy for teaching in primary schools. Recruiting qualified teachers from the refugee community enables students to learn by a teacher who is familiar with them in: the language they speak; cultural orientation; the social makeup. Additionally, refugee teachers have lived experience on the impacts of the crisis so as have the understanding of how to support students.

D. Culturally mediated education

Culturally mediated education is an education system that recognizes cultural differences and places a great emphasis on a variety of strategies to be highly contextualized to fit the lesson with the target population (Gay, 2013). On the other hand, cultural mediation is an act of creating a smooth cultural transition for an individual from a culture of origin to hosting country culture and this mediation becomes very important in dealing with the education provided for refugees. This is because immediately as refugees arrive in the host country a dramatic cultural shift will occur.

Whether they live in the host country short or longer period during their stay in that country they need to develop competence in the host culture to have a smooth life. If that is so the essence of cultural mediation is avoiding an act of cultural oppression and enabling the child to learn the culture of the host country while exercising the original culture. The rationales for the need for cultural mediation in the education provided for refugees in most societies are far from static entities and culture is changing, evolving, and developing. Therefore, any activity that ignores the culture of an individual cannot be successful and there is indeed a significant difference between various cultures in characteristics. For example, Cecile Rousseau, Aline Drapeau, and Ellen Corin., (1996), indicated that some cultures tend to encourage the internalization of emotional difficulties, which may then manifest as symptoms of anxiety or depression. In particular, technological change must lead to changes in the norms, values, beliefs, and customs of a society. Children learn by making sense and constructing meaning through their interaction with the environment and culture. Therefore, Bruner and Haste, (1987), (as cited in Kelly, 2004) indicated the task of education needs to help children towards acquiring the desired knowledge by overcoming cultural differences. It must be recognized that schools exist in the present societies as agencies for teaching the culture of the society and they need have to play their role in assisting effective socialization, and teaching the way of life of the hosting society (Kelly, 2004).

Various theories emphasize the need to make education culturally appropriate and to make use of student's prior learning. According to Dyson (as cited in Liasidou, 2005), the important perspectives in the view of the social foundation of a curriculum were cultural transmission, democratic citizenship, and social change. The view of cultural transmission is influenced by functionalism theories, and it discusses transfer, socialization, and internalization of social values. The social existence in this perspective includes a system of thoughts, feelings, and actions that manifested in our character as a member of society. The other important theory is social change, according to this theory schools can play a key role in the reconstruction of society. There are three major approaches to social change perspectives. These are social reconstruction, social education, and social action. The act of social reconstruction needs to base on the value and assets of the society in which ignorance of valuable assets of the society in the education system may develop a sense of hatred among the society for any schooling activity.

The above theories advocate the relevance of reflecting the value of the learners in their education and any educational practice needs to be designed by considering the cultural orientation of the learners. Therefore, students learn their culture in mainstream schools. The situation is a bit different in the case of refugees.

In the case of refugees, there is the original culture and the new culture where they currently live. Therefore, knowing the two cultural orientations is very critical for their current and future life². This research also acknowledges that the future life of refugee children may also lead them to learn the 3rd culture if they are moved to a third country/ area. As a result, the education provided for refugees need to be tuned towards maintaining the balance at least³ between the original and new culture.

In contrary to the above theory and my argument the existing situation in the education provided for refugees is inappropriate and unstructured in that the available school places, trained teachers, and learning materials were not prepared to meet the learning needs of tens or hundreds of thousands of newcomers, who often do not speak the language of instruction and have missed out an average of three to four years of schooling. In an attempt to cope up with the new culture in the hosting country's education system there could be stereotypes and isolation on refugees due to their color. In a study based on African students from refugee backgrounds in Australian TAFE institutions: one participant from Sudan mentioned racial discrimination was an issue of concern that made him feel isolated and uneasy (Billett, 2010).

To change the existing situation and to create a conducive atmosphere in the education provided for refugee children it is important to avail of an education that considers a student's cultural orientation and previous background. To realize an education system that can go with cultural demand of peoples from different social groups and culture there need to be; curriculum developers who are well aware of the cultural orientation of the target society; teachers who are with a greater level of efficiency, and mental readiness among students to overcome the challenges that are going

² The original culture reflects the cultural orientation of children which they have exercised since their infancy and the new culture reflects the culture of the host society around their resettlement area.

³ The word "at least" refers that often it is difficult to forecast the permanent resettlement country. If it involves a third country and if the third country is pre-defined it is also equally important for the education to consider teaching the culture of that country for enabling students develops a competence on that.

to arise due to societal difference. Accurate information about ethnic and cultural diversity was necessary for both minority and majority students to counteract the negative discriminations and distortions perpetuated in conventional conceptions of knowledge and truth in schooling generally and in society at large (Gay, 2013).

E. The curriculum of choice in education for Refugees

There is a debate on the choice of curriculum to be implemented in the education offered for refugee children and the debate is based on the status of refugee children and their future aspirations. Baldwin, (2015), discusses the choice of the curriculum in the education delivered for refugees classified into two. These categories are:

1 Parallel system – refers to the use of the curriculum of the country of origin and it is described as a traditional model. In this system refugees access education in refugee-hosting schools that are managed by UNHCR or its partners. The case of Pakistan, Liberia, and Tanzania has been presented as an example of this system.

2 Mainstreaming – refers to the use of the curriculum of the country of asylum and this is the curriculum of choice by UNHCR Education policy. Refugees are mainstreamed into national schools and follow the host country's national curriculum. In the mainstreaming system, refugees access education in a UNHCR or partner-managed refugee camp setting or community schools.

The question in this debate is which curriculum is the most suitable in education for refugee children and two opposing ideas have been identified from the literature reviewed (UNESCO, 2017; Richardson, MacEwen, and Naylor, 2018; Baldwin, 2015; Atrafi, 2017). The first proposition recommends that refugees need to learn by the host country curriculum for overcoming problems related to material and teacher scarcity. This idea is mainly supported by UNHCR, UNESCO, and UNICEF. According to UNESCO the plan for inclusion of refugee students in the national education system need to be done before the emergency phase (UNESCO, 2017) and starting from 2012 UNHCR launched an inclusive educational strategy that requests teaching refugees through the host government education system (Richardson, MacEwen and Naylor, 2018). UNHCR encourages cooperation with national education authorities for early adoption and/

or transition to using of the country of asylum curriculum in refugee settings. According to UNHCR use of the curriculum of the country of asylum provides access to accredited, supervised, and accountable education services (Baldwin, 2015). According to the above source, this is because it is convenient for safe access to examinations and certification, access to teaching and learning materials, quality assurance, and improved access to national education services including options to continue education at higher levels and safe access to accredited certification and services associated with national systems.

The example cited for this stand is the experience of Sudanese refugees in Chad. According to this example, Sudanese refugees in Chad attend their education by the curriculum of origin from 2003 – 2012 and Chad has a bilingual curriculum (French/Arabic), which meant that students could continue learning in Arabic. Due to the continual conflict in Darfur, the refugees are far from repatriate and become less prepared for the professional demand of the host country. Therefore, the UNHCR has conducted a participatory assessment to assess the transition of the curriculum adopted from the county of origin to the country of asylum. Across the 12 refugee camps, the feedback of refugees becomes mixed in that the transition has got support from refugees in some camps while it faces resistance in other refugee camps due to its danger to certification, education quality, a loss of national identity, culture, and religion.

In order to implement the transition, training has been given for 167 teachers and a joint activity has been done by the UNHCR, UNESCO, UNICEF, and the MoE. It is also mentioned that an action plan has been prepared and it is frequently monitored by stakeholders regularly. Despite the resistance observed from students in some camps, the implementation has been continued and the results are believed to be successful (Baldwin, 2015).

On the other hand, some scholars argue that refugees need to learn by the curriculum of the country of origin. The concept of "education for repatriation", using the home country curriculum, gained recognition during the 1990s. This system prepares students to re-enter schooling smoothly during repatriation. The system recommends that educated refugees need to be given the chance to be teachers. Atrafi, (2017), indicated that students feel a sense of security in a situation where their identity is respected, and learning in a familiar classroom gives them comfort. According to Sinclair, (2001), such a kind of education system is very important in the use of the language of

origin as a medium of instruction and respecting student's religious as well as cultural values. Atrafi (2017) discusses that, differences in curriculum and educational delay may increase trauma among refugee children.

Even though the reasons provided in both propositions have a point there is also a fact that does not get the necessary concern in both recommendations and both of them give emphasis for the long stay of refugees in the hosting country and the feasibility of early repatriation is overlooked. The causative conflict for the displacement of refugees may be resolved in a short period of time or could last longer. Until the conflict is resolved or refugees get a permanent resettlement permit in another state, they reside in a refugee camp. During their stay in the refugee camp, refugees pursue educational services in the hosting state. In this demand for education, the major question will be whose curriculum is going to be learned and it is quite debatable.

Since 2012, the UNHCR recommends the use of the host country curriculum for refugee education as a policy. But as it is stated in the report by UNHCR using the Chadian curriculum for Sudanese refugees have faced resistance from beneficiaries in terms of the medium of instruction, way of establishing an equivalence between the two countries education system, the reaction of students in learning history, and geography subjects and view of refugee children towards the Chad education system in which it does not include Islamic studies as the Sudanese system (Baldwin, 2015). The major question in teaching History or Geography subjects is the issue of whose history or the geography of which country is going to be taught to refugee students.

To make refugees beneficiary the education provided needs to consider their background, current situation, and future aspiration. Peterson divides the education period for refugee children into three. These periods are pre-resettlement, at arrival, and post-resettlement (Peterson, 2015). During resettlement in the host nation, there will be variations in culture, curriculum, and medium of instruction. Even though currently there is a shift in the curriculum of choice previously the UNHCR recommends teaching language and curriculum need to strongly align with the country of origin to facilitate a smooth transition during repatriation, (UNHCR, 2003 as cited in Peterson, 2015). On the other hand, a study conducted on urban refugee students in Nairobi indicated that the need to introduce a curriculum that provides some life skills and vocational training for refugees has been identified as an essential element in education for refugees (Karanja, 2010). My

research experience informed me that both the above arguments lack to see the whole picture. Learning the home country curriculum may enable children to have a smooth educational transition and prepare them for their future life if they repatriate to their home country. Despite this, it unable them from being competent in their future life in the host country. On the other hand, learning by the host country curriculum is favorable to get teachers, learning materials, and certification easily. But it doesn't consider refugee's future aspirations and lacks to prepare them for the life in their original country during repatriation and for the life in the third country. Additionally, it lacks placing the necessary processes for the transition from home to host country curriculum. Therefore, the researcher firmly believes in the need to use a negotiated curriculum that considers refugee student's future professional life in the home as well as the host country.

F. Gender bias in the education provided for refugees

Gender bias is among the major problems in the education provided for refugees and refugee girls are less likely to finish primary education and complete secondary education. Displacement weakens children's protective environments and families can resort to coping mechanisms that disadvantage girls, including child labor and child marriage. This is because girls are vulnerable to domestic labor activities and arranged marriage on girls is widely exercised on girls than boys. In the Kakuma refugee camp in Kenya, by 2015 only 38% of primary school students were girls (UNHCR 2015) while by the same year in Unity State of South Sudan only 40% of primary school refugee students were girls (UNHCR, 2015 cited in UNESCO, 2016).

G. Review of Researches in Education for Refugees in East Africa

The use of the mother tongue language especially in lower grades is essential and it is very important to avoid confusion and preservation of identity. In addition to language and curriculum, proper management of the cultural variation in the education for refugees is very important. According to Tankard, (2015) teaching styles can bring different effects on peoples who live in different ethnic backgrounds. Teaching and learning cannot occur when there is a communication gap between instructor and student. In addition to the above-listed factors, the prevalence of relevance of the education provided for refugees is affected by several factors and some of the major factors that are identified in researches are lack of coordination among stakeholders, the dominance of teacher-centered pedagogy; and discrimination in school settings (Peterson, 2015;

Karanja, 2010; Kirk, 2014; Haybano,2016). Haybano, (2016) argues that there should be an education system that has a guideline for refugee children to exercise and promote their identity.

To eliminate the above hindering factors and improve the relevance of the education the points recommended in the reviewed researches are using a language that can be understood by refugee children, prevalence of appropriate educational financing system, the prevalence of qualified teacher particularly in rural settings, and coordinated activity between stakeholders (Peterson, 2003; Peterson, 2015; Haybano,2016). Additionally, According to Haybano (2016), to create better educational access for urban refugees in Addis Ababa, there should be a channel of cooperation between ARRA and MoE. Additionally, this source recommends the provision of capacity-building training for the stakeholders including the provision of education in emergency up to the undergraduate level. Additionally, the research identified the need to incorporate emergency education in the teacher training program and all teachers need to take it as a course. In doing so the participation of all stakeholders is very critical.

The reviewed researches indicate the prevalence of unfair treatment concerning providing equal educational access for refugee children. There are politically driven decisions in providing asylum and education for refugees rather than providing equal access to all human beings and the case of Egypt and Ethiopia have been presented as an indicator in the reviewed researches (Peterson, 2015; Mena, 2017). According to Mena, the Ethiopian refugee policy is more politically oriented than the provision of impartial humanitarian aid. He presents the case of South Sudanese and Eritrean refugees. Similar to the findings of Mena the existing situation in Ethiopia shows the refugee policy does not treat all refugees equally. For instance, the MoE has prepared a document to facilitate the educational enrolment of Eritrean and Yemeni refugees in public schools. But it doesn't provide the same treatment for refugees who are from a different country of origin. Additionally, unlike other refugees, Eritrean refugees have a wide range of privileges in terms of freedom of movement, employment, and education. Therefore, to overcome unfair treatment in most cases the refugee community organizes schools for their children and this trend has been observed in Kenya and Uganda (Peterson, 2015; Karanja, 2010).

2.7 Treaties related to the "Right to Education"

A. Universal Declaration of Human Rights

Several international and continental treaties recognize the right of an individual to get access to education regardless of his/her, color, sex, language, religion, political opinion, and national origin. In this section, some of the major treaties that recognize education as a right have been presented. The Universal Declaration of Human Rights under Article 26 declares that every individual has the right to education and primary education is considered to be compulsory and given free of charge. This article is classified into three and the first point discusses the right of an individual to get access to education while the second point elaborates the targets of the education provided (UNHCR, 2007). The last point clearly states that parents have the right to choose the kind of education that their children are to go to:

B. Convention Relating to the Status of Refugees

The 1951 Convention Relating to the Status of Refugees acknowledges the right of refugees to get educational access in the hosting country. The most detailed points regarding education for refugees have been discussed under article 22 and it urges the prevalence of equal educational opportunity for refugees, especially in primary education. It also calls for certification for educational enrolment by refugee children.

C. International Covenant on Economic, Social and Cultural Rights.

The other important treaty on the right to get access to education is the International Covenant on Economic, Social, and Cultural Rights. Article 13 of this covenant discusses that contracting states have a duty to recognize the right of every individual to get an education that fosters a full development of human personality and considers the human right. According to this covenant, education needs have to serve as a tool for creating mutual understanding between various racial, ethnic, and religious groups.

"The States Parties to the present Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms.

They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance, and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace" (UNHCR, 2007).

This convention recognizes Primary education as compulsory and free to all individuals and recommends a prevalence of a dynamic school system in which quality and quantity of material and teaching staff need have to be improved. This covenant under Article 15 amended that states have the responsibility of promoting and preserving culture.

D. Convention on the Right of the Child.

This convention provides a detailed description of the right to get access to education through its Articles 28 and 29. Under Article 28 it is amended that primary school education need have to be free as well as compulsory and it demanded contracting states to show effort for minimizing dropout rate by taking regular attendance. This convention states that disciplinary action on refugee students shall be conducted in line with respecting human dignity and its conformity with this Convention. On the other hand, Article 29 emphasizes the kind of education delivered to look like and it is amended that the education provided need have to foster the child wholesome development. The article advocates for an education that considers: wholesome personality development of the learner, respecting their diverse rights, promoting social and cultural orientation of the learners, developing the skill of living with others, and enhancing understanding in protecting the environment.

On a meeting by the world economic forum held in Senegal, Dakar one of the important agreements made is the recognition of education as a human right.

E. Convention against Discrimination in Education

This convention is adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization (UNESCO) on its 11th session on 14 December 1960 and enters into action starting from 2 May 1962. On the Universal Declaration of Human rights, it is declared that every person has the right to education and it is a violation of this right if there is an

act of discrimination Therefore this convention is drafted to promote equal educational opportunity and treatment for every child in addition to avoiding discrimination in education (UNHCR, 2007).

According to this convention, the term discrimination is defined as a distinction or exclusion based on various classifications. As a result, to eliminate this discrimination in education the convention states that nations are expected to avoid any discriminatory administrative system. Article three of this convention gives a brief discussion on the measures that states need to take in order to avoid discrimination in education (UNHCR, 2007, P. 318). Among the issues mentioned one is accessibility of education for foreign nationals as the same as citizens.

This convention also declares that primary school education is considered to be compulsory and given for free. The other important amendment of this convention is states are expected to avail equivalent education standards across all public schools and under Article five it is amended that contracting states need have to provide an education that is directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.

F. The Dakar Framework for Action

This framework is adopted in a meeting by World Education Forum held in Senegal, Dakar from 26-28 April 2000. The framework is drafted to work towards achieving EFA (Education for All) goals, to act collectively in the effort to achieve EFA goals, and to work towards achieving what is stated in the Universal Declaration of Human Rights and Convention on the Rights of the Child. According to this framework governments and organizations are committed to working on Lobbying politicians and all involving actors for the realization of quality and accessible education for all. Additionally it calls for creating accountability in the educational intervention.

2.8 Education for Refugee children in Ethiopia

According to Peterson (2015), 57 million children are out of school globally and more than half of this number loses educational opportunity because they live in an area that is affected by conflict. During the transition, students face various educational challenges including lack of access to education, language problem, change in the school environment, and a change in the social order. The above scholar indicated that educational access has varied images in various levels of migration phases. According to her in the pre-flight phase, educational access is explained to be

very limited or non-existent. During the resettlement phase absence of uniform educational access is reflected between countries because of the prevalence of countries that do not sign the 1951 convention and the 1967 protocol. This situation is creating a problem in providing the necessary legal protection for refugees in getting educational access. This source presents the experience of Rohingya Muslims in Bangladesh and Malaysia as an indicator for this statement.

The global educational strategy planned by UNHCR to be implemented from 2012-2016, aims to enroll 3 million refugees in primary school education (UNHCR, 2012). According to this source, 70% of this population will receive quality learning. It is also planned to provide training for teachers for making 80% of them qualified. The strategy aims to realize the provision of learning by mother-tongue language and the prevalence of child-friendly spaces for refugee children including access to adequate academic and reading materials. The 2012 education strategy put teacher preparedness and teacher quality as an influential aspect in assessing the learning outcomes. According to this strategy, there is a plan to provide internet access for refugee students. On the other hand, UNHCR launches a strategy for refugee education and it is expected to be implemented by 2030 (UNHCR, 2019). The goal of this strategy is to ease the pressures on host countries, enhance refugee self-reliance, and support conditions in countries of origin for return in safety and dignity. The main focus on the visions of this strategy is incorporating refugee education in the national system by prevailing equity and quality. One area of concern under the points listed as a mission on this document is creating a channel of working together among organizations in the education for refugees. A national Refugee Education Response Strategy is also drafted by UNHCR on a periodical basis and the current educational strategy has been amended on September 9, 2019. (UNHCR, 2018).

The commitment of the Ethiopian government to providing educational access to refugees is something to be appreciated. Respondents in this study also emphasized that the Ethiopian government is committed to providing education for refugee children. This commitment is manifested in international, continental, and regional treaties related to access to refugee education. In 2013 MoE issued a circular in circular No 13/1- 11795/8297/35 related to refugee education and dispatched for all directorates of the MoE and REB (Atrafi, 2017). The circular gives a direction to provide a textbook for refugee-hosting schools and enabling them to use the national curriculum. Additionally, the circular order's provision of training for teachers in refugee-hosting

schools which includes pre-service and in-service training. The circular also gives a direction on providing inspection and supervision services for refugee-hosting schools. Statistical information on refugee education starts to be published together with general education annually. UNHCR (2017) indicated that the government of Ethiopia needs to be appreciated for making refugee students part of the national system by creating the platform to take national educational examination and certification (UNHCR, 2017). The following steps can be taken as an indicator of the commitment of the Ethiopian government in improving educational access for refugee children. Additionally, the commitment of the country is expressed in the NCRRF, and the revised proclamation (MoE, 2018).

A. Legal Frameworks

I. The New York Declaration.

Ethiopia has shown its initiation to improve educational access for refugees in the pledges made at the Leaders' Summit in New York in 2016. The main purpose of this pledge is to provide education for all refugees regardless of any kind of discrimination. The decision made in the New York summit by the government of Ethiopia is a step forward to provide quality education for refugees. UNHCR, (2017), and MoE, (2018), indicated that taking such a step to enable the country to receive the 'Education Cannot Wait (ECW) fund. The area of concern of the education pledge is the increasing enrolment rate of refugee students at all levels. The pledge aims to raise primary school enrolment from 96,700 (54%) to 137,000 (75%) (UNHCR, 2018). This source indicated that it is expected to raise enrolment rate of; pre-school students from 46,276 (44%) to 63,040 (60%); Secondary school students from 3,785 (9%) to 10,300 (25%) and higher education students from 1,600 to 2,500.

II. The National Comprehensive Refugee Response Framework

The activities in the CRRF that are going to be conducted through the fund from the Danish government are mainly focused on the provision of quality and accessible education for refugee children (MoFA, 2017). The identified areas of concern are establishing new secondary schools in communities as per the minimum standard, expanding school facilities in the existing centers and schools, enhancing access to tertiary education through scholarships in Ethiopian universities, Procure supplies for students and schools, Recruit qualified teachers from refugee and the local

community, hiring facilitators for the existing as well as for the newly constructed schools, build the capacity of female teachers, Increase access to education for the beneficiaries of the OCP, formalize and integrate government higher educational scholarship scheme within the OCP, and, Provide skill and vocational training opportunities. (MoFA, 2017). This source indicated that improving enrolment and retention rates of students at all levels, minimizing the number of out-of-school children, and an emphasis on female students will be made. The Danish government will provide support for the implementation of the CRRF.

III. The Djibouti Declaration and the Addis Ababa Call for Action

Ethiopia is among the IGAD member states that ratified the Djibouti Declaration on Education for Refugees, Returnees, IDPs, and Host Communities in 2017 (MoE, 2018). Additionally, the government is among the signing states of the Addis Ababa Plan of Action by 2018. In the above two treaties, the government of Ethiopia agreed to integrate refugee education with the national system (UNHCR, 2019). The Djibouti declaration is concerned with setting standards to bring quality education for refugees and promoting the inclusion of refugees in the national system (IGAD, 2017). This declaration in article 15 stated that every refugee has the right to access quality education in a safe learning environment. In this declaration including refugees in the national system has got a due emphasis and sets the need to recognize and validate educational documents of refugee children (IGAD, 2017; UNHCR, 2018).

IV. The newly Adopted Proclamation

By 2019 Ethiopia adopts a new Refugee proclamation and it consists of the issue of education for refugees. The newly adopted refugee proclamation indicated that every recognized refugee or asylum-seeker has the right to receive the same treatment as Ethiopian national in accessing pre-primary and primary education (Federal Negarit Gazette of the FDRE, 2019). Secondary education, Vocational education, and tertiary education are provided for refugee students according to the available resources which are subject to the education policy of Ethiopia. Refugees in Ethiopia have two modalities to attend higher education. The first one is the scholarship given by the government of Ethiopia and students who have got this chance will be placed in governmental universities. The other one is a DAFI scholarship. According to MoFA in

Both cases, the UNHCR provides 25% of the total cost of education and the GoE covers 75% of the total cost (MoFA, 2017).

Most of the current top government officials in South Sudan have passed through the experiences listed above during their childhood. At that time their country is in the struggle for independence from Sudan and they are forced to spend their childhood in refugee camps. A respondent from the South Sudanese embassy indicated that he experienced life in a refugee camp during his childhood (RSSE, 2019). According to him, there were children who are separated from their parents and this is the most difficult moment for them. He indicated that as children stay long in a refugee camp the environment has an impact on them. He believes the kind of rehabilitation activity provided for refugee children has a great impact on students' futurity. According to the respondent if refugee children were not able to get the necessary rehabilitation, they may face a psychological health problem.

B. Management of refugee education in Ethiopia.

In Ethiopia, education for refugee children is not administered by the MoE or REB (UNHCR, 2017) and the responsible organization in leading the education provided for refugee students vary in each level. In Ethiopia, UNHCR works on the provision of education for refugees since the 1980s (UNHCR, 2017). The role of UNHCR in education for refugee children is limited to coordination and process facilitation. Rather the organization works with implementing partners (UNHCR, 2016). The respondent from UNHCR indicated that their organization works in providing education for refugee children with implementing partners and the organization provides funding for them (REUNHCR, 2019). According to the respondent in Ethiopia, there are multiple implementing partners in the pre-primary level and DICAC is a UNHCR partner in secondary school education (REUNHCR, 2019; UNHCR, 2015; UNHCR, 2017). DICAC works in partnership with ARRA, UNHCR, GIZ, and Act for Peace (RDICAC, 2019). The respondent from DICAC indicated that their schools receive the same service as public schools from the regional education bureau except for budgetary issues. The schools are accredited and licensed by the regional education bureau. During the construction of the classroom, they receive a construction plan from the regional education bureau and the bureau provides supervision services for their

schools. The respondent from this organization indicated that DICAC schools submit a report for the REB in a defined period.

According to the respondent, DICAC runs 19 secondary schools that give service to refugee children (RDICAC, 2019). The respondent indicated that their organization runs 3 schools in Assosa, 4 in Tigray, 3 in the East region, 4 in Dolo Ado, and 5 in Gambella. MoE supports DICAC by providing placement examinations for refugee students who want to attend secondary school education in DICAC schools (RDICAC, 2019).

C. Data management of Refugee Education in Ethiopia

Proper management of data in refugee education is a problem until recently. Currently, ARRA and IPs collect data on refugee education based on the training provided by MoE. The collected data will be published in EMIS (UNHCR, 2017). This enables the identification of the enrolment rate and other educational statistics; thus, it benefits the host country, implementing partners, donors, and other concerned bodies (UNHCR, 2017). For quality data management on refugee education in Ethiopia, refugee education data have been incorporated in the national system through Education Management Information System (EMIS) by the collaboration of ARRA, UNHCR, and MoE (MoE, 2018). According to this source information on refugees, education starts to be provided through EMIS since 2016 and the information contains key education indicators at each level. Currently, an effort is made to create a link between the national and refugee education systems (UNHCR, 2017). UNHCR acknowledges the steps taken by the government of Ethiopia to enable refugee access to national education systems (UNHCR, 2016).

D. Educational enrolment Rate of Refugee Students in Ethiopia.

By 2016 in Ethiopia there were more than 340,000 school-age (3-18) refugee children (MoFA, 2017) and the number grows to 401,840 by the 2017/2018 academic calendar (MoE, 2018; UNHCR, 2018). On the year 2016/2017 academic calendar, 179,022 refugee students were enrolling in general education. Out of this 75,359 of them are female. The enrolment rate in comparing to the number of school-age children is 52%. The enrolment rate of girls is 45% and 58% of boys enrolled in general education. During this academic year, there were 80 Early Childhood Care and Education (ECCE) establishments, 56 primary and 18 secondary schools in

and around 26 refugee camps (UNHCR, 2017). In 2018, there were only 7,665 secondary school students from a total of 62,110 school-age children. These students attend their education in seven camp-based secondary schools, 10 government-run schools near the refugee camps, and 43 government and private-owned secondary schools in urban areas (UNHCR, 2018). The gross enrolment rate of Secondary School students in comparison with the total school-age population is 8.2%. The number shows the prevalence of a great gap in secondary education enrolment. In Gambella region, the secondary school enrolment rate is 13.1% and the enrolment rate of boys is 20.2% while the enrolment rate of girls is 4.2%. Girl's enrolment in secondary education is very low and the number indicates the prevalence of high gender inequality (MoE, 2018). By 2018, 413 South Sudanese students have been placed in 7 public universities under the Ethiopian government and DAFI scholarships (UNHCR, 2018).

According to UNHCR, (2019), the preliminary data for the 2018/19 academic year indicates the total number of registered refugee students is 196,350. Out of this number 55,735 are students who enroll in early childhood care and education, 126,383 primary school students, and 11,123 of them are secondary school students. The remaining 3,109 of them are students who enroll in tertiary education and from these students, 809 of them are newly assigned to public universities (UNHCR, 2019).

E. Primary school enrolment and completion rate of refugee children in Ethiopia

In the Ethiopia Refugee Education Response Strategy (2015–2018) it was planned to enroll 101,921 school-aged children in primary education by 2018 and the actual result shows a 40% gap from what is planned (UNHCR, 2018). This source indicated that 71,617 refugee children enroll in primary education in this academic year. According to MoE, the Gross Enrolment Rate (GER) of primary school students by the 2017/18 academic year is 67% and the gross enrolment rate of students in Gambella regional state whose age is from 7-14 is 72.9% (MoE, 2018). GER of refugee boys in this region is 87.8% and the enrolment rate of girls is 57.2%. Additionally, the data accessed from the above source indicate that the Percentage of Gross Enrolment Rate of primary school students has a great difference between the two cycles in which the enrolment rate in the first cycle is extremely higher than the second cycle. In Gambella regional state the GER of students in the first cycle is 89.8% while the percentage declines to 41.5% in the second cycle

(MoE, 2018). The net enrolment rate of primary school students in Gambella region is 56.5% while the net enrolment rate for boys is 66.1% and for girls is 46.3 % (MoE, 2018)

Table 12: Educational Statistics in Refugee Education; Source: (MoE, 2018)

Location	School age population						Grand Total	School age population from 3-18			Type and number of schools			GER in primary Education			NER in primary education			
	7-14			15-18				M	F	T	ECCE	Primary	Secondary	M	F	T	M	F	T	%
	M	F	T	M	F	T														
Asosa	6,403	5,719	12,122	2,514	18,53	4,367	16,489	12,667	11,195	23,862	19	6	1	10,758	7361	18119	5907	4938	10845	89.47
Dolo Ado	40,207	40,144	8,0351	13,226	12,307	25,533	105,884	67242	65873	133,115	19	21	3	21,506	15975	37481	13094	9179	22273	27.72
Gambella	51,550	48,704	100,254	16079	12867	28946	129,200	97840	91626	189,466	37	25	6	45267	27899	73166	34119	22572	56691	56.55
Jigjiga	4,470	4,420	8,890	2,434	2,443	4,877	13,767	9045	9044	18,089	14	3	3	4552	3898	8450	3928	3304	7232	81.35
Semera	6,212	5,848	12,060	2144	1985	4129	16189	11,046	10,391	21,437	3	4	2	787	443	1229	673	394	1067	8.85%
Shire	3,984	2,708	6,692	3,844	1,791	5,635	12,327	9671	6200	15,871	6	4	3	6057	3128	9185	4445	2340	6785	101.39

According to Hamilton & Moor (2004) children in transition may suffer from loss of life in their country, cultural as well as religious orientation, their friends, home, and parents. The scholars indicated that it is like losing identity and starting life from the scratch. m and they may end up being a criminal.

The curriculum proposed for refugees will have a significant impact on the success or failure of the education provided. The relevance of the education provided mainly relies on the level of emphasis given for the previous and current condition of students as well as their future aspirations. Similarly, UNHCR, (1994), and Peterson, (2015), indicated that the relevance of the education provided is determined based on the strength of the education in attaining the particular need of students and giving adequate emphasis on the situation where students currently are. According to these sources, any education should foster enhancing the personal as well as the cultural identity of students. According to the above sources, there should also be a mechanism to enhance psychological stability among students. UNHCR, (1994), indicated that relevant education considers the use of the mother tongue as a medium of instruction and equips students with the skill of living in the country of asylum. This is very essential, especially in the pre-primary and lower primary stages. Additionally, the education provided needs to prepare students for future economic, social, and, political life. In a refugee setting where children are displaced as a result of conflicts, education needs to foster the skill of conflict resolution and living with others peacefully (UNHCR, 1994). Therefore, providing relevant education is highly dependent on the quality of the curriculum. This is because relevant education can be realized based on the emphasis given in the curriculum on the above features that determine relevance. Likewise, Jones and Rutter, (1998) indicated that the curriculum which is provided for refugee children needs a careful assessment as there are students who are unaccompanied minors and separated children.

So far there are unsettled discourses on the curriculum of choice for refugee education. For instance, before taking the current stand the UNHCR previously advocate for using the curriculum of the country of origin (UNHCR, 1994). According to this source, UNHCR needs to facilitate using the curriculum of the country of origin through creating a means of accessing textbooks. The organization needs to work to get printed textbooks or reprint it by finding a means to access a softcopy of it (UNHCR, 1994). On the other hand, this source affirms the relevance of getting a certificate for the education attended by refugees in the country of asylum. Additionally, the above

source indicated that students need to be encouraged to use their language in extracurricular classes.

Hamilton and More, (2004), discuss that length of time spent in a refugee camp has an impact on the educational experience of children. According to this source if the transition is for a short period, it would likely have little impact. But if the duration of the transition is long the impact will be higher. Theoretically, the majority of the refugee community is assumed to be temporary residents in the host community. They are believed to return back home as soon as the causative factor for their displacement is resolved. Despite this Peterson, (2015), indicated that the average lifespan of conflicts may reach 17 years. Reports of UNHCR also indicated that most refugees stay longer in hosting nations. Similarly, a respondent from ARRA indicated the experience of South Sudanese refugees staying in Ethiopia for a longer period of time. According to him after a peace agreement reached between Sudan and South Sudan to end the longest civil war by 2005 ARRA has managed to return a large number of the refugee population and close many refugee camps in Ethiopia (EEA, 2019). Short a while a flood of refugees start to come to Ethiopia due to the 2013 armed conflict. According to ARRA by 2019, there was little voluntary repatriation (EEA, 2019). The respondent indicated that such kinds of conflicts would not be resolved shortly and educating refugees through the Ethiopian curriculum is very important.

Therefore since 2012, UNHCR brings a shift on its stand and advocates the use of the host country curriculum. This research also identified that in Ethiopia refugees learn by the host country curriculum. All refugee-hosting schools are adopting the national curriculum since 2016 and use textbooks distributed by MoE (UNHCR, 2017; RGEB, 2019). The UNHCR policy advocates using the curriculum implemented by the country of asylum for various advantages. From the expected advantages some are; access to learning materials, teachers, and certification, and the organization reached to have this stand due to a prolonged settlement of refugees in the country of asylum (REUNHCR, 2019).

For some individuals learning by the host country curriculum is not a problem. Their reason is as every individual who migrates to any country learns by the host country curriculum there would be no problem faced by refugees because of learning through the host country curriculum. But the situation of an immigrant who migrated for his/her own reason and interest varies with a refugee

who leaves his/her country forcefully in a life-threatening condition. In the first case as the immigrant goes because of his/her personal interest he/she vest his/her maximum potential to make himself/herself fit with the culture and living condition of the country of asylum. Such an immigrant has prior mental readiness for the incoming challenges. Relatively the living situation in the hosting country would be better than the former life in the home country. The voyage in such circumstances is resettlement for a permanent or longer period of time in the country of asylum. The case of refugees is by far different from the immigrant on the intention, livingcondition, health situation, and future aspiration. They do not wish to have a permanent or longer life in the host community unless the situation in their country resumes. The greater majority of refugees want to return back home as soon as possible as life in the refugee camp is extremely unpleasant even though it is the place that provides shelter for them. All refugee communities are not of the same living standard. As there are refugees who come from low livingconditions there are also many refugees who used to lead a quality life in their country of origin. Therefore, the education provided for refugees need to have special features than immigrants. So, providing a balanced education that considers the status, need and aspiration of the student is essential for the benefit of the individual child, the home country as well as the host country.

CHAPTER THREE: RESEARCH DESIGN AND METHODS

Overview

This study aims at understanding the relevance of the primary education provided for South Sudanese refugee children in Ethiopia that are hosted at Jewi Refugee Camp. The core issues of the study include the children's previous educational experience, the impact of the crises on them, life in the refugee camp, future aspiration of the refugee children, and the practice of providing primary school education for the refugee children. All these factors are examined in terms of their contribution to the provision of relevant education. The methodological orientation of the study has been presented as follows.

3.1 Research design

The qualitative research approach is thought to be the most research approach to understand the situation of education for refugee children. According to Creswell (2009), the qualitative approach helps to understand and extract meaning from a given phenomenon. The phenomenon here is the practice of provision of primary education for the identified group of refugee children. Qualitative research, writes Creswell (2009, P. 1):

...is a means for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem. The process of qualitative research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher makes interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation.

Likewise, Stuart MacDonald and Nicola Headlam (2015) asserted that qualitative research helps to investigate the quality of an implementation on a given phenomenon and seeks to uncover the driving motives for action. The authors indicate that this method helps to understand how people perceive their experience and the world around them. The present study is interested to understand the reality in the prevalence of quality and relevant education for South Sudanese refugee children in Ethiopia by exploring the various indicators. In dealing with this research issue, adapting qualitative research enables to have a closer look at the phenomenon investigated.

Of the various traditions of qualitative research, case study research design is used in this study. Yin (2003) indicated that this design is very essential for investigating contemporary issues. "Case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life especially when the boundaries between phenomenon and context are not clearly evident" (Yin, 2003). This research aimed at investigating the existing practice of the relevance of the primary education which is provided for refugee children both for their current and future needs, by taking the Jewi Refugee Camp as a case in focus. Woodside (2010) underscores the relevance of this design for such kinds of research. Besides, most of the research questions raised in this study aimed at understanding how the education provided for primary school refugee children in the Jewi Refugee Camp entertain their current and future needs. This is one of the major reasons that makes a case study preferable in this study. The descriptive case study with a single case study is adopted. As Yin (2003) asserted, this is a type of case study in which the researcher gets a closer look at the phenomenon that is hard to be seen by outsiders.

3.1.1 The identified cases and issues investigated

The main case investigated in this research is the relevance of the education provided for primary school South Sudanese refugee students that are hosted in Jewi Refugee Camp. The factors affecting the relevance of the education provided, as it was defined in this research, the research examined the status of the primary education in paying attention for children's previous educational experience, the impact of the crises on them, life in the refugee camp, future aspiration of the refugee children, and the practice of providing primary school education for the refugee children. All these factors are examined in terms of their contribution to the provision of relevant education.

. The research involves all the four schools that are found in this camp as a research site, and the refugee camp served as a case for investigation.

3.1.1.1 Case selection and sampling

The case of South Sudanese refugee children is selected to be an area of investigation in this research because South Sudanese refugees are the highest group of refugees in Ethiopia reaching 422,240 by 2018 (UNHCR 2018). Additionally, the prevalence of a relatively high influx of South

Sudanese refugees to Ethiopia when I identified this research topic in 2016 served as an additional reason. Therefore, I used a purposive sampling technique for the selection of the researched refugees' country of origin. The majority of South Sudanese refugees settle in the refugee camps that are found in Gambella Region. This in turn indicates that the region is also selected purposively. In this region, there are six refugee camps in Gambella Region, namely Kule, Pugnido 1 and 2, Tierkidi, Ngunnyiel, Okugo, and Jewi Refugee Camps. The research is conducted in Jewi Refugee Camp, which is selected based on the principles of a convenient sampling technique. A convenient sampling technique is found under the non-probability sampling technique, and it enables to choose the most convenient site for the researcher. Accordingly, I went for the nearest of all the six refugee camps in Gambella Region. Louis Cohen, Lawrence Manion, and Keith Morrison (2007) acknowledged and indicated that this sampling technique is suitable to select those that are available and accessible at the time of the research. Therefore, as mentioned above, I have taken this refugee camp due to its convenience for transportation and accommodation as well as proximity to the town of Gambella. In fact the choice was determined after consulting ARRA's public relations officer.

As briefly mentioned above, this research was conducted in four case schools that are found in Jewi Refugee Camp, which are the only schools available in this camp. Hence, each of the schools was taken as a case to be investigated. Investigating all the four schools enables me to contrast various behaviors across all the four schools and to produce a substantial conclusion on the issue being investigated.

The population of this study included individuals who have a direct or indirect attachment to the concern of this study. As a result, South Sudanese primary school refugee students that are found in Jewi Refugee Camp, national teachers from Number 1 School, key informant incentive teachers from the four schools, principals of the four primary schools, and officials from governmental and non-governmental organizations have been included in this study as sources of data. A purposive sampling technique was employed for selecting the school principals and officials from various organizations. Purposive sampling technique is classified under non-probability sampling techniques. The offices included in this study have been pre-defined before the fieldwork based on their relative closeness for the issue investigated. The identified officials were included in this

research because they are believed to have in-depth information on the issue being investigated. As Alvi (2016), Taherdoost (2016), and Etikan (2017) indicated, knowledge of the phenomenon to be investigated is one of the major criteria for using purposive sampling technique. Louis Cohen, Lawrence Manion, and Keith Morrison (2007) and Patton (2002) also depicted that purposive sampling technique allows the researcher to include individuals who are knowledgeable about the phenomena as a sample in the sources of data. Respondent officials were selected based on their relative closeness for the issue being investigated. Key informants were selected using convenient sampling technique. This group of respondents was selected because they are available during the field work, and are volunteer to participate in this research. Therefore, from the total 132 incentive teachers, 7 teachers participated in this research as key informants. The researcher employed a systematic random sampling technique for the selection of national teachers. A systematic random sampling method is relevant in selecting samples among a homogeneous population (Alvi, 2016), the respondents included under this group are national teachers who teach in Number 1 School. Additionally, during the fieldwork period, the researcher learned that all national teachers have relatively the same exposure to that environment. There were 35 national teachers in Number 1 School and the researcher assigned a serial number (based on alphabetical order) for every member of the population. Every 6th individual was included in this study starting with the first. Such kinds of selection are indicated to be one of the selection criteria in a systematic random sampling technique as it is shown in the works of Etikan (2017), Taherdoost (2016), and Alvi (2016).

For the selection of the refugee students, opportunistic (emergent) sampling technique was used. According to this technique, a fieldwork often involves on-the-spot decisions about sampling to get more reliable information in allowing taking advantage of new opportunities during the data collection process (Patton, 2002). That is, this technique allows the sample to emerge during a fieldwork. Therefore, from a total of 10,400 primary school students in all the researched schools, 25 students who were available during the fieldwork participated in this study as respondents. These students were selected because they had relatively better communication capacity using English. Additionally, the research tried to include students who have and who have no educational experience in their home country. Students who are in grade four or above were included in this study as a sample. This is because students who are in grade three and below are considered to be

less mature to provide the required information. This does not, however, mean that those in third grade and below were excluded from the study since they were considered in the in-depth observations and document analyses. In this study, five parents, who are members of parent-teacher and student associations (PTSA) in the researched schools, have been incorporated as respondents. Involving parents from these institutions has a dual benefit for this research. The first is it creates the opportunity for the researcher to understand the viewpoint of parents on the relevance of the education provided for their children and their contribution to the relevance of the education provided. The second benefit is it enables the researcher to understand the role of PTSA in creating conducive learning environment for students and their contribution to the relevance of the education provided. Therefore, parents from PTSA were chosen to represent parents through a purposive sampling technique. Each PTSA is composed of two teachers, two parents, and one student. Therefore, for the selection of one parent from the two committee members, I employed a convenient sampling technique.

3.1.2 Research paradigm

Due to the purpose of this study, the Interpretivist (Constructivist), research paradigm was adopted which is believed to be the most relevant and directly related paradigm for this research. According to this paradigm, the world is seen from the viewpoint of the researched community, and the goal is to understand how the respondents observe the world around them. Similarly the research seeks to understand how South Sudanese refugee students, parents, and teachers perceive their flight experience and the primary education provided in Jewi Refugee Camp. Charles Kivunja and Ahmed Bawa Kuyin (2017) indicated the need to make a greater effort for understanding the observation of the subject being studied. According to these scholars, the paradigm demands the need to explore how the researched community understands and interprets the world around it. Therefore, the research considers that exploring the viewpoints of the refugee children, their parents, and those stakeholders involving in the primary school education provided for the refugee children contributes to determine the relevance of the education. According to Kivunja and Kuyin (2017), the Interpretivist research paradigm follows the relativist ontology, subjectivist epistemology, and naturalist methodology, as well as balanced axiology. To this regard the research sees the perception of respondents on the situation under investigation varies from respondent to respondent. Epistemologically, the subjective view of respondents to the

investigated issue have a great relevance for understanding the flight experience of South Sudanese children and the education provided for refugee children in Jewi Refugee Camp.

3.2 Research site

This research is conducted on South Sudanese refugees that are found in Jewi Refugee Camp, which is one of the camps opened in Gambella Regional State. The Gambella Region is a home to hundreds of thousands of refugees most of whom are South Sudanese. One of the refugee camps found in this region is the Jewi Refugee Camp. A stranger to Gambela city will feel the humidity immediately when approaching to its territory. The Gambella National Regional State is located in the south-western part of Ethiopia. The region borders with Benishangul Gumuz and Oromiya regions to the north, the Southern Nations, Nationalities and Peoples' Regional State (SNNPRS), and the Sudan Republic to the South, Oromiya, and SNNPRS to the east, and the Sudan Republic to the west. Agro-ecologically, the region is dominantly lowland (*kolla*) with a few midlands (*weynadega*) (Sewone, 23 December - 29 December 2002). According to the 2007 census report, the population of the Gambella Region is 300,000 (Census, 2007). The report indicated that Nuer and Anuak are the most populated ethnic groups in the region. Nuers are the highest by covering 46% of the total population in the region, while Anuaks make 21% of the total population. There are also Nuers who live in South Sudan, and they are the second highly populated ethnic groups in that country next to Dinka. The distance of Gambella from Addis Ababa is 765 km, and it is 761 km from Addis Ababa up to the checkpoint to the entrance of Gambella city. Jewi is around 747 km far from Addis Ababa and 18 km away from Gambella.

The researcher observed two ways of naming Jewi. In written documents and notice boards of humanitarian agencies as well as other organizations, the place is referred to "Jewi". On the other hand, transport providers and some institutional banners refer to the area as "Jawe". Unlike other camps in Gambella, the Jewi Refugee Camp is located far from the border area and it is very closer to Gambella city (PHJ, 2019). Hamilton and Moor (2004) indicated that geographical distance between the refugee camp and cities in the host country has an impact on the life of the refugees. The map showing the location of Jewi is presented in the following diagram.

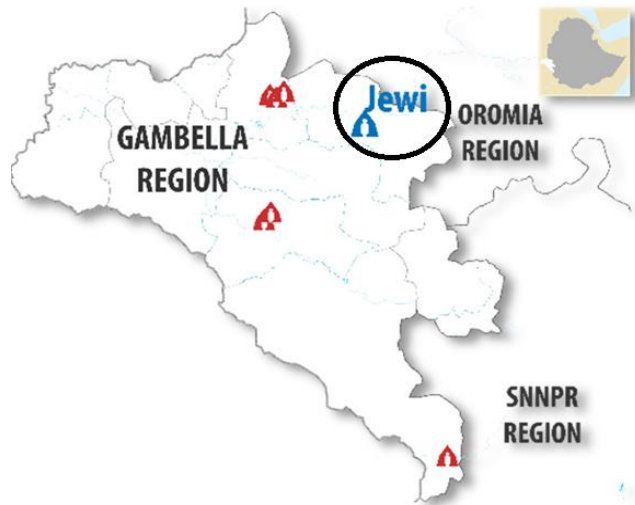


Figure 5: The location of Jewi (Source: UNHCR, April 2019)

A visitor who travels to this refugee camp by vehicle from Addis Ababa will first find the camp's coordination office before the refugee settlement area. This camp was established on 15 March 2015 aiming to resettle refugees who used to live in Leitchour and Nip Nip refugee camps. The refugees were relocated because the locations of the former refugee camps were flood-prone which left the refugees homeless. Leitchour was established in late February 2014 and hosted refugees who were relocated from Ethiopian border entry points of Akobo, Pagak, and Burbiey (PHJ, 2019; PHW, 2019; UNHCR & ARRA, April 2019). The settlement of the refugees in Leitchour and Nip Nip was implemented despite the vast complain from various concerned bodies on topographical condition of the area. UNHCR (2016) also indicated that planning in the refugee response plan (RRP) to build a semi-permanent shelter in that area was a weakness. It revealed that around 48,000 refugees were relocated from Leitchour to the Jewi Refugee Camp. The location of Lectoure is known to be a Nuer zone and the area is located in Ningnang Zone, Metar woreda, and the distance of this area from Gambella city is around 120 km (SP1, 2019).

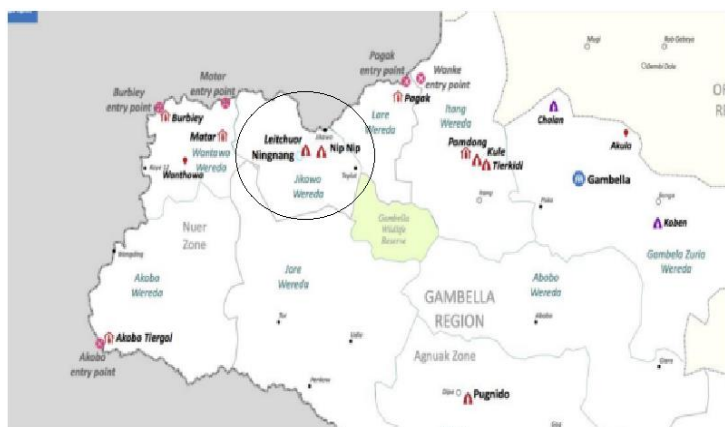


Figure 6: The location of Leitchour and Nip Nip (UNHCR, 2016)

The distance of the Jewi Refugee Settlement Area from the camp's coordination office could reach from 1 and a half to 2 KM. In the middle of a beautiful jungle, where nature is appreciated by the song of varied species of birds, a lonely compound is seen on the left side of the main road, on the way to Gambela, and it is the camp's coordination office. Relatively, the humidity is better in Jewi than Gambella. In the camp, there are residential houses and offices for employees. The residents of this camp are employees of the camp's administration office, health sector, and national employees of the four schools. The office is found in front of the main gate while the residential area is found at the back of the office and it is covered with big trees. In between the office and the residential area, there are storehouses and a meeting hall. At the back of the office, there is a traditional cottage house (Gojo bet) that provides a coffee and tea service for employees. If an individual who is new to that organization sits in this house, he/she will hear people talking on various issues. Rumor, discussion, debate, humor, gossip, and appreciation are all there. There is a welcoming environment in which a new comer cannot be prevented from engaging in the talks, and the issues raised range from the camp's administration to the social committee; from the credit service and politics to day to day activities. The presence of the researcher did not prevent them from talking. The time from 12:00-3:00 pm is a break time for employees of the camp and at this time most of them gather in this cottage house.



Figure 7: The biodiversity along the road from Gambella to Jewi.

The researcher got a minibus and paid 20 birr to travel from Gambella to Jewi. He received excellent cooperation from transport service providers in getting relevant information about the area. Jewi is found in between Gambella and Bonga. In traveling from Gambella to Bonga, after passing the checkpoint in the entry to Gambela, which is found around 760 km from Addis Ababa, there is an amazing natural environment. A visitor will be amazed by it. The grass that is found on the right and left side of the road makes the area attractive and the road is very comfortable and seems to be newly constructed.

One day during the fieldwork the researcher went for a walk from the camp's coordination office to the refugee settlement camp. On his way, he found a pedestrian who was also heading to Jewi. The researcher started to chat with him about the biodiversity of that area and the pedestrian told him that the grass only appears in the summertime. In all the other seasons, the grass vanishes. There are common tree species which are visible all the way to Jewi from Gambella on the right and left side of the road.



Figure 8: Common plant types that are found on the way from Gambella to Jewi.



After traveling for 18 km from Gambella, a visitor will find the Jewi Refugee Resettlement Camp. The camp is found on the right side of the main road. Next to the main road, up to the main gate of the camp, there are nationals who moved from different parts of the country and own a small business, such as selling food and clothes.

Figure 9: The intersection to Jewi Refugee Camp, a view from the main road

Locals are not allowed to pass the main gate of the refugee settlement area unless they are authorized personnel or have a pass permit. The camp is classified into four zones, namely Zone 1 (A), Zone 2 (B), Zone 3 (C), and Zone 4 (D). Zone 4 is the farthest zone from the main road.

The distance from the main road to Zone 4 may reach more than 4 KM and takes more than one and half hour by walking. The camp is covered with beautiful and big trees that are from the same species. These tree species are similar to the common tree species in Gambella.



Across the right and left side of the road, there are various service giving institutions and the logo of various organizations is apparent⁴.

Figure 10: The main road inside Jewi refugee camp



Everywhere in the refugee camp, there is a unique traditional chair and the manufacturing of this chair by local carpenters is observed in many areas of the camp.

Figure 11: Restaurant and shops in Jewi Refugee Camp



Unlike the height of the majority of the refugees, residents in Jewi Refugee Camp built houses that are small in height.

Figure 92: Size of most of the houses built in Jewi Refugee Camp

⁴There are small shops, restaurants, haberdashers, tailors, and individuals who sell Agober

Some of the houses have no fences for their compound while there are others whose compound is covered with fences. Most of the houses in Jewi Refugee Camp are cottage houses. They use grass and/ or plastic sheet (in most cases, it has the logo of UNHCR) to make the roofing.

Not a few houses have no roofing in the refugee camp. According to some respondent teachers and observation of the researcher, this indicates that some refugees migrate from the refugee camp to other areas and return to the camp during ration time.

The villagers salute each other by saying *Male* and a visitor should reply the same for such kinds of greetings. When they see an urban man who is new to that area, they call him *Bougne* and make fun of him.

The refugees prepare and sell traditional biscuit as income-generating means.

Figure 13: the image of roofless houses



Most children, especially boys play a war-like game through toy guns that are made of locally available material. According to the researcher's observation, there is a high birth rate in the camp, and many kids who are

believed to be less than 3 years old are observed throughout the camp.



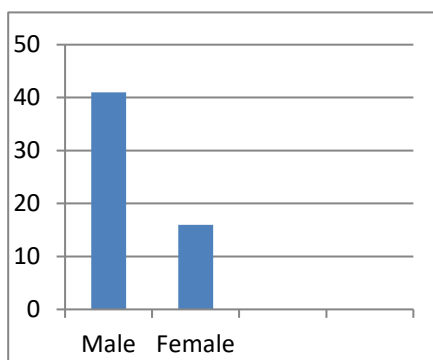
Figure 14: a child taking care of a baby

This indicates that many refugee women gave birth after joining the Jewi Refugee Camp. In the camp, very young children have been observed in taking care of little babies. The Jewi Refugee Camp is convenient for refugees in terms of protection, facility, and education (PHJ, 2019). The program head of the camp expressed that the refugee community in this refugee camp is highly cooperative in meeting the mission provided.

3.3 Tools and participants

In this research, group and individual interviews have been conducted with 56 respondents; out of which 16 of them are female. The number of female respondents was low compared to males because the total number of female students and teachers is significantly lower than that of males. Additionally, the identified positions for interviews from governmental and non-governmental organizations were all filled by males. This is part of the gender equality problem experienced in the provision of education for refugee children in Ethiopia.

Figure 15: Distribution of respondents in terms of sex



Three data collecting tools were used in this research, namely interview, observation and document analysis.

3.1 Interview

Interview is one of the major data collecting instruments in case study research, which is discussed in the work of Yin (2018). Therefore, this research employed a qualitative in-depth interview to collect data. The qualitative in-depth interview is conducted in a face-to-face or telephone basis and it is unstructured. According to Creswell (2009), in such kinds of interviews, the questions forwarded need to be few in number and open-ended. This is because they can enable the researcher to explore the ideas, views, and opinions of individuals. Additionally, Yin (2018) indicated that an interview is important for getting a detailed explanation of the issue being investigated. It is conducted with all participants of the study. A face-to-face group interview was carried out for interviewing students, while individual-based face-to-face interview was conducted with the rest of the participants in this study. In addition to the face-to-face platform, a telephone

interview was conducted and follow up clarifications were obtained through email. The interviews were carried out for a total of 23:55:50 hours. The purpose of the interview was to understand the students' previous educational background in the home country and its relevance for their current education; the impact of the crisis on them and its impact on their current education, their living condition in the host country, and its effect for their learning; and their viewpoints on the relevance of the education provided in their current schools for their current and future aspirations. The details of the interview activity conducted with each stakeholder have been presented as follows.

A. National teachers

There were 35 national teachers teaching in Jewi Zone 1 Primary School. Out of these teachers, 6 of them were included in this research. All these teachers held a Bachelor degree and above.

Table 13: Information on national teachers who participated in this study.

Code	Sex	Age	List of Languages they can speak	Qualification	Total Work Experience	Teaching Experience in this School	Medium of Instruction
NT1	Male	29	Amharic, English and Awi and moderately speak Somaligna	BEd.	8 years	2 and half	English
NT2	Male	30	Amharic and English	BEd.	9 years	2 and half	English
NT3	Male	28	Amharic, English, and Tigrigna and moderately speak Somaligna	MA	8 years	3 years	English
NT4	Male	31	Amharic, English, and Afan Oromo	BEd.	8 years	3 years	English
NT5	Male	29	Amharic, Afan Oromo, English, and Nuer	MA	10 years	3 years	English
NT6	Female	28	Amharic and English	BEd.	9 years	3 years	English

NT 5 explained that he has teaching experience of 3 years in Pugido as a teacher of Civics and Ethical Education, and worked as a supervisor for 4 years. He used to be a delegated director in Jewi Primary School for one year until a director was recruited. NT3 and NT4 have been friends since they were university students. Both of them have 5 years of teaching experience in a non-refugee setting and 3 years in a refugee setting. Teacher NT1 and NT2 have taught in the same school in a private school in Addis Ababa before they joined their current school. NT5 has also teaching experience in public school for a total of seven years before joining her current school.

Table 14: Information on the date, time, and duration of the interview conducted with national teachers

Code	Date of Interview	Length of Interview
NT1	05/06/2019	1:16:15 minutes, starting from 3:00 in the afternoon
NT2		
NT3	07/06/2019	1:03:11 minutes, starting from 2:00 in the afternoon
NT4		
NT5	08/06/2019	1:05:48 minutes, starting from 3:00 in the afternoon
NT6	08/06/2019	0:59:45 minutes, starting from 9:00 in the morning
	Total	4:24:01 minutes

A. School principal

There are four schools in Jewi Refugee Camp and from the four schools, an officially recruited principal has been found only in Zone 1 School. The remaining schools are led by a focal person who is assigned from the national teachers. All the vice-principals in all schools were assigned from refugee teachers.

Table 15: Information on school principals who participated in this study.

Code	Sex	Age	List of Languages they can speak	Medium of Instruction	Qualification	Work experience	
						Total	in this School
SP1	M	29	Amharic, English, and Afan Oromo	1-4 Mother tongue (Nuer) 5-8 English	EdPM& MBA	7	3
SP2	M	32	Amharic, English, and Tigrigna	1-4 Mother tongue (Nuer) 5-8 English	Bachelor Degree	11	3
SP3	M	36	Amharic, English, and Afan Oromo	1-4 Mother tongue (Nuer) 5-8 English	Bachelor Degree	14	3
SP4	M	38	Tigrigna, Nuer, Amharic, English and a bit Agnuak	1-4 Mother tongue (Nuer) 5-8 English	Bachelor Degree	17	3

SP1 is the only officially employed individual for the school's principal position. He used to be a teacher in primary school before taking his current responsibility. For a period of 1 year, he worked as a delegated program head in this camp in addition to his current position. As he was the only officially recruited principal, he had the additional responsibility of coordinating all the remaining

schools. The remaining three schools were led by focal persons. SP2 worked as a teacher in Somali Region in secondary and preparatory school; he has also a teaching experience in Pugnido Refugee Camp for 4 years. He served as a teacher in Jewi Refugee Camp for 1 year and has been working as a focal person since 2017. SP3 was the most experienced teacher among the school leaders in Jewi Refugee Camp. He has 10 years of teaching experience in non-refugee school and worked for 4 years as a teacher in a refugee-hosting schools run by ARRA. For the last 3 years, he has been working as a focal person in Zone 3 Schools. The focal person of Zone D School has a total of 8 years of work experience in governmental schools while he has more than 6 years of work experience in a refugee-hosting school. Currently, he is working as a focal person in Zone D School.

Table 16: Information on school principals who participated in this study.

Code	Date of Interview	Length of Interview
SP1	05/06/2019	0:55:00 minutes, starting from 2:00 in the morning
SP2	06/06/2019	0:23:41 minutes, starting from 2:15 in the morning
SP3	06/06/2019	0:28:58 minutes, starting from 8:15 in the afternoon
SP4	11/06/2019	0:29:14 minutes, starting from 8:30 in the morning
Total		2:16:53 minutes

B. Key informantsd

The key informants were selected from the incentive teachers, for they were believed to have in-depth information about the impact of the crises, the education system in the home country, and the education provided in the host country on the refugee students. They can show the impact of the crises from the perspectives of an individual, a parent, a teacher, and a school principal. Therefore, seven incentive teachers were incorporated as key informants.

Table 17: Information of key informants who participated in this study

Code	Sex	Age	The Languages they speak	Medium of instruction	Grade	Total work experience	Teaching experience in this school	The place where they come from
KIT 1	M	44	Nuer and English	Nuer for lower grades and English for Upper grade	10	12	4	Jongli
KIT 2	M	28	Nuer and English	Nuer for lower grades and English for Upper grade	12	7	4	Upper Nile (Melut)
KIT 3	M	27	Nuer and English	Nuer for lower grades and English for Upper grade	11	4	4	Sudan
KIT 4	F	29	Nuer and English	Nuer for lower grades and English for Upper grade	10	4	4	Jongli
KIT 5	M	40	Nuer and English	Nuer for lower grades and English for Upper grade	12	4	4	Malakel
KIT 6	M	29	Nuer and English	Nuer for lower grades and English for Upper grade	Diploma	4	4	Bor
KIT 7	M	28	Nuer and English	Nuer for lower grades and English for Upper grade	10	4	4	Upper Nile state

All key informants have become teachers in Jewi Refugee Camp since the beginning of school in the camp. Most of them had no employment history when they were in their country. Key Informant 1 has 8 years of work experience as a government employee in South Sudan and 4 years of teaching experience as a teacher in Jewi Refugee Camp. Key informant 2 has 3 years of work experience as a supervisor in a petrol company in South Sudan and 4 years of teaching experience in Jewi Refugee Camp.

Table 18: Information on date, time, and duration of interview with key informants

Code	Date of Interview	Length of Interview
KIT 1	05/06/2019	0:42:34 minutes, starting from 4:40 in the morning
KIT 2	06/06/2019	1:31:10 minutes, starting from 3:30 in the morning
KIT 3		
KIT 4	12/06/2019	1:03: 08 minutes, starting from 8:25 in the morning
KIT 5	12/06/2019	1:21:08 minutes, starting from 10:30 in the morning
KIT 6		
KIT 7	12/06/2019	0:58:17 minutes, starting from 2:30 in the Afternoon
Total		5:36:17 minutes

C. Students

25 students from the four schools were included in this study as respondents. Details of the respondent students are presented in the following table.

Table 19: Information about students who participated in this study

Code	Sex	School Name	The language they speak	Medium of instruction	Age	Grade	Educational experience in SouthSudan	The place where they come from
RS1	F	Zone A	Nuer & English	English	18	7	Grade 3	Malakel
RS2	F	Zone A	Nuer & English	English	21	7	Grade 4	Akobo
SS3	M	Zone A	Nuer & English	English	16	8	Grade 3	Nasir
RS4	M	Zone A	Nuer & English	English	18	7	Grade 2	Akobo
RS5	M	Zone B	Nuer	English	13	5	Grade 1	Bentieu
RS6	M	Zone B	Nuer	English	13	5	Grade 1	Akobo
RS7	M	Zone B	Nuer	English	13	6	Grade 2	Bentieu/Akobo
RS8	M	Zone B	Nuer	English	18	5	Grade 3	Jonglei
RS9	M	Zone B	Nuer	English	13	6	Grade 3	Jonglei
RS10	M	Zone B	Nuer	English	16	6	Grade 3	Bentieu
RS11	M	Zone B	Nuer	Nuer	14	4	No	Upper Nile
RS12	F	Zone B	Nuer	English	18	6	Grade 2	Jongli
RS13	M	Zone B	Nuer	English	18	6	Grade 5	Akobo
RS14	F	Zone B	Nuer	English	17	6	Grade 3	Upper Nile
RS15	M	Zone B	Nuer	English	18	6	Grade 3	Jongli
RS16	M	Zone B	Nuer	Nuer	14	4	No	Akobo
RS17	M	Zone C	Nuer	English	16	5	Grade 1	Upper Nile
RS18	M	Zone C	Nuer	English	18	5	Grade 5	Malakel
RS19	F	Zone C	Nuer	English	14	5	Grade 1	Akobo
RS20	F	Zone C	Nuer	English	16	6	Grade 2	Upper Nile
RS21	F	Zone C	Nuer	English	15	6	Grade 2	Upper Nile
RS22	F	Zone D	Nuer	English	15	5	Grade 1	Upper Nile
RS23	M	Zone D	Nuer	English	14	6	Grade 1	Upper Nile
RS24	M	Zone D	Nuer	English	18	6	Grade 3	Upper Nile
RS25	F	Zone D	Nuer	English	18	6	Grade 4	Upper Nile

The above table indicates that almost all children are above the standard of the age set for each grade level. Students 21 and 24 came with their uncle, while their mother and father are in South

Sudan. Student 22 had witnessed the killing of his father and had no information on the status of his mother. The student and his brother came to Ethiopia with individuals from their community and others that they didn't know before.

Students 7, 9, and 20 live with their father and mother. They are the luckiest group of students who have got the opportunity to live with both of their parents. Student 7 and 9 came with their mother while their father came later on and joined them in the refugee camp. Currently, they live with both of their parents. Student 20 came with his mother and father. Student 17 lives with his father's sister and brother, while his mother remained in South Sudan. The crisis in South Sudan made most of them live without one or both of their parents.

A group interview is conducted with each of the students who participated in this research and the date as well as duration of each group interview presented as follows.

Table 20: Information on date, time, and duration of interview with students

Interview conducted with	Date of interview	Length of interview
RS1, RS2, RS3, RS4	05/06/2019	0:58:48 minutes, starting from 9:18 in the morning
RS5, RS6, RS7, RS8, RS9, RS10, RS11, RS12, RS13, RS14, RS15, RS16	07/06/2019	1:24:08 minutes, starting from 9:00 in the morning
RS17, RS18, RS19, RS20, RS21	10/06/2019	1:05:46 minutes, starting from 2:30 in the morning
RS22, RS23, RS24, RS25	10/06/2019	1:12:17 minutes, starting from 3:00 in the afternoon
Total		4:40:59 minutes

D. Parents

For this interview, from the total of 8 parents who have been members of the PTSA, two parents from Zone 1 School and one parent from each of the three schools, a total of five parents were selected.

Table 21: Information on parents who participated in this study

Code	Sex	Ethnicity	Age	Number of children	Original Residence in Home Country
RPTSA 1	F	Nuer	25	3	Jongle
RPTSA 2	M	Nuer	30	4	Jongle
RPTSA 3	M	Nuer	47	8	Jongle
RPTSA 4	M	Nuer	37	7	Upper Nile

RPTSA 5	M	Nuer	31	6	Upper Nile
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The parents who participated in this research were members of the schools parent teachers, and students association. A group interview is conducted with this group of parents.

Table 22: Information on date, time, and duration of interview with parents

Interview conducted with	Date of interview	Length of interview
RPTSA 1, RPTSA 2, RPTSA 3, RPTSA 4, RPTSA 5.	11/06/2011	0:53:08 minutes, starting from 3:34 in the morning
Total		0:53:08 minutes

E. Officials from Various organizations

An interview was conducted with officials from various organizations. The respondents were from governmental and non-governmental organizations. The officials were selected based on their relative closeness to the issue being investigated. As ARRA is the responsible body to provide primary school education for refugees, the head of the program office in Jewi Refugee Camp, the head of the protection department in the West region of the ARRA office, and an expert from the education office in the ARRA headquarter were included in this study. Save the Children is in charge of the emergency education in Jewi Refugee Camp before it transferred the school to ARRA. Currently, the organization works in providing pre-primary education for refugees in Jewi Refugee Camp. Therefore, by considering the experience of this organization in providing primary education for refugees in Jewi Refugee Camp, a respondent has been selected for interview. Hence, an officer from the Gambella branch of this organization has been included in this study. Grade eight students in Jewi Zone 1 School will go to Jewi High School if they manage to pass the regional examination. Jewi Secondary School was built and run by World Vision Ethiopia. Therefore, the education officer of World Vision Ethiopia, Gambela branch was included in this study. DICAC runs a greater majority of refugee-hosting secondary schools in the refugee camps in Ethiopia. To explore the nationwide experience, an official from this organization participated as an informant. The prime responsibility of delivering quality education in Ethiopia relies on the

Federal Democratic Republic of Ethiopia’s Ministry of Education and Education offices in each region. Accordingly, an official from REB was included in this study. UNHCR is responsible for managing the issue of refugees globally. Therefore, an expert from the education department in the UNHCR Ethiopia office was included in this study. Finally, as this research was conducted on South Sudanese refugees in Ethiopia, an official from SouthSudanese embassy was included as a respondent.

Table 12: time and date spent for interviewing officials

Respondents from	Sex	Date of Interviewing	Duration of the interview
Jewi Camp Administration	M	05/06/2019	0:23:18 min. starting from 4:30 PM.
West Region ARRA Administration Office	M	07/06/2019	0:19:28 min. starting from 4:30 PM.
SCI	M	06/06/2019	0:34:20 min. starting from 4:00 PM.
WVI	M	17/06/2019	0:17:52 min. starting from 10:30 AM.
GEOR1	M	16/06/2019	0:24:32min. starting from 3:30 PM.
RDICAC	M	07/11/2019	0:54:39 min. starting from 11:03 PM.
ARRA education office	M	07/10/2019	1:27:09 hr. starting from 10: 20 AM.
Respondent from UNHCR	M	10/10/ 2019	1:04:17hr. starting from 10:00 AM
RSSE	M	25/10/2019	0:38:57 min. starting from 9:00 PM.
Total			6:04:32

The education expert in ARRA worked as a teacher in Afar, Benishangul, and Addis Ababa both in refugee and non-refugee settings. For the last two years, he has worked as a senior education expert in ARRA. He worked as a teacher in a refugee-hosting school for 8 years in Benishangul and got promotion to the position of program officer there.

3.3.1.1 General information on some of the organizations included in this research

A. ARRA, the regional office, and Jewi Refugee Camp’s coordination office

ARRA is a responsible governmental organization to administrate the issue of refugees as well as returnees. Refugees in Gambella region get service from the West Region of ARRA’s coordination office and in this region, six refugee camps accommodate over 300,000 refugees. The respondent from the West Region of ARRA protection head office indicated that Nguenyiel Refugee Camp

is the largest from all the refugee camps in Gambella Region in accommodating large number of refugees.

“The largest refugee camp in population is the newly established refugee camp called Nguenyyiel refugee camp and it is founded in 2016. There are more than 81000 refugees in this camp” (RWRAPH, 2019).

According to the respondent, ARRA is responsible for camp management, education, health care services, security, controlling the function of IPs, and licensing. The regional office has more than 100 employees.

This organization has been in charge of administering the refugee camp. The program head of the Jewi Refugee Camp indicated that ARRA is a governmental organization and its responsibility in Jewi Camp is providing primary school education, health care service, food distribution, and security service. According to the respondent, in the Jewi Refugee Camp, there are 13 NGOs that work in various sectors, such as providing secondary school education, nutritional aid, protection, and supporting people with disabilities. The informant also mentioned that ARRA monitors the services provided by these IP's collaboratively with UNHCR.

B. DICAC: this organization provides transportation services for refugees in Jewi Refugee Camp. According to the respondent from this organization, transportation is included under protection activities. This is because the activity demands traveling refugees from place to place safely.

“Previously, this activity was done by IOM. We provide the transportation service in collaboration with UNHCR and the service is provided when it is requested by an authorized person. The transportation is given either from the entry point to camp or from camp to camp. In most cases, it is from camp to camp” (RDICAC, 2019).

DICAC provides support for urban and in-camp refugees. For camp-based refugees, the organization provides a secondary school and vocational education, transportation services, and psychological support (RDICAC, 2019). The support provided for urban refugees includes health care services and general education. Protecting refugees from gender-based violence and supporting people with disability as well as HIV are additional activities conducted by the organization. There are cases of providing support for individuals with a mental health problem. The organization also provides a community-based psychosocial support for refugee women and children (RDICAC, 2019). Moreover, it provides support for the refugees who have a fear of

security. For this purpose, the organization prepares a safe house facility in Addis Ababa and those who have a concern for their safety and needs protection could get service in it (RDICAC, 2019). The organization receives funding and technical support from UNHCR, GIZ, and Act for Peace. Additionally, as ARRA is a responsible governmental organization for the administration of refugees in Ethiopia, DICAC closely works with this organization.

C. Save the children: the respondent from this organization indicated that Save the Children is an organization that works in humanitarian and refugee response activities. The organization provides service in three refugee camps in Gambela region, namely Jewi, Terkidi, and Pugnido¹. The main activities that are done by this organization are education and child protection. Under the aim of protecting youth from spending their time in bad activities, the organization works on youth service. SCI also operates on early child care and education (ECCE) in the three refugee camps in Gambella Region. The education is provided for children whose age is from 3 to 6. According to the respondent, their organization mainly works on the protection of children from 3 to 18 years by engaging in a planned activity, by making an assessment, making children aware of their rights, equipping them on how to protect themselves from bad habits, equipping them on how to handle the pressure that comes from the community, by providing psychosocial support on identified areas, and capacity building services. All these activities are done by community mobilization, collaborating with elders, youths, girls, and other organizations.

3.3.2 Document analysis

Document analysis is another important data collection instrument in case study research. For instance, Woodside (2010) stressed the need to involve analyses of written documents in case study research, which is also confirmed in Yin (2018). The documents that were analyzed in this study included the curriculum frameworks of South Sudan and Ethiopia, various educational documents of the two countries, the national educational strategy prepared by UNHCR, the students' educational transcripts, various written documents in the researched schools (cases), written documents issued by organizations related to the issue, and reports on the status of refugees, the refugee camps, and education for refugees. Besides, the students' registration master sheet and attendance sheet were analyzed to examine the level of enrolment and dropout rate of the students. A guide was developed for analyzing the documents reviewed.

3.3.3 Direct observation.

Direct observation is one of the major data collection instruments in case study research. This fact is shown in the works of Woodside (2010) and Yin (2018). This instrument is essential to pursue an in-depth understanding of a certain phenomenon. The researcher will engage in particular activities, namely sharing supervisions, engaging in school life, and record various activities such as impressions, conversations, comments, and events. The purpose of adopting this instrument in this study was to have a closer look at the living conditions of the South Sudanese refugee children in Jewi Refugee Camp, the mark of the crises on the primary school South Sudanese refugee students, and the status of the education provided for these children in the researched schools. The observation took place in various settings and field notes were recorded in every observable behavior that has relevance for this research. Therefore, a guiding list on behaviors to be observed was outlined.

3.4 Data Collection Procedures

The fieldwork was started by handing the permit offered for the researcher by ARRA's head office to the west region of ARRA's coordination head office. The office's head provided excellent cooperation for the researcher and directed the letter to the head of the protection division. The head of the protection division issued a pass permit for the researcher and the researcher moved directly to the Jewi Refugee Camp's coordination office. The researcher delivered the pass permit to the camp's coordinator who provided him with a glamorous welcome and directed him to the program head. The program head gave basic information about the camp for the researcher and introduced him to the principal of Zone 1 Primary School as well as the coordinator of the remaining three schools. On this day, the researcher discussed preliminary activities with the concerned bodies and the actual work began on the following day. The data were collected from the respondents on a face-to-face basis. Additional modalities, such as telephone and email were used to require further information and explanation. A prior appointment was made with the respondents before conducting the actual interview.

3.5 Data Quality Management

Adopting a triangulation in research contributes to the quality of the data collected. Likewise, Woodside (2010), for instance, indicated the role of triangulation for data quality management in research. According to this scholar, the data collecting instruments for a case study research are observation, interview, and document analysis. Therefore, this research employed a triangulation method by using three data collection instruments. As a result, the data were collected through interviews, participant observation, and document analysis. To ensure the external validity of this research, a narration between the result of this research and related concepts in literature was made. As it was indicated in Yin (2018), the external validity of a study can be ensured by “showing whether and how a case study’s findings can be generalized”.

3.6 Data analysis procedures

A qualitative data analysis method was used for analyzing the data collected in this study. More specifically, the interpretive and narrative approaches of analysis were employed. The interpretive approach is important to interpret the facts and figures collected in this study and the narrative approach is used to narrate the data that were classified under the emic approach, the etic approach, and the researcher's point of view. The emic and the etic approaches are important in the analysis of qualitative data (Shagrir, 2017). An emic approach is an approach that advocates the presentation of respondents' subjective points of view about themselves as members of the community being studied. On the other hand, the etic approach is a means to present the available theory and knowledge on the phenomenon to be investigated from the external perspective (Harris 1976; Olive 2014; Shkedi 2003 as cited in Shagrir, 2017). According to Woodside (2010), in a case study, the opinion of an interviewee on a given phenomenon is an emic representation of reality, whereas the interpretation made by the researcher is considered as an etic representation of reality. Based on the above principles, the detail of the activities done to analyze the data gathered using the data collecting instruments have been presented below.

The analysis of this research follows the case study approach, which is one of the listed options for organizing and reporting qualitative data in the work of Patton (2002). The research employed an inductive and deductive types of data analysis techniques and the above source indicated that inductive type of analysis demands an extraction of patterns, themes, and categories from

research findings. According to this scholar, inductive data analysis is essential in the early stages of a research, i.e. during defining patterns, themes, and categories. Therefore, the first activity conducted in the analysis of the data was transcribing the interview which was in an audio format. The interviews which were conducted in Amharic have been transcribed first and then translated into English. Before transcribing the audio documents, the researcher listened to the voice record repeatedly through a headphone. Another activity conducted in the analysis phase was assembling the field notes collected through direct observation and document analysis. Next to this, all the data collected through various instruments have been organized and uploaded in MaxQda Software version 2018.3. The uploaded documents consisted of the transcribed interview documents, the assembled field notes, the assembled document analysis results, essential documents to be examined, pictures, videos, and related literature. Then, the researcher spent a reasonably large time trying to understand the contents and concepts in every piece of the documents investigated. The major activity in this process was trying to extract meaning and link it to the objectives as well as the research questions of the study. Each concept with various issues has been highlighted with its own distinctive color. The frequency of each word and phrase has been examined. Thereafter, each of the reviewed issues with similar content has been provided with a code and the researcher established a category. Based on the coding and the identified categories, the researcher introduced various patterns, which led to the formulation of themes.

One of the important features of the MaxQda Software, as it was identified in this research, is that it created a platform to contrast the emerging results of the study with the existing literature. This is highly associated with deductive type of data analysis. The deductive type of analysis was employed in the later stages of the research and it was essential to narrate the research results with the existing theories. Patton (2002) discussed that it is very important to crosscheck the emerging findings with the available frameworks for determining credibility issues. Likewise, I presented the opinions of the respondents, the existing understanding of the phenomenon being investigated in the literature, and my own point of view on the investigated issue. The discussion was backed by figures and tables. Based on the analysis of the results of the study, the existing theories related to the investigated issue, and the researcher's point of view, conclusions and recommendations have been drawn.

3.7 Ethical issues in the study

This study was conducted on minors and vulnerable children. Therefore, the study strictly adhered to ethical standards. Before engaging in the fieldwork, a research permit was requested from ARRA. A written permit was obtained and I took the permit letter to the west region ARRA's coordination office. The office provided me with a pass permit to conduct the study on Jewi Refugee Camp (See annex 1 & 2). I, then, handed over the pass permit to the camp's coordination office in Jewi and got permission to conduct the research. I also got permission from the administration of all the four schools. All the respondents who participated in this study did participate with informed consent. With regard to this, I first introduced myself, the purpose of the research, the intended roles of the respondents, the mode of utilizing the information gained from them, the estimated duration of the interview sessions, and the venue of the interview. Additionally, they were told to have the right to withdraw themselves from the research at any point during the data collection processes. In due process of the data collection, I took good care of the emotions of the respondent children and the key informants. The information gained in this research has been kept confidential and utilized only for this research. The anonymity of the respondents was respected and the names of individuals were not revealed. For this purpose, the respondents were given codes and the information gained from them was referred to by their code names. Objectivity was ensured both during the data collection and during data analysis by making oneself stand in favor of truth - as expressed by the sources. No ideas of the respondents have been intentionally distorted. Ideas from documentary sources have been duly acknowledged throughout the study report. Therefore, any deviation from this declaration is unintended and the researcher is ready to correct.

Chapter Four:

4.1 Background information on respondents and the issue investigated

4.1.1 Description on Jewi Refugee Camp

The camp's program head and a respondent from UNHCR indicated that the Jewi Refugee Camp is a home for more than 62, 000 refugees in which the number of women and children is high. Females make up 56% of the total population and while children under the age of 18 form 66% of the total population (UNHCR & ARRA, 2019; RWRAPH, 2019). According to the program's head of this refugee camp, by 2019, there was no new registration of refugees at Jewi refugee camp. Vital information on issues related to the Jewi Refugee Camp is presented in the following diagram.



Figure 16: Brief descriptions of refugee population in Jewi Refugee Camp (Source; UNHCR & ARRA, April 2019)

Residents of the Jewi Refugee Camp came from various parts of South Sudan, but according to the program's head of the camp, key informants and a respondent from UNHCR, most of them are from the Upper Nile. Additionally, key informants indicated that there are also a large number of refugees from Jonglei and Bentieu states (PHJ, 2019; KIT2, 2019; KIT3, 2019). The refugee community in Jewi has its own legal institutions, which is called the Refugee's Central Committee (RCC). This institution has police, courts, and prisons. Any member of the community who is

accused of a crime will be directed to the RCC. Leaders of each zone report to the RCC and head of block administrations reports to zonal administration. The head of the RCC will contact ARRA for problems beyond its capacity and such cases will be directed to formal legal institutions (NT5, 2019). According to the program head of the Jewi Refugee Camp (2019), the Refugee's Central Committee is in place to address multi-sectoral issues.

A. Implementing partners in Refugee Response Activity in Jewi

According to the program head of the Jewi Refugee Camp, there are 13 organizations that provide various services for the refugees in collaboration with ARRA and UNHCR. Despite this, the report published by UNHCR and ARRA (2019) raised the number of involving organizations to 14. The above sources also indicated that Administration for Refugee and Returnee Affairs (ARRA) is in charge of the camp's management, providing security, giving primary health care, and primary education. The organization is also responsible for food distribution, logistics, and registration. ARRA is a governmental organization that functions on behalf of the government of Ethiopia. Activities related to water, sanitation, and hygiene (WASH) are covered by ANE, and NCA/DCA. The International Medical Corps (IMC) works on the delivery of appropriate nutrition for the refugee community. Additionally, the organization works on services related to HIV/AIDS and SGBV. Plan International engages in youth-related projects and programs and Save the Children International works on child protection in addition to providing pre-primary education. UNICEF provides support to the health center and Lutheran World Federation (LWF) works on livelihood and youth projects. The World Food Program (WFP) works on transporting and supplying the food which is distributed to the refugees and DICAC provides transportation service for refugees. RADO presents support to persons with specific needs and NRDEP works on environment and forest protection. The Ethiopian Red Cross Society carries out family tracing and Help Age International Ethiopia works on health, nutrition, and protection of people with specific needs. Secondary school education is provided by World Vision Ethiopia (UNHCR & ARRA, April 2019). IOM provides support for refugees in Jewi Refugee Camp in building transitional shelters and providing livelihood support (IOM SLO Ethiopia, January 2017). The organization has completed the building of 712 transitional shelters in this camp and it also includes plastering the outside walls and roof thatching. A respondent from World Vision Ethiopia indicated that IPs work on the needs identified by a joint assessment of UNHCR and ARRA. The respondent added that

based on the assessment result, Ip's will search for a donor that can fund the project and begin the implementation (RWVE, 2019).

The results obtained through the data collecting tools enable the researcher to understand that the number of implementing partners of UNHCR in Jewi Refugee Camp are many. Despite their number the refugee community is not satisfied by the amount and type of aid provided. This is also known by the camp administrators and they share the concern of refugees. The detail in the services provided for refugees is presented in the following section.

B. Status of essential services for refugees in Jewi Refugee Camp

Food Aid

The program head of this camp pointed out that refugees in Jewi received humanitarian aid upon arrival. This is also indicated in UNHCR (2018). On the other hand, ARRA, UNHCR, & WFP (December 2014) specified that the registered refugees will be given ration cards, which serves as a means to receive aid package provided for refugees. The aids that are provided for refugees in the Jewi Refugee Camp are classified into food item and non-food item and the aid package does not consist of money or cloth on a regular basis. The aids are provided by UNHCR and its partners. In addition to the food item provided for all the refugees, supplementary and therapeutic feeding that promotes the feeding practice of the child and the mother is provided as nutritional support. Likewise, UNHCR and ARRA (2019) indicated that Plumpinut is distributed for refugees as nutritional support.

According to the program's head of the Jewi Refugee Camp, refugees in this camp receive diverse kinds of food items every month. Refugees receive 13.5 kg cereals, 1.5 kg corn-soy blend, 1.5 kg pulse, 0.9 kg vegetable oil, 0.5kg CSB++, and 0.15kg of salt on a monthly basis. UNHCR and ARRA (2019) also confirmed the validity of the proportion of the aid package mentioned by the program's head. According to the program's head of the Jewi Refugee Camp, the amount of cereals provided for refugees is dropped from 16 Kg. to 13 Kg. due to a decrease in the amount of aid granted by donors. UNHCR also indicated the prevalence of a drop in the quantity of the food aid and relates it with a decline in financial aid for humanitarian and developmental activities (UNHCR, 2018). The research identified that the food item provided for the refugees in Jewi Refugee Camp is not adequate and this is also affirmed by a respondent from the camp's coordination office. Consider the respondent's view which is given below:

There is no problem in the education sector. The food aid is not enough for refugees and ARRA cannot provide all their needs and the aid is limited to the defined packages. For instance currently refugees are provided with 13 Kg. cereals and 1 liter oil per individual. The aid dropped from 16 kg., which the refugees used to receive previously, to 13 kg. due to the drop of aid by donors. Even-though selling cereals that have got from aid is not permitted, there is an act of selling by refugees and it is practiced to cover their other needs (PHJ, 2019).

Generally, the food aid provided for children is identified to be insufficient and refugees are not getting the right amount of food that meets their nutritional need. Likewise, a report by UNHCR also indicated that the food basket provided for refugees did not meet the macro and micronutrient needs of the refugees (UNHCR, 2018). This source further pointed out that the total caloric amount provided for an individual per day is 1759 Kcal in comparison with the expected caloric consumption per day which is 2,100 Kcal. Therefore, UNHCR called for an additional effort to ensure the food security of the refugees. By 2019, in most regions including Gambella, the average caloric intake of an individual refugee per day registered an increment by reaching 1803 Kcal. However, it is still lower than the expected caloric intake (UNHCR, 2019). Another UNHCR report, which was published in 2016, also asserted the inadequacy of the food aid provided for refugees. In addition to the inadequacy of the food aid, limitation in the aid items made refugees in the Jewi Refugee Camp sell the food items that they receive. According to my observation and the explanation given by the program's head, the refugees sell cereals and oil, which they receive as an aid, to fulfill their various needs and of their families. *“Even-though selling cereals that have got from aid is not permitted, there is an act of selling by refugees and it is practiced to cover their other needs”* (PHJ, 2019).

In supporting the above result, UNHCR (2016) emphasized the prevalence of a trend of selling the dry food aid item among refugees to fulfill their other unmet needs. The report indicated that the lack of income makes refugees unable to purchase diversified food items. This is also found to be an existing problem in the Jewi Refugee Camp.

Access for clean water

According to the program head of the Jewi Refugee Camp, each household refugee in this camp is provided with 16.5 liters of water per person per day. This is also indicated to be an existing situation in the report published by UNHCR & ARRA (2019). According to the head of the program in this refugee camp, the water provided for the refugees comes from a nearby river in

the settlement camp. The respondent confidently underscores that water is always available for refugees and breakage on the pipeline of the water stream is the only reason that affects the distribution of water for refugees. According to this respondent, even if breakage occurs in the pipeline, their maintenance staff will fix it fast. Despite this, respondent students, teachers, and school principals indicated the inadequacy of the water provided for students in the researched schools.

The under-standard water supply for the refugees in Jewi Refugee Camp is identified to be a common problem in refugee camps in Ethiopia. Throughout refugee camps found in Ethiopia, 12.5 million liters of water is distributed for refugees per day and of the 26 camps, only eight of them managed to supply a water amount that meets the minimum standard, which is 20 liters per individual per day. Out of the 26 refugee camps, refugees in 11 of them get between 15-20 liters of water per day. Refugees in the remaining seven camps get less than 15 liters of water per individual per day (UNHCR, 2019). The average water supply for refugees found in Gambella refugee camps is 14.75 liters per individual per day (UNHCR, 2018). In comparing the average water supply in the refugee camps in Gambella Region with the water distributed for refugees in Jewi, the distribution in Jewi is above average even if it is still below the expected standard. The high temperature, specifically in Jewi Refugee Camp and in Gambella Region at large, makes the need for getting enough water supplies more than the standard set by UNHCR. Unfortunately, this is not fulfilled in all the refugee camps in this region. Therefore, the refugees face a shortage of water to drink, wash, cook, as well as keep their sanitation, their children, and their living area.

This may make them vulnerable to be caught by diseases that come in relation to the sanitary problem. According to UNHCR, more than 42,000 refugees share a common toilet built for several households (UNHCR, 2018). Hence, these refugees are unable to have a toilet built for each household. UNHCR & ARRA (2019) indicated that UNHCR and its partners are working towards improving the supply of clean water for refugees by investing on activities related to managing and monitoring the water system built in the camp, borehole drilling, activities related to sanitation and hygiene promotion, and constructing and maintaining latrines. Even though UNHCR indicated the prevalence of improved access for clean water in refugee camps that host South Sudanese refugees (UNHCR, 2016), as it is discussed above, most refugee camps still get a clean water service which is below the standard.

Infrastructures in Jewi Refugee Camp

In Jewi Refugee Camp, there is 1 health center and 1 health post institution. According to a respondent from the program office of this camp, despite the standard which is 20,000, the health center provides service for 40,000 individuals (PHJ, 2019). Giving service for more individuals than the standard set has its own effect on the quality of the service provided and this is admitted by the office's head. The two institutions provide service for 60,000 refugees. Health care institutions are one of the essential criteria in measuring the accessibility of infrastructures in refugee camps. UNHCR (2019) indicated that by 2019 primary health care service giving institutions are available in all camps including a referral service to higher healthcare facilities. According to UNHCR, the health response activity provided for South Sudanese refugees is effective (UNHCR, 2016). The document acknowledged the contribution of Gambella's Regional Health Bureau and UNICEF for this success. The report appears to provide less emphasis on the inadequacy of the service provided.

In Jewi Refugee Camp, there are a total of two youth centers. The youth center that is found in Zone A is run by Plan International and the other one which resides in Zone B is run by LWF (PHJ, 2019; UNHCR & ARRA, 2019). Issues pertinent to school infrastructure are discussed under the investigation made on the input phase in quality education section. There is no transportation service for the refugee community in Jewi Refugee Camp. The researcher observed that even though the main road inside the refugee camp can be accessed by vehicles, there is no in-camp transportation service for the refugees. Therefore, children and elderly peoples are forced to go on foot. If an elderly individual who lives in Zone 4 wishes to go to Gambella, he/she is expected to walk for more than an hour and a half to reach the main road. Similarly, grade 7 and 8 students who live in Zone 4, need to travel for more than two hours per day to go to school and return to home. The absence of access to electricity is one of the infrastructural problems identified in this research. The research identified that in Jewi Refugee Camp solar lamps are provided for only grade 8 students and the rest of the refugee community, including students in other grade levels, have no access to electricity. Likewise, a report by UNHCR indicated that there is a problem in availing alternative energy sources for refugees (UNHCR, 2018). This will bring harm to the environment because the refugees may use wood as the main energy source to cook and do other stuff that demands the use of energy.

One of the major results of this study with regard to infrastructure is the prevalence of a problem among the refugee community in using the existing infrastructures properly. In Jewi Refugee Camp, many services delivering materials for the camp are damaged, broken, or lost. For instance, the solar lamps planted for a road light are almost all unavailable. According to informants, the solar panels are all stolen by individuals who are members of the refugee community. Additionally, according to a report by UNHCR & ARRA (2019), from the four grinding mills planted in the camp by 2019, only one grinding mill is functional under RaDO (UNHCR & ARRA, 2019). Even though many reasons can be mentioned for all the infrastructural problems listed above, one of the main reasons could be the lack of proper communication between stakeholders and the lack of commitment to act aggressively. For instance, a report by UNHCR affirms the prevalence of a problem in making adequate communication between implementing partners (UNHCR, 2016).

Generally, the Ethiopian government is making a tangible effort to improve the life of the refugees. Ethiopia is a country struggling to create a better life for refugees in its territory. It provided a large area of land for the settlement of refugees in 26 refugee camps. The role of UNHCR and implementing partners is also significantly high in supplying refugees with the basic necessities and infrastructures. The joint effort by the people and government of Ethiopia, UNHCR, and all implementing partners, is seen to bring improvement in the living conditions of refugees (UNHCR, 2019). Despite all these efforts, there are still problems and complaints on various issues. Infrastructure problem is among the major areas of complaint and it includes road, electricity, water, shelter, school, and health care institutions. These services are indicated to be vital services by UNHCR. According to UNHCR (1994), refugee camps need to have adequate spaces for playgrounds, schools, water points, and health centers (UNHCR, 1994).

Implication of the service delivery on the education of refugee children

The results of this research identified the food aid and water supply for refugees in Jewi Refugee Camp is below the standard. Additionally, the reviewed literature above, inform that the inadequacy is a common problem across all refugee camps in Ethiopia. For instance, UNHCR (2018) indicated that health and nutrition are still a major problem for refugees in Ethiopia. The global acute malnutrition (GAM) rate in 21 refugee camps is below the emergency threshold of

15%, with 12 camps achieving the UNHCR target of 10% (UNHCR, 2019). Malnutrition rates were high in refugee camps in 2014 and nutritional coverage for the refugee population was explained to be low (UNHCR, 2016).

I have understood the lack of adequate food and water has a direct and indirect influence on the learning of refugee children. The direct factors may include lack of adequate energy to learn, weak focus on their education, and low appetite to learn. On the other hand, the indirect influences may be responsible for children to be forced by their parents to fetch water and engage in money making activities, leaving their education aside. In supporting my argument, UNICEF (2019) discussed that the lack of adequate feeding may cause poor mental processing capacity, low motivation to learn and low academic achievement. On the other hand, Ortiz J. S. , Filho M. R., and Dinar A. (2015) stated the impact of inadequate supply of water on the education of children. According to these scholars, children who live in a situation where there is shortage of water supply are vulnerable to waterborne diseases, which make them unable to attend class regularly.

The research also identified the absence of transportation service inside the refugee camp. Grade 7 and 8 students are required to make an average of a 3-hour travel on foot each day to go to school and return to home. This situation has a critical effect on the children's learning in that they attend education being tired and eventually it may lead them to drop out their education. Additionally, girls are at a risk of facing gender-based violence in their trip to school. Even though the health center is observed to have a good status, the research identified that it is serving a huge number of refugees that is beyond the standard.

C. Registration, placement, and management of refugees in Jewi Refugee Camp

Refugees in Jewi Refugee Camp are registered based on the criteria and procedures discussed in the national refugee proclamation and other legal frameworks that are accepted by Ethiopia. This is indicated by the program's head of this refugee camp and the protection office's head of west region ARRA office. Therefore, a prima facie evidence serves as the major criterion to provide the status of refugees for individuals who seek shelter. The same procedure is applied across all refugee camps in Ethiopia to provide refugee status for people who came from South Sudan (RWRAPH, 2019; UNHCR, 2018; UNHCR, 2016). Registration of refugees is conducted in entry points and refugee camps. The majority of respondent students indicated that they get into Ethiopia on foot and boat through *Metar* or *Burbiey* entry points. Some other respondents mentioned that

they entered into Ethiopia through *Akobatergol* and *Pagak* entry points. The refugees are first placed in Leitchour and Nip Nip Refugee Camp and due to flooding; they are transferred to their current location. A figure that shows the location of *Metar* and *Burbiey* entry points is presented below.

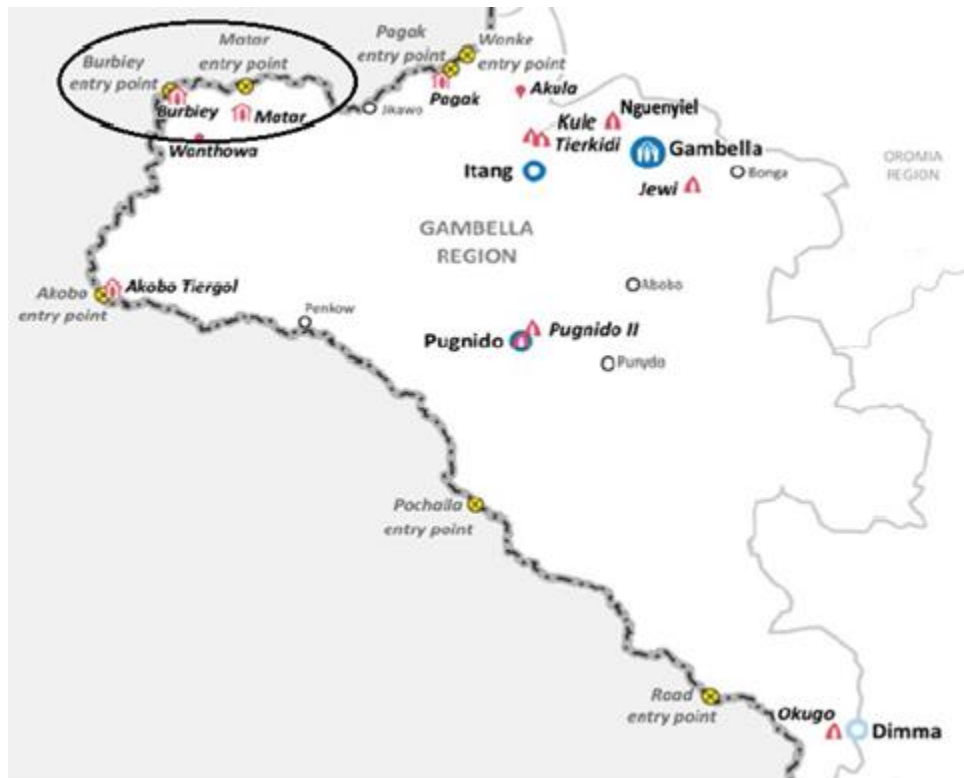


Figure 17: *Metar* and *Burbiey* entry points; Source; (UNHCR, December 2017)



Figure 18: The road in *Metar*; Source (WFP, 06 June – 13 June 2012)

In Jewi Refugee Camp, level three registrations began to be conducted on 25th February 2019 and continued during the researcher's field observation (PHJ, 2019). The program head of the Jewi Refugee Camp stressed that the registration made in level 1 & 2 have a gap of identifying refugees from non-refugees and brings other administrative problems. In Gambella Region, there are Nuer host community and Nuer refugees (UNHCR, 2016; PHJ, 2019; SP1, 2019; EEA, 2019). Therefore, the challenges faced by practitioners are first, as there are ethnic Nuer host communities and refugees; it leads the refugee community to assimilate themselves with local Nuers. This is due to a need to live in cities and receive services that are provided only for nationals. The second challenge is that local Nuers register as refugee and receive aid packages that are provided for refugees. The third observed challenge is that refugees register in multiple refugee camps and receive aid from all. The factors listed above and other administrative reasons lead to the launching of level 3 biometric registrations in Jewi. On this phase of registration, information about the refugees is recorded with the support of biometric technology (RWRAPH, 2019; UNHCR, May 2019). An ID card will be provided for refugees who pass through the third level of registration and all services are provided through this ID card (PHJ, 2019).

The registration of refugees is conducted on a household basis and level 1 registration will be conducted upon arrival (UNHCR, 2016). According to this source, level 2 registrations require detailed information about the refugee and it will be conducted in refugee camps when the refugee is relocated to one of the refugee camps. In Ethiopia, Level 3 (L3) registration has started to be conducted since 2018 and 218,955 refugees have been registered until the end of 2018 (UNHCR, 2018). The number of refugees that undergoes through L3 registration reaches more than 557,000, by May 2019 (UNHCR, May 2019).

D. Interaction between locals and host communities in Jewi Refugee Camp

In Jewi Refugee Camp, the host communities are Agnuaks while the refugee communities are from the Nuer tribe. Respondents in this study indicated that there is a weak relationship in Jewi between locals and the refugee community. The statements made by the school principals of Number 1 and 3 primary schools presented, respectively as follows.

There is a very limited integration between locals and refugees. The host communities are Aniwas, whereas the refugee communities are Nuers and there is a great cultural difference

between them. Therefore, their interaction is also limited and their integration is explained to be very poor (School principal of Number 1 School).

The Nuer community is active in purchasing and selling. They have no problem for integration with the local community. But the host community is not interested to integrate with the refugee community. To create a better interaction between the two communities, further discussion on this issue by the concerned bodies is required. I think the reason for the local community not to integrate with the refugees is as long as they don't know the need of the refugee community; it is hard to integrate with them (School principal of Number 3 School).

Similar to the above respondents, a respondent national teacher 1 and 2 expressed, locals and the refugee community in Jewi have a very limited interaction.

As it is discussed above, the school principal of Number 3 School believed that it is because of the responsible organization's failure in fulfilling its task. He further mentioned that the refugee community is active in purchasing and selling. Therefore, he believed that they had no problem integrating with the local community. According to him, the host community was not interested to integrate with the refugee community, and to create a better interaction between the two communities, it requires further discussion on this issue by the concerned bodies.

In an informal discussion with a local resident in Jewi, I asked him about their relations with refugees and he replied to me that their relationship is not that much. I asked him also about the reasons and his response is presented below.

They settled in our grazing land where we feed our cattle. Our elders used to cultivate in this land. Therefore, we are not happy on their settlement in here. Even we had no information until they settled in this area. We are even unable to benefit from the various service giving institutions built in our land for the refugees (A local resident around Jewi Refugee Camp).

Generally, from the informal discussions with a local respondent and the reply of the respondents in this study, I understood that the settlement of refugees in Jewi makes locals unhappy for two basic reasons. First, locals are not happy with their land being taken by refugees. This becomes a concern for the host community because there is a repetitive inter-ethnic conflict in Gambella region mainly between Aniwa and Nuer community. This is indicated in the works of Sewone (2002) and Girma (2018). As the refugee communities are from Nuer tribe, the host Aniwa communities have a fear on the incoming danger in future competitions for resources. Locals fear that the situation that the refugees may stay there for a prolonged time and take the land of their

"forefathers". Additionally, according to my observation and the response of Number 1 School principal, the status of the service providing institutions in the refugee camp is by far better than the locals.

The schools that provide service for locals have low infrastructures in comparison with our schools' and there is very limited trained personnel who give service for non-refugee students in refugee hosting schools and the vice versa. Therefore, our school provides service only for refugees but the health care institution provides service for the locals as well (School Principal of Number 1 School).

Therefore, there is a great need to close this difference and to improve the interaction between the refugees and the locals. The harsh interaction of the host and the refugee communities is reflected in education as well as the interaction of children from both sides. Locals are not permitted to get educational services in schools that are built for refugees and the interaction between the two tribes can be raised as one factor for this reason. According to the school principal in Number 1 School, a conflict between children may cause a larger conflict between the refugees and the locals. Therefore, the issue has to be handled sensitively.

Children of the two communities do not even play together. The conflict happening between children may lead to a conflict between the two communities. This makes us unable to provide education for children from the local community (School Principal of Number 1 School).

I understood that the refugee and the local children in Jewi live in an environment that has a boundary for creating interaction. Trespassers may face a serious reaction for their action. As a result, refugee children who are in exile as a result of armed conflict in their country are going to lead a life in isolation. They are unable to make friends from the locals who can help them learn the life here fast. On the other hand, denying a child from the host community to learn in the refugee hosting school creates a heated attitude for refugees and it could develop into a permanent problem.

4.1.2. Perception of respondents on causes of conflict and its impact

A. Perception of respondents on the cause of the conflict in their home country

By December 15, 2013, loyal forces of the president and vice-president of South Sudan have clashed in the country's capital (Geleta, January 2017; UNHCR, 2016; Crisis Group, 2016).

The power struggle between political elites in South-Sudan took ethnic background as a shield (Gordon, March 2014). In the course of history, there is an ethnic conflict between the three largest ethnic groups in South Sudan namely Dinka, Nuer, and Murule (Gordon, 2014; Lukong &Nwabufu, 2013). The culture of politicians on abusing ethnic diversity to political reasons contributed a lot to the aggravation of the current crises in that country.

Similar to the ideas contained into literature works reviewed above, key informant 1 and 2 indicated that the conflict seems to be between the two presidents during its beginning but rapidly changed its structure and forms into that of ethnic conflict. Similar to these respondents, a respondent from South Sudanese Embassy indicated that at the beginning, the crisis had a political reason as it occurred due to the disagreement between the two leaders of South Sudan but later on it became an ethnic conflict (RSSE, 2019). This perception is shared by all the key informants in this study and they believe that people from the Nuer ethnic group were the primary victims in this conflict. They believed also that the Dinkas and other tribes have been leading a peaceful life in South Sudan unless they are on the side of Rik Machar or provide support for Nuer communities. KIT3 (2019) thinks, he and other people from his ethnic group, were treated unfairly and unequally with the Dinka tribe. This feeling is also shared by KIT2.

Civilians abducted and displaced are from Nuer tribe, whereas the Dinkas and other tribes are leading a peaceful life in South Sudan unless they are in the side of Rik Machar. I face many sufferings when I was in South Sudan (KIT2, 2019).

For KIT 2 (2019), the reason for the crisis in South Sudan was the need for change.

The reason for the crisis in South Sudan is the need for change. The president fails to conduct the election on time and attempts to assassinate the presidential candidate. This incident brought an ethnic conflict.

This respondent also believed that the high unemployment rate is an additional reason for the escalation of the conflict. For him, the government of South Sudan is a tribal government and indicated the prevalence of unfair procedures in getting teaching jobs.

Based on the primary and secondary data sources, I have developed an understanding that the political division embedded by an ethnic reason led millions to sacrifice their peaceful life. The action of the politicians in that country poses mistrust among many South Sudanese citizens who lived together for long time. In bolding my argument, Gordon (2014) stated that the power struggle

between political elites in South Sudan took ethnic background as a shield (Gordon, March 2014). Additionally, my argument agrees with the discussion made by Lukong & Nwabufu (2013). According to these scholars, the seeds of the 1991 conflict have developed a sense of mistrust between the two tribes. This source also indicated the presence of a difference on agenda between Dinka and Nuer SPLM/A members since the rebel movement.

B. The most affected areas as a result of the conflict and its impact

According to the respondent from the South Sudan Embassy, the conflict highly affected Upper Nile and areas which are populated by people from the Nuer tribe (RSSE, 2019). The greater majority of the respondents in this study came from the Upper Nile while the second higher number of respondents are from Jonglei. There are also few respondents from Unity State and Central Juba. A respondent from Jewi Refugee Camp's coordination office also pointed out that from the total refugee population in Jewi, around 46,000 refugees came from the Upper Nile state (PHJ, 2019). Similarly, KIT7 (2019), KIT2 (2019), and KIT3 (2019) mentioned that the most affected areas as a result of the conflict are Unity, Upper Nile, and Jonglei states. Key informants underscored, refugees from Upper Nile make the largest number in Gambella. For KIT5 (2019), the most affected areas as a result of the crisis in South Sudan are Malakel, Bentiu, Bor, Central Juba, and Naser. Another key informant mentioned that Rom, Uror, which is under Malakel is one of the most affected areas (KIT6, 2019). Moreover, KIT1 (2019) stated that individuals who came from Malakel and Nasir have suffered a lot in comparison with refugees from Akobo. According to him as Akobo is near to Ethiopia peoples in this area managed to flee the country before the conflict reaches to that area. Additionally, Mayom, Guit, and Panyijar that are found in Bentiu were also among the most affected areas due to the crisis (KIT6, 2019). All key informants have discussed that the crisis brought a great damage to the life of the people and the economy of South Sudan. Respondents also revealed that those who used to live in Akobo, South Sudan have suffered less from the war in South Sudan because as their location is very close to Ethiopia, they managed to enter into Ethiopia in a short period of time. Refugees from this area have traveled less to reach Ethiopia

The document analysis and the interview enabled me to prove that refugees from the Upper Nile State are large in number. My conclusion and responses of respondents are also reflected in the document released by UNHCR in 2018 and IOM SLO Ethiopia (2017). According to UNHCR

(2018), the most affected areas as a result of the crises were Upper Nile, Jonglei, and Unity States. The capital city of Upper Nile State, Jonglei State, and Unity State, were Malakel, Bor, and Bentiu, respectively. These states were among the 10 states that formed South Sudan. According to UNHCR (2018), 17,554 new arrivals of refugees in Ethiopia were registered in 2018 and the greater majority of these refugees came from these states. Most of these refugees were accommodated in Nguenyiel Refugee Camp. The location of these three states is indicated in fig. 21

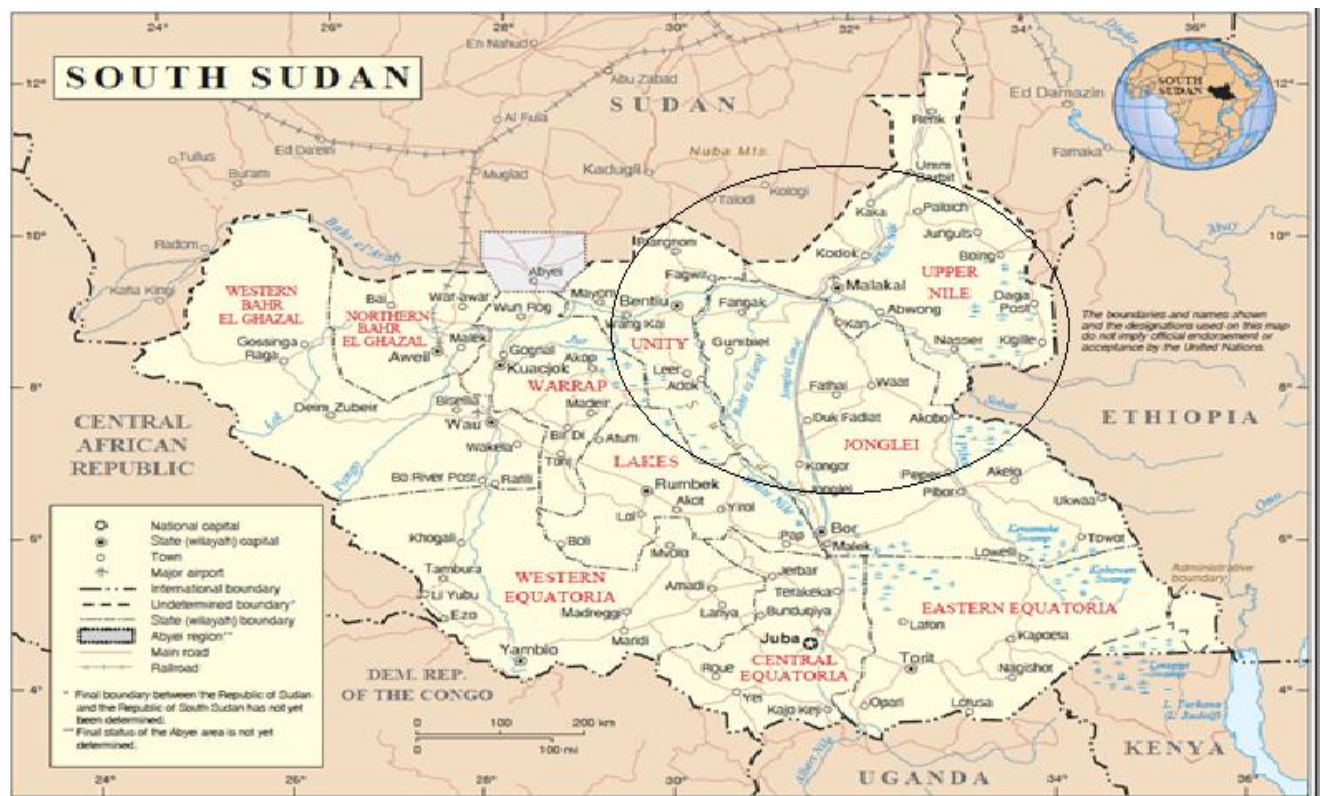


Figure 19; Location of the three states; Source; (UN, October 2011)

Gordon (2014) outlined that the Jonglei State is the largest state in terms of geographic area, the most populous, and the least developed.

Each respondent had a story to tell; all speak about the impact of the crisis in their life. All share a common history; they have travelled by walking even though the distance and duration vary, all have suffered from hunger and thirst, most have lost their relatives due to the conflict, and most have suffered from health problem as a result of the crisis. KIT3 (2019) disclosed that he had got a job opportunity in an oil company in a small town called Melut, Upper Nile State. He worked as deputy logistics. He expressed that he escaped from an attack by government forces.

When the war broke out, I thought it was between armed groups but the government forces tried to murder me. At the night time, government forces hunt peoples from Nuer tribe. After three weeks, I, with others, got out of that city at a night time and travelled for two weeks with hunger and thirst. We walked day and night. When there were government forces, we hide ourselves during day time and resume our journey in the night time. We faced a lot of sufferings and many of our group members died. The attack was not because we were militants rather this suffering happened to us just because we are from the Nuer tribe. (KIT3, 2019).

According to the respondent, they got out of Melut at midnight and travelled for two weeks with hunger and thirst. He speaks about his past experiences with a sad face. Most respondents witnessed a deliberate burning and demolishing of houses; people were killed, and residents fled from their living area due to the fear they faced as a result of the crisis. They indicated that there are many areas in the three states that became no man's land. All key informants firmly explained that the war highly affected Nuers who live in Juba. According to most key informants, when the war broke out in December 2013, Nuers in Juba had no information about the conflict, and they were not in a position to protect themselves. Therefore, many people travelled to Nuer dominant areas on the second day on foot. KIT1 (2019) and KIT2 (2019) mentioned the prevalence of a massacre in Juba and a door to door killing of unarmed civilians. According to KIT 2 (2019), the majority of the survivors travel on foot to regions dominated by Nuer. In supporting the above argument, KIT1 discussed the situation in Jonglei, Malakel, and Unity as it was a bit better than Juba.

The situation in Jongli is a bit better than Juba. When the war broke out in Bor in 2013, the forces organized (especially Nuer) before the conflict in Jongli managed to defend themselves and stop the government forces at that time and this created the opportunity to move children's to UNMISS camp. But in Juba, as most had no prior information they were highly affected and couldn't protect themselves. Similarly, Nuers in (Bahrgzal) faced a lot of suffering. In Unity, it was a bit better because the majorities were from Nuer population, i.e., 90% Nuer and 10% Dinka. In Malakel also the Nuer community managed to defend themselves by defeating the government forces and move children to Nuer area. This place is inhabited by the Shiluk tribe (KIT1, 2019).

KIT 3 (2019) accused of government soldiers for raiding the cattle of civilians. He stated that they came at night to take the wanted individuals and killed others. The respondent also indicated that government forces recruited younger children as soldiers. According to him, the conflict in South Sudan destroyed houses and materials, killed many people, demolished educational institutions

and made children not to go to school, brought famine and hunger, destroyed hospitals and health centers, and destroyed infrastructures that are used to supply clean water. He further expressed that the absence of educational access made the greater majority of the South Sudanese population illiterate. KIT 7 (2019) got into a deep emotion when remembering the image of the crisis in South Sudan. According to him, government forces made operation for three days and killed children and girls.

Many children remember the crime. Cattles were taken and none of us remember the good thing in our country. There are a lot of orphan kids in Jewi Refugee Camp; the war happened suddenly and as of 2016, Red Cross tried to connect families by telephone after reaching various refugee camps. The government forces made operation for three days and killed children and girls. The mass killing was conducted on December 13, 2013 and I remember the day and it was Sunday; a lot of people died in this day. In January 14, many people also died in Bentieu (KIT7, 2019).

On the other hand, KIT6 (2019) expressed the situation of the conflict as follows:

In war situation, you face hunger, fear for yourself and your family may be executed; your focus is on protecting your family rather than bringing food. But in here children are relaxed. There are students who suffer from emotional problem and these students will stop to come to school. We try to resolve this problem through community mobilization (KIT, 2019).

In general terms, the conflict claimed the life of thousands of unarmed civilians. I see the impact of the conflict to bring political, cultural, economic, educational, and social devastations in South Sudan. The situation made the politics of that country tied by conspiracy in which action and word are not the same. In addition to that, the situation opens the door for widening the differences between politicians before the conflict. The conflict has a direct and indirect impact in influencing the cultural orientation of the citizens in that country. The first one is that crisis often make victims to develop a new way of behaving, acting, and living protocols which may grow in to the level of a culture. The second influence is that conflicts cause people to be displaced and set to adapt to the culture of a host community. The South Sudanese refugees face all these situations. I also see that the conflict had a social impact and poses its shade on the trustful relationship between communities from various ethnic groups. I understood that the educational infrastructures were also subject to a critical harm and it has a significant impact on the literacy status of South Sudanese citizens.

My argument in relation to the humanitarian crisis is reflected in various literature. A report by IOM indicated that the conflict in South Sudan caused high humanitarian crisis (IOM SLO Ethiopia, January 2017). According to this source, the South Sudanese people have suffered from outbreaks of diseases, such as malaria and cholera, chronic food shortages, economic collapse, and destruction of infrastructure including homes (IOM SLO Ethiopia, January 2017). The report indicated that despite the efforts made for negotiating the two conflicting parties, the fighting took so long and brought a huge humanitarian crisis. The UNHCR (2019) stated that by 2015 nearly 1.5 million people were displaced internally and over 500,000 individuals fled to neighboring countries as a result of the crisis. According to UNHCR, by 2016, the number of refugees since the beginning of the conflict reached a total of over 630,000 (UNHCR, 2016). UNHCR also indicated that the vast majority of the refugees were women and children. The rights of citizens were violated and mass destruction which is near to genocide was committed in South Sudan (Geleta, 2017).

C. perception of respondents on the Khartoum Peace Deal

The conflicting parties signed a peace deal in 2015 through an effort made by IGAD's member states. The peace deal seemed to bring an insignificant impact on resolving the conflict, but both parties failed to abide by it (Crisis Group, 2016; Pichon, February 2016). After the failed peace agreement signed in 2015, the two conflicting parties signed another peace agreement in 2018, again, by the effort of IGAD's member states.

The respondent from South Sudanese Embassy pointed out the presence of attempts to implement the revitalized peace agreement which was signed on 12 September 2018 (RSSE, 2019). Most key informants also indicated that the country spent almost 10 months without gunfire and they supported the sanction imposed by the Security Council on the supply of military equipment. The Khartoum Peace Treaty was bringing hope for the people of South Sudan and it seemed to provide hope for many refugees as well. The key informants in this study had also hoped on the proper implementation of the Khartoum Peace Deal. KIT1 & KIT2 appreciated the effort made by the Ethiopian Prime Minister Abiy Ahmed to negotiate Machar and Kirr.

I am optimist that peace is going to be revealed in South Sudan by the effort of Ethiopians and their Prime Minister. We have hope in the Khartoum Peace Deal. The security is

becoming lightened and a tendency for free movement is improving. Now, in many border areas, people can get in and out freely. But still the security is tight in Nasir. There is a seize fire and it creates an opportunity to bring peace (KIT2, 2019).

The respondents are optimistic about the incoming of peace and stability in South Sudan. KIT1 & KIT 2 (2019) mentioned that they are eager to see peace in their country and they are praying for it each day. KIT 2 (2019), for instance, requested the researcher to pray always for the incoming of peace in South-Sudan. They were eager to see peace in their country because of the sufferings they are in as a result of having the status of a refugee. A desperate need to re-establish life in South Sudan is observed among these respondents. KIT3 (2019) believe that having the refugee status eliminates them from moving freely.

The results of this research found to support the report published by USAID in February 8, 2019. According to this report, nearly 5,100 refugees were returned from Ethiopia to South Sudan after the Khartoum Peace Treaty and started to live in Upper Nile's Maiwut and Nasir countries (USAID, February 8, 2019).

Even though the respondents hoped to see peace in their country as a result of the Khartoum Peace Deal, they are in fear of failure like the previous failed peace deals (KIT1, 2019 & KIT2, 2019). This fear arose from the various observable threats. The first threat was the ongoing conflicts in some parts of the country. KIT1 (2019), KIT2 (2019), and KIT3 (2019) mentioned that the security is still tight in Nasir. The other threat was the interference of foreign actors in the conflict inside South Sudan. KIT1 (2019) believes the interference of the neighboring countries, except Ethiopia, played a great role in making the previous the peace treaties to fail. He also indicated that the neighboring countries invested for the continuity of the conflicts in South Sudan and he believes unless such kinds of interferences are stopped, the war is likely to resume for a longer period of time (KIT1, 2019). Similarly, Gordon (March 2014) pointed out the presence of external involvement in supplying military equipment for rebel groups. On similar vein, Crisis Group emphasized that the external involvement in the civil war was observed highly from Uganda and to a lesser extent from Sudan (Crisis Group, 2016).

Respondents suggested some points for the success of the Khartoum Peace Treaty. In spite of the efforts made so far to bring peace in South Sudan, KIT 3 (2019) believed that South Sudan needs the support of Africa to overcome its problems as the country is the youngest nation in the

continent. On the other hand, KIT2 (2019) opined that the restructured states of South Sudan could be a problem for implementing the peace agreement. He stated that dividing the 10 states to 32 was unacceptable and it should be returned to the original structure. Finally, this respondent suggested the country's national military force to be re-organized by merging the troops of the two conflicting parties in equal numbers. KIT1 (2019) and KIT2 (2019), in particular demanded a fair number of representations in parliament as well as in ministerial-level positions between people from Dinka and Nuer tribes.

Even though all refugees were in desperate need of stability in their country, KIT2 (2019) did not want to see only the bad side of their displacement as a consequence of the conflict. He saw the opportunities as well. According to him, refugee students in Ethiopia have got educational opportunities, which was not possible in South Sudan. He indicated that there were refugees who graduated from Ethiopian universities while others were currently enrolling in university to pursue higher education. The respondent raised the example of Dinkas as follows:

During the 1991 civil war between Nuer and Dinka, many Dinka refugees fled to Kenya and Uganda. Those Dinka refugees got the chance of education in Kenya and Uganda unlike those non refugee citizens in South Sudan. Therefore, currently, they returned to home and became the preferable ones and have good positions (KIT2, 2019).

A similar feeling has been shared by KIT3. According to him, they have been teaching students by making them aware of this history and telling them they are the future of South Sudan (KIT3, 2019).

4.1.3 Impact of the crisis in South Sudan on children in Jewi Refugee Camp

In the context of this research, transition refers to a shift in position. This shift is due to an influential and life-threatening situation. Under this topic, therefore, a discussion on the transition of South Sudanese refugees in general and refugee children in particular will be explored. Based on this, the impact of making shift on refugees from living in South Sudan to Ethiopia due to the crisis has been examined. The impact of the crisis on children and the suffering of minors can be viewed in three stages. These stages are pre-displacement, during displacement, and during resettlement and life in a refugee camp. As it was discussed in the theoretical framework, Anderson

et al., (2004) classify the pass line of refugees in three ecological phases, namely, pre-migration, trans-migration, and post-migration. The authors recognize the role of the environment and personality for developing the expected adaptation (Hamilton and Moore, 2004). Pre-migration experiences among refugees are believed to have an impact on refugees during the resettlement phase. The above source also indicated that the impacts may include mental health problems and being ineffective in their academics. The sufferings of children in these three stages have a vital difference and the same experience is discovered from most respondent South Sudanese refugee children. A brief discussion on the sufferings of the children in the stages of pre-displacement, during displacement, and during resettlement and life in a refugee camp has been presented below.

I. pre-displacement

This stage is the most difficult stage for children. It is a stage where children pass through a sudden and life-changing situation. Respondents in this research reported that the children in Jewi Refugee Camp witnessed the execution of people including their own parents and destruction.

There are students who have lost their family as a result of the crisis or separated from their family, leave their burned houses and they are currently in frustration of their past. These students are grouped under students who suffer from physical and psychological health problem (NT1, 2019).

The effect of the war on children is explained through, most seen dead people all over their journey. There are also children who witnessed the death of their parents and relatives. There are also a lot of children who have lost their parents (KIT1, 2019).

My father is dead and I witnessed it... it was a night time; we heard a voice of a gunshot when we were at home; my father went out to see what was happening and we stood on our door step. My father was halted by a bullet fired and fell down on the ground. Everybody ran to various directions to escape from the attack and I ran with my brother. I haven't seen my mother since then and I have no idea where she is (RS22, 2019).

The sufferings that are observed among children are losing family, facing disability, separation from their parents, and suffered a lot from psychological and physical health problem (NT2, 2019).

Respondents mentioned that there are many students who still remember the tragedy in the execution of their parents (KIT5, 2019; NT5, 2019). KIT2 becomes very emotional when talking about the war in South Sudan. He expressed that there was a targeted killing on women and children in South Sudan (KIT2, 2019). Girls were raped by government troops (RS9, 2019). Key

informants and respondent students in this study also indicated that Nuer children in Juba were killed because of their ethnic origin and the government of South Sudan recruited underage children for military service (KIT3, 2019). Likewise, KIT6 (2019) presented cases in which when government troops came, parents ran for their lives, leaving their children and the soldiers killed a child who was alone. Children have always died as a result of the absence of food and medication (KIT2, 2019; KIT6, 2019; KIT5, 2019).

Children have suffered a lot as a result of the crisis. Many children have been killed or died due to hunger, thirst, or disease. Several children have lost their parents and there are even many orphan children in this camp. Many children are still suffering from a psychological health problem. There are also children who lost their body parts as a result of the war in South Sudan (KIT 4, 2019).

When government troops came parents ran for their lives, living their children and the enemy killed those children. Children have always died always as a result of no food and no hospital (KIT6, 2019).

The children in Jewi Refugee Camp have suffered from separation, witnessing the killings of their parents and they are now orphans (KIT2, 2019).

There is no food, there is no education, and children have lost their mother and father. Many children remember the crime. Cattles were taken and none of us remember the good thing in our country (KIT7, 2019).

The war in South Sudan made many children disabled, destroyed the educational infrastructures and hence children became out of school (KIT6, 2019). It brought economic crisis on children (NT5, 2019) and all children have lost the kind of life they have before. Houses have been demolished and properties are lost as a result of the crisis (NT5, 2019; RS9, 2019; RSCIG, 2019). Student 13 also mentioned that he watched while the troops were demolishing their homes.

Therefore, this research enabled me to understand that children are displaced not only from the area where they lived before but they are also displaced from the living standard and quality of life they lived before. All the displaced children in Jewi are displaced from the original social, economic, and cultural orientation. Many children have lost their usual caregivers as a result of the crisis. Consequently, the greater majority of the respondent children faces hunger and thirst in the pre-displacement stage. Many girls have faced sexual and gender-based violence; they have been subjected to persecution by armed groups due to their ethnic group. Children in conflict zone are, therefore, subject to execution including their family, loose the life standard they had before, starvation, vulnerable for disability; girls became vulnerable to sexual and gender-based violence,

face a forced military service, and are the first victims in a violence in general and xenophobic violence, specifically.

The results of this study found that the majority of the expected experiences, which children go through in a conflict zone before displacement, that were discussed in the theoretical framework, to be true. On the theoretical framework of this study, Kinzie (2010) discussed those poor economic conditions, food shortage, famine; political persecution, social upheaval, and violence are likely to occur during the pre-flight phase. Specifically, he stated that the above-listed incidents bring hunger, malnutrition, physical disability, and physical as well as psychological trauma. Moreover, Anderson et al., (2004) opined, children face emotional instability, communication problem, and lack of a sense of sociability, self-confidence, and trust in others during the pre-migration stage. Finally, the incidents identified in the pre-displacement stage are believed to have a long- and short-term effect on children. Ahearn and Athey (1991) and Van der Veer (1998, as cited in Hamilton, and Moore, 2004) also discussed that the traumatic situations that are faced by children have a long-term effect.

II. During displacement

Most respondent children in this study indicated that they face most of the sufferings listed above. The challenges listed by respondent children encompass being recruited by government troops for military purpose on their way for exile (SP3, 2019; KIT2, 2019; KIT3, 2019), suffering and sometimes death as a result of a long walk which may take up to a month (NT1, 2019; KIT1, 2019; KIT3, 2019; NT1, 2019; PTSAR1, 2019; PTSAR2, 2019; PTSAR3, 2019; PTSAR4, 2019; PTSAR5, 2019; NT5, 2019), running out of food as well as water that caused various health problems even leading some to death (KIT1, 2019; KIT3, 2019; NT1, 2019; PTSAR1, 2019; PTSAR2, 2019; PTSAR3, 2019; PTSAR4, 2019; PTSAR5, 2019; NT5, 2019), lacking adequate sleep which brings fatigue (KIT1, 2019), getting a thorn stuck in their legs as they have no shoes (KIT1, 2019), and girls have faced various kinds of sexual and gender based violence including rape (NT1, 2019). KIT1 (2019) indicated that the vast majority of children in Jewi Refugee Camp have observed dead bodies all over their journey.

In Juba, Nuer children were killed; children died in the long walk journey due to thirst and hunger. The government of South Sudan recruited under age children for military service. ... There were children who travelled alone, without their relatives. After they reach here,

some of them have been relocated to the place where their relatives reside. It could be to another country or refugee camp where their families live. ... There were also children who faced a physical health problem as a result of the crisis in long walk with hunger and thirst (KIT2, 2019).

Respondent students also discussed the situation “*we didn’t eat food for days and I had a leg injury due to the long travel*” (RS17, 2019); “*I didn’t eat or drink for many days*” (RS18, 2019); “*I was sick and recovered after receiving a medical treatment in Ethiopia*” (RS19, 2019); “*I travelled without food and water*” (RS20, 2019). According to KIT1 (2019), children travelled for several days to reach Ethiopia. As an example, he mentioned a child who came from Bentiu crossing so many cities and it may take up to 30 days on foot. Children who came from Akobo may reach into Ethiopia in a single day by walking (KIT1, 2019). KIT2 (2019) showed that travelling on foot from Juba to Bor may take 20-30 days. When the war broke out in Juba, people travel in group to the Nuer zone. A lot of people have died in their journey due to thirst and hunger (KIT2, 2019 and KIT3, 2019). After reaching Bor, people who were capable of paying transportation expenses used vehicles to come to Ethiopia. This is because the war didn’t reach there at that time. Those individuals who were unable to afford the transportation cost continued their journey from Bor to Ethiopia on foot and it took them 2 to 3 weeks. On the other hand, as to KIT3 (2019), a minimum of two weeks of walking was needed to reach Ethiopia from Malakel. Parents have also a common story to tell. The children of all the respondent parents have engaged in a long walk even though the distance and duration vary and most expressed that their children suffered various health problems as a result of the long walk (PTSAR1, 2019; PTSAR2, 2019; PTSAR3, 2019; PTSAR4, 2019; PTSAR5, 2019; NT5, 2019).

My children suffered from the long travel they undertook on foot, without shoe and they are now in psychological deprivation. During our journey, there was no health facility and supply of food and water (PTSA4, 2019).

When the war broke out, I moved my children from Jongli to central Nuer (Loue Nuer) by car then I stayed in Bor. When the people were defeated in Bor, I travelled on foot for four days to reach central Nuer. Then I got my children and stayed there for a while. After a couple of days, I hired a car to move to Akobo South Sudan which is a 6-hour drive by car. Then we crossed to Akobo Ethiopia by walking and it took us 1 hour (KIT1, 2019).

KIT6 (2019) used to live in Malakel and his family lives in Nasir. When the war broke out, he travelled from Mygundi to Nasir by walking for five days without food, only by drinking water. His families start their journey by walking to Ethiopia before he reached Nasir. According

to him, it takes two days to reach Ethiopia from Nasir. His children were a 2 and 5 years old by 2014. On the other hand, KIT5 (2019) indicated that it takes 11 days of walking from Bor to Akobo South Sudan and he stated that his wife came first and he followed her later.

The walking speed was not set based on the physical strength of the children; rather, it was made based on the level of threat that existed in each area. According to KIT3 (2019), if government forces are known to be closer, the fleeing community will run, but the children will be unable to run like others. As a result, some parents fled leaving their children.

When government forces arriving, the fleeing community began to run but children could not run fast. As a result, some parents chose to flee by leaving their children and the captured children were either killed or recruited for forced military service. Other parents stayed with their children and were killed by government forces by bullet. Therefore, the number of separated and unaccompanied children was high (KIT2, 2019).

The key informant also stressed that many children travelled in a direction different from their parents. Parents, especially told that they had no cloth to wear their children and most became unable to give even a cup of water when their thirsty children asked them. Those who had a sick child reach Ethiopia without getting their child treated in health centers. Children who grew in cities have less experience in travelling long distances by walking, so they suffered a lot. They didn't have the endurance to walk long distances for many days with hunger and thirst. All RPTSA respondents also expressed that their children came to Ethiopia on foot.

Government troops in border areas of the country makes an assault on civilians who seek to cross the border and get protection in another state as a refugee (KIT2, 2019, & KIT3, 2019).

I observed the voyage of students in the war zone as extremely dangerous in which survival could be considered as a miracle. The hope of the travelers relied on the protection of their God. Accordingly, the major challenges that the refugee children face during displacement included the following: forced recruitment for military service, being killed including their family, travelling without their parents or the usual caregiver, thirst, hunger, sickness, long travel on foot, even in some cases with a barefoot, sexual violence, and lack of medication.

The identified experiences of the refugee children in Jewi Refugee Camp during displacement phase support much of the “used to face experiences” discussed in the theoretical framework under

chapter 1. The theories emphasized that children in displacement will face family, economic as well as social destruction. According to these theories, children are likely to suffer from family loss, as well as the destruction of a way of living, cultural orientation, and religious values. Additionally, as Anderson et al. (2004) indicated, the impact of the sufferings of refugee children during the pre-migration phase will cause an emotional instability, communication problem, lack of a sense of sociability, self-confidence, and trust on others. Likewise, the results of this research showed the prevalence of emotional health problem, communication barrier, especially among girls, and absence of self-confidence. Similarly, UNHCR indicated that children face various kinds of sufferings during displacement, such as abuse, exploitation, trafficking, violence, and recruitment for military service. It pointed out that girls in particular are highly vulnerable to gender-based violence (UNHCR Ethiopia & ARRA, 2017). The theories discussed in this research noted that girls are vulnerable to sexual violence (Kinzie, 2010; Anderson et al., 2004) and this study observed the prevalence of such experiences among South Sudanese refugees. All these challenges identified here bring a sense of isolation among the children. Most of the aforementioned experiences that the refugee children in Jewi Refugee Camp face provide closer information with the concepts discussed in the theories.

III. During and after resettlement

According to a respondent from UNHCR Ethiopia, violence and conflicts are believed to have a permanent effect on the development of children. This respondent indicated that the experience of children in crisis will pose a challenge in adapting to life in a country of asylum. The respondent also noted that past experience will have an impact on the psychological, social, and educational status of the affected children (RUNHCRP, 2019). Likewise, the post-resettlement related impacts which were discussed by respondents of this research can be summarized in to five categories. These categories include parental impact, social impact, economic impact, impact on physical and mental health, cultural impact, and educational impact. The educational impact is presented in its appropriate place, i.e., in section 2 of this chapter. Most respondents addressed a multiple of these impacts.

The crises have a social impact as the children are dislocated from the society they live with and start living in a new community. Students who lost their family are forced to live with a stranger in refugee community. The third one is economic effect. They have lost all their property and they are entirely dependent on aid. There are students who are disabled as a result of the conflict (NT1, 2019).

A respondent from Save the Children International also stated that being in a refugee status by itself has an economic, psychological, and social impact (RSCIG, 2019). According to him, refugee children are suffering from health problems and losing educational opportunity. He underscored that as South Sudan is in crisis there are many children whose relatives were killed, or separated from their parents. The following section addresses the major impact of the conflict on refugee children in Jewi Refugee Camp.

1. Parental impact

A family crisis is a major challenge that children face in a country of asylum. This research identified that the war in South Sudan created parental crisis on the greater majority of the children who participated in this study as a respondent.

The majority of the respondent students live with their mother or a relative while their father was either dead or taking part in the conflict at home. Therefore, the research result supports the argument of Karanja (2010) and Kirk (2014). As it was discussed in the literature section, these authors indicated that the majority of refugee children live with their mother. According to their view, this is because most fathers are either died as a result of the armed conflict or engage in fighting in home country. In supporting their argument from the interviewed children, students 1, 2, 4, 8, 13, 14, 15, 16, 18, 19, 23, and 25 live with their mothers in Jewi Refugee Camp. Students 1, 16, and 23 came with their respective mothers, brothers, and sisters. Their fathers were, however, in Khartoum and the students expressed that their fathers moved there before the conflict. The fathers of students 2, 4, 18, 19, and 25 live in South Sudan. Student 8 arrived in Ethiopia being separated from his mother.

My mother came by herself to the refugee camp in Ethiopia. When the crisis started, I came with others and reunited with her in Ethiopia and currently we live together. My father is in South Sudan and he is a cartel keeper (SR8, 2019).

Student 13 came with his mother, sister, and brother and his father is in Bor in UNMISS camp. Students 14 came with her mother, brother, and sister. In similar to her, student 15 came with his mother, brother, and, sister. *“My father is fighting in South Sudan and I came with my mother,*

brother and sister” (RS15, 2019). The joy which is seen in his face when talking his father is engaging in the war indicates how he is proud by the action of his father. Students 3, 5, 6, 10, 11, 12, 21, 22, and 24 live with relatives as they were separated from their parents. Student 3 live with his uncle, but his parents remained in South Sudan. Student 5 came with the wife of his uncle, and his uncle works in a hospital in South Sudan. His father was engaged in the war.

I came with the wife of my uncle; my uncle works in a hospital in South Sudan and my father was engaging in the war. Currently, my mother has returned to South Sudan to search for my father. She may find him alive or dead (RS5, 2019).

Student 6 came with the husband of his aunt, and his aunt lives in South Sudan by engaging in an agricultural work. *“I came with the husband of my aunt. My aunt lives in South Sudan by engaging in an agricultural work. My father died in the war and my mother lives in South Sudan”* (RS6, 2019). Student 10 came with the wife of his elder brother and his father lives in Juba under UNMIS while his mother lives in Bor, UNMISS camp. *“I came with the wife of my elder brother. My father is in Juba under UNMIS while my mother is in Bor, UNMISS camp. My brother lives in the rural areas of Akobo”* (RS10, 2019). Student 11 lives with his grandmother in Jewi Refugee Camp. *“I came with my grandmother. My father and mother live in South Sudan”* (RS11, 2019). Student 12 has no information about where his parents are since the war started in South Sudan in 2013. He has no clue whether they are alive or not.

Student 12, when the war broke out, I travelled on foot. During my journey, the government forces found me and gave me flesh from the body of a dead man and ordered me to eat it. When the war erupted, I became separated from my family. I came with the husband of my aunt. Since 2013, I haven’t seen my parents and I have no information where they are (SR12, 2019).

Most of these children have known the status of their parents who are not with them in Jewi, while some others do not know the whereabouts of their parents. All the respondent children are pursuing their lives with a need to find an answer for the mystery in various issues. Almost all are above the standard age set for their grade level and this shows that the crisis in South Sudan denied the children the right to get an education. South Sudan is in danger of having an illiterate generation due to the prolonged conflict in that country. Hatred and revengeful attitude are becoming a popular revolving idea among respondent children. The war for independence from Sudan by itself contributed a lot to the prevalence of a greater percentage of illiterate citizens in that nation.

A. Separated children and unaccompanied minors

The pain of being unaccompanied or separated worsens on those children who witnessed the execution of their parents. This is reflected in the response of a key informant who discussed prevalence of a need among these children to revenge the blood of their parents. KIT6 (2019), NT1 (2019), NT2 (2019), and KIT3 (2019) indicated that there are a lot of orphan kids in Jewi Refugee Camp. According to KIT3 (2019) and KIT6 (2019), as the war happened suddenly, many children in Jewi are separated from their parents and there are children who still don't have any information about the status of their parents. This situation is creating trauma on the refugee children.

They cannot forget the tragedy of the crisis and remember the dead ones. Most of them want to return home and engage in the conflict to revenge the blood of their relatives than focus on their education. Telling the young ones about the tragedy is not good because tomorrow we will return home and live with Dinkas under one president (KIT7, 2019).

All the basic needs are not fully fulfilled for the refugee students in the refugee camp. Those who are unaccompanied or separated children are very emotional. When they find their needs unmet, they remember their parents. The memory affects the students and they become emotional. When students in school or home are beaten or face emotional attack, they cry in thinking that if my parents are alive, I will not face such a thing. Those who are grown and remember what was going on during the war, the emotional pain is hard. Even these children, who are orphans, know that they are not living with their parents. But those who are below 7 years old, currently do not remember a thing as they were very young at that time (KIT2, 2019).

Children who are separated from their parents or are orphan show unhappy behavior. If these children cannot find food, cloth, and any other necessities like having a dirty cloth, they start to remember their parents believing that if their parents are alive, these things will not be a problem. They easily become emotional on issues that are minor for others (KIT3, 2019).

Only three respondent students in this research have got the chance to live with both parents. A respondent from UNHCR expressed the prevalence of many separated or unaccompanied refugee children in Ethiopia (RUNHCRP, 2019). A respondent indicated the existence of an effort to reconnect separated families and children.

There are a lot of orphan kids in Jewi Refugee Camp since the war happened suddenly and as of 2016 Red Cross has tried to connect families by telephone after reaching in various refugee camps (KIT7, 2019).

Separated children are understood as children who receive care by adults due to the absence of their parents or the usual adult care-taker (UNHCR, June 2006). The ICRC label separated children as the most vulnerable group of the community during a manmade or natural disaster as they have lost the care and protection of individuals who are close to them. In a crisis, children, especially need the support of an individual who is close to them as they pass through various sufferings (ICRC, January 2004). On the other hand, unaccompanied minors are those children who are separated from both parents and do not receive care from an adult who is legally responsible to do so (UNHCR, 1994). The UNHCR master glossary of terms indicated that adult caregivers are parents, guardians, or primary caregivers (UNHCR, 2006). Separated children and unaccompanied minors have got legal protection in the 1951 convention, 1967 protocol, 1969 OAU convention, and the 1989 convention on the right of the child (Crispin Jones and Jill Rutter, 1998).

By 2015, there were 73,173 unaccompanied minors and separated children in Ethiopia (UNHCR, 2015) and in 2017 the number downed to 44,453 (UNHCR, December 2017). According to this source, family separation is among the major protection problems in refugee camps in Ethiopia. In Gambella Region, by 2018, there were a total of 35,000 unaccompanied and separated South Sudanese refugee children (UNHCR, 2018) and in 2018/2019, there were more than 5000 separated children and 1300 unaccompanied minor in Jewi Refugee Camp (PHJ, 2019). Parents of these children are either dead or live in a place outside Ethiopia. In this study, from the total of the respondent students, twenty-two of them are separated from one or both of their parents. Twelve students live with their mothers only, being separated from their fathers. Nine students live with relatives and they are separated from their parents or the usual caregivers. One student lives with a father and only three children live with their father and mother. However, some students have no information about the status of their parents.

B. Caregivers for unaccompanied minors and separated children

The study identified that many caregivers of the refugee children commit various kinds of abuses on the child. Some caregivers engage the child in labor activity, denying him/her the right to go to school (KIT6, 2019, & KIT3, 2019). This is highly visible, especially in ration time by engaging the child in paid or unpaid labor activity (KIT3, 2019). In addition to this, unaccompanied children are vulnerable to physical and psychological abuses. A child who lives with relatives or caregivers

in a refugee camp needs to get ideal support. Children who receive good care from caregivers may still be victims of maltreatment in terms of utilizing the ration of the child for self-use, neglecting attention, and engaging the child with heavy labor activities (UNHCR, 1994).

To boost the readiness of adults to take care of a separated child, interviews on related issues need to be conducted by the responsible organization during registration (UNHCR, 1994). They need to have to be asked whether they are providing care for a child other than their own, know the parents who are disconnected from their children or children who are separated from their parents. The information provided by unaccompanied and separated children need to be confidential and children need to be informed about it. They also need to be aware of the purpose of providing the necessary information. If the child is capable of expressing his interest, he/she needs to have to be requested for willingness to live with the caregiver that he/she is assigned with (UNHCR, 1994; ICRC, 2004; Inter-agency Working Group on Unaccompanied and Separated Children, nd.).

Registration officers need to register at least the name and location of unaccompanied children (UNHCR, 1994). These children need to be registered separately, indicating with whom they are assigned to live with. Infants and young children, especially need to be assigned to individuals who know their history. Placing unaccompanied children to a relative or a caregiver from their community is the most preferable one. Likewise, UNHCRPO (2019) indicated that there are various kinds of modalities of providing care for unaccompanied and separated children. Separated children are placed to live with relatives if there are any. Unaccompanied children are provided either foster care arrangements or external care in independent living conditions. In Jewi Refugee Camp, separated and unaccompanied children were delivered to refugee caregivers and if the child is below four years old, all services and aids are provided through the refugee caregiver (PHJ, 2019).

The legal responsibility of providing guardianship for unaccompanied children relies on the host country. With this regard, the responsible organization needs to provide the child with a legal guardian who can provide care (UNHCR, 1994). The care provided for unaccompanied and separated children by caregivers needs to be regularly checked in a way that cannot affect the relationship between the caregiver and the child (UNHCR, 1994; UNHCRPO, 2019). If the child is identified to be abused, neglected, or exploited, a corrective measure including placement of the child to another caregiver needs to be done. In Jewi Refugee Camp, UNHCR, ARRA, and RCC are responsible to deal with such problems (RWRAPH, 2019; KI3, 2019). When an act of abuse

is identified in Jewi Refugee Camp, the situation will be reported to UNHCR to change a caregiver and the caregiver who abuses the child will be accused of the crime he/she has committed by RCC (KIT5, 2019; NT4, 2019). Most respondents believe that awareness creation among the refugee community on providing appropriate care for separated children is essential. The respondents see the effort to create public awareness as bringing some changes and some of them believe that deportation of caregivers, who continue violating the right of the child they received to provide care, could be an option to minimize the problem.

There are various measures suggested by UNHCR to create a better living condition for those unaccompanied and separated children who face various kinds of abuses. According to the measures recommended, creating a group care platform will be an option if assigning a caregiver for unaccompanied children becomes difficult. In such cases, unaccompanied refugee children live together (UNHCR, 1994). This is most often preferable for mature children in which they live independently while receiving the support needed from others. This strategy is implemented by ARRA and UNHCR due to the difficulty of finding an adequate number of caregivers in contrast with the number of unaccompanied children (UNHCR, December 2017). In this case, 6 to 9 children were assigned to live together on their own by getting support from an adult guardian. Institutional placements like orphanage centers are also available options to place unaccompanied children (UNHCR, 1994).

C. The challenges faced by unaccompanied minors and separated children and its consequences on the development of the children

Key informants in this study indicated that refugee children have faced a serious of sufferings. Similarly, Crispin Jones and Jill Rutter (1998) revealed that unaccompanied children have witnessed the destruction of houses and criminal acts on various individuals including their own relatives. Most have witnessed the execution of their parents (KIT3, 2019; Jones and Rutter, 1998). They have experienced an extremely harsh condition and they pass through hardship in a situation where the usual adult caregiver is not with them. Not a few have a duty of taking care of their young brother and sisters (ICRC, 2004; UNHCR, 1994). Refugee children in general and unaccompanied minors and separated children specifically are in a mystery that needs to be solved. They have various questions in their minds, such as why this is happening to them, why were their

parents killed, where do other members of their family live, why do they are forced to run away, can members of their family traced by ICRC, how long do they have to live in the refugee camp, and when do they return to their home. As a result, as UNHCR (1994) remarked, these children may be unable to act according to their community's values and systems.

A report by UNHCR disclosed that a coordination among stakeholders on case management of child protection and SGBV remained insufficient (UNHCR, 2016). According to this report, an attempt to provide better protection for refugees is challenged by the scarcity of land, prolonged nationality screening, suspended registration, and insufficient case management. UNHCR recognizes that the child protection case management system remained weak due to the absence of harmonization, coordination, and enough capacity (UNHCR, 2016). Reported child abuse cases in refugee camps that are found in Gambella are mostly on girls and these abuses are mainly related to heavy labor activity and rape (RWRAPH, 2019). Separation of children with their parents may make them take adult responsibilities in their childhood. Therefore, the responsibility of feeding and taking care of younger brothers and sisters relies solely on refugee children or cooperatively with one of their parents (UNHCR, 1994).

This leads to worsening the trauma which already existed, and this study identified that most orphan children remember the day they lost their parents than they do recall any other thing (KIT2, 2019; KIT3, 2019). They easily become emotional on issues that are minor for others and every disturbing situation, like hunger and being beaten by others, make them remember their parents. It makes them think all bad situations happened to them because their father or mother or both are not here with them. They say, "if my father/ mother (is) are here with me, he/she cannot beat me. This happens to me because I am an orphan." (KIT3, 2019) The children show behavioral problem and become easily offended.

Currently, unaccompanied minors are suffering from a complicated problem in the absence of a cooperative effort. There is a gap in providing integrated support for separated and unaccompanied refugees by all stakeholders (ICRC, 2004). This has left most refugee children, especially separated and unaccompanied children in Ethiopia to suffer from traumatic events during displacement and flight stages. Age, maturity level, and pre-flight experience have a great impact on determining the effect of living in an unaccompanied situation (KIT3, 2019; Crispin Jones and

Jill Rutter, 1998). Those younger children are impacted less because they do not remember the incidents and can easily adapt to a new family.

D. A step to create a positive environment for unaccompanied and separated children

Creating a better world for unaccompanied minors and separated children requires a collective effort of all stakeholders. Unless the stakeholders accomplish their duty appropriately, realizing a better life for refugee children will only be a dream. Protecting unaccompanied and separated children is an issue of concern for many organizations, activists, and right groups. All these amplify the measures to be taken to create a better living condition for these refugees. The role of caregivers, the host government, UNHCR, ICRC, the host community, and the refugee community is great in facilitating a better living environment for these children. ICRC plays a significant role in reuniting separated children with their parents. Accordingly, communicating the issue with Red Cross is very important to trace the locations of the families of separated children (KIT3, 2019; Jones and Rutter, 1998). Until they get reunited, creating a means of communication between the child and parents becomes very important (UNHCR, 1994 & ICRC, January 2004). On the other hand, the activities done by the government of Ethiopia in providing promising policy support for refugee children is something to be appreciated. The newly adopted proclamation provides a due emphasis for the reunification of separated family members (Federal Negarit Gazette of the FDRE, 2019).

Important support is also provided for unaccompanied and separated children by implementing partners. In Jewi Refugee Camp, separated and unaccompanied children get support by IPs that work in the protection sector. Information about these children is provided for any concerned IPs upon request (PHJ, 2019). The issue of separated and unaccompanied children is one of the major focus areas for UNHCR (UNHCR, 2018). According to this source, support is provided by delivering essential services, such as providing support for care-arrangements and the provision of psycho-social care at child-friendly spaces. The UNHCR provides support for refugee children in various ways and these support providing mechanisms consist of direct service delivery to the child, supporting the child by providing services to him through his family, and supporting the child and his family through launching various services to the community. As to UNHCR, this

strategy is essential to prevent family separation (UNHCR, 1994). Even though the UNHCR is working towards creating a better life for these children, the study cannot find a single document that shows the progress recorded on each child and the supports provided for him/her by the various IPs. A respondent from UNHCR also indicated that there is no a bind document on each child and he cited the manageability issue as a reason (REUNHCR, 2019). Moreover, the respondent clarified that the data about children who need help are handled by IPs during arrival and their information can be accessed from each IPS.

The most important support expected to be provided for unaccompanied minors and separated children for having better living conditions includes providing counseling services, and forming support groups to make unaccompanied children feel they are not alone (UNHCR, 1994). Additionally, (UNHCR, 1994) indicated that medical checkup needs to be conducted as fast as possible and the necessary intervention needs to be given immediately. Furthermore, engaging the child in playful and recreational activity is very important to overcome the trauma (UNHCR, 1994).

E. Parenthood for refugee children and the contribution of schools

[A presentation of the researcher point of view backed by works of literature]

A refugee camp is a place of living for a diversified society and makes individuals who used to live in a different living standard equal. Individuals who came from urban and rural areas, and the wealthy and the poor live the same life together. It is hard to imagine economic development in a camp life and living is like a vicious circle. All children have a history to tell about the sufferings they have passed through. Most of them walked for several days to reach the safe zone, witnessed mass killings including their parents, and watched when their house was destroyed. The situation becomes worse in the case of unaccompanied minors and separated children. UNHCR (2012) indicated that the trauma would be more severe if the child witnesses torture or murder of a family member. The researcher asked a child about his living condition in the refugee camp and his tears filled his eyes and told him that he was living with his relatives for more than five years and he knew nothing regarding the whereabouts of his family. He is unsure whether they are dead or alive and have no information on their status. *“When the war waserupted I become separated from my family. I came with the husband of my aunt. Since 2013, I haven’t seen my parents and I have no information where they are” (RS12, 2019)* A respondent teacher said, *“There are many students*

who lost their parents and it highly affected the students' engagement on the lessons and their academic achievement; some have witnessed the killing of their parents.” (KIT2, 2019)

Children who lose a member of their family, especially their parents as a result of conflicts may suffer from loneliness, stress, and grief. Neimeyer (1998), as cited in Hamilton and Moore (2004), asserted that these children are in a position of losing their developed relationship and their identity. Therefore, they may get into an identity, cultural, and social crises (Hamilton and Moore, 2004). The grief may not be stopped after some days, months, or years because the tragedy on the death of their parents will be stored in their mind and bleed their hearts for a long period of time or their entire lifetime (Jones and Rutter, 1998; Hamilton and Moore, 2004). With regard to this, Jones and Rutter (1998) discussed that depression, anxiety, and various post-traumatic stress disorder reactions could have occurred in children who are in life-threatening stress. The trauma has various effects on adolescent unaccompanied minors and separated children, and the effects include depression, aggressive acts in response to mental disturbances, drug abuse, and suicide (UNHCR, 1994). Helping these children to recover from the trauma they get in is very critical and it is expected from all stakeholders. According to UNHCR (1994), Psycho-social support is very essential for separated and unaccompanied children to enable them to overcome the trauma.

International and continental legal frameworks also indicated the necessity of protecting such kinds of vulnerable children. For instance, the Convention on the Rights of the Child (CRC) in its article 19 provided that children have the right to be protected from all forms of abuse (UNHCR, 1994). Under the umbrella of protection, the situation of unaccompanied minors and separated children can be improved by creating a new relation that meets with the rehabilitation need of the child (Neimeyer 1998 as cited in Hamilton and Moore, 2004). From the constructive connections that need to be created, the first and most important one for unaccompanied minors is parental care.

Children have got their identity from their parents and it is built based on the thoughts of their parents since infancy (UNHCR, 1994). Parental condition for refugee children in general and unaccompanied and separated children specifically has a vital role to treat the child and healing the wound. The UNHCR education strategy shows that the role of the family is high for self-esteem and security (UNHCR, 2012). It also suggests that a crisis may have a severe effect on the development of children unless it is treated with ideal parental care. Caregivers have the obligation to make the child go to school and get the necessary care and support. Contrary to this, in this

research, teachers and school leaders affirm that some caregivers do not provide equal care for their adopted and biological child. There is an attempt of engaging the child in labor activity at home and ignoring his/her needs. This makes the trauma to create a permanent health problem for the victim and to develop hatred towards the world at large. A respondent teacher in this study also underscores that many caregivers provide a harsh treatment for refugee children. According to him, many caregivers do not allow children to go to school because they want them to engage in labor activities at home. Lack of awareness and the need to get labor support encourage parents to deny schooling, playing time, and time to spend with friends. The research found out that unaccompanied minors and separated children being very sensitive and profoundly emotional. Every incident may lead them remember their parents.

If such ignorance on the status of unaccompanied and separated children is continued where there is a record number of refugees globally, children will grow in hatred, having a need for revenge. This may create a tangible destruction and cause a rise in the number of terrorist activity. The world needs to work on creating a better life for unaccompanied minors and separated children not only for the sake of generosity but for transferring a safe world for their children. It is important to note that families/ caregivers should not be the only persons to be blamed for this situation. The argument of the researcher lies on the belief that families/ caregivers are also in a situation where there are many problems. UNHCR (1994) and Hamilton and Moore (2004) also stated that parents of refugee children are suffering from anxiety and grief. Additionally, they are suffering from various health problems as a result of the crisis. Therefore, providing support for parents to overcome their current situation becomes vital for creating a better living condition for the refugee children (UNHCR, 1994; Hamilton and Moore, 2004).

Parents can be supported in various modalities and creating a network between parents enables them to share experience and face the existing challenges together (UNHCR, 1994). Besides, providing counseling services and understanding the need of parents as well as placing intervention mechanisms to satisfy this need are very essential. Extra support needs to be provided for single parents as they carry the burden of both parents and this support needs to include support in labor activities (UNHCR, 1994). According to this source, unaccompanied children are highly vulnerable because their emotional wellbeing is highly influenced by the level of protection gained from family members and the community. It also pointed out that the suffering of adults as a result

of having the status of refugees may make them to provide less attention to their children. Sometimes, it may lead them to commit child abuse and other activities that harm their family.

The status of child protection does not have to be measured only by examining the available legal frameworks, but it needs also be examined in its practical aspect. That is, the actual living condition needs to be verified rather than looking at reports submitted. The respondents mentioned the task of reuniting separated children with their families who reside even across nations that the International Community of the Red Cross performs. This marvelous activity needs to be continued, but more is expected from governmental and non-governmental organizations to help all separated and unaccompanied children know about the status of their parents. Doing this is important because if they are alive, it will be possible to change the life of the child by relocating him/her to the location of his/her parents. If parents are dead, the child can start a new life by getting out of uncertainty. Until the status of parents is known, a caregiver has a bigger responsibility in the child's development and developing comprehensive parenting is essential for a good parenthood.

It is important to note that parental care in a refugee setting has a valuable role in determining the level of recovery of each child from the trauma he/she is facing. Desired parental care will have an impact on the better health condition of each child. On the contrary, bad parenting practices will lead to a progressive and developmental health problem. This may end up in creating a permanent health disorder. Additionally, this study firmly believes that the educational competency level of students is highly impacted by the kind of parental care given for each child. Therefore, working towards creating desired parental practices is considered as moving halfway forward in the effort made for realizing quality education. To improve parenting practices in a refugee setting and underscore the role of schools in parenting practices, the researcher presents a parenting strategy called "comprehensive parenting". It is briefly discussed in the recommendations section of this dissertation.

2. Economic impact

Refugee children in Jewi Refugee Camp are facing diversified economic challenges. Respondents underscored the inadequacy of the aid provided. This leads children to be unable to satisfy their basic needs and engage in paid and/or unpaid labor activities. NT1 (2019) noted that the crisis in

South Sudan made the refugee children struggle with severe economic devastation in their present location. The crisis stole the life that children used to have before the conflict and made them live in a refugee situation (NT1, 2019; RS8, 2019). The economic crisis can be explained by loss of property and being entirely dependent on aid. Despite the challenges, a key informant is thankful for the living situation in Ethiopia in comparing it with the other countries' in East Africa.

The status in Ethiopia is better than Kenya, Uganda or Sudan. My elder child lives in Juba and I brought him here. Here, we are provided with schooling and food. But cloth is not provided for our children (KIT6, 2019).

3. Social impact

Refugee children in a country of asylum are supposed to live with strangers in a new social group and a respondent in this study believes that this creates social crisis (NT1, 2019). This situation created a profoundly high social crisis on refugee children and forced them to learn living in new social strata. The data obtained from UNHCR also acknowledged this fact and showed the difficulty that the children face in adapting with the new environment.

The experience of conflict and violence in their country of origin or during displacement has a profound effect on children. Many children and youth find it difficult to adapt to a new environment in the country of asylum where their safety, their psychosocial wellbeing, education and social opportunities as well as future prospects to be productive members in the society may be negatively impacted. Many refugee children arriving in Ethiopia also find themselves separated from their families and caregivers. Social community support networks and access to education – which are stabilizing factors for children – are often times disrupted in the context of displacement.

4. Impact on physical and mental health

Respondents in this study indicated that several children face a physical and psychological health problem. According to NT1 (2019), and NT2 (2019), there are children who became disable due to the various accidents they faced during the pre and post-migration phases.

During arrival the kids were highly affected by depression and they got into psychological problem and developed a low moral value (SP2, 2019).

Refugees came from diversified crises and their concern was living today rather than focusing on the education provided. They had psychological and social problems and these problems were mainly seen during the emergency phase. During their first arrival from the

crises zones, I personally observed students who collapsed as a result of the trauma and others suffered from mental illness. I witnessed children suffering from mental problem as a result of stress. These are mainly children who lost their parents, and lacked hope as a result, which can be seen in their face (SP4, 2019).

5. Cultural impact

Children in Jewi Refugee Camp are displaced from their original cultural orientation. This cultural shift is brought without the consent of the refugee population and many children complain about some contents in the education which they believe it to be an imposition on them. The cultural shift ranges from eating, way of living, and education, to social interaction.

Cultural transition of children in Jewi Refugee Camp

The prevalence of a local community that is from the same tribe and speaking the same language is an opportunity for refugees in Jewi to preserve their culture. Despite this opportunity, some challenges detach the refugees from their original culture. The refugee community in Jewi Refugee Camp seems to share the cultural values of the locals and baking and eating *injera*⁵ is an example of this. Additionally, there is a wide practice of extracting *areke*⁶ from mashela⁷, and these two practices are respectively typical food and beverage of the local community. The article presented below provides a brief discussion of how acculturation occurs in Jewi Refugee Camp.

No janjero; this is injera time

Jangero⁸ is a popular traditional dish for South Sudanese refugees in Jewi Refugee Camp. It is made of haricot bean and other ingredients. The time of janjero seems to be vanishing, whereas injera⁹ time is flourishing. In Jewi Refugee Camp, it is hard to get haricot bean and other ingredients for making janjero because the refugees are provided with a food aid which has no haricot bean. The popular food in the host country is injera and refugees are trying to learn making and eating it. The size and shape of the injera backed, as well as the baking materials that the

⁵A favorite traditional food for greater majority of Ethiopians which is made up of a grain called teff (ጥፍ)

⁶ A local homemade alcoholic drink which is widely known in Ethiopia.

⁷ It is also known as sorghum and it is one of the common grains grown in Ethiopia

⁸ It is the favorite traditional food of South Sudanese refugees that are found in Jewi Refugee Camp when they were in South Sudan

⁹ Is the favorite traditional food for greater majority of Ethiopians

refugees used, have a great difference with those the locals use. The locals bake injera on a specialized circular oven that is prepared for this purpose, while the refugees use a rectangular plate for a similar purpose. As a result, the injera baked by locals has a circular shape, while the refugees' injera has a rectangular shape. During baking injera, the locals pour the dough in a jar and pour it on a circular stove until it is fully covered. Even though there are still many irregularities in adapting with the baking skills, the refugees pore the dough on a hot rectangular metal in a half-moon shape and disperse it using a small rectangular card-like object through the rectangular baking metal. Fig. 22 and 23 show the baking materials used by refugees and locals, respectively.



Figure 20: Baking plate used by refugees in Jewi Refugee Camp



Figure 210 Baking plate used by locals

This cultural shift makes the young generation to have less expertise in their original food culture. As a result, during repatriation, the young generation will neither have a skill of making janjero

with a good flavor nor have they ample access for getting ingredients of making injera, so life becomes hard for them. With regard to this, UNHCR (1994) also affirmed that cultural degradation in the host country among refugees has an impact on them during repatriation. In a research conducted by Hamilton & Moore (2004) an act of acculturation and lack of accepting multiculturalism in the host country are identified to be the major causes of cultural degradation. Culture is an integral part of the identity of children and it is relevant for having a smooth living (UNHCR, 1994). According to this source, each society has a unique way of understanding in growing children. The perception of how a child acts, behaves and grows varies from one society to another. Cultural orientation is reflected in the language they speak, their way of life as well as their religious practice. Their cultural orientation may have a significant variation from the locals' and aid workers' (UNHCR, 1994). Therefore, refugee children are vulnerable to cultural degradation.

Similar to the above example, students in Jewi Refugee Camp are set to learn the culture of Ethiopians. They learn geography or history of Ethiopia in Social Studies and learn the constitution as well as government formation of Ethiopia in Civics and Ethical Education. Additionally, the textbooks contain cultural orientation and trends of conflict management in Ethiopia.

Some implementers speak proudly that the education provided for refugee children serves as a tool to teach the culture and value of the host country. These respondents indicated that the education provided enable refugee children to develop a positive image of Ethiopia. It is hard to conclude that all students will develop a positive feeling about the host country because of learning only its culture. This is true, especially in a situation where the education has no place for the culture of the refugee children. Unless education considers the present and future needs of the students, it will become worthless. The refugee children may become grateful for the education they receive, but abandoning their cultural orientation may upset them. This may eventually lead them to develop hatred towards the host country. The goal of education for refugees needs to be multiculturalism instead of acculturation (Cortés, 1994 as cited in Hamilton and Moore, 2004). Multiculturalism demands developing the students' capacity to function smoothly in the host country's environment, making students capable of living smoothly in a multicultural society by exercising their culture and appreciating the culture of others in their living environment, creating the opportunity for students and reservation from any attempt that eradicates the students' culture and first language (Hamilton and Moore, 2004).

Cultural promotion is good but not cultural imposition, especially in the setting of refugee education for two basic reasons. First, the students came to the refugee camps to get protection from the crisis in their country and they have suffered from complicated health problems due to a prolonged journey by walking with hunger and thirst. They have been thrown out of their home as well as education and many children have witnessed the execution of their parents. Additionally, the number of students who wish to revenge the blood of their family by returning home is not insignificant. As a result, they are not in a position to manage a dramatic cultural shift. Eventhough culture is a dynamic issue, the change needs to be progressive, not dramatic. This is, especially true in the case of refugees; as they were displaced from their living area suddenly, they have no the mental readiness for managing cultural shifts. A dramatic cultural shift in a refugee situation may cause a loss of identity, weak social interaction, stress, and anxiety (UNHCR, 1994).

The second reason is that the majority of the refugees wishes to return to home as soon as the conflict is over. Therefore, detaching them from their home culture may create another crisis in their future life. So as to avoid this, creating room for exercising the original culture has a paramount importance. The case of most leaders of the current South Sudan can be taken as an example for this argument. These leaders, including the president, were former refugee students in refugee camps. Likewise, in the future, the current students will serve their country in various positions. To fit for such kinds of responsibilities, having a good understanding of the culture and values of their country becomes very important. Additionally, becoming a vibrant citizen by itself demands knowledge about the vital assets of the country. Therefore, helping students in the preservation of cultural orientation and values would make them safe from facing a possible harassment as well as discrimination when they repatriate. UNHCR (1994) also stressed that refugee children require continuity of the cultural experiences they had before for a smooth transition into the new culture (UNHCR, 1994). It further indicated that if there is no room for children to exercise their original culture in the host country, they are likely to lose their original cultural orientation much quickly than adults do; in this process it is the mother tongue which is going to be lost first (UNHCR, 1994).

The situation of cultural degradation has a different scope for children who are born in a refugee camp. The researcher has observed a clear difference between students who have educational experience in South Sudan and those who have not. The research also identified that refugees who were born in Jewi Refugee Camp have a hybrid culture in that its origin is taken from the home

country's culture and the other culture is acquired in the refugee camp. The home country culture is mainly developed through the interaction between children and parents. The education given in Jewi is the first educational experience for students who begin their education in Ethiopia. Additionally, the cultural orientation in the refugee camp serves as their primary culture. Hence, for these children, the life outside of the camp is new and challenging. According to UNHCR (1994), refugee children who were born in camps have only the experience of a camp life and it would be very difficult for them when they go out from the camp and start to live outside of the camp setting.

Support for refugee children to pass through smooth cultural transition

The support provided for refugee children to pass through a smooth cultural transition is expected mainly from the host government, implementing partners, the host community, and the education system. An attempt to provide support for refugees in dealing with cultural differences will be hard for a service giver because it demands an understanding of the cultural orientation of the refugees. Hamilton and Moore (2004) indicated that cultural differences bring a varied understanding of what a trauma is and how it is treated. Therefore, it is hard to understand and treat this kind of trauma by individuals who are from a different cultural orientation unless they educate themselves about the refugees' cultures. In view of this, service givers from governmental and non-governmental institutions need to try to understand the needs of the refugees.

The commitment of a host government has a major role in cultural preservation and smooth cultural transition. Its commitment can be reflected in the policy and other legal documents. Hamilton & Moore (2004) recommend the national system to entertain multiculturalism and demand an attitudinal change at the policy level as well as the host population at large. That is, service givers need to develop prior awareness on the cultural orientation of the refugees and the impact of the crisis on them to provide appropriate support. Moreover, these hosting nations need to recognize the rights of the refugees to exercise and conserve their culture (Hamilton & Moore, 2004). Governments need to permit refugees to move freely and experience the life outside the camp because it has a great role in bridging the gap that exists between the kinds of life in and out of the camp (UNHCR, 1994). It also suggested that if there are any professional health workers among the refugee community, it would be very essential to deploy them in the health service activity for ensuring the continuity of the original culture.

IV. A summary on the three phases of displacement

In summary, the seven impacts discussed above are found to be the most common incidents that refugee children likely face in the host country. Children in a refugee status often face parental and social destruction. These situations have a serious influence on the developing child to adapt with the new environment. Parents and the society are included under the Microsystems in Bronfenbrenner's ecological theory. As they have an immediate contact with the developing child, it is very essential to heal the damage occurred on refugee children to enable them recover from their traumatic experience. Additionally, improving the financial situation of caregivers needs to be an area of focus for minimizing the effect of conflicts on the life of children in hosting nations. The financial situation should not be limited only to satisfying the basic needs of refugees, but it needs also target other essential aspects that are beyond the basic needs. The other most important impact is that children in a war zone are vulnerable to disability and other similar accidents. In addition to this, since children's vulnerability is very high, they get traumatized and hence face psychological problems. Accordingly, refugee camps need to have advanced medical centers that accommodate the incoming number of people requiring medical assistance. The last point is culture which is a sensitive aspect in that it has a role in the process of rehabilitating from a traumatic situation. Thus, a situation that neglects the cultural orientation of the children may fail to provide the desired support and eventually ends up worsening their condition. My argument is supported by various literature.

For instance Hamilton and Moore (2004) asserted that refugee children get less support from family, friends, and neighbors. This is due to the demolished social and family structure as a result of the crisis. For these scholars, the displacement will bring a severe impact on children when it is accompanied by less support from important individuals for them. Parental care has a great role in reducing the level of trauma that the children are in and the absence of appropriate support may lead them to a worse condition (UNHCR, 1994). In agreement with my argument and this research result, Peterson (2015) acknowledged that trauma and behavioral problem are the major feasible challenges among children in a post crisis situation. Likewise, UNHCR (1994) discussed that refugee children will develop depression, anxiousness, or upset and it may affect their information processing as well as decision making ability.

The criticality of maintaining cultural balance is discussed in the works of Hamilton and Moore (2004). According to them, the cultural background of students is believed to have a vital role in

perceiving the kinds of situations that cause stress and developing the capacity to withstand challenges of stress. The great deal of variation on cultural thoughts between the home and the host country will be one of the major causes of stress among refugee children. Accordingly, they suggested resilience advocates for careful integration between the host environment and the children's previous background. The scholars connect the idea of resilience with the status of refugees in creating adaptation with the new environment. The concept of resilience is adapted from the ecological theory of development which was developed by Bronfenbrenner. According to these authors, resilience is an ability to develop the capacity to withstand the stress of the refugee situation (Hamilton and Moore, 2004). This concept is understood as cultural, social, educational, and economical in the context of refugee children. Living in a host country is completely different from the experience of children in their country of origin.

UNHCR (1994) also acknowledged the role of environment in the process of resilience. That is to say, environment has an impact on the development of children and a tendency of living in camps for a longer period of time will affect the emotional development of the refugee children. Children are restricted from free movement and they are left to live with a new community in a very different lifestyle. Consequently, when relocating to their country of origin or a permanent country of asylum after living in a camp for a long period of time, refugee children face a problem of adaptation.

Finally, the results presented above are found to have a significant similarity with the kinds of sufferings that children likely face in a hosting nation discussed under the theoretical framework section. Cultural capital theory briefly discusses the systematic cultural imposition by the dominant over the dominated. In cultural capital theory, maintaining the status quo is the central focus and achieving it is gained by providing less emphasis on the culture of the dominated. Anderson et al. (2004) also indicated the prevalence of cultural confusion in a post resettlement phase. Likewise, this research identified various indicators for the prevalence of cultural imposition in education as well as in the living conditions of the refugees. This makes the refugee children to exercise the values of the host country with no consulting their needs and creating a platform to promote their original culture simultaneously. Additionally, the research identified the prevalence of employment problem, food shortage, as well as social and economic devastation on the part of the refugees, in supporting the proposition forwarded by Kinzie (2010) and Anderson et al. (2004). Unlike the proposition of Kinzie, this research found no signs of forced repatriation and hospitality

problems. Kinzie indicated the absence of health services as an apparent problem in the asylum phase. Eventhough there is a problem of adequacy, the study identified the presence of health services for refugees and took a different position to Kinzie (2010).

V. Existing practice of providing support for refugee children in Jewi Refugee Camp to overcome trauma

This study identified the existence of support giving mechanisms for refugee children in Ethiopia. According to RUNHCRP (2019), psychosocial support is provided for children to ensure their protection and it is provided in child-friendly spaces that are run by implementing partners of UNHCR in the area of protection. According to this source, protection partners of UNHCR in refugee camps found in Gambella are Danish Refugee Council, Plan International Ethiopia, and Save the Children International. The research found out that if there are children who need a higher mental health treatment, these implementing partners will refer him/her to a partner that provides a specialized mental health services (RUNHCRP, 2019). By 2019, mental health and psychosocial support partners for UNHCR in Gambella Refugee Camps are ARRA, Médecins Sans Frontières - Holland (MSF -H), International Medical Corps (IMC), Center for Victims Trauma (CVT), and Bethany Christian Services (BCS). This study, however, identified limitations pertinent to accessibility in the services they provide. As Save the Children International is among the protection partners of UNHCR in refugee camps in Gambella, the organization examines the kind of concern that each child has for providing protection (RSCIG, 2019). The support provided varies in terms of age, sex, and the protection need of each child. The organization provides psychosocial and material support for children in need. According to a respondent, a need assessment is made by the organization and based on its results activities are planned. The organization provides training for caregivers and makes continuous follow-ups on the level of the care they provided for children. Additionally, this research has shown that it is World Vision Ethiopia which is responsible for providing rehabilitation training for affected students in Jewi Refugee Camp (SP2, 2019).

The services listed above are very important to help children recover from the traumatic condition they have experienced in the three stages. Nevertheless, there is strategy in place to identify the suffering of children in the three stages and to record this in the personal profile for each child. In

addition to this, the supports are provided as a general package, not according to the needs of each child. Therefore, the need to have a personal profile of each child and a record of every experience in the three stages becomes very essential. Stating the prevalence of a gap in providing adequate protection for refugee children, UNHCR's 2016 report agrees with the argument held in this study. The threats that can lead to developmental problems among children who live in a country of asylum are closely associated with limitations in the protection sector. A UNHCR report has shown problems related to the activities undertaken in the protection sector in the refugee camps found in Gambella (UNHCR, 2016).

Summary of section one

Jewi refugee camp start to accommodate refugees since 2015 and refugees who used to live in Leitchour and Nip Nip Refugee Camp resettled in this area. Some key areas serve as an entry point for the refugees and they have been registered based on the criteria's defined in the international, continental, and national treaties. There is limitation on the services provided for refugee community in Jewi Refugee Camp. This creates complaints among the refugee community and the situation is identified to be known by the camp administration. There is also a limitation in the accessibility of infrastructure in the refugee camp. The relationship between local and the refugee community in Jewi is identified to be weak. The other point presented in this section is the perception of respondents on the cause of the conflict in South Sudan. Most respondents indicated that the true cause of the conflict in their home country is political even though the politicians made it to spread in to ethnic level. The conflict is identified to cause a serious humanitarian crisis in which children are the most vulnerable one. The impact of the crisis on children is summarized in three phases. The phases are pre-displacement impact, during displacement impact, and during and after resettlement impact.

4.2. Primary School Education for Refugee Children in Jewi Refugee Camp

In earlier years, education was not considered as a life-saving activity and it was not part of an emergency response effort or humanitarian activity (REUNHCR, 2019). By that time, education was considered to have only a developmental role. Recently, the relevance of education in helping children recover from the trauma they have gone through is understood and it is started to be given for refugee children since the emergency phase. Accordingly, refugee children are provided with

an emergency education since their arrival into a host country up to a few months. At this stage, the refugees attend their education in temporary learning spaces and the emergency education lasts from 6 months to 1 year (REUNHCR, 2019; RSCIG, 2019). After constructing new classrooms, procuring the necessary school equipment, and recruiting the manpower needed, the emergency education will be transferred to developmental education (REUNHCR, 2019). In most cases, emergency primary school education is provided by implementing partners and when the term of the emergency education is over, it will be handled to ARRA (RSCIG, 2019).

Refugee education in Ethiopia is provided based on a Global Refugee Strategy, a National Refugee Education Strategy and the agreed points in the New York Declaration in addition to the available conventions and proclamation (REUNHCR, 2019). The 1951 Convention and the OAU Declaration claim that primary school education is a human right. Additionally, the Djibouti Declaration and the Addis Ababa Call for Action advocate for ensuring quality education for refugees. Therefore, UNHCR and the Ethiopian government are working towards improving educational access for refugees. For this end, education for refugee children has been given due emphasis by the government of Ethiopia and has incorporated it in the 6th Education Sector Development Plan (ESDP) (UNHCR, 2018). According to a respondent in this study, educational opportunity at this level is highly dependent on the will of the government (RDICAC, 2019).

Respondents in this study have different perceptions about the goal of providing education for refugee children. These respondents listed the following reasons for why their organizationssupport the provision ofeducational services for refugees: to keep their human right as it is stated in international and continental treaties, to build regional solidarity and brotherhood, to enable them to contribute for the development of their country, and to strengthen people to people relation between the two nations (EEA, 2019; RDICAC, 2019; RWVE, 2019; PHJ, 2019). Two respondents also indicated that they provide education for refugees to make them competent learners who can score a point that enables them to join a university and become skilled professionals (SP2, 2019; SP4, 2019). Other respondents believed that the goal of the education needs to be a means for cultural exchange (SP1, 2019; PHJ, 2019). The researcher sees the education provided for refugee children as a tool to heal the trauma in the previous life, a means to bring resilience and adaptation totheir current living environment, and an instrument to make them have a brighter future. Any educational practice that does not consider these roles is likely to be less significant for the children. Host countries need to work towards availing quality education

for refugees not only because they accepted the various treaties ratified, rather for embracing the principles of humanity and making a bright future for refugee children. Therefore, Refugee children have a special need and the education provided for them need to be directed towards meeting those needs. Anderson et. al., (2004), stress the essentiality of trying to understand the needs of refugee students. The needs can only be addressed by realizing a safe learning environment. Safety is also a priority for refugee children as they are in a traumatic condition. As a result, Frater-Mathieson (2004) indicated that schools need to work on creating a safe school environment. For him peer support need to be promoted to create a safe learning environment for refugee children.

4.2.1 The four refugee-hosting primary schools in Jewi Refugee Camp

In Jewi Refugee Camp, there are four Zones and there is one primary school in each zone (PHJ, 2019, UNHCR & ARRA, 2019). All these schools are run by ARRA. The schools are Jewi Number 1(A) Primary School, Jewi Number 2(B) Primary School, Jewi Number 3(C) Primary School and Jewi Number 4(D) Primary School. Each school is found in each of the four zones and the number is assigned according to the numbers given for each zone.

Zone 1 (A) school is by far the most equipped with permanent buildings, a library, qualified teachers, officially recruited school principals, and other facilities in comparison with the other three schools as well as the public schools around Jewi. It is the nearest school from the rest of the schools for the main road as it takes around 30 minutes of walk for an individual who walks at a moderate speed. It is found in front of the health care center, i.e., the school is found on the right side of the main road, while the health care center is on the left side. Number 1(A) School provides educational service for students from grades 1-8. In zone 1 school, there are overcrowded classrooms that are higher than the other three schools. Reasons for the overcrowding are the prevalence of qualified teachers only in this school, being the only school that provides education for grade 7 and 8 students, having a better facility and equipment than the other three schools, and being relatively close to service giving institutions as well as the main road. The following picture shows the billboard of Number 1 School.



Figure 22: Billboard of Number 1 School

Number 2(B), Number 3(C), and Number 4(D) schools provide educational service for students from grades 1-6, and all teachers in these schools are incentive teachers. ARRA is a partner of UNHCR in primary school education and respondents in this study indicated that from the entire primary schools in the refugee camps in Ethiopia, only two schools are run by Plan International (EEA, 2019; REUNHCR, 2019). These schools are found in Nguenyyiel and Gure Shombola Refugee Camps. Each of ARRA's schools in the refugee camps has a formal communication with the Zonal ARRA Education Office through the reports submitted (EEA, 2019). This is also found to be true among the researched schools in Jewi (SP1, 2019).

In the earlier years, the health sector has a direct representation in the management committee meeting of all the refugee camps in Ethiopia including Jewi Refugee Camp, unlike to the education sector. For a respondent from ARRA, this is because health is among the founding reasons for ARRA and it is the most needed service in humanitarian settings (EEA, 2019). Schools are represented by the head of the program and the absence of direct representation for the education sector is an area of complaint by teachers as well as school leaders. The complaint originates from the belief that it denies the opportunity of having an individual who can exhaustively work on creating a better teaching-learning environment by providing full concentration.

For some, this is not a problem and considers it to be workable. When justifying the issue, they argue that schools have directors, so any issue can be presented for the program's head through them and the program's head can address these issues in the management meeting (EEA, 2019).

It doesn't matter and I stand in favor of the current structure. In our organization works are done as a project and activities are done based on the donation found from donors. Schools have directors and they can present their problems to the program office through them. If all are dedicated there will not be a problem in the education sector (EEA, 2019).

But for teachers, the program's head cannot address the existing situations entirely for two basic reasons. First, the program's head mostly learns about the issues from the reports provided to him/her than facing the challenges in person. Second, as the program's head leads various sectors, he/she will lose focus and fail to provide enough emphasis on education. The sectors that are led by the program's office in refugee camps are education, health, and food distribution. On the other hand, the Zonal Program Office leads education, health and nutrition, budget, construction as well as measurement and evaluation activities (SP1, 2019; EEA, 2019). A new organizational structure has been introduced and in the new structure, the title of the program head has been changed to the Humanitarian Assistance and Development Program (EEA, 2019).

ARRA has a separate structure from the MoE in the education for refugees and the organization start to run primary school education in recent years. The organization has an education department and currently, there are 2 education experts in the headquarter as well as 1 education officer at zonal level. The organization offers a scholarship for students who manage to score a pass mark for enrolling in government universities (EEA, 2019). The researcher believes that management of refugee education demands a different approach from the non-refugee education. This is because students in both settings have quite different characteristics. In the education provided for non-refugee children with the exception of some children who suffer from personal problems, many students are relatively free from trauma. This is mainly because they have got the chance to live in their own country, they experience the original cultural orientation, they speak the language they are familiar with and live in a familiar social structure. Most of these students are believed to live with their parents [the usual caregiver] and experience the usual family care. Teachers of these children are individuals who are part of the community where the students come from. In such cases, there is no language barrier, cultural variation, or curriculum difference. Contrary to this, refugees are in financial, social, cultural, mental, emotional, and physical health crises. For them, safety gets priority and education comes next.

The respondents indicated that refugee children are in uncertainty about their future (e.g., when to return to their homes), the fate of their parents, and the reasons why all these happened to them. Therefore, they have an overcrowded mind that has limited space for attaining education. Moreover, a respondent teacher indicated that refugee children attend their education with very limited learning materials.

You may see a student who does not take notes and if you ask him why he may not have an exercise book and if you provide him an exercise book, he will be out of pen. This is because there is no way for their family to earn money in the refugee camp so as to buy learning materials for their children (NT5, 2019).

As a result, as the respondent pointed out, a teacher cannot make students to take large notes as they are provided with one exercise book per semester. This implies that governing refugee students under a dogmatic approach is impossible due to their existing conditions (SP1, 2019). In supporting the need to provide a special attention for refugee children Anderson et. al., (2004), indicated that the education provided for refugees need to follow a special procedure that meets with the needs of refugees. According to these scholars, in contrary to their argument many countries have no room for providing a special support for refugee children that suits with their educational needs. Therefore, this source stresses the essentiality of trying to understand the needs of refugee students. On the other hand,Frater-Mathieson, (2004) underscored the need to have a safe school enviroment. For him peer support is the majort tool for realizing it. to create a safe learning environment for refugee children.

4.2.2 Relevance of the Education for Refugee Children in Jewi Refugee Camp

This research investigates the relevance of the education provided for refugee children in the four schools that are found specifically in Jewi Refugee Camp and in the country in general. The relevance of the education provided mainly relies on its level of paying attention for children's previous educational experience, the impact of the crises on them, life in the refugee camp, their future aspiration. For concidering all this factors there should have to be accessible education. The priority areas identified in Ethiopia's Refugee Education Response Strategy (2015–2018) include improving quality and accessibility of the education provided for refugee children by placing an enhanced teacher certification, construction of more classrooms, availing school supplies, and

ensuring accessibility of curricular and instructional materials (UNHCR, 2018). A discussion on the accessibility and quality of the education provided for students in Jewi Refugee Camp is presented below.

i. Accessibility of the education provided

This section examines the accessibility of the education provided through assessing the enrolment rate of refugee children, the method of determining educational equivalence, level of educational opportunity for South Sudanese children, and provision of primary school education for refugee children. Additionally, it assesses the quality of the education provided at the input, process, and outcome stages.

A. Enrolment and dropout rate in Jewi Refugee Camp

The data received from the UNHCR Education Office indicated that there are 24,111 children whose age ranges from 7-18. About 48.25% of are females. Of the total school-age children in this refugee camp, 17,822 of them are aged between 7 and 14. Out of these students, 8,727 of them are female and 9,095 of them are male. Despite this, the data accessed from the Jewi Refugee Camp's program office indicated as the total number of primary-school-age children in this camp is 21,000 (PHJ, 2019). The research found two different statistical figures about the General Enrolment Rate (GER) of primary school students in this refugee camp. According to SP1 (2019), there were a total of 12,217 students who registered in the four schools to attend their education for the 2018/2019 academic year. However, the data available in Jewi Refugee Camp's program office shows that the number of registered students was 11,847. There is a difference of 370 student between the above two figures. In view of the respondents, and the document analysis conducted, one of the reasons for this gap could be some children made the registration only to receive the aid provided as learning materials and they didn't show up after the registration. Secondly, some students registered in multiple schools. Hereunder both data related to the enrolment rates of students are presented.

According to the camp's administration program office, the number of registered students for the academic year of 2018/2019 was 11,847 (with 38.46% girls) (please refer appendix 1). On the other hand, SP1 (2019) stated that there was a total of 12,217 registered students for the same academic year. The number of registered students in Number 1 (A) School was 6,614 (with 51.66% girls). In Number 2 (B) School, the number of registered students was 1,800 and 800 of them being girls.

There were 1,800 registered students in Number 3 (C) School in which 750 of them were girls. Finally, the number of registered students in Number 4(D) Primary School was 2003 and girls constituted 683.

The data presented here indicated the prevalence of a high number of out of school children in Jewi Refugee Camp. Based on the information gained from the program's office, there were 9,153 out of school children, but the number reduced to 8,783 based on the data gathered from school principal 1.

From the above figures and the field observation results the researcher learned that there is an occurrence of a greater number of children that are out of school. The researcher believes that a drop in enrolment rate mainly relates with absence of creating awareness on the relevance of education, a limitation in the effort made to address the diversified needs of refugee children and their parents, absence of adequate and attractive school infrastructures, lack of trained experienced, and devoted government officials, school leaders, teachers, and all the supporting staff., lack of appropriate care and support, the prevalence of economic, social, as well as parent-related problems, and the prevalence of health problems. Missing educational access may diminish the future economic life of the individual child. Additionally, unable to have educational access may lead uneducated girls to be vulnerable for early age pregnancy and early marriage.

UNHCR (2018) also indicated that by 2017, from the total school-age children, 44% of them were out of school. Preventing children from schooling is an act of denial of their educational right.

Based on the field observation, the respondents' response, and the document analysis, it was found out that most refugee children are above the age standard set for their grade levels. In providing justification for this, RS9 (2019) pointed out that they were out of school for some years due to the conflict in South Sudan and this hindered them to reach the grade levels they were expected to have achieved. A related opinion was heard from a respondent teacher who said, *"The students are aged beyond the standard to the grade level. As an instance most grade 8 students are from 18-20 years of age"* (NT4, 2019).

The researcher also identified that the age range of most of these refugee students is beyond the expected age range. This is associated with the protracted nature of a conflict zone. In areas where there is conflict learning becomes unimaginable for a relatively longer period and, as mentioned earlier, many children become out of school (or forced to discontinue school). A report by MoE also indicated the prevalence of high over-aged children in the education provided for refugee

children. From the total students in the first cycle of primary school education in Gambella Region, 24,039 (42.24%) students are over-aged from the age standard set for each grade level; of these students, 13,780 (47.84%) are male and 10,259 (36.51%) are female (MoE, 2018). SP1 (2019) and NT5 (2019) believe that the age of the students contributes to an act of misbehavior they demonstrated. UNHCR (2016) also identified this as a challenge and indicated the prevalence of a significant age gap among children whose age is between 11 and 18. Age incompatibility is heavily seen in the upper cycle of primary school education. Respondent teachers and school principals noted that most of the grade 8 students are above 18 years old. In connection with this, NT2 (2019) stated that the average age range of grade 8 students is from 18-20 years.

Refugee students in Ethiopia have a low primary school completion rate. The situation is very severe in Semera having a 4.4% completion rate (MoE, 2018). In Shire, there is a relatively excellent rate in primary school completion, with 72.5% of refugees in this area complete primary school education. The completion rate of students in Gambella Regional State is 37.1%. This figure indicates that a greater majority of the children in this region fail to complete primary education. The percentage in the completion of primary education in this region shows a considerable difference between boys and girls. According to MoE (2018), the primary school completion rate of girls in this region is 19.5%, while the boy's constitutes 48.5%. The research found a similar experience or result among students in Jewi. Respondent teachers, school principals, and key informants indicated that many students fail to complete their primary education due to various reasons which are presented as factors for absenteeism and drop out of students in this section. A sudden drop is observed in the number of student's enrolment, especially at the second cycle of primary education.

B. Method of determining educational equivalence for enrolling in education

Refugee students are out of educational credentials since they have lost it during the flight from the crisis. After reaching the host country, students who had been enrolled in some grade levels in their country, wished to resume their education from the grade levels they stopped. Smooth resumption of education has also a critical role in the healing process of refugee children from post-traumatic syndrome. With this in mind, in Jewi and other refugee-hosting schools in Ethiopia, a placement examination is given to enable students to continue their education from the grade levels they were in before the conflict. In this process, students who claimed losing their

educational documents, will be asked to tell the highest grade level they attended while they were in their country and the grade level they expect to join (EEA, 2019; RGEB, 2019; NT1, 2019; NT2, 2019; NT5, 2019; RDICAC, 2019; REUNHCR, 2019; RWVE, 2019; SP2, 2019).

Aged students and who claim to have the educational experience they had in home country, tell their grade level and take exam. Based on this process, they will be assigned to their respective classes (SP2, 2019).

The placement exam serves as a means to check the equivalence of the lesson learned in the home country with the host's country. After taking the exam, if they score a point that meets with the minimum requirement, they will get a placement in the grade level they requested for. According to the respondent from ARRA, if they fail to score a pass mark, they will be assigned in the lower grade level from what they claim (EEA, 2019).

The regional education bureau and MoE provide support in the preparation and administration of placement examination (RGEB, 2019). This support is provided based on a circular passed from the MoE to all regions. The research has identified that relevance of the education attended in the country of origin as low and students also indicated that they learned minor concepts in South Sudan in comparison with what is thought in Ethiopia (KIT1, 2019; KIT2, 2019; NT2, 2019).

Even though I support the strategies placed to ensure educational equivalence in Jewi Refugee Camp, expecting the child to claim the grade level that s/he used to be may lead children and parents attempt to cheat the system. Parents or the child himself/herself may claim to be in a higher grade which they haven't attended when they were in their country. Therefore, an attempt to triangulate the data on the highest grade level that each student attended need to be made. For instance, schools may form a screening committee from elders and religious leaders from the community. As these individuals have knowledge on the educational status of each child or can easily investigate educational background of every child using their social networks, they can bring a relatively valid data. After having this information, the data collected from parents and children, the placement exam result, and the report of the committee as a whole helps to determine in which grade level the child should be placed.

C. Perception of respondents on educational opportunity for South Sudanese children in Ethiopia

The decade's long civil war in Sudan left the educational infrastructures impaired in Southern Sudan and made a greater majority of Southerners illiterate. This situation has been acknowledged

in the works of Sommers (2005) and Sommers & Schwartz (2011). With regard to this, KIT1 (2019) expressed that during the fight with Sudan education was not provided for the society and most of the South Sudanese society became illiterate. To fill in this educational gap in South Sudan and increase the number of literate citizens, the late leader of South Sudan, John Garang, ordered anyone who has enrolled up to some grade levels, even an individual who reached grade 6, to join university (KIT3, 2019). At that time, this situation created the opportunity for many people to complete their degrees. By 2011, 92% of women were illiterate and there was a low school achievement rate among students (Sommers & Schwartz, 2011). Of the total secondary school-age children, only 4% of males and 2% of females enrolled in secondary school. According to one of the respondents, there are few public schools in South Sudan (KIT2, 2019), and the majority of these schools are run with poor facilities as well as under-qualified teachers (KIT3 2019; Sommers, 2005).

Theoretically, in South Sudan, an individual who has got a South Sudanese secondary school certificate and received a certificate from a teacher training institute enable him/her to be a primary school teacher (Ministry of Justice, 2012). But in reality, the figure on the qualification of teachers in South Sudan is very shocking. Sommers (2005) showed that nearly 70% of teachers in South Sudan are individuals who attended a certain level of primary education. Only 2 % of the total teacher's population has a diploma or a higher certificate. Moreover, there is also a great gender imbalance among teachers. From the overall teachers, women make up less than 7%. In South Sudan, professional administration of primary schools is given to head teachers (Ministry of Justice, 2012), The role of neighboring countries in providing training for the available qualified teachers in South Sudan is high (KIT2, 2019). Most literate citizens in current South Sudan, including teachers attended their education in neighboring countries like Kenya, Ethiopia, Sudan, Egypt, and other neighboring countries, are graduates of diploma and degree.

The government's involvement in the process of training, recruiting, and deploying teachers is one of the major factors for the prevalence of under-qualified teachers in South Sudan (KIT2, 2019). In view of this respondent, individuals who have master's degrees are very few and they take positions in the central government. This respondent attended his education up to grade 11 in Ethiopia. Another respondent from South Sudan's Embassy in Ethiopia also attended his primary school education (from 1987-1991) in a refugee camp in Ethiopia; during his childhood he was in Itang Refugee Camp due to the war with Khartoum (RSSE, 2019). In 1991, during the downfall

of the Derg regime, they returned to South Sudan but returned to Ethiopia in 1992. At this time, they settled in Dima Refugee Camp. The respondent attended his education until 1995 in Ethiopia; then, he moved to Nairobi. In Kenya, he started to live in Ifo Refugee Camp. While he was in Kenya, he got the opportunity to go to the United States and graduated with a BA degree. In 2008, he returned to Juba and started to serve his country. By 2011, he came to Ethiopia for coordinating the referendum in Pugnido Refugee Camp. He is among the members of the delegation of South Sudan who hoisted the flag of South Sudan in the African Union's compound. Last year, he was assigned as a diplomat in Ethiopia. Most of the current government officials of South Sudan including the president himself attended their education in neighboring countries (RSSE, 2019; RDICAC, 2019; RSSE, 2019). As to this respondent, the greater majority of South Sudanese educated citizens bring their educational documents from neighboring countries' educational institutions, and this created an opening for some individuals to submit fraud documents (RSSE, 2019). Currently, the South Sudanese government is placing a system for verifying the educational documents of applicants who wish to be hired in a governmental organization.

RSSE (2019) indicated that Ethiopia provides scholarship opportunities for South Sudanese students and they are very thankful for that. With regard to the scholarship opportunity and the kind of learning they received, KIT2 (2019) asserted that refugee students and incentive teachers have got a better educational opportunity in Ethiopia and he is thankful for the government of Ethiopia on the educational opportunity provided for them. He is currently waiting for a scholarship to pursue higher education. Another respondent, KIT3 (2019), boldly mentioned that they have a great place in their heart for Ethiopia, for Ethiopia always serves as a shelter for them since the civil war with Sudan. According to him, South Sudanese refugee students are eager to receive their degrees and get a job in their profession. Moreover, he pointed out that these students are not interested to return to South Sudan before completing their higher education.

The existence of variation in the educational experiences among students is highly visible from the respondents' response. The majority of the respondent students from Number 1 School and some respondent students from the other three schools believe that they are currently taught by teachers who have a better performance than their former teachers in South Sudan. It is also identified in the study that most refugee children wish to learn by national teachers than incentive teachers. This is evidenced by the fact that many grades 5 and 6 students from Number 2, 3, and 4 schools migrate to Number 1 School to be taught by national teachers. Despite this, some

respondent students criticize their current teachers on a lack of punctuality. One respondent student from Number 1 School and some students from the other three schools think that their former teachers in South Sudan are better than their current teachers in the following areas: teaching the lessons clearly, punctuality, and classroom management. Besides, most students highlighted that they used to learn in a school environment that has a better facility than their current schools. In their former schools in South Sudan, they get library services out of the regular school hour, but there is no library service even in the regular school hours in their current schools. According to most students and some key informants, the unique thing in the educational experience of students in South Sudan is that boys and girls learn separately. Additionally, the researcher observed as boys and girls make a line separately during the flag ceremony, and as most respondents indicated, this is related to their previous experience.

Most respondents in this study appear to be positive about learning through the Ethiopian curriculum. They also think that the transition serves as a means to gain a better educational advantage than they had in their country. Moreover, the respondents are inspired by the prevalence of a relatively high enrolment rates in Ethiopian tertiary education compared to their country's (KIT2, 2019). Despite these, respondent students and some key informants expressed as they receive school supplies like soap, uniforms, cloth, solar lamp, towel, and comb when they were in South Sudan, but there are no such kinds of support in their current school, i.e. in Ethiopia. They also remarked that while debating sessions happen in South Sudan's education, such practices are absent in their current schools.

This research confirmed Ethiopia's vital role in educating South Sudanese citizens during their civil war period with Sudan. The country is still providing educational opportunities for refugee children who are displaced from their country due to the 2013 conflict. Since 2014 refugee children in Ethiopia have been getting an educational opportunity. South Sudanese refugees have begun attending pre-primary education since March 2014 in Leitchour Refugee Camp (UNHCR, 2016). This camp was a settlement area for refugees who are currently found in Jewi. After observing the progress of the emergency education implemented as a pilot program in Leitchor Refugee Camp starting from the end of August, the schooling activity started to be given in Kule and Terkidid Refugee Camps. The education was given for lower primary and pre-primary levels. Upper primary education has been started to be given for South Sudanese refugees since October 2014

(UNHCR, 2016). The following table illustrates statistical information on enrolment rates of South Sudanese children.

Table 13: Data on school-age South Sudanese children in Gambella by 2014

Source; (UNHCR, 2016)

Age category	August 2014	October 2014
3-6	27,825	38,323
7-14	38,807	54,013
15-18	8,459	13,047

The education is provided by various organizations at various levels. In Gambella Region, pre-primary education is provided for students by SCI, PIE, and DRC while primary education is provided by ARRA and Plan international. In this region, 25 refugee-hosting primary schools are found in refugee camps (RGEB, 2019; EEA, 2019; REUNHCR, 2019). Out of these, only 4 of them are run by Plan International. According to UNHCR (2018), 71,617 South Sudanese students enrolled in primary education. DICAC is the responsible organization to run secondary schools in all refugee camps in Ethiopia except Jewi. The secondary school in Jewi Refugee Camp is run by WVI (RGEB, 2019; EEA, 2019; REUNHCR, 2019; RWVE, 2019). The status of this school, i.e. in terms of facility and resources is found to be good and students are provided with a uniform and bag. The school receives students from Jewi Number 1 Primary School. Grade 8 students, who manage to score a pass mark in a regional examination from this school, attend secondary education in Jewi Secondary School (RWVE, 2019). The school is equipped with a better facility and run by World Vision Ethiopia. By the 2018/2019 academic year, 1076 students attended secondary education in this school. The school has a total of 35 staff members; out of this, 28 of them are academic and 7 of them are administrative staff.

The researcher understood that there is a long standing welcoming tradition by the government and peoples of Ethiopia for the people of South Sudan. This is especially evident in the hospitable atmosphere created for South Sudanese refugees during the civil war period with the Sudanese government and the crisis as a result of the 2013 conflict.

ii. Quality of the education provided

The quality of an educational process is often examined in terms of the quality of input, process, and outcome. Similarly, Williams (2001) noted that the quality of emergency education is

examined at the input, process and output phases. Various measurable characteristics are found under each stage and the behaviors have a decisive role in ensuring the relevance of the education provided. According to Hamilton and Moore (2004), the effectiveness of the education provided for refugee children can be measured through the tendency of students to score a high grade on standardized tests, regularity of class attendance, low tendency of student misbehavior, and prevalence of high self-esteem. Additionally, the competency of school administration, the prevalence of safe school environment, the prevalence of skilled, committed, and competent teachers, and the presence of high level of parental involvement in the learning of students serve as instruments to measure the effectiveness of the education. Hamilton and Moore (2004) also indicated that during arrival smooth integration in the education for refugee students is better facilitated if there are a safe learning environment and policies that show the kind of support need to be provided for refugee students. In connection with this, schools need to create a legal framework that can enable students, teachers, parents, school administration, the school community, and implementing partners to work together for the rehabilitation and development of the growing child (Brizuela and Garcia-Sellers 1999, as cited in Moor & Hamilton, 2004). Besides, this legal framework needs to look for creating a communication channel among the stakeholders. Moreover, developing awareness among refugee children on the culture and way of living in the host country is essential to bring a fast cultural adaptation. The awareness needs to be developed among teachers on the previous cultural and educational orientation of students (Hamilton and Moore, 2004).

The education provided for refugee children needs to be on the same quality as the one given to the nationals. This includes ensuring the enrolment of students based on the standard age range for each grade level (UNHCR, 1994). The available resources for teaching-learning outcomes and the pedagogy are considered as a means to validate quality in the education provided. The concept of resources focuses on the teacher-student ratio and the qualification of the teachers. The UNHCR quality standard sets the teacher to student ratio to be 1: 40 and makes 80% of the teachers in refugee-hosting schools to be trained and qualified (Peterson, 2015). According to Peterson, the concept of trained is defined as a teacher receiving a minimum of 10 days of professional training. Generally, investigating the status of the education on the learning environment, teachers' competency, facility and resources, the implemented curriculum, the students' academic achievement, parental and community support, and class attendance leads one to analyze the

quality of the education provided. Accordingly, behaviors that have a decisive role in ensuring quality education have been presented below.

Input

This section deals with issues which are pre-determinant factors in the educational process. Under this section, the impact of the crisis in South Sudan on the learning of the students, facilities and resources in the education for refugee children, local integration in the education for refugee children, the implemented curriculum, human resource, and co-ordination between involving partners in the education for refugee children have been discussed.

A. Student factors (The impact of the crisis in South Sudan on the learning of students)

Respondent students expressed that the crisis made them lag from the grade levels they are expected to reach. Besides, all key informants, national teachers, and school principals emphasized that the memory of the crisis has an impact on the student's current educational achievement. Students in the four schools of Jewi Refugee Camp have a psychological problem which resulted from the trauma caused during pre-displacement, during-displacement, and during resettlement phases (NT1, 2019). As to SP1 (2019), during arrival kids are highly affected by depression. They get into psychological problems and have low moral values. Thus, both SP1 (2019) and NT1 (2019) stated that memories are greatly affecting the learning of the students. The impact of the crisis on the children in Jewi Refugee Camp is high (SP2, 2019), and their perception the Annual Memorial Day of the massacre can be taken as an indicator.

There is an Annual Memorial Day and this event is organized for remembering the massacre committed on their tribe and memorizing the sufferings they faced as a result of the crisis. This memorial ceremony lasted for 3 days, but the students did not come to school during these days. They would tell you that they were forced to eat the flesh of their loved ones (SP2, 2019).

Respondent student also confirmed the above argument and shared his personal experience related to this as follows:

When the war broke out, I travelled on foot to escape from the attack of the government forces. During my journey, the government forces found me and gave me a flesh from the body of a dead man and ordered me to eat it (RS8, 2019).

KIT5 (2019) and SP4 (2019) revealed the presence of students who suffer from emotional health problems and hence several students stopped coming to school. Likewise, SP3 (2019) disclosed that students became easily disturbed and showed emotional problems. The above three respondents hinted that they are trying to resolve this problem through community mobilization. Additionally, they take good care when they communicate with their students. NT5 (2019) raised a personal experience concerning the emotional behavior of students.

One day, while I was teaching, a student misbehaved and disturbed other students. Then, I asked his reason for disturbing and ordered him to go out. At this time, he showed inappropriate act. This made me angry and I went out of the classroom by leaving my teaching. The class monitor followed me and said to me, "The mother and the father of that student died as a result of the conflict, so please try to understand him and treat him. Then, I immediately returned to the class, treated him well, and continued my teaching When a teacher gets into the class, there are students who go out and when you ask their reason, most of them do not respond to you. At this time, I do not get offended because I think they may be doing this because they are hungry, feel something bad or dislike learning (NT5, 2019).

For this respondent teacher, lack of an efficient documentation system about the students hindered them from knowing the situations of their students and provides the desired support.

Respondents in this study generally confirmed the prevalence of behavioral problems among refugee children (SP1, 2019; SP2, 2019; SP3, 2019; NT5, 2019). Many students became easily offended during their first arrival to the school, but such behavior is observed to be diminished gradually (NT5, 2019; SP2, 2019; NT1, 2019).

Many students became easily offended during their first arrival to the school but gradually this behavior is observed to be diminished. World Vision provides rehabilitation training for the affected students (SP2, 2019).

The rate of the misbehaving in the upper cycle is high because the majority of the students are found in the puberty stage and they are mature enough to understand what is happening during the crises (NT1; 2019; NT2; 2019; NT3; 2019; NT4; 2019). UNHCR classifies the possible behavioral problems observed among refugee children into two. The emotional and psychological disturbances which arise as a result of the memory and living condition in a refugee camp. This may lead the refugee children to pose a behavioral problem which can be explained as passive (submissive) or aggressive (violent) (UNHCR, 1994).

The cumulative effect of the crisis is found to be resulting in a tangible effect on the motivation of students to learn though there are variations among respondents on viewing this effect. For some respondent teachers and school principals, the majority of the students are initiated to learn. For these respondents, even though students are provided with inadequate learning materials, they are very committed to the learning. This commitment is expressed through their determination to purchase learning materials by themselves when there is scarcity of the learning materials provided for students. Consider the following extract from a respondent:

Refugees in the school have high desire for schooling and due to shortage of aid in learning materials, they buy the learning materials by themselves even though they are not provided with learning materials by aid agencies. The students have a high interest to learn (SP2, 2019).

In contrary to this, other respondents indicated that there are students who do not bring learning materials and some even sell the learning materials they have received as an aid.

A respondent teacher classifies the student's motivation to learn in three categories (NT5, 2019). According to him, the first group of students is highly motivated to learn. These students dedicate their time to their education. The second group of students has the motivation to learn but economic and other factors prevent them from attending school regularly. Therefore, these students have inconsistent class attendance because of engaging in business making or other activities. The example provided by the respondent for this group of students is presented below.

One day, while I was teaching, a student said that he had a question in a clear Amharic. It seemed a student whose mother tongue is Amharic is speaking and I asked him how he was able to speak Amharic with such fluency. He told me that he lives with Ethiopians who speak Amharic in Larie. He engages in business making activity in that area. Some day he totally disappeared from school and I asked his friends about him and they told me that he went to South Sudan. After two days, I saw him in the camp and asked him his reason for not attending my class and he told me that he went to South Sudan for making business. I asked him whether he has a plan to drop out of education and he replied, "I may drop out or not". Eventually, he dropped out his education (NT5, 2019).

According to the respondent, the third group of students has a very low motivation to learn. For this respondent the majority of the students have the motivation to learn. This research also learned that only a few students put much effort into the education they learn. This is reflected through low commitment among the majority of the students to attend class regularly and low academic

achievement in their education. The above respondent argued that the refugee students in Jewi Primary Schools are inducted in the education without any rehabilitation activity. Additionally, NT2 (2019) revealed that students have less concentration on their education. With regard to the motivation of the students, another respondent suggested as the harsh transition to have an effect on the educational motivation of the refugee children in Jewi Refugee Camp.

The memory of the crisis has an impact on the student's current educational achievement. This is because during the peaceful times in South Sudan, there were children who used to attend their education in very good standardized schools in urban areas like in Addis Ababa by paying a tuition fee. It is hard for them to live in such kinds of situation after living in a comfortable situation during the peaceful days (KIT1, 2019).

Respondent teachers consider that the prolonged war in South Sudan has diminished the awareness of the refugee community about the benefit of education and this view is also reflected among students. Not a few students consider schools as an alternative place to spend time and means to receive the various aids that are provided exclusively for students. KIT3 (2019), for instance, asserted that most students come to school because they took it as a place to spend their free time. Moreover, as to the respondents, the focus of the students, especially the males is to take part in the armed struggle, which is reflected in their talks, that is, being a hero warrior. The role models for the students are various individuals who are told to be heroes on the battlefield among the rebel group. Engaging in the war is considered as a pride even among some of the key informants. During the interview session, one key informant stated, "If all come here [Ethiopia], there will not be a man to defend the land (KIT3, 2019)". The researcher also confirmed similar experiences that prevail among the students and observed how much the crisis affected the mentality of the students.

The group interview with students in Zone B School was conducted in the school's library. During the interview, there was a rolled tissue paper on the table. While interviewing, one of the interviewee students engaged in drawing on the tissue paper without detaching a piece of it. When his turn to speak came, he spoke what he wanted to say and got back to his drawing. The I observed him doing that and did not want to interrupt him. At the end of the interview session, the student went out by leaving the drawing without detaching it from the tissue paper. Then, the researcher shocked when he saw what the child drew. The drawing clearly spoke about the impact of the crisis on the children. The child in his drawing expressed about draught and a need for revenge.

Figure 23: Draught and a need for revenge in the mind of a child



My research experiences informed me that the traumatic experiences of refugee students have a great impact on the academic achievement of refugee children. There are many influential factors that affect the learning motivation and efficiency in academics. Due to the traumatic condition education get less priority among refugee children. Economic devastation, past memories, health problems, social and parental destruction left many children to provides less concentration on their education. It would become worse in a situation where there is no support that meets with the needs of each child. Children whose parents are separated miss schooling due to a frequent travel from one parent to the other. Therefore, an ideal support needs to be provided for these students to resolve the impact of past experiences on their current education. For this effect, NT2 (2019) put forward the importance of counseling to help students recover from the trauma and focus on their education. All these describes that refugee children have a special need and the education provided for them need to be directed towards meeting these needs. Unless a special educational approach, learning procedure, and support system is followed the education provided for refugee children become less successful.

Anderson et. al., (2004), also stresses the essentiality of trying to understand the needs of refugee students. These scholars indicated that the reality is far from that. According to them many countries have no room for providing a special support for refugee children that suits with their

educational needs. Frater-Mathieson (2004) also indicated that schools need to work on creating a safe school environment.

B. Co-ordination between involving partners in the education for refugee children in Jewi Refugee Camp

There are various degrees of intra-organization and inter-organization cooperation in education for refugees. ARRA and MoE are building a tangible communication in the education for refugees and signed MoU (UNHCR, 2018; MoE, 2018). The two organizations work together to improve school management and professional development of teachers (UNHCR, 2018). Additionally, MoE work in collaboration with ARRA and REB in providing placement examinations for refugee children who lost their educational credentials as a result of the crisis (MoE, 2018; RSCIG, 2019; REUNHCR, 2019; EEA, 2019). Placement examination for primary school students is prepared by the regional education bureau (UNHCR, 2017; REUNHCR, 2019). A respondent in this study indicated that ARRA's schools receive services like supervision, license, a training opportunity for teachers, and school rankings from MoE (EEA, 2019). Moreover, this respondent pointed out that it is MoE which provides scholarship for refugee students who manage to score a pass mark in the national examination.

As to MoE, education offices in refugee-hosting regions provide intensive support for refugee-hosting schools. Their support ranges from delivering the national standard for assessing schools, providing inspection, and supervision to capacity development services (MoE, 2018). Even though there are still limitations, a respondent from Gambella Region's Education Bureau indicated that the REB works in cooperation with refugee-hosting schools on planning, monitoring, and evaluation phases (RGEB, 2019). The respondent also mentioned that Ips take learning materials, such as textbooks from ARRA, and if there is a shortage in the number of copy of textbooks, REB provides a soft copy for publication. Besides, the publication fee is covered by ARRA & UNHCR. As to the view of this respondent, their office works jointly with woreda's that are entree points for refugees and other woreda's in refugee resettlement areas. Unlike this, the schools in Jewi Refugee Camp have less interaction with the local area's administration education offices (SP2, 2019; NT1, 2019). The other areas of cooperation between the Gambella Region's Education Bureau and the refugee-hosting schools are the provision of inspection, supervision, and licensing services. The REB in Gambella inspects refugee-hosting schools during input, process, and output stages (RGEB, 2019; SP1, 2019; EEA, 2019). Based on the result of the inspection made at each

stage, a rank is given to all schools. Inspection service is also found to be an existing reality in schools that are found in Jewi Refugee Camp. In contrast to this, all respondent teachers, school principals, some students, and key informants revealed that the supervision service by the Regional Education Bureau was found to be inconsistent and inadequate. The research learned that this is because of the lack of strong and law-abiding relations between refugee-hosting schools and government education offices. Refugee hosting schools that are run by ARRA have their own structure separated from the governmental education offices; as a result, the relationship between these two institutions is not based on accountability. It is rather based on the interest and commitment of individuals. On the other hand, there is only one education officer in ARRA at the zonal level. This individual cannot, therefore, provide supervision service for all schools as the officer has many other additional duties. The respondents think that it is creating a quality problem in education and letting teachers teach without accountability. The researched schools solely use internal supervision and school principals are the ones who supervise the teachers' teaching. Respondent teachers complain about the familiarity of the school to provide teachers with annual work efficiency grade reports.

According to UNHCR, (2017), education bureaus work closely with ARRA to provide support in the inclusion of refugees in the national system. Education bureaus work on promoting the use of the national curriculum. Regional Education Bureaus have also an active role in correcting the previous trend of refugee-hosting schools on being flexible in using both the host and home country's curriculum. The example of Jewi could be an indicator of this argument. From the launching of primary education in Jewi Refugee Camp up to two years, any related book that is prepared in line with the national education policy serves as a teaching material due to the absence of adequate teaching materials (SP3, 2019). However, according to the respondent, this trend has been changed because the schools are supplied with teaching materials by the REB and ARRA. In contrary to this, for some respondents, the link between ARRA and Regional Education Bureau is not strong (RWRAPH, 2019; RGEB, 2019). These respondents noted as the interaction between the regional ARRA offices with the regional education office is limited only to some activities. On the other hand, another respondent revealed that all the supports provided by REB for refugee-hosting schools are highly dependent on the commitment of individuals rather than guidelines (EEA, 2019). Recently, however, an attempt is going on to make all the cooperation's based on a

guideline. In illustrating this improvement, the respondent raised the MoU which was signed between MoE and ARRA.

On the other hand, the research identified the absence of support for the REB or public schools in Gambella Region by ARRA or refugee-hosting primary schools. This was shown by a respondent from Gambella's REB, and he noted that *"So far I didn't see any support from ARRA but for example Plan International works in fulfilling materials and building classrooms in some public schools"* (RGEB, 2019). Against this view, a respondent from ARRA mentioned the presence of practices or efforts in providing support for public schools. Furthermore, this respondent indicated that the schools which are run by ARRA provide support for the local schools that are found around the refugee camps (EEA, 2019); they share all the resources they get from donors.

An attempt to increase the enrolment rate demands requires the joint effort of ARRA, MoE, REB, UNICEF, UNHCR, donors, and implementing partners in refugee education (UNHCR, 2017). For this end, IPs provides support for refugee-hosting schools in Jewi Refugee Camp. This support is given at a bilateral level and the organizations provide training for teachers (SP2, 2019). However, as respondent teachers stressed, most often there is a redundancy in the training.

C. The curriculum in use

The education provided for refugee students' needs to provide a due emphasis for the children's previous and current conditions as well as future aspiration. With this regard, this section attempts to make a link between the curriculum learnt in home and host countries. The curriculum of the home country is examined by conducting curriculum mapping and making comparison of the two countries. A detailed presentation on the perception of respondents on the two curriculums is also provided.

C1: overall structure of the curricula

According to the education system of Ethiopia and South Sudan, grades from 1-8 are considered as primary school education and it aims to prepare students for further general education and training (MOEST, 2012; FDRE MoE, 1994). Primary school education is indicated to be compulsory in both countries and free of charge regardless of any kind of division (FDRE MoE, 1994 & Ministry of Justice, 2012). Primary education is classified into two. The lower primary ranges from 1-4 and the upper primary ranges from 5-8. Grade 8 students will sit for the Primary

School Leaving Examination (MoE, 2009; Ministry of Justice, 2012). The enrolment age for primary education in South Sudan is 5 to 6 years, whereas in Ethiopia it is 7 years (MoE, 2009 & Ministry of Justice, 2012). Education in South Sudan is provided from February to December and it is given for 9 months. The school calendar days are defined not to be less than 210 days and the school calendar consists of 3 terms. Each term consists of 70 days or above (Ministry of Justice, 2012). In Ethiopia, education is provided from September to June and there are only two terms. In South Sudan, the medium of instruction for students from grade 1-3 is a mother tongue and the language of instruction will be changed to English starting from Grade 4 (MOEST, 2012). In Ethiopia, the mother tongue serves as a medium of instruction throughout primary education, except in a few cases. According to the general education curriculum, using the learners' mother tongue in primary school education is important to facilitate the learning of other subjects and languages, to cover many portions in a short period of time, and to promote cultural values (MoE, May 2009). In Gambella region Amharic subject begins to be offered for students whose mother tongue is other than Amharic from either grade 3 or grade 5.

C2: The goals of providing education

In South Sudan, education is provided for attaining seven goals. These goals are first to eradicate illiteracy, second to provide equitable access to learning opportunities for all citizens, third to ensure equity and gender equality in education, fourth to bring wholesome development among children, fifth to register economic advancement of the country, sixth to strengthen national unity and seventh to improve quality of the education provided and encouraging innovation (MOEST, 2012). Besides, the MoJ of South Sudan stated that maximizing the chance of children to be employed and promoting lifelong learning as an additional goal (Ministry of Justice, 2012). Promoting the diversified cultures in South Sudan and making learners proud of it are among the major aims of the education (MOEST, 2012). The goals of providing primary school education for students in Ethiopia are addressing the right of children in getting access for basic education, equipping students with the necessary skills for producing and giving services in their community, and preparing students for the next grade level and the future world of work (MoE, 2009).

In Ethiopia, the visions in providing general education for students are enabling the future youth to become literate and numerate, critical thinkers, innovators, problem solvers, literate in technology, decision-makers based on the cumulated information they acquire, adherent for the principle of democracy, and capable of adapting themselves on the ongoing changes in the world

we live today (MoE, 2009). The key principles that guide the curriculum and school planning are first cultural preservation and promotion. It fosters the need to acknowledge as well as respect diversity and embrace unity. Second, it is based on the principle of providing equal opportunity regardless of making division. The third guiding principle is helping young people to acquire various learning skills including problem-solving skills. The fourth principle advocates for the use of technology in education. The last and fifth principle is ensuring the relevance and value of the education delivered. Three key competencies are expected from students. The first competency expected from students contains the three skills, namely life skills, base-line skills, and higher-order skills. Second, students are expected to participate actively and make their contribution. The last competency expected from students is independence, adapting oneself to change and time management (MoE, 2009). The competencies expected from students in the South Sudanese education system are critical and creative thinking, communication, co-operation as well as culture and identity (MOEST, 2012).

For the realization of the above goals, the curriculum of South Sudan is prepared based on active learning (constructive learning). This approach is selected to provide meaningful life skills which are more than memorizing for learners. Independent learning and problem-solving skill are explained to be an important feature of the curriculum (MOEST, 2012). The education follows a learner-centered approach. Similarly, the Ethiopian education system employs the principle of active learning and a competency-based approach (MoE, 2009). The curriculum promotes independent learning under the competency-based approach. The curriculum advocates for the use of "modern" teaching and learning approaches which have been discussed in depth (MoE, 2009). The cross-cutting issues that are listed in the curriculum of South Sudan are environmental awareness and sustainability, peace education, and life skills. These issues are set to be given through various subjects (MOEST, 2012). Culture and heritages are presented to be the key elements of the curriculum. Likewise, the Ethiopian curriculum is prepared to enable students to understand and acknowledge; their heritages nationally and internationally, beauty in diversity while maintaining unity, the need for self-respect and respecting others, equality, the need to work, ways of developing problem-solving skills, and the need and ways of environmental protection. The curriculum indicated the need to respect the values and cultures of other people. Even though this is a very essential point, it does not equally benefit refugees. Therefore, the curriculum needs to have a room for refugees to impart their culture in the national system than fully imposing the

culture of the host country on them. In the Ethiopian education system, students attend their education from Monday to Friday and take a break on the weekend (MoE, May 2009).

I. The Subjects Offered and Number of Class per Week.

The subjects taught in South Sudan are English, CRE, Physical Education, Natural Science, Social Study, Geography, Mathematics, Agriculture, Environmental Science, Family Science, Military Science, Arabic, Chemistry, Physics, Biology, and Science. As to the views of respondent students, key informants, and MoEST (2012), primary students do not learn Physics, Chemistry, and Biology as an individual subject. These subjects start to be given as an individual subject starting from grade 9.

The subjects provided in the South Sudanese curriculum have been classified into "Required" and "School program". Students take exams and grades will be given in subjects which are listed under the "required". Students will not be examined on subjects that are listed under the "School program". The subjects listed under the required are a national language, English, Mathematics, Religious Education, Science, Social Studies, Art, and Physical Education. Students attending grade 5 to 8 take Arabic as a required subject. The above subjects contain a cluster of various disciplines. Social Study is composed of History, Geography, Agriculture, Citizenship, and Civics as well as Human Rights and Peace Education. Science is composed of Physics, Chemistry, and Biology. Art contains music, dance, fine arts, drama, design, and craft. Religious Education contains the teaching of either Christian or Muslim religious education. All respondent students in this research attended the Christian religion education. The school programs are meant for personal development and is given starting from grade 3 and a Career Guidance begins from grade 7 (MOEST, 2012). The school programs are given for two periods per week. The education provided for children from grade 1-3 focuses on developing their knowledge of the world around them and building the skill of literacy and numeracy. The students learn through their mother tongue and the language becomes English for students from grades 4-8 (MOEST, 2012). ICT and TVET are provided for primary school students by inserting the contents through various subjects. In Ethiopia, the subjects offered in primary education have been classified into five groups. These are Aesthetics, Languages, Mathematics, Natural Sciences, and Social Sciences. Aesthetics is composed of physical education, sound art (music), and visual arts which includes painting, sculpture, handicrafts, dance, and drama. The individual subjects included under language are

mother tongue, Amharic, and English. Physics, Biology, and Chemistry are included under the Natural Science stream. Students from grade 1-4 learn the concept of Natural Science by integrating it with Social Science through environmental science subjects. The subject Environmental Science draws its contents from Agriculture, Health, Natural Science, Social Science, Civics, and Ethical Education, and Home Science. From grade 5-8, the concepts of natural science subjects are taught through Integrated Science Subject. Each subject from this stream is provided for students starting from grade 7. Social Study subject is composed of History, Civics and Ethical Education, Economics, Business, Law, Political Science, Sociology, relevant concepts from Natural Sciences, and Geography (MoE, 2009). Students from grade 1-4 learn mother tongue, Amharic, English, Environmental Science, Mathematics, and Aesthetics. Students from grade 5-6 learn Mathematics, English, Mother tongue, Integrated Science, Amharic, Physical Education, Civics and Ethical Education, Visual Arts and Music. The subjects offered for students in grades 7 and 8 are Mother tongue, Civics & Ethical Education, Physical Education, English, Mathematics, Visual Arts & Music, Amharic, Mathematics, Physics, Chemistry, and Biology (MoE, May 2009). Despite what is listed in the general education curriculum, grades 7 and 8 students do not learn Art and Music.

Table 14: Comparison in number of periods allotted for each subject; Source.

Source; (MOEST, 2012 & MoE, 2009)

Subjects	allotted period per week											
	1		2		3		4		5-6		7-8	
	S.S	Eth.	S.S	Eth.	S.S	Eth.	S.S	Eth.	S.S	Eth.	S.S	Eth.
Mothertongue language	5	5	5	5	5	5	5	5	3	3	3	3
English	7	6	7	6	7	5	7	5	5	6	5	5
Arabic									5		5	
Amharic						3		3		4		3
Mathematics	6	6	6	6	6	6	6	6	5	6	5	5
Chemistry												3
Physics												4
Biology												3
Science	4		4		4		5		5		5	
Integrated Science										5		
Enviromental Science		7		7		7		7				
Social Studies	4		4		4		5		5	3	5	2
Civics and Ethical Education										3		3
Physical Education	3		3		3		4		3	3	3	3
Art	3		3		3		4		4		4	
Art and P.E		6		6		4		4				
Visual Art & Music										2		1
Religious education	3		3		3		4		3		3	

The South Sudanese curriculum indicated that there are two purposes of making an assessment. These are "assessment of learning" and "assessment for learning". Assessment of learning refers to the assessment which is conducted to identify how much students attain the objective of the lesson which is like a summative assessment that is utilized for grading students and making a final decision. On the other hand, assessment for learning is provided to identify the strength and weaknesses of students in attaining the objectives set for each topic. The identification helps to fill in the gap and it is a formative type of assessment (MOEST, 2012). The general education curriculum of Ethiopia indicated that assessment needs to be carried out on a regular and formal way. Therefore, this should be done continuously during the regular teaching-learning process. The students will be assessed through oral, written, and practical activity. This is a formative type of assessment and the curriculum also stated the need to implement a summative assessment (MoE, 2009).

The curricular difference is visible between the Ethiopian and the South Sudanese curriculum. This difference has an impact on the academic achievement of students. The difference is, visible especially on the educational experience of students in the first academic year after displacement (SP1, 2019; RSSE, 2019). During this time as they are new for the new education system they often face a difficulty of adapting with it. With regard to this, it is important to note that the score registered in examinations could not be the sole verification method for the academic achievement of students. This is because many children may score high by cheating during examination (SP1, 2019; KIT1, 2019).

Respondents' opinions about learning through the Ethiopian Curriculum

Most respondent students are thankful for learning through the Ethiopian curriculum. In learning through the Ethiopian curriculum, the respondent from the South Sudanese Embassy in Ethiopia indicated, students face no equivalence problem for resuming their education or get employment opportunities during repatriation (RSSE, 2019). Most respondents noted the prevalence of differences in the subjects taught in the schools of South Sudan and Ethiopia. For example, the majority of the respondent students and key informants identified the subject called Religious Education in South Sudan whereas this does not exist in Ethiopia's curriculum. In Ethiopia, education is separated from religion. For some, the contents included in science subjects either in Ethiopia or South Sudanese curriculum are all the same. Therefore, they see no problem of offering

education for refugees through the curriculum of the host country (SP1, 2019; SP4, 2019; EEA, 2019). Additionally, some respondents prefer to make students learn through the Ethiopian curriculum by mentioning the prevalence of better opportunities for them to join a university in Ethiopia than in South Sudan (KIT2, 2019; RDICAC, 2019; KIT3, 2019). Furthermore, EEA (2019) and REUNHCR (2019) indicated the problems of teaching South Sudanese refugee students that are found in Ethiopia through the South Sudanese curriculum. For them, this cannot make them competent in education and affects the students' opportunity to pursue higher education.

Students are happy to learn by the Ethiopian curriculum but dislike the medium of instruction which is a mother tongue. Qualification of teachers in South Sudan is not advanced, so they like the education in here. Difficulty level of Ethiopian education is higher than the education in South Sudan and this is seen as the students face challenge to understand the lessons at the beginning and their complain as the lessons are more difficult than the ones they used to have in their country. Students love to learn a Civics subject. There is no training that provide orientation for national teachers on the essentials of teaching refugees and background information about the refugees (SP2, 2019).

Many respondent students and teachers stressed that the education provided in Ethiopia is by far more difficult than the education in South Sudan. The respondents believe that the refugee children have got the opportunity to learn advanced concepts through the Ethiopian curriculum. Their reason is that in Ethiopia the contents in each subject and grade level are reasonably more difficult than what are given in South Sudan. Additionally, most respondent teachers and key informants consider learning Physics, Chemistry, and Biology at the primary school level challenges the capacity of the students as these subjects are offered for secondary school students in South Sudan. In connection with this, one respondent specified that most of the textbooks used in South Sudan have few topics with little volume. In comparison with Ethiopia, he contended, the textbooks prepared for students of the same grade level as well as subjects in South Sudan can be finished within a short period of time (RSCIG, 2019). Despite this, there are not few children who have no interest to attend their education believing the education in Ethiopia has no use for their future life in South Sudan. As a result, they pay less attention to their current education.

Therefore, to resolve this problem I firmly believe on implementing a negotiated curriculum which is the product of mediation between the home and host country's curriculum. This idea is also reflected by some respondents. A mediated curriculum is relevant for making use of students'

previous educational experience, mediating the culture in education between the host and home country, and facilitating a smooth transition in education. With regard to this, Jones and Rutter (1998) indicated that a proper emphasis needs to be given for the previous educational background and current needs of refugee children before providing education. Likewise, Anderson et al., (2004), emphasized that the education provided for refugee children needs to enable them see that their culture is respected. However, the research result revealed the prevalence of limitations in this area. The need to implement negotiated curriculum becomes substantial when one observes refugees who are set to learn through the same curriculum with nationals. The most important aspect to understand is that refugees are not attending their education under normal conditions and they are in trauma as a result of the crisis. They are in economic crisis and facing a social, physical, psychological, and mental health problems as well. Additionally, they are displaced out of their will and it is a sudden incident in their life. As a result, the education provided needs to create a means for a smooth transition, save students from getting into confusion, help students to rehabilitate from the trauma they are facing, and enable primary school children to learn by their first language. In addition to this, refugee children need to learn the history, geography, and other relevant concepts of their country to function properly during repatriation and fit with the community in their country of origin.

Emphasis given in their current education for original cultural orientation of students

The role of primary education is very significant in creating a smooth cultural transition and preparing students for their future life. Maintaining the cultural balance between the host and home country is very essential for the relevance of the education provided for refugees. UNHCR (1994), in supporting this view, stated that the education for refugees needs to serve as a tool to help them preserve the original culture and encourage students to communicate through their original language (UNHCR, 1994). Besides, it needs to foster healing the wound that occurred among students as a result of the conflict. The culture of conflict management, negotiation, and reconciliation needs to be promoted through the education provided to bring long-lasting peace in the home country among the incoming generation. Equipping students with knowledge on the geography, history, state structure of their country, cultural activities, and other relevant issues is vital to make students capable of leading a smoother life during repatriation.

The existence of a local community from a similar ethnic origin with refugees brings an advantage for refugee children to learn at least through their original language. This factor has a constructive effect to provide culturally relevant education to some degree. There is still a serious complaint from respondent students about learning the culture, value, and system of the host country in some subjects. This research identified the prevalence of endemic issues in the lessons which are unfamiliar to foreigners taught in Ethiopia. These issues have been manifested in places and individuals as well as in textbooks mentioned as examples. It is also revealed in the study that students are unhappy in learning the geography or history of Ethiopia. Moreover, from most of the respondents, it is understood that in Civics and Ethical Education subject students learn about the constitution, democratic system, culture of conflict resolution, and flag of Ethiopia. Accordingly, some think that they are denied to learn the history or geography as well as government formation in their own country, i.e., South Sudan. About the contents provided for refugee students, Peterson (2015) has shown that the contents taught for refugee children in the country of asylum are highly unrelated to the student's previous educational experience.

The experience of a respondent Civic and Ethical Education teacher is presented here as it is found to be crucial to resolve such complaints.

When we teach the Ethiopian constitution in Civics subject, there are lessons about the Ethiopian government organization and the Ethiopian flag. In teaching about the Ethiopian flag, I asked them to tell me about the flag of their country. After I taught the meanings of the colors in the Ethiopian flag, I asked them to tell me about the colors and their meanings in the flag of their country. I encouraged them to tell me about the constitution and government organization of their country (NT5, 2019).

The other problem is the perception of respondents in education provided for refugees. Most respondents believe refugees need to impart the culture of the host country through education. For instance, a respondent indicated that one of the major reasons for teaching refugee students through the Ethiopian curriculum is to enable them to adapt themselves with the values and cultures of Ethiopia (PHJ, 2019). This, as to the respondents, helps to develop the people-to-people relations with the current and future generations. The values and cultures of Ethiopia which are new for refugee students have been reflected in the Ethiopian education system. But creating the platform is very critical if the education is needed to be highly relevant and to promote and embrace the original culture simultaneously.

As a researcher, I see no problem in an effort to promote culture of the host country. Additionally, attempts to aware refugee children on the values of the host country through the mainstream education need to be promoted. These are significant because it facilitates a smooth and speedy adaptation to the new environment. The problem is intentional or unintentional intervention that blocks refugees from promoting and learning their original culture. This is a systematic oppression that makes refugees detached from their original culture and the society around their original living area. To eliminate the oppression of the host culture over the home culture, Mathieson (2004) recommends the use of a cross-cultural curriculum. According to this scholar projects and topics assigned to be learned by refugees need to consider a cross-cultural context.

C4: Instructional language in refugee hosting schools

Children in refugee centers need to be allowed and promoted to exercise their mother tongue. Maintaining the mother tongue is a critical factor in retaining identity (UNHCR, 1994). In Ethiopia one of the core advantages for refugees is that they settle in a community that speaks the same language and has a culture which is relatively close to theirs. For instance, Eritrean refugees in Ethiopia settle in Tigray and Afar region. Refugees from Somalia settle in a refugee camp built in the Somali Regional State. Similarly, refugees from South Sudan largely settle in Gambella and Benishangul Regional States (EEA, 2019; REUNHCR, 2019; RSCIG, 2019; SP1, 2019). Therefore, the majority of the refugees in Ethiopia have a relative advantage to learn by their mother language. Despite this, Eritrean Kunama refugees settle in a refugee camp that is found in Tigray Region, and these refugees used to attend their primary education in Eritrea through Latin language (EEA, 2019). Here in Ethiopia, they attend their primary education in Geez. Additionally, in a refugee camp found in Assosa, there were refugees from more than 16 countries. In such a situation, using a mother tongue as a medium of instruction is impossible. As a result, in this refugee camp for primary education English serves as a medium of instruction (EEA, 2019 & REUNHCR, 2019).

In refugee-hosting schools that are found in Gambella Region the medium of instruction for students from grade 1-4 is mother tongue. Six local languages serve as a medium of instruction from grades 1-4 and students from grade 5-8 attend their education in English (RGEB, 2019; EEA, 2019). A similar approach is followed in the four schools in Jewi Refugee Camp. This is because there are locals who speak the same language and there is a pre-existing experience to provide

education using the Nuer language as a medium of instruction for Nuer communities in Ethiopia. Hence, as one of the respondents said, there is no problem of finding teaching materials by their mother tongue (EEA, 2019).

Even though the researched students have got the opportunity to learn through their mother tongue, the students and other key informants criticize the Ethiopian education system for being highly dependent on mother language. Almost all the respondent students and key informants are not interested to use their mother tongue as a medium of instruction. According to them, it should have been used for informal communication outside of the classroom and in religious institutions. These respondents expressed that when they were in South Sudan, they attended their education through the English language. Some respondents pointed out that those students who learn through the Ethiopian curriculum are less competent in communicating in English and they fear for the occurrence of English language skill differences between students in South Sudan and refugee South Sudanese students in Ethiopia. They consider this to affect the employability of refugee students in Ethiopia during repatriation.

Even though the respondents expressed that they used to learn through the English language when they were in South Sudan, the researcher's observation, the responses of the national teachers as well as school principals' revealed that the greater majority of the students are unable to communicate using the English language. Very few respondents mentioned that students in Jewi Refugee Camp are good in communicating through English and some teachers claimed that the majority of the students hear things said in English. The research also confirmed the presence of limited students who can communicate using English if the speaker speaks slowly and clearly. Comparatively, it is true that students who have educational experience in South Sudan are better in communicating through English than students who begin education in Ethiopia.

Nevertheless, all the respondents underscored that students are facing a communication gap and it is posing a problem with their academic achievement. The results of the research also indicated the prevalence of a huge communication gap between national teachers and students in refugee-hosting schools. The remark of a respondent student is an evidence for this argument. *"We face a difficulty to communicate with Ethiopian teachers and our communication with them is very limited due to a language barrier"* (RS3, 2019).

With regard to this issue, Peterson (2015) specified that there are many refugee-hosting classrooms in refugee camps that offer education for multilingual children. In such situations, as to this scholar, during instructional time plenty of time will be allotted for translating words which act as barrier for the communication. It is known in the research that there is no national teacher who is proficient to teach in the Nuer language and the two national teachers who claim to speak Nuer are found to be at the level of a beginner. According to respondent students, the textbooks contain local names which are difficult to be translated. Therefore, these pose challenges for them to understand things. Language is found to be one of the major challenges for many refugee students in hosting countries. As Hamilton and Moore (2004) pointed out, as students are making a shift on the medium of instruction in the host country, they need to get adequate support. If they have got the necessary support, children have the advantage to learn a new language faster than adults (Kennedy and Dewar, 1997 as cited in Hamilton and Moore, 2004). With regard to the importance of learning a host country's language, Claire Mason and Shannon Orcut (nd.) emphasized that developing competence to communicate through a host country's language brings a reduced level of depressive and disruptive behavior. According to them, students who are capable of communicating through a hosting country's language would have the advantage of making use of their previous educational experience for their current learning.

In the literature on learning language, females are identified to learn a new language faster than boys (Ellis 1994, as cited in Hamilton and Moore, 2004). Despite this, in this study female students are found to be very shy to communicate through the English language than boys. According to respondent national teachers, boys have better confidence to try to communicate through English. The culture of South Sudan does not encourage girls to speak freely in front of anybody and it instructed them to be shy. As a result, girls are less confident to speak in English.

When I talked to a female student in English, she replied in Nuer. In such cases, I don't use boys as a translator because that may not be comfortable for her. Instead, I use assistant teachers as a translator (NT5, 2019).

To resolve the communication gap, national teachers and school principals pinpointed that they use translators from students and incentive teachers even though the capacity of the "student translator" on understanding what the teacher says is questionable. For instance, a respondent school principal indicated that his job mainly connects him with the vice director and teachers.

These groups of individuals are capable of speaking English and enable him to face no communication problem (SP1, 2019).

The UNHCR education policy recommends the use of the national education system. According to Peterson (2015), the reason for UNHCR to take this stand is that the protracted nature of conflicts makes the refugees wait a long period of time for repatriating to their country of origin. Peterson discusses that making refugee students learn by the national education system includes the use of the host country's language as a medium of instruction. This situation contradicts with the universal declaration of human rights as primary school students have the right to learn by their mother-tongue. The right of these children need not be degraded because they are found in the status of a refugee. The reason why children are advised to learn by their mother-tongue has its own reason and it should have to be respected for children in a refugee setting. Luckily, this will not be a problem in Ethiopia because the local communities are from the same ethnic groups. Nevertheless, refugee children in a country of asylum where they settle in a community which speaks a language different from theirs will be forced to learn through a strange language that is unfamiliar to them.

Refugees flee their country to escape from persecution; they have passed through a life-threatening situation and they have lost their valuable assets including their loved ones. They are in trauma and need someone to understand and support them. At this time, the expected thing is trying to get them out of confusion rather than dragging them into confusion in language. I see learning by the language that refugees do not know before makes them incompetent in their academics and leave them stranded in their education. My argument aligns with the discussion presented by Peterson (2015). According to her making children learn in a language that they do not know is making them learn for a long period of time without understanding what they learn. Therefore, my research experiences informed me the relevance of providing preparatory language training for refugee children before making them directly attend an education that is provided by a strange language for refugees. As a result, I see the significance of giving the education through the first language of students at least until they develop basic skill in communicating through the medium of instruction in the hosting school. This is because developing a feeling of resuming education serves as a major tool to protect students from a psychological disorder and helping them to recover from the trauma. However, if they are set to be out of attending the main education under the name of

language training, they may feel that they are going to lag from the grade level they are expected to be.

Rather than doing this, there has to be a new language policy for refugees that enable them to learn through the original language while developing the skill of communicating through the language of the host country. This requires a series of stages in the acquisition of the host country's language simultaneously by promoting children to exercise their original language. This situation benefits the children for their future life either in the host or home country. In the choice to use the host country's language as a medium of instruction, Hamilton and Moore (2004) indicated the importance of monitoring the expectation of the refugees from their new life and the expectation of the host country from the refugees. On the other hand, teachers play a crucial role in improving student's capacity to communicate through the host country. As to Rutter (1994), teachers need to take the responsibility of a smooth transition in instructional language, that is, from the language of origin to the host country's language. Additionally, Jones and Rutter (1998) discussed the needed to learn a new language. That is, to enable refugee students to learn through a second language requires the creation of a friendly environment for students by making eye contact and smile. They also advise teachers to make themselves familiar with keywords from the first language of the refugee children. Doing this enables the teacher to communicate with students, to create trust between them, and to initiate them to learn the language of the host country. More specifically, these scholars indicated that speaking slowly in a clear intonation is very important to make students learn the second language fast and in this process the support of peers who are capable of speaking the new language is vital. Finally, the need to provide language training for students in addition to the regular class hour is very important for helping them record a speedy language skill development. With this regard, schools need to place strategies that can enhance the students' English language communication skills through extra-curricular and co-curricular activities in addition to the main teaching-learning process (Hamilton and Moore, 2004).

D. Teachers and school principals in Jewi Refugee Camp's primary schools

Qualification of the teachers

Many teachers in refugee-hosting schools in East Africa are under-qualified and the greater majority of them have only 10 days of training (Peterson, 2015). According to this scholar, the experience of a student in the Dadaab Refugee Camp shows the status of the majority of teachers in refugee-hosting schools. The student mentioned that their teachers have attended an education which is not far from the grade levels that students currently enroll (Peterson, 2015). It is also indicated that only 36% of teachers in refugee-hosting schools in Ethiopia are qualified and this is very low compared to the 65% in Kenya and 92% in Uganda. This shows that in Ethiopia, the greater majority of teachers are under-qualified. By 2017, from the total number of teachers who teach in refugee-hosting schools only 35% are officially qualified (UNHCR, 2017). By 2017/2018, 652 teachers from the total 1366 teachers (almost half of the total) are high school graduates or below (MoE, 2018). According to this source, out of the total teachers that teach in refugee-hosting schools 126 of them are graduates of TTI and 254 teachers are graduated in diploma. Teachers who have Bachelor degrees are 311 and the remaining 23 of them have Master's degrees. There is also a great gender imbalance in the number of teachers that teach in refugee-hosting schools. From the total 1366 teachers, only 122 of them are females (MoE, 2018). In Gambella Region, a total of 383 teachers teach in refugee-hosting schools. Out of this, the number of female teachers is only 28. By the same academic year, from the total 383 teachers who teach in refugee-hosting schools in Gambella Region, 288 of them, i.e. 75.1% are high school graduates or below. In the remaining teachers, 48 have only certificate; 6 are diploma holders; 39 are bachelor degree holders, and 2 are master's degree holders (MoE, 2018). By the 2018/2019 academic year, there were more than 1107 incentive and 754 national teachers in the primary schools which are run by ARRA. The reason for employing incentive teachers is related to budget constraints (EEA, 2019).

According to the data received from the UNHCR's Education Office, in Jewi Refugee Camp, there are 4 female and 37 male national teachers. From these teachers, two female teachers are diploma holders and the remaining 39 teachers are degree holders. In contrast to this, informants stated that the number of national teachers in Number 1 School is 35. According to SP1 (2019), there are 26 teachers in Number 4 School whereas in Number 3 School the number of teachers is 31. In Number 2 School, the number of teachers is 30 while in Number 1 School it is 80. Of the 80 teachers in Number 1 School, 35 of them are national teachers. The total number of teachers in the four schools

is 167. The total number of incentive teachers in the four schools in Jewi Refugee Camp is 132 and from this number, only 6 teachers are girls. The data show a severe gender imbalance and marginalization of females from teaching. From the 132 teachers, only 20 individuals have a diploma and the rest are high school graduates or below (SP1, 2019). To fill in the qualification gap among incentive teachers, more than 100 individuals are attending their education through a scholarship provided by the Ethiopian government. The benefit of enabling these teachers to gain educational opportunities does not end by realizing quality education only for refugees in Ethiopia, but it has also a significant benefit for South Sudan. During repatriation, the number of qualified teachers will significantly be enhanced and this improves the quality of education provided for students.

In similar to the above results in Ethiopia, the number of refugee teachers in comparison to students is very few. According to UNHCR (2017), in 2017, the teacher to student ratio was 1:80 for primary school and 1:63 for secondary school. This source pointed out that the standard is 1:40. The lowest ratio is found in Semera and it is one teacher for 49 students. The highest ratio is found in Gambella where the ratio reaches 1 to 190 and the teacher-to-student ratio in Jewi is 1:67 (see appendix 1). In comparison with the standard, the teacher-to-student ratio in Ethiopia is very high and the ratio, especially in Gambella Region is more than double. In the other researched schools, the ratio of teachers to students is found to be above average.

There is a problem of assigning enough number of qualified manpower in refugee-hosting primary schools due to budgetary issues. According to a respondent from ARRA, the budget available to hire teachers by their organization is insufficient in comparison with the demand. Therefore, the number of trained and qualified teachers and school principals in refugee-hosting schools in Ethiopia is very low (EEA, 2019). Similarly, from the four schools in Jewi Refugee Camp, trained teachers are found only in Number 1 School. Teachers in Number 2, 3, and 4 schools are all incentive and the majority of them have attended education below high school (EEA, 2019; PHJ, 2019; REUNHCR, 2019; RGEB, 2019; SP1, 2019). A qualified and officially hired principal is also found only in Number 1 School and the other three schools are led by focal persons assigned from teachers. The focal persons of the three schools do not get benefits which are provided for school principals.

Teachers who teach in refugee-hosting schools in Ethiopia are classified into two, namely national and incentive (UNHCR, 2017). The teachers in Jewi Refugee Camp can, however, be classified into three. The first group of teachers includes those qualified and experienced teachers commonly known as national teachers. They are Ethiopians who have a bachelor degree and above in teaching. They have teaching experience in a refugee setting other than Jewi and/or in schools that host non-refugee students.

Formally, teachers who are classified under the second and third groups in this section are known as incentive teachers. They are recruited from the refugee community and the majorities are under-qualified. They do not get a salary which is equal to non-refugee teachers and they are called "incentive teachers" because they work only by the incentives they are provided. Teachers in this group earn the same amount of money regardless of their qualifications and teaching experience. The second group of teachers entails qualified incentive teachers. Teachers who are included in this group are those individuals who have graduated with a certificate and above. These teachers have attended short-term or long-term training related to teaching. Teachers included in this group are, thus, believed to fulfill the minimum requirements to be a teacher. Although teachers in this group can be a teacher, they are classified into two. Teachers in the first category are individuals who have graduated with teaching based on the scholarships they receive from the government of Ethiopia. Teachers in the other category are individuals who have graduated with a certificate and above in fields of studies that are other than teaching. Teachers who are categorized in the third group are those who are under-qualified. These individuals have completed a high school education or below. Whether they took short term training on teaching or not, they are considered to be inefficient for teaching.

Based on the results of this study, the majority of the incentive teachers who teach in the four schools of Jewi Refugee Camp began teaching in Leitoure Refugee Camp since the beginning of educational service for refugees. Commitment and motivation of incentive teachers to teach can be classified into two. Teachers in the first group are committed, punctual, show their capacity to teach during supervision activities by national teachers and school principals, and have a positive testimonial from the majority of students on their capacity to teach. Likewise, the commitment of the vice-principals is deeply appreciated by the school principals of the four schools. The vice-principals of all the four schools are incentive teachers and these individuals are highly appreciated for the commitment they have and the efforts they made to benefit students from the education

provided. The other group of incentive teachers lacks punctuality, miss classes frequently, engage in dialogue and conflicts with students, colleagues, and the school's administration. According to SP2 (2019), some teachers refuse to take orders from the school principals. Respondent school principals and national teachers indicated that based on the supervision made and the frequent complaints among a large group of students on their capacity to teach, these groups of individuals are known to be incompetent to teach.

There are various reasons for the inefficiency of incentive teachers on their duty. The first one is that as a refugee, they themselves face plenty of social problems. For instance, pausing their teaching duty, some teachers frequently travel to South Sudan. The second reason is the absence of professional follow-up and support from concerned bodies. This makes many teachers careless for the teaching activity they are engaged in (SP2, 2019). Additionally, the salary they earn plays an adverse effect on the teachers' motivation to teach. The study has also identified the absence of some materials that are helpful for the teaching-learning process. With this regard, respondent incentive teachers remarked the need to be provided with a solar lamp to prepare themselves at night for the classes in the upcoming day (KIT5, 2019).

Generally, providing education for refugee children through under-qualified teachers affects the academic achievement of students. This situation brings a problem on the quality and success of the education provided (EEA, 2019). To alleviate this problem, respondent national teachers recommended the incentive teachers to be assigned only to teach mother language. Additionally, incentive teachers are less competent in using technology and this harms the quality of their teaching (RSCIG, 2019). This respondent suggested the education provided for refugee children to be given by qualified and trained teachers. Qualified teachers can play a positive role in facilitating the recovery of students from the trauma they are facing. This idea is also reflected in Hamilton and Moore (2004) in which skilled and qualified teachers can play a vital role in the protection of students and enable them to rehabilitate fast.

I see the role of teachers that teach refugee children to be very large. Their role ranges from treating children to come to a normal health condition by overcoming the traumatic situation and getting the motivation needed to attend their education. Teachers have also the role of counselor as they are the closest person for the each child in the school. They have a role in promoting ideal parenting practices and fighting domestic abuses committed on the child. Teachers also have a role in mediating culture and educational experiences between the home and host country. In general

teachers have a role in facilitating resilience and adaptation. I also understood that a new teacher in refugee-hosting schools needs to have essential qualities to become successful. The qualities are associated with intercultural differences, the capacity to mediate those differences, and understand current as well as the future need of students. The ability to work towards creating a smooth interaction with students and the ability to tolerate various behavioral problems as well as cultural differences are some of the qualities expected from a new teacher in refugee-hosting schools. For instance, respondent teachers indicated that expectorating in front of a teacher or any other individual seems to be normal by the refugee community in Jewi, but this is a disgusting act for many Ethiopians. A teacher is expected to tolerate such instances. Besides, a new teacher needs to have the capacity to work in a challenging living conditions, such as working under limited resources and bad weather condition (NT1, 2019; NT2, 2019).

Williamson, (1998) discussed the parental role of teachers in terms of providing an advice as well as authority. Likewise, Mathieson (2004), asserted the role of teachers in supporting refugee children and indicated that teachers need to be cautious enough in providing support to refugee children who are suffering from traumatic situation due to crises. According to Mathieson, the capacity of providing appropriate support requires knowledge on the cultural orientation of refugees. Additionally, Hamilton (2004) emphasized the need to be informed on the culture and value of students for providing an ideal support for refugee children. The scholar indicated that teachers need to have a clear understanding on the suffering of refugee children in various stages of displacement. Rutter (1998) also discussed that teachers need to appreciate and value children background and the experiences they had before. In respect to this involving the community in helping teachers to be familiar with the cultural orientation of refugees is very essential.

Therefore, I want to stress that teachers in refugee hosting schools need to have the capacity of making need assessment and be familiar with the scientific procedure of providing care for children in crises. This competency is gained through pre-service and in-service trainings. Jones and Rutter (1998) also emphasized the need to have teachers that have adequate pedagogical preparation to teach multilingual children. According to these scholars the existing trend indicated that teachers that are assigned to schools where there are multilingual children fails to provide adequate support due to lack of getting the training needed. Accessibility of essential resources is also indicated to have an effect on the quality of the teaching learning activity in the works of Mathieson, (2004). Sulgina and Gopal (2018) also discussed that teachers in many refugee hosting schools are unable

of conducting the instruction as they wished it to be due to absence of the demanded resources for teaching refugee children. As a result Mathieson (2004) discussed that to enable teachers fulfill their intended duty some form of group support need to be provided so as they discuss the problems they face with their friends and get ideas on how to deal with it. According to this scholar leadership has a great role in providing support for teachers who teach refugee students.

Process of recruiting teachers and school principals for refugee-hosting schools

National teachers and school principals are employed by the ARRA headquarter based on a call for the position. Through competition, individuals who manage to score the highest point will be selected and recruited for teaching and school administration positions. Nevertheless, the mandate of recruiting incentive teachers is given for schools (SP1, 2019). According to EEA (2019) and SP1 (2019), the criteria for recruiting incentive teachers vary from one refugee camp to another. In refugee camps where many individuals have completed secondary education, the selection criterion will be secondary education and above. For instance, in two of the five refugee camps in Assosa, there is no individual who completed a secondary education. In such instances, the selection criterion of incentive teachers will drop into completing only primary education. After registering those individuals who meet the criteria, they will be provided with an entrance examination. The exam is administered by school principals and those who manage to score the highest point will be recruited.

Planning

Based on the observation made and the interviews conducted, the research identified that teachers do not prepare a daily lesson plan. The only plan prepared by teachers is the annual plan and this is even prepared only by national teachers. There is no controlling mechanism on outlining a lesson plan and this serves as a pushing factor for teachers to be reserved from preparing the plan. Additionally, as there is a food distribution task for a maximum of two weeks per month, it makes them lack the motivation to prepare a lesson plan. All the teachers in this study indicated that during ration time teachers engage in food distribution activity on a round basis, leaving their teaching duty for two weeks. Moreover, as many children miss a class during ration time, it becomes an additional de-motivating factor to abstain from planning.

In-service training for teachers

Currently, the number of qualified teachers in refugee-hosting schools is showing progress due to the collective efforts made by ARRA, UNHCR, and MoE. ARRA hires qualified teachers for refugee-hosting schools and the above three organization works on the provision of a scholarship for incentive teachers who teach in refugee-hosting schools to upgrade their education (UNHCR, 2017; MoE, 2018). This study also confirmed the prevalence of good experience in providing educational opportunities for incentive teachers. This is also acknowledged by most respondents in this study. The educational opportunity is provided for incentive teachers and school principals who wish to pursue education up to a diploma level (EEA, 2019). According to the respondent from ARRA, by 2018/2019, 43% of the incentive teachers in refugee-hosting schools got qualified as a result of the educational scholarship provided for teachers (EEA, 2019).

It is also shown in the study that Gambella's Regional Education Office provides training for teachers in refugee-hosting schools and the training is classified into short-term and long-term. The short-term training is like ten days of training while long term training mainly focuses on upgrading educational qualification (RGEB, 2019). The short-term training will include training on the method of teaching in an emergency situation which aims at preparing teachers and school principals psychologically and pedagogically. Additionally, training on SIP as well as inspection is provided for school principals. Both the long and short-term trainings are provided based on a request from ARRA. After receiving a request from ARRA, the regional education office plans and finances the teacher training program. Candidate trainees from refugee-hosting schools in Gambella Region attend their education in Gambella Teacher Training College (RGEB, 2019). The research identified, however, that neither teachers nor school principals train on communication skills so far.

Retention and remuneration mechanism

As it was discussed in the literature section, Richardson, MacEwen and Naylor (2018) argue that a necessary care needs to be provided during; recruiting, preparing, developing, and certifying teachers. Additionally, they stressed the necessity of giving adequate concern for the retention, remuneration and incentives provided for teachers. Similarly, ARRA claims to pay a competitive salary for national teachers in refugee-hosting schools (EEA, 2019). The research also learned that national teachers in ARRA schools earn a better initial salary than teachers in public schools. A respondent from ARRA indicated that the organization took the salary scale of public schools as a

benchmark during the preparation of the salary scale for teachers and school principals. The starting salary of national teachers is 6079 ETB. The organization deposits a provident fund for employees and it is deposited in each month. For this saving, each employee contributes 20% of his/her monthly salary and the organization contributes 30% of each employee's salary. The other benefit package provided by the organization for its employees is that it provides 100% medical insurance and they are entitled to attend medication in any hospital that is found in Ethiopia. According to this respondent, there are cases where the organization covers the medical cost of its employees who attend their medication abroad. Moreover, the teachers and school principals are provided with a house, recreational facility, and meal allowance. Daily meal allowance ranges from 600-1000 birr depending on different factors. According to the respondent, there are few turnover rates due to the salary and benefit packages provided by the organization.

Despite this, UNHCR (2017) indicated that there is a high turnover rate of teachers who teach in refugee-hosting schools due to various reasons. Some of the reasons mentioned in this source are inadequacy of the salary paid, and the prevalence of additional duties that are out of the teaching-learning process such as engaging teachers in food distribution activity (UNHCR, 2017). Assigning teachers in food distribution activity is criticized by UNHCR, for it makes them miss classes and affects the learning of students. This research also understood that the majority of the teachers in the researched schools are dissatisfied with the salary they earn currently in comparison with their duration in their current school, the burden of teaching refugee children, and the high level of humidity in Jewi. The teachers are also dissatisfied with the absence of educational opportunities and adequate follow-up in the teaching-learning process from the concerned bodies. Additionally, there is a complaint on the prevalence of additional duty which is unrelated to the teaching profession. Some teachers even have a complaint about the kind of school leadership implemented in their school (NT2, 2019; NT5, 2019).

The first complaint is related to an adequate payment basis on the absence of a periodical salary increment for national teachers. Besides, the wage provided for incentive teachers is found to be inadequate and unreasonable. These teachers earn a uniform wage regardless of their qualifications or experience. According to EEA (2019), the wage paid for incentive teachers is 815 ETB per month which is equal to around 27\$, based on the exchange rate on 16/ 04/ 2020. ARRA also acknowledges the inadequacy of the wage provided for incentive teachers. According to a

respondent from this organization, the salary paid for incentive teachers is known to be inadequate and the turnover rate among these teachers is high (EEA, 2019).

The second complaint raised by national teachers is the absence of educational opportunities. The results of this research have shown that ARRA provides no educational opportunity for teachers who wish to pursue education for a master's degree. In addition to budgetary issues, a bachelor degree being the desired qualification to teach in primary school is presented as a reason for the absence of educational opportunity for national teachers (EEA, 2019). Therefore, as the organization runs only primary schools and as it recruits teachers who are graduates of Bachelor degree and above, the need to provide educational scholarship for national teachers become low.

The third de-motivating factor identified in this study is the prevalence of additional duty other than teaching. Respondent teachers indicated that the burden they are currently managing in relation to teaching is moderate. The average number of periods covered by teachers per week in Zone 1 School is 16 (NT, 2019). The complaint is related to food distribution assignments. Teachers are expected to engage in food distribution activities for up to two weeks per semester and one teacher will engage in food distribution activity at least twice a year (NT2, 2019). Many respondent teachers complained about being forced to engage in activity that is out of their profession. As to a respondent from ARRA, however, the activity of teachers in a refugee setting requires an additional task from teachers in non-refugee hosting schools (EEA, 2019). That is, a humanitarian activity is part of their job description. Nevertheless, engaging teachers in an activity other than teaching, especially during a class hour is a crime on education. The research learned that teachers spend two weeks in food distribution activity leaving their teaching duty. This shows that some teachers miss their class on a round basis each month. This will have a significant impact on the quality of the education provided for students. Additionally, there will be an effect in the education provided and develops a sense of carelessness among teachers. Teachers in refugee-hosting schools need to exert full concentration on helping students to overcome post-traumatic syndrome and make them competent in their education. Despite taking the valuable time of teachers in which, they can provide substantial support for their students, it could be better to hire employees for distribution activity alone. As the employment of new staff demands an additional budget, this could not be realized by the sole effort of ARRA. Therefore, all concerned bodies need to work towards financing the employment of adequate food distribution staff to enable teachers

to focus on the teaching-learning activity and bring quality in the education provided for refugee children.

The research also identified the presence of other pushing factors for school principals in the researched schools. Respondent school principals revealed that they are working on the same salary scale as teachers. According to a respondent, there is no difference in the salary paid for principals and teachers (SP1, 2019). Contrary to this, a respondent from ARRA, stated the prevalence of a separate salary scale between teachers and school principals (EEA, 2019). This respondent admitted that the salary of beginner (less experienced) principals is the same as the salary of experienced teachers. Hence, the claim stemmed from this. On the other hand, the three focal persons in Number 2, 3, and 4 indicated that they work without getting even the benefits granted for principals. This fact is also acknowledged by ARRA and link the issue with a budget constraint. Additionally, ARRA acknowledges the inadequacy of the benefit package provided for school principals and the respondent indicated that the organization is working to address this issue.

Even though there are promising efforts made by ARRA to retain its employees, the results of the study indicate the necessity of much effort to ensure the satisfaction of employees and retain them for a long period of time. All respondent national teachers and school principals wish to leave the job as soon as possible. Besides, most of them plan to find a better job or start a personal business using their savings. This would have a negative impact on the quality of the education provided. UNESCO (2017) also indicated that lack of resources and absence of a desired retention as well as remuneration mechanisms are affecting factors in the quality of education. It links the absence of a desired retention and remuneration mechanisms to absence of adequate funding.

As a researcher I see the relevance of placing an attractive retention and remuneration mechanisms for retaining teachers, school leaders, and supporting staff that works in refugee hosting schools. This is because there are several challenges and hardships in working with refugees especially in refugee camps. It is because of the physical environment of the area and the situation of refugees. In most cases refugee camps are organized in rural areas that are near to border area and far from cities. In and around camps often there is a problem of accessing infrastructures like road, electricity, water, school, and health centers. There is also a security threat around border areas in which there is a conflict. Most of the houses that are found in a refugee camp are temporary shelters. All these factors make life in a refugee camp difficult. The cultural and language

difference between refugees and local teachers, the traumatic condition and the memory of the crisis among teachers from the refugee community, lack of accessing essential teaching materials for teaching and running with limited school infrastructure are the major challenges. The teaching activity for refugee children is not merely limited to schooling activities rather it extends to contributing for better parental practices and working on the rehabilitation of children. Therefore in order to enable teachers fulfill all their intended duty as listed above presented above they need to be motivated.

The remuneration package needs to target providing attractive salary, providing educational scholarship, providing houses, and forming support systems. Educational scholarship is one of the major benefit packages and it is essential to motivate the teacher as well as to enable students gain quality education by qualified teachers. Crispin Jones and Jill Rutter, (1998) also indicate the need to provide support for teachers who teach multi-lingual children. According to these scholars teachers need to get inservice training to enable them provide an education that considers the needs of bi-lingual children. Hamilton, (2004) also indicated that teachers need to be supported adequately in their effort to promote the diversified cultures in their class room.

E. Facilities and Resources in education for refugee children

In Ethiopia, there are appreciable attempts in equipping refugee-hosting schools with facilities and resources. This practice is also visible in Gambella Region. For instance, in this region, two model secondary schools are built in Itang and Gog wordas. Equipping Jewi, Tierkidi and Kule secondary schools with science and ICT laboratories has been done to benefit more than 3,300 students (UNHCR, 2018). Therefore, many refugee-hosting schools have a much better status in terms of facility than the local schools that host non-refugee children. Similarly, in Jewi Refugee Camp, Number 1 School has a better status than the public schools around that area. However, a greater majority of refugee-hosting schools struggle in a serious facility problem. With regard to this, MoE (2018) confirmed that most of the refugee-hosting schools are below the standard.

This study identified the absence of laboratories, ICT facilities, clinics, and pedagogical centers in all the researched schools. The researcher has observed some laboratory kits and teaching aids in Number 2 School. Nevertheless, these materials have never been used and a respondent from this school mentioned that the lack of rooms for laboratory and the absence of trained teachers that can manipulate as reasons for not using those kits. Additionally, all the researched schools lack electricity service. Even though all schools have access to clean water, respondents in Number 1

School indicated the prevalence of a shortage in the number of water tabs in comparison with the number of the student population. The study also found out that the school facilities in the four schools are not appropriate for children with disabilities. The toilets, classrooms, and other facilities in the researched schools are not suitable for disabled children. This shows that during construction of these facilities adequate concern was not given for disabled children.

The school facilities

Number 1 and Number 4 Schools have relatively better access to the roads as they are constructed around the main road in the refugee camp. On the contrary, Number 3 School is found relatively in an area where there is a severe problem in accessing the road. This is because of the absence of a properly constructed road around the school, so it is very difficult to access the school by car. According to the school's administration, if a student needs emergency medical service, they are unable to bring an ambulance to the school compound; therefore, they will take the student up to the main road by a stretcher. Additionally, the four schools lack a meeting hall and properly constructed cafeteria. It is observed, however, that teachers in Number 2 and Number 3 Schools constructed a cottage house by their own will to use it as a cafeteria. One of the most challenging aspects observed during fieldwork is that all exam papers are duplicated in the camp's coordination office and there is only one secretary to type exams of the four schools. This means, a single secretary is responsible to type and duplicate exam papers, letters, and other documents for schools that host more than 12 thousand students.

Focal persons of the three schools mentioned that they are unable to decide on any financial issues and this makes them unable to make any financial related decision for the school's improvement. ARRA acknowledges the prevalence of financial limitations in the education provided for refugees (EEA, 2019), and a respondent from this organization stressed the fact that their activities are limited to the grant they received from UNHCR.

A brief discussion on the status of some facilities in the researched schools is presented below.

Classrooms

Permanent buildings are found only in Number 1 and Number 3 Primary Schools. In the rest two schools, all buildings available are semi-permanent. The semi-permanent buildings have a wall and a roof made of tin. Due to the hot temperature in the area, these rooms are not comfortable to learn. Relatively, in Number 1 School, most of the buildings are permanent. In this school, there

are 24 permanent classrooms, 4 semi-permanent classrooms, 1 permanent building for the library, and 1 staff block.

Figure 24: Permanent and semi-permanent classroom and administration buildings in Number 1 School



In Number 2 School, there are 14 semi-permanent classrooms, 1 semi-permanent room for an office, and one semi-permanent room for the library.

Figure 25: Administration office in

Number 2 School

Figure 26: Classrooms in Number 2 school



In Number 3 School there are 12 permanent, and 4 semi-permanent classrooms while there is 1 permanent block that has 3 rooms which are used for office services. The blocks which are made of tin are going to be demolished due to aging.

Figure 27: Permanent and semi-permanent buildings for classrooms and offices in Number 3 School



In Number 4 School, there are 24 semi-permanent classrooms and one semi-permanent block for office.

Figure 28: Classrooms and offices in Number 4 school



In Ethiopia, the ratio of students to classrooms is very high in refugee-hosting primary schools except in Semera. The average class size in Semera is 28 students per class, but if we see the general picture, the pupil to section ratio, by 2017/2018 academic year, in the five refugee-hosting locations is 123. The highest pupil to classroom ratio is found in Dolo Ado reaching 150 students per class and the second highest ratio is found in Gambella Region. The pupil to section ratio from grade 1-8 in Gambella Region is 139 and the situation is very worse in the first cycle reaching

351(MoE, 2018). According to this source, the ratio in the second cycle is 137. Eventhough there is a relatively low figure in primary schools in Jewi Refugee Camp in comparison to the people to sections ratio in Gambella Region, there is still overcrowding in the researched schools. The people to section ratio in the four schools is 1:95 (see appendix 1), while there is a significant difference between schools. Zone 1 is highly crowded by students and the average ratio of class size to students is 1:95. In some classes, the ratio reaches 1:130. Hosting such amount of students in one class with the high humidity of the area, makes learning extremely difficult. Student migration is the major reason for the overcrowding in this school. They migrate because the school is the only school where national teachers provide instruction, has a relative closeness to the main road, and has a better facility in comparison with all the other schools. In Number 2 School, the section to people ratio is 1 to 70-80, while it is 85 in Number 3 School. In Number 4 School, the ratio of the classroom to students is 1:83. The ratio of a chair to students in the four schools is 1:3.

Figure 29: Inside view of a classroom in Number 2 School



Figure 11 Inside view of a classroom in Number 2 school



To minimize problems related to infrastructure and supplies in refugee-hosting schools that are found in this region, 148 classrooms that have blocks for toilet and administration offices have been constructed (UNHCR, 2018). The construction is held in Jewi, Tierkidi, Nguenyyiel, Kule, Okugo, and Pugnido II camps. The buildings are expected to serve a minimum of 14,800 students for the 2019/2020 academic year. Similarly, to improve the situation of overcrowding classrooms, a construction is underway in Jewi Number 1 Primary School.

Figure 12: Classrooms under construction in Number 1 School



Library

Library service is provided only in Number 1 and Number 2 Schools, while there is no library service in the rest of the two schools. In Zone 1 Primary School, there is a properly constructed library room, furniture for library service, and reference books. Despite this, there are still respondent teachers and students who complain about the shortage in the time of service delivery and limitation in the availability of the necessary reference books. In Number 2 School, library service is provided due to the personal initiation and dedication of the focal person. The service provided is limited by absence of resources. The library's room is made of tin and serves also as a store. The books and furniture available in this school are very limited and not enough to start a library service. The image of the library in Number 1 and Number 2 Schools presented in the following figure.



Figure 32: outside and inside view of the library in Number 1 School



Figure 33: Outside and inside view of the library in Number 2

School Toilet: The buildings for toilets have a common structure in all of the four schools. During the fieldwork, the researcher observed a serious hygienic problem in the three schools. Relatively, toilet rooms in Number 2 School have a better hygienic situation.

Figure 34: Toilet rooms in Number 2 School



The toilets constructed in Number 3 School have a serious quality problem. Based on the observation, the researcher identified that it is cracked and has submerging walls. Therefore, ARRA, in collaboration with IPs, needs to give a serious attention to repairing the toilet before it causes a serious accident on students. Additionally, the location of the toilet is near to the classrooms and it brings a bad smell into classrooms.

Figure 35: Toilet buildings in Number 3 School



Fence, playground, and textbooks

All the four schools have no properly constructed fence. This lets the community employ the school compound as a road, use the toilets prepared only for students and share the water in the school compound with students. This was observed by the researcher during the fieldwork. Respondents also pointed out that janitors working in the four schools frequently complain about the sanitary problem in the toilets as many individuals from the community use the school latrines irresponsibly. On the other hand, there is no properly constructed playground and there are no materials for sport activities in all the researched schools. The absence of a fence and a comfortable playground may lead children to face various problems. For instance, students can be attacked by vagabonds in the school compound as it has no fence or face a hygienic problem because the toilets are used by the community negligently. Therefore, the researched schools have a serious problem with regard to creating a safe learning environment for students. During field observation, the researcher identified that there are many attractive playgrounds in pre-primary schools that are run by Save the Children and it would be very important if such practices are implemented in the researched primary schools.

The last point to be observed is the status of textbooks in the researched schools. In Gambella Region, textbooks are provided for refugee-hosting schools by the regional education bureau (RSCIG, 2019). According to the interview conducted with respondents, there is a very good status in the ratio of the textbook to students. The textbooks are adequately distributed for students and the ratio reaches 1: 1. On the contrary, some teachers claimed as there exists a shortage of textbooks.

I see the relevance of facility and resources having a great role for the quality of the teaching learning activity. An education without having the necessary facility and resources limit teachers from teaching the lesson in its intended way. Additionally it decreases the motivation of students to come to school. Absence of fence and gate, and lack of appropriately constructed playgrounds may create a security and safety problems on students. Similarly, classrooms that are constructed without considering the necessary standards and overcrowded classrooms may raise security concern. The role of school furniture's is significantly high in the quality of the education provided. Absence of laboratory rooms and the necessary equipments may eliminate students from acquiring a practical competence on lessons that they learn theoretically. Accessibility of electricity and water are also have a direct influence on the quality of the teaching learning activity. One of the

most important aspects is prevalence of a properly constructed and clean toilet. All these can be effectively addressed if the refugee education has a policy backing.

In favor of the above argument, Hamilton and Moore (2004) discussed that the policy need to cover the issue of administrating, cooperation, and financial resources. Additionally they emphasize that the policy need to embrace multiculturalism. There should have to be a working procedure that promotes a cooperated effort by all actors in the education for refugee children and it is also addressed in the works of Hamilton and Moore (2004). According to these scholars the policy at national level need to provide emphasis on creating and promoting cooperation between stakeholders in the education for refugee children. UNHCR (1994) also emphasized the importance of having a space in refugee camps for a playground and equipment for sports activities.

F. Future aspirations of students

This research identified the prevalence of a deep interest among respondent students to live in South Sudan in the future. If peace prevails in South Sudan, the majority of the students wish to return to their country and live there. A few students want to stay here in Ethiopia until they accomplish their education. Some students wish to lead a permanent life in Ethiopia. As a kid, all children have their own dream profession for the future. Respondent students mentioned as they want to be a doctor, teacher, translator, water supplier, pilot, scientist, human resource officer, engineer, and a president. Specifically, one respondent teacher expressed that when he asked the students about their dream, most of them replied as they want to be a president. Their reason to be a president is to punish those groups who are responsible for their current situation (NT4, 2019). As to the view of Shawna Shapiro, Raichle Farrelly, and Mary Curry (2018), the options available for refugees after their temporary life in a refugee camp are voluntary repatriation, local integration, or transfer to a third country.

Any education provided for students needs to be relevant for their futurity. With this regard, the education provided for South Sudanese refugees needs to foster a smooth transition in education as well as getting a job during repatriation. This is because in the future the majority of the respondents wish to live in their own country. Therefore, creating a link between the past and current educational experiences of the children is very important. Additionally, enabling students to construct knowledge based on their history or to know about the geography of their country is highly relevant. Children need also to learn various concepts about their country and the education

system needs to have room for them to exercise their original cultural orientation. An education provided for refugees needs to be relevant for the student's future life in the hosting country as well as in the home country. Unless the education contains relevant content that can prepare the child for future life in the country of origin, the education system is creating strangers for their country. Such kinds of education are believed to contribute less in healing the wound and preparing the students for reconciliation and long-lasting peace in their country.

Process

A. The role of teachers in improving education for refugee children

Teachers play a vital role in providing the desired support for refugee children to achieve better academic results by overcoming their trauma. Discharging this responsibility requires dedication and additional effort to understand the students' educational background, the impact of the crisis on them, the kind of support they need, and their future aspirations. Concerning this issue, Jones and Rutter (1998) remarked that teachers need to play the role of parents for making unaccompanied minors and separated children feel safe. Additionally, they indicated that teachers need to provide attention to students and try to understand the pre-flight and after-flight experiences of the children. Similarly, Bolloten and Spafford (1998), as cited in Hamilton and Moore (2004), suggested teachers in refugee-hosting schools to get prepared to provide an education that meets the expectations of the students and considers the hardships that the students pass. More specifically, to help students attain their intended goals, these scholars advise teachers to make enough preparations. This can be done by creating a platform for teachers to experience a different culture, beliefs, and values of students. To appreciate the cultures of others, teachers need to have a proper understanding and knowledge of their culture, value, and belief (Hyder 1998 cited in Hamilton and Moore 2004). This is essential because such teachers can describe inter-cultural similarities and differences between the culture of the teacher and students. Patience is highly needed from a teacher who teaches in refugee-hosting schools. This is because students show behavioral problems, depression, anxiety, stress, and lack of interest in the education provided. A key informant in this study underlined the delicacy of the situation and warned teachers to focus on understanding the situation of the students instead of rushing to punish them.

If a student gets late, we need to understand his/her problem rather than getting into punishment. This is because there are many factors that make the students late or absent in a refugee life (KIT7, 2019).

All respondent national teachers revealed that initially, they wanted to teach in a refugee setting because it offers a better initial salary than the salary of teachers in public and DICAC schools. Later on, however, the situation in teaching refugees makes them work for serving humanity, help students in crisis, and contribute their own share in the effort of creating a better life for refugee children. In line with this, most respondent teachers expressed as they are putting much effort to understand and support their students. Specifically, these respondents maintained that they take good care of the students' emotions and sensitivity. It is also found in this study that majority of the children in the researched schools easily become emotional and a mistreatment from teachers may make them to withdraw from their education. A respondent teacher shared the following experience:

One day while I was writing a note for students, a student who was from a different section attends my class from outside, standing around the window. When I saw him, I ordered him to leave. Since then, he developed hatred towards me and he didnot come to my class (NT5, 2019).

Some respondent students are also thankful for learning by their current teachers. According to these students, their current teachers are highly qualified and skilled. The students mentioned that they are getting support from their teachers on their academics. To change the students' perception about education, teachers and school principals provide guidance and counseling services (NT4, 2019). As to the view of NT2 (2019), the vice principals provide advice for students on a daily basis regarding the benefit of education. In his evaluation, this effort has less effect in changing the mentality of students. In Jewi Primary School, there is only one psychiatrist in Zone 1 School. The other 3 primary schools have no counselors and teachers are the ones who provide counseling services for the students.

Despite this, the research identified the presence of a lack of adequate support from their teachers. For instance, some complain about and even blame their current teachers for not organizing debating activity on various topics, indicating that they used to have active debating sessions in South Sudan. This problem is known by most key informants and respondent teachers. The other gap that the study identified among teachers is the lack of making use of students' prior knowledge. Both respondent national teachers and students noted the absence of training in identifying the students' previous educational experience before providing the lesson in the host country. The

respondent teachers admitted as this creates a gap in knowledge and skill acquisition of the refugee children. As it is shown in Peterson (2015), in Sub-Saharan Africa, teachers in refugee-hosting schools employ teacher-centered pedagogy due to limited resources including funding, large class size, inadequate learning materials, and lack of competency among teachers. Qualification and experience of teachers believed to have a significant effect on the teachers' tendency to provide quality support. Following this, as the greater majority of teachers in Jewi are under-qualified, the support gained from these teachers appears to have certain limitations. This idea is also reflected in Jones and Rutter (1998) who stated that teachers in refugee-hosting schools are not trained to help children that struggle with trauma.

B. Absenteeism and dropout rate in the education for refugee children

According to a respondent from DICAC, there is a high dropout rate in their secondary schools due to the frequent migration of refugees from refugee camps. The respondent indicated that the frequent movement and relocation make the students drop their education (RDICAC, 2019). Similarly, the greater majority of respondent school principals and teachers admitted is the occurrence of a serious absenteeism and a high number of dropout rates in the researched schools. A document accessed from the camp's program head office (see appendix 1) showed that 236 boys and 184 girls, i.e. a total of 420 students dropped out from education until the beginning of the second semester education in the 2018/2019 academic year. Even though this figure is stated to be the total number of drop-out cases, the data also showed an extremely higher number of students who did not sit in the first semester final examination as well as in the monthly exam conducted in March.

Table 15: Number of registered students in September Vs. number of students who sat for examination in January and March

September			January			March		
Source; (PHJ, 2019) (see appendix 1)			Source; (PHJ, 2019) (see appendix 1)			Source; (PHJ, 2019) (see appendix 2)		
M	F	T	M	F	T	M	F	
7,291	4,556	11,847	7,053	4,306	11,359	6,289	4,111	10,400

The above table indicates a decrease in the number of students in January and March. The number of boys decreased by 238 in January and by 1002 in March. On the other hand, the number of girls

showed a decline of 250 in January and another a 445 decline in March. The above figures display a decrease in the number of students who sat for the examination. Specifically, it shows the level of absenteeism that occurs in the researched schools. If students miss an examination to this level, it is easy to expect a greater number of students missing the daily teaching-learning activity. Additionally, those students who did not sit for exams may eventually drop their education and contribute to the increment in the number of dropout cases in the researched schools.

The research also identified that the number of absenteeism is extremely high in comparison to the dropout rates. Respondents pointed out that dropout rate in girls is higher than the boys' and SP1 (2019) relates this with cultural issues and the labor activities that the girls are expected to carry out at home. Despite this, the above number indicates the number of dropouts in boys is higher than girls. On the other hand, the research identified that many students register in one of the four schools during the beginning of a new academic year but several students stop coming to school within the first few weeks after the start of the class. With regard to this, respondent school principals and teachers mentioned that there are cases where a single student register in two or more schools to receive the learning material as well as the aid distributed at the beginning of the academic year. Thereafter, many students stopped coming to school.

According to SP3 (2019) and observation of the researcher, absence of child-friendly spaces in the researched schools and lack of appropriate handling of students by teachers and school principals are found to be the major pushing factors for many students to withdraw from schooling. The factors that push students from coming to school can be classified into school factors and non-school factors. Issues that can be raised under the school factor are based on the argument that schools are not in a position to attract students to come to school and they are out of properly constructed playgrounds. There is no equipment for sport activities and the schools have no laboratory, ICT rooms, and pedagogical centers. There is no library service in Number 3 and 4 Schools and the library found in Number 2 School is run with very limited resources. There are large class sizes in all schools and this makes students to get less chance to ask questions on the lessons. The majority of students in the four schools learn in a classroom which is made of tin and it is too hot to learn under it. Sanitary problems in the toilet rooms make students feel bad about their school and the majority of teachers in the four schools have less pedagogical training. Last

but not least, the school buildings have no paints of various academic images to make them attractive.

The non-school factors that contribute to the high absenteeism and dropout rate among students in the researched schools include early marriage, economic as well as parental reason. Each of the non-school factors has been presented below.

I. Early marriage

Even if the Ethiopian family law prohibits a marriage that is conducted between individuals who are under the age of 18 (UNHCR, 2017), it is still one of the major reasons that makes students drop their education in Jewi Refugee Camp. Early marriage is one of the traditional practices among the Nuer community, and key informants indicated that it is exercised in an aggravated manner among the community in Jewi. According to them, the aggravation occurs because in a refugee setting people live by the aid they receive and build houses easily as they can access land for building house easily and make the house from locally available resources. As a result, early marriage poses a problem of dropping education among children in Jewi Refugee Camp. Additionally, early marriage is identified to cause social crisis, health problems among girls, and serve as a reason for the increased divorce rates.

In Nuer culture, a boy wants to get into marriage not only for the reason of finding a life partner but to be considered as an adult. This is mainly because whatever big the age of a man is, he is only considered as an adult if and only if he is a married man (REUNHCR, 2019). Being unmarried causes humiliation by members of the community and to escape from this humiliation, boys decide to get engaged in early. The marriage needs to pass in a series of steps to be officially endorsed. Key informants in this study indicated that when a boy looks a girl that he wants to marry, he will send his parents to her parents. Both parents negotiate on the amount of the dowry and make an appointment on the date to bring the dowry and make the wedding. According to Sommers and Schwartz (2011), cattle are paid as a dowry among pastoralist communities in South Sudan. Besides, money and other livestock also serve as a dowry demand in addition to cattle among communities who lead their life by agriculture.

After defining the amount of the dowry the boy will leave his education and return to South Sudan to collect enough cattle from members of his family and cover the defined dowry's price. In view of Sommers and Schwartz (2011), the dowry demands are skyrocketing and many male youths are unable to meet with these demands. Therefore, male youth will be forced to join militant groups

and engage in cattle raiding, looting as well as criminal activity for collecting the amount of dowry requested by the parents of the bride. A key informant also indicated that the dowry's price may reach 20 cattle's and the price paid for the girl will increase if her age is as low as 14. This is because the community perceives that if the age of the girl is very young, she will give birth for a longer period of time and can give birth to many children. The reason behind the need to give birth as many babies as possible is a family who gives birth for many daughters is believed to be depositing wealth (Sommers and Schwartz 2011). This wealth is revealed by the dowry paid upon marriage. Hence, many South Sudanese people want to give birth for a girl rather than a boy (Sommers & Schwartz, 2011). In view of these writers, men are encouraged to engage in marriage with multiple females for the reason of giving birth to many daughters. The Nuer culture also grants the boy a special privilege to marry many wives as long as he is capable of paying the requested dowry.

The benefit earned from female children made parents consider their daughters as a property and a means of generating income. The girl has no right to reject a request from a man who wants to marry her as long as he pays the dowry as defined by her parents. As a result, in South Sudan, these kinds of traditional practices become very suitable for wealthy people and government officials. Sommers and Schwartz (2011) blamed government officials and wealthy individuals for the speedy increment of dowry price. According to these scholars, dowry demands are also exposing the use of public money for personal service and it serves as the main reason for the spread of corruption in South Sudan. After parents give their daughter for her husband by endorsing the marriage, parents have no right to ask about their daughter even if her husband is abusing her.

Even though there are legal provisions that prohibit early (child marriage), the measures taken to stop early marriage are inadequate and the interference of elders under the name of mediation makes the law inactive. Families of the bride and the groom support these marriages, so they show no cooperation for the legal system. Families of the bride need the marriage of their daughter because they receive a dowry from the groom.

There are various efforts to eliminate early marriage among refugees in various refugee camps in Ethiopia. To resolve this problem in the Dollo Ado Refugee Camp, mobile courts have been organized through the collaboration of UNHCR, ARRA, and Judiciary of the Somali Regional State (UNHCR, 2017). Besides, as it is indicated by a respondent from UNHCR, another effort of

eliminating this problem involves in relocating individuals who engage in early marriage to other refugee camps (RWRAPH, 2019). But according to the response of most of respondents the measures taken so far are causing less effect.

Key informants put forward the importance of taking a serious measure to decrease early marriage practices among the refugee community. According to them, parents of children who engage in early marriage have a vital role in encouraging the resumption of such experiences. Therefore, the respondents think that underage children who engage in early marriage and their parents need to be persecuted and punished for their actions. Some respondents also added that the children and their parents need to get into an obligation for resuming the education paused after they finish their term of imprisonment. KIT2 (2019), for instance, asserted that if these parties fail to fulfill their obligation, they need to be deported to their South Sudan. The ultimate solution for saving children from engaging in early marriage is bringing an attitudinal change among members of the community. This demands the collective effort of the RCC, elders, teachers, officials from national and international organizations, and spiritual leaders. Moreover, making the legal system stronger and punish all actors engaging in early marriage may bring a significant effect in minimizing the problem.

II. Economic factors

The other major reason for the students' absenteeism from their education is the prevalence of a vast trend in engaging children in labor activities. Child labor is exercised, especially during ration time. At this time, most students do not come to school for about 10-15 days in each month and get engaged in paid and unpaid labor activities. Children whose parents have a bicycle carry through it (SP3, 2019) and children who engage in an unpaid labor are those who help their parents, mostly their mothers. This research identified that children engage in paid labor activity to support themselves and their families economically. More specifically, the students engaged in carrying things (Shurta) and being hired as guard (porter) to get money (NT5, 2019). According to this respondent, most students who engage in these kinds of jobs are those who are separated or unaccompanied. Therefore, teachers do not get angry at them when they are absent from school.

When you ask these students about their reason to be absent from school, he/she will tell you that he/she went to receive aid. He/she tells you that if he/she do not receive it what would he/she feed his/her brothers and sisters. If he/she didn't eat breakfast today, in order to eat tomorrow he/she will go to receive food aid and be absent from class (NT5, 2019).

Nevertheless, engaging children in labor activity is prohibited in various proclamations and declarations. Such restrictions have been strictly mentioned in the Universal Declaration of Human Rights, the 1951 Refugee Convention, the 1967 Protocol, the 1969 OAU Convention, and the 1989 CRC. The Convention on the Right of the Child in its Article 32, prohibited engaging children in employment (UNHCR, 1994).

III. Parental awareness about the benefit of education

The other factor for students' absenteeism is a lack of awareness of the value of education among the refugee community in Jewi. The prolonged civil war for independence with Sudan destroyed educational infrastructures in South Sudan and denied an educational opportunity for South Sudanese citizens. Therefore, currently many parents are not aware of the value of education. Due to this, most parents refrain from sending their children to schools and engage them in labor activities at home. The reasons for these parents to make their child registered for schooling are to enable the child to receive the aid package provided for students and to escape from the consequences that may come from various concerned bodies if the child is out of school. This is also experienced by the wife of a key informant as the following extract shows.

In my case, my wife is illiterate and if I go to Gambella for some days, she engages the children in household work by making them absent from class. She orders them, 'Go and bring this and that stuff for me otherwise I will not cook food for you.' This is a common story in the camp. Many families do not allow their children to go to school (or not very willing). The community engages children in different activities and gives less attention to education (KIT5, 2019).

The other factor that makes students absent from schooling or forces them to drop their education is family separation. The study identified that many children live with one or none of the usual caregivers. Therefore, in an attempt to visit family members who live in a different area from Jewi, students get absent from school or it may make them drop their education. This idea is reflected in NT5 (2019) who remarked that '*Children whose families are separated move frequently from one parent to the other and this makes them miss many classes.*'

In order to minimize the number of absenteeism and dropout, a serious measure needs to be taken in the following areas: improving the quality of the school facilities, assigning qualified as well as experienced teachers and upgrading the educational qualification of the current teachers in a better volume from what is implemented so far, minimizing early marriage practices, working on changing the awareness of the community to education, enhancing the amount of food provided

for refugees as an aid, and working to address the need of parents that makes them force their child to engage in the money-making activity. Additionally, placing a strong and efficient controlling system by the RCC and the school is very essential. UNHCR and ARRA need to prepare a guideline on how to control students' class attendance, the role of each stakeholder in following school attendance of students, the sequential steps in taking measures, and the mode of reporting and communication between each stakeholder.

C. Co-curricular activities

The status of co-curricular activities in the researched schools is found to be non-existent. The research identified the prevalence of non-functioning clubs that are known only for their posted names on the wall of the principals' offices. Many respondents in this study confirmed the absence of actively functioning clubs in the schools. As it is mentioned by some respondents, those clubs supported by implementing partners seem to function actively. They presented WASH and mini-media as clubs that actively function in the schools. In contrary to this, a respondent from DICAC pointed out that their schools have formed a peace club which is doing a terrific job in equipping students on the need and significance of peace (RDICAC, 2019). The club is believed to play a constructive role in the rehabilitation of students from post-traumatic syndrome and throw out the sense of revenge in their minds. It could have been utilized as a platform to build intercultural competence and interest towards school works.

D. Parental support in education for refugee children

Parental support has a significant effect on the academic achievement of refugee children and Henderson (1987), as cited in Hamilton and Moore, (2004) noted the importance of parents' involvement in the learning of refugee students. Additionally, good parental and school communication are necessary to recover from the trauma as well as to increase school achievement in the children (Hamilton and Moore, 2004). Most respondents in this study, however, stressed that parental support for the students' learning is very low. All the respondent teachers, school principals, and parents from PTSA revealed that parents do not come to school even when they are called for a meeting.

The only time in which most parents come to school is when aid for learning material is provided for students, which is done twice a year. The existing low awareness on the relevance of education is found to be a reason for the existing passive role of parents in the education for refugee children in Jewi Refugee Camp. Based on the interview conducted with respondent parents from the PTSA,

the research learned that the support provided by the majority of the respondent PTSA members for the learning of their children is limited to sending students to school regularly, feeding their children properly, and providing their children cloth and washing it regularly. Only one respondent found to be encouraging her children to learn attentively by telling them the relevance of education for their future. It is also shown that none of the respondent parents has active involvement in following the day-to-day learning of his/her children. This includes, for instance, controlling the child whether he/she attends all periods of the daily class or not, and creating a link with teachers for exchanging information on the student's daily learning activities as well as the kind of support he/she needs.

Hamilton and Moore (2004) suggested that schools need to organize a functional committee in which parents can involve actively and serve as a bridge between parents and the school. Additionally, according to Henderson (1987), as cited in Hamilton and Moore, (2004), schools have the responsibility of inviting and attracting parents to make them actively involved in the learning of students. Moreover, it is indicated that parents need to be given the responsibility of controlling activities in the school as well as monitoring the teaching-learning process. For this end, there are Parent, Teachers, and Students Associations (PTSA) in all the four schools in Jewi Refugee Camp. More specifically, respondent teachers mentioned the existence of differences in efficiency between PTSA members in each of the four schools. The PTSA is composed of 5 members, namely 2 parents, 2 teachers, and one student (SP1, 2019). The research identified that parents who are members of PTSA have an active role in their duty in the association. In view of the respondent teachers and school principals, the support and follow-up of PTSA members in the education provided for students is effective.

The activities expected from parents who are a member of PTSA are providing advice for students, monitoring the day to day activities of the school, delivering prizes for students during school closing, and making remarks in various events organized in the school. Besides, the committee works on awareness creation in the refugee community about the relevance of education. The PTSA members, in collaboration with RCC, also assist the school by bringing back students who do not come to school for many days.

Some respondent national teachers think that the absence of a strong mechanism to mobilize parents in the educational activity and lack of a functional legal framework that stipulates the measures to be taken on parents who provide less or no emphasis on the learning of their children

is the major cause for a very low parental involvement in the researched schools. Others identify the pre-existing awareness of the community related to education is very low. For these respondents, reconstructing the view of parents on the benefit of education is an essential aspect to bring high parental involvement in the learning of students. As refugees are in a different status to the non-refugee community, there has to be a clear policy and guideline that govern the relationship between the school and parents. As to Hamilton and Moore (2004), the absence of a clear policy may become a challenge to increase the active involvement of parents in the learning of their children. Therefore, having a policy or guideline that is used for managing the school to the parental relationship is very essential and it has to emphasize the condition and needs of refugee parents. In addition to this, rewarding active parental involvement in education may serve as a motivational tool for bringing change among the passive ones.

Education for unaccompanied and separated children in Jewi Refugee Camp

Education has a vital role in the rehabilitation of unaccompanied minors and separated children from the trauma they are in. In this respect, having educational documents during repatriation helps them to develop self-esteem and self-confidence (ICRC, January 2004). Unaccompanied children need to learn in schools that are accessed by children who live with the usual caregiver and it is essential to eliminate isolation (UNHCR, 1994; ICRC, 2004). The role of teachers in supporting unaccompanied children is high if they are provided with the necessary information about the status of the students. Teachers in refugee-hosting schools need to create a channel of communication with implementing partners to identify the status of students and engage in drafting a plan on the kind of support to be given for the students (Jones and Rutter, 1998). In Jewi Refugee Camp, IPs provide training for teachers to identify students in need and the teachers refer those children to the concerned IP. This study has found a lack of information on the parental condition and other related issues among teachers as well as school principals as a challenge in this process. Teachers also indicated the prevalence of information gap between IPs, the school administration, and teachers. As to these respondents, there is no trend in recording background information of the individual that includes the following: who the student is, where does he come from, how did he come here, with whom did he come, in what kinds of sufferings does the child pass, what is the current family situation of the child, and what is the current health condition of the child. Additionally, a trend of integrated support is not available among all implementing partners in a

collective manner. These create a gap in placing a critical investigation on the status of students and providing the necessary support through a collective effort from all implementing partners (NT4, 2019). The researched schools also have a problem of keeping an efficient documentation system. A respondent, for instance, mentioned that schools are unable to distinguish registered students and this lets some students cheat and hence receive aid from two or more schools.

If there is a registered student whose name is Galwak, and on the day of distribution of learning materials if another student comes and says I am Galwak, you will give him (NT5, 2019).

All respondents remarked that most of the relations between teachers, schools, and IPs has a bilateral or in some cases a trilateral picture. All of the respondents underscored the absence of a support mechanism that fosters the involvement of all partners together for a common goal.

E. Gender equality in the researched schools

Students' dropout rate is found to have a narrow difference between boys and girls. Additionally, the research identified that both boys and girls are victims of early marriage. This research, however, has shown the prevalence of gender-based violence on girls. According to respondent national teachers, some victims of such kind of abuse withdraw from their education either by developing a psychological health disorder or conceiving a baby. The other important gender issue identified in this research is the prevalence of very few female teachers. The number of female teachers is shockingly low compared to male teachers. Despite the great gap in quantity between the two sexes, female teachers are found to be competent in their work. A female respondent teacher emphasized the fact that there is no a different challenge for female teachers in teaching refugee children.

It appears that the cultural orientations of refugees in Jewi make girls want to stay apart from boys. As respondent teachers indicated, girls from the refugee community are made to think females are below males (NT5, 2019). Accordingly, there are some work categories taken as boys' duty in the minds of female students and they believe these cannot be done by girls. It is also observed that a culture brings a negative effect on girls; for instance, they do not have the confidence to speak freely in front of boys. This prevents most female students from asking a question on a lesson which is not clear for them, actively participate in classroom activities and develop their communication skill. They also make lines separately from boys. Key informants of this study

pointed out the presence of a trend in giving education separately for male and female students in South Sudan. Again, this study observed a similar tendency in Jewi where some female students want to learn in a similar platform, i.e. being separated from boys. The research views maximizing the number of female teachers and providing education for girls in a separate facility as a vital means of enhancing the confidence as well as improving the involvement of female students in education.

F. School feeding and aid for students in Schools

The aid provided for refugee students is classified into food items and non-food items. School feeding is categorized under food items and the students who enrolled in the four schools are beneficiaries of a school feeding program. The food aid package contains 100 gm. of CSB and 20 gm. of Sugar. Food aid is provided by the World Food Program (WFP). Some respondents who participated in this study believe that food aid increases the students' motivation to come to school and learn (SP1, 2019; SP2, 2019). The researcher took a cup of CSB and witnessed that it has a good taste. Despite this, there are some complaints among teachers and students on the food aid program. Respondents who raise these complaints indicated that the food provided for students is meant only for drinking, not for eating. Due to this, there are few female students, especially in the second cycle who do not take their daily quota (SP1, 2019; SP2, 2019).

The aid related to learning materials is categorized under the non-food item. The items included under this aid package are pen, pencil, rubber, exercise book, eraser, sanitary pad for female students, and solar lamp for grade 8 students. The exercise book is provided for students twice a year (SP3, 2019) and a solar lamp is provided only for grade 8 students to enable them to prepare themselves for the regional examination by studying in the night time as well. This issue, however, raises concerns from students in the rest of the grade levels as they want solar lamps to study in the night time. Uniforms and bags are not included in the aid package and this is another area of complaint from students, key informants, and parents.

Outcome

Academic achievement of refugee students

As Peterson (2015) noted, refugee education brings little outcome and her conclusion was made based on the study conducted on Eritrean refugees in Ethiopia. Her study focuses on examining the literacy improvement rate of students from grade 2 and 4. The results showed a shocking

number in which the literacy rate of students in their mother languages is 0%. A similar tendency is shown in the current study as the greater majority of respondent teachers and school principals indicated the very low academic achievement that the students in the researched schools demonstrated. According to respondent teachers, there are many grades 5 and 6 students who cannot read and write properly. This may be due to the inadequate competency of teachers which comes as a result of the absence of methodological as well as subject matter preparation.

Most respondents correlate low academic achievement with methodological and teacher preparedness problem, language barrier, insufficiency of the food and non-food item of aids, prevalence of other needs which are not included in the aid package, parental condition of students, poor school facility, lack of adequate teaching materials, and absence of psychological treatment. Besides, some key informants, school principals, and national teachers mentioned that the students' attention to the lessons is distracted by various factors including their living condition, cultural issues, the trauma they are in, and uncertainty on the reason for attending education. Moreover, providing education in two shifts is raised as a contributing factor for the students' low academic achievement by bringing insufficiency in the instructional time.

Respondent SP1 (2019), considers the students' academic achievement in Jewi as moderate. According to this respondent, in 2017/2018 academic calendar, 793 grade 8 students sat for the regional examination from Number 1 Primary School. Out of these students, 685, i.e. 86.3% of them managed to score a pass mark to enroll in secondary education and the remaining 108 of them fail to score a pass mark. As a result, the respondent believes the results scored signify the prevalence of moderate academic achievement levels among students in Jewi. The interviews conducted with teachers, key informants, and school principals, however, showed that cheating contributed a lot for the exaggerated result in the above figures. To illustrate their point, the respondents mentioned the results scored in national examinations by former students of Number 1 Primary School.

Students who managed to score a pass mark in the regional examination from Jewi Number 1 Primary School go to Jewi High School to pursue a secondary education. The level of acquisition of the primary education will significantly have a tangible effect on the level of understanding the education provided in secondary school. Therefore, the level of the students' academic achievement in secondary education will serve as one indicator of their competency in their

primary education. Based on this, the results of grade 10 Jewi High School Students in the National Secondary School Leaving Examination have been evaluated. In the 2017/18 academic year, the number of registered grade 10 students was 316 in which 283 of them were males and 33 of them were females. From these students, 213 male and 22 female, i.e. a total 235 students sat for the national examination. The above figure clearly shows the prevalence of high dropout rates and gender inequality in secondary education. Of the above students who sat for the exam, 143 students (134 male and 9 females) managed to score 2 points (50%) and above (RWVE, 2019). Nevertheless, the number of students who managed to join preparatory schools by scoring the point required for the second cycle of secondary education is 85; out of these, 79 are male and the remaining 6 are female. This implies that the results scored in the regional examination may lead to a biased conclusion.

According to a respondent from DICAC, the academic achievement of secondary school students varies from one school to another (RDICAC, 2019). The respondent raised the experience of refugee students in Dima these students scored the highest grade from national students in that area. By the 2014/15 academic year, from the total of 161 refugee students who sat for the Ethiopian Higher Education Entrance Examination, 68 students (40.37%) scored a pass mark and beyond (UNHCR, 2015). As a result, these students secured a higher education placement for the 2015-2016 academic year.

The research also identified former and current high achieving students in Jewi Primary Schools. As it was remarked by respondents, some students managed to score the highest grade despite all the challenges and joined a university to pursue their dream field of study. Here is the witness of a respondent teacher:

There was one student whom I taught some years before. He scored 4:00 in grade 10 exam and scored a great result also in a grade 12 exam. Currently, he is studying Medicine at Metu University. Last time, I met him in this refugee camp and told me that he finished his 3rd-year education and I gave him a pen and an exercise book (NT5, 2019).

As a researcher who spends longer time in working with this issue, I believe the impact of a crisis is heavily visible on academic impact of refugee children. It would become worse if the children get no or less treatment that considers the need of each individual child. Anderson (2004) also indicated that refugee children may poses developmental problem that may include low academic achivement and high behavioral problem. Therefore, Hamilton (2004) presents teachers role,

principal's role, family role, and the school environment as influential factors in the process of improving academic achievement of refugee students.

iii. Opportunities and Challenges in Education for Refugee Children in Jewi Refugee Camp

Opportunities

The commitment of the Ethiopian government to create a better life for refugees is one factor that can be mentioned as an opportunity. This commitment is reflected in the various legal frameworks presented in the above discussions. The initiation to implement local integration is also an opportunity for refugees to access public educational infrastructures. Additionally, the Ethiopian government needs to be appreciated for providing higher education scholarships for refugees by sharing from its scarce resources. The other opportunity in education for refugees in Ethiopia is the prevalence of local communities that is from the same ethnic group and speaks the same language. Despite the ideas discussed in MoE, (2018) and UNHCR (2017), this study has revealed the prevalence of a platform that provides children the chance to learn through their mother language. The above sources mentioned that language differences as a challenge for refugee students in hosting nations. However, the researched students have got the chance to learn by their mother tongue, for there are local communities who are from the same tribe and hence speaking the language of the refugees.

Challenges

Based on the information extracted from the literature, the researcher briefly discussed the five major challenges that refugees face. The results of this research also inform that many refugee children in the researched schools suffer from health, economic, family, social, and cultural related problems. These factors are causing a problem on the relevance of the education provided for the current and future need of the students. According to the various literatures as it was discussed in the literature section, some of the identified problem areas for refugees include language problem, financial and aid limitation, and restrictions on refugee parents to participate in income generating activity. All these issues are found to be existing realities in the researched refugee camps. According to the results of this research, absence of adequate income leads parents to engage their children in money making activities and hence it causes a problem on the education of the refugee children. The results of this research are in line with the points listed as a challenge in UNHCR

(2019); MoFA (2017); UNHCR (2016); MoE (2018). This is mainly because the refugee children in this study are also found facing similar challenges. The above sources mentioned the following as challenges: the prevalence of a large number of school-aged children, high incompatibility on the ratio of student to teacher and student to a classroom, the presence of under-qualified teachers, a limited number of implementing partners, lack of interventions to increase access of education for children with disabilities, inadequate school infrastructure, and the prevalence of inadequate teaching and learning materials.

This research has shown that the majority of the problems mentioned above are highly associated with lack of adequate financing. For instance, budgetary issues are directly linked with failure in constructing adequate classrooms, unable to hire adequate number of qualified and experienced teachers, school principals and counselors, failure to provide technology-backed learning, and the inability of fulfilling the necessary school facilities. Basically, adequate financing is a key element to improve the economic condition of parents, to involve implementing partners in better quality and quantity, to improve access for infrastructure, and to provide better support in various areas for students. With this regard, the researcher learned that there is an acute lack of adequate funding and this was mentioned not only by respondent teachers, but also by school principals, the Jewi Refugee Camp's Program Head, an education expert from ARRA, and an education officer from UNHCR. It was also known from this study that there is a decrement in the amount of funding gained from donors. On the other hand, the Ethiopian government is conducting several promising activities in education for refugee children by imparting from scarce resources. As Ethiopia is among developing countries and as the country is still unable to provide primary school education for 100% of its citizens, it is impossible if the country is expected to provide education for refugees in its own capacity. Due to this, getting adequate financing is mentioned as a challenge in the national comprehensive refugee response framework of the country.

The other challenge for providing quality education ascribed to the geographical location of Ethiopia. This is because as Ethiopia is found in a region that has political instability (for instance the case of South Sudan and Somalia), there is a continuous refugee influx to Ethiopia. The massive influx has a great impact on the provision of quality education by challenging the capacity of the country. The MoE (2018) and UNHCR (2018), for instance, put the massive refugee influx to Ethiopia and the geographical location of this country as a challenge. Accordingly, it could be hard for Ethiopia to ensure quality in the education it provides for refugees.

The other most important challenge identified in this study for providing quality education is difference in curriculum and absence of curriculum mediation in education. The education provided for refugees in Ethiopia gives less attention to the refugees' previous educational orientation and future aspirations. More specifically, respondents in this research raised related concerns in the provision of subjects, such as Geography, History, and Civics. As it was discussed under the literature section, Baldwin (2015) presented the case of Sudanese refugee children in Chad resisting learning the geography and history of the host country, i.e. Chad. Additionally, Sudanese refugees are not happy in not learning religious education as their friends learn it in their home country. Hence, this research has shown the impact that curriculum differences have on the learning of students. This is also revealed as a challenge in the reports of MoE (2018) and UNHCR (2017).

A. Activity to create a smooth relationship between refugees and locals

This research identified that the refugees in Jewi are from the Nuer tribe and the host community is Agnuak. There is a harsh relationship between the two communities and it requires an intensive effort to resolve conflicting issues and create a smooth relationship. In the current situation, this makes the effort to benefit locals from the school infrastructures built for the refugees in the refugee camp or the vice versa very challenging.

B. Early marriage and GBV

As this is part of the traditional practices among the South Sudanese community and as it provides wealth for parents of the girl, eliminating it may be difficult. If this traditional practice resumes being exercised, it will be very difficult to reduce refugee children's dropout rate in education.

C. Awareness of the community about the benefit of education

As it was briefly discussed in the earlier sections, the decades-long civil war in South Sudan diminishes educational infrastructures and the perception of the community on the benefit of education. This is why the community is playing less role in the realization of quality education and at times it even plays a destructive role. As a result, changing this perception becomes the other challenge in the realization of quality and accessible education for refugee children.

D. Qualification of teachers

Ensuring quality in the education provided for refugee children having a large number of underqualified teachers is a serious challenge. The education is provided by teachers who have no pedagogical as well as subject matter preparation. Additionally, the teachers lack preparation to

teach children in a refugee situation. This study identified that the absence of qualified teachers in an adequate number leads refugee children to go to Gambella city and learn in public schools by claiming they are national.

E. Location of refugee-hosting areas

The location of refugee-hosting areas in Gambella Region is in remote areas and in comparison with Jewi, which is the nearest refugee camp to Gambella city. This contributes to the poor infrastructural condition in refugee camps. For instance, lack of electricity and road may be linked to this reason. Additionally, the remoteness of the location of refugee camps makes it hard to use technology in education. A respondent from UNHCR also indicated that the location of the majority of refugee-hosting schools makes it hard to provide technology-based learning (REUNHCR, 2019).

F. Weather condition of the area

The weather condition in refugee camps makes teachers not to wear gowns. The high humidity in Jewi, for instance, makes teaching difficult, especially in classrooms that are made of tin. The humidity becomes relatively high starting from 10 AM- 5:30 PM. The temperature becomes extremely hot, especially in the months of February, March, and April. According to respondent national teachers, conducting instruction after the second period is very difficult in the above mentioned three months. They also indicated as the situation to be extremely severe when teaching a large number of students in a classroom made of tin. Moreover, respondent teachers complain about the lack of shower which can help them to cool their bodies in the school compound. Students do not feel the impact of the weather condition as their teachers. As students used to live in a similar weather condition when they were in South Sudan, the impact of the temperature on them is less. Consider the following extrat taken from an interview:

On a hot day, when we say Ohh... it is hot, the students say teacher please continue; what they don't like is rain. If there is a drizzle in the morning, they won't come to school. Even 4 to 5 students come to class after the 3rd period (NT5, 2019).

G. Lack of adequate coordination among implementing partners

As it was adequately discussed under section ..., there is no platform that brings all stakeholders in education for refugee children together. Every organization executes its activity in a unilateral, bilateral, or in some cases a trilateral way. Ensuring quality in education for refugee children cannot be realized in such kinds of support systems. There is no platform that brings all

stakeholders in the education for refugee children together and enables them to plan, execute, and evaluate their work harmoniously.

H. Inappropriate parental care

For all children, to succeed in education parental care plays the most important role and it becomes very critical in the case of refugees. As refugee children pass through horrific events before and during displacement, they attend their education struggling with a trauma caused as a result of the crisis. Therefore, parental care has a constructive or destructive role in the rehabilitation process of the child. This research has shown that refugee children face several abuses in their education and resolving this problem is among the challenging tasks.

All the above challenges are creating a problem on the accessibility and the quality of education provided for refugee children in Ethiopia. With regard to this, MoE underscored the promising activities to enhance the quality and accessibility of refugee education, but simultaneously admitted that there are still problems associated with realizing quality, accessibility, equality, and safe-learning environment (MoE, 2018).

Chapter 5:

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Summary of the findings

This research investigated the relevance of the education provided for primary school students in Jewi Refugee Camp. The core issues of the study include the children's previous educational experience, the impact of the crises on them, life in the refugee camp, future aspiration of the refugee children, and the practice of providing primary school education for the refugee children. All these factors are examined in terms of their contribution to the provision of relevant education. The four primary schools in this refugee camp have been included in this study as a sample. Parents, teachers, students, and school principals have been involved in this study as a respondent. Additionally, respondents from the program office in Jewi Refugee camp, West Region ARRA Protection Office, the education department in ARRA headquarter, Gambella Region Education Office, Save the children Gambella Branch, and Education and Program offices in UNHCR Ethiopia head office have been included in this study. The major findings of this research are summarized as follows.

Ethiopia has a long tradition in hosting refugees and this country hosts one of the largest refugees in Africa as well as the world. Ethiopia is among the first countries that sign proclamations and conventions related to the right of refugees which were prepared by international, continental, and regional organizations. Additionally, the hospitable tradition of Ethiopia is typically expressed in the country's commitment to hosting South Sudanese refugees since the civil war with Sudan. Even though regimes have been changed in Ethiopia the determination to provide shelter for South Sudanese refugees has always continued. Ethiopia still provides shelter for hundreds of thousands of South Sudanese refugees who are displaced as a result of the 2013 conflict. A large portion of these refugees reside in refugee camps that are located in Gambella Regional State.

From the various refugee camps in this region, the nearest one to Gambella city is Jewi Refugee Camp. This camp is home to more than 62,000 refugees in which much of the population were women and children. This research identified that the greater majority of refugees in Jewi enter into Ethiopia through Metar and Burbiey entry points.

The research identified that most of the services and aid packages provided for Refugees in Jewi refugee camp are below the minimum standard. The amount of water distributed to an individual per day and the amount of food aid provided for each individual can be taken as an example for this argument. Likewise, the prevalence of a limitation on the road, transportation service, and health center has been identified in this study. The research learned that there is no electric power supplying this camp.

Education for refugee children in Ethiopia is provided based on the directions indicated in the national refugee proclamation. Additionally, the agreed points in various international, continental and regional treaties serve as benchmarks for the education provided. ARRA is the responsible organization to run primary school education for refugee children even though some schools run by another organization. The organization recruits teachers and school principals. This research encompasses issues related to refugee student's previous educational background, the impact of the crises on their learning, the status of the education provided in considering current and future need of the students and their parents. The research sought parental, economic, social, psychological, and physical health problems to have a significant impact on the learning of Primary school students.

Sources indicated that the commitment of the government of Ethiopia in the education sector is reflected in: the higher education scholarship provided for refugees; running the primary education provided for refugees; enabling refugees to access education in public schools; providing refugees with educational certificates for the education they have attended; and providing a large number of scholarships for incentive teachers. Additionally, the research learned that MoU has been signed between ARRA and MoE to create a better landscape in education for refugee children. MoE also dispatched circular ordering education bureaus to provide support for refugee-hosting schools in various issues. Since 2016, MoE starts to publish information on refugee education through EMIS and the information contains key education indicators at each level. Despite this, the research identified absence of a legally binding document that clearly indicates the relation between refugee-hosting schools and REB/Local education offices by stating responsibility and consequences. Therefore, much of the activities done in the education for refugee children are identified to be based on personal interest than legal framework. This is emphasized on the relation between education offices and implementing partners in education for refugee children. For instance, the research identified the prevalence of week supervision service from the regional

education bureau for refugee-hosting schools and the absence of working relations between refugee-hosting schools and the Woreda education office.

The research results informed that many refugee children in Ethiopia have the privilege of exercising and developing their original language. This is because the local communities are from the same ethno-linguistic group as the refugees. Therefore, much of the refugee children in Ethiopia have got the opportunity to learn through mother tongue language. The education policy or the curriculum has a minimal contribution to this privilege. Even though the education policy and the curriculum provide an emphasis on mother tongue in the education provided for national students, no section from the two documents grants this right for refugee students. In its practical aspect refugees who are not from neighboring countries were not attending education through their mother tongue language.

This research examines the relevance of primary school education provided for refugee children by assessing the quality and accessibility of education. Various indicators have been used to examine the existing practice with regard to quality and accessibility. The indicators used to examine accessibility were; enrolment and completion rate of refugee students in education, the practice in determining educational equivalence for enrolling refugee students in education, level of educational opportunity for South Sudanese children in Ethiopia, and the practice in providing primary school education for Refugee children in Jewi Refugee Camp. The results indicated that there is still a large number of out of school children. Additionally, the research result revealed the prevalence of a large number of over-aged children in the researched schools. The research also learned the prevalence of a great difference in the enrolment rate between the two cycles of primary school education. During enrolling in education students that lost educational credentials get placement after taking the placement exam and the researcher learned that there is a high level of cooperation between MoE, REB, ARRA, and refugee-hosting schools on providing this exam.

The research draws an argument on the importance of examining the quality of the education provided in the input, process, and outcome stages to have a concrete understanding and get a clear picture of the practice. In Ethiopia education is provided for Refugee children through the general education curriculum and the majority of students, teachers, school principals, and officials see no problem with that. Despite this, a good majority of students indicated their complaint on learning the history and geography of Ethiopia leaving the history or geography of their country. Additionally, they have a complaint about some concepts thought in Civics and Ethical Education

Subject. The other area of complaint is, surprisingly a greater majority of respondent students and key informants were not happy about delivering the education through mother tongue. In the researched school the medium of instruction for students from grade 1-4 is the mother tongue (Nuer) language while it is English for students from grade 5 and above. The students' concern regarding education in mother tongue has much to do with the desire to master English as bread-winning language back at home or elsewhere.

A comparison of the curriculum indicated the prevalence of a significant differences in the education provided in Ethiopia and South Sudan. The research learned that the curriculum has little space to entertain the culture and values of the researched students which is far beyond learning through mother tongue language. The research understood the prevalence of an ecosystem that contributes to cultural degradation and this act is also reflected in the education system. Additionally, the researcher learned that the practice of teaching boy and girl students together is bringing an effect on some female students. This is because according to key informants, in South Sudan there is a practice of teaching boys and girls separately. The researcher observed that girls and boys in the researched schools make lines separately every morning during the flag ceremony. Additionally, the researcher learned that girls are not comfortable to talk freely and rather tend to be shy during expressing themselves in front of boys (or with strangers). The research identified that in the researched schools there is a very limited practice with regard to co-curricular activity. The absence of such experiences prevents students from developing essential skills.

Teachers in the researched school were classified into national and incentive. National teachers are experienced and qualified while the greater majority of incentive teachers are under-qualified. National teachers were found only in Number 1 School and they are few in number. The research understood that the teacher to student's ratio is far above the standard. Teachers in all the researched schools found to teach without having a lesson plan. The research learned that providing education through under-qualified teachers brings a destructive effect on the quality of the education provided. One of the positive aspects observed in this research is the educational scholarship provided for incentive teachers and it is believed to enhance the quality of education. The research result also informs the absence of adequate preparation among teachers to teach children in crises. Additionally, the language gap is creating communication problems between students and national teachers. The research result indicated that even if ARRA provides a

competitive salary and various benefit packages for national teachers and school principals much of the employees are still dissatisfied with various issues and wish to change their job as soon as possible. On the other hand, the research result informs the prevalence of unreasonable salaries for incentive teachers that brought a high turnover rate.

The other identified point in this research is the prevalence of a severe problem with regard to facility and resources. Much of the educational infrastructures in the researched schools were either absent or limited. This problem is found to create a serious quality problem in the education provided for refugee students. Respondent students indicated that they have better access to the library when they were attending their education in their former school in South Sudan. Additionally, the students indicate they are not provided with various supplies in their current school unlike their previous experience in South Sudan. Students have a serious complaint about the absence of a bag and uniform.

The research result boldly shows the prevalence of high absenteeism and dropout rate. Additionally, the results indicate the prevalence of a great gap between the number of registered students and the actual number who attend their education regularly. Respondents raise two basic reasons for this gap. The first reason is students register to receive the aid provided as learning materials at the beginning of the academic calendar. These students will not appear to school after receiving the aid. The second reason is some students register in multiple schools to receive aid from both schools. When the teaching-learning process begins they attend their education in one of the schools. The rest schools consider such students to drop out their education. Additionally, factors identified in this study for absenteeism and drop out of students were early marriage, economic factors, and low awareness among parents on the relevance of education. According to the result of the research, there is an insignificant difference in the dropout rate between boys and girls. Additionally, the researcher learned that both sexes are victims of losing educational opportunities as a result of early marriage even though it was widely affecting girls. Girls are also identified to be victims of SGBV. One of the major results of this research was the absence of a coordinated effort between all stakeholders to provide adequate support for refugee students.

Academic achievement is the product of various factors and this research sought parental care to have a significant impact on increased academic achievement. The activity of PTSA is identified to be strong and acknowledged by respondent teachers and school principals. Despite this, the research revealed that parental support in the researched schools is non-existent. The research

result revealed that the greater majority of respondent children live with relatives or one of their parents most commonly with their mother. The research also learned that there are students who have no information on the status of their parents since the beginning of the crises. Additionally, the results of this study indicated that many parents of refugee children in Jewi refugee camp are abusing their children in various forms. The indicators of these abuses were engaging children in labor activities, denying children the right to go to school, motivating children to engage in marriage, and denying justice for victims of SGBV under the name of mediation. According to the research result lack of awareness is the cause of the above problems.

The outcome of education is investigated by examining the academic achievement of students. The results indicated that students in the researched schools have low academic achievement. In comparison, children who have educational experience in the home country face confusion and challenge when attending education in the host country than children who have no educational experience in their home country. According to the results of this research, the crises have an impact on the learning of students and it makes many children give less attention to their education

5.2 Conclusions

The relevance of any educational intervention for refugee children needs to be mainly measured by its emphasis on the previous background of the children, the impact of the crisis on them, their current need, and their future aspiration. This becomes profoundly important when it is about primary education. The focus given for the above four transitional phases can be reflected in the various systems in the education, the emphasis given in various policies (education and training policy, security policy, health policy...), and the prevalence, efficiency, and effectiveness of a collective effort between governmental and non-governmental organizations. The researcher asserts that if any education misses considering one of the above aspects it will bring a negative effect on the relevance of the education. Therefore, the four aspects listed above serve as a base for outlining the basic research questions and specific objectives in this research.

The researcher understands that any educational activity needs to start from a student's educational background, cultural orientation, and linguistic skill. The results of the research revealed the absence of a system of making use of student's educational, cultural, and linguistic backgrounds. This leads to influence academic competency of refugee children. A problem in providing an education that considers the impact of the crisis is also seen in this research. This influences the learning motivation of students and unable the schooling activity support students to recover from the traumatic situation.

The research result revealed that the education provided in Jewi Refugee camp gives less emphasis to the current need and future aspirations of South Sudanese refugee children. The educational intervention in Jewi Refugee Camp is identified to give less emphasis to the economic, parental, health, and infrastructural concerns of the refugee children and their parents. Additionally, the greater majority of the refugee children have no plan to live in Ethiopia permanently. Therefore the education lack to make curriculum mediation and enable the education to be relevant for the future life of these refugee children in Ethiopia, South Sudan, or a third country.

The problems indicated above are identified to be the product of lack of a system that makes all involving actors work in a coordinated fashion. Mainly, host governments and UNHCR need to work on creating a system that gives adequate concern for the various transitional phases of refugees. The Ethiopian government as a host country to South Sudanese children is seen to exert many efforts in providing educational opportunities for refugee children even though there are still several gaps that affect the relevance of the education provided. The research determines the

relevance of the education provided in Jewi refugee camp by assessing its quality and level of accessibility. The issue of quality is examined based on the indicators in the input, process, and output phases. Finally, Relevant education for refugee children is impacted by: the level of emphasis given for previous condition, current status, and future aspiration of the learner; the level of emphasis given for cultural orientation and values of the child; mechanisms implemented for treating post traumatic stress disorder; the available parental care provided for children; the available number of trained and passionate teachers and school leaders; applicability of the necessary facilities; flexibility of the curriculum; level of system based; harmonized and coordinated working platforms for all stakeholders in refugee education.

My research experiences informed me that any educational intervention for refugee children that considers the above aspects can have a greater contribution to the rehabilitation of students and become a valuable citizen for their home country, the host country, and the globe at large. Ignorance of the above four aspects may diminish student's motivation to learn, adds trauma on students, and unable the education system to achieve its intended goal.

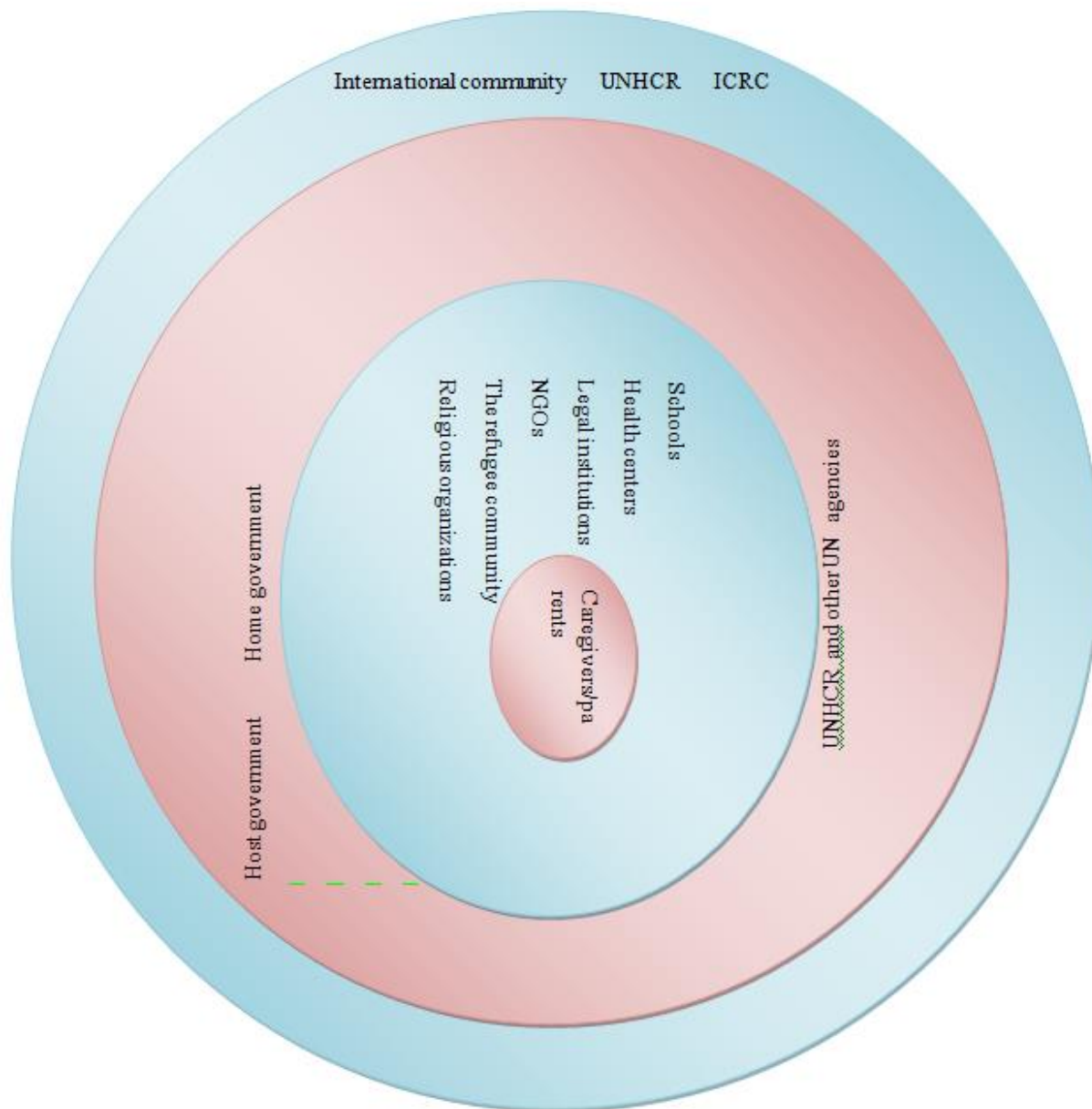
7.3 Recommendations

This research provides me a great experience to observe the practices in providing education for refugee children in Ethiopia generally and the provision of primary education specifically. I have been able to identify the opportunities and challenges in the primary education provided for refugee children. After making a thorough analysis of the results, and examining their connection and meaning to the broad field of researches in this area the following recommendations have been forwarded in order to provide relevant primary education for refugee children.

Implementing a Comprehensive parenting strategy for refugee children

The concept of comprehensive parenting comes to express the need for integrated activity by all stakeholders in maximum attention, harmonization, and follow-up. The concept advocates all stakeholders to have due information about the status, progress, and futurity of each child. In this process, there will be a recorded and compiled document about the child. Therefore, any concerned body can access the information easily. The comprehensive parental strategy also demands the active involvement of the community and schools. Additionally, this strategy looks over a collective effort for attaining the same goal. In a comprehensive parenting strategy, a unilateral or bilateral effort is believed to bring less improvement than multilateral intervention. In this strategy, the duty of each stakeholder needs to be guided by the legal framework and each nation needs to include the issue of refugee children in their family law. This ensures legal protection for the child and can create accountability among all stakeholders. The diagrammatic representation of the Comprehensive Parenting Strategy is presented below.

Figure 13: The shield comprehensive parenting strategy



In the center of the above diagram, there are caregivers and parents. They have the lion's share in providing ideal care for the child. Similarly, the ecological theory of human development groups these organs under the Microsystem indicating them to be the most closer group of individuals for the child (Bronfenbrenner, 1979). Additionally, schools, health services, family, church, and peers are also included in the Microsystem. In the shield comprehensive parenting practices, stakeholders that are listed in the closer circle to the center are those who can provide a direct follow-up and support for individual caregivers. The host government, home government, and

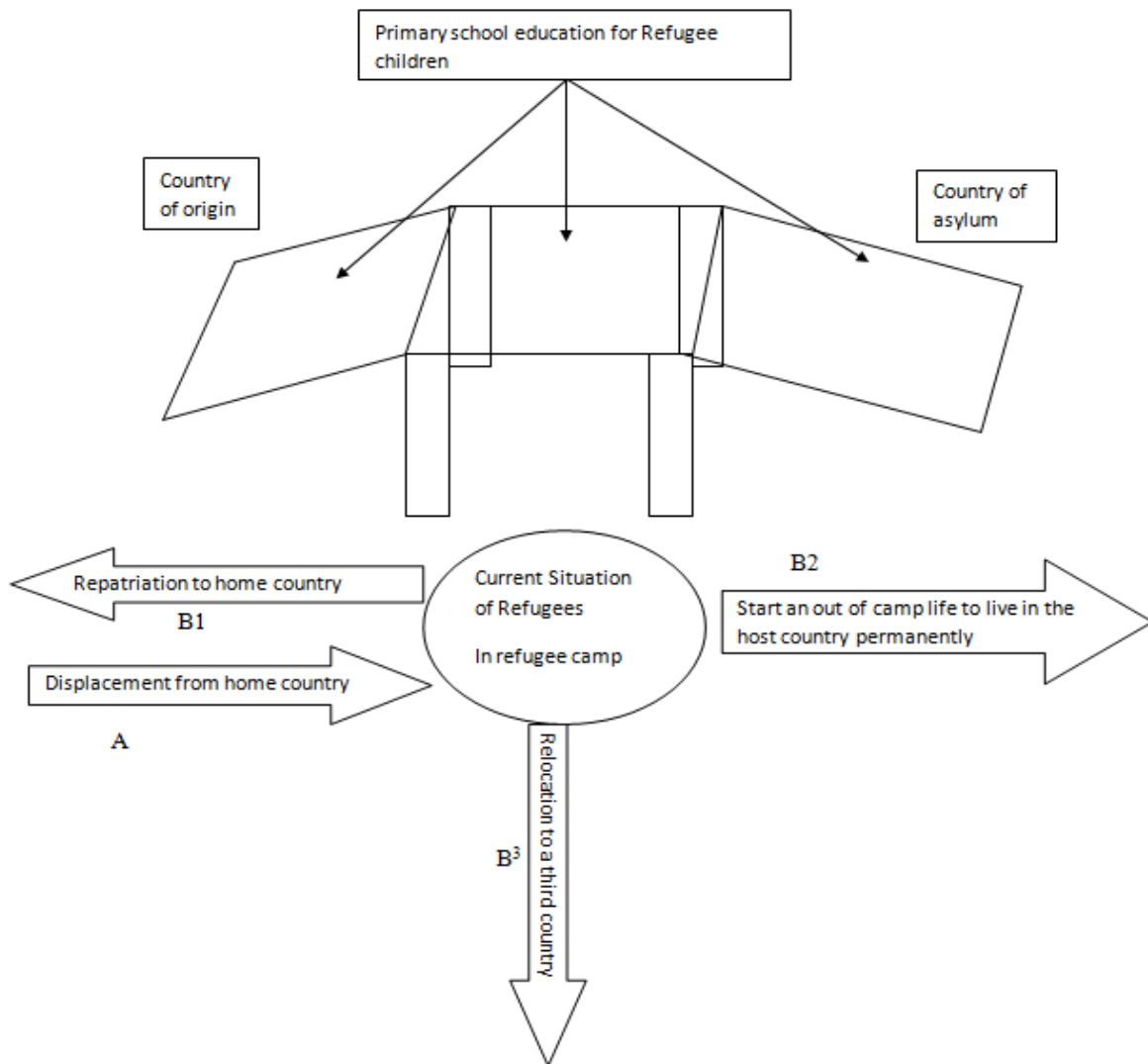
UNHCR are listed in the next circle and they have the role of working towards creating better parenting practices. The role of the home government is seen from making all the necessary efforts to reuniting separated children and unaccompanied minors with their families. The last circle holds institutions that work on a broader aspect of the issue of refugee children. The expected activities from these institutions are the preparation of workable and binding legal documents to create a better living condition for refugee children around the globe.

Implementing Holistic approach in the Education for Refugee Children

This strategy advocates for maintaining a balance between the educational experience in the home country, the education system in the host country, and student's future aspirations. For effectively maintaining this balance having a recorded document on the above aspects become very essential as it helps to indicate progress and inform action. In the attempt to create a smooth transition in education the strategy also demands a provision for treating post crises trauma among children.

This strategy passes through a series of steps and demands the active involvement of all stakeholders. The stakeholders in this strategy have the duty of ensuring smooth educational and cultural transition. The smoothness of the transition mainly lies in the amount of support provided for students. Each stakeholder needs to work on eliminating child labor exploitation; improving the status of educational facilities, creating child-friendly learning spaces, maximizing the number of qualified and trained teachers, providing guidance and counseling service for children and parents, resolving behavioral problems among children, creating awareness among the community on the benefit of education, working on curricular mediation, and facilitate local integration. Additionally, the stakeholders need to work on creating a system for treating children with various health problems, embracing good parenting practices, fighting early marriage and SGBV practices, maximizing the economical condition of parents, and creating better access to infrastructure in refugee camps. Therefore the pillars of the holistic approach were educational experience in the home country, educational experience in the refugee camp, and permanent life in the home country, host country, or a third country. The following diagram illustrates these passages.

Figure 14: The Model of a holistic approach in the education for refugee children; Source; Developed by the investigator based on ideas obtained from the study evidence



Arrows from a-d represent the movement of refugees for resettlement. Arrow "a" represents the movement of refugees from the country of origin to the country of asylum. Arrow "B's" indicates a movement to the permanent resettlement area. This strategy advocates that the education provided needs to be relevant for current life in a refugee camp and the life in their future destination. Making the education relevant is ensured through policy revision, curriculum mediation, integrated support for refugee children, supplying the necessary teaching material, prevalence of school facilities that meet with the standard, prevalence of qualified and efficient teachers, furthermore prevalence of efficient school leadership.

In order to place all these changes, there should have to be a culture of making an initial assessment of students to get the whole picture of previous educational experience and the impact of the crises on children. Additionally, an intervention in the education provided for refugee children needs to be governed by a plan drafted by the participation of all concerned stakeholders. Each stakeholder needs to take their share from the general plan and their actions need to be evaluated regularly. The actual teaching-learning activity comes after ensuring the implementation of the above activities. The first task before directly entering into the teaching-learning activity is providing induction for refugee children, their parents, and the community on how the education is going to be conducted, the objective of the education, and the opportunities for refugee children from the education provided, the role of parents and the community in supporting the learning of students, and the skill of mediating educational and cultural differences.

The education delivered needs to have ample space for promoting the original cultural orientation of children. Additionally ensuring literacy of students according to the requirements in each grade level is expected. In this process being familiar with the language and culture of the host country enables children to assimilate with the living style of the host country and lead a better life.

Revision of the educational Policy, Curriculum mediation, and fulfilling resources needed for the expected change

The education and training policy needs to be revised by providing refugees the right to learn through their original language and preservation of their cultural orientation. Additionally, the policy needs to indicate the use of a curriculum that fosters the current and future needs of students. Finally, the education and training policy needs to ensure the inclusion of refugees in the national education system including enrolment in higher education.

Next to revising the educational policy a team of professionals who are skilled in curriculum development needs to assess the current and future needs of the incoming refugee population. After making this, they need to mediate the general education curriculum in the host country to the identified needs of refugees. In the attempt of mediating the curriculum, this team of experts needs to review the home country curriculum, the trauma experienced by the refugee children as a result of the crisis, and the value of refugees. The experts need to indicate the strategies on how to deal with these issues. The major expected modifications are mediation in the medium of instruction, and subject as well as content selection. In this regard, a critical review needs to be made on subjects that are offered in the home country but not provided in the host country or vice versa.

The other aspect is during content selection looking for creating opportunities for children to learn their history; the existing situation about the political, cultural, social, and economic situation of their home country, and other essential values. As a result, a critical review on subjects such as History, Geography, Civics and Ethical Education, and National languages is expected. The mediated curriculum needs to ensure access for examination, certification, and smooth promotion of students to the next grade level including enrolment in higher educational institutions. In these cases, if the curriculum is prepared in a way that can meet the expected minimum learning competencies listed in the curriculum of the host and home country refugee students will not face any transitional problem.

The successful implementation of the above changes demands an adequate supply of resources. These resources could be financial and/or material. Assisting host countries in supplying these resources is heavily expected from donors and the developed world. In addition to the expected external support, host countries have the responsibility of availing various resources including the supply of educational materials. To effectively implement curriculum mediation there should have to be access to educational materials from home and host country. Educational materials used in the host country can be easily accessed but accessing educational material from the home country is relatively difficult. Exploring various sources becomes important to solve this problem. The desired sources could be educational materials that can be found on the hand of refugees, educational materials that can be accessed online, creating a link with the responsible ministry in the country of origin, and creating a link with functional educational institutions that are found in the country of origin.

Resolving Harmful traditional practices

There should have to be a coordinated effort from the community and religious leaders, refugee-hosting schools, health service institutions, ARRA, UNHCR, non-governmental organizations, and legal institutions to overcome problems related to early marriage and SGB. Strengthening the legal system, creating awareness, and forming a working group from the community that regulates harmful traditional practices are very important. There should also be psychosocial support for girls in order to develop their self-confidence and self-esteem.

Improved human resource and educational infrastructure

Having teachers, school principals, counselors, supervisors, experts, and office heads with the desired qualification, experience, and preparedness are very essential. The education that is given

in all grade levels needs to be provided through qualified teachers: This can be achieved by recruiting skilled and qualified national teachers and providing a vast educational opportunity to be a teacher for refugees who meet the enrolment criteria.

Construction of the standard buildings for classrooms as well as offices, construction of fences and playgrounds in refugee-hosting schools, availing electricity and water services which can meet with the needs of each refugee-hosting schools, launching ICT, library, laboratory, and pedagogical center in all schools by fulfilling the necessary human, as well as material resources, is very essential. This can only be fulfilled by the vast involvement of donors and all concerned stakeholders. Narrowing the gap in resources, facilities, and student's academic achievement between various refugee-hosting schools needs to be one of the focus areas. The research identified that the weather condition in Gambella, as well as Jewi, reaches its climax in January (Tirr) to April (Miyazia). Therefore bathrooms need to be available for teachers and students in order to take shower to resist the temperature.

Follow-up and support in the education provided for refugee children

The relation between refugee-hosting schools and education offices at all level need to be defined and each individual needs to have accountability. Additionally ARRA needs to recruit additional professionals in regional education offices to provide adequate support for refugee-hosting schools and strengthen the supervision activity. Teachers need to be guided by a plan in order to provide appropriate support for students. Therefore schools need to monitor the various plans of teachers and their level of implementation.

All stakeholders need to provide support for refugee-hosting schools and make regular follow up for improvements. The accountability needs to have a vertical and horizontal image. For instance, vertical accountability represents the accountability of public education offices or regional ARRA office to refugee-hosting schools or vice versa. On the other hand, horizontal accountability refers to accountability in the relation between regional education offices and regional ARRA offices. Likewise, the relation of each stakeholder needs to be guided by a legal framework and it needs to have consequences.

Accountable approach for minimizing out of school, absent, and the dropout rate

Each stakeholder needs to have accountability in minimizing the number of out of school, drop out and absenteeism. The main actors in this process were each student, student representatives, teachers, school administration, PTSA members, community leaders, spiritual leaders, ARRA, and UNHCR. Awareness needs to be created among the community on the relevance of educating children and legal as well as future consequences for denying educational opportunity. Children who refuse to go to school after getting the necessary support need to be accountable for their actions. Additionally, teachers and the school administration need to be accountable for monitoring student's attendance, providing feedback for students who do not attend class regularly, and taking the necessary legal steps on students who refuse to attend class regularly. Likewise, there should have to be a guideline that indicates the responsibility of all stakeholders in minimizing out of school, drop-out, and absenteeism cases. Failure to fulfill the intended responsibility needs to bring accountability and need to make each stakeholder responsible for their actions.

Placing Motivational Strategy

Positive behavior needs to be motivated and the refugee children; parents; community leaders; religious leaders; teachers; school leaders; administrative staff in refugee-hosting schools; and involving partners need to be rewarded for their success. The reward could be in kind, in cash, or orally. Such rewards increase the occurrence of positive behaviors and lead to a holistic improvement in education for refugee children. Students need to be motivated and one motivational instrument could be providing educational opportunities for high achiever students in various prestigious public and religious boarding schools. There should also be an attractive retention and remuneration mechanism to motivate teachers and all the administrative staff for making them stays for a longer period and exert maximum effort to give ideal support for refugees.

Creating a smooth relationship between refugees and locals an intensive effort to resolve conflicting issues and create a smooth relationship between local and refugee community is expected from all concerned stakeholders.

Finally the researcher calls for future reserchs in this area especially to investigate the experience of refugees who destined to their permanent location on the contribution of their educational experience in refugee camp for their life in their permanent residential area.

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APPENDICES

Appendix 1; Number of registered Students in the four researched schools at the beginning of the first and second semesters in the 2018/2019 academic year

- * የሥርዓተ-ምግብ ስፕሪንግ ችግር መኖር፡
- * የተማሪዎች የኒፎርም አለመኖር፡
- * የመማር ማሰተማሩን ስራ ለማከናወን የሚረዱ መመሪያዎች አለመኖራቸው፡
- * የተወሰዱ የመፍትሄ እርምጃዎች
- * ለቢሮው ሪፖርት ማድረግ

አጠቃላይ የ4ቱም ት/ቤቶች የ1ኛ እና የ2ኛ ስሜስተር የተማሪ መረጃ።

ክፍል	የተመዘገቡ			ያቋረጡ			ፈተና ላይ የተቀመጠዉ			ምርመራ
	ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ	
1ኛ	1382	1117	2499	28	25	53	1352	1092	2444	
2ኛ	1081	771	1852	30	33	63	1051	701	1752	
3ኛ	818	645	1463	21	15	36	797	667	1464	
4ኛ	990	777	1767	29	22	61	961	755	1716	
1-4ኛ	4271	3310	7581	108	95	213	4161	3215	7376	
5ኛ	639	509	1148	35	30	65	604	413	1017	
6ኛ	943	377	1320	48	28	76	895	349	1244	
7ኛ	636	187	823	25	14	39	611	173	784	
8ኛ	802	173	975	20	17	37	782	156	938	
5-8ኛ	3020	1246	3972	128	89	217	2892	1091	3983	
1-8ኛ	7291	4556	11847	236	184	430	7053	4306	11359	

- * ጉዳዩ ከሚመለከታቸው አካላት ጋር መወያየት

ጥምርታን በተመለከተ

- * የተማሪ መምህር ጥምርታ $1:67$
- * የተማሪ ወንበር ጥምርታ $1:3$
- * የተማሪ ክፍል ጥምርታ $1:95$
- * የተማሪ መጽሐፍ ጥምርታ $1:1$
- * የቋሚ መምህራን ብዛት $ወ= 30$ $ሴ= 3$ $ድ= 33$
- * በጀዊ/ስ/መጠለያ ጣቢያ በመጀመሪያ ደረጃ ትምህርት ቤት ውስጥ ያሉት ናሽናል ና ኢንሴንቲቭ መምህራኖች ብዛት፡-

Appendix 2; Number of registered Students in the four researched schools by June 2019.

ክፍል	በአራቱም ት/ቤቶች የሚገኙ ተማሪዎች ብዛት በጾታዊ ስብጥር								ጽድቅ
	ጽድቅ 1 ት/ቤት		ጽድቅ 2 ት/ቤት		ጽድቅ 3 ት/ቤት		ጽድቅ 4 ት/ቤት		
	ጾታ		ጾታ		ጾታ		ጾታ		
	ወ	ሴ	ወ	ሴ	ወ	ሴ	ወ	ሴ	
1ኛ ክፍል	343	275	197	138	220	105	240	316	1834
2ኛ ክፍል	432	212	224	141	215	120	210	198	1753
3ኛ ክፍል	295	166	131	103	210	106	182	170	1363
4ኛ ክፍል	230	298	155	166	200	190	174	182	1595
5ኛ ክፍል	216	192	124	120	130	162	69	54	1067
6ኛ ክፍል	561	201	83	33	30	43	80	60	1091
7ኛ ክፍል	536	187	00	00	00	00	00	00	723
8ኛ ክፍል	802	173	00	00	00	00	00	00	975
ጽድቅ	2879	1704	914	701	1005	726	955	980	10,400

> ከ1ኛ-4ኛ ክፍል በወር ውስጥ በትምህርት ገቢታ ላይ የተገኙት ተማሪዎች ብዛት ወ=3000 ሴ= 2400 ጽ=5400
 > ከ5ኛ-8ኛ ክፍል በወር ውስጥ በትምህርት ገቢታ ላይ የተገኙት ተማሪዎች ብዛት ወ = 3200 ሴ =1800 ጽ=5000
 > በአጠቃላይ ከ1ኛ-8ኛ በወር ውስጥ በትምህርት ገቢታ ላይ የተገኙት ተማሪዎች ብዛት በጾታ ወ=6,000 ሴ=4,400 ጽ=10,400

Appendices 3; Letters issued for cooperation and permission during the course of this research period.

አዲስ አበባ ዩኒቨርሲቲ
የምረቃና ትምህርት ማስተማር
ትምህርት ክፍል



Addis Ababa University
College of Education
Department of Curriculum
and Instruction

☎ 251 11 123 97 16 ☎ 1176 Fax: 00251(11) 242719 e-mail: ctpd@aaau.edu.org.et

Date: 27-05-2019

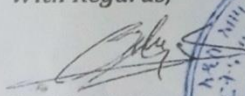
To: _____

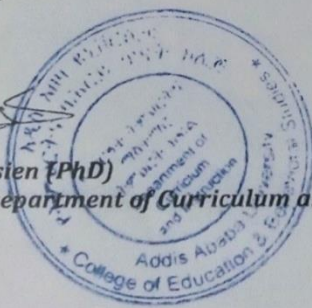
Eyueil Abate is a PhD student at Addis Ababa University, College of Education and Behavioral Studies, Department of Curriculum and Instruction. He/She is working on a research project entitled: Relevant Primary School Education for Refugee Children; The case of Jewi Refugee Camp.

I would be most grateful if you extend to him/her all the necessary assistance regarding this matter.

Thank you for your kindness.

With Regards,


Abdulaziz Hussien (PhD)
Chairperson, Department of Curriculum and Instruction



**AGENCY FOR REFUGEE AND RETURNEE
AFFAIRS**

Date: May 21, 2019

To: Gambella Coordination Office

Re: Access to refugee camp/s

Please facilitate access to Jewi refugee camps to the bearer of the attached letter with copies of passport and valid visa or work permits Addis Ababa University College of Education Department of Curriculum and Instruction

➤ **Mr. Eyueil Abate Demisies**

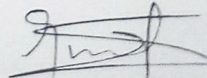
Date: From June 02-17, 2019

Please also ensure that the details indicated on the visit request letter are strictly observed and rules governing refugees are respected.

NB:

1. Visitors/missions are required to carry extra copies of valid passports, visa/work permits and submit to the respective ARRA field office/s upon arrival.
2. Agencies and their respective expatriate staff are required to report to ARRA Field Offices 10 days before expire of their Work permits/Business Visa or 48 hrs. if they want to extend their visit to the camp

Sincerely yours,



Mebratu Tekeba

Head, Project Monitoring and
Evaluation Division

ADMINISTRATION FOR REFUGEE AND RETURNEE AFFAIRS
WESTERN REGION REFUGEE PROGRAM COORDINATION OFFICE

VISITORS PASS PERMIT

1. REFUGEE CAMPS TO BE VISITED Jewi
2. NAME OF THE ORGANIZATION THAT THE VISITOR CAMP'S Addis Ababa University College of Education Department of Curriculum and Instruction
3. NAME OF VISITORS
 1. Eyueil Abate Demissie
 2. /
 3. /
 4. /
 5. /
4. PERMISSION DATE FORM HEAD OFFICE YES
5. DURATION OF THE VISIT 15 days
6. PURPOSE OF THE VISIT To conduct Research on Education
7. PLATE NO OF VEHICLE -
8. ALLOCED TO TAKE PICTURES ☒ YES ☐ NO
9. THE VISITOR WHO HOLDS THIS PERMIT PAPER ARE/IS ALLOWED TO VISIT THE ABOVE MENTIONED REFUGEE CAMPS.

AUTHORIZED PERSON

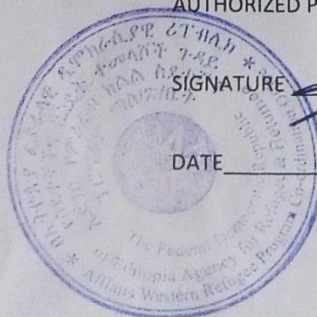
Mergesework G/Mariam

SIGNATURE

[Signature]

DATE

03-06-19



Appendices 4; Transcribed document of the interview conducted with respondents

1. Interview with School Principal 1.

Interviewer: please tell me your age educational qualification and the languages you can communicate with

Interviewee: I am 29 years old and I Speak Afan oromo, Amharic, and English, I have graduated with EDPM in undergraduate level and MBA in master's level.

I communicate with students using English language (students speaks English and majority nuer) and for those who cannot communicate in English I use a translator.

Interviewer: why do you choose to teach in this refugee hosting school?

Interviewee: I want to serve the community because I want to serve the refugee community and contribute for the country image by making them have a positive image for the country. But his real intention is pursuing good salary as he speaks informally with the researcher.

Interviewer: what are the gains for the country in providing educational opportunity for refugee students?

Interviewee: By hosting refugee students a country could be beneficiary in building its image, serving humanity, respecting international treaties and creating job opportunity for locals.

Interviewer: for how long do you spend in this school? And can you tell me your total work experience?

Interviewee: I spend a total of 3 years as a principal of the No. 1 School and I coordinate all the remaining schools. I used to work as a delegated program head for 1 year and the education department is under the program office. I have 4 years of additional experience in teaching in non refugee hosting public school.

Interviewer: What is your future aspiration?

Interviewee: I don't want to stay in this profession longer and I wish to quit this job and start a personal business.

Interviewer: Have you faced a problem on cultural variation in the education provided for students in comparing with their previous educational background?

Interviewee: Not much but students raise question in subjects such as history, geography and civics. In these subjects the students wish to learn their history and the geography of their country.

Interviewer: please tell me about teachers in your school regarding their qualification, competency to teach and their country of origin?

Interviewee: There are national and incentive teachers in our schools. The incentive teachers teach from grade 1-4 while national teachers teach from grade 5-8. The teachers in Jewi refugee camp are classified in to three. This are Qualified in teaching (national teachers) semi qualified (graduated with diploma out of the teaching profession) and not qualified. Those teachers who are grouped under “not qualified” are teachers who have educational qualification below high school.

Interviewer: How do you explain the strength of retention and remuneration mechanism implemented by your organization in minimizing the turnover rate of teachers?

Interviewee: The salary paid for national teachers is explained to be attractive in comparing it with the salary paid for teachers in public schools where as there is poor retention mechanism. The incentive provided for incentive teachers is 800 birr per month. They are committed to work and come early especially the vice principals. All vice principals are assigned from incentive teachers.

Interviewer: how do you explain the status of your school in creating conducive atmosphere for the teaching learning process?

Interviewee: In all the four schools there is a school feeding program and the feeding is supported by World Food Program (WFP) and its contents are 100 gm. of CSB and 20 gm. of Sugar. The feeding program provided in the school is not something to be eaten rather it is a drink. Even though the feeding program have motivated many students to come to school, there are students who do not use this service especially girls in upper grades by considering it as a drink than food.

It has a great role in minimizing absenteeism. There is a library for students even though there are limitations. Generally there are many problems in related to facility. For example there is no properly constructed fence in the school and this lets the community to use the compound of the

school as a road and use the school toilets with students. There is a problem in providing hygiene and sanitation equipments. The school does not have electricity service and the water supply is not enough for students. Laboratory is totally unavailable and Play grounds are not there for the students. There are no materials for sport activities. Text book is appropriately provided for students and the total students enrolled in the four schools are 12217 and out of this the girls are 4620.

Interviewer: how do the status of enrolment, dropout and absenteeism rate explained in your school?

Interviewee: The number of dropout especially among girls is high and there is low enrolment rate especially in girls. This is because of early marriage and cultural reasons including responsibilities in home work. The school is working with RCC to find a solution for low enrolment and high dropout rate of girl students.

Interviewer: what are the major challenges for refugees in this refugee camp and what kinds of measures need have to be taken to solve the problem?

Interviewee: It is hard to distinguish local Nuers from refugees and there might be locals who take aid as a refugee and to eliminate this redundancy the UNHCR is currently conducting a third stage registration that is backed by finger print. Refugees need have to be allowed to engage in a paid work to fund their living. With this regard I support the newly ratified proclamation on refugees. I believe the role of the 9 pledges announced by the late Prime Minister Hailemariam Desalegn is high for drafting the new proclamation. But the current situation shows that many refugees wish to return back home. They are trapped in here where they don't have the access of free movement including going to another country.

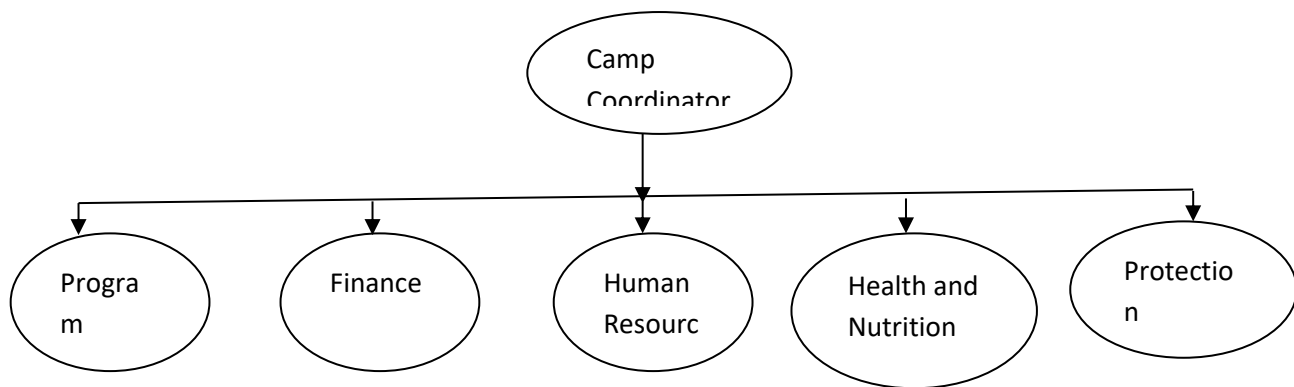
Interviewer: what are the challenges of teaching in refugee hosting schools?

Interviewee: the major challenges are a wide range of behavioral problem is witnessed among students and their age also contributes for this behavior. When I say their age most of them are above the expected age range for the grade level they are. Language problem is clearly present. The curriculum change affects student's academic achievement especially until they adapt themselves with their current education. Additionally the number of teachers is not enough and

there are overcrowded classrooms as an instance the average class to students ratio is 1:95 whereas there are classrooms where the ratio reaches up to 1 to 130 students.

Interviewer: please tell me the higherarchical map in the

Interviewee: The figure in the chain of command in Jewi refugee camp ARRA coordination office looks like this.



Interviewer: How do you explain the integration between locals and refugee community?

Interviewee: there is a very limited integration between locals and refugees. The host communities are Aniwaswhere as the refugee communities are nuers and there is a great cultural difference between them. Therefore their interaction is also limited and their integration is explained to be very poor. Children of the two communities do not even play together. The conflict of children may lead to a conflict between the two communities. These unables us to provide education for children from the local community.

Interviewer: How do you compare the facility in your school in comparing to the facility available in schools constructed for locals in your area?

Interviewee: The schools that provide service for locals have low infrastructures in comparing them with our school and there is a very limited trained of giving service for non-refugee students in refugee hosting schools vice versa. Therefore our school provides service only for locals but the health care institution provides service for the locals as well.

Interviewer: What is the ultimate goal of your school in providing education for refugee children?

Interviewee: The ultimate goal of the school is creating an educated citizen, building the image of our country and cultural exchange. Even if we set this goal the crises have a great impact on students learning.

Interviewer: Who hires new teachers for your school and how do new teachers recruited?

Interviewee: The employment of national teachers made at the federal level. An announcement will be made and teachers who meet with the criteria will apply and those who are the best from all applicants will be recruited. We hire incentive teachers by setting various criteria such as educational background and we give them a test.

Interviewer: how do you examine the achievement of your school in last year grade eight regional examination?

Interviewee: By 2017/2018 academic calendar from the total students which is 793 who sat for grade 8 regional examinations 685 of them manage to score the pass mark and join a high school while the remaining 108 students are detainees. The above number shows and 80% of them manage to pass to the next grade level.

Interviewer: how do you examine the impact of curriculum change on students' academic achievement?

Interviewee: According to my personal view the science is all the same here and South Sudan. So they do not face any sever challenge in the continuing their education. Additionally as there are Nuer tribes in Gambella it is not hard to provide the education for refugee students by their mother tongue language. Rather language barrier and resistances to learn history can be taken as major challenges.

Interviewer: How do you explain your interaction with woreda, zonal and regional education offices?

Interviewee: The school has a formal communication system with zonal offices mainly for reports.

Interviewer: how do you examine the impact of the crises on children?

Interviewee: During arrival kids are highly affected by depression and they get in to psychological problem and have low moral value.

Interviewer: how do you explain the status of Jewi refugee camp

Interviewee: Jewi Refugee camp is the second densely populated refugee camp next to Pugnido in Gambella regional state.

Interviewer: is there a national teacher who can speak Nuer language and what is the starting salary for newly inducted teacher?

Interviewee: There is no national teacher who speaks Nuer language. The starting salary of national teachers is 6079 and for incentives 805.

Interviewer: how many teachers are there in your school?

Interviewee: There are 35 national teachers and out of these 3 of them are girls. All are qualified. The number of incentive teachers is 132 out of these 6 of them are girls. And only 20 of them have diploma. This number shows the number of women is very few. More than 100 incentive teachers are sent for summer training in Gambela TTC at the level of diploma. The large number of incentive teachers is found in zone 1 that is 43. The rest share an equal number.

Interviewer: I heard refugees in this camp are first settled in Lectoure camp before their relocation to this area. So where do Lectoure found?

Interviewee: Lectoure is far from Gambella more than 120 KM. It is a Nuer zone and found under Gnignang zone Metar worda. The area is affected by flood.

Interviewer: How long is the distance from your residence camp to refugee resettlement area and from the main road to the end of zone D.

Interviewee: From the residence camp to end of zone D the distance is 12 Km. whereas the distance from our residence to the main entrance gate of the refugee camp is approximately from 1.5-2 km.

Interviewer: How many students are there in the four schools that are found in Jewi refugee camp?

Interviewee: The total number of students is 12,217. Out of this the number of students in Zone A school is 6614. From this number 3417 of them are girls. In Zone B there are a total of 1800 students and 800 of them are girls. Similarly in Zone C there are 1800 students and out of these 750 of them are girls. In zone D there are a total of 2003 students and 1320 of them are boys.

2. Interview with School Principal 2

Interviewer: How many languages can you speak? And what are the languages you speak?

Interviewee: I can speak three languages namely Amharic, English, and Tigrigna.

Interviewer: How old are you?

Interviewee: 32

Interviewer: how do you communicate with students in your school?

Interviewee: Due to the nature of my job mainly my communication is with teachers and the one who communicate with students frequently is the acting vice principal who was assigned from incentive teachers.

Interviewer: Tell me about teachers in this school regarding their educational qualification, recruiting process and their experience?

Interviewee: All teachers are incentive refugee teachers in which much of them are individuals who complete grade 10 and there are some who are diploma holders.

Interviewer: what is the medium of instruction in your school?

Interviewee: The medium of instruction is English and mother tongue language is applied in some subjects but the students are not interested to learn by mother tongue language. Back in South Sudan the students learn by English language as a medium of instruction. But in here in the first year we teach them by mother tongue language and they dislike learning by mother tongue language.

Interviewer: how do you measure English language proficiency of incentive teachers?

Interviewee: I don't think that incentive teachers are good in English language skill.

Interviewer: Why do you choose to work in a refugee setting?

Interviewee: I am working in this area and position because of absence of any alternatives and I am not interested to stay in the profession longer.

Interviewer: tell me about your educational qualification and work experience?

Interviewer: I have graduated with Bachelor Degree in Biology. I have worked as a teacher in Somali region in secondary and preparatory school, and then I work in Pugnido refugee camp for 4 years. In Jewi refugee camp I teach for 1 year and since the last 2 years I work as a focal person in zone B school. There is no principal in this school, and I am assigned as a focal person. Totally I have 11 years o work experience.

Interviewer: Tell me about the number and status of teachers in your school:

Interviewee: There are 46 teacher and administrative workers,

Interviewer: Please tell me the status of facility and resources in your school?

Interviewee: The school doesn't run its own finance, and the school does not have financial freedom. The school provides service for students from grade 1-6. The buildings are made of tin. There is no library in this school that is constructed by ARRA rather we managed to open a library by my initiation even though it lacks many things. Still ARRA does not have the information regarding prevalence of library in this school. The classes are not comfortable for learning; the school does not have fence and playing area. The ratio of books to students' is 1 to 1. The average ratio of class room to students is 1 to 70-80. The number of teachers is 30 and students are 1500. The library is organized by the initiation of the school administration without a direct support of the ARRA administration and the books available in the library are not enough. There is no initiation to organize a laboratory in this school by higher administrators. But some kits and teaching aids are provided.

Interviewer: How do you see emotional situation of children during their first arrival to your school? And how do you see the impact of the crises on students?

Interviewee: Many students become easily offended during their first arrival to the school but gradually this behavior observed to be diminished. World vision provides rehabilitation training

for affected students. There is annual Memorial Day and this event is organized for remembering the massacre committed on their tribe and memorizing the sufferings they face as a result of the crises. This memorial ceremony lasts for 3 days and students do not come to school during these days. They tell you that they are forced to eat the flesh of their loved ones.

Interviewer: How do you explain the motivation of refugee students to come to schooling:

Interviewee: Refugees in the school have high desire for schooling and due to shortage of aid in learning materials they buy the learning materials for themselves even though they are not provided with learning materials by aid agencies. The students have a high interest to learn.

Interviewer: what are the packages provided for students as part of the aid?

Interviewee: The aid is restricted on feeding, pencil, pen and exercise book. But bag and uniform is not provided for students.

Interviewer: how do students registered in your school during arrival?

Interviewee: Aged students and who claim to have educational experience there in home country tell their grade level and take exam. Based on this process they will be assigned to their respective class.

Interviewer: Based on your personal assessment where do students want to work and live in the future?

Interviewee: Student's wants to live, learn and work in here rather than returning back home. And their reason is, back home there is no facility and peace to learn and work.

Interviewer: the students in your school come from South Sudan and there are students who learn by the curriculum of their country. In here they attend their education by the Ethiopian curriculum. How do you evaluate the impact of curriculum change on the learning of students?

Interviewee: students are happy to learn by the Ethiopian curriculum but dislike learning by mother tongue language as a medium of instruction. Qualification of teachers in South Sudan is not advanced so they like the education in here. Difficulty level of Ethiopian education is harder than the education in South Sudan and this is explained by facing challenge to understand the lesson at the beginning and complains by students on the lesson to be difficult than the one they

have learnt in their country. Students love to learn civics subjects. There is no a trained of providing orientation and training for national teachers on the essentials in teaching refugees and the background information about the respected refugees.

Interviewer: Tell me about teachers in your school? Their qualification and work experience?

Interviewee: all the teachers in our school are incentive teachers and most of them are high school graduates. The teachers do not prepare a lesson plan and they have a problem with regard to time management. The reason for the teachers to be inefficient towards time management is they face a complicated problem as they are refugees and one of which is social problem. The other problem is they earn low salary and absence of structured follow up. Therefore they will develop low initiation to teach. Some of them have good teaching potential but all needs strict follow up and in some cases there are teachers who refuse to take orders.

Interviewer: How do you explain participation of parents in the learning of their children?

Interviewee: the participation of all parents is low but the committee members of parents involve actively in the learning of students by giving advice and making them to remember their past and future. If there is absenteeism they will try to discuss with parents and re bring childrens who are absent.

Interviewer: How do explain your interaction with local education offices?

Interviewee: There is no interaction with local education office by school level but some training is provided by IP without a joint planning and the trainings are all the same.

Interviewer: What changes need have to be made for the betterment of the education provided for refugee children?

Interviewee: The financial constraints need have to be resolved by the government and IPs need to build permanent buildings and fulfill the necessary facility and resources.

Interviewer: what is your goal in providing education for refugee children?

Interviewee: The goal of educating these students is to make them competent, join university and make them professionals. Students want to live and work here in Ethiopia.

Interviewer: How do the status of absenteeism and drop out of students explained in your school?

Interviewee: There is a high number of dropout rates and the dropout rate is due to early marriage among boys and girls. One of the pushing factors for early marriage is the provision of free food and shelter. So there are no worries of their living. Additionally absence of strict measures, interference of elders on legally handled cases in the name of mediation and a ransom that is paid for parent.

3. Interview with School Principal 3

Interviewer: first tell me about your school.

Interviewee: this school is zone C school. In zone C school there are 1670 students and 32 teachers including the director and out of this number 5 of them are female teachers. The teachers are not qualified and they are certificate graduates or below. In this school I am the only one who has a bachelor degree. There are 5 blocks for classroom out of these 3 of them are permanent including the office and two of them are semi permanent.

Interviewer: How old are you

Interviewee: 38

Interviewer: Tell me about your teaching experience?

Interviewee: I have 10 years of teaching experience in non refugee school, and 4 years in refugee setting in ARRA. For the last 3 years I am working as a focal person in zone C school. I am happy to teach in refugee hosting schools and I take it as an opportunity of working with the under qualified incentive teachers because it makes me more responsible.

Interviewer: What is the medium of instruction in your school

Interviewee: students in grades 1-4 learn through their mother tongue language whereas grades 5 and 6 learn by English language.

Interviewer: how do you communicate with teachers and students in your school? and tell me the languages you can speak.

Interviewee: I grow in this area and I know the culture and language of the society. I can communicate using both Aniwa (as he works in Pugnido refugee camp) and Nuer language. So I do not face any communication problem. I can also speak Amharic, English, and Tigrigna.

Interviewer: how do you explain educational experience of students in their country and here in your school? Also how do you explain the impact of curriculum change in their learning?

Interviewee: Refugee students have a behavior to feel disturbed easily and our work is to make them calm. It is not possible to say refugees get what they need have to get the same as nationals. There are many opportunities they have lost and they do not get the chance of getting appropriate education in their country because they have thought by under educated teachers. In their country the children's live in a situation where there is always problem, there is ethnic problem, lack of adequate concern for children, and absence of adequate emphasis for the right of women and children. In their country there is poor classroom facility where students learn under the branch of tree. In here the students are provided with educational opportunity by ARRA and students learn by qualified teachers if we look the case of zone A school, they learn in a situation that provides due emphasis for the right of women and children and they learn inside classrooms. But quality of the education is questionable. So the situation in here is better than what they are getting in their country. At the beginning before 1 to 2 years there is no formal book used for the teaching of this students and the available book at hand was used for teaching. Also we try to get teaching materials by requesting our partners to provide local books that are prepared in line with the Ethiopian education policy and can serve as a reference for students. As long as the students are in Ethiopia they need have to learn by the host country curriculum. Learning by the host the Ethiopian curriculum is better for these students.

Interviewer: What are the challenges in the education for refugee students?

Interviewee: One of the challenging things in the learning of students is language, especially for those who learn by national teachers in zone A school communication gap creates a problem on students academic achievement. The other is cultural barrier. Students get in to marriage and give birth in their early age. This is common especially in the upper grades in primary school. An indicator for this argument is the number of girls is greater than boys in grades from 1-5. But it shows a great decrease when it goes in upper cases especially in grade 7-8.

Interviewer: How do you explain the interaction between the host and refugee community?

Interviewee: The Nuer community is active in purchasing and selling. They have no problem for integration with the local community. But the host community is not interested to integrate with refugee community. To create a better interaction between the two communities it demands further discussion on this issue by the concerned bodies. I think the reason for the local community not to integrate with refugees is as long as they don't know the need of the refugee community it is hard to integrate with them.

Interviewer: How do you explain the status of your school with regard to facility and resources?

Interviewee: The student in this school provides a great emphasis for their education but there are plenty of resources and facility need have to be fulfilled. It is hard to say this school has fulfilled the necessary standers to be a school. There is a building that is empty inside and I am ashamed of it. There is no fence and the community crosses over the school compound and use the toilet. There is no road that can enter a car so it is hard to access the school by ambulance if students face a health problem. The toilet is near to classrooms so it smells for students in the classroom and it may bring a health problem on them. I am the only qualified person and there are no qualified teachers in all subjects. The landscape of the school is not appropriate. There is no playground, department offices, library, meeting hall, and cafeteria for teachers. The building is not enough and the class is made of tin. It is going to be demolished as a result of age.

Interviewer: How do you explain parental support for the learning of students?

Interviewee: There is little parental support for the learning of student and parents come to school when the school calls for a meeting. Even those parents who came for a meeting during a call by the school are not many. Similarly parents came to school when there is distribution of learning materials for students and this is done twice a year. Therefore parents come only when they are called by the school.

Interviewer: What is your plan for the coming five years and what is your comment on ARRA retention mechanism?

Interviewee: I want to pursue education even though the organization does not provide the opportunity. ARRA does not have good retention mechanism of employees and the system has a

pushing factor for employees to leave the job. Directors' work by the salary paid for a teacher and I want to leave the job as soon as possible.

Interviewer: what are the challenges of teaching refugee children?

Interviewee: The challenges of teaching refugee community are first, they do not provide appropriate concern for their education and it may be their third priority. Second the students learn by under qualified teachers therefore many students go to Gambella and other cities to attend education in public schools. Their reasons to go to public schools are first they can learn by qualified teachers, second they can learn in school with better facility, and thirdly they can learn in schools where there are supervisors. With this regard they have exercised integration before the new proclamation is implemented. The third challenge is there is no appropriate motivational strategy for students who score best grade throughout the year. The reward provided is exercise book and pen. Additionally there is no library, pedagogical center and laboratory in the school. There is no paint of teaching aids and there is no situation that makes students to stay in the school. There is no electricity but there is water. There is no Red Cross service and due to inaccessibility of the road by car if certain accident is occurred it is hard to take to medical centers fast.

Interviewer: what is the status of students with regard to absenteeism and dropout in your school?

Interviewee: ARRA provides exercise book for refugees twice a year and the first round of distribution is on September. At this time many students get registered and even one student may register in all the four schools to receive more exercise book and this could not be traced. Therefore this are total registered students and we record students attendance on monthly basis and if a student stops to come to school in the middle of schooling teachers will be sent to them to investigate their reason. They cheat us by saying they are attending their education in other schools. There are more out of school students in villages than those who attend their education. The reason not to come to school is there is no activity that makes them to come to and they don't see new thing in school. The class room situation is not attractive even though I asked the administration to work towards painting the classrooms it could not be implemented and students are losing interest for learning. To minimize the number of dropout students we give a test on monthly basis and there are students who come to school only on the test day.

Interviewer: what is your comment on the mechanism to eliminate the above challenges that you have listed?

Interviewee: For the prevalence of quality education the required number of qualified teaching and administrative staff need have to be fulfilled. Lower grades are the basis for upper classes and if there is no good investment in the base they cannot be good when going to upper classes. There are students who cannot read and write in grade 5 and 6. My personal experience shows me there are students who do not identify even letters in grade 4. This is because their teachers are not learnt more than high school.

4. Interview with School Principal 4

Interviewer: Tell me about your work experience?

Interviewee: I have a total of 8 years of work experience in non refugee governmental schools while I have more than 6 years of work experience in refugee hosting school and currently I am the focal person of Jewi zone D school. I start to work in this position for the last 3 years

Interviewer: As you mentioned you have the experience of working in schools that host refugee and non refugee students. So can you tell me the difference between teaching refugee and non refugee students?

Interviewee: The difference between teaching refugee and non refugee students is, refugees came from diversified crises whose attention is on living today rather than the education provided. They have psychological and social problem and the problem is mainly seen during the emergency phase. During their first arrival from the crises zone I personally observe students who collapse as a result of the trauma and others suffer from mental illness. I have witnessed children suffer from mental problem as a result of Stress. They are children who have lost their parents, lack of hope, and you can see it in their face. Spiritual leaders need have to contribute for the solution.

Interviewer: The students in your school come from South Sudan and there are students who have educational experience in their home country. Currently the students are attending their education by the Ethiopian curriculum. So how do you measure the impact of curriculum change on students' academic achievement?

Interviewee: I don't think that the curriculum change affects the academic performance of students because the science is all the same and our curriculum is more intensive than the South Sudan curriculum. Rather the students learn our culture, topography, national park, and rivers. Even the examples presented in the text book are Ethiopian names. This may become a problem for them during repatriation. This makes them to have poor knowledge about their country and they will miss to learn about their value in schools. With the above reasons it may be difficult for them.

Interviewer: How many languages do you speak

Interviewee: I can speak Amharic, English, and Afan Oromo

Interviewer: which language serves as a medium of instruction in your school? How do you explain English language proficiency of refugee students in your school?

Interviewee: The students have good background of speaking English language. As a result they can adapt the curriculum fast. The students have good academic potential. Therefore there is no language gap observed among students in our school because students from grade 1-4 learn by mother tongue language and they learn by teachers from their community through their mother tongue language. Students from grade 5-8 learn in English language and this does not bring a problem therefore the national teachers in zone 1 school can teach smoothly. Even students want to learn by national teachers.

Interviewer: Tell me about teachers in your school regarding their qualification and teaching experience?

All teachers in our school are incentive teachers who are high school graduates. It is not possible to use incentive teachers in all grades because most of them are not qualified to teach. There are teachers who attend summer course through a scholarship provided by ARRA and there are few diploma holders. Incentive teachers are recruited after considering their educational qualification as well as entrance examination result. Those who have got scholarship will be recruited to teach in schools after they return back by completing their education. According to their current status I believe they can understand the curriculum and deliver it appropriately for students. Also according to my classroom observation even though there is observable teaching method problem

they are good in teaching but a lot work is expected to be done. The teachers are all incentive teachers.

Interviewer: as a teacher who has a teaching experience in refugee and non refugee setting what is your advice for newly deployed teachers to teach refugee student?

Interviewee: a direction will be provided for newly employed national teacher but in refugee setting a teacher need have to be more tolerant because refugees are with social, psychological and economical problem. There are students who are hungry, children who lost their parents, or who are ill. Therefore it is better to make them learn with tolerance. If a student is absent the teacher need have to go to him talk to his parents, understand his reason, work for finding a solution and bring him/ her back to school.

Interviewer: Tell me about the status of students in your school with regard absenteeism and drop out? Additionally how do you explain the status of out of school children in Jewi refugee camp?

Interviewee: There are many children who are out of school especially the number of girls is high. There is an attempt by RCC and community mobilization activity by the school to bring them back to school but there tendency to convert it in to action is low. Even in other case they are not out of school in document because they are registered in the list but they do not come to school. The reason for out of school children is the community has little awareness about the benefit of education, and as there are students who have no parent they have responsibility in home, and they are responsible to feed the family. Therefore there are students who come to school irregularly.

Interviewer: What is the opportunity of teaching refugee students for national teachers in refugee hosting schools?

Interviewee: It is important to build the image of the country. This is clearly visible in our school in that the children have good perception for Ethiopia and they become positive thinkers for the country. Teaching refugee has many challenges such as Communication and cultural gap. Serving them by itself is a challenge.

Interviewer: what is your plan for the coming five years?

Interviewee: I have no desire to stay in this profession, and the mechanism to retain employees by the organization is low.

Interviewer: How do you explain the participation of parents in the learning of their children?

Interviewee: Parents have poor involvement in the learning of students. Even PTSA are not interested to conduct follow-up on the learning of students.

Interviewer: what is the goal of your school in teaching refugee children?

Interviewee: The goal of the school in teaching refugee children is making them learn and ensuring their educational advancement and progress to the next grade level.

Interviewer: Tell me the ratio of teacher to students' student to classroom and text book to student? Also tell me the status of your school with regard to facility and resources?

Interviewee: One teacher is for 65 students, one class for 83 students, 1 text book to 1 student. There is no library, laboratory, and pedagogical center. This demands budget and in laboratory there need have to be a person who knows how to use it. With regard to facility there is poor facility supply in zone D school. To provide quality education for children fulfilling laboratory, library and pedagogical centers is essential. Feeding is one good thing to make students stay in school.

5. Interview with National teacher 1 & 2

Interviewer: Since when do you start to work in this school?

Interviewee: Teacher 1, I have thought in Jewi No. 1 School for 2 and half years. Teacher 2, it is similar we are hired on the same time. (Both are men).

Interviewer: Totally how many years of teaching experience do you have?

Interviewee: Teacher 1, I have a teaching experience of 8 years. Teacher 2, I have 9 years of teaching experience.

Interviewer: How old are you?

Interviewee: Teacher 1, 29, Teacher 2, 30.

Interviewer: How many languages do you speak?

Interviewee: Teacher 2, I can speak two languages that are English and Amharic. Teacher 2, I speak three languages appropriately. These languages are English, Amharic, and Awi. I also speak semolina in a beginner level.

Interviewer: What is the medium of instruction in your school?

Interviewee: Teacher 1, the medium of instruction in this school is English. Teacher 2 it is the same all students who are in grade 5 and above learn by English language.

Interviewer: How do you rate English language proficiency of your students?

Interviewee: Teacher 2, majority of students are incapable of communicating with others using English language. In some cases there are students who cannot read words and the number of students who can speak English is very few. Therefore the communication between teachers and students is ineffective. I believe language have a great impact on student's academic achievement. Teacher 1, Language problem is highly visible among students in lower grade level. Students in the upper grade levels like grade 7 and 8 students has a better language skill in comparing them to the non refugee community. For instance those who are in high school are very good in English language and this is highly associated with the curriculum and teacher competence. Language difference brings a gap on the communication between the students and teachers.

Interviewer: what kind of techniques do you use to solve language problem during instructional time?

Interviewee: Teacher 2, to fill language gap I use incentive teachers as a translator and I use simple words to explain concepts. Teacher 1, as I teach in the upper grade levels I do not face a serious of problem. Students who are good in English language translate for those students who are incapable of communicating in English language. I also use incentive teachers as a translator. Students in lower grade level are highly dependent on translator.

Interviewer: What are the challenges for the teaching learning activity in your school?

Interviewee: Teacher 1, as the class size is large it is hard to provide an individual based support. Peer support is available to some degree. Students are poor in time management and get in to the

class room being late. The students are not stable and this is because they frequently move to different camps to meet with their parents. Teacher 2, The challenges in teaching in refugee hosting schools are input, class size, climate, facility such as fence, absence of laboratory, including ICT lab. There is library but there is shortage of books. Language barrier and large class size are also a problem. In ARRA education has no an independent department and it is under the program office, therefore it brings lack proper emphasis for the teaching learning activity, the chains in the higherarchy of refugee education do not have the same structure with non refugee education. The program office controls education, health and food distribution activities. Teacher's efficiency is not assessed, recorded and dispatched for teachers as well as concerned bodies. and there is also a harsh school environment. There is no properly constructed fence for the school so the community crosses the school compound, there are semi permanent buildings which are not comfortable to teach or learn in, there are large class sizes, there is no adequate book (In between) **Interviewer:** Is there shortage of text books? **Interviewee:** I am referring shortage of reference books in the library. Text books are distributed for students individually. There is no laboratory in the school. Teacher 1, there is a severe problem in fulfilling the necessary facilities. There is absence of appropriate black boards; the climate is another challenge and it become very harsh especially in January, February and March. Therefore our activity is limited to making them literate.

Interviewer: Tell me about the impact of the conflict on children?

Interviewee: Teacher 1, the impact of the crises on student's can be classified in to three. There are students who have lost their family or separated from their family, leave their burned houses and they are currently in frustration of their past. These students are grouped under students who suffer from physical and psychological health problem. Second the crises have a social impact as they have dislocated from the society they live with and start living with new community. Students who lost their family are forced to live with a stranger refugee community. The third one is economic effect. They have lost all their property and they are entirely dependent on aid. There are students who are disabled as a result of the conflict. Teacher 2, the sufferings that are observed among children are losing family, facing disability, separation from their parents, and suffered a lot from psychological and physical health problem.

Interviewer: what kinds of measures need have to be taken to solve the above problems and who do you think is responsible for that?

Interviewee: Teacher 1, some are expected to be resolved by the higher governing body while others are suppose to be filled by the teachers such as preparing teaching aids. Teacher 2, Refugee education is different from emergency education and there is a progress in facility.

Teacher 2, To solve communication gap between national teachers and students especially those who are currently in lower grade level there should have to be an intensive English language teaching strategy including after school or a translator need have to be hired. To solve the issue of large class size class room buildings need have to be constructed by IP.

Interviewer: What do you recommend for a newly deployed teacher to teach refugee students appropriately?

Interviewee: Teacher 2, a fresh teacher who comes to our school need have to create good communication with students, be tolerant because in here it is normal to expectorate in front of you or, go in and out during class time. Teachers 1, the newly assigned teacher need to tolerate the environment, accept security risks as they work in a jungle. In here students see the teacher as a friend and doesn't provide a better respect different from their friend. Teacher 2 I suffered a lot to adapt the behavior of students during my appearance. Teacher 1, refugee students are with psychological disorder. Therefore counseling service is very essential to help students overcome their complicated health problem. Accepting cultural difference and working towards mediation is very essential from a newly assigned teacher.

Interviewer: What motivated you to teach in refugee hosting school?

Interviewee: teacher 1, it is fact the reason that brought us here is better salary. When I say better salary I mean it is by far better than the salary paid for teachers in public school. After I came here and see the life of refugee children, humanity, a duty of national responsibility and building my country image become an additional reason to work in here. Teacher 2, it is all the same my primary reason to come and work in this area is prevalence of a better salary.

Interviewer: What is your plan in the future? For instance where do you want to see yourself after five years?

Interviewee: Teacher 1, I don't want to stay in this profession longer. I want to leave the profession as soon as possible and start a personal business by the savings I deposit today. Teacher

2, I don't think I can bring an economical change by working in the teaching profession. So I want to leave the profession and start a private business.

Interviewer: Tell me about your educational qualification?

Interviewee: Teacher 1, I have graduated with Bachelor degree, Teacher 2, I have graduated with Bachelor degree and currently I am pursuing a Masters degree through summer training.

Interviewer: What are the supports provided for refugee students?

Interviewee: Teacher 1, the support for refugee children is provided by IPs and ARRA. The aid classified in to food item and non-food item. The non food item support includes learning materials and modes for girls. The teacher provides psychological support for refugee children. **Interviewer:** Is there a trained on engaging all stakeholders as a team including you on the support provided for refugee children by communicating previously recorded data about the individual child, incorporating the stakeholders in decision making and having a documentation on the progress observed by the individual child?

Interviewee: Teacher 2, with this regard there is no structured support system. The Ips act individually rather than in group. For instance RADO provide support for students with disability and they communicate the schools and make their support. To the level of my knowledge in our school there is no trained of recording background information of the individual child like, who the student is, where did he come from, how do he came from, with whom did he come from, what kinds of sufferings have passed in his life as a result of the crises, the child current family status, current health condition of the child. Teacher 1, we are not informed about who need have to do what, when and how to provide support for refugee students and there is no trained of recording the progress showed by the student. Teacher 2, this trained is absent and need have to be corrected.

Interviewer: are there any additional support provided for students in your school?

Teacher 1, there is one psychiatrist that is hired by ARRA and provides psychological support for students. Counseling service is provided for students by teachers by visualizing bright futurity and helping them to overcome the trauma, and providing teaching aid. Teacher 2, one of the techniques that I used to support students is I encourage them to ask a question on the lesson inside or outside the classroom.

Interviewer: How do you examine the status of absenteeism and drop out in your school?

Interviewee: Teacher 2, absenteeism is high in our school. For instance if there is a cloud or drizzle many students do not come to school. Girl's participation in the education is low, and there is high dropout rate. Teacher 1, during ration time the number of absenteeism is high because students are needed for labor activity paid or unpaid.

Interviewer: What kinds of measures does the school take to minimize the number of absenteeism and drop out from school?

Interviewee: teacher 1, when students become absent from school frequently the school will inform to the RCC and the RCC will bring them back to school.

Interviewer: Students in your school came from another country and they (especially students in upper grades) have the experience of learning by the curriculum of their home country. Currently these students are learning by the Ethiopian curriculum. What is your opinion on the impact of the curriculum change on the academic achievement of your student's?

Teacher 1, The curriculum difference doesn't have a great impact on the learning of students but adapting the new environment and education system takes time. Ethiopian history and Ethiopian constitution (in history and civics subjects) are area of complain by students. Especially in lower grades the displacement situation has a vast impact on children. During repatriation I do not believe students will face a problem to resume their education or work in their country by the education they learn in here, because the basic sciences are the same.

Teacher 2, I have a different idea the curriculum change have an impact on students and they resist to learn by mother tongue language and they have a complain in some contents from civics and history subjects. So a curriculum for refugee education need have to be prepared that negotiate the curriculum of both the host and home country curriculum.

Interviewer: as a close person for students based on your assessment where do you think students want to live in the future? Is it in Ethiopia, their country or a country other than Ethiopia and South Sudan?

Interviewee: Teacher 2, Most of them want to return back home and work in their country. Teacher 1, it is similar if peace comes they want to return back home as soon as possible.

Interviewer: How do students get placement in your school during their first arrival?

Teacher 1, the refugee community especially those who are aged will tell in which grade they are when they were in South Sudan. After taking an exam if they score a pass mark they will be assigned to that grade level. But if they fail they will be placed in a lower grade level. Because it is assumed that their educational document is lost as a result of the crises. Teacher 2, the relevant of the education provided in their country for their current learning is few because the contents presented for students in their country are minor and unrelated in comparing to Ethiopian education.

Interviewer: How do you explain the education provided for refugee students in your school?

Interviewee: teacher 2, generally students in our school has good interest to come to school in comparing it with other refugee hosting schools. But after they came here students academic achievement is low and it may be related to language barrier, economic situation, facility, and absence of psychological treatment.

Interviewer: How many functional clubs are there in your school? Tell me their name and role if there are any?

Interviewee: Teacher1, the functional clubs in the school are WASH and Mini-media. Even these are not functioning actively, but are partially fictional and the clubs are active because there is a support provided for this clubs by donors. Teacher 2, it is the same with him.

Interviewer: How do you examine the retention mechanism of ARRA to hold its employees?

Interviewee: Teacher 1: There is no retention mechanism for making teachers to stay without the initial salary. During employment the payment is better than local schools. I am dissatisfied by absence of educational opportunity. I want to upgrade my educational qualification like you but there is no room in the organization to provide scholarships for teachers and school leaders. Teacher 2, the pushing factors are there is no educational opportunity for teachers and teachers engage in activities other than education such as food distribution for 10-15 days and during this

period the time to cover portion will be lost. Teachers are not allowed to live with family in the ARRA camp unless the companion is employee of ARRA.

Interviewer: Do you prepare annual and lesson plan?

Interviewee: Teacher 1, we prepare annual and lesson plans but it is not applicable and no control is conducted by the school administration, because food distribution is on every month. Minimum one teacher engages in food distribution for two times per year each for two weeks. Teacher 2, a teacher will engage in non educational activity for one month and this makes hard to work by a plan.

Interviewer: What is your opinion about incentive teachers?

Interviewee: Teacher 1, it is important to see incentive teachers by classifying them in to two. There are few committed and good performing teachers even who have a bachelor degree while majority have pedagogical problem and they do not know the content they teach and simply write on the black board what is in the text book. Teacher 2 there are many incentive teachers who are not interested to teach and they are less qualified. They become absent frequently and move back to South Sudan by pausing their teaching duty. Even there are teachers who receive frequent complains among students. Therefore in most cases students want to learn after they reach in to grade 5. Teacher 1, I recommend incentive teachers to teach only language subject and qualified teachers need have to teach from grade 1-8. Teacher 1, Incentive teachers take only one training on roster.

6. Interview with National Teacher 3 & 4

Interviewer: Tell me about your teaching experience in schools that host refugee and non refugee students?

Interviewer: How old are you

Interviewee: Teacher 3; 28 Teacher 4; 31

Interviewee: Teacher 3, I have five years of teaching experience in non refugee school and 3 years in refugee setting totally 8 years of teaching experience. Teacher 4, we are from the same

batch, similar with my friend after serving 5 years of teaching in a public school we have joined this school. So I also have 8 years of work experience.

Interviewer: Tell me about your educational qualification

Interviewee: Teacher 3, I have a master's degree, Teacher 4, I have a BA degree in English.

Interviewer: How many languages can you speak?

Interviewee: Teacher 3, I can speak Tigrigna, Amharic, and English. Additionally I can speak Somaligna in a beginner level. Teacher 4, I can speak Amharic, English, and Afan Oromo.

Interviewer: What is the medium of instruction in your school?

Interviewee: Teacher 3, the medium of instruction is English. Teacher 4, as he said it is English

Interviewer: How do you explain proficiency of students towards communicating through English language?

Interviewee: Teacher 3, there are some students who can speak English language. Language capacity of students can be classified in to three. There are students who are good in English language, others who have moderate skill and there are also students who cannot communicate through English language. Majority of students hear English language to some degree even though there are others who cannot speak. Those students who are unable to communicate through English language use peer translator. Teacher 4, there is a high communication gap in our school because students are not good in English language and we cannot speak their language.

Interviewer: What is your reason to teach in your current school?

Teacher 3, It is obvious that my reason to teach in this school is due to prevalence of better salary I think all employees come for this reason if they speak honestly. Teacher 4, it is the same as he said the current payment is better than what I earn in my previous schools in Addis Ababa. Teacher1, The income is the reason that brought them to work in that area with a harsh environmental condition.

Interviewer: What is your comment on the status of facility and resources in your school?

Interviewee: teacher 3, the facility of our school is better than local schools that are found in this area. But there is poor sanitary service in the school and there is shortage of water. Learning materials are provided for students like pen, pencil, eraser, and others. Due to lack of buildings and enough teachers overcrowded number of students learns in together. Large class size with such environmental condition makes the teaching activity difficult. The library is available but it is not functional and it serves as a store. The class room is not comfortable for students. There is no library and laboratory. Teacher 4, Even though there is a library in our school it is not equipped with the required books, With regard to facility the school is better than neighboring schools that provided service for local community. But there is still a problem in some school facility. There is a problem in having clean and enough toilets especially for students, similarly there is a problem in the prevalence of enough water. Also due to the weather condition the teachers do not wear gown.

Interviewer: What do you say about the climate in this area? Does it affect the teaching learning process?

Interviewee: Teacher 3, the environmental condition of this area is very uncomfortable and becomes very hard to teach in the months of Yekatit, megabit and Miazia. The students' interest to learn becomes zero at that time. For the teacher also it is hard to teach in that season. Teacher 4, the environment is harsh and these factors affect the educational performance of talented students and kills educational interest of other students. Especially teaching in rooms that walls and roofing are made of tin is very difficult. Therefore during this season the periods of class will be dawn to five. In most cases the last period will be over without conducting appropriate lesson. It is hard to wear a gown due to the environment.

Interviewer: How do you explain the status in the prevalence of absenteeism and drop out in your school?

Interviewee: Teacher 3, Students especially on accompanied children become absent during monthly ration time. There is a high dropout and absenteeism status among students this is due to the need for engaging children in labor activities and lack of proper awareness. Teacher 4, there is a high number of absenteeism and drop out. One of the deteriorating factors for the rise of drop out in our school is engaging in early marriage. As there are separated and unaccompanied children

the level of paternal control is soft. Their culture also allows a man to marry even up to 7 wives. One boy may have two to three girlfriends. Generally the students have no interest for learning and this may be because of the crises. Practically even though exercise book is provided for students the students do not bring exercise book, and some sell it. Teacher 3, Absenteeism in our school is very high. If today there are 80 students tomorrow there will be only 50 and if in the list there are 170 students there will only be a maximum of 80 students in a class. I don't think that students have understood the benefit of education due to the prolonged war in their country. Children in our school visualize only firing a gun. The students wish to engage in the war in the side of their Ethnic group. I think they come to school because there is no place to go to. Also they come to school to receive various aid and incentive in the education. Teacher 4, when I ask students about their future aspiration most students say "I want to accomplish my education and be a president". The reason for most of these students to be a president is they want to get the power to revenge those individuals who they believe to be reasons for their current situation. As there are many students who lost their relatives like father, mother, and brother the students has developed a strong hatred attitude and they are thinking of making revenge. Teacher 4, the students are not concentrated on the education. Always in the morning the assistant director who is from their tribe provides an advice for students but the result is not satisfactory. Therefore the tendency in the provision of rehabilitation activity is low.

Interviewer: How do you explain the impact of the conflict on students academic achievement?

Interviewee: teacher 3, the impact of the conflict on students is explained by behavioral problem and to treat them from the trauma the clubs in the school contact the identified students with NGOs whose area of concern is related to the problem of students. For instance RADO provides support for the disable, IMC provides psychosocial support and GBV works on gender related issues. (In between) **Interviewer:** from your expression I understand that there are strongly functioning clubs in your school. Is that what you are telling me? Teacher 3, No, Even though there are various clubs they are not functional. Teacher 4, the crises have an impact on students' current situation. Students have suffered from drought, long walk, and girls are raped. Therefore as the students are inducted in the education without any rehabilitative activity their learning interest is low and has weak learning ability. The students result also shows their learning ability is weak. Therefore I recommend prevalence of rehabilitation activity before inducting them to the education. Teacher

3, Students are aggressive and emotional especially if there is an ethnic issue due to the fact that the conflict in their country has an ethnic reason.

Interviewer: What kinds of Supports are provided for students to minimize the impact of the crises on their education?

Interviewee: Teacher 3; the students in our school pass many phases before entering in to our school starting from entry check point. During arrival the UNHCR identifies the status of the child and sends the case to the concerned IP for further support. (In between) **Interviewer:** is the support that you are telling me is structural? For instance does your school have a document regarding the history recorded about each child during arrival, the support provided for them and the contribution of your school to maintain the progress observed on the individual child? Teacher 4, there is no such kinds of support as far as I know and this trend is not applied also by NGOs. The kind of support provided for refugees is limited to a general support rather than focusing on individual child. Teacher 3, during registration period each need of the child will be registered and their information will be provided for NGOs that want to support them. Unaccompanied children will be handed over to refugee community and the RCC will control the status of those children. The hierarchical situation of this committee is Under the RCC; there are administrations of each zone. Under zonal administration there are block administrations. Head of the RCC will contact problems beyond their capacity to ARRA. This committee has court, prison, and police station. So this committee provides solution for the student's problem.

Interviewer: What is the process for newly arriving child to be registered in your school?

Interviewee: Teacher 3, if the student is a grade 1 student he will be registered directly but if the student claims to complete some grade levels in his country he will tell the grade level that he is pursuing. Then an exam will be given for this student and if he passes the exam he can enroll in their respected grade level.

Interviewer: How do you explain the interaction between locals and refugees?

Interviewee: teacher 3, they have very poor communication with the local community as the host community is Aniwa while the refugee community is from Nuer tribe. Teacher 4, it is right there is no interaction between the local and refugee community.

Interviewer: What are other factors that affect the teaching learning activity in your school?

Interviewee: Teacher 3, proper emphasis is not provided for the refugee education by higher officials. I said this because the schooling activity will be paused during food distribution time. There is no possibility of requesting students to bring parents if they commit a problem due to their status. This is because there are students who lost their parents and serve them self. The students will not inform me as a homeroom teacher when they get absent and it is hard to take measure. Therefore I recommend prevalence and implementation of rule and regulation for monitoring students. Teacher 4, the students are aged beyond the standard to the grade level. As an instance most grade 8 students are from 18-20 years of age. Therefore as they are in puberty stage and the sufferings they pass through many shows a behavioral problem. Therefore the school need have to introduce and use rules for the learning of students. Secondly there are students who lost their parent and these students have a lot of responsibility in home even they may think what they are going to eat after school so the case of such students need have to be studied and give a solution.

Interviewer: What is your opinion on the impact of curriculum change on student's academic achievement?

Interviewee: Teacher 3, the education in Ethiopia is difficult for students from South Sudan. So it will not be a problem for students to resume their education when they return back home. Teacher 4, it would be great if concerned bodies design a curriculum for educating refugee children by considering the curriculum of home and host country. It is hard to implement the same curriculum for refugees with local community who learn in a stable situation with a better facility. The opportunity of getting job for refugee students in local institutions is low. Professionals need have to investigate the status and need of these students and prepare a curriculum. Additionally there should have to be a transitional phase before inducting refugee children in to the regular teaching learning process.

Interviewer: what do you recommend for eliminating the challenges and provide quality education for refugees?

Interviewee: Teacher 3, In TIRR the weather condition is worse therefore if there is a possibility to shift the educational activity that is conducted in this month to a summer time will be good. Teacher 4, the class size is extremely large so teachers are incapable of providing support for each

student. Therefore emphasis need have to be given for building infrastructure in the school. I there is no parental engagement in the learning of their children. The humidity is hard especially for national teachers and teaching is hard in that environmental condition. There is no shower for teachers. So there should have to be Shower rooms in the school. There is also malaria and this is a challenge. Teacher 3, creating a possibility of scholarships for talented students in better schools in urban area by fulfilling all the facilities in schools that are constructed for talented students would be good as it serves as motivational tool and building country image. But living talented students to learn in this situation will kill educational apatite of students.

Interviewer: What is your plan for the coming five years?

Interviewee: teacher 3, I do not have any interest to stay in this profession. I want to start a private business as soon as possible. Teacher 4, it is similar I also have no interest to stay in this profession. If possible I also want to engage in private business.

Interviewer: what is your reason to live this job and how do you explain the remuneration mechanism of employees in your organization.

Interviewee: Teacher 3, there is no any remuneration activity made by ARRA to retain the staff without an attractive initial salary. We are not working for humanity and we came here by observing the salary. But after coming in here by observing the situation of refugees we feel good of serving humanity and national interest. Teacher 4, once you are in here there is no retention mechanism that makes us stay. For example there is no educational opportunity for the employees. Therefore I am seeking a better alternative and wish to leave this job as soon as possible.

Interviewer: How do you explain the work load on teachers in your school?

Interviewee: Teacher 3, there is no work load that can be expressed to be heavy for teachers. The average period allotment is 16. The load varies from department to department. Teacher 2, there is a food aid distribution duty on monthly basis and some teachers engage in that activity. During emergency activities the teacher will be assigned in emergency response activity other than education by leaving his duty. Teacher 4, during food aid the teacher goes once a year from 10-14 days. Even though it is not exist currently when new refugees arrive, teachers engage in registration

of refugees. Health employees, food aid distribution and education staffs are hired by ARRA and lives in the camp. There are 25/33 national teachers.

Interviewer: What is your comment on your interaction with zonal and regional education offices?

Interviewee: Teacher 3, I have no any information on the contribution of zonal education office in our school. But experts from the regional education office have come for inspection by last year and provided a rank for the school. But their appearance is once a year and their interaction are not strong. Teacher 4, Supervision is conducted only on internal basis and there is no external supervision. With all this challenges the students perform well in very limited resources and if there is the possibility of providing a scholarship in a better situation it makes them to shine. Teacher 1, The students are highly exposed to addiction due to several factors such as the trauma of the crises, their living situation in the refugee camp, and prevalence of many addicted parents mainly smoking and drinking alcohol. The community produces a locally made alcohol called areke from the sorghum that is provided in food aid. But at this stage the level of addiction among students is low.

7. Interview with National teacher 5

Interviewer: Tell me about your educational qualification and teaching experience?

Interviewee: I have a teaching experience for 3 years in Pugido as a teacher of civics and ethical education, and I have worked as supervisor for 4 years. I have worked as a delegated director in this school (Jewi Zone 1 School) for one year until a director is recruited. I am graduated with master's degree in history.

Interviewer: How old are you

Interviewee: 29

Interviewer: As you told me you have worked with refugee and non refugee students. Do you see any dereference in teaching refugee and non refugee students?

Interviewee: I used to work in Agnewak area and the community interest for education is low. In refugee education making them feel they are engaged in education is important. In refugee setting girls have low interest to learn. Boys do not provide full concentration on their education but they

have good educational capacity if they used it. Boys are better and confident than girls in speaking English language; girls do not feel comfortable to learn with boys even in flag ceremony they make line separately. Their culture does not encourage girls to exploit their potential as boys and the culture makes girls to consider that any better position is left for boys and say this one is for boys. If these students come to school they have good academic ability. As an example there is one student whom I teach some years before. He score 4:00 in grade 10 exam and score a great result in a grade 12 exam. Currently he is studying medicine in Metu University. Last time I found him in this refugee camp and told me that he has finished his 3rd year education and I gave him pen and exercise book. The common thing between local and refugee in education is only prevalence of an act of teaching. The difference is in local context you are free to take disciplinary measures based on the school principle. But in the case of refugees it is hard. You may see a student who does not take a note and if you ask him why he may not have exercise book and if you provide him exercise book he may be out of pen. They can't buy learning materials by themselves. A teacher cannot make students to take large notes because they are provided with one exercise book per semester. Psychological rehabilitation activity is not provided for refugee students by stake holders in a collective way. This becomes a major problem and a planned support that includes the contribution of all stakeholders need have to be done.

Interviewer: what is your comment about the impact of curriculum change on the learning of refugee students?

Interviewee: They like to learn but the difference in the curriculum affects their tendency to learn fast. This challenge continues until they become familiarize with the Ethiopian education system. They consider they are from another country and say “learning this education will not be relevant for me”. The image of the crises affects educational performance of students. There is also some curricular difference between the two countries. For instance there is a subject called agriculture in their country but not in here. Also when we teach the Ethiopian constitution in civics subject there are lessons such as the Ethiopian government organization and the Ethiopian flag. In teaching about the Ethiopian flag simultaneously I ask them to tell me about the flag of their country. After I teach the meanings of the colors in Ethiopian flag I will ask them to tell me about list of colors and their meaning in the flag of their country. I encourage them to tell me about the constitution and government organization of their country. But they like to learn by Ethiopian teachers. I asked

the students about their educational background and they are happy to learn by our teachers. It could be they are thought by teachers from other country of origin.

Interviewer: How do the status of absenteeism and drop out explained in your school?

Interviewee: There is high number of absenteeism and dropout rate in our school. But the number of dropout rate is lower than absenteeism. By estimation 70% of students have the problem of absenteeism. Some of the students leave schooling for economical reason to support themselves or their family. The other reason is their families are separated. Especially fathers of many children in this camp live in south Sudan to engage in the war and to protect their property. Therefore students move from here to there and from there to here. So this is also additional factor that makes students not to attend their education regularly. There is a student who is absent from class for two months and misses two class room tests. I asked him why he was absent and he told me that he was in south Sudan to see his father. The humidity could not be a reason for their absenteeism. The students like the humidity. Even in hot day when we say Ohh it is hot, the students say teacher, please continue but they don't like rain. If there is a drizzle in the morning they won't come to school. Even 4 to 5 students come to class after the 3rd period. They work caring (Shurta) and guard (porter) jobs. During the time of food distribution large number of students become absent from class and it is done for at least 10 days in a month. Those students who engage in such kinds of activity are mainly orphan or separated. When you ask the reason of this students to be absent from school she may tell you that "I went to receive aid if I do not receive it what would I feed my brother and sister". If she didn't eat breakfast today in order to eat tomorrow she will go to receive food aid and get absent from classroom.

Interviewer: How do you explain the impact of the crises on students' academic achievement?

Interviewee: The impact of the crises on students is hard. Even we do not get angry on students when they commit a misbehaving activity. This is to protect them from psychological pain. There are aged students in grade 8. One day while teaching one of my students misbehaves and disturbs others. Then when I ask his reason for disturbing and ordered him to go out then he showed me inappropriate act. At this time being angry I went out from the classroom leaving the teaching. The class monitor followed me and said to me "the mother and father of that student have died as a result of the conflict. Please treat him if you can". Then I Immediately return back to class treated

him well and continued my teaching. This shows there is absence of recorded information on students' status by all stakeholders. If there is frequent absenteeism I understand that there is some problem on that student and there is something that he/she needs. When a teacher gets in to the class there are students who go out and when you ask their reason most of them do not respond to you. At this time I do not get offended because I think they may be doing this because they are hungry, feel something or dislike learning. Therefore helping students to resolve the impact of the crises on their academic achievement and providing psychological support is important. If a teacher becomes angry on a student today he do not come to school tomorrow and revolve around their village not to see the face of that teacher. One day I give note for students. Outside the classroom one student stands around the window and attend my class. Then when I saw him I ordered him to leave then after he hated me a lot. When I asked his friends about his reason they told me that they want to learn according to the education culture of their country. The students have suffered from hunger and long walk until they reached to the border of Ethiopia. There are students who lost their parents and their beloved ones. They are in economical crises as a result of the conflict and they are abandoned from their living area.

Nb. Fegag is a port where refugees are received for the first time by UNHCR in Ethiopia

Interviewer: Is there a trend of providing planned and structured support for refugee students by forming a string committee from each stakeholder including your school? If so is there a compiled document in your school on each individual student about their background, the kind of support received and current situation?

Interviewee: There is no such trained. We believe all students are suffering from various problems as a result of the crises. There is a problem of identifying each student properly. As an example if there is a registered student whose name is Galwak, during distribution of learning materials, if another student come and says I am Galwak you will give him the aid because there is no system in place to distinguish each student.

Interviewer: What are the learning materials that are provided for students?

Interviewee: All learning aids that are distributed by ARRA will be provided for all students. Solar have been distributed for grade 8 students as they are going to sit for regional exam but not for students in other grade levels.

Interviewer: as a teacher who spends a longer time with this students where do they want to live in the future? Do they want to live in Ethiopia or return back home?

Interviewee: They want to return back home as soon as possible.

Interviewer: How do you examine the motivation of students to learn?

Interviewee: The students have a welcoming face for newcomers. I want to classify the motivation of students in to three. There are best students who exert all their time for learning and want to learn, others who are in the education at certain time and engaged in business making activity in other time by leaving school. As an example for this group of students there is one of my students who lives in Larie and one day while teaching he said I have a question in a clear Amharic language. It seems a student whose mother tongue is Amharic is speaking and I asked him how he can speak Amharic with such kids of proficiency and he told me he lived with Ethiopians who speak in Amharic in Larie. Some day he totally disappeared from school and I asked his friends where he goes then they told me that he went to south Sudan. After two days I saw him in the camp and asked him his reason and he told me he went to south Sudan for making business. And I added that do you leave your education and he say I may leave it or not. Eventually he leaves his education. The third groups of students are those who totally don't wish to learn. According to me 40% of students are grouped under those who wants to learn and attend class regularly the other 40% are those who have a fluctuating behavior in which in some days they attend their schooling actively and on another time they get absent and engage in business making activity and then return back to school. The remaining 20% can be grouped under those who totally do not want to learn. May be one of their reasons not to provide full concentration on their education could be there are family members who depend on them.

Interviewer: What is your comment about the status of facility and resources in your school?

Interviewee: There is no laboratory, pedagogical center and play ground. Library is very equipped and students use it regularly.

Interviewer: how do you examine the motivation of teachers in your school to teach?

Interviewee: Teachers are committed to teach but there are certain factors that affect motivation of teachers to teach. Some of the influencing factors are harsh relationship with the school

administration and absence of salary increment. The status of students does not affect the teacher motivation to teach.

Interviewer: What is your plan for the coming five years?

Interviewee: my plan is launching personal businesses in the near future and I am working towards it by taking a loan from the credit association in our organization. I save 70% of my salary through our credit association. Even though I want to begin a personal business I also like the teaching profession and teaching is my childhood dream.

Interviewer: How do you communicate with students in your school?

Interviewee: There is communication problem with girls. This is because girls are not confident to speak English. They don't want to raise their question in English language. When I ask her in English language she replies by Nuer language. I don't use boys as a translator for a communication with girls because she may not be comfortable. Therefore I use assistant teachers as a translator. Majority of boys can communicate in English language and I don't face a problem to communicate with boys. The language skill of boys can be explained as good and very good. But in academic aspect most of them are not good and this may be because the shift of education culture from south Sudan to here in Ethiopia.

Interviewer: What are the languages that you can speak?

Interviewee: I can speak Amharic, Afan Oromo, English, and a bit Nuer

Interviewer: What are the challenges of providing quality education in your school?

Interviewee: The school site (landscape) is not comfortable and there is a valley area. It need have to be filled and it may serve as a football field. The solar provided for students is not enough. The water supply is good but shower service need have to be provided. Sanitary equipments need have to be distributed for students like soap and a supply of uniform for students is important.

Interviewer: how do you explain the interaction between the host community and refugees?

Interviewee: there is no interaction between the host community and refugees. Sometimes conflicts appear between members of the two communities and this time teachers will be informed by the respected authority to protect students.

Interviewer: how do you explain parental support for students learning in your school?

Interviewee: Parental involvements in the learning of children are totally absent. But the PTA involves actively at least one representative from the committee appears daily to school and provides advice.

Interviewer: What is your advice for a teacher who teach in refugee hosting schools

Interviewee: A teacher in refugee setting need have to be, humble and creating positive interaction with students, not being angry, and near to hear the problem of students. Making students closer and creating a family relationship is important. Follow-up in the refugee education is mandatory by all stakeholders starting from the headquarter is essential. A search for funding by the headquarter to secure financial limitation is expected to provide quality education.

8. Interview with National teacher 6.

Interviewer: for how many years do teach in this school?

Interviewee: I have thought in this School for 3 years.

Interviewer: Totally how many years of teaching experience do you have?

Interviewee: I have a teaching experience out of refugee setting for 9 years.

Interviewer: How old are you?

Interviewee: I am 28 years old.

Interviewer: What is your highest educational qualification?

Interviewee: I have graduated with BED.

Interviewer: How many languages do you speak?

Interviewee: I can speak two languages that are English and Amharic.

Interviewer: are there any challenges for female teachers in teaching in a refugee setting?

Interviewee: it is not that much but some adolescent boys show a disobedient behavior for female teachers. But this is not only in a refugee setting and such behavior is also observed among students in a non-refugee setting also. The teacher personality plays a decisive role in resolving such kinds of challenges.

Interviewer: What is the medium of instruction in your school?

Interviewee: the medium of instruction in our school is English.

Interviewer: How do you rate English language proficiency of your students and do you face any communication problem with students?

Interviewee: students have a moderate language skill and some students have even a better language skill. There are some communication problems that occur during instructional time. This is because there are some students who are incapable of communicating through English language. But to support these students I use translators from students who have a better level of proficiency.

Interviewer: Are there any effort to improve language skill of students other than the regular instructional time? Let me paraphrase my question; is there a trained of developing students language skill through various clubs in the school or a trained of conducting language practicing sessions out of the regular school hour?

Interviewee: there are no such kinds of trends. As far as I know there is no functional club in the school. So far the school as well as teachers in the school has less effort in promoting English language skill of students.

Interviewer: What are the challenges for the teaching learning activity in your school?

Interviewee: Absence of fence and teaching materials is affecting the teaching learning activity. Additionally several students learn in one class room and it makes hard for the teacher to provide support for every student equally. Behavioral problem is also observed among some students. Additionally the support provided for students by various organizations for their learning is limited.

Interviewer: how do you evaluate the impact of the conflict on the learning of children?

Interviewee: it has an impact. There are students who do not live with their parents. Therefore much of these students have other prior activities than education. Therefore they come to school irregularly. Additionally some students show psychological and emotional problem. Therefore they have inconsistency school attendance. Therefore many children withdraw their education.

Interviewer: why do you want to teach in refugee hosting school?

Interviewee: it is a coincidence. I observed a vacancy announcement to teach in this school. The salary is better than the salary I used to earn at that time. Therefore I have applied for the position and I managed to be the selected one.

Interviewer: Do you like the job? What is your judgment on your current position?

Interviewee: I like the teaching profession. But the income in comparing with the work environment is inadequate. The temperature of the area, living condition of teachers, the school environment are a challenge to work in this area.

Interviewer: are there any short term professional trainings that are provided for teachers in a regular basis?

Interviewee: there are some trainings but it is not in a regular basis. Sometimes, Some NGOs provide training for teachers in various issues.

Interviewer: Are there any challenges that are faced specifically by girl students?

Interviewee: Yes there are early marriage practices in this camp. Additionally girls are victims of labor duties at home.

9. Interview with students 1,2,3, & 4

Interviewer: Please tell me from which grade level you came from?

Interviewee: student 1 (girl), I am from grade 7, student 2 (girl) I am from grade 7, student 3, (boy) I am from grade 8, student 4 (boy) I am from grade 7.

Interviewer: for how long do you attend your education in your current school?

Interviewee: Student 1; I have learnt in this school since its foundation before four years; Student 2 it is similar; Student 3; it is the same; Student 4; the same with the others

Interviewer: how old are you

Interviewee: student 1, I am 18 years old; student 2, I am 21 years old; student three, I am 16 years old; student four, I am 18 years old.

Interviewer: How many languages can you speak?

Interviewee: student 1, I can speak only Nuer; student 2, I also speak only Nuer language; student three I can speak Nuer additionally I have moderate English language skill; student 4, the same as my friend I can communicate using nuer and English language.

Interviewer: From which region of South Sudan do you came from?

Interviewee: Student 1, I came from Malakel, Student 2, I came from Akobo, Student 3, I came from Nasir, student 4, I came from Akobo.

Interviewer: Do you have any educational experience in South Sudan

Interviewee: Student 1, Yes; student 2, Yes; student 3, Yes; student 4, Yes.

Interviewer: Up to which grade level do you attend your education in South Sudan?

Interviewee: Student 1, 3; student 2, 4; student 3, 3; student 4, 3.

Interviewer: what are the subjects that you have learnt in South Sudan?

Interviewee: Student 1 The subjects thought in our home country are English, (in between) student 2, Maths, CRE, student 4, Science, student 1 Social science.

Interviewer: what about you (asking student three)

Interviewee: it is all the same

Interviewer: please tell me about your teachers in South Sudan? Are they committed to teach? Do you like them? Are they friendly? Are they punctual?

Interviewee: student 1, yes I like them very much because they are punctual, student 2, it is the same with her; student three it is the same with her, student 4, the same with her.

Interviewer: What about your teachers in your current school

Interviewee: student 1, there is a difference from teacher to teacher. There are good and not good teachers. Some teachers exert a great effort to support students out of class hour while others have no interest to support students even during the class time. student 3, in here teachers miss classes and they are not punctual (in between) student 4, yes yes, student two it is hard to communicate with them due to language problem.

Interviewer: What kinds of challenges have you faced before and are you facing currently in your school?

Interviewee: Student 1, there is subject difference I mean there is a subject which we have learnt in South Sudan but not in here and the education provided in Ethiopia is very difficult than the one we have learnt in South Sudan.

Interviewer: (in between) what is the subject that you have learnt in South Sudan but not in here?

Interviewee: student 2 and three, CRE

Interviewer: what is CRE?

Interviewee: student 3, Christian Religion Education.

Interviewer: I see, please continue of telling me the challenges

Interviewee: student 2, teachers do not attend their class regularly; there is absence of uniform supply (in between) student 4, in south Sudan the government provides uniform for students. Student 4, Debate skills are widely implemented in South Sudan but not in here.

Interviewer: What are the Subjects provided in your current school?

Interviewee: Student three, biology, physics, chemistry, (in between) student 1, mathematics, (in between) student 4, civics, social studies, English, (In between) Student 1, Nuer language and physical education.

Interviewer: you have mentioned nine subjects which are biology, physics, chemistry, mathematics, civics, social studies, English, Nuer language and physical education. Is that all?

Interviewee: all together, Yes

Interviewer: in which education system do you prefer to learn? Is it how you have learnt in South Sudan or how you are learning in here?

Interviewee: student 3, as I prefer to the South Sudan education system, (interviewer by looking student 1) what about you? Student 1, it is all the same (interviewer by looking student 2) and you? Student 2, it is the same with her because there is a good supervision by directors on teachers in South Sudan but in here the supervision is not good. (interviewer by looking student 4) and you? Student 4, it is all the same.

Interviewer: How do you compare your current school with the school in which you attended your education in South Sudan in terms of facility? Such as the status of library, laboratory, classrooms, play grounds and the like

Interviewee: Student 1, the status of schools in South Sudan can be seen in to two different ways. The schools that are constructed in urban areas have good status in terms of facility whereas the schools that are found in rural areas have poor status.

Interviewer: So how do you compare the status of your previous school with your current school?

Interviewee: Student 1, the status of my previous school is better than my current school. (Interviewer by looking student 2) what about you? Student 2, the same with her (interviewer by looking student 3) and you? Student 3, the same with her (interviewer by looking student 4) and you? Student 4, it is all the same.

Interviewer: what is the medium of instruction in your previous school in South Sudan?

Interviewee: Student 2, the medium of instruction in South Sudan is English starting from grade 1. (In between, the translator)The government proposed local languages as a medium of instruction in elementary schools but it is not practical and local languages are exercised out of the formal schooling activities like in churches. But currently most of them are poor in English language because most of them come to this school when they are kids and others who speak English have

degraded their skill due to absence of practice. Those who are grown up and have good English language skill have moved to high school. Students have faced language barrier in their current school due to some contextualized words for Ethiopia for example in civics subject become hard for the students to understand. There are some words to be translated to English and there are undefined Amharic words.

Interviewer: how do you communicate with your teachers? Which language serves as a medium of communication?

Interviewee: student 3, we face a difficulty to communicate with Ethiopian teachers and our communication with them is very limited due to language barrier.

Interviewer: Do you think language gap brings an impact on student's academic achievement?

Interviewee: Student 4, the level of understanding in the lesson by students differs from student to student and one shares what he understands to the other. (In between, the translator) English language ability of majority of students is explained to be very poor and the communication of students with Ethiopian teachers on the lesson is explained to be poor.

Interviewer: Tell me how you came to Ethiopia after being dislocated from your living area in South Sudan?

Interviewee: Student 1 when I came from South Sudan I travel on foot from Akobo South Sudan to Akobo Ethiopia then I meet with the UNHCR officers on the check point and they supported me to reach in to my current status. Then we are taken to Nuer zone called Metar and joins Leckchore refugee camp. I came with my brother sisters and my mother. There are other refugees who come by boat. (In between, the translator) those who came from Akobo South Sudan relatively suffer less than those who came from Malakel and Naser. The effect of the war on children is severing. The effect of the war on children is explained through, most seen dead people all over their journey. There are also children who witnessed the death of their parents and relatives. There are also a lot of children who have lost their parents. The situation in Jongli is a bit better than juba. When the war broke out in Bor in 2013 the forces organized (especially Nuer) before the conflict in Jongli managed to defend themselves and stop the government forces at that time and this created the opportunity to move children's to UNMISS camp. But in Juba as most

have no prior information have been highly affected and couldn't protect themselves. Similarly Nuers in (Bahrgzal) faces a lot of suffering. In Unity it is a bit better because majorities are from Nuer population it is 90% Nuer and 10% Dinka. In Malakel also the Nuer community managed to defend themselves by defeating the government forces and move children to Nuer area. This place is inhabited by Shiluk tribe. Those who are killed in Malakel are individuals who are from Nuer tribe and from other tribes who provides shelter for Nuer individuals. The conflict at the first time has a political reason but change its shape to have an ethnic shape. In the genesis of the conflict the reason is political and turns in to ethnic conflict. The memory of the crises has an impact on student's current educational achievement. Because during the peaceful time in South Sudan there were children who attended their education in very good standard schools in urban areas like in Addis Ababa by paying a tuition fee. It is hard for them to live in such kinds of situation after living in a comfortable situation during the peaceful days. Student 2. I came with my mother and sister. I travelled on foot. I faced a serious of sufferings on my way to Ethiopia. I've been tortured by armed men's. Student 3, I came with relatives, I traveled on foot. I'm almost to die and I managed to recover based on the medical assistance that I received after reaching in Ethiopia. I've been starved for days. It is hard to speak about it.

Interviewer: What kinds of challenges are there in your current school?

Interviewee: Student 4, we have provided with text books, pencil, pen, exercise book except school bag. Student 2, there is a complaint on the medium of instruction and subjects such as geography and history. (In between) **the translator**, There is no money provided for refugees and to get money they need have to engage in paid labor work during class time or return back to South Sudan during class time to bring money from their country. The support of family for the learning of students is very limited. Student 3, there is a big problem in resources and we face an economic problem. (The translator) early child marriage is widely practiced among the refugee community and this is widely seen after the conflict and it may be because of their current situation. Student 1, the supply of food and shoe is not enough and basic needs are not met in here.

Interviewer: with whom do you currently live?

Interviewee: Student 4, I live with my mom and my father is in South Sudan; student 3, I live with my uncle and my parents live in South Sudan. Student 2 I live with my mom and father lives in South Sudan. Student 1, I live with my mother and my father lives in Khartoum.

Interviewer: what do you want to be in the future and why?

Interviewee: Student 4, I want to be a doctor, because I can help sick peoples Student 3, I want to be a doctor, because I want to treat sick peoples Student 2, I want to be a translator because I can help peoples to communicate and Student 1, I want to be a teacher because I want to teach others.

(Researcher) Their reason to have the above professions highly associated with the conflict and all wants to return back home and serve their community.

Interviewer: What kinds of corrective measures need to be made to create a better learning environment for you and others who are in a refugee setting?

Interviewee: Student 4: currently we are attending our education in overcrowded classroom (121-130) students per class, the sitting environment is hard and most of us do not understand the lesson as a result of overcrowded. (In between) **Translator:** So the classes need have to be divided and the number of teachers need have to be added.

Interviewer: Are there any functional clubs in your school

Interviewee: student 1, there are no functional clubs in the school. (In between) interviewer, What about you by pointing at student 3, he replied that it is all the same. (The rest students showed their agreement by waving their heads).

10. Interview with students 5,6,7,8,9,10,11,12,13,14,15, & 16

Interviewer: Please tell me your age and grade level?

Interviewee: student 5, 13 years old, and grade 5, student 6, I am 13 years old and grade 5, student 7, 13 years old and grade 6, student 8, 18 years old and grade 5, student 9, 13 years old and grade 6. Student 10, 16 years old and grade 6, student 11, 14 years old and grade 4, student 12, 18 years old, and grade 6, student 13, aged 18, and grade 6, student 14, aged 17, grade 6, student 15, aged 18, and grade 6, student 16, aged 14 years old and grade 4.

Interviewer: when do you join Jewi refugee camp?

Student 5, I joined this camp since the beginning of the camp starting from Lectoure. What about you (the translator in between) all students have joined in this camp since the beginning.

Interviewer: Do you have educational experience in South Sudan? If so what is the highest grade level you have attended in South Sudan?

Interviewee: Student 5, Yes, grade 1; Student 6, Yes, grade 1; Student 7, Yes, grade 2; Student 8, Yes, grade 3; Student 9, Yes, grade 3; Student 10, Yes, grade 3; Student 11, No, Student 12, Yes, grade 2; Student 13, Yes, grade 5; Student 14, Yes, grade 3; Student 15, Yes, grade 3; student 16, No.

Interviewer: from which part of South Sudan do you came from?

Interviewee: Student 5, I used to live in Bentieu, and attend my education in Passball primary School. Student 6, Akobo. Student 7, Jonglei and I learn my education in Lanken primary school. Later we moved to Akobo province. Student 8, I used to live in Jonglei and I attend my education in Gaitu primary school. Student 9, Jonglei, Student 10, Bentieu, Student 11, Upper Nile, Student 12, I have attended my education in Jonglei, Student 13, Akobo, Student 14; I learnt up to grade 3 in upper Nile, Ulang County. Student 15, Jonglei, student 16, Akobo.

Interviewer: Which area is the farthest area from Ethiopia from the places mentioned earlier?

Interviewee: (many students at a time) it is Bentieu.

Interviewer: Tell me about your educational experience in South Sudan? Do you like it? Which one is better from the education you have attended in your country previously and the education you are currently attending?

Interviewee: Student 13, yes, School supplies are provided for us in south Sudan like soap, uniform cloth, and solar lamp, student 3, also towel, and Comb. Student 10, The subjects thought in south Sudan are English, social studies, CRE, Science, Math's, and physical education. (In between) **Interviewer:** what about physics and chemistry? Student 13, these subjects' start from grade seven. Student 15, in the education provided in South Sudan there is an individual and group debate. Student 14, the education that I have learnt in South Sudan is better than this because we

are not provided with the various supplies. Student 9, there are good teachers in South Sudan in comparing it with our teachers currently, and there is no debating activity in my current school. Student 7, with regard to facility the south Sudan is better because in south Sudan there is a laboratory and library that provides full service even in the night time. Student 12, in south Sudan girls and boys learn separately. (In between) **Interviewer:** Do boys and girls learn separately? **The translator:** Yes. Student 8, in this school we are not provided with comb, towel, school kit like bag, and there is no group debate.

Interviewer: what are the languages you can speak?

Interviewee: (the translator) all students are from Nuer tribe and their mother tongue language is Nuer. Student 13, I can speak English and Nuer language, student 5, Nuer, student 6, Nuer, student 7, Nuer, student 8, Nuer, student 9, Nuer and English, student 10, Nuer, student 11, Nuer, student 12, Nuer, Student 14, Nuer, student 15, Nuer, student 16, Nuer.

Interviewer: How do you travel from South Sudan to Ethiopia and with whom do you came in here?

Interviewee: Student 12, when the war broke out I traveled on foot. During my Journey the government forces found me and gave me a flesh from the body of a dead man and ordered me to eat it. When the war is erupted I become separated from my family. I came with the husband of my aunt. Since 2013 I haven't seen my parents and I have no information where they are. Student 13, our house is demolished by government forces. (In between) **the translator**, most of them came on foot, for example the student who came from Bentieu crossed so many regions and it may take 30 days of walk. The nearest area for Ethiopia is Akobo. These students have walked from 1 day 1 week to 1 month. They have suffered from hunger, thirst, sickness, lack of adequate sleep and fatigue. They get no sleep and the burning of the sun as well as thorn gore their leg. Student 13, I came with my mother, sister and brother. My father is in Bor in UNMISS camp. Student 5, I come with the wife of my uncle, my uncle works in hospital there in south Sudan and my father is engaging in the war. Currently my mother has returned back to south Sudan to search my father. She may find him alive or dead. Student 6, I come with the husband of my aunt. My aunt lives in South Sudan by engaging in agricultural work. My father was dead in war and my mother lives in South Sudan. Student 7, I come with my mother and my father comes later on and currently both

of my parents live with me. Student 8, my mother come by herself to refugee camp in Ethiopia when the crises start then I came alone with others and reunited with her in Ethiopia and currently we live together. My father is in South Sudan and he is a cartel keeper. Student 9, I came with my mother and my father comes later on and joins us in refugee camp. Student 10, I came with the wife of my elder brother. My father is in juba under UNMIS while my mother in Bor UNMISS camp. My brother lives in rural areas of Akobo. Student 11, I come with my grandmother and my father and mother lives in south Sudan. Student 14, I came with my mother, brother and sister. My father engages in the war. Student 15, my father is fighting in South Sudan and I came with my mother, brother and sister. Student 16, I came with my mother, brother and sister. My father is in Khartoum and he moved there before the conflict. (In between) **the translator:** if all comes here there will not be a man to defend the land.

Interviewer: what do you want to be in the future?

Interviewee: Student 5, Doctor, student 6, water supplier, student 7, Doctor, student 8, Doctor, student 9, Doctor, student 10, Teacher, student 11, Doctor, student 12, Scientist, student 13, Pilot, student 14, human resource, student 15, Teacher, student 16, Engineer.

Interviewer: How do you see the impact of the conflict on your education?

Interviewee: student 13, the conflict in our country affects our academic achievement because we lag from the grade that we used to be. Student 12, we are economically devastated in comparing with the life we have in south Sudan. (In between) **the translator:** Providing education for children in here makes students to stay in school and to prevent them from addictive behavior. In here there is fighting behavior among students. Currently the students like the education they are getting and all want to finish their school.

Interviewer: Where do you want to live and work in the future?

Interviewee: Student 5, if peace comes I wants to live in South Sudan, Student 6, South Sudan, Student 7, South Sudan, Student 8, I wants to accomplish my education in here and I want to live in South Sudan, Student 9, South Sudan, Student 10, South Sudan, Student 11, South Sudan, Student 12, South Sudan, Student 13, South Sudan, Student 14, South Sudan, Student 15, South Sudan, Student 16, South Sudan.

Interviewer: How do you see the education that you are currently attending? What are the things you like and don't like?

Interviewee: student 15, the lesson that we have learnt in Ethiopia is difficult than the lesson that we have learnt in south Sudan. For example math's is difficult in here than in South Sudan. Student 9, there is a little difference between the lesson in South Sudan and in Ethiopia. In here the teacher will not revise the lesson. (In between) **the translator**, methodological problems have been raised frequently. Student 13, there is No group or individual work, revision, debate. Questions are not forwarded for students.

NB. During interviewing the suffering in their life is clearly visible from their face they are in a limited smile with a face that holds hope

11. Interview with student 17,18,19,20, & 21

Interviewer: let us begin our discussion by introducing your age and grade level?

Interviewee: Student 17, I am 16 years old and grade 5; Student 18, 18 and grade 5; Student 19, 14 and grade 5; Student 20, 16 and grade 6; Student 21, 15 and grade 6.

Interviewer: From which state of South Sudan do you came from?

Interviewee: Student 17, Upper Nile; Student 18, Malakel; Student 19, Akobo; Student 20, Upper Nile; Student 21, Upper Nile.

Interviewer: Do you have educational experience in South Sudan? And if you have what is the highest grade you have attended in South Sudan?

Interviewee: Student 17, Grade 1; Student 18, Grade 5; Student 19, Grade 1; Student 20, Grade 2; Student 21, Grade 2.

Interviewer: In which language do you attend your education in your current grade level?

Interviewee: All together; English

Interviewer: Tell me the languages that you can communicate with it?

Interviewee: Student 17, Nuer; Student 18, Nuer; Student 19, Nuer; Student 20, Nuer; Student 21, Nuer.

Interviewer: How do you travel from South Sudan to Ethiopia?

Interviewee: Student 17, By footing; Student 18, By footing; Student 19, By footing; Student 20, By footing; Student 21, By footing.

Interviewer: With who do you came when you travel from South Sudan to Ethiopia

Interviewee: Student 17, I came here with my father, sister, and brother. (In Between)

Interviewer, what about your mother? **Interviewee,** My mother is in South-Sudan. Student 18, I came with my mother. (In Between) **Interviewer,** what about your father? **Interviewee,** my father lives in South Sudan; Student 19, I came with my mother and my father lives in South Sudan; Student 20; I came here with my father and mother. I currently live with them. Student 21, I come with my uncle. My mother and father live in South Sudan.

Interviewer: Is there any challenge that you faced during traveling from South Sudan to Ethiopia?

Interviewee: Student 17, we haven't eat food for days and I had a leg injury due to long traveling; Student 18, I haven't ate or drink for many days; Student 19, I have been sick and recovered after receiving a medical treatment in Ethiopia; Student 20, I had a travel without food and water; Student 21, it is the same as he said (pointing at Student 20).

Interviewer: Since when do you join Jewi Refugee Camp?

Interviewee: Student 17, we moved from Leitchour and we are here since it's foundation; Student 18, it is the same; Student 19, it is the same; Student 20, it is the same; Student 21, it is the same.

Interviewer: How do you find your education in here? Do you like it? What about your teachers?

Interviewee: Student 17, it is good but the teachers are less punctual and lack knowledge to teach the lesson appropriately; Student 18, Yes it is good and as he said (pointing at student 17) some teachers do not teach the lesson appropriately; Student 19, it is all the same; Student 20, it is the same but there are also good teachers; Student 21, I like the education. (In Between), **Interviewer,**

what about your teachers? **Interviewee**, they don't discuss the lesson appropriately and some teachers do not come to class regularly.

Interviewer: who is better in teaching from your teachers when you were in South Sudan and your current teachers?

Interviewee: Student 17, my teachers in South Sudan; Student 18, my teachers in South Sudan; Student 19, my current teachers; Student 20, my teachers in South Sudan; Student 21, my teachers in South Sudan.

Interviewer: Are there any challenges that affect your education?

Interviewee: Student 17, uniform and bag is not provided to us; Student 18, it is the same. But in addition to that we don't have a library; Student 19, it's the same with them; Student 20, the exercise book provided is not adequate and our teachers were not educated as teachers who are found in Number 1 School; Student 21, it is the same with them.

Interviewer: Do you like the food provided for you in your school?

Interviewee: Student 17, Yes; Student 18, Yes; but it is not a food it is a drink (then all interviewees laugh) Student 19, Yes; Student 20, Yes; Student 21, Yes.

12. Interview with student 22,23,24, & 25

Interviewer: Please tell me your age and grade level?

Interviewee: Student 22, I am 15 years old and I'm in grade 5. Student 23, I am 14 years old and I'm in grade 6. Student 24, I am 18 years old and I'm in grade 6. Student 25, I am 18 years old and I'm in grade 6.

Interviewer: What is the medium of instruction in your current school?

Interviewee: Student 22, English. Student 23, English. Student 24, English. Student 25, English.

Interviewer: tell me the languages that you can communicate with it?

Interviewee: Student 22, Nuer. Student 23, Nuer. Student 24, Nuer. Student 25, Nuer.

Interviewer: Do you have educational experience in South Sudan? If so please tell me the highest grade that you attended there?

Interviewee: Student 22, Yes, I have attended a grade 1 education; Student 23, Yes, Grade 1; Student 24, Yes, Grade 3; Student 25, Yes, Grade 4.

Interviewer: How do you compare your education in South Sudan with your education in your current school?

Interviewee: Student 22, There is a debating session in South Sudan but not in here; Student 23, in South Sudan students are provided with uniform, bag, and other school supplies but not in our current school; Student 24, the education provided in here is difficult than the education provided in South Sudan; Student 25, The teachers in South Sudan are very committed than teachers in our current school. There is no library service in here but in South Sudan we used to study in library

Interviewer: From which state of South Sudan do you came from?

Interviewee: Student 22, Upper Nile; Student 23, Upper Nile; Student 24, Upper Nile; Student 25, Upper Nile.

Interviewer: how do you travel to come to Ethiopia?

Interviewee: Student 22, by footing; Student 23, by footing; Student 24, by footing; Student 25, by footing.

Interviewer: With who do you came to Ethiopia?

Interviewee: Student 22, I and my brother came to Ethiopia with individuals from our village. There were also individuals whom I didn't know them before. (In between) **Interviewer,** what about your parents? **Interviewee,** My father is dead and I witnessed it. (In between) **Interviewer,** Do you remember the incidence? **Interviewee,** yes, it is a night time; we heard a voice of a gunshot when we were at home, my father went out to see what is happening and we stand on our door step. My father is hilted by a bullet fired and fall dawn on the ground. Everybody runs to various directions to escape from the attack and I run with my brother. I haven't seen my mother since then and I have no idea where she is. Student 23; I came here with my mother, sister, and, brother. (In between) **Interviewer,** what about your father? **Interviewee,** My father lives in Khartoum and

he moved there before the conflict. Student 24, I come here with my uncle. (In between), **Interviewer**, what about your parents? Interviewee, my mother and father lives in South Sudan. Student 25, I came with my mother and my father lives in South Sudan.

Interviewer: Are there any difficulties that pauses a problem in your education?

Interviewee: Student 22, yes, we had no library and uniform is not provided for students; Student 23, the teachers do not teach the lesson in a way we can understand. We are not provided with bag; Student 24, it is the same as the others; Student 25, Some teachers do not attend their class regularly

13. Interview with key informant 1.

Interviewer: in which state do you live in South Sudan before the conflict?

Interviewee: I am from Jongli

Interviewer: Do you have any work experience in your country?

Interviewee: Yes, I used to be a governmental employee for 8 years.

Interviewer: What about your teaching experience?

Interviewee: it is 4 years. (In between) **Interviewer;** is it all in this school? **Interviewee;** Yes

Interviewer: Tell me about your educational qualification?

Interviewee: Grade 10

Interviewer: How old are you?

Interviewee: 44

Interviewer: What is the medium of instruction in your school?

Interviewee: for grade 1-4 it is Nuer and for grade 5 and 6 it is English

Interviewer: How many languages can you speak?

Interviewee: English and Nuer

Interviewer: please tell me the impact of the crises on you and how you managed to arrive in to this refugee camp in Ethiopia?

Interviewee: When the war broke out I moved my children from Jongli to central Nuer (Loue Nuer) by car then I stayed in Bor. When people are defeated in Bor I traveled by walking for four days to reach in to central Nuer. Then I got my children and stayed there for a while then hired a car to move to Akobo S.S which is a 6 hour drive by car. Then we crossed to Akobo Ethiopia by walking and it is a 1 hour of walking.

Interviewer: how do you managed to get a teaching position in this school as an incentive teacher?

Interviewee: when a call for recruitment of incentive teachers made by the school administration, I applied for it and take exam. Then I managed to get this job.

Interviewer: as you have learnt in South Sudan and as you are currently teaching by the Ethiopian curriculum how do you compare the education system and curriculum of the two countries?

Interviewee: The Ethiopian curriculum is difficult for South Sudanese students because the lesson presented for elementary students in South Sudan is highly simplified in comparing with what is provided in here. For example in civics subject here in Ethiopia the concept of justice & equality is found from grade 5 up to university but it is hard to understand the concept for a grade 5 student. In South Sudan students from grade 1-8 do not take physics and chemistry subjects. The Ethiopian curriculum is highly affected by national languages and this makes children to be incompetent on subjects thought in English. Those who have educational experience in South Sudan are comparatively better in speaking English than those who learn by the Ethiopian curriculum. The community wants to learn by English language than mother tongue language but ARRA refused. The mother tongue language can be developed in the informal communication including in religious services. I believe the money spent for education is not preparing children for their future goal. Because those who learn in South Sudan will have a much better English language skill and a better understanding of religion than those who attend their education in Ethiopia. Therefore as language is demanding for the future life of students it will be one weakness for students to be employed in South Sudan for the future. Also in Ethiopia student pass freely from grade to grade even if they have no knowledge on the subject matter. There is also a cheating culture in education here and I believe some of the registered result by grade 8 students in regional examination is by

cheating and this could be taken as adaptation. Because as the community is from Nuer tribe and as there are also Ethiopian Nuers it will be easy to communicate fast and bring cultural adaptation.

Interviewer: what are the subjects that are provided for primary school students in South Sudan?

Interviewee: The subjects provided in primary school are Mathematics, Agriculture, Social study, CRE, and English. Physics, Chemistry and Biology are thought in secondary schools.

Interviewer: how do you explain the integration of the refugee community with locals?

Interviewee: There is a harsh relationship between locals and the refugee community.

14. Interview with Key informant 2 and 3

Interviewer: How old are you?

Interviewee: Teacher 2; I am 28 years old. Teacher 3; 27

Interviewer: How many languages can you speak?

Interviewee: Teacher 2, Two; Nuer and English. Teacher 3 it is the same

Interviewer: What is the medium of instruction in your school?

Interviewee: Teacher 2; Nuer for lower grades and English for Upper grade. Teacher 3, it is the same

Interviewer: Since when do you start to teach in this school?

Interviewee: Teacher 2, I start to teach starting from Lectoure and I love to work in here. Teacher 3, I also start to teach starting from Lectoure.

Interviewer: How do you examine the status of facility and resources in your school?

Interviewee: Teacher 2, school kit is provided for students. Additionally school furniture, chair, and feeding are provided for the students. Teacher 3, it is as my friend said. Uniform is not provided for students, soap is not provided for students.

Interviewer: what do you think the reason for the crises in South Sudan?

Interviewee: Teacher 3, the reason for the crises in South Sudan is the need for change. The president fails to conduct the election on time and attempt to assassinate the presidential candidate. This incident brought an ethnic conflict. Teacher 2, the conflict turns to be an ethnic conflict and the conflict targeted to execute peoples from Nuer ethnic group and girls and children are abducted by government forces. Teacher 3, there is a mass killing. I blame the president for the crises there and we are treated unfairly and unequally with the Dinka tribes. Teachers 2, Civilians are abducted and the displaced are from Nure tribe where as the Dinkas and other tribes are leading a peaceful life in South Sudan unless they are in the side of Rik Machar. I face many sufferings when I was in South Sudan.

Interviewer: individuals from which state are the most populated refugees in Jewi refugee camp?

Interviewee: Teacher 2, the most populated refugees in Ethiopia are from upper Nile and Jongli its city Bor. There are three Nuer dominant states which are Loue that is under upper Nile, Jongli, and Bentiew and these areas are highly affected as a result of the war. Houses are demolished peoples are killed and the people flee for their life. Therefore those areas currently are nomads land. Teacher 3, in Ethiopia the most populated refugee's origin is first upper Nile, second Jongli and third Bentieu. The war highly affected Nuers who live in Juba. When the war started for the first time as Nuers in Juba don't have any information about the conflict and they couldn't escape. Therefore much people travel to Nuer dominant areas on the second day by their footing. There is a door to door killing of youth in the second day of the conflict. Teacher 1, In the first day peoples manage to stay in their area. The government forces follow those unarmed civilians and those who are in a travel to Nuer areas to escape and killed them. The government troops live in Nasir and Malakel. But outside there the Nuer community is abundant

Interviewer: How long does it takes to travel from Juba to Bor on foot? And how do peoples travel from Bor to Ethiopia?

Interviewee: Teacher 2, from Juba to Bor from city to Nuer area it takes 20-30 days by footing. Peoples travel in a group and a lot of people have died in their journey as a result of thirst and lack of food. After reaching to Bor because the war doesn't reach there at that time there is access for transportation. Peoples who need transportation including elder and children traveled by car to come to Ethiopia. Those who are strong come by footing from Bor to Ethiopia and it takes 2 to 3

weeks. Teacher 3, From Malakel to Ethiopia it takes two week. Many children died as a result of hunger and thirsty and suffering from long walk because there are children who grow in city and do not have the endurance to walk long distance for many days with hunger and thrust. There is a 20 hour walking and it affected women and children. If the travelers do not travel fast government forces will reach and kill them.

Interviewer: Tell me your personal experience? Where were you before the war? How the crises do affected you and how do you managed to come to Ethiopia?

Interviewee: Teacher 2, During independence job opportunities are provided for peoples regardless of qualification because most of the society in south Sudan is illiterate as a result of the prolonged struggle for independence from Sudan unless those who attended their education in refugee camps and in cities. Therefore I have got a job opportunity in Oil Company when I was a grade 12 student. I worked as deputy logistics for three years. I was in upper Nile state a small town called Melut. When the war broke out I thought the war is between armed groups but the government forces tried to murder me. At the night time government forces hunt peoples from Nuer tribe. After three weeks I with others get out of that city at a night time and traveled for two weeks with hunger and thrust. We have walked day and night. When there is presence of government forces we hide our self during day time and resume our journey in the night time. We have faced a lot of sufferings and many group members have died. The attack is not because we are militants rather this suffering happen on us just because we are from Nuer tribe. Teacher 3; before the war erupts, I used to live in Sudan attending a grade 11 education. (In between)

Interviewer; have you been employed before you come to Ethiopia? **Interviewee;** No

Interviewer: tell me the impact of the crises on children?

Interviewee: Teacher 2, In Juba Nuer children are killed, children die in the journey by long walk, thirsty and hunger. The government of South Sudan recruits under age children's for military service. When government forces are arriving the fleeing community will run but children cannot run fast. As a result some parents choose to flee by leaving their children and those captured children will be killed or recruited for forced military service. Other parents stay with their children and the parents will be killed by government forces by bullet. Therefore the number of separated and unaccompanied children is high. Teacher 1, When the war with Sudan the Sudan government

do not commit a targeted killing on children and women who are civilian but the south Sudan government have made all this on brothers and partners in the struggle for independence from Sudan. Most children have witnessed the death of their parents. The solders are available in the border and commit an attack on individuals who tried to join refugee camps in other state. Teacher 2, the children in Jewi refugee camp have suffered from separation some, witnessed the killing of their parents and there are orphans. There are children who travel alone without their relatives. After they reach here some of them have been relocated to the place where their relatives are. It could be to another country or refugee camp where their families are. Teacher 2, all the basic needs are not fully fulfilled for refugee students in a refugee camp. Those who are unaccompanied or separated children are very emotional. When they lose their needs they remember their parents. The memory affects the students and they become emotional. When students in school or home are beaten or face emotional attack they cry in thinking that if my parents are alive I do not face such a thing. Those who are grown and remembers what is going on during the war the emotional pain is hard. Even these children who are orphans know that they are not living with their parents. But those who are below 7 years old currently do not remember a thing as they are child at that time. There are also children who face a physical health problem as a result of the crises in long walk with hunger and thrust. Teacher 3, Children who are separated from their parents or are orphan show unhappy behavior, if these children's lose food, cloth, and any other necessities even have a dirty cloth they start to remember their parents in a believe that if their parents are alive this things could not be a problem. They easily become emotional on issues that are minor for others.

Interviewer: For how long do you live in this refugee camp?

Interviewee: Teacher 2, including Lectoure refugee camp it is more than 6 years. Teacher 3 it is the same.

Interviewer: How do you explain the impact of the crises as a society?

Interviewee: Teacher 2, I want to talk not only the bad side of the conflict but the opportunities we have got. There are students who are currently graduated from university while others joined university. So we have got a better educational opportunity in here. We are happy by the government of Ethiopia for the chances provided for us in education. Teacher 3, There are children's who do not attend education in south Sudan and even those who attend education are

learn in schools with poor facilities by under qualified teachers as a result of the prolonged conflict with Sudan. In here students are eager to graduate with their desired degree and get in to this profession. Teacher 2, students in here are not interested to return back home until they graduated. During the 1991 civil war between Nuer and Dinka, many Dinka refugees flee to Kenya and Uganda. Those Dinka refugees have got the chance for education in Kenya and Uganda unlike those non refugee citizens in south Sudan. Therefore currently they return back home and become the preferable one and have a good position. Teacher 3, we are teaching students by making them aware of this history and telling them that they are the future of south Sudan. We have a great place for Ethiopia in our heart and always Ethiopia serves as a shelter for us. Teacher 2, I myself is waiting for scholarship to learn a higher education and become the chosen one when return back home.

Interviewer: How do you examine the commitment of parents to support the learning of their children?

Interviewee: Teacher 3, the commitment of parents in supporting their children in education is classified in to two. First there are PTSA members selected by ARRA and they have active involvement on the learning of students. They check the learning of students day by day. They check the teacher performance, when the school is going to be closed they come and present a reward for the top performing students. RCC (Refugee central committee) checks prevalence of students who are out of school. The RCC have its police and court system. The cases that are beyond the RCC will be handed to ARRA and the legal system continues. But the participation of all parents on the education of their children is low. Teacher 1, there are many children's who are still out of school.

Interviewer: Tell me about the status of absenteeism and dropout rate in your school?

Interviewee: Teacher 2, there is a high dropout rate in this school. This is seen both in boys and girls. And the major reason for this is a need to engage in early marriage. (In between)

Interviewer: at what age do they commonly go to marriage? **Interviewee,** The age for engaging in marriage may reach to 14 to 15 years of age. In the time of marriage the boy need have give cattle's and money for the parents of his used to be wife. For getting the girl he wants to be his wife need have to tell what he have. The process is they will set an appointment date and by that

date the boy need have to bring the defined gift for her parents. Therefore to bring the cattle he return back to South Sudan and bring the cattle either by working and getting paid or requesting from his relatives. The boy is responsible to fulfill food and cloth for the girl. The early marriage brings food deficit on the couples, inability to manage them self, and high divorce rate. Due to early marriage students face losing of their educational opportunity. Early marriage will also create health problem among girls.

Teacher 3, during ration time students become absent and work to get money and buy shoes. To solve this problem awareness creation need have to be done in churches and elders to convince parents not to allow their children to engage in early marriage. Even those who conceive a child need to be motivated to resume their education after giving birth. Those children who do not obey this rule and their parents need to be imprisoned. When they get out from jail they need have to be forced to return back school. Those who cannot correct this behavior need to be deported back to South Sudan. Teacher 2, such activity is conducted and this shows progress. Community involvement and awareness creation is important to resolve the problem.

Interviewer: What do you think about the current status of your country?

Interviewee: Teacher 2, I am optimist that peace is going to be revealed in South Sudan by the effort of Ethiopian and the Ethiopian prime minster. we have a hope in the Khartoum peace deal. The security is becoming lightened and a tendency for free movement is improving. Now in many border areas peoples can get in and out freely. But still the security is tight in Nasir. There is a seize fire and it creates an opportunity to bring peace. In Jongli (Akobo) are safe now. Even traders start to travel to juba to bring commodities. I want to thank the prime minster of Ethiopia for bringing back rick Machar from South Africa. (in between) teacher 3, yes, we wants to thank the prime minister. I believe that rick Machar loves the incoming of peace than Salva Kir. We need peace because we are refugees so we have no the right to move freely. I wish peace to be revealed and bring their right for free movement returned back. I am eager to see a peaceful South Sudan and I wish you to pray for peace in South Sudan. Teacher 2, my fear is as much peace process is failed I am not sure about what is going to be happened.

The country spent almost 10 month without gun fire. We support the sanctions imposed by the Security Council and take it as one pushing factor for prevailing peace inside. I have complains on

the states that share border with South Sudan because they have played a lot for the resumption of the war to secure their interest. Our true neighbor is only Ethiopia. Teacher 3, before the conflict there are only 10 states but now there are about 32. This need have to be negotiated. Also there should have to be fair number of representation in parliament and ministerial members, as well as a coalition of troops need have to be formed from both troops in equal number from the two tribes. The Khartoum treaty also contains such issue.

15. Interview with Key informant 4.

Interviewer: in which state do you live in South Sudan before the conflict?

Interviewee: Jongli

Interviewer: Do you have any work experience in your country?

Interviewee: No.

Interviewer: Since when do you start to teach?

Interviewee: 4 years before from now.

Interviewer: Tell me about your educational qualification?

Interviewee: I used to attend a grade 10 education when I were in South Sudan

Interviewer: How old are you?

Interviewee: 29

Interviewer: What is the medium of instruction in your school?

Interviewee: for grade 1-4 it is Nuer and for grade 5 and 6 it is English

Interviewer: How many languages can you speak?

Interviewee: English and Nuer

Interviewer: please tell me the impact of the crises on you and how you managed to arrive in to this refugee camp in Ethiopia?

Interviewee: The crises have caused a massive destruction in the life of several individuals. Many are killed and displaced from their home. I traveled by footing until I reach to Ethiopia. There is a targeted killing by government forces. We are lucky to escape from those kinds of threat.

Interviewer: How do you evaluate the impact of the crises on children?

Interviewee: children have suffered a lot as a result of the crises. Many children have been killed or died due to hunger, thirst, or disease. Several children have lost their parents and there are even many orphan children in this camp. Many children are still suffering from a psychological health problem. There are also children who lost their body parts as a result of the war in South Sudan.

Interviewer: Do you believe all the above factors have an impact on the learning of students in their current school?

Interviewee: Yes most have lost their concentration due to the emotional instability they had and many of them have several other priorities than education. Therefore they exert less potential on their education. Many students wish to get adequate food, see their parents and relatives who lives in South Sudan, seek for new information about their missed parents than focusing on their education. all this makes students less effective in their education. Students become easily emotional and show behavioral problem.

Interviewer. How do you evaluate the curricular shift on the education of refugee children?

Interviewee: The Ethiopian education is difficult than South Sudan. Students face a difficulty to understand the education especially on the first year. But it would be beneficial for them because they will get an advanced knowledge than that of the South Sudan education.

Interviewer: What are the major challenges in your school that hinder the effectiveness of the teaching learning process?

Interviewee: uniform and bag are not provided for students. Teachers and students are not provided with solar lamps and this makes us unable of preparing our self on the education during the night. The salary paid for teachers is not adequate and it is not enough to cover even our basic needs

Interviewer: Where do students in your school wish to live in the future?

Interviewee: most of them wish to return to South Sudan. But they wish to return after completing their education.

Interviewer: how do you see the amount of female teachers in the four primary schools in Jewi and how do you evaluate difficulty level of the job for female teachers

Interviewee: there are very few female teachers. There is no mechanism adopted to increase the number of female teachers. I don't see a unique problem that faces only females.

16. Interview with Key informant 5.

Interviewer: From which State do you came from?

Interviewee: I came from Malakel

Interviewer: How old are you?

Interviewee: I am 40 years old

Interviewer: Tell me about your educational qualification?

Interviewee: I have completed a grade 12 education

Interviewer: How many years of teaching experience do you have

Interviewee: It is four years. (In between) **Interviewer,** have you been a teacher before when you were in South Sudan? **Interviewee;** I don't have prior experience I become a teacher in this camp.

Interviewer: How many languages can you speak?

Interviewee: Two; Nuer and English

Interviewer: What is the medium of instruction in your school?

Interviewee:Nuer for lower grades and English for Upper grade

Interviewer: Tell me about teachers who teach in primary schools that are found in South Sudan?

Interviewee: During the fight with Sudan education is not provided for the society and most of the South Sudanese society is illiterate. The one who are literate are those who attend their

education in neighboring countries like Uganda, Kenya and Ethiopia. Therefore the late leader of South Sudan John Garang ordered that anyone who have a little knowledge even in grade 6 can join University. At that time it creates the opportunity for many people to complete their degree. At that time I am in Ethiopia to learn. I reached to grade 11. Individuals who are graduates of master's degree are very few and they are assigned in a central government. The teachers are graduates of diploma and degree. Most teachers got their degree from universities in other countries like Kenya, Ethiopia, Sudan, Egypt and this have better capacity than those who attended their education in South Sudan. The government of south Sudan is a tribal government and there is unfair procedure. Even though you are not qualified for teaching or qualified in other profession you may assign as a teacher based on your connection with politician or who work in a higher official level. Each individual is assigned in his or her respective county. Corruption is very high in recruiting teachers. Teachers face a practical challenge to teach students appropriately and students who have learnt by that curriculum would grasp inappropriate knowledge and it is not good for the country. We are from the side of Rick Machar.

Interviewer: What is your comment on the curriculum implemented in this school to teach South Sudanese refugee children?

Interviewee: Learning the Ethiopian curriculum is better for refugee students than learning the curriculum of south Sudan because in Ethiopia there is a clear opportunity of joining university. In south Sudan although a student passes exam there are students who are not allowed to go to the university. Generally the quota is very limited. In order to accept many student in university Chair, bed, food, other non food item are demanded. Therefore due to corruption these things cannot be fulfilled. So the number of enrolment is very few. There is also an evening opportunity in Ethiopia. When they were in South Sudan Many Students pay for their schools. Government schools are few in number than private schools and they are business oriented.

Interviewer: What are the challenges in the provision of quality education for refugee children in this school?

Interviewee: there is a high number of absenteeism in this school. Students engage in paid work in ration time while in south Sudan students fully engage in their learning. The parents who have

bicycle will give it to their child during ration time to make money by caring food items in it. If they don't have a bicycle they order their child to make business by carrying.

17. Interview with key informant 6 & 7

Interviewer: From which State do you came from?

Interviewee: Teacher 6; I came from Bor; Teacher 7; I came from Upper Nile State

Interviewer: How old are you?

Interviewee: Teacher 6; 39. Teacher 7; 42

Interviewer: Tell me about your educational qualification?

Interviewee: Teacher 6; Diploma. Teacher 7; Completed a grade 10 education

Interviewer: How many years of teaching experience do you have

Interviewee: Teacher 6, 4. Teacher 7, it is the same. (In between) **Interviewer,** do you have any employment history before you came to Ethiopia? **Interviewee;** Teacher 6, yes I have worked in a factory for about 12 years. Teacher 7; I used to work in a restaurant for about 4 years.

Interviewer: How many languages can you speak?

Interviewee: Teacher 6, Nuer and English. Teacher 7, it is the same

Interviewer: What is the medium of instruction in your school?

Interviewee: Teacher 6; Students from grade 1-4 learn by Nuer language and grade 5 and 6 students learn through English language. Teacher 7 it is the same.

Interviewer: Tell me the image of the conflict in South Sudan?

Interviewee: Teacher 6, the conflict in South Sudan destroys many houses and material, kill many people; children do not go to school, there is famine and hunger, there is no hospital, there is loss of water, and the solders collect cattle's of their enemies. Teacher 7, The most affected areas as a result of this crises are Malakel, Bentieu, Bor, central Juba and Naser, Ram, Masiam, Uror, are county of Malakel layer, Gud, Panyar are countys in Bentieu. In these areas there is always war.

Malakel is a state. Teacher 6, government forces come at night take some individual and kill others and the government forces recruit younger children as a soldier. I come here from Malakel in 2014 by walking. From Mygundi to Nasir I walked for five days without food only by drinking water. From Naser to Ethiopia it takes two days. I traveled alone and I have children. He left from Malakal while his family lives in Nasir. His families came to Ethiopia before him by walking. At the time of the conflict the age of his children is 2 and 5 years. Teacher 7, I come from Bor. From Bor to Wal it takes 7 days of walking, from wal to Akobo it takes 4 days and from Akobo to Ethiopia it takes 6 days. My wife comes here first and I came alone later. We are happy by the life we had here in Ethiopia. Teacher 6, South Sudan needs the support of Africa as we are the youngest nation and Africans need have to find a solution for the problem in South Sudan. If foreign countries involve in the crises to secure their interest the war cannot be stopped and this is what is happening in South Sudan. I believe Ethiopia does not involve in exacerbation of the conflict but all the other neighbors have an involvement in the exacerbation of the crises. I blame those countries for the failure of the peace deal. Plenty of treaties have been signed between the two conflicting parties but none of them are implemented. I am thankful for the Ethiopian government for creating an educational opportunity for our children.

Interviewer: Tell me about the impact of the conflict on children?

Interviewee: Teacher 6, when government troops come parents run for their lives living their children and the enemy kills those children. Children dies always as a result of no food, no hospital. The status in Ethiopia is better than Kenya, Uganda or Sudan. My elder child lives in Juba and I bring him in here. In here we are provided with schooling and food. But cloth is not provided for our children. Now as I got this job as a vice director I earn 800 birr and I can buy cloth for my children. In war situation you face hunger, fear for yourself and your family not to be executed; your focus is on protecting your family rather than bringing food. But in here children are relaxed. There are students who suffer from emotional problem and these students will stop to come to school. We try to resolve this problem through community mobilization. Teacher 7, there is no food, there is no education, and children have lost their mother and father. Many children remember the crime. Cattles are taken and none of us remember the good thing in our country. There are a lot of orphan kids in Jewi refugee camp the war happened suddenly and as of 2016 Red Cross have tried to connect families by telephone after reaching in various refugee camps.

The government forces make operation for three days and kills children and girls. The mass killing is conducted on December 13, 2013 and I remember the day and it is Sunday a lot of people have died in this day. In January 14 also many people died in Bentieu.

Interviewer: tell me about students status towards absenteeism, drop out and being out of school.

Interviewee: teacher 6, I always go to the community to bring children to school and I identified that the caregiver of orphan children engage the child with labor activity rather than sending them to school. They use them as a servant and when I get such children I report to UNHCR. If their parents are alive or have a blood relative the UN can reach them in all the neighboring country and relocate the orphan child. Teacher 7, the children will not remember the date that they lost food rather they remember the night they lost their parents and all situations like hunger and beating by others makes them remember their parents. They say that if I have mother and father he cannot beat me this is because I am an orphan. They always need help, encouragement and a desire that others can understand them. Teacher 6, younger children engage in early marriage. When we are in south Sudan it is in a little level but in here the status is high. The family of the girl pushes her to engage with the son of the man who has many cattle's because they are going to get cattle's as a gift. Therefore many girls have no interest to learn and when they reach to maturity they want to be wife. I face this problem by my own daughter. When the boys see a girl they love and decide to marry her they go to south Sudan to bring cattle. As a school administration the factors that prevent students from coming to school are illiterateness of the community. In my case my wife is illiterate and if I go to Gambella for some days my wife engages the children in home work by making them absent from class. She tells them go and bring this for me if not I will not cook food for you. This is a similar story in most cases. The families do not allow their children to go to school. The community engages children in different activity and provides less attention to education. There is a high dropout rate in each year. Teacher 7, the children are send to bring fire wood, engage in a labor activity and bring food. Teacher 6, we select committees to resolve the problem and send them to parents of absent and out of school children. When the school asks parents about their reason for not sending their child to school, they say "ok we will send him tomorrow" and deny their problem. The child do not speak the real reason because if he tells the truth he will be beaten. Also there are out of school children in the village who slap a child that came to school. During ration time many students get out of school. At this time those parents who

have bicycle provides it for their child to make business. Mothers take children to assist them in caring. Children cannot receive food by themselves.

Interviewer: What are the subjects thought for primary school students in South Sudan and what is your comment on the impact of curriculum change on the learning of students?

Interviewee: Teacher 6, In elementary school the subjects thought are English, CRE, Math's, social study, family science, Military science, chemistry, physics and Arabic. The language of instruction in South Sudan is English. There are also places and grades where Arabic is a must. Students have a problem of cloths. There is no problem of learning by the curriculum of Ethiopia. The contents are the same and I have attended my education in Ethiopia. Teacher 7, all the subjects are the same and the education system does not affect the student's capacity to learn. They cannot forget the tragedy of the crises and remember their dead ones. Most of them wants to return back home and engage in the conflict to revenge the blood of their relatives than focusing on their education. Telling the young ones about the tragedy is not good because tomorrow we will return back home and live with Dinkas under one president.

Interviewer: what are the challenges of the teaching learning activity in this refugee camp?

Interviewee: Teacher 7, the money paid for teachers is not enough, there is absence of uniform for teachers and students, and there is absence of training for teachers. Teacher 6, the weather condition is the same with Gambella and it affects students learning especially in the afternoon session. The arrival time to school for teachers is 6:30 to 1:00. If the student get late we try to understand his problem rather than getting in to punishment. Because there are many things that make students to become absent. The students return back from road and they will spend the whole day by playing with others in the village. When students are sent to home from school they will return back home together with the others as they spend the whole day in school. The students follow the example of their parent. It would be great if there is a provision of bag for teachers and a provision of solar lamp for teachers. Absence of Solar prevents them from preparing themselves on the lesson during night time.

18. Interview with members of Parent, Teacher, and Student association of the four schools
NB. All the five respondents are females.

Interviewer: Please tell me your age?

Interviewee: parent 1, 25, parent 2, 30, parent 3, 47, parent 4, 37, parent 5, 31.

Interviewer: From which region of South Sudan do you come from?

Interviewee: parent 1, Jongle, parent 2, Jongle, parent 3, Jongle, parent 4, Upper Nile, parent 5, Upper Nile

Interviewer: How many children do you have?

Interviewee: parent 1, 3, parent 2, 4, parent 3, 8, parent 4, 7, parent 5, 6

Interviewer: How do you travel from South Sudan to Ethiopia?

Interviewee: parent 1, we travel from Malakel to Nasir district by walking then we have got car to come to Ethiopia. Parent 2, we came by walking, Parent 3, we also came by walking, Parent 4, by walking, Parent 5, by walking.

Interviewer: What kind of sufferings do your children face during your traveling from South Sudan to Ethiopia?

Interviewee: parent 1, my children suffered from lack of food and water. There is no health facility until we reach to Ethiopia. Parent 2, there is no cloth for my children and there is lack of food and water. There is no health facility. Parent 3, my children have suffered from long walk, lack of water, lack of health facility, lack of food and lack of cloth. Parent 4, my children suffered from long traveling on foot without shoe and they are now in psychological deprivation. During our journey there is no health facility, and supply of food and water. Parent 5, the children suffered from long walk, lack of food and water. There is no health facility.

Interviewer: in which check point do you get in to Ethiopia and get the status of refugee?

Interviewee: Parent 1, Burvey, parent 2, Burvey, parent 3, Akobatergol, parent 4, Akobatergol, parent 4, Akobatergol.

Interviewer: How many parent teacher association members are there in each school and what do the composition of teacher parent and students look like?

Interviewee: parent 1, there are 5 members. 2 from teachers 2 from parents and 1 from students, parent 2, it is the same, parent 3, same, parent 4, it is the same, parent 5, it is similar.

Interviewer: How many of your children attend their education in this school?

Interviewee: Parent 1, 2, (In between) **interviewer**, what about the rest? **Interviewee**, the younger one is just a kid he did not reach for schooling. Parent 2, all my children are attending their education in this school, parent 3, 6 of my children are attending their education in this school, (In between) **interviewer**, what about the rest? **Interviewee**, two of them are in South Sudan, parent

4, 6, (In between) **interviewer**, what about the rest? **Interviewee**, the elder one is a high school student, parent 5, 5 of my children are attending their education in this school. **Interviewer**, what about the rest? **Interviewee**, he don't want to come to school he spends his time in the village working various labor activity and get paid. **Interviewer**: what is his reason to refuse of coming to school? **Interviewee**, he doesn't want to learn and it is because of his friends. **Interviewer**: do you try to convince him to go to school? **Interviewee**: yes but he doesn't listen.

Interviewer: How do you explain your support for the learning of your children?

Interviewee: parent 1, I support my children by making them to go to school regularly and providing them with food and cloth, parent 2, I support my children by washing their cloth and by advising them to go to school regularly. Parent 3, I support my children by advising them to go to school and buying cloths. Parent 4, I have good family management and I support my children by telling them the relevance of education for their future life. Parent 5, I support my children by washing their cloth and by advising them to go to school regularly.

Interviewer: How do you explain parental support in the learning of students?

Interviewee: parent 1, it is very low and parents do not follow the status of their children regularly, parent 2, there is no such trend, the society have less awareness about the contribution of education, parent 3, there is limited parental support but the majority have less contribution for the learning of their children, parent 4, it is very limited, parent 5, it is absent and we get a very few number of parents when there is a call for meting unless it is for distribution of learning materials.

Interviewer: What are the main functions of your committee and how do you evaluate your job so far?

Interviewee:parent 1,we work towards creating a smooth environment for the teaching activity and I believe it is doing well; parent 2, our main function is telling students to go to school and creating awareness among parents to send their children to schools and it is showing progress. Parent 3, our function is to give advice for students on the relevance of education, parent 4, our main function is promoting the relevance of education for students among our community. Parent 5, we work on convincing parents to send their children to school and we work with the RCC. We report list of parents who refuse to send their children to school for the RCC and they will be ordered to send their children by the RCC.

Interviewer: What are the challenges in the education for refugee children?

Interviewee: parent 1, the challenges are there is lack of uniform for students, there is lack of enough water for students in the school compound and the classrooms are not adequate for students and it create overcrowded classrooms, parent 2, there is lack of uniform for students and there is lack of enough water for students in the school compound, parent 3, there is lack of fence, lack of Uniform for students, and there are an overcrowded classrooms. Parent 4, there is lack of enough water for students in the school compound and there is no school fence. Parent 5, there is lack of fence and enough water.

19. Interview with program head of Jewi refugee camp.

Interviewer: What is the role and responsibility of ARRA in Jewi refugee camp?

Interviewee: The responsibility of ARRA in this camp is providing primary school education, health care service, food distribution, and security. There are 13 NGOs in that work in various sectors, such as providing secondary education, nutritional aid, protection and supporting peoples with disability. ARRA will monitor the services provided by this IPs collaboratively with UNHCR. ARRA is a governmental organization.

Interviewer: what are the criteria for an individual to get the status of refugee?

Interviewee: If an individual wishes to get the status of refugee he or she need have to fulfill the expected slandered set in the proclamation. Accepting refugees is conducted starting from border to camp. The activity includes registration process and provision of basic necessities (food, shelter).

Interviewer: Tell me about Jewi refugee camp? About the location, the refugee population, the kind of support provided

Interviewee: With regard to the status of refugee in Jewi refugee camp first the camp is far from border unlike other camps in Gambella, and currently refugees are enrolling in the third phase of registration backed by fingerprinting to identify an individual who do not registered in other camps. The registration become very essential because the refugee community starts to live in Gambella city and as they are Nuer and the population in Gambela city is also Nuer they can easily be assimilates themselves with community and lives together. By the third phase of registration each will have an id and all services will be distributed through this id. But the host community

is Anguak. In recent years there are no new refugees unless for a reason of new born. The water service provided for refugees is got from a river and 16.2 Liter of water is distributed for one household per day and the minimum standard of UNHCR is 20 liter. The water service is always available unless certain damages occur and if damage occurs it will be repaired fast. The water fulfills the expected standard. The available health care service providing institutions are (1 health care service and 1 health post) and the health care institution provides service for 40,000 individuals but the standard is for 20,000. The two provides service for 60,000 refugees. There is no problem in the education sector. The food aid is not enough for refugees and ARRA cannot provide all their needs and the aid is limited to the defined packages. For instance currently refugees are provided with 13 Kg. cereals and 1 liter oil per individual. The aid dropped from 16 kg which the refugees used to receive previously to 13 kg due to the drop of aid by donors. Even though selling cereals that have got from aid is not permitted, there is an act of selling by refugees and it is practiced to cover their other needs.

Interviewer: Tell me about the interaction between local communities and the refugee community?

Interviewee: it is very limited. There is no much interaction between them.

Interviewer: Tell me about the status of children in your refugee camp? About their family background, living condition and the like.

Interviewer: from which area of South Sudan do majority of refugees came from?

Interviewee: They came from different parts of south Sudan and around 46,000 refugees came from the upper Nile. Jewi refugee camp is convenient for refugees in terms of protection, facility, and education and it is better in comparing with most camps. The refugee community is highly cooperative in the mission provided.

Interviewee: Majority of refugee in this camp are children who are below 18 years of age. The number of primary school age children is 21000. But all this number of students is not attending primary school. Disable students are supported by NGO but it is not reach in 100%. Separated children are more than 5000 and unaccompanied minor are around 1300. There are children who lost their parents by death or separation. Such children get support by IP's who works in the protection area and their information is provided for each concerned IPs. These children will be

delivered to refugee caregivers and if the child is below four years old all services and aids provided for them will be delivered through their refugee caregivers.

Interviewer: Let's talk about the education provided for refugees, which curriculum is used in the four refugee hosting schools in this camp?

Interviewee: The curriculum thought for refugee students is the Ethiopian curriculum and if possible equipping refugees with our culture is expected by teaching through our curriculum. National teachers are recruited at a central level and they are graduates of BA. Degree and above. Similarly school principals are graduates of BA degree and above in EDPM.

Interviewer: What is your goal in providing education for refugee children?

Interviewee: The goal of providing education for refugees is making them productive citizens for the growth of their country and I believe this does not contradict with the curriculum of the South Sudan curriculum and as we have many good values and cultures the other goal is making them to impart our value and culture. Promoting our culture and creating a sense of brotherhood among the people of South-Sudan is the other goal.

20. Interview with West region ARRA office Protection Head.

Interviewer: tell me about the mission of your organization in Gambella region

Interviewee: Under the west region ARRA coordination office (In Gambella region) there are six refugee camps. There are over 300000 refugees in these camps and currently we are on the third level of registration. The largest refugee camp in population is the newly established refugee camp called Nguenyiel refugee camp and it is founded in 2016 and there are more than 81000 refugees in this camp. ARRA is responsible for camp management, education, health care services, security, controlling the function of IPs and licensing. The organization have more than 100 employees and the food item (FI) distributed is provided by WFP and Noon food item (NFI) is provided by UNHCR.

Interviewer: what are the criteria to consider an individual as a refugee?

Interviewee: Refugees get the status of refugee based on international convention and proclamations by including the prima facie evidence and the Geneva Convention.

Interviewer: Tell me about the status of children in Jewi refugee camp?

Interviewee: There are orphan, separated, and unaccompanied refugee children in Jewi refugee camp. Out of the total population 65% of them are children and women. Children make 40 % of the total population. A follow up will be made on refugee children from the beginning to the end. UNHCR is responsible for documenting the data of refugees and I receive cases of child abuse especially on child girls from IP, such as labor duty and rape. Early marriage is highly visible and to resolve this problem awareness creation activities have been conducted and those who are going to get in to early marriage will be relocated to another camp. Those refugees who are here in this refugee camp are relocated from Lectore refugee camp by 2015.

Interviewer: tell me about primary school teachers that work in primary schools that are found in the refugee camps in Gambela region

Interviewee: With regard to teachers, incentive teachers will take part from grade 1-4 while national teacher teach from grade 5-8. Students' attendance is explained to be good.

Interviewer: What is your organization interaction with regional education office?

Interviewee: The link between ARRA and Regional education Bureau is not strong and limited to some activities. The provision of support in providing trainings is limited.

21. Interview with education officer of World Vision Ethiopia

Interviewer: Why do you prefer to work on secondary education in Jewi refugee camp?

Interviewee: IPs work on the need identified by a joint assessment of UNHCR/ARRA. Based on the assessment donors provide funding for the identified need. Then implementing partners show their interest to work on the need supported by donors. So when there is a need to run a secondary school it becomes one area of interest and we start to work on it. The secondary school education which we are running in Jewi refugee camp is supported by Japan Platform. The school start to give service starting from August 2016 after their relocation from Lectoure. We build the school from the scratch and it is constructed in three phases and the learning of students proceeded side by side. The first phase of construction is conducted from 2016-2017 and the buildings constructed in this phase are 2 blocks that have four classes in each block and one block for administration

office. The second phase is conducted from 2017 to 2018 and it contains an expansion project. Finishing activities have been done after that.

Interviewer: who are the Students in your school?

Interviewee: They are all refugees from Jewi refugee camp and grade 9 students in their school are those who manage to pass regional exam from Zone a primary school.

Interviewer: What if there is a student who claims to be a grade 9 student in South Sudan?

Interviewee: If they don't have the document they will be assessed whether they meet the minimum learning competency and their fate will be decided by the result they scored.

Interviewer: Tell me about the number of teachers, students and administrative workers in your school?

Interviewer: there are 35 staff members in this school out of this 28 of them are academic staff members and 7 of them are administrative staff members. There are 1076 students in our school.

Interviewer: What is your comment on the status of absenteeism and drop out in your school?

Interviewee: There is an average number on the status of absenteeism and we are working to solve this problem through community mobilization and making strong follow up. Reasons that makes them absent could be absence of playing materials, teachers approach and teaching methodology, absence of productive living condition and the hard living condition of students. So our objective is to help them set their futurity

1. Grade 10 Examination Result Analysis: Enrolled at the beginning of academic year: 316 (283m, 33 f), Seat for the national exam: 235 (213m, 22f), Scored 2 points and above but did not join preparatory school: 58 (55m, 3f), Joined Preparatory School: 85 (79 m, 6 f)

2. Enrollment and Drop out Figures of 2017/2019 Academic Year: Enrolled: 675 (599m, 76f), Completed: 588 (525 M, 63 F).

22. Interview with expert in Gambella education office.

Interviewer: what is the medium of instruction in primary schools in your region?

Interviewee: from 1-4 it is in mother tongue language while from 5-8 it is English. The languages provided are Amharic and the 5 local languages.

Interviewer: what is the interaction between your office and ARRA?

Interviewee Agnuak people learn by their language and the Nuer learns by their language. With regard to curriculum we work with IPS who works on the education to learn by their language. If they request us to prepare a teaching material we will prepare or they will take the already prepared text book. Generally refugees learn Ethiopia's curriculum

Interviewer: what about teacher training

Interviewee: we train their teachers by providing short and long term trainings.

Interviewer: what do you mean by short term and long term trainings and who takes the initiation

Interviewee: short term training is like a ten days training while long term training mainly focused on upgrading. ARRA will request us and We will plan and finance their training and it is provided by the teacher training college. The responsibility of refugee education mainly lies on ARRA. Mainly we provide educational opportunity up to diploma level. Also the teachers will provide the method of teaching in emergency situation (psychologically and pedagogically) addition to methodology. With regard to capacity building principals will be provided training on Mit for this purpose there is software that fits with their work, Sip how and when it is worked and inspection. Then the schools are inspected and their rank is identified.

Interviewer: what about training on communication

Interviewee: So far there is no training provided on communication.

Interviewer: do you provide supervision service for the schools

Interviewee: we conduct inspection and the inspection is done based on assessing the three phases which are input process and output. Based on this each school is assessed and a rank has been given for each one of them. The rank of each school is available with them. And the gaps have been identified and provided for the schools. We work and plan as well as monitor jointly. But there is limitation. We work with woredas that are entree points for refugees (PSRC) and those woredas in which there are refugees.

Interviewer: what kind of support do ARRA provide for your office? It could be financial or professional support?

Interviewee: So far I didn't see any support from ARRA but for example plan international works in fulfilling materials and building classes in some schools. It need have to be clear that ARRA mainly works on coordination and the financial source is covered by other implementers. Such as save the children world vision.

Interviewer: How many refugee hosting schools are there in your region?

Interviewee: this question more relates with employees of ARRA. Because they are the one who own refugee hosting schools and it is better to ask them.

Interviewer: yes I have spoken this issue with them. The intention of raising this question is to understand how much your office has knowledge on refugee hosting schools.

Interviewee: there are 25 primary schools and I think there are 4 secondary schools.

Interviewer: who provides the text book for refugee hosting schools?

Interviewee: our responsibility is providing the already available book at hand. But it is not available by preparing it again making it published. With regard to who publishes it may be published by ARRA, UNHCR, Save or jointly. What is true is they use the host curriculum.

Interviewer: do local students use the facilities built for refugees jointly.

Interviewee: So far there is no such trained but there are buildings that are under construction. When it is finalized integration and harmonization will be implemented. For instance in a school called Akula both refugee and locals learn integrative. They are oppo language speakers. The camp is called Akula. Even though it is not official refugees and locals who speaks the same language learns integratedly. But the refugees do not attend in that school by referring they are refugee. They say they are from the host community

Interviewer: where do grade eight refugees take regional examination?

Interviewee: they take their exam there in their school

Interviewer: Is there a mechanism by your office to check equivalence check up as they take their exam through your office.

Interviewee: we don't do such things and this are conducted by ARRA and they send list of examinees and we will give them exam based on that list.

Interviewer: what is the assessment of your organization on the score of grade 8 students in jewi refugee camp so far in regional examination in comparing with locals?

Interviewee: I don't have such kinds of information and this issue is the concern of other department. A trained of working closely with ARRA is arrived recently.

Interviewer: what is your personal assessment on this issue?

Interviewer: it is hard to say the students score good grade and I dont believe that they can compete with locals and score good grade. For instance they learn by incentive teachers who are not qualified to teach. Therefore it will be difficult to grasp the necessary knowledge from teachers who are under qualified and have no pedagogical and methodological training. Also as there is a difference in background and curriculum of teaching I don't see that they have got the knowledge to compete with local students.

Interviewer: is there legal framework that guides your work relation and support system with ARRA

Interviewee: it is based on the national refugee proclamation; even though I didn't read it in detail I think it states the right for education and it states a criteria to get the status of refugee and the activity is guided by this proclamation.

Interviewer: when we see working procedure it states the duty of all concerned bodies and they are responsible for their action. Like rule and regulation do you have a working document to support a refugee education or you provide support based on personal interest?

Interviewee: it would be better if I have the document at hand. Whatever it is not possible to say there is no legal framework. Generally we work based on a sense of support. But we work currently not because it is merely our duty or we are forced by law it is just from a sense of providing support.

23. Interview with ARRA Education officer

Interviewer: to begin with tell me about your work experience?

Interviewee: I have worked as a teacher in Afar, Benishangul and Addis Ababa for 7 years as a high school teacher. For the last two years I am working as a high education expert in ARRA. I worked for 8 years in Benishangul being a teacher in refugee hosting schools and program officer.

Interviewer: what is the responsibility of zonal program office in your organization?

Interviewee: zonal program office leads education, health and nutrition, budget, construction and measurement and evaluation activities in the region.

Interviewer: I have got an information regarding health department have a direct representation in the management committee unlike education is this true, if yes why?

Interviewee: Yes previously health is a member of the management staff and the reason is it is among the founding reasons for organizing ARRA, second it is the most needed service in humanitarian crises and it has also a purpose for reporting.

Interviewer: based on your experience which one is better from the current structure that orders keeping education under program office or providing the education department a representation in the management committee?

Interviewee: It doesn't matter and I stand in favor of the current structure. In our organization works are done as a project and activities are done based on the donation found from donors. Schools have directors and they can present their problems to the program office through them. If all are dedicated there will not be a problem in the education sector. Currently the name of the program office has been changed to Humanitarian assistance and development program. The other reason is ARRA does not follow the structure of MoE. Rather it mainly focuses on development oriented humanitarian assistance. Our organization starts to provide education recently. Education office have been opened in the headquarter here in Addis Ababa and we provide support for our staff all over the country. In the head quarter there is 2 education expert positions and 1 education officer position in zonal level. We also offer a scholarship for our refugee students.

Interviewer: In Jewi refugee camp from the total four schools three of them does not have a director rather they run by an assigned focal person. How do you evaluate the impact of this on quality education?

Interviewee: there is a problem in our organization towards man power. Similarly as you said there is a problem of appointing directors for the three schools in Jewi refugee camp. It is fact that it creates a problem on quality of the education provided and disturbs affects the need to conduct smooth education process. The problem is due to absence of the budget needed. Donors' participation is decreasing from time to time and we are unable to hire the demanded number of man power. We are working to solve this problem and we know it is an existing problem.

Interviewer: how do you examine your organization retention and remuneration strategy implemented for teachers and school principals?

Interviewee: we have competitive retention mechanisms. For instance our salary scale is different from public schools and it is better. During preparing the salary scale of our teachers and school principals we took the salary scale of public school employees as a bench mark. I myself join this institution by leaving my job in public school. There is also a provident fund deposited for employees. For this fund the organization pays 30% of the employee salary and the employee deposit 20% of his salary. There is a medical insurance in any hospital in the country. Even there are cases in which the organization covers medical cost for employees who went abroad for medication. The organization provides housing services, recreation facility, meal allowance per day depending on the place they are in we pay from 600-1000 birr. All this are the remuneration mechanisms implemented by our organization and we have seen that it is successful. I said this because there is a few turnover rate in our organization.

But we know that there is a problem of paying good salary for incentive teachers and there is a high turnover rate among incentive teachers.

Interviewer: I have got information regarding the salary scale of directors is indifferent from teachers. How much is this information true?

Interviewee: We have a different salary scale for directors. But some think there is no difference because if the teacher has many experience than the director at the time of recruitment they may

get the same salary. But the development ladder and the salary scale are all different. Rather than salary the points of complain are we do not pay various benefit packages for the position. We understand this problem and we are working on it.

Interviewer: one area of complain is absence of educational opportunity for teachers and school principals? What is your comment on this?

Interviewee: it is true that we do not provide educational opportunity for national teachers. Because all of them are Bachelor degree holders and we do not provide a scholarship for Masters Degree. It is because of absence of adequate budget. But we provide educational opportunity for incentive teachers. Currently only 43% of our teachers are qualified.

Interviewer: Based on the information I found majority of incentive teachers are not qualified. What is the assessment of your organization on the impact of these teachers in the provision of quality education?

Interviewee: We know that quality of the education provided is highly affected by teaching students through these teachers. But the reason is there is no budget to fill all positions by qualified teachers. There are more than 1107 incentive teachers all over our schools and the number of national teachers is 754.

Interviewer: How do you select and hire incentive teachers?

Interviewee: The selection criterion is based on the available man power in each refugee camp. For example in Assosa there are 5 camps and in two of them there is no a teacher who accomplishes secondary school education. Even in some cases we have lost an individual who accomplishes primary school education. An exam will be given for the registered applicants and the selection is done by the school principal. The salary for incentive teachers is fixed and they get 815 birr per month.

Interviewer: Is there any induction trainings for national teachers before starting to teach in refugee hosting schools as they are going to teach refugee children who came from a crises area?

Interviewee: Yes we provide various trainings for national teachers. Also national teachers are placed in upper grades. The reason is it is believed that when students reach to upper classes they

can better communicate through English language. We also provide induction training for incentive teachers based on the agreement we made with Gambella teacher training college.

Interviewer: Which curriculum is implemented in your schools and how do you see its advantage

Interviewee: We use the Ethiopian curriculum. We receive books from Ministry of Education or Regional Education Offices by soft copy and hard copy. We print books that are available only by soft copy using the available budget for it. In the upper grades book to student ratio is 1 to 1. According to the existing reality refugees want to live in here permanently in contradiction with the perception. If they stay here permanently it is better to teach them through the host country curriculum. Even though we managed to return South Sudanese refugees to their country by 2010 due to the war in South Sudan between the Blue Nile and South Khordofan an outbreak in the number of refugees occur shortly. Currently the level of voluntary repatriation is also very low. Also such kinds of conflicts do not end shortly. According to my experience the contents in the south Sudanese curriculum is unstructured. Some years before we start to teach them by their country curriculum and it does not make them competent. Also as the medium of instruction in lower grades is mother tongue language and as the language of teaching in upper classes is English I don't think they will face communication problem. Refugees in Ethiopia are highly advantageous because there are nationals who have the same ethnic group with them. So there is no problem of finding teaching materials by their mother tongue language. For instance majority of the refugee community in Gambella region are ethnic Nuer or Agnuak. And there are Ethiopian Nuer and Agnuak in Gambella region. Instructional language problem is observed among Eritrean Kunamas in refugee camps that are found in Tigray region. Kunamas in Eritrea learn by Latin but refugee Kunamas in Ethiopia learn by Geez. Similarly in Assosa there are refugees with more than 16 country of origin. So it is impossible to use one of them language as a medium of instruction or provide education for each of them by their mother tongue language. Therefore we used English as a medium of instruction. Due to the strength of Ethiopian curriculum I don't think they will face a problem to resume their education during repatriation.

It is identified that there are complains in history, geography and civics subjects and there is some language problem. There are nation topics or words presented in the text book that is not translated. These problems face them even in national examination. We are working towards integration. I

personally support the use of the host country curriculum. My reason in addition to the points I raised before it is impossible to use the curriculum of one nation without permit.

Interviewer: How do you register students and how do you check whether they are eligible for the grade level they claim or not?

Interviewee: First students tell in which grade they are when they were in their country. Then they will be provided with placement exam. If they fail to score a pass mark they will be assigned in the grade level that is found before the grade level they have claimed.

Interviewer: How do you explain the link between your organization with Ministry of Education and Regional Education Offices in the education sector?

Interviewee: We have a strong relation with both the Ministry of Education and Regional Education Offices. We get various services from the Ministry of Education and Regional Education Offices. For example we get supervision service, license, training opportunity for teachers, school rankings, and scholarship for refugee students who manage to score a pass mark in national examination. But it is dependent on the commitment of individuals. Previously works are done based on the circular distributed and mutual agreement. Our relation is not abided by law. But in recent time it will be abided by law. Currently a memorandum of understanding has been signed between us.

Interviewer: is there a trained by your organization to provide support for local schools that are found around refugee camps.

Interviewee: Yes we provide support for the local schools that are found around the refugee camps. We share all the resources we get from donors. Also schools that are constructed for refugees provide education for local students. For example from the total number of students in Sherkole secondary school around 40% are local students. On the other hand in Afar region refugees learn in schools that are constructed for the host community. Generally we are happy to provide service for the host community.

Interviewer: what is the goal of your organization in providing education for refugees?

Interviewee: The goal of ARRA in providing primary school education for refugees is first to keep their human right as it was stated in international and continental treaties, second building regional brotherhood by providing good treatment, third enabling them to contribute for the development of their country, fourth strengthening the people to people relation between the two nations.

Interviewer: Are there any challenges in providing education for refugees? If yes please list the challenges?

Interviewee: Yes there are challenges. We run our schools based on the donation we get from donors mainly from UNHCR. We cannot cover the education cost by our self. The donors currently advocate for integrated education in which making refugees to learn in schools that are constructed for locals and run by the budget provided from the government. I believe this is difficult for our country.

Interviewer: I have finished my questions and if you think there are other points that are not addressed in our interview and if you think it need have to be discussed please raise?

Interviewee: I wish if your study makes a comparison between the Ethiopian and South Sudan curriculum.

24. Interview with UNHCR protection officer

Interviewer: With whom do unaccompanied and separated children live and what kinds of support are provided for these children?

Interviewee: There are different kinds of care arrangements for unaccompanied and separated children (UASC). Separated children live and cared for by relatives. There are also foster care arrangements for unaccompanied children. Foster care arrangement is done either spontaneously by refugees or formally through the child protection partners. There are also unaccompanied children living independently without adults. As part of the child protection programme, identification of family-based care for unaccompanied children, placement of children to family-based care (kinship care or foster care), as well as monitoring of the care arrangements are the responsibilities of the child protection partners. However, it is worth noting that the due to high number of unaccompanied and separated children, monitoring of care arrangement has been one of the challenges for the operation.

Interviewer: According to your organization assessment what is the impact of the conflict on children?

Interviewee: The experience of conflict and violence in their country of origin or during displacement has a profound effect on children. Many children and youth find it difficult to adapt to a new environment in the country of asylum where their safety, their psychosocial wellbeing, education and social opportunities as well as future prospects to be productive members in the society may be negatively impacted. Many refugee children arriving in Ethiopia also find themselves separated from their families and caregivers. Social community support networks and access to education – which are stabilizing factors for children – are often times disrupted in the context of displacement

Interviewer: Is there an activity to help children overcome the trauma? If so please describe the kind of support provided and by whom is it given?

Interviewee: The child protection programmes include psychosocial support (PSS) component. This is usually done through the interventions in the Child friendly Spaces (CFS) managed by the child protection partners. All child protection partners construct, manage and maintain child friendly spaces in the camps. UNHCR child protection partners in Gambella camps are Plan International Ethiopia (PIE), Save the Children International (SCI) and Danish Refugee Council (DRC). The CFSs also serve as a place to identify children in need of further specialized interventions. In this case, the child protection partners make referrals to other partners for specialized mental health services. Based on the 2019 Accountability Framework, UNHCR's Mental Health and Psychosocial Support partners in Gambella are ARRA, *Médecins Sans Frontières - Holland (MSF -H)*, International Medical Corps (IMC), Center for Victims Trauma (CVT) and Bethany Christian Services (BCS). However, limited specialized mental health service has been identified as one of the challenges in the across the Ethiopia operation.

25. Interview with UNHCR education officer.

Interviewer: how do you explain the cooperation between ministry of education, UNHCR and ARRA?

Interviewee: there is a strong cooperation. Refugees have access to take national examination, certification and placement exam. We also get inspection services and educational training opportunity. The educational opportunities are a long and short term. Additionally refugee students

got an opportunity to learn public schools. This is because of the strong cooperation of ARRA and UNHCR with Ministry of Education and Regional Education Bureau. Refugee education data have been integrated with the general education data by MoE (EMIS). We work based on a global refugee strategy, national refugee education strategy and the agreed points in New York declaration in addition to the available conventions and proclamation. In 2016 there are an outbreak of refugees especially from Syria and Africa and it is a time many European countries close their borders for refugees. By this year a New York leader's summit has been organized and Ethiopia is a co-host. The aim of this meeting is providing support for refugees in the place they live in to stop illegal migration and sharing the burden with home countries of refugees through a CRRF program. At the first time education is not considered as a life saving activity and it is not part of emergency response activity or it is not included under the humanitarian activity. By this time education is considered as a developmental activity. But later it is understood that education need have to be given starting from emergency response activity. Therefore up on displacement refugees attend emergency education and by constructing classes, recruiting teachers and fulfilling the necessary facilities the emergency education will be transferred to developmental education. The previous educational strategy has been phase out and in September 9 2019 a new educational strategy has been amended. In most cases in Ethiopia refugees settle in least developed states therefore the situation in refugee hosting schools is better than most schools that provide service for the host community. This creates a complain among the host community and it affects the interaction of the host community with the refugee community. The CCRF contains a strategy to resolve this problem. Education is a human right and the UNHCR supports governments to keep this right for individuals.

Interviewer: According to your organization how the number of enrollment and dropout rate in primary schools do explained in refugee hosting schools that are found in Gambella region?

Interviewee: Dropout rate is high especially in refugee camps that are found in Gambella. It has a cultural reason and according to the Nuer culture early marriage is good. Family of the bride can get up to 20 cattle as a gift and the age of girls may drop up to the age of 14. To collect the cattle needed the boy may even engage in stealing and a boy is considered as adult if he is a married man. Being unmarried may make adult man humiliated. Also there is a high absenteeism rate in refugee hosting schools.

Interviewer: By which curriculum (the host or home country) do refugee students learn in primary schools and what is the advantage of using this curriculum than the other, (If it is the host country curriculum why not the curriculum of home country)?

Interviewee: the UNHCR policy advocates the use of host country curriculum. This is because it creates the chance for access to textbook, and certification. Before some years refugees are considered as temporary residents. But in reality refugees stay in the host country for a longer period of time. Therefore in order to join higher education and get job opportunity they need have to learn by the curriculum of the host country. Also we get license for refugee hosting schools from regional education. The other advantage is using the language of asylum helps to get teachers, textbook, and certification. One area of integration based on the integration policy is curriculum. In the first cycle the medium of instruction is mother tongue language. For this purpose we hire incentive teachers from the refugee community. But there are areas which English serves as a medium of instruction starting from grade 1. For example in Assosa there are refugees from 16 countries in a same camp. In such cases it is impossible to use mother tongue language as a medium of instruction. We provide placement exam for assessing whether students meet the minimum learning competency or not. This can be taken as a method of checking equivalence in the education learnt in South Sudan with Ethiopia. To upgrade educational qualification of incentive teachers we are providing training for incentive teachers. By last year we offered educational opportunity for teachers in Jewi refugee camp.

Interviewer: What is the status in financial support for primary school education in refugee hosting schools in general and Jewi refugee camp specifically?

Interviewee: there is financial limitation and it is related to a gap between the amount of budget demanded and the resource available. ARRA runs its projects through the budget provided from UNHCR.

Interviewer: How do your organization assess qualification of teachers and school leaders in refugee hosting schools in general and Jewi refugee camp specifically?

Interviewee: The teachers who teach in first cycle are incentive teachers and they are not qualified to teach. This is fact that it has an impact on quality of the education provided for refugee children. But in the second cycle the teachers are qualified and there is no major problem in this cycle.

Interviewer: What is the role of your organization in the provision of primary school education?

Interviewee: According to the 1951 convention and the OAU declaration claims that primary school education is a human right. Therefore The UNHCR coordinate the humanitarian and developmental response activities in refugee setting, support implementing partners, monitors the activity done and provides funding. The above proclamations are guiding not binding, so some become reluctant to accomplish their intended responsibility. Also the Djibouti declaration and the Addis Ababa call for action advocates prevalence of quality education for refugees. With this regard the IGAD member states are requested to submit their plan. Therefore we work towards the implementation of these treaties cooperatively with the government of Ethiopia and implementing partners. Previously the issue of refugees is not included in the education sector development plan (ECDP). But it will be included in the 6th ECDP plan. The commitment of the Ethiopian government in providing education for refugees needs to be appreciated.

The UNHCR works with partners by providing funding for the education of refugee children and the partners are implementers. For example our partner in primary school is ARRA, in pre primary education are various IPs and in secondary school is DICAC. Only in two schools primary school education is run by plan international. These schools are found in Nguneiel which was found in Gambella and Gureshombula that is found in Assosa. Similarly the secondary school that was found in Jewi refugee camp is run by World Vision and they have got the funding from another donor. But education for refugees is not only provided by refugee hosting schools. For example refugees in Dima from Okugu refugee camp attend their secondary school education in Dima secondary school. Also students from Adiharush refugee camp in Shire attend their education in Maitsebri secondary school. The UNHCR supports the integration policy.

Interviewer: Is there a trained of working together between all stakeholders to help the individual child to overcome the trauma as a result of the crises?

Interviewee: Yes

Interviewer: Is there a document of each individual child indicating their status during arrival, the kind of support provided, who, how and when makes follow up, the feedback of the follow up, the kind of progress that child showed... ?

Interviewee: there is no a bind document about each child and it is not manageable to keep bundle documents. The data about children who need help is handled by IPs during arrival and their information can be accessed. The IPs provides training for teachers to identify students in need and the teachers refer those children to the concerned IP.

Interviewer: What are the major challenges in providing education for refugees?

Interviewee: from the various challenges one is students came from different background and lifestyle. It makes the education hard for them until they adapt themselves with the new system. The other challenge is incentive teachers have an impact on quality of the education provided for refugee children. This contributes a lot for refugee schools to be graded as a level one school. The grading is given from level 1 to four. Level 4 is given for high ranking schools. The other factor is the salary paid for incentive teachers is few. There is an activity for bringing progress on the benefit package of incentive teachers. The refugee community has no access to be hired in national organizations even if they are graduated from higher education institutions. So this de-motivates incentive teachers to learn because they do not get any salary increment after graduation. There is shortage of textbook, absence of adequate classroom, and shortage of facility for example toilet, and library. There is a concern for safety issues such as fence and playground. Continuous professional development is not implemented for the professional development of teachers in refugee hosting schools. To fill this gap national teachers mentor incentive teachers. There is no school grant provided for refugee hosting schools and this is creating financial limitation. As most refugee camps are isolated from urban areas it is hard to equip refugee hosting schools with technology. Therefore it makes difficult to provide digital library and plasma. The status of inclusive education in refugee hosting schools is weak. Therefore disabled students are not getting the intended care and support. The number of girls decreases in upper primary and secondary school.

Interviewer: If there are any other points which you think to be relevant for my study please add.

Interviewee: I want to appreciate the commitment of the Ethiopian government to amend a proclamation on the issue of refugees.

26. Interview with representative from DICAC

Interviewer: Tell me about the activities done by your organization?

Interviewee: DICAC provides support for urban and in camp refugees. For camp based refugees we provide secondary school and vocational education, transportation services and this is included under protection activity and psychological support for refugees in Hetsas. Our support extends from health, to preprimary, primary and secondary school education for refugees that are found in Addis Ababa. We work on GBV, disability and HIV. There are cases of providing support for

individuals with mental health problem. We also provide community based psychosocial support for women and children MCH. The other support is we have a safe house facility in Addis Ababa who have a concern for their safety and needs protection. It could be medical or security protection.

Interviewer: with whom do you work these activities?

Interviewee: we work with our partners. Our partners are ARRA, UNHCR, GIZ and Act for Peace.

Interviewer: Tell me about the number and location of the refugee hosting secondary schools of your organization?

Interviewee: we have 3 schools in Assosa, 4 in Tigray, 3 in East region, 4 in Dolo and 5 in Gambella. We follow two approaches for providing education for refugee children. In refugee camps where there is no public school in a near distance we construct schools and teach students by our teachers. If there is a public school near to the refugee camp we will make refugee students learn in that school with the host community. We provide various supports for this schools including construction of classes, toilets, rooms for library and laboratory and the like. We have implemented the integration approach long before the new proclamation is ratified.

Interviewer: Tell me about the location of the 5 schools that are found in Gambella.

Interviewee: The schools are found in Terkidi, Kule, Pugnido 1, Pugnido 2 and Okug refugee camps.

Interviewer: you are not in charge of the secondary school that is found in Jewi refugee camp and as far as the information I have it is the only refugee hosting Secondary School that run by another organization. What makes this different from the rest?

Interviewee: When Jewi Secondary School is constructed UNHCR is out of money to provide funding to our organization for running this school. By that time World vision have got a financial source to run the school. So the school is given for World Vision.

Interviewer: What are the main activities done under providing transportation services for refugees?

Interviewee: transportation activity is included under protection activity because it demands travelling refugees safely from place to place. Previously this activity is done by IOM. We provide the transportation service in collaboration with UNHCR and it is given by the time it was requested by an authorized person. The transportation is given either from entry point to camp or from camp to camp. In most cases it is from camp to camp.

Interviewer: According to your organization how do you assess academic achievement of students in your school on national examinations?

Interviewee: It is different from school to school. For instance refugee students in Dima secondary school score the highest grade from all students including national students in that area.

Interviewer: How do you recruit teachers that teach in your schools?

Interviewee: to recruit teachers and school principals first we will announce it through various public notice mechanisms. It is open for all qualified individual. Then we select them by observing their qualification, experience and entrance exam result. There are teachers who are graduates of master's degree and the school principals in our school are graduates of masters degree in EdPM.

Interviewer: How do you explain the status of your organization in providing competitive salary and benefit packages for teachers and school principal in your school?

Interviewer: the salary and benefit package provided for teachers and school principals in our schools is not that much competitive in comparing with other refugee hosting schools for instance the schools that run by ARRA. But the salary paid for our teachers is better than the salary paid for teachers in public school. This brings a high turnover rate in our schools especially schools that are found in Gambella. Only the salary paid for employee cannot be taken to measure the satisfaction of employees. I said this because most teachers who resign from our schools seeking a better salary return back to our schools.

Interviewer: Whose curriculum is implemented in you school?

Interviewee: we use the Ethiopian curriculum.

Interviewer: what is your comment on using the host country curriculum to teach students from another country?

Interviewee: In Secondary school using the host country curriculum could not be a problem and there is no student who complains on it. It creates an opportunity for students to join universities that are found in the host country.

Interviewer: Do all your students who manage to score a pass mark get the chance to be assigned in universities in a similar way as national students being assigned?

Interviewee: primary school education is a human right and all host nations have a duty to provide it freely. But it is not mandatory in higher education. it highly rely on the commitment of the government. Here in Ethiopia there is a high commitment among the government and our students get a scholarship for university education from the Ethiopian government. The students also get a DAFFI scholarship. So far there are many graduated professionals who attended their education in our school. For instance currently there are many government officials in South Sudan who previously were students in our schools.

Interviewer: What is the goal of your organization in providing education for refugee students?

Interviewee: the goal of our organization in providing education is creating good and educated citizens for their country. We also benefit the host community by providing educational services. The organization follows an integrated approach. Previously we follow a 70/30 approach and our schools that are constructed for the refugee community have a composition of 70% of refugee students and 30% of students from the host community. Currently we have changed this approach and all qualified students for secondary school education from the host community can join in our school without limitation. We do not face any cultural and language barrier between the host community and refugees. This is because in Ethiopia most often refugees settle in an area where the host community speaks the same language with refugees.

Interviewer: Tell me about the interaction between your organization and Ministry of Education and Regional Education Bureau.

Interviewee: When refugees come to Ethiopia they don't have educational documents and to place these students in their intended grade level the Ministry of Education provides a placement exam for the refugee students. Also the Ministry of Education issued a letter for all regions to provide this service. Out of the salary paid for teachers and administrating the school, our schools get the

same treatment with public schools from regional education offices. We get accreditation and license from regional education bureaus. When we construct school we get the plan from regional education bureau and we submit a report for them in a defined period of time. They make supervision on the physical plantation of the school. Supervision on the teachers teaching is done by our staff.

Interviewer: Tell me about the challenges in providing education for refugee children?

Interviewee: The challenges are first there is incompatibility between the demand and the available resources. In Gambella there are cases we even provide schooling activity for students under shades (the branch of tree), and there are schools that have no library and laboratory. Second in most cases there is large class size and it is more than 80 students per class. Third even though it is not always the ration of teacher to student is far from the standard. This is common in Gambella. There is also a security concern and this contributes for students absenteeism and dropout from school. There are ethnic based clashes and the shift of a refugee camp from Dima to Okug is in related to this aspect. When we face such kinds of problems we create separate lerning environment for each group.

Interviewer: tell me the status of dropout rate in your schools?

Interviewee: there is a high dropout rate and it is because the refugees settle in refugee camps temporarily. When they get the chance to move to their desired area they stop their education and go.

Interviewer: Based on the information that I have most primary school teachers in refugee camps are incentive teachers. Based on your assessment does this affect students' academic performance when they come to your schools in grade 9?

Interviewee: Yes especially few years before we face a problem in related to this. To minimize this problem our teachers used to train incentive teachers in schools that are found in their area. Additionally they provide makeup classes for grade 9 students. Currently there is an improvement because ARRA hires qualified teachers for at least the second cycle from grade 5 to 8. Currently the burden heavily relies on these teachers.

Interviewer: I have finished my question and if there are any other points which you think to be relevant for my study please add.

Interviewer: I believe it is important for you to know about co-curricular activities. In our schools we have formed a peace clubs and this clubs play a significant role in treating them from their past memory and preparing them for building peace in their country for the future. We also hire guidance and counselors for our students. We have a digital library in our schools and we provide orientation for newly employed teachers in our school.

27. Interview with a respondent from South Sudanese Embassy in Ethiopia

Interviewer: Tell me your educational history?

Interviewee: during my childhood I was in Itang refugee camp due to the war with Khartoum. I have attended primary school education from 1987-1991 in this refugee camp. During the downfall of Derg we return back to South Sudan by 1991 and return back to Ethiopia in 1992. At this time we settle in Dima refugee camp. I live in Ethiopia and attended my education until 1995 then I moved to Nairobi. There in Kenya I live in Ifo refugee camp. I have got the opportunity to go to the United States and graduated with BA degree. In 2008 I went back to Juba and serve my country. In 2011 I return back to Ethiopia for coordinating the referendum in Pugnido refugee camp. I am also member of the delegation of South Sudan who put up the flag of South Sudan in African Union compound. Last year I was assigned as Ambassador of South Sudan in Ethiopia. Most of the current government officials of South Sudan including the president attend their education in neighboring countries.

Interviewer: Tell me the status of refugees in South Sudan.

Interviewee: there are 450000 South Sudanese refugees in Ethiopia.

Interviewer: As you told me you have an educational experience in a refugee setting. So how do you explain the impact of curriculum change on refugee students?

Interviewee: Curriculum difference has an impact on students' academic achievement. There is curriculum difference between Ethiopia and South Sudan. Also language difference has an impact on students' academic achievement. Many students who are in a refugee setting do not want to learn language. Because they think it is irrelevant for them and it has no use during repatriation.

But students who learn by the curriculum of Ethiopia do not face any problem to resume their education during repatriation.

Interviewer: Tell me about the challenges of attending education in a refugee setting?

Interviewee: There are many challenges. For example there were no school material and the refugee child is incapable of buying learning materials by him, there is no light and students cannot study their education during the night time. So students study under the branch of trees in Day time. There is no enough food and to fill the food deficit students get absent from school to collect wood, sell it, get money and buy food. When they go to the forest to collect wood there is a problem of insecurity. They might be beaten, killed or rapped. There is absence of clean water. There is also culture related challenges.

Interviewer: during my investigation in this study I have got information on the contribution of early marriage for students' low enrolment and high dropout rate among South Sudanese refugee students. Tell me about the status of early marriage in South Sudan.

Interviewee: Yes, According to the Niloti culture the girl is considered as a property. Parents do not want to send their daughters to school because they are considered as a means of getting income. The families are the one who select a husband for their child and the girl is informed after everything is settled.

Interviewer: Tell me the medium of instruction in primary schools of South Sudan.

Interviewee: the medium of instructions are Arabic and English. But students have no good background in English. The subjects given in primary school are Arabic, Biology, Sport, Natural science, Geography and Environmental science.

Interviewer: tell me about the qualification and recruitment strategy of primary school teachers in South Sudan.

Interviewee: most teachers come from neighboring countries that have a BA degree. We are trying to make English as a medium of instruction to resolve communication gap. The late leader of South Sudan John Garang asked neighboring countries for support in capacity building trainings and South Sudanese citizens have got the opportunity to attend education.

Interviewer: How do you explain the contribution of neighboring countries in providing educational opportunities for South Sudanese citizens?

Interviewee: They have a great contribution. Greater majority of government officials in South Sudan have attended their education in the neighboring countries. For example Ethiopia provides a scholarship for 100 south Sudanese students in each year. The contribution of Ethiopia is a lot. But as a challenge there are individuals who submit fake educational document indicating that they have attended their education in one of the neighboring countries. When we make verification we find it to be fake.

Interviewer: tell me about the impact of the crises in South Sudan on children?

Interviewee: war has a disadvantage. There are separated children who live without parents and this is difficult for them. Also children stay long in a refugee camp. The environment has an impact on children and the kind of rehabilitation activity have a great impact on students' futurity. If a refugee child does not get the necessary rehabilitation activity he may become criminal in the future.

Interviewer: What is the cause of the conflict in South Sudan and which area is the most affected area by the conflict?

Interviewee: It is Upper Nile and the area is populated by peoples from Nuer tribe. At the beginning the crises have a political reason due to the disagreement between the two leaders of South Sudan. Later on it become an ethnic conflict.

Interviewer: Tell me about the current condition of South Sudan?

Interviewee: Currently there is an activity to implement the revitalize peace agreement which is signed on 12 September 2018.

28. Interview with education officer of Save the Children Gambella office

Interviewer: Tell me about the mission of your organization in Gambella?

Interviewee: Save the children is an organization that works in humanitarian activity and refugee response. The organization provides service in three refugee camps in Gambela region namely

(Jewi, Terkidi and Pugnido). The main activities that are done by this organization are education and child protection. Additionally it works on youth service. In education it works on preschool and early child care and education (ECCE) whose age is from 3 to 6. our organization mainly works on the protection of children from 3 to 18 years by engaging in planned activity, by making assessment, making them aware of their right, equipping them on how to protect themselves from bad habits, equipping them to handle the pressure that comes from the community, other psychosocial support, and capacity building services. This is done by community mobilization activity by working with elderly, youth, girls, refugees, incentives and with other organizations. We also work on creating access for education for students and making them protected under the umbrella of education and providing a child friendly space for students. By doing this we can make students motivated to learn.

Interviewer: According to your experience in emergency situation what is the impact of crises on refugee children?

Interviewee: Being in refugee status by itself has an economical, psychological and social impact. They are suffering from health problem and losing their educational opportunity. South Sudan faces crises therefore the refugee community is highly distorted who lost the life of relatives, separated, lose house and property. Therefore our organization supports children after analyzing the children protection concern by assessing how many children are separated and orphan, assessing their current status and what their need was. The support is provided by classifying in terms of age, sex, and type of the problem they face. The support is provided according to the child protection minimum standard. The support is psychosocial support that enables them to cope up from their problem. Students will get a psychosocial and material support based on their age category. By conducting a need assessment and providing training for caregivers an attempt will be made to protect the safety of students. Monitoring the status of caregivers in providing full protection for the children will be checked.

Interviewer: As you have a closer look in the education for refugee students how do you understand the impact of curriculum change on refugee students?

Interviewee: With regard to curriculum there is Ethiopian Nuer community in Gambella and the refugee communities are from Nuer tribe. Therefore I believe that there will not be such a problem.

The location to settle refugees is selected strategically and this can be taken as an opportunity. If there is a need to teach by the South Sudan curriculum there could not be access of getting teaching materials. To benefit from the opportunities in Ethiopia refugee children need have to try to adapt them self with the Ethiopian curriculum. The refugees have stayed for five years in Ethiopia and a complaint to learn by the Ethiopian curriculum is seen especially during the beginning. There are students as well as incentive teachers who bring the book used in south Sudan. During our participation to provide emergency education for primary school students we identified language to be an area of complain. The gap is they do not want to learn by mother tongue language as it was a medium of instruction in Ethiopia from grade 1-4, but this is resolved shortly. Medium of instruction from grade 5-8 is conducted in English Language. Save the children have previously worked in primary school especially in emergency setting including in Jewi Refugee camp. The difficulty level of the south Sudan curriculum is lighter than the Ethiopian. There are few topics with little volume and can be finished in smaller time in comparing with the Ethiopian curriculum. Also the UNHCR policy advocates for the learning of host country. I personally support the provision of host country curriculum. I witnessed the students wish to learn the Ethiopian curriculum due to the quality and standard of the Ethiopian Education and I supports their interest.

Interviewer: As you told me earlier you have engaged in providing emergency education for refugees? What are the activities done by your organization in providing emergency primary school education?

Interviewee: During crises occur and refugees come for refugee children emergency education is provided for 1 year then we hand it over to ARRA then ARRA will transfer it to DICAC. During emergency time save the children will hire incentive teachers. The teachers are selected first by identifying those who believe to have performance and second by giving them a test. Teachers who manage to be selected will be given capacity building training on methodology and mode of assessment. A short term training like for five days is provided by professionals and it is repetitive. The challenges in using incentive teachers are they are not professional, they have a problem in using technology, and they did not meet the standard.

Interviewer: What is the challenge of education for refugee children?

Interviewee: Quality education is demanded in the education for refugees, and the challenges in refugee education are lack of access and quality. Lack of standard in the profession, lack of understanding the curriculum, economical situation of the country, and lack of knowledge are the major one.

Interviewer: Finally if you want to add something which is not requested please raise?

Interviewee: If education delivered appropriately, it has a great role in developing their personality and resolves the conflict in their home country if it is delivered appropriately. Therefore all stakeholders including parents need have to appropriately play their role. With regard to integration in the previous trained no integration is allowed and the services are even better than the host community. But the new legislation eliminated this problem.

Appendix 5; Research Tools

Research instrument 1: Observation Checklist

Behavior to be observed	Rating: 1: very bad 2: bad 3: fair 4: good 5: very good					Remark
	1	2	3	4	5	
Teacher related issue						
1. Competency of teachers to teach the subject						
2. Prevalence of conducive teaching approach and strategies to teach refugee students.						
3. Teachers tendency of promoting active participation of students on the lesson						
4. Effectiveness of communication between teacher and students						
5. Medium of instruction and suitability of the language for the teacher as well as students						

6. Provision of psychological support for students						
7. Teacher to Student Ratio						
Student Related issues						
1. Students interaction and level of communication with each other and the school community						
2. Motivation of South Sudanese students to participate on the lesson						
3. Sociability of students with A. Each other B. The school community C. External Stakeholders						
4. Tendency of having the necessary learning materials such as pen, pencil, exercise book, etc.						
5. Participation of students in Co-curricular activities						
The School administration Related issues						
1. Working Closely with parents on student						
2. Enabling and supporting teachers to teach students in a desired way						
3. Organizing and supporting co-curricular activities						
4. Working with the respected stakeholders closely						

5. Working on improving the status of the school with regard to facility and resources						
6. Provision of psychological support for students						
Physical facility						
1. Status of refugee hosting schools with regard to A. Text Book B. Buildings (including its appropriateness for disable children) C. Laboratory D. Library E. Play grounds						
Living condition of refugees in Jewi refugee camp						
The status in providing the basic necessities for refugees in the camp						
Accessibility of health care, transportation and educational services						
The status in service delivery by local governmental and non-governmental organizations						
Security of the camp						
Health condition of refugee children						
The status of physical disability						
Behavioral conditions (observing level of conflict and conflict management skill among students)						

Other observable health problems (which would be identified during field work)						
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Research instrument 2: Guideline for Document Analysis

No	Owner of the document	The type of document to be analyzed	Purpose	Remark
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1	Sample Schools	Total number of students (by classifying them in gender). Sample students academic track record and sample school students score in regional examination. Teachers and school leaders qualification and teaching experience. Enrolment and Dropout rate. Syllabus, Text book and guidelines.	For examining the percentage of enrolment rate in comparing it with the total primary school age children in the camp. To examine academic achievement of students and to get one indicator on the relevance of the education provided. To examine competency level of teachers and school leaders against the FDRE education and training policy. To assess the level of drop out in sample schools and causes for it. To assess whose curriculum is in use for teaching.	
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2	Camp management	Procedure of administering a new refugee. Total number of refugees in the camp. Total number of School age children in the camp and total number of students in the camp. Number of schools, teachers and principals in the camp and procedures for recruiting academic staff in the schools. Salary and benefits for teachers and school leaders. The status of child protection and intervening actors. Source as well as amount of funding to run the existing schools in the camp and the status of support for refugees.	To examine the status of working in line with international and continental treaties. To get a clear picture about the camp and examine the support provided. To identify the number of out of school children. To examine the strength of the system in providing qualified staffs for refugee hosting schools. To examine the status of retention mechanism. To understand the existing reality towards the effect of the conflict on children and the activities done to protect them and rehabilitate from past injuries. To examine the status of funding for the living and education of refugee children in the camp.	
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3	Zonal ARRA office	Total number of refugees in Gambella region by classifying it in terms of gender, age, and disability. Criteria's for giving an individual the status of refugee.	To analyze the status in number of refugees in this region and to examine the share of Jewi refugee camp. To examine the status of working in line with international and continental treaties.	
4	ARRA	Documents, proclamations, and treaties related to refugees.	To examine the status of working in line with international and continental treaties and to make comparison with the existing reality.	
5	Ethiopian ministry of education	The education and training policy. The general education curriculum. Documents, related to education for foreigners and refugees.	To examine the level of emphasis given for refugee education and make comparison with the curriculum of South Sudan and identify the relevance of the education provided in host country for students future life in home country.	
6	UNHCR	Refugee education Strategy.	To examine the level of emphasis given for refugee education and make comparison with the existing reality.	
7	South Sudan ministry of education	The South Sudan General education Curriculum	To analyze the relevance of the education provided in host country for students future life in home country.	

Research Instrument 3: Student Group Interview

About this instrument

- This instrument is designed to elicit information from students who came from south Sudan and attend their primary school education in Jewi Refugee Camp about their experience regarding the education they get from their current school.
- The respondent should be elementary school student.

How to complete this instrument

- This instrument should be completed by the researcher at the end of the research period.
- The researcher must interview selected elementary school students in group and students of the same grade level and the same gender will be used as a criteria to form the group.
- The researcher will record the interview with the permission of the participant.

Date of interview						Time:						
School name						Duration						
Grade level						Total years at this school:						
Sex	M	F	T	Number of participants								
Home Language:						Age of participants						
	X1		X2		X3		X4		X5		X6	
	X7		X8		X9		X10		X11		X12	
	X13		X14		X15		X16		X17		X18	
	X19		X20		X21		X22		X23		X24	
	X25		X26		X27		X28		X29		X30	

1. Background information

- A. Nationality?
- B. Mother tongue language?
- C. The name of the place where you live in your home country?

- D. The subjects thought in your previous school?
- E. Please tell me the situation of the conflict when you were in your country?
- F. Does the conflict have an impact on your current education?
- G. How do you travel from your home country to reach here and when do you join this refugee camp?
- H. Your reason of joining this refugee camp?
- I. With whom do you live currently?
- J. What do you wish to be in the future?

2. The teaching learning process in hosting country

2.1 Teaching learning in your current school

- A. Do you have the necessary learning materials?
- B. What is the effect of the conflict on your current living condition and education?
- C. Are there any lessons that mismatches with your belief and values. If yes please describe how they affect you?
- D. How do you explain level of difficulty of the education you are attending in this school in comparing with what you have learned in your home country?
- E. Are there any challenges you are critically facing in your current school?
- F. What measures should have to be taken to make the education provided in your school more appropriate and relevant?
- G. What is the medium of instruction in your current school? Do you like it? Why?

2.2 Teacher related issues

- A. How do you explain the commitment, competency and motivation of your teachers to teach you?
- B. Do they come to class with the appropriate preparation on the lesson?
- C. How do you explain the tendency of teachers in providing support for students
- D. How do the status of teachers towards respecting the value and culture of students explained?
- E. In comparison who is the best teacher for you from your former teachers in South Sudan and your current teachers?

2.3 Facility and resources

- A. How do you explain the status of text books, laboratory, library, playgrounds and pedagogical center in your school?

2.4 The school administration related issues

- A. Are there any clubs in the school?
- B. How do you explain the level of concern by the school administration for the learning of students?
- C. How do you explain the status of the school administration towards understanding and solving student's academic as well as non-academic problems?
- D. What kinds of resources are missing in the school

2.5 Support

- A. How do you explain the support provided by your classmates, teachers, the school administration, parents the society in the camp and the local community around you?
- B. Are there any organizations that support your learning?

2.6 Competency on the lesson and future aspiration

- A. How do you rate your participation in group works?
- B. Do you face any difficulties in doing your assignments?
- C. How do you evaluate your academic achievement so far?

Research Instrument 4: Teachers Group Interview

About this instrument

- This instrument is designed to elicit information from teachers who teach in sample primary schools that are found in Jewi Refugee Camp about their experience regarding the education for refugee children.
- The respondent should be elementary school teacher.

How to complete this instrument

- This instrument should be completed by the researcher at the end of the research period.
- The researcher must interview selected elementary school teachers in group.
- The researcher will record the interview with the permission of the participant.

Date of interview				Time:							
School name				Duration							
Sex	M	F	T	Total years at this school:							
				Number of participants							
Age of participants											
	X1		X2		X3		X4		X5		X6

1. Background information

- A. Nationality
- B. Mother tongue language
- C. Medium of instructions in your current school
- D. How do you rate your proficiency in the language of instruction?
- E. Your reason for teaching in refugee hosting school.
- F. Tell me about your future plan
- G. Qualification

General Education		Higher Education					
Elementary school	High School graduate	Training type	Certificate	Diploma	Degree	Masters	PhD.
		Teaching					
		Non-teaching					

H. Total Teaching Experience

1-2	3-5	6-8	9-11	12-14	15-17	18-20	21 and above

I. Teaching Experience in refugee hosting schools

1-2	3-5	6-8	9-11	12-14	15-17	18-20	21 and above

2. Teaching learning process

- How do you explain the status of supplying the essential teaching materials and teaching aids for teachers in your school?
- What opportunities do you provide for your students to make them learn and enhance their academic achievement?
- What is your experience in making use of student prior knowledge and experience?
- What is your knowledge about the education system in South Sudan and how do you compare it with the education system in Ethiopia?
- How do you explain the status of the lesson presented for students in your current school towards respecting the value, faith, or culture of the society in South-Sudan?
- How do you fill the gap between student previous educational experience in home country and the education system in your current school?
- How do you explain the situation of teaching refugee children and what are the opportunities and challenges in teaching refugee students?

3 The school administration related issues

- How do you explain the status of the school administration in organizing and supporting co-curricular activities in your school?
- How do you explain the level of concern by the school administration for the learning of students?

- C. How do you explain the status of the school administration towards understanding and solving student academic as well as non-academic problems?

4 Facility and resources

- A. How do you explain the status of text books, laboratory, library, playgrounds and pedagogical center in your school?

5 Support

- A. How do you support students learning?
- B. What is your experience towards involving in Co-curricular activities in your school and motivating students to participate with you?

Research Instrument 5: Interview for Eliciting Information from Key Informants

1. Background information
 - A. In which state do you live in South Sudan before the conflict
 - B. Work experience
 - C. Qualification
 - D. Age
 - E. What is the medium of instruction in your school?
 - F. How many languages can you speak?
2. Main part
 - A. Please tell me the impact of the crises on you and how you managed to arrive in to this refugee camp in Ethiopia?
 - B. How do you evaluate the impact of the crises on children?
 - C. Do you believe the crises have an impact on the learning of students in their current schooling?
 - D. How do you evaluate the curricular shift on the education of refugee children?
 - E. What are the major challenges in your school that hinder the effectiveness of the teaching learning process?

Research Instrument 6: Interview for School Principals

About this instrument

- This instrument is designed to elicit information from school principals who work in sample primary schools that are found in Jewi Refugee Camp about their experience regarding the education for refugee children.
- The respondent should be elementary school principal.

How to complete this instrument

- This instrument should be completed by the researcher at the end of the research period.
- The researcher must interview the selected elementary school principal in person.
- The researcher will record the interview with the permission of the participant.

Date of interview		Time:
School name		Duration:
Sex		Total years in this school:
Age		

1. Background information

- A. Nationality?
- B. What languages do you speak?
- C. How do you communicate with children?
- D. Medium of instructions in your current school?
- E. Your reason for managing refugee hosting school?
- F. What is your future plan?
- G. Qualification -----
- H. Total teaching and school management experience-----

2. Teaching learning process

- A. How do you explain the status of supplying the essential teaching materials and teaching aids for teachers in your school?
- B. What is the most reported problem in your school from teachers and students side?

- C. How do you explain the experience of your school in making use of student prior knowledge and experience?
- D. What is your knowledge about the education system in South Sudan and how do you compare it with the education system in Ethiopia?
- E. How do you explain your commitment, competency, preparation and motivation to ensure prevalence of relevant education for refugee children in your school?
- F. How do you explain the situation of hosting refugee students and what are the opportunities and challenges in working with refugee children?
- G. What do you recommend to provide relevant education for refugee children in their future life?
- H. How do you explain the status of co-curricular activities in your school?

2. Facility and resources

- A. How do you explain the status of text books, laboratory, library, playgrounds and pedagogical center in your school?
- B. How do you explain the financial capacity of your school to fulfill the necessary components in the teaching learning process?

3. Support

- A. How do you explain your tendency to show concern for student academic and non academic problem?

Research Instrument 7: Interview for Eliciting Information from Representative of Jewi Refugee Camp Coordination Office

About this instrument

- This instrument is designed to elicit information from camp manager in Jewi Refugee Camp about their experience regarding refugee situation, child protection and the education provided for elementary school refugee students.
- The respondent should be the camp manager or an individual who have a leadership role in Jewi refugee camp.

How to complete this instrument

- This instrument should be completed by the researcher at the end of the research period.
- The researcher must interview the selected camp manager in person.
- The researcher will record the interview with the permission of the participant.

Date of interview		Time:
Camp name		Duration:
Sex		Work experience in working with refugees:
Qualification		Experience in this position:
Age		

1. How do you explain the status of this camp?
2. Where do you get funding to run the camp and what is your assessment on the level of funding in comparing with your demands?
3. What are the supports provided for refugees in this camp and what is your opinion towards your efficiency in creating a better living condition for refugees in this camp?
4. What are the procedures to administer an individual as a member of the refugee community in your camp?
5. How do you explain the impact of the conflict on children during first arrival to your camp?

6. How do you explain your activity in providing the necessary rehabilitative activity for refugee children by protecting them from the memory of their past, current dangers, and future threats?
7. How do you explain the status of primary school education for refugee children in your camp and its relevance for children futurity in host as well as home country?
8. Whose curriculum is in use for teaching in this refugee camp and how do you explain its relevance for children in their futurity?
9. What is your view towards the existing opportunities and challenges for refugee children in the education provided?

Research Instrument 8: Interview for NGO Officials that Work on Refugees

About This Instrument

- This instrument is designed to elicit information from NGO officials Refugee Camp about their experience regarding refugee situation, child protection and the education provided for elementary school refugee students.
- The respondent should be an official in the selected NGO.

How to complete this instrument

- This instrument should be completed by the researcher at the end of the research period.
- The researcher must interview the selected official in person.
- The researcher will record the interview with the permission of the participant.

Date of interview		Time:
		Duration:
Sex		Work experience in working with refugees:
Qualification		Experience in this position:
Age		

1. How do you explain the contribution of your organization in a refugee setting?
2. Where do you get funding to run your project and what is your assessment on the level of funding in comparing with your demands?
3. What kinds of support does your organization provide for refugees and how do you examine your success so far?
4. How do you explain the impact of conflict on children during first arrival to your camp?
5. How do you explain the living condition of refugees in camp?
6. How do you explain your activity in providing the necessary rehabilitative activity for refugee children by protecting them from the memory of their past, current dangers and future threats?
7. How do you explain the status of primary school education for refugee children in your camp and its relevance for children futurity in host as well as home country?
8. What is your view towards the existing opportunities and challenges for refugee children in the education provided?

Research Instrument 9: Interview Questions Prepared to Elicit Information from Parents

1. Please tell me your age?
2. From which region of South Sudan do you came from?
3. How many children do you have?
4. How do you travel from South Sudan to Ethiopia?
5. What kind of sufferings do your children face during your traveling from South Sudan to Ethiopia?
6. In which check point do you get in to Ethiopia and get the status of refugee?
7. How many parent teacher association members are there in each school and what do the composition of teacher parent and students look like?
8. How many of your children attend their education in this school?
9. How do you explain your support for the learning of your children?
- 10.** How do you explain parental support in the learning of students?
11. What are the main functions of your committee and how do you evaluate your job so far?
12. What are the challenges in the education for refugee children?

Research Instrument 10: Interview Questions Prepared to Elicit Information from South Sudanese Embassy

1. Questions related to the Conflict
 - A. What is the reason for the crises in South Sudan?
 - B. Which are the most affected areas as a result of the crises?
 - C. What is the impact of the crises on children?
 - D. What is the reason for the resumption of the conflict in South Sudan for a prolonged period of time?
 - E. What is the current situation of South Sudan
2. Questions related to Primary school education in South Sudan
 - A. What is the medium of instruction in primary school?
 - B. How does your government see the role of the education provided for South Sudanese refugee children in Ethiopia?
 - C. How do you see the effect of curriculum variation on employability of children and continuing their education during repatriation?
3. Questions related to teachers and school principals in South Sudan
 - A. Tell me about educational qualification of teachers in primary school.

Research Instrument 11: Interview Questions Prepared to Elicit Information from ARRA Education Expert

1. Tell me about the responsibility and role of your organization?
2. Tell me about the overall participation of your organization in education for refugee children?
3. What is the goal of your organization in providing education for refugees and Which Curriculum is implemented? Why
4. Is there any initiation to create cultural integration in education? if so please describe them?
5. Do the education provided an emphasis for promoting students to know about their value, culture, history, geography and state formation and conflict mediation skill? If so please describe how do students promoted?
6. How do you explain the integration between ARRA with MoE and ARRA with Regional education offices?
7. Tell me about the recruitment, selection, and retention mechanism of teachers that teach in primary schools which run by ARRA?
8. How do you assess the status of incentive teachers in providing quality education for students? What about facility and resources?
9. Tell me the trained with regard to providing a training for teachers on method of teaching students from different country of origin and psychologically affected individuals?
10. How do you evaluate the existing practice in making locals beneficiary from educational facilities built for refugees or vice versa?
11. How do you measure student's educational competency up on arrival based on the placement examination result?

Research Instrument 12: Interview Questions Prepared to Elicit Information from UNHCR

A. General questions

1. How, where and by whom do newly arrived refugees registered? (Please tell me the process)
2. What are the duties of UNHCR office in Ethiopia in general and in Gambella specifically?
3. How do you explain the relation between ARRA and UNHCR? On what aspects do you work with ARRA?
4. How do your organization assess the number of repatriation among South Sudanese refugees?
5. From which parts of South-Sudan do majority of refugees come from?

B. Questions related to Jewi refugee camp

8. When do Jewi Refugee Camp is organized and tell me about the community in this refugee camp?
9. What are the services provided for refugees in Jewi Refugee Camp and how do you evaluate their status?
12. How do your organization assess the interaction between locals (host community) and refugees?

C. Questions related to refugee children

13. With whom do unaccompanied and separated children live and what kinds of support are provided for these children?
14. According to your organization assessment what is the impact of the conflict on children?
15. Is there an activity to help children overcome the trauma? If so please describe the kind of support provided and by whom is it given?

E. Questions related to education for refugees

16. What kinds of special emphasis is provided for refugee children in schools?
17. According to your organization how the number of enrollment and dropout rate in primary schools do explained in refugee hosting schools that are found in Gambella region?
18. What are the major challenges in providing education for refugees?
19. By which curriculum do refugee students learn in primary schools?
20. What is the status in financial support for primary school education in refugee hosting schools in general and Jewi refugee camp specifically?

21. How do your organization assess qualification of teachers and school leaders in refugee hosting schools in general and Jewi refugee camp specifically?
22. What is the role of your organization in the provision of primary school education?
23. Is there a trained of working together between all stakeholders to help the individual child to overcome the trauma as a result of the crises?
24. If there are any other points which you think to be relevant for my study but they are not included in the questions listed above please add.

Research Instrument 13: Interview Questions Prepared to Elicit Information from Education Officer in Gambella Region Education Office

1. What is the medium of instruction for primary schools in Gambella Region

2. How do you explain your interaction with ARRA and Refugee hosting schools?
3. What is your role in validating educational equivalence between the educations learnt in South Sudan with Ethiopia?
4. Please tell me about the legal frameworks that guide the education provided for refugees?
5. Tell me about the legal frameworks that guide the relationship between your organization and ARRA?
6. How do you measure academic achievement of refugee students in grade 8 regional examination?