CENTER FOR AFRICA AND ORIENTAL STUDIES

OPPORTUNITIES AND CHALLENGES OF URBAN REFUGEES IN TERTIARY EDUCATION: THE CASE OF ADDIS ABABA BASED ERITREAN

By Getachew Belete Bekele

Addis Ababa, Ethiopia

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Addis Ababa University

Centre for African and Oriental Studies

Specialization in state and Citizenship

Challenges and opportunities of Urban Refugees Inclusion in Tertiary Education level: The Case of Addis Ababa based Eritrean Refugees

By: Getachew Belete Bekele

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Advisor: Yasin Mohammed (PhD)

Addis Ababa, Ethiopia

November, 2020

DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of Dr. Yasin Mohammed, Center for African and oriental studies. All source of materials used for the thesis have been dully acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

_____	_____	_____
Name	Signature	Date

Addis Ababa University

November, 2020

ENDORSEMENT

This thesis has been submitted to Addis Ababa University, School of graduate of Center for African and Oriental Studies for examination with my approval as a university advisor.

_____	_____	_____
Advisor	Signature	Date

Addis Ababa University

November, 2020

Addis Ababa University

Center of African and Oriental Studies

State and Citizenship

This is to certify that the thesis prepared by Getachew Belete, entitled: Challenges and opportunities of Urban Refugees Inclusion in Tertiary Education level: The Case of Addis Ababa based Eritrean Refugees. Submitted in partial fulfillment of the requirements for the degree of Master of Arts in African Studies with specialization in State and Citizenship complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

By Getachew Belete Bekele

Approval of the board of examiners

Internal Examiner _____ _____ _____

Name Signature Date

External Examiner _____ _____ _____

Name Signature Date

_____

Chair of Department or Graduate Program Coordinator

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TABLE OF CONTENTS

DECLARATION----------ii
ENDORSEMENT----------iii
ACKNOWLEDGEMENT----------v
TABLE OF CONTENTS----------vi
LIIST OF TABLES----------ix
LIST OF FIGURES----------x
ACRONYMS AND ABREVIATION----------xi
ABSTRACT----------xii
CHAPTER ONE----------1
INTRODUCTION----------1
1.1 Background of the Study----------1
1.2 Statement of the Problem----------4
1.3 The objective of the study----------6
1.3.1 General Objective of the Study----------6
1.3.2 Specific Objectives of the Study----------6
1.4 Research question----------6
1.5 Significance of the study----------6
1.6 Scope of the study----------7
1.7 Limitation of the Study----------7
1.8 Organization of the Paper----------8
CHAPTER TOW----------9
LITREATURE REVIEW ----------9
2.1 Literature Review Framework ----------9
2.2 Definition Refugee ----------10
2.3 Theoretical Review ----------13
2.3.1 Concept of Urban Refugees----------13
2.3.2 Typology of Refugee----------14
2.4 Conceptual reviews----------17

2.4.1 Socio-Cultural theories of Learning----------17
2.5 Refugee in Africa----------18
2.6 Refugee in Ethiopia ----------20
2.7 Out camp policy of Ethiopia----------23
2.8 The Education Impact on Refugees ----------23
2.9 Ethiopia Refugee Education Policy----------24
2.10 Management of Refugee Education System in Ethiopia ----------27
2.11 Legal Frameworks----------27
2.12.1 Universal Declaration on Human Rights (UDHR) ----------28
2.11.2 The 1951 Convention Relating to the Status of Refugees----------28
2.11.3 The 1989 Convention ----------29
2.11.4 The African Refuges Convention ----------29
2.11.5 The Ethiopian Refugee Proclamation No. 409/2004----------30
2.11.6 The Newly Adopted Refugee Proclamation of Ethiopia in 1110/2019----------32
2.12 Related Empirical review ----------32
CHAPTER THREE----------34
RESEARCH METHODS----------34
3.1 Background of the study area ----------34
3.2 Research Approach and Design ----------35
3.3 Study Participants and Criteria----------37
3.4 Data Collection tools----------37
3.4.1 In-depth Interview ----------37
3.4.2 Key Informant Interviews----------38
3.4.3 Filed observation ----------39
3.4.4 Document Analysis ----------39
3.5 Respondents Selection Method ----------39
3.6. Method of Data Analysis----------40
3.7. Validity----------41
3.8. Ethical Considerations ----------41
CHAPTER FOUR----------42
PRESENTATION OF FINDINGS----------42
4.1 The General Background of the Research Participants----------42

4.2 Push Factors for urban refugees----------44
4.3 Pull Factors for urban refugees-- ----------46
4.4 Historic Access to Higher education ----------48
4.5 Practical Challenges of Tertiary Education for Eritrean Refugees ----------49
4.5.1 Legal Challenge----------50
4.5.2 Challenges on Discrimination----------51
4.5.3 Language Barriers ----------35
4.5.4 Academic and Instructional Challenges ----------55
4.5.5 Loose interest aiming to go abroad----------56
4.5.6 Cultural challenges----------57
4.5.7 Economic Challenges----------59
4.5.8 Psychological----------60
4.6. Opportunities for Eritrean Refugee students ----------61
4.7. The Problem of Drop out for Refugees Students from Higher Institution Level----------67
CHAPTER FIVE ----------70
SUMMARY CONCLUSION AND RECOMMENDATION 70
5.1. Summary 70
5.2. Conclusion 71
5.3. Recommendations 72
REFERENCES 74
APPENDICES 79

LIST OF TABLES

Table 1: Demographic Characteristics of the Eritrean Refugee Respondents----------43

Table 2: The informants----------44

Table 3. Mothers and Children Multisectoral Development Organization (MCMDO) TVET Centre RDPP project Number of Beneficiary in 2019..... 64

LIST OF FIGURES

Figure1, Relationship of Opportunities and Challenges of Urban Refugees in Tertiary Education----------9

Figure 2, Figure Study Area Map----------34

Figure 3, Picture during filed observation----------64

Figure 4, Photo during field Trip----------65

ACRONYMS AND ABREVIATION

ARRA- Administration for Refugees and Returnees Affair
AU- African Union
CRRF - Comprehensive Refugee Response Framework
DAFI- Deutsche Akademische Flüchtlings initiative (German Academic Refugee Initiative (Albert Einstein German Academic Refugee Initiative)
DICAC- Development and Inter-Church Aid Commission
DRC-Democratic Republic of Congo
EC- European Commission
EOC- Ethiopian Orthodox Church
EHEER- Higher Entrance Examination Certificate
ETP- Education and Training Policy
FDRE- Federal Democratic Republic of Ethiopia
GES- Global Education strategies
HERQA- Higher Education Relevance and Quality Agency
ICESCR- International Covenant on Economic, Social and Cultural rights
IDP- Internally Displaced Person
IOM- International Organization for Migration
MCMDO- Mother and Children Maternal Development Organization
MOE- Minster of Education
MSHE- Minister of Science and Higher Education
NGOs- Non-Governmental Organizations
NRES- National Refugee Education Strategy
OAU- Organization for African Unity
OCP- Out Camp Policy
PDES-Policy Development and Evaluation Service
TVET-Technique and Vocational Education Training
QEP- Qualifying Education Program
RDPP- Regional Development and Protection Program
UDHR -Universal Declaration of Human Rights
UN- United Nations
UNMEE - United Nation Mission in Eritrea and Ethiopia
UNESCO- United Nations Educational, Scientific and Cultural Organization
UNHCR- United Nations Higher Commission for Refugee
WCRWC--Women's Commission for Refugee Women and Children

ABSTRACT

Globally, refugees are one of the most marginalized groups of society. They are forced to flee their country of origin because of violence, war and persecution. Higher education for refugees can play vital role in facilitating their integration into host countries. In reintegration stage, higher education for refugees can help refugees to be active in rebuilding their home country and life's. The Eritrean refugees had affected on social and economic structure of Ethiopia and problem on higher education to school enrolment rates are still very low. As a result, there is a significantly large and growing population of Eritrean youth who are uneducated, unemployed and lack of relevant job skills and training that can enables them to engage in productive work to earn a living. The Eritrean urban refugees have there are opportunities and changes in Addis Ababa. The higher institution challenges on educations are ups and down, low quality, cultural, economic and social difficulties, and the government and humanitarian organizations not give emphasis to refugee's higher education in Addis Ababa. The objective of study is examined the Opportunities and Challenges of urban Eritrean Refugees tertiary education in Addis Ababa. The involvement of all urban refugee higher education students is very important to determine the impact of urban refugee tertiary education and job opportunities for refugees. The purpose of this study was to Explorer the urban Eritrean refugees' opportunities and challenges forced them not to attend tertiary education in Addis Ababa. The method of the research was qualitative by descriptive research design and narrative research approach. The method of data sources primary and secondary source while the tools were depth interview, observation and key informant interview. There is a huge gap in the partner and governments about the urban refugee student's status. In order to address the specific research, question the study employed a qualitative research approach. The study highlights that limited access to higher education, absence of documentation and lack of information as entry barriers to higher education were major bottlenecks. Refugee students have different challenges like, legal, language, cultural, discrimination, psychological, lack of interest and financial. These challenges were examined from the point of view of from socio-cultural theory of learning. On the other hand, Higher education, Vocational training work employment other found to be major opportunities the refugees have while dwelling in Addis Ababa and examines how refugee students overcome the drop out problem. Finally, this research recommends for the Government of Ethiopia and NGOs should provide voluntary refugees repatriation, awareness creations for society and refugees, vocational, skills and language, create equal job opportunities, guidance and counseling, undertake further research.

Key words: *Urban Refugees, Tertiary Education, Addis Ababa, Challenge, Opportunities*

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

According to the UN data, world is witnessing the highest levels of displacement on record. An unprecedented 70.8 million people around the world have been forced from home by conflict and persecution at the end of 2018. Among them are nearly 30 million refugees, over half of whom are under the age of 18. There are also millions of stateless people, who have been denied a nationality and access to basic rights such as education, healthcare, employment and freedom of movement (UN, 2018).

Ethiopia is one of the largest refugee hosting countries in Africa, sheltering around 779,261 registered refugees and asylum seekers as a result of political instability, and other problems in their countries (UNHCR 2020). The Ethiopia maintains an open-door policy for refugee inflows and allows humanitarian access and protection to refugees on its territory. Ethiopia hosted about 72,737 newly arrived registered refugees and settled them in Addis Ababa and among these 23,632 are Eritrean refugees (UNHCR, 2020). Among the major reasons for refugee displacement in Africa, the 1951 UN convention states religion, civil war, political opinion, for special protection, health problem, for a better life, and others (Betts, 2009, Mogire, 2009).

Civil wars were prevalent in the late 20th century Africa including East African countries like Sudan, Somalia, Uganda, Rwanda, Ethiopia and Eritrea, and subsequently, millions of civilians were displaced and moved to another place for better protection. Motivations behind decisions in countries of destination, refugees usually choose to move to an urban areas in seek security and a potentially greater choice of income-generating and educational opportunities, housing, as well as better quality of life and basic services as compared to one provided in camps. In protracted refugee situations, motivations may include the wish to escape from the confinement of the camp life and restrictions placed on them, or the hope of resettlement in urban areas where refugees are often scattered throughout a city and usually confine to slum areas Shanty towns, or suburbs making it difficult to determine their needs and to identify the most vulnerable among them. The continent has been unrelenting in producing refugees since the 1960s.

According to UNHCR (2017) report, Ethiopia is among the few African countries which granted higher education scholarship for refugees from other Horn African countries, such as Eritrea, South Sudan and the Republic of Somalia. The government is expanding this opportunity further in line with one of the nine pledges it made at the Leaders' Summit on Refugees in September 2016 in New York. Accordingly, the Government has committed to increase enrolment in tertiary education to all qualified refugees without discrimination and within the available resources. UNHCR's principal government counterpart ARRA manages Tertiary education participated around 2,300 qualified refugee students are studying in different universities and colleges in Ethiopia, with 1,700 (74%) of them sponsored by the Government of Ethiopia. The balance is sponsored by the DAFI Scholarship, supported by the Government of Germany (UNHCR 2017). The Ethiopian government, UNHCR and DAFI gives free scholarships for Eritrean refugees to pursue their studies at various public universities across the country, like Addis Ababa, Aksum, Ambo, Arbaminch, Bonga, Bule Hora, Debre Tabor, Dilla, Gonder, Jigjiga, Jima, Mekelle, Meda Walabu Metu, Mizan-Tepi Raya, Samara, Wachamo, Wolayta Sodo, Wolkite and Walaga. According to 2019/2020 UNHCR data, the number of refugee students found in Ethiopia from different countries many of few from Democratic Republic of Congo (DRC) 1, Eritrea 182, Somali 84, South Sudan 358, Yemeni 3 and the total number of refugee students supported by ARRA and UNHCR are around 628 students. The Ethiopian government has offered university scholarships to additional 140 Eritrean refugees sheltered in the country, announced the Administration for Refugees and Returnees Affairs (ARRA). The students who were overwhelmed by the opportunity praised the Ethiopian government whose good gestures they said should be acclaimed globally. Ethiopia deserves global praise for its generous works that transform the lives of refugees housed in various camps in the country. Some 1,500 Eritrean refugees have so far benefited from the university scholarship offered by the Ethiopian government. The government has pledged to continue facilitating such an out-of-camp life for Eritrean refugees (Excelajah, 2017).

The 2020 report of the Ministry of Science and Higher Education indicates that the total numbers of refugee students in the Ethiopian Universities are 517 in 2018, 809 in 2019, and 255 in 2020. Technical Vocational Education and Training (TVET) has emerged as one of the most effective human resource development strategies in the society. The refugees‟ host countries need to embrace this order to develop and utilize their potential in the technical workforce for rapid

industrialization and national development. It is evident that refugee who have gone through TVET can be made agents of great change in the society rather than those who attained a basic education. The TVET program in Addis Ababa lead by the different organization for example plan international, GIZ, MCMDO, and others by the program qualification and employment perspectives for refugees and host communities in Ethiopia program (QEP and RDPP) Regional development protection program. The program works to improve employment perspectives for refugee and host communities in Addis Ababa. The vocational training opportunities are expanded need of labor and job opportunities are to build quality education for refugee students found in Addis Ababa specially Nifas Silk Poly Technique College. The TVET education for Refugee in Ethiopia focuses on basic skill and short course training. However, self-settlement mainly and assisted settlement of refugees in urban areas increasing for different pull and push factors. In Addis Ababa among the other cities, the Eritrean refugees have settled for a long time to their numerical upper hand (UNHCR Ethiopia, 2016). The researcher selects Government University and TVET because the government (ARRA) and UNHCR, GIZ, JRS are assign refugees in these colleges and Universities. The other Government Universities and TVETs are not the purposes of the researcher.

Tertiary education may constitute a psycho-social intervention as much as an educational program. For a number of factors refugee students who are completely new when it comes to their host country's higher education system might face various challenges. Accordingly, the main reason for this study is exploring some of the challenges faced by refugees in tertiary education and available opportunities in host countries for the Eritrean refugees in Addis Ababa. Because of there are many Eritrean refugees found in host countries, the approximately 170,000 Eritrean refugees residing in Ethiopia. Some 70,000 are settled outside of the camps. Refugees, including unaccompanied and separated children, leave the camps to pursue onward movement to urban areas or to third countries, motivated by the desire to reunite with relatives, access to improved educational services and earn an income to support family numbers that have remained in Eritrea (UNHCR and ARRA, 25 March 2019). And thus, emphasis has been given to information which targets refugee's experiences in urban areas, their host university and examines the challenges faced by Eritrean refugee students and their available opportunities in urban areas. Therefore, this paper will critically examine the challenges and opportunities of Eritrean refugee students in tertiary education in Addis Ababa.

1.2 Statement of the Problem

According to United Nations Higher Commission for Refugees (UNHCR) file records Ethiopia is the fifth refugee-hosting country next to the Middle East and European countries. The number of refugees from neighboring countries of Eritrea, South Sudan, Somalia, and others was numbering about 79,261 registered refugees and asylum seekers (UNHCR, 2020). By the report of ARRA in 2020, the total number of urban registered Eritrean refugees are 23,632 are Eritrean refugees in Addis Ababa. The same report in 2019/2020 indicates that the Eritrean (29 %) students found in attend tertiary Education. Urban refugees often lack access to tertiary education, healthcare, and employment opportunities, TVET training to refugees (ARRA, 2020). According to the study of UNHCR's Policy Development and Evaluation Service (PDES) assess in 2011 in which the in Ethiopia refugee education was low quality, and that it was not playing its protective role for refugee children (Mudy and Sarah, 2011).

The UNHCR in (2008) report indicated that education is great opportunities of a reasonably high standard can provide a certain level of psychosocial protection for displaced people as education activities hope affected the population (Dryden-Peterson 2015, Shah 2015). The knowledge of good academic culture practice important for refugees who joined universities (Schweinfurt and Gu 2009; Benzie 2010). As per to DICAC Report of March 2017, the number of assisted refugees of Eritrea settled in Addis Ababa for the special case of protection purposes or specialized medical care. But the numbers of self-settled refugees of the countries are by far greater than officially recognized and assisted refugees in Addis Ababa as Jacobson noted that the government is incapable or choose to turn blind eye to the situation (Jacobson, 2006:274).

According to sources from the Ministry of Science and Higher Education a large number of refugee students study at Ethiopian tertiary education level had challenges with the host communities (MSHE 2019). In addition to community-based problems the inclusion of tertiary education has its own ups and downs. The Humanitarian organization less emphases to higher education but they working focus on refugee's food, shelter, health care, and primary education. As part of their actions, government organizations and humanitarian organizations focus on primary schools around the refugee camp area. This indicates that both donors and government

organizations give less emphasis to the enrollment of refugees in higher education as part of humanitarian programs.

According to several studies example (Corrigan 2005; Zeus 2011), the challenges and opportunities of refugees who are attending tertiary study have got little or no attention. Schweinfurt and Gu (2009) and Benzie (2010) has shown that refugees who competed and awarded scholarship opportunities abroad face different challenges mainly because of being refugees. On the other hand, findings also shown that academic and cultural practices are a critical issue for refugees to join in higher education (Schweisfurth and Gu 2009; Benzie 2010). In this regard, exploring the experience of refugees will have paramount importance to identifying some of the main challenges and opportunities of the refugee student's face in higher education are different from on refugee to other. The experience of refugees entering higher education in low-income countries is largely absent in the academic literature, rather the focus is on the experience of international students (Adams 2007; Moore and Constantine 2005). According to Yosef (2019) sated the challenges of higher education challenges of the Eritrean refugees in Addis Ababa face considerable economic and social difficulties. The other researcher explained the challenges of refugees, are clearly shows that the need for a diversified approach, that is, a culturally and linguistically responsive approach for refugee education is important (Yonas, 2018).

Thus, this study was focused on assessing the opportunities and challenges of refugees from Eritrea, who enrolled at Addis Ababa University and Nifas Silk Poly Technic College. Recognizing that refugees may have had different challenges from what most Ethiopian students would consider a "normal" education, this study tried to addresses the educational challenges, opportunities, and causes of dropout for refugee students. The Eritrean urban refugee's education participation in tertiary education, and its challenges, opportunities and provisional recommendations that have emerged from the research and evaluation process conducted to date.

1.3 The objective of the study

1.3.1 General Objective of the Study

The general objective of the study is to examine opportunities and challenges of urban Refugees in Tertiary Education: The case of Addis Ababa Based Eritrean.

1.3.2 Specific Objectives of the Study

The specific objectives of this research are intends to:

1. Identify the cause of the push and pull factors for Eritrean refugees in Addis Ababa.
2. Explore the Challenges Eritrean refugees' of students face in selected TVETS and Higher education's in Addis Ababa
3. Identify the major causes of school dropout of Eritrean refugee students
4. Explain the opportunities of Eritrean refugee students who are enrolled in selected higher education and TVETs in Addis Ababa are intended.

1.4 Research question

Therefore, this research tried to answer the following basic questions:

1. What are the cause of push and pull factors for Eritrean refugees in Addis Ababa?
2. What are the challenges of Eritrean refugee students face selected TVETs and higher education in Addis Ababa?
3. What are the major causes for school Dropout of Eritrean refugee students?
4. What are the opportunities for Eritrean Refugees students who are enrolled in selected higher education and TVETs in Addis Ababa?

1.5 Significance of the study

The significance of this study is to explain the urban refugee inclusion in tertiary education opportunities and challenges of Eritrean Refugees. This study helps various organizations or agencies working with refugees to use this study as a base or foundation that they can devise a means or design quality education policy that resolve the educational problems so that the

enrolment rate, to minimize school dropout and academic performance of refugee students can be enhanced. It is important to understand the distinct quality tertiary educational needs and opportunities of urban refugees. Policies such as IOM, UNHCR, ARRA, AU 2020 Policy on Refugee Protection and Solutions in Urban Areas examine the protection needs of urban refugees.

The result of this study will assist urban refugees at the tertiary education level and participation to decision-makers in the Ministry of Education, and ARRA by providing valuable information about the challenge and opportunity in different periods. An input for diplomatic relation to Ethiopia with Eritrea and decision-maker in the Ministry of Foreign Affairs through providing information concerning the challenges of the Eritrean refugee's students in Ethiopia.

This study can help policymakers to input additional information on the cooperation of the two countries and minimize the urban refugee's education dropout. This research is an input to identify the refugee's gaps in quality education for refugees, to create job opportunities, give clear guidance and support and the foreign policy regarding focusing on refugee's education policy. Finally, the study will also contribute to enriching pieces of literature in the field.

1.6 Scope of the study

This study only assessed the urban Eritrean refugees who are residing in Addis Ababa, especially in Bole, Yeka, Arada, Gulele, Nifas Silk and the study focuses and, the Addis Ababa University, Nifas Silk Polytechnic College and MCMDO training center. The Eritrean refugee students found this area and the government and Nongovernmental organization assign refugee students in this institution. The researcher assesses the push and pull factors, challenges, cause of drop out and opportunities of the Eritrean refugee's students.

1.7 Limitation of the Study

The limited time to collect data allotted and availability of secondary resources for the completion of the study did. The most important limitation is the difficult access to the field and the persons concerned, almost all of them have out of school due to current Epidemic disease.

The finding describes individual education of refugees in urban setting of Addis Ababa, under the legal frame work of the kingdom of Ethiopia. Therefore, other studies need to show to what extent the results apply to other cultural and legal contexts and the particular living situations in other place. In addition, the study was limited in terms of capturing the views of refugees and host communities as key informant interview respondents. To address the challenges of refugees in Addis Ababa is difficult due to the implementation of international law as the key informant interview respondents even insisted that their names must not be mentioned. The current political reforms and the competing priorities of the government also had negative effect in getting sufficient and reliable information.

1.8 Organization of the Paper

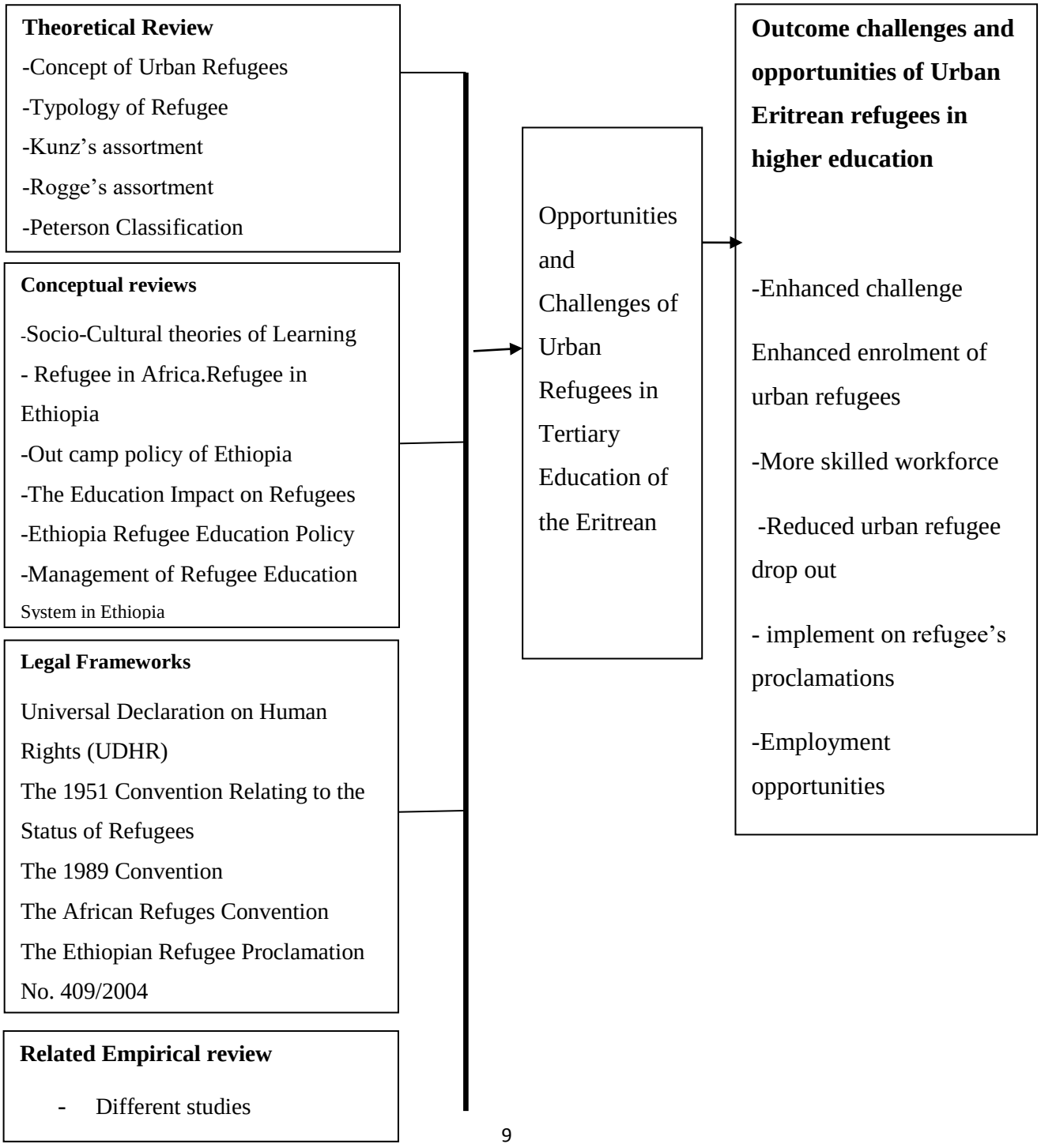
The study is divided into five chapters. The introductory chapter encompasses background, problem statement, objectives, research questions, scope, significance and organization of the study. The Second Chapter covers the Literature Review. The Third chapter explains about Methodology of the Study. Chapter four is about presentation. Based on research finding, Summary, conclusion and recommendations will be under chapter five. Some graphs which were obtained from government officials like ARRA and other stakeholders in Ethiopia and interviewed questions from Eritrea Refugees students are included in the end.

CHAPTER TWO

RELATED LITERATURE REVIEW

2.1. Literature Review Framework

Figure 1, Relationship of Opportunities and Challenges of Urban Refugees in Tertiary Education:



The thought of Refugee is represented by international declaration and written agreement or agreements. There is no single definition of the term refugee punctually corresponding in every state nation. Therefore, for these and therefore the different facts the paper has tried to look at the definition of refugees as primary task and therefore the challenges of refugees and opportunities.

Webster Dictionary defines Refugee:

One of the refugees want special safety from the dangerous country from their countries thanks to their home countries completely different issues like race, religion, or political opinion {Philip Babcock, 1978, 397}

International Relation Dictionary defines refugees with in the following statements:

A person, United Nations agency is expelled, deported, or flees from his country of position nationality or residence. Since a refugee has no legal or political rights his welfare has become a matter of concern and action by the international bodies. Refugees is also repatriated to their country of origin or relocated and assimilated into different societies once governments conform to settle for the Definition make a case for by the international dictionary is obvious. However, it's advanced in sensible sense. Its flock for this paper to outline and notice refugees return of by international bodies.

The Oxford Dictionary defines a refugee because the following:

As someone taking refuge, particularly during a foreign country from spiritual or political ill-treatment, or from war, earthquake, etc. it's but a particular legal definition as contained sculpture of the diplomat provided by the overall Assembly of the international organization Refugee convention of 1951 and 1967 protocol. In each these instruments a refugee if outlined as someone United Nations agency three criteria, outside his country, race, nationalities, and membership one political plan.

Refugee definition by Organization of African Unity:

According to the 1969 OAU "refugee" definition in Article, 1(1) (2), as someone who:

- ✓ The one who, attributable to external aggression, occupation, foreign domination or events, seriously worrisome disturbing public order of refugees wants and place for residence.

  someone shall not be deemed to be lacking the protection of the country of that he's a national if, with none valid reason supported sensible worry, he has not availed himself of the protection of one of the countries of that he's a national. (OAU,1961:2-3)

According to the 1951 UN convention definition defined refugee is: Owing to 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.

UNHCR (2018) stated that an urban refugee is a refugee who decided or is obliged to settle in an urban area rather than in a refugee camp in the country or territory where the person fled to.

According to Jacobsen urban refugees are often scattered throughout a city and confined to slum areas, shanty towns or outskirts, making it difficult to determine their needs and to identify the most vulnerable among them (Jacobsen, 2006). Though the United nation high commission for refugee acknowledges the presence of urban area the operational activities predominantly focused on camp-based assistance.

The Ethiopian refugee proclamation of 2004 definition of a refugee incorporates both the definition set forth by the UN and AU Refugee conventions. The definition of a refugee also embraces individuals who leave their countries due to other causes of displacement such as external aggression, occupation, foreign domination or events seriously disturbing public order‖ which are common in the African context. The Article 4.3 of the previous refugee proclamation (Refugee Proclamation, 2004) of Ethiopia defines a refugee as who is different from asylum-seeker, as someone owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion and is unable or, owing to such fear, is unwilling, to avail himself of the protection of that country. In January 2019, Ethiopia revised its Refugee proclamation (Proclamation number 1110/2011). The revised refugee proclamation contains a similar definition of a Refugee which stated that a person must fulfill the following criteria to obtain a refugee status. Article 5 states that, any person shall be considered as a refugee where:

A. Owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion he is outside his country of nationality and is unable or owing to such fear is unwilling, to avail himself of the protection of that country;

B. Not having a nationality and being outside the country of his former habitual residence, he is unable, or owing to a well-founded fear of being persecuted for reasons of race, religion, membership of a particular social group or political opinion, he is unwilling to return to it; or

C. Owing to occupation, foreign domination or events seriously disturbing public order in either part or the whole of his country of origin or nationality, He is compelled to leave his place of habitual residence in order to seek refuge in another place outside his country of origin or nationality.

2.3. Theoretical Review

2.3.1. Concept of Urban Refugees

The concept of the urban refugee is commonly the following features:

- The urban refugees typically their educated background up residence during a city or town so will sleep in a well-known setting and opportunities to travel abroad.
- The rule of refugee's international organization educated agricultural system of residence during a camp, however United Nations agency after move to a city or town in search of labor, mercantilism or income-generating opportunities and
- Individual and tiny teams of asylum seekers United Nations agency arrive severally within the capital cities and therefore the national authorities (Christopher, 1998)

According to Kofi Kobia and Leilla Cranfield's rationalization, urban refugee exercise is advanced and varied, the study concentrates on challenges that refugees face in associate geographic region. The international community should overcome so as to supply services to the current refugee. They aforementioned the urban refugee individuals support inside the govt. and non-governmental communities. This review examines a broad on the supply of fabric on urban refugees within the development of policy and methods during this space. The tutorial work written in English to the analysis of urban refugees, the literature review is targeted on the

subsequent major classes supported examination largely gift. While there's nice variation among asylum-seekers and refugees in urban areas in terms of numbers, gender, age, and social vulnerability thanks to urban is best for his or her settlement instead of camps. There's association between urban and refugee camps. Many folks have gate cash by payment from their family however are typically inadequacy and access to banking that's typically generated by urban living.

Refugees in camps dominated or protected by UNHCR's and host governments to stay them focused in one space. The geographic region facilities to refugees are distributed, erratically distributed, and poor to satisfy basic wants if it exists in the least. They use their skills and opportunities provided by larger economic and education for his or her life (Campbell 2005 & 2006, Hovel, Jacobsen 2006). The refugee wants higher education, health, protection, communication; the social network with their family, another family's leave in urban, recreation and intellectual activities are could pull factors towards urban settlements (WCRWC, 1999).

In countries signed the 1951 convention has offered many refugees seek to work informally to keep their refugee status hidden. By coordination and lack of regulation the urban refugee employments work in low payment, dangerous working conditions, and others (Macchiavello, Alexander, Campbell, Crisp, et al). Additionally, gender biases, low wages and lack of opportunity for workers, lack of awareness about the related dangers of child labor, and a host of other factors have made this dangerous occurrence quite common in many countries (WCRWC, 1999).

The refugee research on urban refugee's return occasionally addresses the issues that host concerning urban refugees and their justifications for refugee encampment. Consistent with sources materials of urban refugees, they argued that the condition doesn't emphasize the answer to the urban refugee settlement. There are several crucial problems mentioned on urban refugees, these are native integration, education, economic integration repatriation, and resettlement. The return is while not the economic and resource integration the country returns by the safety of the country. Supported literature clarification of the host government opposes the native integration as thought which will be softened broken down into social, economic, and cultural integration to explain the various interactions with society (Landau 2006).

A final necessary research focus would be to explore the affiliation between urban refugees and also the host community. The literature reviewed for this report known urban refugees as education challenges. Future research ought to examine the opportunities and Challenges of Urban Refugees in Tertiary Education: The Case of the capital of Ethiopia primarily based Eritrean Refugees. The rhetoric of individual responsibility for capitalizing on instructional opportunities masks the implications of the general in equalities of educational access. In observe, across the planet, age and alternative restrictions are want to regulate access to formal education establishments of varied quality, whereas an individual's ability to maximize life probabilities through, as an example, higher education is determined by the standard and private psychological feature (Hopper (1972) and Preston (1984). Gil Loescher (1992), attempts to develop an analytic target on refugees and international security in order to unify these insights and intensify the political determinants and strategic effects of international population movements. He additionally the expansion of population movements is more and more perceived as a challenge to the mixing and security of each the causing and host country. The researchers do the challenges and opportunities of refugees in capital of Ethiopia relating to instruction.

2.3.2. Typology of Refugee

There is totally different assortment for migration for refugees explained by particularly those of Petersen and Kunz who have introduced the idea that underlie this discussion concerning the voluntariness of return refugees. Several of his classes and also the sub-categories were derived by Rogge.

A. Kunz's assortment

Kunz classified the essential theories for the flight of refugees into three distinct teams, derived from refugee's attitudes towards their displacement.

1. *Majority known Refugees:* this concept is refugees whose opposition to political and social events reception at home is shared by their compatriots, each refugees and people UN agency stay in home areas, are known as majority identified refugees. The majority known refugee's discus with to refugees UN agency determine with their nation, with their motherland and its

individuals however UN agency have fled from this government or from an overseas disagreeable person. The majority of identified refugees will tend to delay the flight until the danger is overriding and hope to return home. Assimilation to a different culture is probably going to be rather tougher for majority-identified refugees (Kunz, 1973).

2. *Event Connected Refugees*: Kunz calls events-related refugees those who have left their home areas thanks to active or latent discrimination against the cluster to that to they belong. These refugees oft retain very little interest in what occurs in their former homes once they need left. They feel conflictingly alienated from their fellow citizens. The bulk of return unremarkably determine with their country. The alienated refugee can usually as for opportunities to flee and can thirstily ask for a replacement identity (Kunz, 1973).

3. *Self-Alienated Refugees*: The third kind of refugee includes people who decided to go away their home country for a variety of individual reasons. Some modern refugee migrations in continent tend to suit into Kunz ‘s events related category. Refugees have in their countries featured abuse and discrimination, violence, and unsafe. Refugees come back their home with change happening in reception countries. Like Burundian and Rwandese displaced to every other’s country and to African country, Uganda and Zaire. At totally different times in continent, refugees displaced by ethnic conflicts like happened in Ruanda between the Huts and Tutsi. Before the upheaval in these two states in 1994, very little hope was seen for the thousands of refugees who had fled Burundi and Ruanda. Several refugees in African country had settled for an extended amount and had been granted citizenship by the Tanzanian government (Kunz, 1973). In continent, the charter could be a massive large scale for refugee’s displacements by governments and also the totally different Ethiopian scholars describe the Mengistu regime are beneath self-alienated refugees.

B. Rogge’s assortment

Rogge classified refugees by considering the motivating agent, the aim of the migration, and whether or not the migrants possess refugee characteristics or not consistent with him, driven are the two main team of migration. The individuals displaced consequence of ethnic conflict and environmental problems (Faist, 2000).

Forced migrants are outlined persons UN agency forced to escape their seats of habitual residence on account of actions intimidating to their lives or safety. Several migrants leave on their own attempt to run away these grave conditions although in an increasing variety of cases. Individual fled their homes propelled by governments and rebellious team with the intention of depopulating or changing the ethnic, non-secular or alternative composition of a part. Person UN agency are at high risk of forced migration, primarily affected by war civilian populations and homeless persons. Global Climate change and ruinous natural climates, like drought or earthquake and the on are seemingly to cut back agricultural production in continent and Asia and lead already too high food costs. Thus, it's important separate forced migration whereas while the migrants don't hold some power to selection whether or not runs away, and in driven migration, once they possess this power (Faist, 2000).

C. Peterson's Classification

It is well known that the ideas of forced and impelled migrations are originated from Petersen and the distinction between the two depends on the degree of free choice a person has when has participated in forced migration. According to Peterson explained refugees forced displaced migration by refugees have freedom of choice they involved in the forced migration of the refugee. Forced migrants are expelled from an area by an external force, such as a government, the people involved have absolutely no choice in the matter of their removal (Betts, 2011). Impelled migrants, on the other hand, retain some degree of choice regarding their possible flight. The migrants have opportunities for factors of make choices before migration decision immigration (Stein, 1980). The majority, but not all African refugees relay into the impelled group, usually the limit between the two, and the time at which the alternative becomes nominal and may be challenging to set (Betts, 2011).

The other decisive feature by which we can define types of forced or impelled migration is its purpose, distinct not by the migrant but by the stimulating agent person he encourages refugees to move abandon to their homes. Such exodus, since it does not normally bring about a change in the migrants' way of life, is similar to mass migration and can be included under it. Others are persuaded to go in order that their labor power can be used elsewhere. Such immigration, which

comprises a change in behavior patterns as well as in local, is chosen as innovative. It is important to differentiate between two classes, of those who have moved their country, who took their expulsion for a time being and stay out of the country for the day when they may come back and refugees who intend to settle everlasting in the new destination.

2.4. Conceptual reviews

2.4.1. Socio-Cultural theories of Learning

The Socio-cultural theories of learning identified different perspectives like assessment, pedagogy, and cultural perspectives. Measuring students' knowledge and level of understanding is the major function of assessment in higher education institutions (Bailey2010). The teacher wants completely different plans to create the extent of a student's understanding and interests. In steep with Huba and Freed (2000), in student targeted approach "learners be in fact material and develop a deeper understanding than they might if they passively listened to a lecture. The cultural responsiveness explained the awareness of an individual to variances within cognition, behavior, language, and education among people who have differing racial, social, linguistic, political, or other backgrounds and experience (Lin and Scherz (2014:17). Vygotsky is the scholar behind this theory. He explains that "learning is embedded within social events and social interaction plays a fundamental role in the improvement of learning" (Wang 2007:151). According to the sociocultural theory of learning knowledge is the outcome of social interaction and thus, a learner's environment plays an important role in learning.

Establishing a positive relationship between students and faculty is important in facilitating learning and hence, pedagogical strategies are relevant to this outcome (Wang 2007; Fahim and Haghani 2012). In light of refugee students, the assumption is that without support a refugee student's development is unlikely to reach full potential. Thus, the university must provide proper support so that students can interact with other students and faculty members to reach the highest level of development. It is also important to note that the sociocultural theory of learning can help teachers to focus on individual differences among students rather than thinking about students as a homogenous group. To describe the challenges faced by refugee students the concepts of sociocultural theory of learning, which are important to the study.

A. Individual factor: language is not only a tool of communication rather it is where teacher's direct students to mean and definitions that are specific for that subject (Poehner and Lantolf 2014; Wang 2007). In this regard, it helps refugee students to communicate with and understand domestic students and teachers. The socio-cultural theory helps to understand challenges related to language.

B. Cultural-historical factors: the socio-cultural theory explains learning as embedded in a social and cultural context. Hence, the theory can help to explore the challenges related to the new environments for refugees and how it can relate to learning.

C. Social factors: socio-cultural theory focuses on the relevance of interaction. The assumption is that students are fundamentally changed by the experience. Thus, in order to examine refugee students' experience of learning, it is important to go beyond the classroom walls and explore how other factors affect the students learning experience. The interaction between the refugee population and the host community in urban areas is determined by the existed socio-cultural and economic activities of the people. Many forms of discrimination exist in every society. student will bring into the higher institution attitudes, beliefs, and behaviors they have learned from their families and communities, some of which may include negative attitudes towards some groups of student, like lower and upper class, religion, ethnic, culture disabilities student's assumption this as a difference (UNICEF, 2007).

2.5. Refugee in Africa

Historically, from the beginning, the concern of refugees in continent acquired its ground from the time when the Africans started to struggle for their liberation. During that period, there was a massive influx of people either willingly or reluctantly from one place to another without any conscience. Besides, in the middle of 1900's the nation of contemporary refugee phenomena was arise in Africa and from the several regions, the sub-Saharan country where more vulnerable and threatened by the migration rate and late adapted to be a refugee because of the frequently happened civil and ethnic rivalries arose in each country. In the period after, the 1950s, Africa has to generate a massive number of refugees from many different nationalities and ethnic groups. These increasing numbers of refugees where arise as a result of civil wars that ascends

by the division of European colonies. Particularly, in 1950, and 1960s the demarcation of the border has been cited as a major reason why Africans have been so plagued with intra-state warfare. Consequently, the number of refugees in Africa became intensified. Many refugees in Africa crossing the borders and pass in neighboring countries to obtain a better habitation for their survival. Often, African countries are at the same turn into countries of origin for refugees and countries of asylum for other refugees. In the context of refugees, the Horn of Africa has been producing an increasing number of refugees. From the international, the Horn of Africa seems to be the main refugee comprised of international migration. Many countries including Somali, Sudan, Eritrea, and other areas are increasing dramatically the number of refugees. The struggle for Eritrean independence from Ethiopia which began in the 1950s and was finally achieved in 1993 the battle for territorial control between the clans and warlords of Somalia, the Sudanese civil war that eventually led to the independence of South Sudan.

The scale and complexity of the refugee problem in the Horn of Africa have been reinforced by two other factors, first, while armed conflict and human right violation have been the primary causes of the mass displacements witnessed in the region, environmental and economic factors have also contributed to the refugee problem. Second, the conventional categorizations employed by UNHCR and other aid agencies are not always appropriate or relevant in the socio-economic context of the horn of Africa. But, now a day the horn of Africa is experiencing relative peace. UNHCR's primary concern is to find lasting solutions for the people of Horn who lived in refugee for many years. A year from 1967-1990 estimated the Eritrean refugees fled from homeland around 9000, the largest number of whom moved was towards Sudan (Christopher, 1998). According to a study by Eritrean scholar Gaim Kibreab, 0ver 90% of the refugees are positively disposed towards repatriation but the risks they have to take in returning without assistance are so great that many prefer to wait until the organized repatriation and reintegration programmed resumes. In Africa, the provision of education at all levels is low in comparison to the rest of the world. The refugee children have a lack of access to education primary, secondary, and tertiary. And the refugee students study freely, scholastic materials are provided free too. Africa has a long-standing tradition regarding hospitality to refugees. African refugees are usually welcomed by their co-ethnics across the border. This can be compared with some of the far eastern countries threaten to return the boat people to an unknown fate in the deep seas,

and the countries in Europe and elsewhere that scrutinize every individual case, but the African government has much more liberal policies towards refugees.

The major reasons why African states usually accommodate refugees despite their own tremendous socio-economic and political crisis could be because they are aware that the borders are arbitrarily made by colonizers and not their own making. But whereas a few countries have many refugee's concentrations while others have few numbers of refugees or none at all. There is no doubt that this makes some African countries carry a proportionately heavy burden. Therefore, generosity and positive attitude displayed by Africans must not; however, lead to a decreased effort by countries outside Africa in assisting the refugees on the continent, refugee problems can be solved by increasing stakeholders in international concepts (Christopher, 1998:60). However, the scopes of refugee conception under international or regional refugee specific instruments have direct repercussions on their protection. Given the mass influx of refugees as the major character of Africa, using OAU's broadened definition of a refugee is reasonable and appropriate. In African countries in general and the Horn of African states in particular where extreme poverty, absence of socio-economic opportunity, civil strife, political repression, and persecution as justifications.

Finally, For the purpose of this study the researcher conceptualizes a refugee means people who make choices about when to leave and where to go or in my words refugees means several Eritrean people forced to move due to internal factors, such as political opinion, fear of government activities or because of several human right violations in the country. As a result, this situation forced me to come.

2.6. Refugee in Ethiopia

According to the World Bank report, the refugee population in Ethiopia increasing at an alarming rate, however, over three decades Ethiopia has remained a host to a greater amount of refugees. And currently, these processes are preceded and provide asylums from different countries mainly from the neighborhood country like that of Eritrea, Sudan, Somalia, Djibouti's, and Kenya. According to J.Ajok Odhang (1993), the number of refugees came from North Ethiopia and the Eastern part of Ethiopia. UNHCR is assisting some 400,00 refugees mainly

Somali refugees in eastern Harrah including 40,000 to 50,000 newly arrived Somalia refugees in Ogden, Bale, and Sidamo regions and some 24,000 Sudanese refugees in western Ethiopia. According to UNHCR in 1992 social services had been rendered to some 800 refugees and asylum seekers in Addis Ababa as an integrated part of the refugee service. The country of origin for most of these refugees is from the Horn of Africa, the Middle East, and Eastern Africa includes refugees from South Sudan, Somalia, Eritrea, and Sudan (UNHCR, 2016). There are also refugees from other nations. Out of these, are 159,842 are Eritrean refugees; while 81,084 of them are believed to have spontaneously settled in Ethiopia. There are 15,031 Eritrean refugees who had signed up for verification in Addis Ababa (UNHCR, 2016). The government of Ethiopia generally maintains an open door for refugees seeking protection and most of them are expected to settle in camps although there are some exceptions like Eritrean refugees under the out of the camp scheme, those who are in urban areas for medical, security, education or humanitarian reasons (UNHCR, 2016).

The majority of refugees originating from South Sudan, Somalia, Eritrea and Sudan, Yemenis, Syria, and from are recognized through light screening procedures. As being a party to the 1951 Refugee Convention, the 1967 Protocol, and the 1969 OAU Convention the Government of Ethiopia provides protection to refugees from other countries. However, like many developing cities in sub-Saharan Africa, it has high levels of unemployment and budget and resource constraints (EC 2016). Ethiopia is accepting refugees depending on different declaration adopted by the United Nations General Assembly in 2016, includes commitments to enhance the protection of refugees and migrants. Eritrean refugees over the last 30 years, more than one million Eritrean refugees languished in exile abroad, more than half of them in urban slums and rural refugee camps in Sudan. The U.N. High Commission for Refugees has worked in collaboration with UNMEE (UN Mission in Eritrea and Ethiopia). Within Eritrea 50,000 were internally displaced because of military conflict. According to the Gash Barka over, one million Eritreans fled, including tens of thousands of new refugees to Sudan. This situation even more painful for Eritreans worldwide because of the socio-economic system of the country number of young males has been decreased dramatically.

According to ARRA in January 2018 reports the total number of refugee found in Ethiopia are 910,711 among this 199,989, Eritrean and 3,109 students attending tertiary Education levels in

Ethiopia. (UNHCR, ARRA, 2019/2020). There are more than 27,492 up to 18 May 2020 registered refugees and settled in Addis Ababa among these, 23,632 Eritrean. Because of regional conflicts most refugee-hosting countries for a long period of time. Since the conflict contexts are diverse, the displacement situations are similarly heterogeneous. Most refugees settle in emerging regions of Ethiopia that border their country of origin and reside in camps. Eritrean refugees have settled along the northern border of Ethiopia, in the Afar and Tigray regions. Compared to other refugee groups, only one-third of Eritrean refugees live in camps, with many thousands living in individual accommodations or benefit from the Out of Camp 'scheme, a special privilege devised for Eritrean refugees by the government of Ethiopia. Eritrean refugees settled in Addis Ababa. Many Eritreans do not intend to permanently settle in Ethiopia but move abroad via Sudan and Libya or they use the resettlement program. As far as the Eritrean refuge settled in Ethiopia, by different residence areas like refugees in the camp, refuge various protection and concern, Eritrean refugees registered under out of camp policy in Ethiopia.

2.7. Out camp policy of Ethiopia

Out of Camp Policy in Ethiopia Currently, regarding refugee policy developing states in general and African states in particular follow restrictive and dichotomized refugee settlement policy. Accordingly, African governments have recognized the existence of a refugee problem; they have favored organized settlement over allowing refugees to settle where they choose. Most of the states have been implementing restrictive encampment policy while those states with no camp like Egypt and South Africa follows dichotomized refugee status determination procedure for urban and rural refugees. With few exceptions, almost all African states spatially segregate refugees in the camp as a means to protect their embedded security and economic concern though both difficulties preceded the refugee presence and have little or no strong correlation with the refugees' settlement. In Ethiopia, the current refugee Response management is based on a mix of three general policies namely: -Encampment policy, Out of camp policy, and the policy of Local Integration. Due to this fact Ethiopia has received recognition from international actors its open borders policy for refugees from neighboring countries and its establishment of the out-of-camp scheme allowing an increasing number of refugees to live outside the camps. The OCP's implementation began in the summer 2010. Therefore, presently one of the beneficiaries of the OCP is Eritrean refugees (Fábos, Anita and Kibreab, Gaim, 2007). As part of the

expansion of the OCP, support to targeted beneficiaries will be aligned to other commitments made through the pledges, which will include the expansion of livelihood opportunities together with off-camp skills and vocational training opportunities. On the other hand, a major shift towards inclusion and protection of refugees in Ethiopia was made during the Leaders' Summit on Refugees in September 2016 in New York, when the Government of Ethiopia, the day after the adoption of the New York Declaration, made Nine Pledges committing to expand protection and solutions for refugees. The Pledges are in line with the global CRRF objectives and represent the key focus areas and priorities for the application of CRRF in the context of Ethiopia. As stated in the CRRF Road Map for the implementation of the Federal Democratic Republic of Ethiopia Government Pledges and the practical application of the CRRF, Ethiopia's policies are based on three key principles: 'to maintain its longstanding history of hospitality in hosting refugee, to meet its international obligations as a signatory to both the UN and OAU refugee conventions. Finally, the justification under the scheme is based on the idea that those who settle outside the camps have their own direct access to sources of livelihood that will allow them to be independent (Yosef 2019).

2.8. The Education Impact on Refugees

There are many scholars who investigated how educations change the livelihood of refugees. The issue is examined from different angles, and there are many factors, which have to be taken into consideration, but existing studies on the education effects of refugees serve as a useful point of departure. Impact on livelihood, on access to education, on culture, student drop out, informal sector markets are outside of the sphere of the state, without taxation and with exploitation and abuse of workers. Refugees comprehend the importance of finding a job in order to avoid dependency on humanitarian aid. If the refugee's ability to contribute to society is limited, and they cannot be integrated into the local community they either become dependent on humanitarian aid or become part of informal education (Ruaudel and Zetter, 2018). Impact on basic and social services is a large demographic shock cause mismatch in the supply and demand for basic and social services and education as well. Fiscal constraints and exchange devaluation can be introduced in case the investments cannot keep up with the demand. In addition, the impact of refugees on public services and infrastructure, which are barely able to satisfy the need of natives in developing countries? Impact on government budget is the ongoing international aid

towards refugee response until a solution is found to the crisis will represent a yearly influx of goods and money to the country, which would again alter the local education. In the long-term, however continuous external assistance can have a negative education quality.

2.9. Ethiopia Refugee Education Policy

According to the national refugee education strategies data indicated refugee education are low and that is not playing a role to protect the refugee students (NRES2015-2018). UNHCR also design strategies in 2012 launched a Global Education strategies (GES) to solve these education problems. The strategies deliver to give full education service to refugee students in Ethiopia. UNHCR Ethiopia has worked with graduate students and evaluates the GES by Ethiopian operations. The UNHCR and their partners the implementations of education strategies in Ethiopia and give feedback about strengths and weaknesses to establish a bigger education picture in Ethiopia. The important need of to support the capacity for the education programs. The key objective of these strategies increases all shared vision among stakeholders for, effectively evaluate and monitor, guiding, improve to high-quality education of the refugee education programming by identifying the priority needs and approaches. By the program of ARRA, the main implementing partners for education, programmed staff for education has increased from one in 2012 to five in 2014. The majority of refugees came from Somalia 37%, South Sudan, 36%, and, Eritrea 13.45%. The majority of refugee students in Ethiopia come from countries where access to education is low quality and education is collapsed and displacement. (NRES 2015-2018).

The Ethiopian Federal Democratic Republic constitution has declared that education should be secular and introduce free education for all goals basic primary education level and learn in their mother-tongue Education and Training Policy (ETP). On the other hand, the Higher Education Proclamation in (FDRE 2003) the cost-sharing system has been implemented at the tertiary education level and this mechanism might be applied to upper secondary school and tertiary levels of education and training. According to the report of the Ethiopian government, currently, they are enforcing a multi-faceted approach to support refugees (Ethiopian Ministry of Education 2017). The United Nations policy primarily focused on the “out-of-camp” policy to support around 10% of the total refugee population (UNCHR 2017). The Ethiopian governments

expanding basic socio-economic services and access to economic infrastructure in refugee-hosting areas. By the report of ARRA (2017), around 1500 Eritrean refugees benefited from University scholarship supported by Ethiopian governments. As a result, until, 2017 2,386, refugees joined Ethiopian higher institutions. Refugee and Higher Education in the human right perspectives the access to higher education is a human right enshrined in various international conventions, including the Universal Declaration of Human Rights (Article 26). Moreover, the International Covenant on Economic, Social, and Cultural Rights clearly stated refugees' right to education. The convention was ratified by Ethiopia. Article 13 of the treaty recognizes the right of everyone to education: "Education must be accessible to all, especially the most vulnerable groups, in law and fact, without discrimination (ICESC General Comment no. 13, 1999: 3). This human rights instrument imposes responsibility, and to gives equal chance to everyone. The most interesting human rights instrument in relation to refugee education is the Convention against Discrimination in Education. This instrument stands against any kind of discrimination and focuses on removing all the obstacles to education including barriers related to funding and administrative policies.

According to the Ethiopian, Education policy is the higher education opportunities are available for refugee peoples but there are challenges in access to higher education in Ethiopia, two tertiary education scholarship programs in Ethiopia, these are fascinated by the government (ARRA) in 2010, targeted Eritrean refugees, however in 2013, this scholarship opened for a small number of refugees countries and the second program is the DAFI scholarship program that has been running in Ethiopia since 2000. In both scholarship programs, UNHCR provides 25% of the total cost of education is by the Government of Ethiopia covers 75% of the cost through Government Universities. The program supported by the UNHCR education unit in Geneva and funding come through annual budget. The program facilitates placement of Ethiopian Higher Entrance Examination Certificate (EHEEC) by ARRA and minister of education for refugee students who apply to the program. The leader of the examination by Addis Ababa University is delegated by the minister of Education to set pass marking for the refugee to be admitted by the university. In the DAFI scholarship target to the refugee's students evaluated by higher education institutions, the document has been acquired from the country of origin, but the scholarship place is highly competitive due to limited space and budget accorded to it by refugees. Before 2010 many refugees applied up to 500 refugees but 20-40 have been

awarded a scholarship each year depending on the country budget. The strategies also increase the opportunities of young refugees in positive experiences in the countries. The main objective of higher education strategies for refugees are included, the expansion of the number of scholarship for tertiary education partnership with institution, academic, donors, implementation of higher education refugees, access to professional training and course in outside refugee camps, support to access higher education course through open and distance learning by using technology (NRES2015-2018). Harmonize approaches to and implementation of tertiary education scholarship programs strategies to increase the number of scholarship recipients who receive similar services 1740 (1445 males, 295 females) in 2014 and in 2018 also 2000. Gaps and Challenges in Technical, Vocational, and Para-Professional Training over 19% of the refugee population in Ethiopia constitute older adolescents and youths age 15-24 years. Significant percentages of this group have either never been to school, or have dropped out of school, or are in school levels not appropriate for their ages. However, due to inadequate opportunities for such services in the refugee camps, and regional states where refugees reside, the majority of the eligible candidates did not have a chance to continue their education further either through TVET or college-level training. Different NGOs support the TVET program in Addis Ababa but, there is no framework followed by stakeholders providing and no national coordination offered exclusively to refugees, to vocational school program settings. The key strategies for TVET program focused on the promote the standard based TVET system in refugee operations, increase the participation of women in TVET program education, ensure flexibility of TVET to meet the needs of the beneficiary, and ensure quality and relevance of TVET programming for refugees by the stakeholders like ARRA, UNHCR, IOM other NGOs. This research will help the formation of quality education strategies for the refugees and institutionalized stakeholder involvement and integration of TVET within the broader Government TVET strategy.

In 2018, the number of refugee children in primary schools has increased from 118,275 into 132,563 By the above convention education right is the basis for the refugee's students, because of education is solve the problems of refugees like poverty reduction, economic growth, better way of life their families and others. Ethiopia signs a different proclamation based on the international human rights declaration for refugee education access and work opportunities but refugees have not to work permits. While the TVET program focus integration with host

communities and short term training supported by different organization like UNHCR, plan international, GIZ, JSR with the collaboration of Nifas Silk Polytechnic College and MCMDO also give short term training for refugee's students.

2.10. Management of Refugee Education System in Ethiopia

The education program organized in a consistent manner of Ethiopian government structures. Each national regional state its own education bureau of education and network involves the Zonal educational department for managing an effective education system. The federal government support general education, tertiary vocational training and teacher training operate in their respective states. However, tertiary educational institutions are the exclusive mandate of the Federal Government's Ministry of Education and responsible for the regional education bureau. The refugee education program operated, and will follow the Ethiopian Education minster MoE education system. The refugees are not including the sampling national assessment of learning achievement. Refugee education promotes into national level education. The aim is to professionalism, integration and transparency, accountability promise for education. The strategies to build international capacity, and management, especially in UNHCR and government as the core agencies leading and managing the refugee education lead by ARRA and UNHCR program. For example, formal and non-formal education, quality of education, girl education, Technical and Vocational Education and Training, Education for Refugee Children in Urban Settings, access to free basic education for all (NRES, 2015-2018).

2.11. Legal Frameworks

The fundamental rights of the rights to work in present days are protecting under both international and regional human rights instruments, as well as several national legislations. Regarding with refugee's employment opportunity openly guaranteed under the international refugee legal instruments. Alike other state, Ethiopia is a party to many international human rights instruments including global refugee convention. However, in reality the government is not allowed refuges access to employment by devise legal restriction before adopting the newly refugee law. Therefore, this section tries to infer on such international, regional and national

legal instrument on one way or another focus on refugee's access to employment opportunity and such legal constraints.

2.11.1. Universal Declaration on Human Rights (UDHR)

Universal Declaration on Human Rights (UDHR) The right to work is given to several international human rights instruments including the Universal Declaration on Human Rights 1948, because the instrument provides basic human rights element, everyone should have the right to engage in productive employment and should not be prevented from doing and it was grants under article 23(1) declaration. However, the challenges are access to work opportunity of a refugee is not institute below the declaration explicitly and that is way most refugees are a victim and who needs specially protection by sate. On the other hand, if this people obtain chance to egged work it enhanced economic and local integration of the refugee and the community. Due to this fact, in my argument Article 2 of the Declaration as well covers principle of non-discrimination therefore alike the previous international human rights instrument has mentions under this section we can employ this vital human rights principle for the purpose of realization portion of employment opportunity of refugees

2.11.2. The 1951 Convention Relating to the Status of Refugees

Another important document that outlines refugee children's rights to education is the 1951 Convention Relating to the Status of Refugees and the 1967 protocols. Article 22, of this document, guarantees the right to elementary education and states that refugees should be accorded the same opportunities as nationals from the host country. The same document states that refugees should not be treated less favorable than nationals.

2.11.3. The 1989 Convention

By this convention makes for primary education obligatory and absolve to all, and to encourage the event development of accessible secondary and different type of education. This Convention needs nations to be liable for the education of all kind inside their territories, regardless of status, there by including refugees and asylum seekers under the age of eighteen years. In the convention aim is the primary education, but the right to secondary education denied or

weakened. The Convention on the Rights of the Child requires the international community to help those countries that fall short of this responsibility in meeting this goal. This can be most important once there's a crisis scenario and during through the time of reconstruction. This method additionally implies states should be willing to just accept help in instructional concern (UNHCHR, 1989).

2.11.4.The African Refuges Convention

Different documents say continent refugee scenario is changing into more and more problematic which those that achieve escaping from their country square measure are unable to seek out safe refuge in different states. Additionally, to the protection of a refugee's right to work under international refugee and human rights law, the correct may additionally be recognized by regional legal instruments. However, in most cases, the right to work of refugee explicitly it is not recognizing with in the convention. Consequently, the same as different international human rights instrument the African Refugees Convention describes the principle of equity. By Article four all countries apply this convention to all or any refugees while not discrimination as on race, religion, and status membership of a particular social group or political opinions. The purpose is governments have a legitimate desire to ensure that their nationals are able to secure meaningful livelihoods. Therefore, when we say nondiscrimination on the basis of words of this regional instrument the state enhances refugee employment rights depend on adequate economic progress and willingness of the government.

In general, in contrast to 1951 Refugee Convention, the 1969 OAU Refugee Convention does not contain provisions on civil, political and socio-economic and cultural rights for refugees. The 1969 OAU Convention although considered to have a large application in terms of categories of individuals that may be granted refugee sanding and apart from protecting the right to seek asylum, does not confer the other rights on refugees and therefore, may not have sufficient authority on the protection of fundamental rights for OAU convention governing the precise aspects of Refugee drawback in continent 1969 article four refugees living in continent. With the Ethiopian context, the 1951 Refugee Convention is to be browse and applied aboard the 1969 OAU expatriate Convention, however each of that obliges the state to make sure the protection of refugees and therefore the gift of basic rights. The research literatures review on urban refugee

their background life, challenges and opportunities after finished their tertiary education. Moreover, the study noted that tertiary education of the Eritrean Refugees in Addis Ababa. However, youth from refugee backgrounds arrive in host country tertiary education a large number of youth who have come from refugee backgrounds fall through the cracks of an educational system and political problems of the refugees in their countries. Therefore, every organization working for refugee community should consider the special needs of this community to fill the gaps created because of different challenging situations in Addis Ababa.

Therefore, many challenges of students in the new countries, like the challenges faced by students from refugee backgrounds extend beyond linguistic and academic challenges and can include such areas as: adaptation and acculturation challenges, social isolation due to negative environments at University or in the community, interruptions in past educational experiences, and the failure on the part of the school to recognize educational experience. The research data suggest that lack of education access or job opportunity resources available to the refugee students and their families posed a severe challenge for social integration and educational success for the University college students. The researcher confirmed that challenges of students and opportunities and supported to refugee students are insufficient that students are pulled to dropout their education and to design effective quality education policy in Ethiopia.

As the report, of UN (2015) in Eastern Africa explained that half of the dropout students left the school due to no comment or no advice of their guardians, however, surprisingly, only 2% of them completed but the rest had left the school. Therefore, continuous follow up and advice from teachers, guardians and parents are indispensable activities. Refugees are sufferers of lack of well-organized counseling service, absence of income generation strategy. Therefore, from this literature we can understand that students phase different challenges in host community, so the researcher to examine the urban refugee's student's challenges and opportunities in Addis Ababa.

2.11.5.The Ethiopian Refugee Proclamation No. 409/2004

Ethiopia may be a most popular country by the refugees attributable to many factors. For intendance, political stability of the country, the hospitable cultures of the nation, following an

open door policy by the government are some of them. Through this fact alike other state Ethiopia is signatory to the UN Refugee Convention ratified in 1951, and is also a signatory to the refugee convention promulgate by the OAU in 1969 (now AU). The fundamental aim of a refugee law to enact national legislation for the effective implementation of the same international legal instruments, establish a legislative and management framework for refugee's durable solutions. The Proclamation has principles of particular significance are the provisions under Article twenty-one of the proclamation that define the rights and duties of refugees in Ethiopia. Therefore, article twenty-one guarantees that the right to seek asylum, puts the legal framework for the government to avail land to set up a refugee camp and responsible and rights of refugees.

Finally, the fourth part of the proclamation is dedicated to provision on rights and obligations of asylum seekers and refugees including articles on special protection to vulnerable groups and voluntary repatriation. However, regarding refugee employment opportunity by law refugees are not allowed to work, because in primarily part the Ethiopian Constitution only grants its citizens the right to work, including other rights. To conclude legal provisions that were enacted and implemented reveal the extent to which refugees can exercise the right to work and the ease with which they are able to access labor markets. Since the proclamation has their own justification to refrain from employment rights of the refugee such as in one hand literally it needs implementation mechanism for an instant how refugee right perform equivalent with citizen right, adequate economy, and willingness of the state.

2.11.6. The Newly Adopted Refugee Proclamation of Ethiopia in 1110/2019

One of the reasons to adopt a new law to have a comprehensive legal framework, in accordance with international standards, that contains rights and entitlements embodied in the aforesaid Conventions has better protection and solutions to refugees. The newly refugee law is adopted by the government in 2019 hence the fundamental rights which is incorporated under new provisions is about the employment opportunity of a refugee under article twenty-five which in accordance with international standards of 1951 refugee Conventions that contains rights and entitlements embodied. So, positively the new law plays an active role regarding facilitating

access to employment opportunities for refugees but still the observation is that there were existing challenges in implementing the newly adopted law.

2.12. Related Empirical review

Although there are pieces of research have been conducted on refugee education opportunities and challenges on Eritrean refugee students, research on urban refugee tertiary education is limited opportunities. Researchers strongly argued that socio-cultural, school environment and policy factors have an influence on challenges and opportunities of urban refugee education.

According to the research finding of Yonas (2018) the main challenge was the limited access to Ethiopian universities. Even though the country has a high number of refugees, there are limited access opportunities to higher education for them, and higher education is often considered as a luxury. Lack of adequate information about the scholarship was also identified as one of the main barriers. The absence documentation also was identified as a barrier for access to higher education. This is due to the nature of government in their home country. ARRA, the UNHCR and their friends were identified as sources of information about access to higher education. The research of Yoseph Girma 2019 conducted the challenges of Eritrean refugee students to Legal challenges lack of skill, language, business license, loan, lack of institutional framework and discrimination in employment challenges of Eritrean refugee in Addis Ababa. In this regards the Eritrean refugees in Addis Ababa face considerable economic and social difficulties. For instant it is difficult to fulfill their basic needs and, women refugees are exposed to commercial sex and other problem. Refugees do not have access to work, there is a high risk particularly for the government and especially the society hence it becoming necessary to protect national security, public order, and refugee health or morals in addition is becoming crucial to avoid economic and social disorder of refugee. On the other hand, regarding newly refugee law the government shall within available means should implement and prepare several awareness creations for society, refugees, government and non-government organization particularly to avoid the current basic challenges.

The finding of Wogene Birhanu (2017) research describe the majority of Eritrean refugees living in Gofa Mebrat, 24 kebele, Bole and Yeka Sub city are highly relied on remittance as their major livelihoods strategy with limited engagement in business activities. This resulted in minimum interaction with the host communities and low level of economic integration.

The study of Aida Erkihun (2017) conducted most of the refugees depend on remittance to lead their livelihood while some of them indicated they had limited income as they were living with their sponsors and were not generating their own income. Very few were engaged in informal sectors working as daily laborers and generated their own income. Regarding social services, most of them have stated that subsidized health and educational services are readily available at governmental institutions and food and other material provided by non-government organizations.

According to Gladys Kemuma (2014) by his research factors influencing urban refugee youth access to Technical and vocational education and training programs in Kenya by his explanation the challenge of tertiary education is Admission requirements that influenced access to TVET programmes included findings showed that the refugees had the right documents necessary for TVET programmes access; language barrier, lack of Money, personal factors, low income lack of work permit, certificate problem, limitation of fund by Ngo, Lack of urban refugee mandate and unaware of the presence of the TVET programmes and training institutions in Nairobi was a challenge of urban refugees.

A case study conducted by UNESCO (2009) in Pakistan shows that certification for Afghan refugees at basic, middle level colleges and university education and training is uncertain due to irrelevance of curriculum and programmes designed them. The curriculum and education programmes offered are not aligned with that of Pakistan and nor is it endorsed by the Pakistan education authorities. Consequently, the private training and educational institutions have taken advantage of this gap and therefore demand high fees out of the reach of most refugees. A similar study carried out by the UNESCO (2009) in Thailand found out that general certification of refugees in Thailand is not possible because education and training is limited to the camps. Students graduating from middle level colleges and universities cannot access jobs in Thailand because their certificates cannot be recognized internationally, UNESCO (2009). However, the above-listed literature shows there are some factors that have a negative influence on opportunities and challenges of urban refugee education. None of them shows factors that affect the opportunities and challenges of Eritrean and urban refugee tertiary education in Addis Ababa. Many of them are focused on opportunities and challenges to tertiary education.

CHAPTER THREE

RESEARCH METHODS

3.1. Background of the study area

Ethiopia is a country on the Horn of Africa the country lies completely within the tropical latitude and is the relatively compact shape. The capital City of Ethiopia (Federal Democratic Republic of Ethiopia) is Addis Ababa. Ethiopia became a modern independent country that defeated the colony of Italy in1896 at the Battle of Adwa and again in 1935-36 when it invaded and occupied by fascist Italy. Ethiopia was among the first independent nations to sign the Charter of the United Nation and it gave moral and material support to the decolonization of Africa and to the growth of Pan-African cooperation. It's bordered by Eritrea to the North, Sudan, and South Sudan in the West, Djibouti, and Somalia to the East, and Kenya to the south (Encyclopedia Britannica 2019).

According to the current UN world population data indicated the numbers of Addis Ababa population are 4,794,000 people in the city and in the Horn of Africa (UN world population 2020). It is where the African Union is head quarter; it also hosts the headquarters of the United Nations Economic commissions for Africa (ECAs), as well as various other continental and international organizations. Addis Ababa is therefore often referred to as the political capital of Africa for its historical, diplomatically significance for the continent, the city rises a few miles west of East African Rift Valle. The city is populated by people from different regions of Ethiopia, the Sub cities which, vary by ethnic composition, Geographic size, and social-economic status (UNECA2012). There are Ten (11) sub cities this are: Arada, Akaki Kalities, Addis Ketema, Bole, Gullele, Kirkos, Kolfe Keranio, Lemi Kura, Lideta, and Nifas Silk Yeka sub-city.

The Study Area focus on Addis Ababa sub-city especially Yeka, Arada, Bole, Nifas Silk, and Gulele sub city and they study in the different institute from this sub city, like Government University of Addis Ababa University, Nifas silk TVET College and MCMDO Training centers.

For the effect of research, finding use the sampling methods based on the purposive of research method was used while selecting the study area.

For the convenience of finding research respondents, purposive sampling method was used while choosing the study area. Since mass Eritrean refugees were residing and studding in a place called Bole, Yeka Gulele, Arada and Nifas silk Lafto sub city, this area was used to find out the respondents for the research question. Besides, the research has used this area to find respondents for gathering data from both the interview and observation tools.

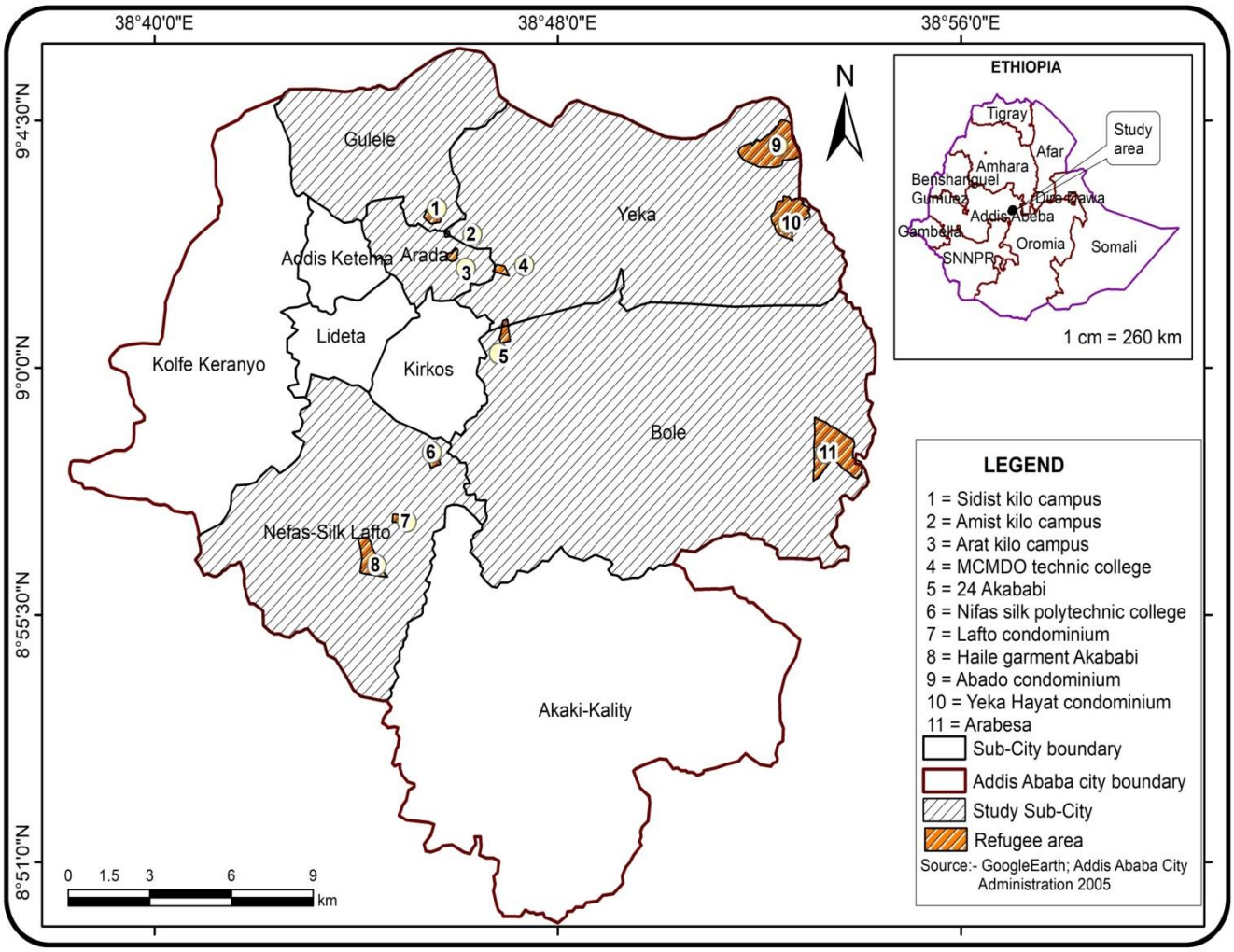


Figure 2, Study Area Map

3.2. Research Approach and Design

These studies employed a qualitative research method and which is based on a narrative qualitative approach. The concept of behind this study was social constructivism. Social constructivism assumes that the goal of research is to rely as much as possible on the participants' views of the situation being studied and also to focus on the specific contexts in which urban refugee students in higher institution and work, in order to understand the historical and cultural settings of the participants (Creswell, 2009). Based on this the study focused and relied on the responses of refugees who resided in Addis Ababa under the urban refugee students. For the purpose of exploring refugee's reaction to the urban refugee student, qualitative Research method was employed. Qualitative research helps to explore individuals' views, experiences, behaviors, emotions and feelings as well as about organizational functioning, social movements, cultural phenomena, and interactions between nations (Creswell, 2009). A qualitative method has been chosen as it served better in exploring the impacts of the urban refugee education. This research method also makes more sense in answering the basic research questions and objectives of the proposed study

As Kruger and Newman (2006) stated, the strength of such approach relies as it tries to come out with findings that tell how a specific individual's life look like regarding the subject matter under study. Based on this, the study focused on obtaining experiences of subjects as to understand and explore the opportunities and challenges of urban Eritrean students in Addis Ababa. It has let respondents to compare their life experiences in the higher education in Addis Ababa and setting versus their life. The purpose of this research is to bring better information and understanding and clarify the problems of the refugee student's challenges and opportunity tertiary education and access of quality education.

The research tried to answer two interrelated specific questions. First exploring the lived experience of refugees in higher education and secondly, exploring the strategies employed by refugee students to address the challenges. The study gives much emphasis to exploring the social phenomena from the refugee student's perspective. Thus, attempts have been made to capture multiple realities by collecting in-depth data. Primary data were collected from both refugee student's interview and key informants. In addition, documents, reports, books and academic literatures were analyzed. The data that was collected via various instruments were analyzed systematically in order to increase, credibility, validity of the research finding.

3.3. Study Participants and Criteria

The participants of the research are Eritrean refugees residing in Bole, Yeka Gulele, Arada and Nifas silk Lafto sub city, specifically urban refugee's students in Addis Ababa. The participants were selected on the basis of their legal refugee status and beneficiary of higher education opportunities and challenges of the Eritrean refugees the objectives of the research focus only Eritrean refugees, because many Eritrean refugees live in Addis Ababa and face different challenges specially in higher education and impact on the economy of Addis Ababa. The set forth criteria were used while selecting respondents for both the interview and observation. Location was also requirement as Bole, Yeka Gulele, Arada and Nifas silk Lafto sub city was one of the first settlement sites for Eritrean Refugees. A total of fifty-seven (57) respondents had participated in the study. Forty (40) from Eritrean refugees had beneficiary from tertiary education taken part in an in-depth interview. Seventy (17) from ARRA, MCMDO, UNHCR, Plan International MSH, Addis Ababa University, and Nifas silk polytechnic college were interviewed.

3.4. Data Collection tools

3.4.1. In-depth Interview

According to Mack (2005), in-depth interviews are useful for exploring experiences and individual perspectives. Thus, in-depth interviews Semi-structured data gathering method in which a purposively selected set of participants gathered to discuss issues and concerns based on a list of key themes drawn up by the researcher were employed to explore a thorough understanding of personal learning experiences of refugee students. Data was collected through in-depth interviews with the students of Eritrea. During the in-depth interviews, the main objectives of the study were explained to research participants. In addition, arrangements of time, comfortable place, and securing confidentiality were assured by the researcher. The first round of interviews took place with refugee's students and a key informant most interviews took place by phone interview because of the Epidemic disease of Coronavirus and select convenience area for organization respondents. Moreover, the researcher took the role of collecting data through the entire data collection period. The responses from the interview and notes were taken before the actual interview the researcher visited government and other stakeholder organizations,

student council offices, and facilities in selected colleges and Universities. The purpose of the visit was to establish some link with concerned bodies, the next one is to describe refugee's research participants, with help of the College Dean and student council, of government Universities, and the researcher identified refugee students in the Addis Ababa Vocational College and University. After identifying the research participants, the researcher had to spend much time with refugee students before the actual interview, this was important to create a very positive relationship with refugee students and participants. Then the researcher selects an appropriate place and time for an interview. All the interviews were conducted in the beginning of January 2020 the interview with key informants from a Nongovernmental organization was conducted in June 2020. The researcher briefed refugee students about the objective research and confidentiality of the data. The nature of the study needs detail, rich, and getting insight into the respondents without pigeon-holing them, a qualitative interview was employed as the major tool of data collection. In qualitative interviews, unstructured and semi-structured interviews are the two major types (Bryman, 2012:501).

The research question was to start from general questions and the question is flexible and in-depth to explore the challenges of refugee students. Some of the introductory questions focused on the overall journey of refugees. Hence, the warm-up questions and informal discussions with refugee students contributed an important role in the process of winning the confidence of refugee research participants. After winning the confidence questions related to challenges were raised. Each interview with refugee students lasted between 50 and 85 minutes.

3.4.2. Key Informant Interviews

Collecting adequate qualitative data requires that research participants should be pre-selected based on their professional background, knowledge, and experience (Flick et al. 2000:10). In light of the goal of the research different key informants were interviewed. As has been mentioned, in selecting teachers the numbers of refugee students from higher institution were considered. Thus, key informants interview was employed as an instrument to collect data. Education Staffs from Nongovernmental organization (GIZ, MCMDO, UNHCR, and Plan international), ARRA, Addis Ababa University, Nifas Silk poly technic college teachers and student service staff were interviewed.

3.4.3. Filed observation

Field observation method is used in the social sciences as a method for collecting data about Eritrean refugees in selected institutions and sub cities. Observation, particularly participant observation, has been the hallmark of much of the research conducted in anthropological and sociological studies and is a typical methodological approach of ethnography. It is also a tool used regularly to collect data by researcher in the sub cities and institutions.

3.4.4. Document Analysis

In addition to in-depth interviews and key-informant interviews, document analysis was employed. As stated by Bowen (2009:29) "document can provide background information and broad coverage of data, and are therefore helpful in contextualizing one's research within its subject". In this regard, document analysis was employed to support data collected via in-depth interviews. Reports from government, journals and UNHCR as well as international human rights instruments were selected because of their supportive role in displaying facts and figures. In general, by using different data collection tools; in-depth interview, observation, key-informant interview and document analysis an attempt was made to triangulate data. According to Bryman (2012), there are four ways to ensure the validity of any document: the credibility of the evidence, the representativeness, and the legitimacy of the origins and clarity of the documents, these criteria were considered in examining documents for this research. Internationally recognized legal documents related to refugee rights and latest reports from the United Nations about refugees also served as a source of data.

3.5. Respondents Selection Method

The researcher must select appropriate individuals and sites (creswel1, 2009). Therefore, there are no fixed rules for sample size in qualitative research and the purposive sampling method used in the study, the size of the participants of this study was dependent on the amount of information deemed relevant to answer the research questions and sufficient enough to satisfy the objectives of the research. The sample size for the study and the size of the population sampling technique**,** cost, and time are very important (wolde, 2007). Therefore, the purposive

sampling participates selected on the different parameters that were used relevant for data saturations. In qualitative research the number of research participants can be small (Slote et al. 2005). According Dawson (2007:34), "for many qualitative researchers, the ability to generalize their work to the whole research population is not the goal. Instead, they seek to describe or explain what is happening within a smaller group of people". Consequently, the goal is not to generalize findings, but rather, to provide an in-depth view on the topic. Considering this the researcher decided the number of research participants based on the data collected from research participants.

In selecting research participants, the researcher employed purposive sampling system. According to Kotheri (2004:59), in purposive sampling "items for the sample are selected deliberately by the researcher; his choice concerning the items remains supreme". Two groups were identified. Firstly, 40 refugee student participants were interviewed. Taking into account from Undergraduate 11, MA/PhD 6, Graduates 10, and 13 from TVETs research participants were interviewed. Secondly, regarding the key informant give me about refugee's education practice in Addis Ababa totally 17 respondents from ARRA (2), UNHCR (1), MSHE (1), GIZ (2), MCMDO (2), Plan international (2) and from Universities and colleges (7). This means that the people who were selected for this study fit the descriptions and characteristics set in the selection criteria by the researcher interest.

3.6. Method of Data Analysis

The study follows on qualitative approaches. It encompasses examining based on the evidence in the most important features of a given research. The collected data has to be processed and examine in accordance with the outline laid down to meet the purpose and it is very essential for scientific research and to ensure important data for contemplated comparison and analysis are present (Khotari, 2006). After the data collection process was concluded in June 2020 the subsequent key step was to thematically categorize the collected information in such a way that reflects the research questions. The researcher familiarized himself with the collected data by reading the interview notes and identified critical points raised by the respondents. The identified patterns and key issues that emerged as findings to the research questions were expressed, both explicitly and implicitly. Subsequently, the researcher defined the themes and moved to examine

the collected and thematic information. The researcher tried to sort out the issues which were recurrently mentioned in the key informant interviews. Once the underlined common issues were identified, they were given subtitles that formed the findings and discussion part of this work. Recommendations were put forward considering the various issues raised and discussed throughout the findings and discussion part in light of advancing the refugee higher education inclusion of agenda in Addis Ababa. Data that were collected from secondary sources that were relevant to the research questions were also included in the analysis process.

3.7. Validity

To do the interview principles attempts have been work to use specific research questions as a base. Moreover, the researcher using the purposive sampling method refugee research participants were selected it helps to enhance the validity of the study. According to Bryman (2012), the participant's response validation is crucial in qualitative research. To this end, the researcher has provided refugee students and other stakeholder's research participants with the early findings of study or the summary of the study. This helped the participants to ensure that what they said was written in a very responsible manner. Through different tools of data collection from participants was successful in producing data which that were examined through the analytical framework of the research. The selection of tools was basically to achieve the main objective of the research by collecting data using appropriate meth**.**

3.8. Ethical Considerations

With regard to ethical considerations, participants were informed about the voluntary nature of their participation in the study and confirmed their willingness to take part in the study by signing on consent forms. The consent form clearly stated the aim of the research, the expectations from the research, and voluntary participation. The consent of participating respondents was asked prior to the interviews. The research respected the dignity of the research participants in such a way that their right to privacy and confidentiality were recognized and respected. The findings of the research were and will only be used for the purpose of this research which is conducted for the partial fulfillment of a master 's degree in African studies specialization on state and citizenship in Africa.

CHAPTER FOUR

PRESENTATION OF FINDINGS

This chapter deals with the presentation of data collected and discussion of findings. The findings were analyzed in connection with the research objectives. The objective was designed in such a way as to answer the research questions. The interpretation of data collected from Addis Ababa vocational and higher government institution Eritrean refugee students, and teachers, ARRA, MCMDO, UNHCR, GIZ, Plan International, Minister of Since and Higher Education, and others. All the collected was analyzed systematically to answer the basic research questions. Thus the quantitative and qualitative analysis of data included in this chapter. The qualitative part was supposed to be complementary to the qualitative analysis.

4.1. The General Background of the Research Participants

The major variable assessed is sex, age, religion, Education level, Work, marital status, duration of stay in Addis Ababa. The total respondents of Eritrean refugees and other stakeholders are fifty-seven (57). The respondent's responses return rates for all groups were 70.1% are Eritrean refugees, 17.5% Governmental Institutions, and 12.2% from Nongovernmental institutions or stakeholders. More specifically among fifty-seven (57), forty (40) from Eritrean Refugee, Ten (10) government institutions and seven (7) from Nongovernmental organizations.

Table 1: Demographic Characteristics of the Eritrean Refugee Respondents

No	Characteristics		Country	Remark
			Eritrea	
1	Religion	Orthodox	23	
		Protestant	7	
		Muslim	10	
2	Sex	F	13	
		M	27	
3	Age	15-25	9	
		25-35	25	
		Above 35	6	
4	Marital status	Single	27	
		Married	7	
		Other	6	
5	Education Level	TVET	17	5 Employments
		Degree	9	5 Employments
		MA/PhD	6	
6	Year of Stay in Addis Ababa	1-3	7	
		3-5	12	
		Above 5	21	
7	Work	Private	19	
		Government	5	
		Other	16	

Table 2: The informants

No	Name of Informants	quantities	organizations	Nationalities	Education
1	Informant A	9	Addis Abba University	Eritrean	Degree
2	Informant B	4	Universities	Eritrean	MA/PhD
3	Informant C	17	Nifas silk/MCMDO	Eritrean	TVET
4	Informant D	10	Informal sector	Eritreans	TVET/BA
4	K. Informant E	2	GIZ	Ethiopians	MA
5	K. Informant F	2	UNHCR	Ethiopians	BA/MA
6	k. Informant G	2	ARRA	Ethiopians	BA/MA
7	K. Informant H	3	MCMDO	Ethiopians	BA/MA
9	k. Informant I	3	Nifas Silk	Ethiopians	BA/MA
10	K. Informants J	3	Addis Ababa University	Ethiopians	BA/MA
11	K. Informant K	2	Plan international	Ethiopians	BA/Ma

4.2. Push Factors for urban refugees

As the first questions to refugee students were briefly asked why they left their country to come to Ethiopia. Refugee interviewees from Eritrea broadly stated that they are trying to find a solution via seeking asylum in one of the Horn of Africa countries, Ethiopia. Many Eritrean refugees leave their country illegally. When travel to Ethiopia's journey is difficult, they pay to illegal brokers. Many peoples are captured by the military and punished in seriously. Some of the research participants also said that, they assume Ethiopia as a transit to abroad. After that, they work informal work and they take short-term training in Addis Ababa (Interview 12/09/12).

Eritrean refugees confirmed that the undemocratic nature of the government coupled with the forceful and limitless military service forced them to leave their home country and the Education Certificate no given to Students, lack of Job opportunity and to ask asylum to Europe and many friends and their families was life in Addis Ababa. (Interview, 24/09/12).

The Respondent from Eritrea briefly sated the major factors of refugees to flight to Ethiopia.

> "I am from Eritrea before five years. Eritrea found the Northern part of Ethiopia and located in the Horn of Africa. Eritrea is reaches in resources and youths but the government policy and education strategies not like other countries or not good. The economy and other sectors controlled by the governments. The education system in Eritrea is difficult, almost most of the Eritrean students finished primary school, the secondary and higher education level is limited because after finished higher education all students move to" Sawa". Sawa means is difficult institution gives training like skill, military, and other activities. The leader of Sawa was military commanders. After finishing this level, we joined College. The challenges of higher education in Eritrea are no University in Asmara, and students have no education certificate or license. Students have no right to education by their interests but focus the system of education on the government interest and principles. Some students joined the military campy forcefully and some are graduate from college assigned by the government for national service for an unlimited year not in the interest of graduate's they so we want to leave our countries and to move to Ethiopia and other countries. The other factors for refugees are there is no freedom of worship in Eritrea, natural disasters, economic problems, and others" (Interview, 25/09/12).

According to Gilkes, (1991) by his research stated the push factors the people of Eritrean were colonized by Italian and British administration, Eritrean was federated with Ethiopia in 1952. But ten years later the government of Ethiopia incorporated the province of Eritrean people. This lead to the creation of different Eritrean Liberation Movement fights with the Ethiopian governments and later, Eritrean Liberation front was established in 1961. The intensive conflict and the response of Ethiopian government use guerrilla war until 1967. Because of large military confrontation; nearly 28,000 refugees fled the area in Sudan. Because of their number, mixed migration (both fear of persecution and unemployment) and absence of any institution in Sudan responsible for refugee issues, they had not considered as refugees by the government of Sudan until 1967. Generally, in pre-Revolutionary Ethiopia, political persecution, economic strangulation, and military measures had been the major causes for the flight of refugees from Eritrea. In the revolutionary period, the refugee influx from Eritrea had been highly increased because of the Ethiopian counter-offensive policy to silent the resistances. From 1972 to 1981, there were wars between ELF and EPLF (Eritrea peoples Liberation Front) that enforced many

people to Ethiopia. However, the aforementioned refugees' flight and the driving factors for them were not from the state of Eritrea. Rather, it was from Eritrea which had been part of Ethiopia until 1991, after 30 years of struggle Eritrean gained Independent. After the border war with Ethiopia (1998-2000), the government has got convenient alibi to put the state under siege mentality and a perpetual state of emergency. Thus, because of the indefinite national service, religious and political persecution and slavery-like forced labor as driving factors for refugee flight, Eritrea is one of the largest refugees producing country in the world (Gilkes, 1991).

The Universities of Oxford study center explain the problem of Eritrean refugee come to Ethiopia through Northern part of Tigraia and then they using camp policy, after spending some months they want to Urban because of life is hard, the location is very remote, their living condition is difficult and lack of access of education. The out camp policy is available for Eritrean refugee students by the support of NGOs and their families they come to Urban (Oxford University, 2019).

Generally, to summarize the deriving factors of Eritrean refuges with the theories Kunz Typology identified of Refugees. The refugee's opposition to political and social events at home is shared by their compatriots who have fled from the current government or from a foreign oppressor. So, the major problem of Eritrean refugees' problems like poverty, environmental degradation, hard life, civil war weak or dictatorial governments in the region, these produce of refugees. The dynamics of conflicts within or between states in the region, natural disaster, and economic hardship are highly interlinked and one can be the effect or cause for another better hope thousands of refugee are living in one of the stable nations in the Horn of Africa, Ethiopia.

4.3. Pull Factors for urban refugees

As noted above, the preference of refugees settles in urban areas have push factors in camp and pull factors in cities. One of the central pull factors in this decision seems to be the greater ability to earn a living. The availability of employment opportunities has been identified quite consistently as a significant factor in shaping the decision of refugees in the urban area. Because of the countries that have not ratified the 1951 Convention or that have not given

refugees the right to employment, many refugees seek to work informally to keep their refugee status hidden. According to Kofi and Leilla, many refugees leave the camps to work and send remittances to their families. In the camps, money is often scarce and is therefore a valuable resource; Cash injections in the camps facilitate the improvement of general conditions. At the same time, much of the available literature also highlights the difficulties in accessing certain services such as secure banking, which are often generated by urban life (Kofi and Leilla, 2009). The presence of networks of family and friend seems to be highly relevant also in the analyses of refugees and it has been found that influences the preferences of the urban setting in certain cases, These networks carry and disseminate a wide range of information and assistance, including information on job prospects and work forcing demands in various host countries, link to specific employment and accommodation opportunities, as well as feedback mechanisms on the experience of in general (European Asylum Support Office, 2016). Addis Ababa, as both economic and political capital of Ethiopia, refugees especially with an urban background, choice Addis Ababa for access to better social services such as education, health in addition to better economic opportunity to be self-sufficient. Refugees, as forced migrants from their homeland, the push factors in their country play a significant role than the pull factors in the host country (Kunz, 1973:132). But after crossing the international boundary, though limited, refugees make choice for their settlement depending upon different factors. Prior experience in the host country, social network, refugees' background (from urban or rural areas), states willingness or capability to determine the type and form of the settlement are among the factors that determine refugee settlement in the host state.

The prior experience of refugees in Ethiopia has played an important role for Eritrean refugees in choosing their settlement in Gofa Mebrat Hail, 24 kebele,Hayat,Yeka Abado and other areas. Before their deportation after the outbreak of 1998-2000 bloody war between Ethiopia and Eritrea, there had been many Eritreans in different parts of the country as Ethiopian citizens. One of the refugees with prior experience stated that: Many Eritreans, including me, had been here (Mebrat Hail) as the resident for a long period of time before we deported to Eritrea during Ethio-Eritrean war of 1998-2000. Most Eritreans here had garages, and different wood and metal working center. That is why many refugees followed those who have prior experience of living in this area.

This prior experience has created fertile ground for other refugees to settle in the area. In addition, the presence of co-ethnic group (Ethiopian Tigreans') has created an important social network for the settlement of many Eritreans in this area. This contradicts with the argument of Webster (2011) that Eritrean refugees prefer dispersed kind of settlement for security reasons by diluting their identity in Addis Ababa. The finding of this study shows, however, that because of the large settlement of Eritrean refugees in Gofa Mebrat Hail, 24 kebele, Hayat,Yeka Abado, Arabsa, the respondents from the host community considered even Ethiopian ethnic Tigreans as Eritrean refugees.

4.4. Historic Access to Higher education

During the investigation the researcher examined how refugees got information about the access to higher education and what were the challenges in this. For refugees of Eritrea, one of first steps to access to Ethiopian higher education is that they need to get the status of "refugee", which is investigated by the federal government of Ethiopia. The examination of these documents is done primarily by the Administration for Refugees and Returnees Affairs (ARRA). The office cross-checks whether the secondary school certificate is recognized as qualified for general admission to Ethiopian university. Afterwards, there is an entry exam and thus, those refugees with the best result join Ethiopian higher education institutions. The program facilitates placement of Ethiopian Higher Entrance Examination Certificate (EHEEC) by ARRA and minister of education for refugee students who apply to the program. The leader of the examination by Addis Ababa University is delegated by the minister of Education to set pass marking for the refugee to be admitted by the university. In the DAFI scholarship target to the refugee's students evaluated by higher education institutions, the document has been acquired from the country of origin, but the scholarship place is highly competitive due to limited space and budget accorded to it by refugees. But the important question is: What were the barriers before getting the admission? Three interrelated factors were explored by the researcher: Lack of information and coordination, absence of documentation, as well as limited chances. The finding of the study indicated that one of the main problems during the initial stage of access to the Ethiopian higher education institution is lack of adequate information with regard to the scholarship opportunities. Refugee's student from Eretria said the following:

A friend of mine whom I knew at Asmara, who have joined Addis Ababa University before five years helped me a lot in the process of joining the university … he shared with me all his experiences, all the challenges and the strong sides of life at Ethiopian higher educational institution. This indicates that information from ARRA, the UNHCR and friends who previously joined the university are among the sources of information about access to higher education. As mentioned earlier, the second challenge is lack of documentation. In this regard, an Eritrean refugee revealed that absence of a school leaving certificate prevents many of his/her friends from applying to the scholarship. One of the reasons for not having a secondary school document is the nature of the government, when they leave the country they don't want let to know others.
It was very difficult to bring a school certificate. When we leave Eritrea we have to keep secret. If anyone is aware about our plan of leaving the nation, there will be serious consequences; like ended up in prison. Due to this no one is thinking about brining school certificate, which requires formal application. The third major challenge is limited access opportunities to higher education, often being seen as a luxury. On the other hand, Ethiopia is home to the second largest refugee operation in Africa.

4.5. Practical Challenges of Tertiary Education for Eritrean Refugees

The government of Ethiopia has for a long time in the history of hosting refugees from the Horn of Africa because of the country have to use an open-door policy for refugee protection and humanitarian on in territory. The Law gives rights for refugees like the right to work, birth Certification and Education Certification, integrate with the host community, and other social services. The RDF program is to support refugees to minimize second migration to traveling European countries. The aforesaid organization organized short-term training opportunities for job linkage, capacity building and other supports. However, it is not a common phenomenon to see the refugees use this opportunity, rather they have taken training and capacity building schemes to travel abroad like to Europe and the USA for better job opportunities and future carrier. The 2016 proclamations had made the refugees have freedom of work, movement, be eligible to get other social services such as birth certificates. On the other hand, the refugee students faced a number of challenges in tertiary level academic institutions such as Addis Ababa University and selected TVETs. According to proclamation 2016 to solve this problem the Ethiopian government sign comparison of 2016 nine pledges from this pledge: increase the

expansion of refugee in out camp policy, increase educational enrolment, work permit in area they graduate and permanent residence for the refugees, increase both refugees and host communities crop production, developing industrial park Job participation 30% of refugees and &70% for host communities, give documents for refugees and give basic social service for refugees.(Proclamation 2016).

NGOs, like plan international and GIZ support refugees to access higher education and vocational training. These organizations are doing this support in collaboration with selected TVETs such as Nifas Silk Polytechnic TVETs and others. Besides, these organizations arranged support schemes for those refugees who plan to start new businesses by providing startup capital. According to data generated from Plan Ethiopia key informant, refugees who are engaged in tertiary education in Addis Ababa have faced many challenges, for instance, they don't have a work permit, Identification card, Documentation problem, being late in taking entrance exam and notifying the result which consequently led them to join the class late. The total sum of the aforementioned hassles will lead the refugee students are in a state of frustration and failed to compete with the host students. The key informant's interview indicated that, as compared to host students, the pocket money and other supports from government and NGOs become late (Interview 25/4/2020).

UNHCR Education Experts stated that absence of actions to implement the proclamation created the problem in beneficiaries which led them to be jobless. As part of the solution our organization in collaboration with other stakeholders trying to design laws for implementation of the aforesaid proclamations. The key informant interview also revealed that legal challenge, economic challenge, cultural challenge, discrimination, psychological challenge, lack of interest, and language barriers are major bottlenecks refugee students face at tertiary educational level in Ethiopia (Interview, May, 14/2020).

4.5.1. Legal Challenge

Globally, the right to work is protected under the international refugee and human rights instruments, most notably in the UN's 1951 Refugee Convention, the 1966 International Covenant on Economic, Social and Cultural Rights (ICESCR) and, the African Charter on

Human and Peoples' Rights (Article 15). Therefore, in practice, Ethiopia's legal framework under the previous Refugee Proclamation of 2004, granted refugees some rights but with restrictions related to rights of movement and residence and access to work. The understanding is that such a permit is given only to those with special expertise that is not sufficiently available among Ethiopians. Before embracing the newly refugee law Ethiopia's legal framework highly restricted access to the work of refugees. Therefore, lack of national legislation protecting refugee right to work is difficult because of a license, the most significant barrier to securing livelihoods, leaving them open to discrimination, abuse, and exploitation in employment. Hence, the gaps in the law practically prohibit engaging in the formal sectors. They also encounter to have a business license to engage in commercial activities (proclamation 1110/2019).

> On the other hand, ARRA explains the issue as follows: The Ethiopian Government has made reservations to Article 17 of the 1951 Convention, which accords refugees the right to gainful employment. Eritrean refugees in, particular do not have access to wage-earning employment because the chances for a refugee to be employed and granted a work permit are literally not implemented the current law" of 1110/2019(Interview, 23/04/2020).

Generally, the international and regional refugee legal instruments such as the 1951 Geneva Convention Relating to Status of Refugees and the 1969 OAU Convention governing the Specific Aspects of Refugee Problem in Africa consider hosting refugees as humanitarian and a political issue. But when a country hosts refugee, tacitly or openly, does not recognize refugee work opportunity due to legal restrictions to protect its people. In this regard, currently Ethiopia labor market is having difficulty in accommodating the ever-growing population of the country, which is greatly concentrated in Addis Ababa. The unemployment rate is widely disputed. However, conceding Eritrean refugees the absence of domestic law protecting refugees' right to work or to engage in wage-earning employment is highlighted by refugee as the most important practical problem of opportunities in Addis Ababa.

4.5.2. Challenges on Discrimination

The respondent of ARRA Refugee Education experts says that refugees by their citizen's colors and languages no discrimination. The motto of ARRA has "No favor, No Discrimination" to refugees we serve equally with host communities. To avoid discrimination, give right equally to the refugees and host society, the higher education admission policy should give an equal opportunity for all without favoring for some group and missing quality input in every situation (Interview 23/04/2020).

> Eritrean refugees stated that refugee identification card provided by ARRA is the only valid documents we have when residing in Ethiopia. This document makes refugees eligible only for care and maintenance services provided by humanitarian partners operating in the camps. Special permission from ARRA is required for refugees to live in urban and access to basic service of education. Refugee cards are valid only in Addis. Some house renters treat the refugees differently; they demand additional rent payment because they are refugees. This card is not used out of Addis Ababa and some host communities are not treated as equal to Ethiopian, when we rent a house and go to shopping they increase money our identities. The challenges of Eritrean refugee students in inclusion education are the lack of academic transcripts needed to gain admission to Ethiopian Higher Ethiopian Institutions (interview 3/10/12).

Most of the students have no educational documents from their countries and their certificate. Education inclusion and self-reliance can take place if refugees are like host communities who have freedom of movement and freedom to study in Ethiopia, how to support themselves, how to access of markets upgrade themselves. Equal right, freedom of movement is a pre-condition for refugee's life. The fact that Ethiopia recently allowed refugees to move on free will enable refugees to establish and draw on their social life to facilitate education and rent houses, making them are successful. In general, the cross-cultural differences based on ethnicity can be considered as a barrier for refugee students to form a friendship with Ethiopian students. Discrimination is the challenge of refugees but the conventions and governments give freedom and equal right for refugees by the discovery refugees not to treat equally by host communities. The researchers also studied and recommend the stakeholders and the Ministry of Education higher education admission policy officials a response to equity, affirmative action, relevance and quality issues in Higher Education, and the concerned bodies since it will highlight the basic

statement of higher education admission policy to improve the quality of refugee education and relevance urban area.

4.5.3. Language Barriers

Language has an influential impact on student performance, learning, thinking, (Fenton-Smith et al, 2017). A Language is a tool of communication with student and teacher, refugees, and host communities. The study shows that refugee students experienced different challenges such as academic, social and cultural challenges. These challenges are intertwined with language barriers.

> Eritrean refugees stated that they encountered a language barrier because teachers taught them either in English or Amharic. Higher education in Ethiopia uses English as medium of instruction. However, some instructors use Amharic to elaborate on subtle concepts. While this is very good for Ethiopian students, for us it is difficult. The respondent stated that the Eritrean refugee students assumed when not speak Amharic correctly they segregate us on campus and outside University. Unable to speak the local language Amharic made us be discriminated against both in school and living areas. Language barrier coupled with other factors levels the academic performance of refugee students become lower than the host students (Interview June 25/2020).

We look for friends who can speak Tigrigna to ease communication and create an effective friendship with the host community. The Eritrean refugees face challenges in the classroom like failed to understand the lesson, outcomes of group discussions in classroom and outside. Difficulty to perform social interactions with peer friends, teachers, and other host community members are major language-related barriers for Eritrean refugees (Interview, 26/09/12).

According to one interviewee from Nifas Silk Poly Technic College teacher, stated that these challenges affect their life, is difficult in workplace and social interaction with the students in working on an assignment and their academic performance. Host students discuss in Amharic, the refugee student had to devote more time to internalize the study materials and translation for

discussion and exam prefer to buy their Amharic language. Only a few refugee students understand what we are facing during the discussion.

Data collected via key informant by interviews show that there are many challenges of refugee students. They said the following: Language is a problem for students' academic results. One of the teachers said that 'I have been teaching for many years. I try to use English to help refugee students'. Refugee students faced difficulty in communicating with non-Tigrigna speakers (teachers, administrative staff and students). This kind of role of language finding indicated that refugee research participants encountered language barriers that are affected their learning performance and motivation. Refugees often do not speak the language of local instruction in the host country. Not speaking the language of local also leads refugee students to leave school language of instruction and communication was mentioned as a barrier. To solve this kind of language barriers in the classroom Firstly, I was tolerating the students when they discuss by their local language. I also informed the students to discuss the issue in English. But they continued and hence, I went to tell them discussion should be by the medium instruction of the university and he understands the case.

The host language is factors affect the academic achievement of Eritrean refugees in Addis Ababa. Furthermore, the Administrative of Refugees and Returns Affairs official notified that currently other refugees including many Eritreans lacks speaking local languages and due to this it is becoming the main practical challenges to find out employment opportunity and integration with host communities in Addis Ababa particularly the working language is Amharic. (interview 29/04/2020). Similarly, according to the response of GIZ and UNHCR official notified that: language barriers for most Eritrean refugee who lives in Addis Ababa were one of the obstacle to access job opportunity, the effect on their education and they also suffer from poor communication conditions to find employment and are often exploited by Ethiopian employers (interview25/4/2020).

In general, the cross-cultural differences based on ethnicity can be considered as a barrier for refugee students to form a friendship with Ethiopian students. Other scholars argued that lack of language proficiency is a cause for less academic performance. As per the sociocultural theory of learning, the achievement of students in higher education is subject to different factors, including

cultural, social, and academic integration (Femton-Smith et al 2017). The socio-cultural theory of learning focuses on the role and the relevance of social interaction. The researcher explores the challenges of Eritrean refuge's language was found to be barrier to understand their study, communication and to find job opportunity were major challenges. This was expressed using these challenges by using of socio-cultural theories. In this regard, it would be helpful for refugee students to communicate with and understand domestic students and teachers offer language training, integrate with local host students and teachers. At this junction the socio-cultural theory helps to understand challenges related to language.

4.5.4. Academic and Instructional Challenges

The teaching methods and teachers play a central role in higher educational. The data collected from interviewee indicated that the teaching methods are mainly student centered. Thus, refugee students are expected to actively participate rather than being passive listeners. Likewise, the strategies of the university clearly stated that teachers are considered as facilitator of students. This aimed at encouraging independent work and more autonomy. In this regard, research participants stated that the approach contradicts with their previous experience of learning: Here in Ethiopia, teaching is very different, the teachers focused on student's independent work and they come up with a method that help student to develop self-directing learning. I'm not familiar to this kind of teaching.

Most interviewees said that what they experienced in Ethiopian higher education institution is totally different from what they are used to. In their experience of respective country, they mentioned that teachers were using teacher-cantered method of teaching. As such, the role of the teacher is transferring knowledge to the student. Eritrean refugee students revealed that in their previous experience the role of student was very limited with less participation and they depended on the explanation by teachers. From the socio-cultural theory of learning perspective, it recognizes the relevance of a student-center approach to learning. At the same time, it is important to note that the theory focuses on understanding the different backgrounds of students in class room and suggested diversified method of teaching (Lim and Renshaw 2001; Arkoudis 2006).

Interviewees also stated that in some courses they face different challenges. For example, the course Civic and Ethics is more related with previous high school courses. This course requires a good understanding of Ethiopian law, history and constitutions. Ethiopian students took this course starting from elementary schools. When the teacher gives them topics for discussion, refugee students have less information and knowledge about it. As per the refugee, the teachers didn't consider their previous experience and knowledge. According to socio-cultural theory of learning, teacher's background beliefs influence their teaching practice (Arkoudis 2006). Group work is one of the common activities employed by the teachers in the university. Working with the Ethiopian students is a bit tough. Since they speak their own language, understanding them is difficult. Only a few students realized the existence of different individual within a group. Because of the mentioned challenges students are less interested with group assignments and preferred an independent assignment. In order to have a better understanding about the academic challenges refugee students were asked about assessment related challenges. Data collected via in-depth interviews indicated that in their previous experience learning was evaluated based on a single exam. They had limited experience of presentation and group work. In light of the university strategies, most professors employed 'continuous assessment' type of assessments. In this regard, refugee students come up with two different contradictory ideas. While some of the refugee students argued the relevance of this type of assessment by saying it gave them the chance to improve their performance in each assessment, others argued that due to the exclusion and language barriers they preferred summative type of assessments. Hence, for the second group the new experience or the 'continues assessment' was a challenge. In light of socio-cultural theory of learning, it is important to consider a diversified method of assessment that takes into account cultural diversity and individual differences (Sardareh and Saad 2012).

4.5.5. Loose interest aiming to go abroad

One respondent from the plan international stated that the refugee's actual skill and skill demand by market need are different; thus they failed to compete in the international job market. For most of refugees, their motive to come to Ethiopia is to use the country as transit to go abroad to look for a better job and life. Thus, they don't study their courses properly. They prefer to take short courses like language, food preparing, receptions, and other services, which they may think

profitable and have wide access to be employed in their dream destinations in Abroad (Interview 25/4/2020).

> The MCMDO experts stated the Eritrean Skills and networks were highlighted as being crucial to refugee employment opportunities, but it is not practical. Most Eritrean Refugees cannot find jobs in the informal sector in Addis Ababa. Furthermore, according to the response of the ARRA government officials notified that many Eritreans refugees in Addis Ababa have limited employment opportunity because of a lack of sufficient Certificates and commitment to their education. As result many Eritreans refugees employed in Ethiopian job market. Alike other the interview conducted with Plan international official explained that one of the major practical problems Eritrean refugees face with access to employment in informal sector. Therefore, the situations affect their psychology and moral of Eritrean refugee who live in Addis Ababa. The Northern part of African countries has skilled people rather than other countries because of colonial legacies but the current refugee students are not attending their class properly and the different training they have taken in their countries and host countries. That bring with them may be complementary to those of nationals and in demand on the labor market, thus easing entry into employment. In the majority of Eritrean, refugees who live in Addis Ababa either have skills that do not match the needs of the labor market, or they duplicate the existing labor supply. Thus, due to this impact most Eritrean refugees live harsh life in Addis Ababa and face challenges to access employment.

Finally, to make it clear many Eritrean refugees don't have an interest to finish their studies to become qualified and get employed in Addis Ababa. Thus, this condition becoming crucial challenges in the present time and this it make difficult to improve refugees' access to labor markets and ensure refugees employment opportunity mainly due to lack of qualifications. The key informants also stated that skill is important for markets however, the Eritrean refugees focus only on short courses as their aim is to transit abroad. These affect their life and access to a job in Addis Ababa.

4.5.6. Cultural challenges

According to the scholars like Schweisfurth and GU (2009) and Benzie (2010) networking and cultural participation, experiences are viewed as opportunities and challenges. The Eritrean refugees stated that we are very advantageous in this regard as we come from a somewhat similar cultural context. But the problem with other refugee students is they hardly want to integrate with other students some refugee students become friends only with other refugees. There are some cultural similarities between Eritrean refugees and Ethiopian students, important for education inclusion. As noted in the cultural approach explains learning is embedded in social and cultural contexts. As has been noted, refugee students revealed that they felt having no friends. In this regard, the host students are advantageous in terms of networking as they shared information and discuss it in a group (Interview, May, 2020).

> According to the key informant stated that cultural challenges for newcomer students in Ethiopia to creating social interaction with Ethiopian friends, but after a few months they gradually adopt the environment. The study shows that refugees experienced cultural challenges in the school areas and communities. On the other hand, the socio-cultural theory of learning emphasizes the relevance of understanding leaner's environment because it can play an important role in the motivation and academic achievement of the refugee students (April/2020).

Data collected from key-informants (teachers from selected TVETs and University) indicated how refugees face some difficulties in integrating with domestic students. The refugees come from the different socio-cultural and political contexts. Thus, they face difficulty in adapting and integrating into the university environment. As compared to refugees from other countries, Eritreans are very advantageous as they come from the community's similar socio-cultural context. Generally, the socio-cultural approach explains learning as embedded in social and cultural contexts. As it has been explained somewhere in this research, refugee students felt lonely. On the other hand, local students are advantageous in terms of networking, sharing information within a group. The study shows that refugees experienced various challenges in different aspects. The socio-cultural theory of learning emphasizes the relevance of understanding learner's environment because it can play an important role in motivation and achievement (Lim and Renshaw 2001; Arkoudis 2006).

4.5.7. Economic Challenges

Different Eritrean respondents stated that the budget allocated by the UNHCR and Ethiopian Government is not enough and it is not on distributed time. In some of the cases, it may delay until three months. Besides, the budget allocated for refugee and host students is similar. The refugee students don't have additional income sources rather while the host students explained that: their relatives and families are in refugee camps; are waiting for support from international organizations and abroad so we cannot ask any help or support from them. Many refugee students don't have enough support buy educational material, like Laptops, stationary material, and so forth, because of this we are below host students in terms of academic achievement and other aspects of development.

> Respondents of Eritrean noted that Eritrean refugees come from different ethnic groups which are a strong advantage in securing employment opportunities in Northern Ethiopia. Ethnic homogeneity and psychological compatibility between refugees and host communities are vital entry points. Many refugee students graduated from Ethiopian universities by different some live but they don't have access to Job opportunities. Thus, these graduates will be forced to work in formal sectors mainly because of the problem of law before the implementations of the current law design On January 17, Proc No. 1110/2019(Interview, June/2020).

The Eritrean interviewees explained that financial challenges are also common among Ethiopian students who are from low-income and rural families. It is also clear that unlike regular international student's refugee students have less contact with their family and friends. In this regard, the respondents revealed that the academic achievement, language, and socio-cultural challenges coupled with financial challenges affect their learning performance. Ethiopia accepts and recognizes international declaration about refugees work and access to education. However, the result of this study indicated that though the proclamation (1110/2019) allows the refugees to have a work permit here in the host country(Ethiopia), in reality they are denied this opportunity. One of the challenges mentioned by the refugee students of the Eritrean was an economic problem (Interview, June 24/2020).

During the interview, the UNHCR expert stated the lack of financial capacity of is one of the bottlenecks Eritrean refugees face in Ethiopia. Financial support from our organization is not enough to cover their living expenses as the pocket money was designed based on the earlier economic status of the country. This creates difficulty for the refugee students as the cost of living in their country is extremely difficult to cope with. In this regard, we are trying to solving their financial problem in collaboration with other stakeholders (Interview, May 14/2020). To summarize, certain themes were identified by refugee student's financial challenges. The finding of the study also indicated that the academic challenges coupled with social barriers affect students' motivation to participate actively and making friends inside and outside of the university. The mentioned challenges of fancies are negatively affected refugee students; as such a challenge in one sphere intensifies the challenge in other spheres more for refugee students than Ethiopian students. To solve this kind of problem the stakeholders and governments create additional income, implement the proclamation and give material support for refugee students.

4.5.8. Psychological

Eritrean students stated the psychological problem of students are different from one student to another student, for example some are they think we are no rights work in host countries, lack of support, there is no problem-solving abilities, they don't have hopes and social interaction is difficult for them.

The key informants from Nifas Silk polytechnic college sated students affected by the psychological problem because of the first thing is after they leave their countries and assumed we are not equal to the host students and after they finished their courses they believe there are no job opportunities and the government and stakeholders focus on the humanitarian program rather than higher education. But by our institutions first need an assessment on refugee's life's and their interest is good for studies their course after joined schools the first course are conflict management skill and other psychological training to solve these problems (May, 27/2020).

The MCMDO experts state the refugee students face different challenges regarding their emotional problem, during this time we take action for host communities students and teachers by giving building capacitating, them aware about refugees psychological and psychosocial problems to help the refugee trainees as needed. In addition, the psychosocial elements are also

included in the teaching, training, and learning material for these specific training centers (Interview, 29/05/2020).

The research study that the common problem of psychological challenges faced by refugees are related to the traumatic experiences of fleeing their country; safety concerns; low self- esteem; and anxiety about future success due to the uncomfortable resettlement processes of the government and different stakeholders. The refugee students face different challenges, social isolation due to negative environments at a higher institutions interruption in past educational experiences, and the failure on the part of the school to recognize past knowledge and educational attainment problems through psychosocial support. Depending on the variety of life and experience of refugees responsible to connect host students some of the violence, Hence, the institutions should arrange an open discussion with refugee students and host students have a positive attitude their campus and teachers.

4.6. Opportunities for Eritrean Refugee students

Education is one of the most single weapons that silence poverty and change the development of the world. Most developed countries with strong economies and political stabilities are beneficiaries of the human development resources of their citizens through education. Education can be considered as a process of acquiring basic traits of social and moral responsibilities which helps makes an individual respond to an important nature of education, the United Nations and other humanitarian aid agencies have attended and ratified series of conferences aimed at supporting and encouraging education. In its advocacy towards the child's rights to education, it is enshrined in the 1948 Universal Declaration of the right to education is laid out in the Universal Declaration of Human Rights and subsequent human rights instruments. The mandate and the role of ARRA and other stakeholders for better education quality for refugee students are: provision of primary education in the camp based schools and support by give support scholastic material for higher institutions refugee students, monitoring and support of implementing the partners those who provide secondary education for refugees, provide financial and technical assistance tertiary refugee students, responsible for the overall management of refugee affairs in the country, facilitating of the refuges in education and opportunities (World Bank 2019).

They all are registered as a refugee and the detailed analysis based on their nationality is not considered so far currently there are a number of refugee students attending in tertiary education in the different public universities of Ethiopia. The scholarship scheme is provided less than two programs, the DAFI scholarship supported by the German Government and Government Scholarship program supported by the Danish Government. The refugees are placed in 36 different public universities across the country and they are integrated with the host students. During the investigation the researcher examined how refugees got information about the access to higher education and what were the challenges in this. For refugees of Eritrea, one of first steps to access to Ethiopian higher education is that they need to get the status of "refugee", which is investigated by the federal government of Ethiopia. The examination of these documents is done primarily by the Administration for Refugees and Returnees Affairs (ARRA). The office cross-checks whether the secondary school certificate is recognized as qualified for general admission to Ethiopian university. Afterwards, there is an entry exam and thus, those refugees with the best result join Ethiopian higher education institutions. The program facilitates placement of Ethiopian Higher Entrance Examination Certificate (EHEEC) by ARRA and minister of education for refugee students who apply to the program. The leader of the examination by Addis Ababa University is delegated by the minister of Education to set pass marking for the refugee to be admitted by the university. In the DAFI scholarship target to the refugee's students evaluated by higher education institutions, the document has been acquired from the country of origin, but the scholarship place is highly competitive due to limited space and budget accorded to it by refugees. The finding of the study indicated that one of the main problems during the initial stage of access to the Ethiopian higher education institution is lack of adequate information with regard to the scholarship opportunities. Refugee's student from Eretria said the following: A friend of mine whom I knew at Asmara, who have joined Addis Ababa University before five years helped me a lot in the process of joining the university he shared with me all his experiences, all the challenges and the strong sides of life at Ethiopian higher educational institution. This indicates that information from ARRA, the UNHCR and friends who previously joined the university are among the sources of information about access to higher education. As mentioned earlier, the second challenge is lack of documentation. In this regard, an Eritrean refugee revealed that absence of a school leaving certificate prevents many of his/her friends from applying to the scholarship. One of the reasons for not having a secondary

school document is the nature of the government, when they leave the country they don't want let to know others: It was very difficult to bring a school certificate. When we leave Eritrea we have to keep secret. If anyone is aware about our plan of leaving the nation, there will be serious consequences; like ended up in prison. Due to this no one is thinking about brining school certificate, which requires formal application. Under the TVET, program there is one of the major limitations that affect the refugee students as the current system is not integrated in a way that refugees are enrolled in regular programs or scholarship TVET programs. UNHCR, plan international, MCMDO, GIZ, and the government working word the inclusion of refugees into the national system. Nonetheless, there are different initiatives that provide support to the refugees to access to TVET program. One of these initiatives is the GIZ project called Qualifications and Employment perspectives program for refugees and the host community (QEP) the training was provided in collaboration with Nefas Silk Polytechnic College.

According to GIZ QEP experts stated the TVET education in Addis Ababa, the Qualification and Employment perspectives for refugees and host communities in Ethiopia program (QEP) works in five regions based on the new refugee's proclamations of CRRF which gives refugees on the education and employment rights. By that project in the 1st pilot projects which enrollee's refugees in Addis Ababa public college and works for their employment in different self and wage employment prospects. Regarding education opportunities for Eritrean refugees our project enrolled and trained urban Eritrean refugees in different short term employment relevant sector Nifas Silk Polytechnic College starting from 2018. The participation of refugee student's increase around 280 trainers in short term training from Nifas Silk College with collaboration GIZ and JRS in 2019/2020 (Interview June,4/2020).

Figure 3, Picture during filed observation

The MCMDO Experts stated that around 314 refugee students supported we give different short course training. Regarding the employment opportunities, the project works to create self-employment by grouping refugees with host communities' graduates to develop their business plan and start their own business (Interview may 16/2020).

Table.3. Mothers and Children Multi-sectorial Development Organization (MCMDO) TVET Centre RDPP project Number of Beneficiary in 2019

Round	**Citizens**	**Department**	**Number of trainer**	**Total**
1st	Eritreans	Wood and furniture making	50	62
		Metal Work	12	
2nd	Eritreans	Wood and furniture making	70	70
		Metal Work	___	
3rd	Eritrean	Wood and furniture making	105	105
		Metal Work	___	

Source: MCMDO training

Wood work Sample and **Metal Work in MCMDO training center**

Figure 4, Photo during field Trip

According to one Education Experts, respondent's works on refugee in different part of Ethiopian regions sated that refugees came from a different part of Africa by different problems like civil war, religious, natural disaster, political. The education policy for refugees in primary school found the around camp area the teachers are untrained but better knowledge from refugees also they. These are problems on refuges students' academics and their life future. The program of above grade five the teacher employed or supported by UNHCR and ARRA. The Ethiopian governments give education opportunities and settlement residence for refugees (April/11/2020).

According to the UNHCR Education Experts stated refugees have education and residence opportunities, the challenges are on the TVET program because no linkage between stake holders program and the need of students only few organizations work on the TVET level.

By the revised proclamation No.1110/2019 by Article 24, explain every legal refugee have access to education, some points Articles are:

- Every recognized refugee or asylum-seeker shall receive the same treatment as accord to Ethiopia nationals with respect to access to pre-primary and primary education.
- Every recognized refugee and asylum-seeker may have access to secondary education, higher education, technical and vocational and training, and adult and no formal education within available resources, and to education policy of Ethiopia.

Recognized refugees and asylum-seekers may receive the most favorable treatment as accorded to foreign nationals with respect to education other than primary education. (Refugee Proclamation revised No.1110/2019. Ethiopian parliament promulgated a new refugee proclamation which repeals the 2004 refugee proclamation. The revised refugee proclamation, though it is not sufficient enough to ensure an enabling legal, policy, and regulatory environment that will facilitate the implementation of the pledges related to economic activities, entails key rights that allow refugee economic which grants the right to work and other social service for refugees. In part four, the rights and obligations of recognized refugees as there are different opportunities and opportunities. For examples Article 26 explained about Right to works, for better understanding, some points are like refugees have to engage in work, their academic work authenticated by the government, engage in rural and urban projects, residence permit to renew every five years, not be any discrimination and engage in activities or obligations by laws. (Refugee Proclamation revised No.1110/2019.

The first three subparagraphs of the Article stipulate the right to work for refugees in the aforementioned recognized pathways. These are wage employment, enterprise development, and self-employment for skilled and trained refugees through liberal professions. However, refugees are accorded with the most favorable treatment accorded to foreign nationals. The proclamation has stated that give wages and other chances but in the reality the refugees not used from this proclamation. Eritrean refugees have also mentioned that formal education was available in the city. They mainly get such services from governmental institutions. These institutions have been giving such services with no or very little fees, even though the examinations have focused on the general knowledge, Mathematics, English, and aptitude. One Eritrean refugee students sated the opportunities of education in Addis Ababa who has joined Addis Ababa University in 2012 (Interview, June 14/2020).

“I started learning Economics in at Addis Ababa University. I also know other Eritrean refugees who are learning in other governmental institutions. To be honest, I didn’t expect that I was going to get such an opportunity. But I am now benefiting as I am allowed to pursue my education and I am very glad about it” (Interview may 2020).

Other Eritrean students hand has added the following,

"I started learning in Addis Ababa University 2015 in the Nursing department it is a good chance for me and the host students have help me by different things, but by health case, I missed one semester (Interview 24/09/12).

According to the ARRA respondents, the most favorable treatment as foreign nationals as a rights to work for refugees will only benefit less than one percent of the refugee population mainly because foreign nationals are allowed to work in Ethiopia being employees of governmental or private organizations. However, such employment opportunity for foreigners is only available after being treated and approved by the Ministry of Labor and Social Affairs. After the ratification of the proclamation, there were certain stages of development of clear directives and legislation regarding work permit for refugees in the organization responsible for this refugee issue. So there are clear ways how refugees could get a work permit license which will be accounted for officially by their organization this important for a graduate from the TVET program. The proclamation gives opportunities for refugees but its own limitation for implementation because after they graduated refugees work in informal sectors the ARRA gives work permit when the refugees or owners of the organization asked. The main problem is the delay of the issuance of secondary laws and cascading down to the regional and woreda levels. With the awareness among the relevant government entities and the new refugee proclamation problem solved it will be easy to ensure the right of refugees articulated in the news refugee proclamation (Interview 23).

The research study that government and different stakeholders give to refugee's different opportunities like Education, Residence, employment right on informal sector work, access to social services, participation in the economic sector, short course training, life skill training.

4.7. The Problem of Drop out for Refugees Students from Higher Institution

According to the Ethiopian, Education policy is the higher education opportunities are available for refugee peoples but there are challenges in access to higher education in Ethiopia, two tertiary education scholarship programs in Ethiopia, these are fascinated by the government (ARRA) in 2010, targeted Eritrean refugees, however in 2013, this scholarship opened for a

small number of refugees countries and the second program is the DAFI scholarship program that has been running in Ethiopia since 2000. In both scholarship programs, UNHCR provides 25% of the total cost of education is by the Government of Ethiopia covers 75% of the cost through Government Universities. The program supported by the UNHCR education unit in Geneva and funding come through annual budget. The program facilitates placement of Ethiopian Higher Entrance Examination Certificate (EHEEC) by ARRA and minister of education for refugee students who apply to the program. The leader of the examination by Addis Ababa University is delegated by the minister of Education to set pass marking for the refugee to be admitted by the university

> According to plan international respondents the problem of refugee students the main reason for drop out from school is the difference of curriculum the home countries and host country curriculum, their aim to travel abroad for a better life they do not focus on their education. The Eritrean refugee students have motivation for education but their life system is not ready for education. The government of Ethiopia and University the placement is not the interest of refugee students rather than based on the cotta of the department and the university, this affects the academic achievement of students and they decide to withdraw from school (Interview14/05/2020).

Dawit graduated from Semera University in 2017 in Business. He stated the problem of students drop out from University is Entrance exam, curriculum difference, language problem, financial, students not ready for to attending in University, chance to resettlement to abroad, they don't have future plan because after they graduate they don't have jobs and other chances. So it is high number of dropout rate from higher institution (Interview June 2020).

> Selam stated the problem of drop out is Eritrean refugee students are late to other host students because of government structure or system of the placement exam, so some students not ready, because the department no select by themselves, the class already started the host students cover much topics. The teachers use local language Amharic this is difficult to understand the concept this affect our grading some teacher neglect refugee students. students drop out by grade and campus life is difficult to accomplish the class and their life is not changed. But I survive this challenge and know attending a second

degree at Addis Abba University (interview May 2020). The Eritrean refugee students stated that students stop their class because of financial material problems, Resettlements, lack of support, Health problems, and others (Interview, June/14/2020).

Accordingly, the Education Expert work on refugee students at the ARRA office sated the primary reason for drop out students a problem is a secondary movement for the third country. Therefore, the stakeholders must focus to solve this movement by creating awareness and sensitization about the risk of the movement. To reduce the movement, the important thing is creating job opportunities for graduate students from universities. By the finding of the study many organizations designed program, and they give short-term training for refugees to change their life in Addis Ababa. But refugees after take the short term they don't start work or not continued education because their education level is not similar to the Ethiopian curriculum and no job opportunities. These are basic because students drop out of school (Interview23/04/2020). The drop out of refugee students is usually inevitable as they see Ethiopia as a host country to process their asylum cases to other countries. Also, there are some who live longer here and have objectives to establish and change their lives. A specially designed teaching method is needed which response to the needs of refugees including by psychosocial support decrease the number of drops out. The Ethiopian government give better protection of refugee's education there is promising situation currently regarding the protection, a create additional income, education and employment rights of refugee currently but still there be clear direction for the new policy for all the actors involved to implement it accordingly.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATION

5.1. Summary

The researcher believes that this study will have paramount importance and contribution in advancing the existing knowledge in the area of challenges and opportunities of higher learning refugees in Addis Ababa. The study looks into the target of sex hundred twenty-one (621) Eritrean refugees, students in Addis Ababa. In order to achieve the main objective of the research challenges a qualitative research approach was employed. The study focused on qualitative methods of research this study is a qualitative research approach and examines the current problem by drawing on the actual experience of Eritrean refugee's challenges and opportunities of inclusion in tertiary education which is based on a narrative qualitative Approach Ethiopia's 'open-door policy' was found to be important to refugees and asylum seekers enabled thousands of displaced persons to seek asylum and refugee in the county. Based on the findings of the research, most of the refugee's push factors for Eritrean refugees' were related with problems like poverty, environmental degradation, weak or dictatorial governments, inappropriate education policy, and related factors in their home countries.

Besides, the dynamics of conflicts within or between states in the region, natural disaster, and economic burden are highly interlinked factors that push the migrants to seek asylum in stable countries like Ethiopian. Therefore, Eritrean refugees are one of the refugee groups with permission to settle in Addis Ababa their choice and getting special treatment from Ethiopia government. The refugee's settlements in Addis Ababa are categorized in two ways: this is as legally and illegally. For instance, under permitted categories refugees who need special medical service, those who get higher education opportunities, or urban refugee or Out-of-Camp Policy beneficiary for Eritrean refugees and whose security is at risk. The numerical aspects of Eritrean refugees according to the UNHCR estimate, more than 27,492 refugees are found in different parts of Addis Ababa mainly settled in Yeka, Bole, Nifas Silk Lafto and Gulele sub-city, and refugee students attending in Addis Ababa University and TVET college. Consequently,

concerning Eritrean refugees' education the study shows that the majority of Eritrean refugees living in Addis Ababa are highly dependent on remittance and limited engagement in business activities informal sector. Similarly, practical challenges to access employment opportunity in first hand provide through reservation under UN refugee convention of 1951 and protocol of 1967 and AU Convention of 1969 that are further maintained under the former Ethiopian Refugee proclamation of 1110/2019, especially work permit and accessing of education is prohibited for refugees of any group in the country. Moreover, in addition to legal challenges lack interest, language, culture, business license, loan, and discrimination in employment are challenges for Eritrean refugees in Addis Ababa. The refugees have higher education, residence, and other opportunities but the government and organizations not give emphasis to the TVET program and the refugee students have taken only a short course because of there is not continuous next level especially in TVETs.

5.2. Conclusion

In this regard, the basic conclusion of this study is that Eritrean urban refugees in Addis Ababa face considerable economic, education, drop out, and social difficulties. For instance, it is difficult to fulfill their basic needs and access of education. In addition to the economic problems, they also face social problems like the hostile relationships with the community they live, exposure to drug addiction, and the commission of crimes as part of human trafficking. Moreover, the challenges are the availability of sufficient education and job opportunities. According to the finding of the study, Eritrean refugees considered their stay in Ethiopia in general and in Addis Ababa in particular as temporary and as a place for transit because of in Addis Ababa lack of employment opportunity, the education certification problem, and their family and friends they live aboard so they have a chance go abroad. The research participants received from the peer the Ethiopian students who speak the same language to avoid the language barriers and creating networking of friendship with senior refugee students, give equal opportunities at university or college with host community students. The evidence clearly stated that needs diversified cultural, linguistically, creating awareness, conducive environment and universities need an assessment on refugees of teaching-learning process and mobilization of communities is the of refugee's education and to stop secondary movements. The humanitarian organizations focus on higher education and opportunities for refugees to minimize the

secondary migration and to give quality education for refugees. ARRA and Ministry of Science and Higher Education facilitate education in university and give material on time and change the awareness of the teachers and the students to minimize these challenges and other problems in the university. The situations on the ground show that there is an urgent need for the stakeholders (IOM, Plan international, GIZ, MCMDO, UNHCR, ARRA, and the Administrator of Addis Ababa or, federal government of Ethiopia and other stakeholders to take serious action to improve the quality tertiary education of the Eritrean refugees.

Finally, the researchers conclude that if refugees do not have access to work, there is a high risk particularly for the government and especially the society hence it became necessary to protect the security, public order, and refugee health or morals, in addition, is becoming crucial to avoid economic and social disorder of refugee.

5.3. Recommendations

In light of the above findings, it is important to provide recommendations that may serve as solutions to the perceived challenges and opportunities of inclusion tertiary education of Eritrea refugee students in Addis Ababa and between the host communities. As such, this study puts forward the following recommendations for their consideration and possible action to be implemented.

- ❖NGOs and the Government of Ethiopia by working together they select voluntary refugees as one of the solutions but protection to refugees must come particularly to the forefront in situations of mass voluntary repatriation, by increasing regional and international organizations in the Horn of Africa.

- ❖Regarding newly refugee law the government Nongovernmental organization shall within available means implement the proclamation of refugee's law, and particularly to avoid the current basic challenges refugee's higher education by design Quality education policy for refugees

- ❖ARRA, UNHCR, and GIZ, MCMDO, Plan International should provide to creating awareness give appropriate information about their rights and the effects of migration

and basic one are first to need technical Assessment on Refugee such us providing vocational, skills and language training to refugee, as well as information and assistance necessary to access to quality education and Jobs.

- The Government of Ethiopia (ARRA) and other nongovernmental organization should take positive steps in their policy to ensure that employers enable to give equal chance for refuge students and creating additional income (gardening, small industry, metal and woodwork by design an institutional framework and implement the proclamation (1110/2019) to solve education access and job opportunity.

- The Colleges or Universities in collaboration with other Non-governmental organization should design means of continuous follow up and provide well organized guidance and counseling to come over problems related to drop out, psychological, Language barriers, discrimination, and secondary movement.

- Higher academic institutions should undertake further research to evaluate the challenges of the refugees and opportunities impacting Eritrean refugee participation in Higher Education and the problem of the TVET program in Addis Ababa.

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APPENDICES

Appendix 1: Demographic Characteristics of the Eritrean Refugee Respondents

No	Characteristics		Country	Remark
			Eritrea	
1	Religion	Orthodox	23	
		Protestant	7	
		Muslim	10	
2	Sex	F	13	
		M	27	
3	Age	15-25	9	
		25-35	25	
		Above 35	6	
4	Marital status	Single	27	
		Married	7	
		Other	6	
5	Education Level	TVET	17	5 Employments
		Degree	9	5 Employments
		MA/PhD	4	
6	Year of Stay in Addis Ababa	1-3	7	
		3-5	12	
		Above 5	21	
7	Work	Private	19	
		Government	5	
		Other	16	

Appendix 2: Total number of respondents Targets of refugee students

No	Educational level	Number of students	Organization support	Respondents
1	Under graduate	11	AAU/ARRA	9
2	PhD/MA	6	Self	4
3	TVET	280+314=594	GIZ, plan, MCMDO	17
4	Graduate/employments	10	Informal sectors	10
5	Total	621		40

Appendix 3: The informants

No	**Name of Informants**	**quantities**	**organizations**	**Nationalities**	**Education**
1	Informant A	9	Addis Abba University	Eritrean	Degree
2	Informant B	4	Universities	Eritrean	MA/PhD
3	Informant C	17	Nifas silk/MCMDO	Eritrean	TVET
4	Informant D	10	Informal sector	Eritreans	TVET/BA
4	K. Informant E	2	GIZ	Ethiopians	MA
5	K. Informant F	2	UNHCR	Ethiopians	BA/MA
6	k. Informant G	2	ARRA	Ethiopians	BA/MA
7	K. Informant H	2	MCMDO	Ethiopians	BA/MA
9	k. Informant I	3	Nifas Silk	Ethiopians	BA/MA
10	K. Informants J	2	Addis Ababa University	Ethiopians	BA/MA
11	K. Informant K	2	Plan international	Ethiopians	BA/Ma

Appendix 4: Overview of Key Informant Interviewees

No	Organizations and Individuals	Positions	Place of Interview	Date interview	Total
1	ARRA	Education expert on Refugee	ARRA office and by phone	23/04/2020	2
2	UNHCR	Education Expert on refugee education	By phone And social media	May 14/2020	1
3	MSH	Directorate of Students and Teachers leader	Minister of science and higher institution	May 16/2020	1
4	Plan International	Education Expert on Refugee	By phone By phone	25/4/2020 14/05/2020	1 1
5	GIZ	Education Expert on TVET	GIZ office	21/05/2020	2
7	MCMDO	MCMDO	MCMDO office	29/05/2020	2
6	University And college	Teachers	NSPT/college AAU	1/05/2020 29/04/2020 25 /04/2020	3 2
		Student dean officers	AAU	12/4/2020 14/05/2020	1 1

Appendix 5: Interview Guidelines

ADDIS ABABA UNIVERSITY

Centre for African and Oriental Studies

Specialization in state and Citizenship

Request for participation in a research project:

I am Getachew Belete, graduating student at Addis Ababa University, Center for Africa and Oriental studies. Currently I have working on a Master thesis entitled: "Challenges and opportunities of Urban Refugees Inclusion in Tertiary Education level: The Case of Eritrean Refugees in Addis Ababa".

This study aims at examining the challenges faced by refugee students in Addis Ababa University and TVET Colleges. It employs a qualitative data gathering approach using in-depth interviews. Hence, the interview guide will be used to gather information necessary for writing my thesis and completion of my Master's degree. Interview technique is chosen because of the researcher's interest in getting in-depth information from the participant. I believed it would be quite useful to directly discuss with you and hear your thoughts on the subject of my inquiry. As the study will only be used for academic purposes to change the access of Education programs, your responses to the questions will be kept confidential. Your identity will be highly secured. The participation in this research is voluntary. You may withdraw and stop participation at any time without any restriction. Only the researcher has the access to all the data collected from the interviews and direct observations. If you agree, I would like to record the interview process via an audio recorder strictly be used for the thesis. After recording, all data will be securely saved and not be distributed to others. Upon completion of the field work and data analysis, all audio records will be deleted. All direct personal data and indirectly identifiable data will also be deleted. The project is planned for completion by the 30th of May 2020. Thank you in advance for your attention and support.

Personal Information

Name_____ Age_____ Sex____ Marital status_____ Date_____

Organization _____ Department_____ Education Level _____

A. Interview questions for Authority for Refugee and Returnee Affairs (ARRA)

1. How many registered of urban refugees and students found in Addis Ababa? Which from which countries? By what criteria assigned refugee students in University?
2. What are contribution doing your organization provide for urban refugee students?
3. What are the challenges of tertiary education level having refugee faced? And the role of your organization? How do you think such challenges can be mitigated?
4. What are the push factors of Refugees?
5. What are the justifications for the settlement of refugees in the Addis Ababa? What are the role of your institution in creating enabling environment in their stay in urban areas in general and Addis Ababa in particular?
6. What are the current problem in the implementation of the refugee education policy in Addis Ababa for opportunity and challenges?
7. How do you provide services for refugees like education service?
8. What are the policy of guideline or administrative directive does Ethiopia have to administer the urban refugees?
9. How to increase the stakeholders in change of education participation of refugees?
10. How many employment rates of refugees in Addis Ababa?
11. How to improve basic education quality of the refugees?
12. How many dropout rate and factors especially in tertiary education level?
13. Does Ethiopia recognize local integration as a durable solution for refugees in general and urban refugees in particular? If not, what will be the solution in sight for both registered and unregistered refugees in urban areas in general and Addis Ababa in particular?

B. Interview Questions for NGO stakeholders

1. What is the mandate and role of UNHCR, MCMDO, GIZ, plan international in the fulfillment of Refuges education and employment right?
2. How many refugee's students registered by your organization?

3. Are there specific activities done by UNHCR, MCMDO, GIZ, plan international with regard to the education and employment right of Eritrean refugees who live out of the camp in Ethiopia? If yes when and how many times?
4. What are the legal, practical and operational challenges in protecting education and employment right of refuges?
5. What do you suggest for the Ethiopian government for the better protection of refuges education and employment right who live out of the camp in Ethiopia?
6. How UNHCR, MCMDO, GIZD, plan international support Eritrean refugee livelihood and self-reliance in Ethiopia?
7. How do you see the Ethiopian education policy for refugees and students result?
8. How to improve basic education quality of the refugees?
9. How to increase the stakeholders in change the quality of education participation of refugees?
10. How to improve access to justice for refugees residing in urban areas and host community?
11. What are the dropout factors especially in tertiary education level?
12. How to improve access to justice for refugees residing in urban area and their host communities?
13. What do You Suggest for improvement?

C. Interview Question for students with the Refugees

1. What is your Reason to flight?
2. Do you study before you became in Ethiopia? And the currents are Similar with pervious? How do you see the placement of university by your interest or not?
3. How do you describe your relations or interaction with host community (friendship, a social network like Idir, attending different ceremonies wedding, intermarriage…)?
4. What are the factors of dropout from University? By yours result or other?
5. What are the challenges you have been facing in your settlement in the area from the local people and please?
6. How do you interact with the local authorities (in accessing different public services like education, health, security and others)?
7. What is your major source of livelihood in the city?

8. What is your perception towards integrating and relation with the local host community and your plan in the future?
9. How do you view the role of UNHCR, GIZ, MCMDO, plan international and ARRA in solving refugee's problem?
10. What kind of job opportunities accessible for you? Privet or government sector?
11. How to improve access of education service specially in tertiary level for refugees
12. What is general comment about Ethiopian refugee education policy?

D. Interview guideline for interviewing the Host Community (in-depth interview)

1. How many refugee students in your local area? And which country from?
2. How do you describe your relations or interaction with the refugees (friendship, social ties like Idir, attending different ceremonies wedding, intermarriage…)?
3. What are the social, economic and/or political effects or contributions do the refugees presence in your community has brought?
4. What is your perception towards integrating with the refugees as people that share common fate?
5. How do you see the role of stakeholders in urban refugees?
6. What is your idea about urban refugee students?

E. Interview Questions for Experts and Universities

1. How many registered refugee's students in Addis Ababa? From which country?

2. What are the mandate and role of your organization in the fulfillment of Refuges education and employment right?

3. Are there specific activities done by your organization with regard to the education and employment opportunities of Eritrean refugees who live in Addis Ababa? If yes, how?

4. Refugee students face different challenges in University like (language, discrimination, cultural difference, psychological and other) how to minimize or solve this problem?

5. How do you see education policy of Ethiopia for refugee students and methods to improve Quality education for refugee?

6. What do you suggest for the Ethiopian government for the better protection of refuges education and employment right who live in Addis Ababa?

7. Many students stop their education to travel abroad and other problems, so how to decrease the number of drop out students and role of shareholders?

8. The Ethiopian government sign 1110/2019 refugee proclamation, refugees have right to work and other opportunities but they don't have work permit. what is the problem and how to solve this challenges?

9. What do You Suggest for improvement and key recommendation?