

**PROVISION OF EDUCATION FOR REFUGEES:
PRACTICES AND CHALLENGES OF PRIMARY AND
SECONDARY EDUCATION IN MAI AINI AND ADIHARUSH
REFUGEE CAMPS.**

BY

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This is to certify that this thesis prepared by Rediet Simie Negewo , entitled: Provision of Education for Refugees : Practices and Challenges of Primary and Secondary Education of *Mai Aini* and *Adiharush* Refugee Camps and submitted in partial fulfillment of the degree of Masters of Art in Educational Leadership and Management complies the regulation of the university and meets the accepted standards with respect to originality and quality.

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List of Abbreviations and Acronyms

ARRA: Administrative for Refugees and Returnees Affair

BPRM: Bureau of Population, Refugee's Migration

CVT: Center for Victim of Trauma

DICAC: Development Inter-Church Aid Commission

EOC: Ethiopian Orthodox Church

FGD: Focus Group Discussion

GOs: Governmental Organizations

HQ: Head Quarter

IRC: International Rescue Committee

JRS: Jesuit Refugee Service

MDGs: Millennium Development Goals

NGO: Non-Governmental Organization

OHCHR: Office of High Commissioner of Human Rights

PDES: Policy Development and Evaluation Service

PTSA: Parent- Teacher- Student Association

RCC: Refugee-Central- Committee

RRAD: Refugee and Returnees Affair Department

U.S: United States

UDHR: Universal Declaration of Human right

UN: United Nation

UNHCR: United Nations High Commission for Refugees

UNESCO: United Nations Education Scientific and Cultural organizations

UNHCHR: United Nation High Commissioner for Human Rights

ABSTRACT

Provision of Education for Refugees: Practices and Challenges of Primary and Secondary Education of *Mai Aini* and *Adiharush* Refugee Camps.

By

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The prime objective of this study was to examine the practices and challenges in the provision of primary and secondary educations for Eritrean refugees who have been residing in *Mai-Aini* and *Adiharush* refugee camps. The study employed both mixed research approach in concurrent design. The research design applied in this mixed approach was descriptive survey. Data mainly collected from primary source through questionnaire, and focus group discussion, and from secondary source document analysis was used. The study used simple random, purposive and availability sampling technique to select the 225 research participants. Descriptive statistics such as mean, frequency, percentage, standard deviation and inferential statistics like p-value were applied in line with written analysis. The sample size of this study was a total of 155 (79 male and 76 female) students and 52 (41 male and 11 female) teachers participated in the questioner, 24 participants from different organizations categorized in to three uniform groups participated in the focus group discussion. Following the above procedures the study confirmed that educational activities like provision of tutorial class, makeup class and distribution of educational materials were conducted by the school at students satisfaction level, more over continuous library service, Quiz contest also conducted well. On the contrary, lack of well equipped laboratory service, pedagogy service, ICT training, language training and absence of entertainment and absence of active co-curricular clubs were challenges of refugee student faced in their school. Activities like ensuring security of refugee students, assigning focal person from refugee community to follow educational progress of refugee students were properly carried out by camp administrators. On the reverse, the study revealed that awareness creation and community mobilization, reducing secondary movement, well organized guidance and counseling service, designing income generation program were activities not properly accomplished both by the school as well as the camp administrators. More over the study identified that peer influence, economic problems, lack of family care, lack of interest, hopelessness were major challenges of refugee students. Having identified the major findings of the study, recommendations were also made. To alleviate the problem of secondary movement, peer influence especial sensitization campaign should be organized for parents and care takers to aware the refugee community. Schools should create safe learning environment so that refugee students can be attracted by the school and spend much of their time in the school.

CHAPTER ONE

Introduction

Education plays significant role in any society. Some of its role is maintaining society's values and its cultural heritage and it serves as a key agent in social transformation (Christin, 2008). Similarly, education is a factor for social cohesion, mutual understanding, intercultural and interreligious dialogue and solidarity. It contributes to promoting the principle of equality between men and women and encourages the establishment of harmonious and peaceful relations within and among people as well defines and development of democratic society and culture (Council of Europe, 2002). Based on the above literature one can say that education has its own role in maintaining culture, and transforming social values and cultures.

Education is a right, like the right to have proper food or a roof over your head. Article 26 of the 1948 Universal Declaration of Human Rights states that “everyone has the right to education”. Education is not only a right but a passport to human development. It opens doors and expands opportunities and freedoms. It contributes to fostering peace, democracy and economic growth as well as improving health and reducing poverty. The ultimate aim of Education for All (EFA) is sustainable development.

1.1 Background of the Study

Education for refugees is necessary because it helps them in alleviating stress, and gives them hope and more information on how best to be prepared to meet their daily challenges. Also it serves as an information base for the new environment and its cultural orientation Malakpa (2005).. Under these perspectives, education can be considered as the single most developmental aspects that promote cultural and environmental concerns .In addition to this Mitler (2000) and Sommers (1999) claim that the absence of education generates severe crisis on refugee and displaced youths and children. Where there is no education and the children or youths are isolated, traumatizing memories prevail and a possible nightmare of fears and violence may be a part of their lives.

Children affected by disaster are in transition; in terms of thoughts and responses. The many happenings taking place in their lives require a remedy in order to calm down their minds. Education is important for them especially where there is breakdown of central control and hindrance towards accessing their national education systems due to man-made crisis and natural disasters UNESCO (2003a). Therefore, according to the above literature we can say that education plays an incredibly important role in the short-term and long-term effects on children during emergencies. It gives children a sense of security even when they are faced with chaos all around them and it is a tool that helps them get back on their feet towards the building of a better future.

As pointed out in UNHCR August 2014 report, Africa has taken the second largest share of the world's refugees next to Asia on a continuous basis. The refugee problem is quite visible in Ethiopia. According to the recent UNHCR'S refugee update report (UNHCR, Aug, 2014) Ethiopia has overtaken Kenya to become the largest refugee-hosting country in Africa, sheltering 629,718 refugees as of the end of August, 2014: Out of this 247,000(39.22%) of them are south Sudanese, 245,000(38.9%) of them are Somalis, 99,000 (15.72%)of them are Eritreans, and the rest 38,718(6.16%)of them are from other nationalities. Kenya, in comparison, hosts 575,334 registered refugees and asylum-seekers from different neighboring countries.

Tigray Administrative Regional Government is one of the ninth Regional States of Ethiopia, located in the northern part of the country. It hosts Eritrean refugees in four camps: *Shemelba*, *Mai-Aini*, *Adiharush* and *Hitsats*. Since most of the Eritrean refugees have settled in *Mai-aini* and *Adi-Harush* camps in *Tigray* region and a much smaller portion of the refugees is found in the Afar Region, this study is targeted on *Mai aini* and *Adi harush* camps.

The two camps that host refugees in the region particularly in the north- western zone are *Mai-Aini* & *Adi-harush* refugee Camps. *Mai-Aini* refugee camp is located about 1,150 km away from Addis Ababa across *Mekele*, about 390 km. from *Mekele* and 70 Km far from *Shire Endesilasie* Zonal town. It was established in May, 2008 by UNHCR in collaboration with ARRA.

Adiharush refugee camp is the new camp located 13km far from *Mai-Aini* Refugee camp and very near to *Mytsebry* town. The camp was established in 2010 by UNHCR and ARRA. As per the current population statistics of UNHCR, as of August,2014, more than 33,661 Eritrean refugees are hosted in the new camp.

Totally there are 52, 916 Eritrean refugee in the two camps 38,242 are males, 14,674 females and from this 8,133 (15.4% of the total population) are school aged children in the community from this population 5,202 (64%) are males and 2931(36%) are females. This shows that there are large numbers of refugee children who are eligible to primary and secondary education.

One elementary and one secondary schools have been constructed in *Mai Aini* camp. These schools constructed primarily aimed to respond the strong educational need of the Eritrean refugees. *Mai Aini* refugee secondary and preparatory school, in which Eritrean refugee students have been learning, is one of the schools founded by EOC-DICAC /RRAD in collaboration with ARRA and UNHCR in 2010/2011 G.C. EOC-DICAC is a local NGO completely funded by UNHCR and has been participating in the charity and developmental activities of the country. The church has been seen as vanguard in receiving and helping migrants and displaced people for more than 49 years.

IRC- *Mai Aini* primary school is another school which was constructed by the trilateral collaboration of UNHCR,ARRA and IRC in 2009G.c. IRC is an American NGO founded in 1933G.c at the request of Albert Einstein and participate in various humanitarian activities that works on Education, Sanitation, Water supply, Health, Child protection and GBV. The school program is managed by IRC with the fund secured by UNHCR and U.S. Department of State Bureau of Population, Refugee, and Migration (BPRM).

Mytsebry secondary and preparatory school is one of the governmental school in north western zone, *Tselemti* Wereda, Based on the Ministry of Education Guide- line and circular for all Regional Education Bureaus, all government schools should accept refugee students who have the capacity to join the required grade level; that is the reason why Eritrean refugees who have settled in the nearby *Adiharush* refugee camp have got

the opportunity to join this secondary school since 2010/11 academic year. It is EOC-DICAC-RRAD which took the responsibility to support refugees as a guardian and communicate with the school and other concerned agencies. Eritrean refugees acquired similar service from the school equally like the other national students.

ARRA- Adiharush primary school is the only school which provides education for Eritrean refugee in Adiharush camp. The school has been constructed by the bilateral collaboration of ARRA and UNHCR in 2011G.C .The school program is run by ARRA and financed by UNHCR.

The report of UNHCR, (Nov.2011), indicates even though, the organization strongly support education of refugees and vulnerable group of people, the program still suffer from various challenges. As per the report, school leaving of students, (especially, those female students), lack of quality teachers, institutional support and availability of resources are some among other things.

Even though the above problem is serious in all refugee camps of the world, it is too much severe in the selected camps. As far as the researcher's knowledge is concerned, enough research had not been conducted related to the practice and challenges of education in refugee camps. Hence, the present study was conducted to fill the knowledge gap related to the real educational practices and challenges of refugee students in *Mai-Aini and Adiharush* camps that gives asylum and protection to Eritrean refugees.

1.2 Statement of the Problem

According to (Rutter and Jones, 1998:90) “The best thing the school can do is to provide a secure and predictable environment in which the child can settle and learn. Education is highly prized among many refugees as leading to the skills that can be taken with the child”. Taking this as a spring board, someone can summarize that education is vital and especially in a refugee's child life. This is so because refugee children stand detached from their own country educational system and may not be opportune to receive the necessary care and attention from the host country and besides if they are not attended to education wise; they may become easy victim to violence and possibly recruited to

military gangs thereby unleashing terror in their home country as a form of revenge for them being refugees.

For refugee and displaced children, boredom and absence of education is a dangerous combination. It produces unstructured days where traumatizing memories remain, fears flourish, and violence is always possible. One method that refugees employ to address these problems is to start schools. Recruiting educators in their midst, refugee and displaced communities often organize makeshift schools for educating their children, often with little or no assistance from local or international agencies(Marc Sommers,2008).

According to the standards set by the convention on the rights of children, "every child has the right to education. The goal is free and compulsory primary education, secondary education: (general or vocational) available to all, and higher education on the basis of capacity" (UN, Art. 28, UNHCR, 1994, p. 47). Moreover, United Nation High Commissioner for Refugees Policy Development and Evaluation Service (PDES) claims that education is one of the highest priorities of refugee communities. Lack of high quality and protective education for refugees' stands in the way of meeting education for all goals of achieving durable solutions, and of sustainable development and reconstruction of home and host countries (UNHCR report, 2011).

According to Eva Ahlen (2010), UNHCR has education programmes in 97 countries, implemented by 200 international or national NGOs. However the agency has only two dedicated education posts, one at Geneva head quarter and the other in South Sudan. UNHCR has recognized serious gaps in provision and quality of its education support: one third of refugee children and adolescents are out of school in the 23 countries for which reliable data is available. The actual figure of refugee children not attending school is far higher, only a third of refugee students in secondary school are girls and less than two thirds of teachers in refugee schools have qualifications From this we can say that youths are facing major protection risks, refugee and host communities often fail to monitor the quality and safety of the education of their children.

Eritrean refugees have been living in *Mai Aini* and *Adiharush* camps for almost seven years, a number of children are born increasingly and the number of school aged children reaching to around 8,123 UNHCR (Aug,2014). With limited opportunities for learning coupled with other factors (for example poverty, lack of parental care, the resettlement dream. etc.) that are keeping them away from school. More specifically, there were no local research findings related to the topic conducted in Mai Aini and Adiharush refugee camps except Solomon (2013) emphasizing on challenges of secondary school female students participation. A large number of refugee children were out of school and spending their time in the camps. Therefore, this study aimed at identifying the actual educational activities practiced in refugee schools, discovering those drawbacks or impediments that tend to sway these children/youths from school or accessing schools and recommending possible solutions to the problems. Therefore this research tried to answer the following basic research questions:

1. To what extent do Eritrean refugee students get educational support and follow up from their schools and camps?
2. To what extent do educational facilities fulfilled to Eritrean refugee students both in their schools and camps?
3. What are the major challenges confronted by Eritrean refugee children and lead them not attending and/or completing primary and secondary school in *Mai Aini* and *Adiharush* camps ?
4. What kinds of interventions or solutions are needed to overcome these Challenges?

1.3. Objectives of the Study

This study has the following general and specific objectives

1.3.1 General Objective

The general objective of this research was to examine the practices and challenges in the provision of primary and secondary education for Eritrean refugees who have been living in *Mai Aini* and *Adiharush* camp.

1.3.2 Specific Objectives

1. To examine the major educational activities practiced in primary and secondary Schools of *Mai Aini* and *Adiharush* refugee camps.
2. To seek and identify information on the challenges faced by Eritrean refugee children and youths as they endeavored entering the school systems at the *Mai Aini* and *Adiharush* refugee camps in north Ethiopia.
3. To recommend possible solutions which can improve the educational practices in? refugee camps and curtail challenges in which Eritrean refugee students face .

1.4 Significance of the Study

The significance of this study therefore was to:

1. Help various organizations and/or agencies working with refugees to use this study as a base or foundation that they can devise a means or design programs that resolve the educational problems so that the enrolment rate and academic performance of refugee students can be enhanced.
2. It also gives insight for the researchers who would be interested to conduct a study in the area.
3. It also supportive for schools and refugee community to indicate the existed gap so that concerned bodies can give possible remedies
4. Provide educators with a better understanding of the larger contexts of refugee students' schooling like their backgrounds, life and family circumstances, pre- and post-migration experiences, barriers to social integration, acculturation, and educational success, and what educators, and service providers, can do to meet the challenges of educating refugee students.

1.5 Delimitation of the study

The scope of the study was bounded at two refugee camps, namely Mai-Aini and Adiharush refugee camps with two primary and two secondary schools. A total of 1550 students have been registered in the targeted schools, of which 849 are male and 701 are females. The study was confined to regular grade 5-12 students because it was believed by the researcher that first cycle primary school students lack the knowledge and endurance to give appropriate responses for all questions included in the questionnaire.

Furthermore, the study was delimited on exploring the actual educational practices in the two refugee camps and challenges refugee students faced. These schools were chosen as a research area because; first the researcher has been working there for the more than four years and it is the researcher's residence area. Secondly, the researcher has close personal relationships with the staff members at the research site which created a good opportunity for the researcher to administer and collect the data in a more conducive manner. This all made him experienced on the targeted problems.

1.6 Limitations of the Study

In the process of conducting this study, there were three situations which challenged the researcher. The first was shortage of recently published books on refugee education and its challenges, the second one was absence of more detail data such as information about the total refugees who are eligible for primary and secondary school education, and the last one was shortage of time. Even though the above situations were challenges in conducting this research the problems were minimized due to the priceless support that I got internet and library service from UNHCR offices.

1.7 Definition of Key Terms

In conducting this study the researcher used some terminologies frequently. Therefore, to make the research more understandable and link with targeted groups the operational definitions of some terms in this particular study were given below:

Refugee : is a person who has fled or been expelled from his or her country of origin because of natural catastrophe, war or military conscription, or fear of religious, racial, or political persecution.

Refugee Camps: is a place where refugees are living together in the hosting country.

Asylum: is a protection and immunity from extradition granted by a government to a political refugee from another country.

Culture: is shared beliefs and values of group; the beliefs, customs, practices, and social behavior of a particular nation or people.

Challenge: Physical, psychological or economic barriers that hinder the continuity of some activities.

Asylum seekers: are persons who have applied for asylum or refugee status, but who have not yet received a final decision on their application. The concepts of refugee and asylum seeker imply involuntary leave.

Migrants: are people who make a voluntary, planned choice to leave their country to start a new life in a new country and can return home if they choose to do so.

1.8 Organization of the Study

The research has five major parts. Chapter one deals with the introductory part, which comprises background of the study, statement of the problem, objectives of the study, basic research questions, significance of the study, definition of terms, and organization of the study. Chapter two has presented review related literature. Chapter three explains the design and methodology of the study. Chapter four emphasized on the presentation, analysis and interpretation of data. Finally, chapter five deals with summary, conclusion and recommendations.

CHAPTER TWO

Review of Related Literature

2.1 Historical Overview of Refugee Camp Education

For over 50 years, there have been Tibetans and Palestinians living in countries they do not call home; they are the dispersed, the dislocated, and the exiled. In 1950, with the continued hopes of solving the refugee problem in Europe fairly quickly, the United Nations General Assembly established the United Nations High Commissioner for refugees Sean (2005).

The following year UNHCR produced the Convention Relating to the Status of Refugees, which defined ‘refugee’ as :Any person who, as a result of events occurring before 1January 1951 and owing to a well-founded fear of being persecuted for reasons of race, religion, nationality or political opinion, is outside the country of his nationality and is unable or, owing to such fear or for reasons other than personal convenience, is unwilling to avail himself of the protection of that country. There has been considerable debate over this definition of refugee, much of which has stemmed from the phrase ‘a well-founded fear of being persecuted’ and from the fact that, in order to qualify as a refugee, one must be ‘outside the country of his nationality, University of Toronto (2005).

2.2 The Right to Education

“One of the most single weapons that silence poverty and ignorance is education. 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 responsible to a just cause. Due to the important nature of education, the United Nations and other humanitarian and aid agencies have attended and ratified series of conferences aimed at supporting education and encouraging independent countries towards the provision of education for its citizens.” From this literature we can say that education is not only a right but it is more than this because it is a key for every locked door and this activity is compulsory to human as well as economic development.

2.2.1 The 1948 Universal Declaration of Human Rights (UDHR)

In its advocacy towards the child's rights to education, it is enshrined in the 1948 Universal Declaration of Human Rights that a child should have free access to compulsory elementary education and such education should be directed towards the full development of the human personality taking into consideration the respect for human rights and fundamental freedoms. The right to education is laid out in the Universal Declaration of Human Rights and subsequent human rights instruments. Article 26 outlines the right to free and compulsory education at the elementary level and urges that professional and technical education be made available. As it is mentioned above the declaration states that education should work to strengthen respect for human rights and promote peace.

2.2.2 The 1951 Convention Relating to the Status of Refugees

Another important document that outlines refugee children 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. In most instances, beyond primary school, refugee children are treated as other aliens, allowing for the recognition of foreign school certificates and the awarding of scholarships before they are accepted in countries where they are seeking refuge (UNHCHR, 1951).

2.2.3 The 1966 Covenant on Economic, Social and Cultural Rights

The States Parties to this Covenant recognize the right of everyone to education. They agreed that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agreed that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace. From this literature we can say that the covenant goes on to call for basic education to be made available to those who have not

received or completed primary education. Emphasis is placed on improving conditions and teaching standards as well (UNHCHR, 1966).

2.2.4 The 1989 Convention of the Rights of the Child

Article 28 of The Convention on the Rights of the Child of 1989 calls for states to make primary education compulsory and free to all, and to encourage the development of accessible secondary and other forms of education . In 1989, the rights of children and adolescents to education were strengthened under the Convention on the Rights of the Child. This Convention requires nations to be responsible for the education of all children within their territories, regardless of status, thereby including refugees and asylum-seekers under the age of 18 years.

In other instances, the right of refugees to primary education has been acknowledged but the right to secondary education denied or weakened. The Convention on the Rights of the Child requires the international community to assist those countries that fall short of this responsibility in meeting this goal. This is mostly significant when there is a crisis situation and during the time of reconstruction. This process also implies states must be willing to accept assistance or aid in meeting the education concerns of emergency-affected children and adolescents, if they are not in a position to meet these needs themselves (UNHCHR, 1989).

Emergency educational assistance should be provided quickly, so that simple education activities can begin as soon as basic shelter, health and food supply mechanisms are in place (UNESCO, 2003a). Therefore from this we can summarize that the combined resources committed by the international community, the country concerned and the emergency-affected population should be sufficient for emergency education to function effectively and meet the learning needs of emergency-affected students.

2.2.5 Education for All (EFA)

Most of the world's governments have committed themselves to EFA's goals, articulated and reaffirmed at the 1990 World Conference on Education for All in Jomtien and the

2000 Dakar World Education Forum. One of the Dakar Goals is to ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to and complete free and compulsory primary education of good quality.

2.3 Education During Emergency

When disasters or conflicts engulf a group of people, so is the burden of new problems. Education is then considered as a distant objective and seen as a luxury for the disgruntled people who may be in need of emergency food and shelter. But education is not a luxury. Education in a crisis situation is important in that it helps in the restoration of hope and dignity to a group of people frustrated from disaster. It can stimulate and is a basic right; and has a unique place in every culture and provides links with the past as it enables us to face the future and participate in its creation (Slaus, Slaus-Kokotovic & Morovic, 2004). Children are always in a state of development and are eager to be represented in events as they unfold. They are quickly absorbed by events when days of insecurity remain.

Children affected by disaster are in transition; in terms of thoughts and responses. The many happenings taking place in their lives require a remedy in order to calm down their minds. Education is important for them especially where there is breakdown of central control and hindrance towards accessing their national education systems due to man-made crisis and natural disasters (UNESCO, 2003a; Nicolai, 2003). Therefore according to the above literature we can say that education plays an incredibly important role in the short-term and long-term effects on children during emergencies. It gives children a sense of security even when they are faced with chaos all around them and it is a tool that helps them get back on their feet towards the building of a better future.

2.4 Opportunities and Challenges in Educational Contexts for Refugee Youth and Teachers.

The research literature consistently reports that youth from refugee backgrounds and their families place a great deal of importance on education (Kanu, 2008; Rummens & Dei, 2010). Moreover, several studies noted that schools were the places where these youth

most wanted to be (Rummens et al., 2008; Stewart, 2011). However, when youth from refugee backgrounds arrive in host country schools, they often face experiences of marginalization and exclusion (Kanu, 2008; Rummens & Dei, 2010). Further, a large number of youth who have come from refugee backgrounds fall through the cracks of an educational system that is not adequately equipped to meet the “unique social and psychological needs of these students and they are not provided with an appropriate education” (Stewart, 2011, p. 6). 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 as they go through pre, trans and post migration.

2.4.1 Challenges Specific to Refugee Students

This section discusses what the literature says about challenges specific to refugee students as they go through three stages of migration and changing ecologies (pre-migration, trans-migration, and post-migration).

According to Gonzalez-Ramos and Sanchez-Nester (2001) refugee children experience loss and separation from all concepts of familiarity and their homeland, all of which contribute to a difficult resettlement process in their new country. Accordingly, to allow refugee students to maximize their potential, teachers must recognize these possible educational barriers. Therefore as it is well explained in the literature a better understanding of refugee parents’ situation (e.g., parents’ preoccupation with economic survival and cultural differences in expectations about parental involvement with the school) will reduce misunderstanding between parents and teachers and administrators and develop better community relations.

2.4.1.1 Psychosocial Challenges

The challenges faced by youth 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 school or in the community, interruptions in past educational experiences, and the failure on the part of the school to

recognize past knowledge and educational attainments (Rossiter, 2009;Rummens & Dei, 2010). From the above literature we can conclude that students who are from refugee community face adaptation, acculturation and past experience recognition problem and hence schools should set strategy so that they can address such kinds of problems through psychosocial support.

Depending on the culture, life experiences, and refugee camps students are coming from, they may, as Kanu (2008) finds, have a “fear and distrust of authority figures like teachers” (p. 924). This could be due to a wide variety of life experiences in which adults or authority figures were responsible for, or connected to, some of the violence or trauma in their lives. Hence schools should arrange open discussion situations so that refugee students have positive attitude towards their teachers and work with them in a near distance.

2.4.1.2 Economic Challenges

As examined through the theoretical lenses of Portes and Rumbaut’s (2001) and Brofenbrenner’s(2005) contextual factors (e.g., cultural and economic barriers),the research data suggest that lack of economic resources available to the refugee students and their families posed a severe challenge for social integration and educational success for the students.

Adreinne Ingram (2010), found out that refugee students left their education for the very shortage of support given by UNHCR. The researcher confirmed that food, clothing and utensils supported to refugee students are insufficient that students are pulled to dropout their education.

Yatta Kannu (2008), indicate that among many other things, economic problems are chief factors that cause dropout of African refugee students adversely affected their ability to integrate and cope well in school. Therefore, students compelled to leave their education. As the study point out, these refugee students are suffer from food shortage, school fee and clothing, which led them to cease their education.

2.4.1.3 Lack of Continuous Follow up

UN joint assessment mission for Sudan (2005), states that society attitude to education severely affected students to continue their education .As the report, half of the dropout students left the school due to no comment or no advice of their guardians .As the document of UN joint assessment mission for Sudan, among 1.4million school age children, less than 400,000 were enrolled in school at the end of 2003. 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.

Additionally, the above report stated that separation from family have highly disrupted education for Sudanese students. Moreover, Sudanese refugee students face inadequate medical supplies and food shortage that result for dropout and school leaving. Based the above literature we can articulate that refugees are sufferers of lack of well organized counseling service ,absence of income generation strategy.

2.4.2 Opportunities and Challenges for Teachers Working With and For Refugee Youth.

Depending on the situation in their home countries, students coming from refugee backgrounds may “have experienced war and economic devastation, and face daily the negation of their languages and cultures in a new society” (Hones, 2007, p. 9). It is therefore important that when teaching students especially those from refugee backgrounds to ensure the school is a welcoming place for students to continue to grow as learners, feel valued and welcomed, and build individual identities (Dooley, 2009; Hones, 2007; Kanu, 2008; Stewart, 2009).

Similarly, Tilleczek (2008) points out, “School is an important key to unlocking inherent potential, useful predictor of subsequent life outcomes , for refugee youth, a useful indicator of successful integration within the receiving society” (p. 76). Hence in order to ensure that students from refugee backgrounds are successful, it is important to include them, as much as possible, in all activities of the learning community.

Strekalova and Hoot (2008) state that it is important for teachers to: recognize barriers encounter following a history of traumatic experiences prior to their arrival in this new

country. Those barriers include the challenge of identifying themselves in a new cultural context, facing discrimination from culturally inexperienced people, living in families with lower socio-economic status or without family, and conflicts with their traditional cultural values. (p. 24) .It is important that teachers are sensitive to the students' experiences if the students are to experience success. Therefore teaching refugee students requires a whole new set of skills and tools and can be a discouraging task to teachers already working in classrooms that contain a variety of learning abilities, needs, and styles.

A further challenge to teachers, according to Sutner (2002), is that “in addition to refugees' typical challenges, grasping a strange language, fitting into new social circles, and learning a different culture's customs, refugee children often contend with a host of psychological problems” (p. 37). Therefore from this literature we can understand that teachers who are working with these students not only have to provide language instruction, they must also “attend to cultural and social needs” of the students.

2.4.2.1 Educators are not familiar with the Needs of Refugee Students

When teachers receive refugee students into their classes, who are different than themselves, and are not experienced or prepared to deal with them. Therefore, when working with refugee students, they often rely on stereotypes and fail to capitalize on the children' areas of strength. As emphasized by Taylor and Sidhu (2012), understanding the reasons why people are forced to escape their country of origin, and the barriers to social inclusion for young refugees, is crucial for educators.

As stressed by Roxas (2011), an important priority for teachers today is to provide an education program that is responsive to the different cultures represented in their class. This is a challenging task for teachers since refugee students enter their classrooms with many learning needs and are at varying degrees of English language proficiency. Often, educators are not comfortable and ready to support refugee students in coping with frustration and stress.

As Loerke (2009) suggests, it is essential for teachers to receive mentoring and in service training on the best education practices to ensure refugee students are integrated successfully into school. Training teachers will increase their knowledge and understanding of the challenges experienced by refugee students.

In discussing the lessons learned from their study, Adams and Kirova (2007) reflect on the need for providing teachers with continued learning opportunities in order to better understand and support refugee youth in their classroom. Realizing the challenges refugee students face in school and the lack of teachers experience in dealing with those challenges, some ministries of education are stressing the importance of providing educators with mentoring and professional learning opportunities. Therefore, refugee students might work and learn with different educators during the school day, presenting an additional challenge for these staff members since they have to collaborate together to best support these children.

As suggested by Roxas and Roy (2012), there is a need for more communication between relocation agencies, family support staff, school administration, teachers, and parents. School professionals, including the principal, vice-principal, teachers, counselors, student support staff, and settlement workers are required to work together as a team to meet the needs of refugee students.

2.5 Educational Interventions Specifically Designed for Refugee Students

The following section discusses what the literature presents as effective educational interventions directed towards refugee students. First, I present what the literature states are effective strategies for addressing the challenges experienced by refugee students, followed by strategies that aim to respond to the challenges experienced by refugee students in the school and classroom community.

Refugee children come to their host country with a feeling of anticipation of the unknown (Gonzalez-Ramos & Sanchez-Nester, 2001). Many refugee children arrive carrying some form of traumatic experience and loss, hoping for a second chance. With the consideration of pre-, trans-, and post-migration factors that affect the refugee child's

adaptation into a new country, educators can and should design a school learning environment that supports the education of refugee children. Since schools are where a large portion of a refugee child's day is spent, it is important to ensure that these students are provided with a safe learning environment that helps them in their adaptation into a new community (Suarez-Orozco , 2001).

In this literature review, I define a safe learning environment as one where effective teaching strategies are implemented at the classroom and school-wide level, as well as brought up through professional development practice. The following section provides a description of the pedagogical recommendations for teachers that focus on meeting the diverse needs of refugee students. All came from a review of the existing literature. I have structured the strategies into the categories of classroom-based instruction (focus on individuality, home language preservation, and representation in the curriculum), school-wide pedagogical approaches (implementing family and community involvement, and activities and support services), and professional development.

2.5.1 Classroom-Based Strategies

This section reviews what existing literature says about how educators can support the learning of refugee students through classroom-based strategies. The subsections review the importance of responding to students as individuals, preserving the home language, and representing student culture and values in the classroom curriculum. Within each subsection, a critical review of the teaching strategies is presented.

2.5.1.1 Importance of responding to students as individuals.

There is not one refugee experience'. When teaching and interacting with refugee students in the classroom, teachers must bear in mind that each student brings a unique set of experiences that affects her or his life post-migration. Gonzalez and Darling-Hammond (1997) say that refugee students certainly face a lot of the same challenges in the school; however, teachers must view refugee child as a unique member of his or her school community, as well as an individual member of his or her own cultural group.

Researchers Dunn and Adkins (2003) and Gonzalez and Darling-Hammond (1997) underscore that educators must avoid making generalizations and assumptions about the needs of a student; when considering solutions and supports with which to provide the student, the teacher must consider the student independently of everyone else. Schooling prior to migration, degree of trauma, and degree of difference between the home culture and the dominant culture are some of the factors they say that must be taken into consideration with each refugee child.

Dunn and Adkins (2003) suggest that an appropriate way of discovering some of this specific personal information is through conversation with the child's parent(s), with the aid of an interpreter. Although this strategy of communication with parents may be useful in both obtaining information about the child and building a relationship with the parents, some parents may not feel comfortable discussing personal matters such as the child's degree of trauma with someone whom they hardly know.

2.5.1.2 Home Language.

This section describes the ways that the literature says teachers can create opportunities for refugee students to use their native language in the classroom as an aid towards developing second language fluency. Educators should promote a bilingual environment where refugee students are encouraged and allowed to maintain their first language skills, while at the same time learning the English language.

Gonzalez and Darling-Hammond (1997) recommend that teachers encourage students to use their native language as this use will allow them to share and acquire information in the classroom during the course of their academic work. Suarez-Orozco (2001) say that the best predictor of successful second language acquisition is the mastery of vocabulary and linguistic skills of the first language. On the contrary, when the child's proficiency in the first language is not advanced and therefore cannot act as an aiding factor in second language acquisition, steps must be made to ensure that the child is given opportunities to develop her or his native language skills in the presence of a native speaker.

Walqui (2000) strengthen the above idea by saying that teachers should encourage students to use their native language to assist (and potentially tutor) each other inside and

outside of class, in their writing for class assignments, and in their social interaction. He also recommends that teachers and assistant interpreters use the native language as a way to check for comprehension, to explain activities and to provide instruction, and to interact socially with the students.

2.5.1.3 Representation in the Curriculum.

The following section discusses the reasons in the literature as to why it is important for teachers to represent all of their students in the classroom curriculum. It is vital that all students in the classroom, including those coming from minority backgrounds, see themselves represented in the curriculum both on a visual degree and a knowledge base degree (Campey, 2002). From this we can say that learning flourishes when content is relatable with the students needs and level of understanding.

Students learn best by building on previous knowledge and understanding. Walqui (2000) postulates that if refugee students realize that their existing knowledge is being represented and valued in class, a sense of both trust and competence is established that will motivate them in the classroom. Furthermore, teachings and resources that fail to be contextualized to the student's centre can be hard to grasp and understand. Therefore teachers should perform simple adjustments such as adding images to which refugee students can relate so as to help them understand the written text.

Therefore one suggestion I have is that teachers should deliver culturally representative knowledge by using their students as teaching resources in the classroom – e.g., by having the students share and teach about their own culture through pictures, stories, or words. Several other strategies exist to help make classroom curriculum relatable to students; teachers must make sure that they use them.

2.5.2 School-Wide Pedagogical Strategies

When refugee students enter a foreign education system, they not only walk into a classroom but they enter an entire new school community. Therefore, a school-wide approach must be developed to meet the needs of this diverse population (Schoorman & Jean-Jacques, 2003). School-wide initiatives are particularly useful at a time when

teachers are experiencing time and resource demands. A solution to these demands thus is to utilize strategies that involve the whole school and still have a particular benefit for refugees' children. The following sections present the idea that schools must implement pedagogical strategies that will prove effective for the adaptation and academic growth of these children.

2.5.2.1 Community Involvement.

This section focuses on Schoorman and Jean-Jacques' (2003) work which contend that educators ensure involvement of parents and members from the refugee community both in the classroom and in the wider school system. They believe that it is important for educators to build a broad based community network; this network facilitates the bridging of the home-school gap. This gap presents itself at times when the parents of the refugee student are unfamiliar with the host country's education system and language.

Schoorman and Jean-Jacques suggest that the most effective way in incorporating the community is for the school (as well as other agencies such as churches, health clinics, and migrant resource centers) to form after- school tutoring programs. The school's role is to provide tutors for these students from community volunteers or paid tutors. From the literature we can conclude that community involvement builds a strong sense of community and understanding among teachers, parents, and their children. Parents are valued participants in their children's education and, consequently, the school must make strong efforts to ensure that proper communication and understanding are taking place between the educator and the parent.

Campey (2002) took this idea to mean that the school must hire an interpreter or translator who is present for parent-teacher interviews, and one who is able to translate important school documents. But often large differences exist between refugee parents and teachers regarding parental involvement in the student's schooling; teachers express that they are not getting the support and involvement that they would like from the parents of their refugee students (Suarez-Orozco & Suarez-Orozco, 2001).

Therefore Open communication between educators and parents of refugee students is crucial to successful adaptation of students into the school. A number of these school-

wide pedagogical suggestions point to schools providing translating services for their teachers and parents of refugee students. I suggest that schools recruit other family members who live in the host community and who are familiar with the language to assist in translation, at least in the student's beginning stages of adaptation.

2.5.2.2 Activities and Support Services

This section introduces what the literature describes as a range of activities and support service programs that the school must implement on a school-wide level to enable the successful adaptation of refugee students into the school system.

Campey (2002) says that it is essential that the school recognizes and celebrates the cultures representative of their students, provides translation for school documents, and hires teachers, supporting staff, and administrative staff who reflect the languages and cultures of the student population. These school initiatives will provide refugee students and their parents with a welcoming and optimal learning environment. Furthermore, he contended that, in order to demonstrate their respect of the cultural and religious values of some immigrant groups, schools should accommodate to students' specific nutritional requirements, ensure that the school clothing code accommodates religious attire, and provide a space for prayer and other religious practices.

Tong, Huang, and McIntyre (2006) recommend that the school initiate a buddy system whereby newly arrived immigrants are paired with another student with whom they can relate. They say that this form of school-wide practice fosters a positive education environment. Unfortunately, some of these strategies can prove difficult to implement. If for example a school has 40 different cultures and nationalities, representing all of the cultures equally and finding staff who reflect all 40 cultures is challenging. Also, schools need to be prepared for that notion that some of the accommodations made for the diverse range of cultures in the school may affect other school practices. For example, a dress code may impact certain groups' participation in physical education. Schools can take another step towards the accommodation of refugee students by setting up student outreach centers that provide counseling, tutoring, and other support service (Tong, Huang, & McIntyre 2006).

Multicultural awareness through active promotion and enforcement of policies Campey, (2002), and by formation of culture clubs that promote student awareness, tolerance, and celebration of cultural and linguistic differences (Tong, Huang, & McIntyre, 2006), are critical in providing an inclusive learning environment. The literature does provide many possibilities by which a school can work together to create an environment of opportunity for success, growth, and adaptation for refugee children. Some of these recommendations may prove unfeasible; but all should be at least considered at the school level.

2.5.3 Teachers Professional Development

This section focuses on what the literature says about the professional development of its educators in meeting the pedagogical needs of refugee children. I suggest that, under the regional legislation, part of the professional development of educators must focus on training teachers of students to embrace an asset-recognition‘approach.

Gonzalez and Darling-Hammond (1997) define an asset-recognition‘teaching approach as one that recognizes refugee students for the strengths in skills and diversity that they bring into the classroom, as opposed to focusing on their lack of the English language or misunderstanding of the dominant culture.

Gonzalez and Darling-Hammond (1997) present the notion that educators are often unaware of their misconceptions and own lack of self-knowledge, that act as impediments for their diverse student body. They suggest that professional development for teachers should include discussion of: approaches in developing student competency in the instruction language; forming knowledge of the cultures and backgrounds of students; developing and teaching a curriculum that is representative of the students in the class; and establishing a caring, welcome, and open environment for immigrant students that works toward optimal academic success, and social and cultural adaptation.

I acknowledge that making teachers culturally aware and sensitive is quite broad and all encompassing, and could take years to accomplish, particularly with staff turnover. So, what I recommend is to present these professional development criteria as part of a long-

term goal aimed at the development of a pedagogy that is responsive to the needs of immigrant students.

2.5.4 Safe and Healing Learning Environment

This upcoming section reviews the literature on effective pedagogical practice for refugee students. Suarez-Orozco (2001) describe some pedagogical practices appropriate for the teaching of refugee students. Appropriate practices that schools and teachers must implement to create opportunity for refugee children include: positive leadership and staff morale, high academic expectations for all students regardless of their background, high recognition and respect placed on students' language and culture, and a safe and orderly school environment.

Hamilton and Moore (2001) emphasize that teachers must create a safe environment; this is particularly important when considering the loss and trauma with which many of these children come into contact.

It is only over the last decade that education has come to be included among the standard responses to humanitarian emergencies, and little is known about its longer term impact or consequences. Most acknowledge that schools built in response to war or disasters are extremely difficult to establish and maintain given the weakness of state institutions, the insecurities of their surroundings, and the unavailability of safe school buildings, qualified teachers, relevant curriculum, or the finances to cover the recurrent costs of (re)building and maintaining a school system. When formal schools do emerge in these settings, they tend to have extremely high rates of grade repetition, dropouts (especially girls), and teacher truancy (UNESCO, 2010). These schools typically have overcrowded, multi-age, and multi-lingual classrooms serving students who are former soldiers, malnourished, deeply impoverished, and displaced.

CHAPTER THREE

The Research Design and Methodology

3.1 Research Design and Method

The choice between quantitative and qualitative research methods should be determined by the research questions, not by the preference of the researcher. To conduct this study both quantitative and qualitative approaches (mixed approach) was applied in concurrent design. The basic premise of using this method is that such integration permits a more complete and synergistic utilization of data than do separate quantitative and qualitative data collection and analysis, moreover, qualitative data is complementary for quantitative data (AHRQ, 2013)..

The aim of the quantitative research method is to test pre-determined hypotheses and produce generalizable results using statistical methods; the results of quantitative analysis can confirm or refute hypotheses about the outcome of a problem and ensuing needs of the affected population (ACAPS, 2011).

Qualitative methods of research and analysis provide added value in identifying and exploring intangible factors such as cultural expectations, gender roles, ethnic and religious implications and individual feelings (ACAPS, 2011).

The study employed descriptive survey research design since it is crucial to collect information to analyze the major challenges that refugee students face and to identify integrated activities implemented in the camps and schools because descriptive survey study is used to describe an intervention or phenomena and the real life context in which it occurred (yin, 2003).

3.2 Sources of Data

To conduct this study the researcher used both primary and secondary source of data

3.2.1 Primary Source of Data

The primary data was collected through questionnaire from teachers and students and focus group discussion (FGD) from principals and their deputies, chair persons of women

associations, members of RCC, PTSA, student councils, department heads, unit leaders and educational focal persons of UNHCR and ARRA.

3.2.2 Secondary Source of Data

The secondary data was gathered from relevant document of selected schools, government and non-governmental offices such as ARRA, EOC-DICAC-RRAD, UNHCR annual plan and Education Strategy for 2012-2016), useful information from some relevant websites were also served as additional source of data.

3.3 Sample and Sampling Techniques

3.3.1 Sample

As data gathered from *Mai-Aini* secondary school, IRC primary school, EOC-DICAC/RRAD *Mytsebry* coordination office and *Adiharush* primary school reported in 2014/15 academic year, the total number of refugee students in the targeted schools were 1550: 849 males and 701 females. From these students a total of 155 (10% of the total population) refugee students i.e 79 male and 76 female were included in the study.

A total of 110 school teachers, (99 male and 11 female) have been working in the targeted schools. All the 40 (34 male and 6 female) teachers teaching in *Mai Aini* primary school, *Mai aini* Secondary school and *Adiharush* primary schools were included in the study using purposive sampling technique. From *mytsebry* government school 12 teachers were included in the sample; 7 male teachers selected by using random sampling technique and the remaining 5 female teachers were selected using availability sampling technique. Among all the 110 teachers teaching in the targeted schools 41 male and 11 female teachers were selected as a participant in the teachers' questionnaire; a total of 52 (47.3%) teachers were sample of teachers' population.

In addition to the above figure, to obtain wider information from the research site, 3 principals and their deputies, 2 chair persons of women associations, 2 members of RCC, 3 members PTSA, 3 student councils, 3 department heads, 3 unit leaders and 2 educational focal persons of UNHCR and ARRA. Totally 24 distinct individuals were participated in individual FGD and categorized into three uniform groups comprised 8 members. From the 24 FGD participants 3 department heads and 3 unit leaders also

participated in the teachers' questionnaire because in the teachers' questionnaire all teachers who are teaching in refugee schools were included. The participants for focus group discussion (FGD) were selected using purposive sampling technique based on their back ground knowledge and awareness on the research topic. The total sample size of the study was 225.

2.3.2 Sampling Techniques

The targeted population consisted of students and academic staff of Mai-Aini Primary school, *Adiharush* Primary school, *Mai-Aini* and *Mytsebry* Secondary and preparatory Schools, member of PTSA, members of RCC, chair persons of women association and education officers, principals with their deputies. The researcher chose these camps purposively because he has been working with these communities for more than four years and he also has the exposure to see the educational activities and challenges existing in the area. Therefore, it was easy to get adequate and relevant information.

Various sampling techniques were applied to select different groups of research participants: With regard to students, random sampling technique was applied to select the research participants. In line with this situation, (Frerichs, 2008) claims that simple random sampling used to cull a small size from a large population and use it to research and make generalizations about the large group .

Concerning teachers; all 40 (34 male and 6 female) teachers who have been teaching in *Mai-Aini* primary school, *Mai-Aini* secondary and preparatory school and *Adiharush* primary schools were included in the study for two reasons. Firstly the teachers are spending their much time with refugee students, so it let them know information in-depth about educational practices in refugee camps and challenges of refugee students, secondly the size of the teaching staff lower than that of government schools. 5 female teachers of mystery government secondary and preparatory schools were included in the sample using purposive sampling technique and 7 male teachers of mystery government secondary and preparatory schools were included in the sample using random sampling technique because the group was homogenous and simple random sampling used to cull a

small size from a large homogenous population and use it to research and make generalizations about the large group (Frerichs, 2008).

Directors and their deputies, education officers of ARRA and UNHCR, chair persons of women associations were chosen using availability sampling technique. Members of PTSA, RCC, department heads, unit leaders, student council were culled using purposive sampling technique based on their knowledge about the research topic because purposive sampling is judgmental sampling that involves the conscious selection by the researcher of certain subjects or elements to include in the study (Marshall, 1996). 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.

3.4 Data Gathering Tools

In order to collect the required data, questionnaires, focus group discussion, and document analysis were used. These were done with the fact that the application of triangulation and complementarities would yield more affluent data.

3.4.1 Semi-Structured Questionnaire

In this study, the researcher prefers questionnaire and was distributed for students and teachers of the selected schools. The questionnaire was consisted of open and close ended questions. Close ended questions were managed for collecting the quantitative data; whereas the open ended one was focus on collecting qualitative data. Questionnaires were prepared for students which was written in English and translated in to Tigrigna so as to trim down language barrier. The questionnaire was tested prior to the data collection process on the spot from where the data is collected in order to make that the instruments that were applied content reliable and valid.

3.4.2 Focus Group Discussion

According to Escalada and Heong (2006), The focus group discussion (FGD) is a rapid assessment, 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. Three distinct FGD group were prepared and each group consisted of 8 members.

Directors, vice directors, department heads, unit leaders, students' counsels, members of PTSA, chair persons of women association, education focal persons of ARRA and UNHCR and community representatives were participated on FGD. The discussion guided by a moderator or facilitator who introduced the topic, asked specific questions, controls digression and stops break-away conversations. She/he was made sure that no one dominated the discussion whilst trying to ensure that each of the participants makes a contribution. The discussion was recorded using note book.

3.4.3 Document Analysis

Documents were used as sources of data include: the UNHCR Education Strategy 2012-2016, ARRA annual report, statistical information from the target school (number of students, availability and adequacy of educational equipments and materials like text books, reference), daily attendance of the schools, and other related materials were gathered and analyzed from each school.

3.4.4 Method of Data Analysis

Since the study follows both quantitative and qualitative approaches. In analyzing the data different statistical techniques and procedures were used. Initially, the data collected through questionnaire were coded and inserted into SPSS version 20 for analysis. Then the mean and standard deviation of the two groups of respondents (teachers and students) were identified and analysis was made using mean value and cumulative mean value. To examine the difference of the views of the two groups of respondents up on different practices and challenges a test of significance has been carried out using p-value. Accordingly, if a calculated p-value is greater than 0.05 significant levels, there is no statistically significant difference between the views of the two groups of respondents, while if the calculated p-value is less than 0.05 significant level, there is statistically significant difference between the views of the two groups of respondents. The qualitative data followed the following procedure: during each focus group discussion

the researcher wrote note in a note book .The same day as the interview take place, the notes were rewritten in full sentences by adding commentary. Expanded notes during focus group discussion were coded by the researcher. The coding was done below the expanded note. Structured type of FGD was re-written rather than tabulated and analyses by hand. The 3 focus groups were coded as follows group A with members A1, A2,A3,A4,A5,A6,A7and A8, group B with members B1,B2,B3,B4,B5,B6,B7and B8 and group C with members C1,C2,C3,C4,C5,C6,C7,and C8.

3.6 Pilot Test

Pilot test was conducted for checking the appropriateness and clarity of the instruments and for identifying the proper ways of administering the instruments. In order to minimize sampling errors during the major study, 40 (12 from grade 5 and 6, 15 from grade 7 and 8,10 from grade 9 and 10 and 3 from grade 11) students in which the number of males and females were almost kept equal were randomly selected from Mai Aini secondary and preparatory school and , Mia Aini primary school located near to Mai Aini refugee camp in the pilot test for responding the questionnaire.

The participants of each grade level were gathered into three separate classes. Explanations were given by the researcher about the purpose of the study, the directions, and the way of responding to items of the questionnaire. Moreover, they were informed that they could ask further clarification for any vague item(s) during the process. After the responses of the participants were collected, each questionnaire was checked whether or not it was properly responded. Thus, 3 (one grade 6 and two grade 8) students were excluded because they failed to fill-in the questionnaire properly.

Therefore, only the responses of 37 (11 grade 5 and 6, 13 grade 7and 8,10 grade 9 and 10, and 3 grade 11) participants were analyzed for piloting the instruments. The pilot responses obtained through the questionnaire were analyzed statistically to see the reliabilities of the scale in the questionnaire.

3.7 Administration of Instruments

After subsequent revisions, the demographic questionnaire and the scale were ready for data collection. For the sake of administration, the likert's scale and those items related to the demographic information of the student participants were combined into a single instrument having 65 items in three parts and for teachers 64 items in three parts. At the research site, relevant information about the purpose of the study was given to the school director, teachers and students in the school. In addition participants were asked their willingness to participate voluntarily in the study and indeed all showed a great interest. Following their willingness, the administration was conducted in a face to face situation by gathering the participants of each grade level into two separate classes.

The questionnaire was administered to the participants with the help of teachers at the school. Before students started filling the questionnaire the researcher briefed the participants about the purpose of the study, the instructions of the questionnaire and the ways of responding. The researcher also assured that their responses were maintained confidential. Moreover, they were encouraged to answer the entire questions. After completion, the researcher with the help of teachers collected the questionnaire

3.8 Ethical Consideration

Ethical issues are also part of the research process. Before contacting the study participants, an official support letter given from Addis Ababa University, Graduate School of educational planning and management were handed to the Coordination Office of ARRA, UNHCR and to the selected schools. After establishing a proper rapport, informed consent was secured to let the participants know that they are participating in research that the nature of the research is voluntary, and that they have the right to withdraw at any time. Moreover, the purpose and the scope of the study were discussed with the participants. Ethically, researchers are obliged to protect the identity of the participants (Ryen, 2004). To ensure the anonymity, the names of the participants were not disclosed in the final report and confidentiality have been taken into account and hence, the participants were assured that any data obtained as part of this research have not been disclosed to anyone without their consent.

CHAPTER FOUR

Presentation, Analysis and Interpretation of the Data

This chapter deals with presentation, analysis and interpretation data collected from IRC- *Mai Aini* and *ARRA-Adiharush* primary schools, DICAC- *Mai Aini* and *Mytsebry* secondary and preparatory schools students, teachers, principals, vice-principals, members of PTA, members of RCC, members, education focal persons of ARRA and UNHCR .All the collected were 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 Demographic Information of Respondents

Before presenting the data about the research participants, it is important to say a few words about the response rate of the questionnaires distributed to teachers and students. The response return rates for both groups were very high: 96.1 % for teachers and 98% for students 'questionnaires. More specifically, among the 155 questionnaires administered to students, 152 were returned and among the 52 questionnaires administered to teachers 50 were returned.

The following tables summarize the demographic data of the participants (see table 1 2, and 3 for teachers and table 4, 5, 6 and 7 for students)

Table 1) Sex and Marital status of Teachers' Respondents

NO	Item	Options	Frequency	Percent
1	Sex	Male	39	78
		Female	11	22
		Total	50	100
2	Marital status	Single	35	70
		Married	15	30
		Divorced	--	-
		Total	50	100

As we see from item number 1 of table 1, 39(78%) of teacher participants were males and 11(22%) of teacher participants were females. Even though all the female teachers who teach in the targeted schools were participated in this research their number were very small.

Item number 2 of table 1 revealed that 35 (70%) of teacher participants were single, none- of teacher participants get divorced and 15(30%) of teacher participant get married. From this we can conclude that most of teacher participants were single.

Table 2) Age, Educational background ,schools of Teacher and total work experience Respondents

NO	Item	Options	Frequency	Percent
3	Age	24—30	31	62
		31---35	12	24
		36---40	5	10
		>40	2	4
		Total	50	100
4	Educational Background	Diploma	6	12
		B.A/B.Sc	38	76
		M.A/M.Sc	4	8
		Others	-	-
		Total	50	100
5	School that teachers teach	IRC- <i>Mai Aini</i> primary school	12	24
		DICAC- <i>Mai Aini</i> secondary and preparatory school	16	32
		ARRA- <i>Adiharush</i> primary school	12	24
		<i>Mytsebry</i> secondary and preparatory school	10	20
		Total	50	100
6	Total Work Experience	1---3	----	---
		4---6	13	26
		7---9	22	44

		>9	15	30
		Total	50	100

Similarly item number 3 of table 2 indicates that 31(62%) of teacher participants age were from 24-30, whereas 12 (24%) of teacher participants age were from 31-35, 5 (10%) of teacher participants age were from 36-40 and 2 (4%) of teacher participants age were more than 40.

Item number 4 table 2 shows that 6 (12%) of teacher participants were qualified in diploma, 38(76%) of teacher respondent were qualified in first degree (BA/B.S.C), and 4 (8%) of teachers respondents were qualified in second degree (MA/ M.Sc).

As we can see from number 5 table, 12(24%) of teacher respondents has been teaching in IRC- *Mai Aini* primary schools 16(32%) of them have been teaching in DICAC- *Mai Aini* secondary and preparatory school 12 (24%) of teacher respondents have been teaching in ARRA Adiharush primary School , the other 10 (20%) of teacher respondents have been teaching in *Mytsebry* secondary and preparatory school.

Furthermore, No 7 of table 2 confirmed that no teachers were found with total work experience of 1-3 years. 13 (26%) of teachers respondents were with total experience of 4-6 years, 22 (44%) of teacher respondents were with a total experience of 7-9 years, and 15 (30%) of them have experience more than 9 years.

Table 3) Camp, Age, Sex and marital status of Student Respondents

NO	Item	Options	Frequency	Percent
1	Center (Camp)	Mai Aini	80	52.6
		Adiharush	72	47.4
		Total	152	100
2	Age	10---14	42	27.6
		15---18	84	55.3
		19---22	22	14.5
		>22	4	2.6
		Total	152	100
		Male	78	51.3

3	Sex	Female	74	48.7
		Total	152	100
4	Marital Status	Single	150	98.7
		Married	2	1.3
		Total	152	100

Table 4 revealed that 80 (52.6%) of student respondents have been living in *Mai-Aini* refugee camp and 72(47.4%) of them have been living in *Adiharush* refugee camp. From this we can conclude that balanced number of student respondents participated from the two refugee camps.

Moreover, number 2 demonstrates that 42 (27.6%) of student respondents were aged from 10-14 years old, 84(55.3%) of them were aged from 15-18 year old, 22 (14.5%) of them were aged form 18-22 years old and 4(2.6%) of them were aged more than 22 years old. From this presentation we can deduce that most of student respondents were teenagers.

For the question number 3 of the same table from 152 student respondents, 78(51.3%) were male and 74 (48.7%) of them were female. From this one can conclude that, there were nearly equal participation of male and female .

Concerning students' marital status, majority of student respondents which were 150 (98.7%) of participants were single and only 2 (1.3%) of them were married. Using this information some one can say that majority of student respondents are single. Therefore almost all student respondents were single.

Table 4) Income, living status grade level and parents educational background of Student Respondents

NO	Item	Options	Frequency	Percent
5	Income Status	Support from UNHCR only	123	80.9
		Support from UNHCR and abroad	29	19.1

		Total	152	100
6	Living Status	With parents	98	64.5
		Without parents	54	35.5
		Total	152	100
7	Grade level	1---4	----	----
		5---8	78	51.3
		9---10	45	29.6
		11---12	29	19.1
		Total	152	100
8	Are your parents educated	Yes	46	30.3
		No	106	69.7
		Total	152	100

In line with their income status of student respondents, 123(80.9%) of them were supported by only UNHCR whereas only 29 (19.1%) of them were supported by both UNHCR and abroad. From this we can say that majority of refugee students get support only monthly ration from UNHCR.

Number 6 of table 4 depicts that 98(64.5%) of student respondents have been living with their parents and the remaining 54 (35.5%) of them were living with their parents. This indicates that majority of student respondents have been living with their parents.

As we can observe from the table above 78(51.3%) of student respondents grade level were from 5-8, 45 (29.1%) of student respondents were from grade 9-10, the rest 29(19.1%) of them were from grade 11-12 (preparatory). The above numerical data tells us there was almost balanced grade level participation between primary and secondary student respondents.

On the other hand, 46 (30.3%) of parents of student respondents were educated, where as the majority of 106 (89.7%) of parents of student respondents were not educated. From this one can say that most of student respondents may not be well informed about the importance of education.

Table 5) Ethnic group, number of years being in the camp and school attendance and Students Respondents

No	Item	Options	Frequency	Percent
9	How long you have been out of your country?	1---2years	14	9.2
		3---4 years	30	19.7
		5---6 years	85	55.9
		More than 6 years	23	15.2
		Total	152	100
10	How many days you attend class in a week?	1---2	----	-----
		3---4	37	24.5
		All	115	75.7
		Total	152	100
11	Which ethnic group you belong to?	Tigre	132	86.8
		Saho	16	10.5
		Belen	4	2.7
		Total	152	100

Concerning the number of years student respondents have been living in refugee camps; 14(9.2%) of student respondents have been living in refugee camp for about 1-2 years, 30(19.7%) of them have been living in refugee camp around 3-4 years, 85(55.9%) of them have been living in refugee camp for 5-6 years 23 (15.2%) of them have been living in refugee camp for more than 6 years. Therefore from this we can say majority of student respondents have been living in the camp for 5 and more than 5 years and hence this situation needs attention so that they can get different facilities including education.

In relation to attending school majority of student respondent 115(75.7%) attend the regular class all the times (5 days per week), where as the remaining 37(24.3%) of student respondent attend class 3-4 day per week. From this we can say that majority of student respondents follow their education properly.

Student Respondents were also asked to indicate their ethnic group. As their responses revealed the majority 132 (86.8%) of the participants are ‘*Tigre*’, 16(10.5%) of them are

No		Teachers’ Responses N=50	Students’ Responses N=152	P-Value

‘*Saho*’ and 4 (2.7%) are ‘*Belen*’

4.2 Presentation, Analysis and Interpretation of Data Gathered through Questionnaires and Focus Group Discussion

As the review of related literature discussed in chapter two revealed that the effectiveness of the teaching learning process of refugee schools are mainly determined by the extent to which the schools and camp administrators support refugee students in terms of educational material, psychosocial support, economical support, continues follow up, additional tutorial class, reducing language barrier, active involvement of the school community and major challenges that are confronted by refugee students.

A five point likert scales ranging from very high to very low were used. In order to determine the level of support, follow up, community involvement, challenge the following mean ranges were used as a cut point. A mean value 1.00- 1.80 as very low, 1.80-2.60 as low, 2.61-3.40 as moderate, 3.41-4.20 as high and 4.21-5.00 as very high.

To verify the extent to which the difference between the mean values of teachers and students responses, t-test for significance were employed an significance level 0.05. On each dimension/ practice and challenge the FGD was used to triangulate the close ended questionnaire from the respondent.

4.2.1 Support, facilities and Follow up Refugee Students Obtained both from Their School and Camp

4.2.1.1 The Supports that Refugee Students Obtain from their School

			VH &H	Moderat	VL &L	Mean	SD	VH &H	Moderat	VL &L	Mean	SD	
1	Well organized special tutorial program for female students, low achievers and National exam candidates	F	37	10	3	3.78	0.71	123	21	8	3.92	0.8	0.14
		%	74	20	6			81	14	5			
2	Make up class for late comer students.	F	46	4	-	4.22	0.58	130	12	10	4.08	.87	0.67
		%	92	8				85.5	8	6.5			
3	Intra and inter school question and answer competition among class and between schools	F	14	29	7	3.18	0.72	42	108	2	3.28	0.52	0.28
		%	28	58	14			27.6	71	1.3			
4	Special ICT training to students.	F	-	10	40	2.7	0.70	-	63	89	2.34	0.60	0,00
		%	-	20	80			-	41.4	58.6			
5	Special language training to students	F	-	12	38	2.1	0.61	-	36	116	2.2	0.48	0.3
		%	-	24	76			-	23.7	76.3			
6	Worksheets and other supplementary questions preparation	F	10	35	5	4.5	0.95	59	82	11	3.4	0.75	0.00
		%	20	70	10			38.8	54	7.2			
7	Peer education to make students help each other.	F	-	-	50	1.16	0.75	-	-	152	1.84	0.36	0.00
			-	-	100			-	-	100			

Cumulative results of test statistics	Mean= 3.09 SD=0.53 Mean rank=117.63	Mean= 3.01 SD=0.55 Mean rank=96.19	0.02
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Table 6: The Degrees of Support Refugee Students Obtain from their school

1.00-1.8=VL, 1.81-2.6=L, 2.61-3.40=Moderate, 3.41-4.20=H, 4.21-5.00=VH

As can be seen from table 6, with mean value of 2.1 and 2.2 by teacher and student respondents respectively, both groups have perceived that special language training to students has been found in low performance scale and with p-value 0.300 there is no statistically significant difference between the responses of the two groups. This shows that both groups of respondents believed that there was no relevant and sufficient language training to students.

In the same way with mean value of 1.16 and 1.84 by the teacher and student respondents respectively, both groups confirmed that peer education to make students help each other found in a very low rating scale and with p-value of 0.000 indicating that there is statistically significant difference between the response of the two groups. This indicates that the support of students through peer education was not properly implemented.

In addition to this respondent # A2 said that *“in our operational plan we included ICT training for all students, language training and peer education but because of different reasons we failed to implement these activities. We tried to provide ICT and spoken language training for our female students but because of shortage of electric power supply we cannot be effective”*

Concerning the subjects well organized special tutorial program to female students, low achiever students and national exam candidates with mean value of 3.78, 3.92 and p-value 0.14, worksheet and other supplementary questions preparation with mean value of 4.5, 3.4 and p-value 0.00, and make up class to late comer students with mean value 4.22, 4.08 and p-value 0.67, by teachers and students respectively, both groups revealed that

the above supports/activities have been found at high performance level, however, there is statistically significant difference between the responses of teachers and students on the issue worksheet and other supplementary question preparation with p-value 0.000. From this we can say that special tutorial class program, make up class program and worksheet and other supplementary questions preparation have been going on at service provider and customer satisfaction level.

Similarly respondent #A5 of FGD member said that *“I am representative of the refugee community, besides I have two children in this school. I observed different educational activities in this school from these activities the most supportive and frequently provided service to my children are tutorial and make up classes provided in the afternoon shift”*

Regarding Special ICT training to students with mean value of 2.7 teachers confirmed that the performance level of this support fall on moderate scale. On the contrary, Student respondents with mean value 2.34 confirmed that this activity was found to be in low performance level. Moreover, with p-value 0.00 which is less than 0.05 there is statistically significant difference between the responses of the two groups. This indicates that even though there is slight difference in their perception about ICT training still not performed well.

As it can be seen No 3 of the above table with mean value of 3.18 and 3.28 by teacher and student respondents respectively, both groups believed that Intra and inter school question and answer competition among class and between schools found in moderate performance level and since p-value is 0.28, there is no statistically significant difference between the responses of teachers and students. From this result some one can say that the activity related to quiz contest is not at the expected level .Therefore should be a mechanism to improve the performance level.

Over all, as it can be seen from the cumulative result of table 8 with mean value of 3.09 and 3.01 by the teacher and student respondents respectively, both groups perceived that the degree of support refugee students obtained from their school found in moderate scale. This shows that the extent of support the schools provider to their students were not at maximum customer satisfaction level.

Finally as indicated in the table the calculated p-value for the summary of the supports is 0.55 which is greater than 0.05 that indicates there is no statistically significant difference between the responses of teacher and student respondents. This implies that even though

No		Teachers' Responses N=50	Students' Responses N=152	
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there was variation with regard to the mean values of the responses of both groups had viewed the degree of support refugee students obtained from their school as moderate.

4.2.1.2 Availability of Resources and Facilities in Refugee the Schools

Table 7: The extent of availability of appropriate resources and facilities

			VH &H	Moderat	VL &L	Mean	SD	VH &H	Moderat	VL &L	Mean	SD	
1	Practical laboratory experiments for Natural science subjects with adequate chemicals, apparatus & equipments	F	-	2	48	1.2	0.5	-	-	152	1.09	.29	.16
		%	-	4	96			-	-	100			
2	Well organized guidance and counseling Services to minimize psychological and educational problems	F	8	11	31	2.48	.83	16	10	126	2.04	.80	.11
		%	16	22	62			10.5	6.6	82.9			
3	Continuous and adequate library service	F	8	34	8	3.02	.79	56	85	11	3.4	.79	0.03
		%	16	68	16			36.8	56	7.2			
4	Production and utilization of instructional materials	F	-	6	44	2.00	.49	-	16	136	1.94	.51	0.52
		%	-	12	88			-	10.5	89.5			
5	Strong school co-curricular (clubs) activities to entertain and empower students' skill like sport competition, drama, poem	F	-	10	40	2.06	.58	-	32	120	2.11	.54	0.58
		%	-	20	80			-	21	79			
6	On time distribution of educational materials like text books, exercise books, pens,	F	-	28	22	2.38	.78	23	106	23	2.98	.60	0.00
		%	-	56	44			151	69.8	15.1			

uniform etc											
Cumulative results of test statistics	Mean= 2.19 SD=0.58					Mean= 2.26 SD=0.53					0.193
	Mean rank=92.41					Mean rank=104.49					

As can be seen from table 9, the overall items in the dimension extent of availability of appropriate resources and facilities were rated as low level of performance with cumulative mean value of 2.19 and 2.26 by both teacher and student respondents respectively. Moreover since the p-value was 0.193 which is greater than 0.05 there is no statistically significant difference between the responses of teacher and student respondents. This implies that both groups of respondents were almost similar views in the issue of availability of appropriate resources and facilities in the school.

Concerning practical laboratory experiments with mean value of 1.2 and 1.09 by teacher and student respondents respectively, both groups have confirmed that this facility has been found in a very low performance level and with p-value of 0.16 there is no statistically significant difference between the responses of the two groups. This indicates that both teachers and students have similar idea on the absence of practical laboratory experiment sin their school.

Regarding the items well organized guidance and counseling service with mean value of 2.48 and 2.04, production and utilization of instructional materials with mean value of 2.00 and 1.94, and strong co-curricular activities with mean value of 2.06 and 2.11 by teacher and student respondents respectively, both groups have revealed that these facilities have been existed in a low performance scale. And except on the issue of well organized guidance and counseling service with p-value of 0.001 there is statistically significant difference between the views of the two groups. This shows that both groups believed that the above facilities/ resources have been conducted below both service provider and customer satisfaction level.

To this end, Greg (2012), underlined that refugee students should be assisted in counseling and guidance that they may be seriously affected trauma and other mental and psychological problems which lead them to incapability to concentrate participate and

perform academically and socially at school. Moreover, Greg stated that educational response to refugee students with such back grounds needs to be many- sided incorporating, contribution from the school's leadership curriculum, literacy, learning support and student welfare teams.

Similarly respondent # A1 of the FGD member said that *“in our school there are blocks for pedagogy center, practical laboratory rooms and professional guidance and counselor but there is lack of initiatives from the office, the teacher and the student side to prepare and utilize local materials instead we are waiting IMs to be bought and our science laboratory suffered from lack of chemicals, equipments and professional employ .”*

To this connection, the report of UNHCR, (Nov, 2011), indicates even though, the organization strongly support education of refugees and vulnerable group of the people, the program still suffer from various challenges. As the report, lack of quality teachers, institutional support and availability of resources are some among other things.

Whereas for the item continuous and adequate library service to the school community was rated as moderate level of performance with mean value of 3.02 and 3.4 by both teacher and student respondents. And since the p-value is 0.003 which is less than 0.005 there is statistically significant difference between the responses of the two groups. From some one can say that even though there is slight difference in their responses both groups have similar idea on the overall library service and they believed as the service still below customers' maximum satisfaction level.

Similarly respondent # B3 of the FGD member said that *“Even though most of refugee schools are providing different services in addition to the class like library service at the morning and in the afternoon there are different problems related the number of books , the variety of books and the number of hours the service provided”*

Similarly UNHCR (1995) recommend that the level of educational technology, such as audio-visual aids, science kits, etc., should be similar to that of good-practice government schools in the host country. The provision of school furniture and type of floor/floor covering should be similar to that of good government schools in the same district.

No		Teachers' Responses N=50	Students' Responses N=152	P-
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4.2.1.3. Extent of Coordinated Follow up of Students from School Community

			VH	Moder	VL	Mean	SD	VH	Moder	VL	Mean	SD	
1	Teachers continuous follow up to their students	F	15	31	4	3.32	.76	15	40	97	2.38	.77	.00
		%	30	62	8			9.8	26.3	63.8			
2	The school parents- teachers- students association(PTSA) actively involved in coordination with the school administrators to foster students' enrollment rate and curtail dropout rate	F	-	2	48	1.9	.41	-	27	125	1.53	.78	.00
		%	-	4	96			-	17.8	82.2			
3	Continuous and open discussion with parents, students and other concerned bodies to academic problems of students.	F	3	9	38	2.06	.82	-	41	111	2.18	.57	.13
		%	6	18	76			-	27	73			
4	Teachers equal treatment to their students.	F	37	7	7	3.7	.86	110	27	15	3.75	.80	.78
		%	74	14	14			72.4	17.7	9.9			
5	Implementation of continuous assessment technique	F	6	21	23	2.54	.86	9	11	132	2.15	.56	.00
		%	12	42	46			6	7.2	86.8			
6	Implementation of Continuous teachers' professional development	F	-	-	50	1.84	.60	-	-	152	1.4	.50	.01
		%	-	-	100			-	-	100			

Cumulative results of test statistics	Mean= 2.45 SD=0.60 Mean rank=124.82	Mean= 2.25 SD=0.55 Mean rank=93.83	.001
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Table 8: Level of coordinated follow up of students by the school community

Regarding the issue of teachers continuous follow up to their students with mean value of 3.32 teachers believed that this activity has been performed at moderate rating scale, and with mean value of 2.38 student respondents confirmed that the performance level of this activity was low. And with p-value of 0.000 there is statistically significant difference between the responses of the two groups. This implies that there is idea conflict between service provider and customers and the service was not provided at maximum level.

Similar to this idea respondent # A6 said that “ *I am one of the student of this school, when students missed class for a number of days none of the teachers ask why she/ he is absent and no one tried to communicate with his/her parents, guardians to return the student to the school. And again if the same student come to school after a long period of absenteeism all the teachers accept him without asking the reason for absenteeism* ”

As we all know teachers are actors for over all education process, so they need to get continuous professional development. Similarly, Gonzalez and Darling-Hammond (1997) suggest that professional development for teachers should include discussion of: approaches in developing student competency in the instruction language; forming knowledge of the cultures and backgrounds of students; developing and teaching a curriculum that is representative of the students in the class; and establishing a caring, welcome, and open environment for refugee students that works toward optimal academic success, and social and cultural adaptation

As indicated in table 10, item number 2, 3 and 4: active involvement of PTSA in coordination with school administrators with mean value of 1.9 and 1.53, Continues and open discussion with school community with mean value of 2.06 and 2.18, and implementation of continuous assessment technique with mean value of 2.54 and 2.15 by teacher and student respondents respectively, both groups have perceived that the

performance level of these activities rated at low scale. And except the issue of continues and open discussion with the school community with p-value of 0.13 there is statistically significant difference between response the two groups in item number 2 and 5 with p-value of 0.000. This implies that even though there is statistically significant difference between the response of the two groups, they viewed the performance level of the above activities at low rating scale.

Similarly respondent #C8 of the FGD member said that *“PTSA already established in all refugee schools but to me this association is existing only in name because for example I haven’t seen any PTSA member in the camp who facilitated students to go to school, return dropout students and The schools didn’t any message to the refugee community to discuss about the issues of their students and the school activities.”*.

For example, Schoorman and Jean Jacques’ (2003) suggested that it is important for educators to build a broad based community network; this network facilitates the bridging of the home-school gap. This gap presents itself at times when the parents of the refugee student are unfamiliar with the host country’s education system. Similarly, according (Suarez-Orozco & Suarez-Orozco, 2001). large differences exist between refugee parents and teachers regarding parental involvement in the student’s schooling; teachers express that they are not getting the support and involvement that they would like from the parents of their refugee students.

The summary of the above table indicates that the extents of efforts exerted towards follow up of students in a coordinated manner were rated at low scale and guaranteed by mean value of 2.45 and 2.23 by teacher and student respondents respectively and as long as the p-value of the summarized dimension is 0.001 there is statistically significant difference between the two groups. From this one can say that even though the two groups have similar view in the overall performance of level of the issue stated above, there was individual difference in their responses . In this connection Roxas and Roy (2012), suggested that there is a need for more communication between relocation agencies, family support staff, school administration, teachers, and parents. School professionals, including the principal, vice-principal, teachers, counselors, student

support staff, and settlement workers are required to work together as a team to meet the needs of refugee students

No	Description of items	Teachers' Responses N=50	Students' Responses N=152	Percentage
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4.2.1.4. Degree of Support and facilities provided to refugee students from camp

			VH &H	Moderat	VL &L	Mean	SD	VH &H	Moderat	VL &L	Mean	SD	
1	Arranging various means of income generation programs to minimize economic problems of refugee students	F	-	11	39	2.06	.62	-	9	14	1.8	.53	.06
		%	-	22	78			-	6	94			
2	Electric power supply to the camps so that students can do their home work and study at night time.	F	-	6	44	1.86	.60	-	20	13	1.9	.58	.56
		%	-	12	88			-	13	87			
3	The incentive strategy to high achiever students in their academic performance	F	-	-	50	1.9	.30	-	12	14	1.6	.57	.00
		%	-	-	10				71.	28.			
4	Assigning focal person from the refugee community to follow the educational progress of students	F	4	32	14	2.72	.72	-	109	43	2.6	.57	.49
		%	8	64	28			-	71.	28.			
5	Ensuring the security of students in the school and camp	F	47	3	-	4.76	.55	99	37	16	3.6	.76	.00
		%	94	6	-			65.	24.	10.			

Cumulative results of test statistics	Mean=2.66 SD=0.50 Mean rank=137.03	Mean=2.33 SD=0.56 Mean rank=89.81	0.000
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Table 9: Degree of support and facilities provided to students from the camp

As can be seen in the above table; regarding item number 1,2 and 3: arranging various means of income to cover daily living expense with mean value of 2.06 and 1.82, electric power supply to accomplish school activities with mean value of 1.86 and 1.91, and the incentive strategy to motivate high achiever students with mean value of 1.9 and 1.67 by teacher and student respondents, both groups of respondents have replied that all the three were rated at low performance scale and the issue of incentive strategy to motivate high achiever students with p-value of 0.003 in the other two cases (item number 1 and 2)there is no statistically significant difference between the two groups(P-value 0.06 and 0.56).This indicates that the above three activities were not performed well with the exception of slight difference in individual responses. To this end Yatta (2008), said that among many other things, economic problems are chief factors that cause dropout of African refugee students adversely affected their ability to integrate and cope well in school. Therefore, students compelled to leave their education. As the study point out, these refugee students are suffer from food shortage, school fee and clothing, which led them to seize up their education.

Regarding item number 4: assigning focal person from refugee community to follow the academic progress of refugee students with mean value of 2.72 and 2.66 by teacher and student respondents it has been rated at moderate performance level and since the p-value is 0.49 there is no statistically significance difference between the two groups. This implies that both groups believed that the above activity has been performed not to the maximum level and, therefore, the camp administrators should assign enough number of focal persons from refugee community so as to follow the academic progress of refugee students in a near distance.

Item number 5 of table 11 depicts that the performance level of ensuring security of refugee community has been rated at very high and high scale with the guarantee of mean

value 4.76 and 3.61 by teacher and student respondents. But since p-value is 0.000 there is statistically significant difference between the two groups. From this one can say that even though there was individual response difference security of refugee community ensured properly and hence camp administrators should proceed at least in the usual way. For example, UNICEF educational strategy (2006-2015) assured this finding. As UNICEF educational strategy, it is very important to facilitate establishment of community based education committees comprising refugee community's organization and relevant organizations and agencies to work on refugee students' education. Moreover, this document highlighted the involvement of these bodies to avoid refugee school challenges is much more significant.

In general, the level of supports/ facilities provided to refugee students at the camp level to motivate students so that they can attend schooling and improve their academic performance were conducted at low performance level with mean value of 2.66 and 2.33 by teacher and student respondents. Moreover the result of p-value is 0.000 which indicates there is statistically significant difference between the responses of the two groups concerning the level of supports/facilities provided to refugee students at the camp level. This implies that the above the above dimension performed low level and hence there should be a mechanism to improve the service.

4.2.2 Challenges Confronted By Refugee Students.

In this section it is tried to see the challenges confronted by Eritrean refugee students from point of view like challenges lack of support both in their school and camp, challenges due to shortage of facilities both in the school and camp, challenges flourished due their living condition, challenges due to education system of the host community, challenges due to problem of local integrity, challenges due to lack of well coordinated follow up system and challenges due to lack of awareness creation and community mobilization.

No	Description of items	Teachers' Responses						Students' Responses						P-Value
		N=50						N=152						
			VH &H	Moderat	VL &L	Mean	SD	VH &H	Moderat	VL &L	Mean	SD		
1	Lack of well organized co-curricular activities in the school like sport club, drama, poem etc	F	39	8	6	3.88	.82	144	8	-	4.09	.44	.100	
		%	78	16	12			94.7	5.3	-				
2	Lack of well organized science laboratory & pedagogy center	F	50	-	-	4.92	.27	141	11	-	4.44	1.05	.00	
		%	100	-	-			92.8	7.2	-				
3	Language barrier during the teaching learning process	F	11	31	8	3.00	.75	121	31	-	4.00	.64	.00	
		%	22	62	16			79.6	20.4	-				
4	Unfulfilled school infrastructure like foot ball field, basket ball field	F	44	4	2	4.6	.80	145	7	-	4.14	.46	.00	
		%	88	8	4			95.4	4.6	-				
Cumulative results of test statistics		Mean= 4.1 SD=.62 Mean rank=102.43						Mean= 4.17 SD=.56 Mean rank=101.19						.891

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4.2.2.1. Extent of challenges confronted by refugee students due to lack of facilities in the School

Table 10: Challenges faced by refugee students due to lack of facilities in the school

1.00-1.8=VL, 1.81-2.6=L, 2.61-3.40=Moderate, 3.41-4.20=H, 4.21-5.00=VH

As can be seen from table 12, the overall the dimension was rated as high level of challenge with cumulative mean value of 4.1 and 4.17 by teacher and student respondents respectively and as long as the p-value is 0.56 we can sat that there is no statistically significant difference between the responses of the two groups. This shows that there have been huge challenges in refugee schools related to lack of facilities like well organized science laboratory, strong extra-curricular activities and unfulfilled infrastructure.

Concerning to each item analysis, the mean value of teachers and students 3.88 and 4.09 respectively indicate that lack of well organized co-curricular activities to empower, entertain and update refugee students has been rated as a high challenge and with 0.100 p-value it can be said that there is no statistically significant difference between the two groups. From this one can say that refugee students have been limited from engaging themselves in different activities that can empower, entertain and update them. Similarly this idea was supported by FGD result.

Respondent B7 of the FGD member said that *“In our school there are around co-curricular clubs but none of them are not supporting refugee because of except registering club members. This is because of two reasons shortage of budgets and lack of interest from club facilitators.”*

Regarding lack of well organized science laboratory with mean value of 4.92 and 4.44, and unfulfilled infrastructure with mean value of 4.6 and 4.14 by teacher and student respondents respectively, both groups confirmed that the challenges related to these issue has been rated at very high and high scale, and with p-value of 0.000 indicating there is statistically significant difference between the responses of the two groups.

Item number 3 of the above table indicates that teachers' response revealed that challenges related to language barrier assumed to be at moderate level (mean value=3.00) and from students point of view it was rated at high scale (mean value=4.00). Moreover since the p-value is 0.000, there is statistically significant difference between the

No	Description of items	Teachers' Responses N=50	Students' Responses N=152	
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responses of the two groups. Therefore from this presentation one can say that language barrier has been a challenge to refugee students in their teaching learning process even though there was different rating in the two groups and hence the school should facilitate bilingual teaching learning process. Moreover, Walqui (2000) strengthen the above idea by saying that teachers should encourage students to use their native language to assist (and potentially tutor) each other inside and outside of class, in their writing for class assignments, and in their social interaction.

			VH &H	Moderat	VL &L	Mean	SD	VH &H	Moderat	VL &L	Mean	SD	
1	Lack of treatment of school teachers and administrators to their students	F	10	6	34	2.02	.47	9	10	133	1.86	.77	.029
		%	20	12	68			6	6.5	87.5			
2	Lack of continuous follow up from the school	F	38	9	3	3.82	.72	112	12	4	3.69	.87	.53
		%	76	18	6			73.6	7.8	2.6			
3	Failure on the part of the school to recognize past knowledge and educational attainment.	F	46	4	-	4.14	.53	126	22	4	4.03	.69	.43
		%	92	8	-			82.9	14.5	2.6			
4	Fear and distrust of authority figures like teachers	F	-	12	38	2.04	.66	-	2	150	1.67	.49	.000
		%	-	24	76				1.3	98.7			
5	Lack of qualified teachers	F	9	9	32	2.58	1.12	39	31	82	2.87	1.15	.093
		%	18	18	64			25.6	20.4	54			
Cumulative results of test statistics			Mean= 2.92 SD=0.65 Mean rank=104.03					Mean= 2.82 SD=0.70 Mean rank=100.67					0.721

4.2.2.2 Barriers that emanated from schools and aggravate drop out of students

Table 11: conditions that aggravate rate of school leaving

1.00-1.8=VL, 1.81-2.6=L, 2.61-3.40=Moderate, 3.41-4.20=H, 4.21-5.00=VH

SD= Standard deviation, VH=very high, H=High, VL= Very low, L=very low

As observed in the above table, for item number 1 and 4 both group of respondents almost rated similarly with the mean value of teachers were 2.02 and 2.04, and that of students were 1.86 and 1.67 respectively, and the mean value of the two group of felt at low scale. Moreover since the p-value of the two groups for the two items are 0.029 and 0.000 which are less than 0.05, there are statistically significant differences between the two groups. This indicates both groups believed that challenges that flourish from lack of treatment of school teachers and administrators, and fear and distrust of authority figures like teachers have not been situation that aggravate dropout of students.

Concerning item number 2 and 3 of table 13 above: lack of continues follow up from the school with mean value of 3.82 and 3.69, and failure on the part of the school to recognize past knowledge and educational attainment of refugee students with mean value of 4.14 and 4.03 by teachers and students respectively, both groups confirmed that the two items have been rated at high level of challenge and with p-values of 0.53 and 0.43 respectively indicating the none existence of statistical significant differences between the two groups. From this we can deduce that lack of continues follow up and failure on the part of the school to recognize past knowledge and educational attainment of refugee students have been immense challenge for refugee students. In addition, (Rossiter, 2009;Rummens & Dei, 2010) suggested that the challenges faced by youth from refugee backgrounds extend beyond linguistic and academic challenges and can include such areas as: interruptions in past educational experiences, and the failure on the part of the school to recognize past knowledge and educational attainments.

To sum up, as it can be seen from the summary of table 13 the dimension related to situations that aggravate students drop out rate with mean value 2.92 and 2.82 by teacher and student respondents respectively. Both groups revealed that this issue has been rated as a moderate challenge for refugee students and with p-value of 0.70 it can be deduce that there is no

No	Description of items	Teachers' Responses N=50	Students' Responses N=152	
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statistically significant difference between the two groups. This implies that even though the problems of the issue were not highly rated, it has moderate contribution towards dropout rate. Therefore there should appropriate intervention to alleviate the problems.

4.2.2.3 Extent of Challenges due to Education system of the host country and Lack of awareness Creation

Table12: Reasons that hinder refugee students to stay away from schools

			VH &H	Moderat	VL &L	Mean	SD	VH &H	Moderat	VL &L	Mean	SD		
	Education system of the host community does not compatible with the last experience.	F	-	3	47	1.88	.48	-	12	140	1.81	.55	.416	
		%	-	6	94			-	7.9	92.1				
	Problem of local integrity with the host community	F	-	5	45	1.44	.67	8	12	132	1.92	.74	.000	
		%	-	10	90			5.2	8	86.8				
	Lack of awareness creation and community mobilization	F	45	3	2	4.46	.78	148	4	-	4.68	.52	.90	
		%	90	6	4			97.4	2.6					
Cumulative results of test statistics		Mean= 2.59 SD=.54 Mean rank=82.18						Mean=2.80 SD=0.56 Mean rank=107.86						.04

1.00-1.8=VL, 1.81-2.6=L, 2.61-3.40=Moderate, 3.41-4.20=H, 4.21-5.00=VH

SD= Standard deviation, VH=very high, H=High, VL= Very low, L=very low

As depicted in the above table, regarding to challenges confronted by refugee students due to education system of the host country with mean value of 1.88 and 1.81, and problem of local integrity with mean value of 1.44 and 1.92 by teachers and students respectively, both groups confirmed that these issues have been rated at low challenge scale. Besides the p-values of the two groups about the above two issues are 0.416 and 0.000 respectively which indicates that there is statistically significant difference between

the two groups concerning the item problem of local integrity. From this we can say that the two items mentioned above cannot be considered as a challenge to refugee students.

In contrast the above finding, Strekalova and Hoot (2008) state that it is important for teachers to: recognize barriers encounter following a history of traumatic experiences prior to their arrival in this new country. Those barriers include the challenge of identifying themselves in a new cultural context, facing discrimination from culturally inexperienced people, living in families with lower socio-economic status or without family, and conflicts with their traditional cultural values. (p. 24)

Concerning item number 3, both group of respondents almost rated similarly with mean value 4.46 and 4.68 by teachers and students respectively. Both groups revealed that lack of awareness creation and community mobilization towards the importance of education and other related issues has been rated at very high challenge scale. Besides the p-value is 0.90 which indicates that there is no statistically significant difference between the two groups. Based on this presentation someone can deduce that lack of awareness creation and community mobilization has been a big challenge confronted by refugee students and hence the school and camp administrators should launched this activity periodically.

Overall, as it can be seen from the summary of table 12 the mentioned dimension with mean value of 2.59 and 2.80 by teacher and student respondents respectively. Both groups confirmed that nearly this issue has been a challenge to refugee students at moderate level and with p-value 0.04 indicating the existence of statistically significant difference between the responses of the two groups. Therefore the above indicates that issues mentioned under 4.2.1.7 have not been dominant challenge but needs to be curtail its level of challenge. This result also guaranteed by focus group discussion

Respondent B1 of the FGD member said that” *the refugee communities especially youths are not aware of the importance of education and the risk of irregular migration because of this they preferred to stay in the camp by participating in different activities like smoking cigarette, drinking alcohol, gambling etc and finally they will be negotiated by smugglers and human traffickers to go to developed countries through irregular migration.*”

4.2.2.4 Extent of Challenges that flourished due to living condition of Refugee Students

Table13: Challenges faced by refugee students due to their living condition

No	Description of items	Teachers' Responses						Students' Responses					p-Value
		N=50						N=152					
			VH &H	Moderat	VL &L	Mean	SD	VH &H	Moderat	VL &L	Mean	SD	
1	Shortage of income to cover basic expense for daily living	F	37	9	4	3.82	.80	135	13	4	4.48	.76	.00
		%	74	18	8			88.8	8.6	2.6			
2	Burden at household level to take care of younger family members and elderly	F	8	11	31	2.54	.97	20	32	100	2.42	1.04	.354
		%	16	22	62			13.1	10.1	65.8			
3	Peer influence in the camp	F	41	6	3	4.38	.92	134	4	14	4.40	.98	.784
		%	82	12	6			88.2	2.6	9.2			
4	Separation from family make students hopeless and adversely expose them to leave from their school	F	38	6	6	4.00	1.10	138	14	-	4.61	0.65	.000
		%	76	12	12			90.8	9.2	-			
Cumulative results of test statistics		Mean= 3.68 SD=.87 Mean rank=84.23						Mean=3.98 SD=.77 Mean rank=107.18					.15

As depicted in the summary part of table 13 above, the level of challenges that flourished due to the living condition of refugee students with mean values 3.68 and 3.98 by teacher and student respondents, both groups proved that the extent of the challenge due to the mentioned dimension has been felled at high rating scale, and with a p-value of 0.77 indicating that there is no statistically significant difference between the responses of the two groups. From this result we can say that shortage of income to cover daily living expense, peer influence in the camp, and separation from family have been a highly challenging situation for refugee students to stay in the school. To this end, Gonzalez-Ramos and Sanchez-Nester (2001) refugee children experience loss and separation from all concepts of familiarity and their homeland, all of which contribute to a difficult resettlement process in their new country. Accordingly, to allow refugee students to maximize their potential, teachers must recognize these possible educational barriers.

Similarly respondent # C4 of the FGD member said that *“Majority of refugee community get support only from UNHCR monthly ration of 15kg wheat which not enough for us and most of youths are coming to this camp leaving their families in Eritrea. Therefore, instead of attending school they preferred to work in and out of the camp to get additional money, and since they are living alone their decisions are influenced by their friends”*

Item number 1 and 4 of table 13 indicated that with mean values of 3.82 and 4.00 respectively, teacher respondents revealed that level of challenge related to these issues has been rated at high scale, and with mean values of 4.48 and 4.61 respectively, student respondents believed that these issues have been rated at very high level of challenge. Besides since the p-value of both items is 0.000 there are statistically significant differences between the responses of the two groups. From this finding we can deduce that economic problem and family separation have been big challenges confronted by Eritrean refugee students. Similarly, Adreinne (2010), found out that refugee students left their education for the very shortage of support given by UNHCR. The researcher confirmed that food, clothing and utensils supported to refugee students are insufficient that students are pulled to dropout their education.

Regarding item number 2 of the above table with mean values of 2.54 and 2.42 by teacher and student respondents respectively, by both groups it is believed that the level of challenge due to burden at house hold work has been rated at low scale and with p-value of 0.354 it can be concluded that there is no statistically significant difference between the two groups. This implies that burden at house hold work can not considered as a dominant challenge.

4.2.1.5 Extent of the challenges due to lack of coordinated follow up in the camp

Table14: Challenges confronted by refugee students due to lack coordinated support

No	Description of items	Teachers' Responses						Students' Responses					P-Value
			VH &H	Moderat	VL &L	Mean	SD	VH &H	Moderat	VL &L	Mean	SD	
1	Secondary movement to developed countries	F	46	3	1	4.7	.67	134	12	6	4.52	.80	.125
		%	92	6	2			88.2	7.9	3.9			
2	Implementing partners working in the camp do not encourage students to continue their education	F	9	8	33	2.54	.97	20	12	120	2.15	.97	.051
		%	18	16	66			13.2	7.9	78.9			
3	Lack of protection in the camp	F	-	-	50	1.84	.37	5	10	137	1.88	.65	.925
		%	-	-	100			3.3	6.6	90.1			
4	Lack of well organized counseling service in the camp	F	32	9	9	3.46	1.05	123	12	17	3.90	.85	.004
		%	64	18	18			81	7.9	11.1			
Cumulative results of test statistics			Mean= 3.13 SD=.66 Mean rank=104.32					Mean= 3.11 SD=.74 Mean rank=100.57					

As indicated in item number 2 and 3 of table 14, both teacher and student respondents have been rated low scale on the level of challenge related to lack of protection in the camp and lack of encouragements from implementing partners working with refugee community with mean values of 2.54 and 2.15 for item number 2, and 1.84 and 1.88 for item number 3 by teacher and student respondents respectively. Besides with p-value of 0.051 (for item 2) and 0.925 (for item 3) we can say that there is no statistically significant difference between the two groups. From this interpretation some one can say that lack of protection in the camp and lack of encouragements from implementing partners working with refugees have not been dominant problem for refugee students to attend and complete their education.

Concerning secondary movement to more developed countries with mean values of 4.7 and 4.52 by teacher and student respondents, both groups believed that it has been a challenge rating at very high level; moreover, there is no statistically significant difference between the responses of the two groups. This shows that secondary movement has been a serious challenge confronted by refugee students.

Overall, as it is indicated in the summary of table 14, the dimension extent of the challenges due to lack of coordinated follow up in the camp, both groups revealed that it has been a challenge for refugee students rating at moderate level with mean values of 3.13 and 3.11 by teachers and students respectively and with p-value of 0.74 no statistically significant difference between the two groups. This implies that even though the overall effect of this dimension is moderate, separately challenges related to secondary movement and lack of guidance and counseling service have been rated at very high and high scale respectively, which shows the strength of the challenges. Therefore, this dimension needs attention as long as most of the issues included in the under the dimension are related not only with education but also with refugees future lives.

To this end respondent # C6 of FGD member said that “ *in the camp there are many children who has the potential to learn but most of them are dreaming to go to America and Europe if possible through legal resettlement process but since the resettlement process take long period of time they preferred to go through illegal migration and most*

of them are killed in sina desert, sank to oceans , some of them came back to the camp by being traumatized and small portion of them were living in Europe refugee camp therefore we should work to get her not only to make them student but also to save their live”

CHAPTER FIVE

Summary, Conclusions and Recommendation

This chapter deals with the summary of major findings, the conclusion drawn from the findings and the recommendations that are suggested by the researcher.

5.1 Summary

The prime purpose of this study was to identify and examine the major practices and challenges in the provision of primary and secondary education for Eritrean refugee community who resided in *Tigray* region: *Mai- Aini* and *Adiharush* refugee camps and learning in IRC- *Mai- Aini* primary school, DICAC- *Mai Aini* secondary and preparatory school, ARRA- *Adiharush* primary school and *Mytsebry* secondary and preparatory school.

Having this general objective, the study has attempted to answer the following basic research questions:

1. To what extent do Eritrean refugee students get educational support and follow up from their schools and camps?
2. To what extent do educational facilities fulfilled to Eritrean refugee students both in their schools and camps?
3. What are the major challenges confronted by Eritrean refugee children and lead them not attending and/or completing primary and secondary school in *Mai Aini* and *Adiharush* camps ?
4. What kinds of interventions or solutions are needed to overcome these Challenges?

A descriptive survey with mixed research approach was employed in this study. In order to get responses for the above basic questions, among the four Eritrean refugee camps found in *Tigray* regional state the study was carried out in two refugee camps that were selected using purposive sampling technique.. All primary and secondary schools in which refugee students have been learning were part of the study using availability sampling technique.

To conduct the research purposive, availability and random sampling techniques were applied. The sample population comprised grade 5-12 students, teachers of the targeted schools, principals and vice principals the above mentioned schools, member of PTSA, RCC, guardian, chair person of women associations, education focal persons of UNHCR and ARRA.

Primary data was collected using questionnaire and focus group discussion, and secondary data was collected from document analysis. 155 (79 for males and 76 for females) and 52 questionnaires (41 for male and 11 for female) were distributed to students and teachers respectively, and 152 questionnaires from students and 50 questionnaires from teachers were collected. More over 24 participants from different concerned bodies participated in focus group discussion guide questions. First, quantitative data were coded and inserted in to SPSS version 20 soft ware then converted in to percentage, mean, standard deviation, mean rank and p-value and presented in tabular form. For qualitative data during each focus group discussion the researcher wrote in a note book or recorder, expanded notes were coded by researcher and structured type of FGDs were re-written rather they tabulated and analyzed. More over the data organized, analyzed and interpreted in line with the basic research questions.

Among the total teacher participants 39 (78%) were males and 11 (22%) were females in addition 6 (12%) of them were diploma 38 (76%) of them were first degree and 4 (8%) of them were second degrees holder

Among the total student respondents 80 (52.6%) of them have been residing in *Mai-Aini* refugee camp and the rest 72 (47.4%) of them have been living in *Adiharush* camp. In addition 78 (51.3%) of them were male and 74 (48.7%) of them were female .When we see their marital status 150 (98.7%) of them were single and 2 (1.3%) of them were married. Regarding their income status majority 123 (80.9%) of them get support only from UNHCR and the rest 29(19.1%) of the get support both from UNHCR and abroad. With respect to living status 98 (64.5%) of student respondents are living with their parents and 54 (35.5%) of them are living without parents; either with relatives, a lone or unaccompanied .Concerning the ethnic composition of student respondents 132 (86.8%) them were *Tigre*, 16 (10.5%) of them were *Saho* and 4 (2.7%) of them were *belen*.

To what extent do Eritrean refugee students get educational support and follow up from their schools and camps?

1. As indicated in item number of table 6, 37(74%) of teachers with mean value 3.78 and 123(81%) Of students with mean value 3.92 revealed that the performance level of providing special tutorial for female students, low achievers and national exam candidates found to be at high rating be scale. Moreover, since the p-value is 0.14 there is no statistically significant difference between the responses of the two groups.
2. Both groups of respondents have perceived that worksheet and other supplementary questions preparation activities had successfully practiced in the targeted schools with mean values of 4.5 and 3.4 by teachers and students respectively, however, with p-value of 0.000 there exist statistically significant difference between the views of the two groups.
3. As can be seen at item number 7 of table 6, with mean value of 1.16 by teachers and 1.84 by students, both groups confirmed that the performance level of the activity peer education to make students help each other found to be very low and low rating scale respectively. However, there is statistically significant difference between the ideas of the two groups.
4. Concerning the overall dimension the degree of support refugee students obtained from their school, both groups of respondents believed that it has been at moderate performance level with a cumulative mean value of 3.09 and 3.01 by teacher and student respondents respectively. And there is no significant difference between the views of the two groups (p-value=0.55).
5. As depicted in item number 1 of table 8, 31(62%) Of teacher respondents with mean value of 3.32 confirmed that the performance level of teachers continuous follow up to their students found to be at moderate scale, however, 97(63.8%) of student respondents with mean value of 2.38 believed that it has been performed at low performance level and with p-value of 0.000 it can be deduced that there exist statistically significant difference between the responses of the two groups.
6. Concerning the issue active involvement of PTSA to foster students' enrolment rate and to curtail dropout rate with mean values of 1.9 and 1.53 by teachers and

students respectively, both groups confirmed that the performance level of this activity almost found to be very low, however, there is statistically significant difference between the views of the two groups.

7. Overall the performance level of the dimension extent of efforts exerted towards students follow up in coordinated manner were rated at low scale with the with evidence of mean value of 2.45 and 2.23 by teacher and student respondents respectively. And as long as the p-value is 0.001 there is statistically significant difference³ between the responses of the two groups.

To what extent do educational facilities fulfilled to Eritrean refugee students both in their schools and camps?

8. As item number 1 of table 7 depicted 48(96%) of teachers with mean value 1.2 and 152(100%) of students with mean value of 1.09, both groups revealed that facilities related to practical laboratory experiment service has been found at a very low performance level, moreover, there is no statistically significant difference between the views of the two groups.
9. About the subject well organized guidance and counseling service 31(61%) 00f teachers with mean value 2.48 and 126(82.9%) of students with mean value 2.04, both groups have revealed that the facility/ service has been existed in low performance level, however, there is statistically significant difference between the responses of the two groups.
10. As can be seen from table 9, the overall items in the dimension extent of availability of appropriate resources and facilities in adequate amount were rated at low performance level with cumulative mean values of 2.19 and 2.26 by teacher and student respondents, besides; there is no statistically significant difference between the views of the two groups.
11. Regarding to arranging means of income generation program to support refugee students with mean values of 2.06 and 1.8 by teachers and students, both groups confirmed that the performance level of this activity has been rated at low scale. Moreover, there is no statistically significant difference between the responses of the two groups.

12. The obtained data showed that both groups of respondents perceived that concerning the facility ensuring the security of students the school and camp found to be effectively implemented with mean values of 4.76 and 3.61 by teacher and student respondents, however, there is statistically significant difference between the responses of the two groups.

What are the major challenges confronted by Eritrean refugee children and lead them not attending and/or completing primary and secondary school in *Mai Aini* and *Adiharush* camps ?

13. As data obtained from the two groups of respondents, concerning the level of challenge confronted by refugee students due to lack of well organized co-curricular activities believed to be at high level with mean values of 3.88 and 4.09 by teachers and students, moreover, there is no statistically significant difference between the two groups.
14. As can be seen from table 12, the overall dimension extent of challenges confronted by refugee students lack of facilities in the school were rated a high level of challenge with cumulative mean value of 4.1 and 4.17 by teacher and student respondents, and there is no significant difference between the views of the two groups.
15. Concerning the challenges related to lack of treatment of teachers and administrators with mean values of 2.02 and 1.86 by teachers and students respectively, both groups confirmed that the level of challenge found to be at low scale and with p-value of 0.29 indicating the non existence of statistically significant difference between the responses of the two groups.
16. With respect to failure on the part of the school to recognize past knowledge and educational attainment with mean value s of 4.14 and 4.03 by teachers and students respectively, both groups confirmed that its level of challenge has been rated as high.
17. To sum up, as it can be seen from the summary of table 12 the dimension related to situations that aggravate students drop out rate with mean value 2.92 and 2.82 by teacher and student respondents respectively. Both groups revealed that this

issue has been rated as a moderate challenge for refugee students. (p-value of 0.70).

18. As depicted in the summary part of table 13 above, the level of challenges that flourished due to the living condition of refugee students with mean values 3.68 and 3.98 by teacher and student respondents, both groups proved that the extent of the challenge due to the mentioned dimension has been felled at high rating scale, and with a p-value of 0.77 indicating that there is no statistically significant difference between the responses of the two groups. From this result we can say that shortage of income to cover daily living expense, peer influence in the camp, and separation from family have been a highly challenging situation for refugee students to stay in the school
19. Overall, as it is indicated in the summary of table 14, the dimension extent of the challenges due to lack of coordinated follow up in the camp, both groups revealed that it has been a challenge for refugee students rating at moderate level with mean values of 3.13 and 3.11 by teachers and students respectively and with p-value of 0.74 no statistically significant difference between the two groups. This implies that even though the overall effect of this dimension is moderate, separately challenges related to secondary movement and lack of guidance and counseling service have been rated at very high and high scale respectively, which shows the strength of the challenges. Therefore, this dimension needs attention as long as most off the issues included in the under the dimension are related not only with education but also with refugees future lives.

5.2 Conclusions

As per the findings, it was possible to draw the following conclusions.

The study revealed that there were lack of well organized guidance and counseling service to alleviate refugee students psychological problems, absence of peer education to make students help each other, absence of active involvement of PTSA to have smooth teaching learning process, unorganized ICT and language training to introduce students with technology and to upgrade language proficiency level of students, absence of implementation of continuous professional development in order to satisfy refugee students needs were other perceptible gaps which adversely affects the enrolment rate and academic performance of refugee students. Because of these situations refugee students were victims of psychological problems like trauma, nightmare, and hopelessness. Parents and guardians have not supported the school to increase enrolment rate and minimize dropout rate of students, and students computer skill and language proficiency were below the expected standard.

It has been proven that lack of well-organized science laboratory to support theory with practical experiments, weak co-curricular activities to entertain and empower students, lack of well organized pedagogy center to use instructional materials for appropriate topics, failure on the part of the school to recognize past knowledge and educational attainment of refugee students ,unfulfilled school infrastructure to create safe learning environment were some of the major gaps identified in the school. Therefore these situations made refugee students to have little knowledge on practical experiments, low experience in visualizing concepts with appropriate instructional materials, low interest towards schooling, not well- empowered and entertained. Students of refugee community were detached from schooling at least for some period of time which eventually created knowledge gap between refuge and local communities and since teachers did not recognized this gap, the effectiveness of the teaching – learning process were under question mark and hence refugee students were obliged to leave the school.

Furthermore, Lack of awareness creation and community mobilization on the importance of education and other related issues, non-stop secondary movement to more developed

countries, peer influence in the camp were some of the major challenges that occurred in refugee students. This made refugee students not aware of the importance of education as well as the risk of irregular migration and hence they preferred either to stay in the camp or go to more developed countries because of peer influence, smugglers and human traffickers instead of attending school.

The study also discovered eclectic power supply to accomplish school activities, incentive strategy for high achiever students to motivate them extrinsically, continuous discussion with refugee community, on time distribution of educational materials were some of the activities which were not practiced meaningfully by the camp administrators. Therefore refugee students were not motivated by the support provided as a result of being a student. Its consequences was found to be preferring to stay in the camp and participating in different activities like drinking alcohol, smoking cigarette and gambling.

Even though some of the schools were provided with library service, all the targeted schools were suffered from shortage of reference books and fictions both in kind and quantity and the absence of ventilator to overcome the problem related to harsh environment condition. This brought a negative result on library users, and hence refugee students were not motivated to use library service in the school and made them not to get the expected knowledge.

5.3 Recommendation

Based on the findings observed and the conclusions drawn, the following recommendations were suggested so that the identified problems could be solved or minimized.

1. ARRA, NUHCR and other concerned bodies should to come to consensus or increasing students' additional income by providing students job opportunity, help them work on various urban agriculture like gardening, poultry and domestic animal rearing and additional food provision to refugee students in order to enhance the enrolment and retention rate of refugee students.
2. Very huge mass mobilization and continuous awareness creation should be launched aiming at increasing the number of registering students and to alleviate the high drop out

of students. This event should be administered by the committee from ARRA, PTSA, RCC, guardians, school community and other concerned bodies.

3. In this study it is confirmed that the role of PTSA and RCC and students' counsel, guardians are irreplaceable by any other organization mainly to follow up and give assistance students to keep on completing their education. Furthermore, PTSA and RCC should monitor the school activities and students movement to get collaboration of the school.

4. The school in collaboration with other organization should design means of continuous follow up and provide well organized guidance and counseling to come over problems related to family separation, peer influence, and secondary movement.

5. As long as theories and principles should be supported with practical experiments; appropriate instructional materials, well equipped library and laboratory the school are highly demanded. Therefore, the school in collaboration with other implementing partners working with refugees should fulfill these services in order to make the teaching-learning process more realistic and participatory.

6. Activities like ICT training and language training are some of the activities which have power to attract students towards the school and foster the enrolment rate of students and increase the retention rate of refugee students hence school and the camp administrators should give emphasis for these activities to be accomplished consistently.

7. Since the first task of teachers and school managements is to recognize past knowledge and educational attainment of their students and then apply appropriate teaching methodology to do so the school community especially teachers and school management bodies should pass through continuous professional development trainings.

8. Now a day peer education is influential to bring behavioral change in to every community including the regular schooling, therefore, both the camp administrators and the school community should arrange peer education program so that students can help each other in educational issues as well as in every social aspect.

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Appendix A

Addis Ababa University School of graduate study

College of Education and Behavioral studies

Department of Educational Planning and Management

General Direction

ሓፈሻዊ መምሪሒ.

Dear students:

ክቡራት ተማሃሮ

The objective of this questionnaire is to collect data for the research designed to analyze the practices and challenges of primary and secondary educations in Mai-aini and Adiharush refugee camps. Therefore you are kindly requested to answer all the questions below based on the directions given for each part. Your honest responses great contribution for the success of this study. And I would like to inform you that all your responses will be kept confidential. Please do not write your name in this questionnaire. Overall, this study is conducted for an academic requirement and thus the data collected from the respondents will be used for the same purpose accordingly.

ዕላማ እዚ ዕሑፋዊ መፅናዕቲ ቀንዲ ዕንቅፋታት 1^{ይን} 2^{ይን} ብርኪ ኣብያተ ትምህርቲ ስደተኛታት ማይ-ዓይኒን ዓዲ ሓሩሽን ንምዝካብን መፍትሒ ንምንፃርን ዝዓለመ መፅናዕቲ እዩ። ስለዚ ንእትህብዎ/ኦ መልሲ ካብ ልቢ እናመስገንና መልስኩም ብመሰረት መምሪሒ ዝምለስ እዩ። እትህብዎ መልሲ ነቲ መፅናዕታዊ ዕሑፍ ዝህልዎ ሓገዝ ልዑል ስለዝኮነ ብምሉእ ኣትኩሮትን ጥንቃቄን ክትምልስዎ ይግባእ። እትህብዎ መልሲ ሚስጥሩ ዝተሓለወ እዩ። ስም ምፅሓፍ ኣየድልን።

Thank you in advance for your cooperation!

ንምትሕብባርኩም አቀዲምና ነመስግን

Section one: Background Information

ክፍሊ ሓደ፡ ድሕረ-ባይታ

Please put a check mark (✓) in the box of your choice for those items which have options and write your responses in the space provided for those with a blank space.

አብቶም ዝተዋህብኩም ሳፁናት ምልክት ራይት(✓) ብምግባር ነቶም ክፍቲ ቦታታት ድማ ትክክለኛ እትብልዎ ሓሳብ ኣብቲ ዝተዋሃበ ክፍቲ ቦታ ብምፅሓፍ መልስዎም::

1. Region _____, Zone _____ Woreda _____
Center _____

2. Sex Male ☐
Female ☐

ፆታ ተባዕታይ
ኣንስታይ

3. Marital Status Single ☐ Married ☐
ከነታት ሓዳር ዘይተመርዐዎ/ት
ባዓል/ቲ ሓዳር

4. Age _____

ዕድመ

5. Grade level 1-4 ☐ 5-6 ☐ 7-8 ☐ 9-10 ☐ 11-12 ☐

ደረጃ ክፍሊ

6. Living status With parents ☐ Without parents ☐

ከነታት መነባብሮ ምስ ወለዲ

ካብ ወለዲ ወፃኢ

7. Income status support from only UNHCR ☐ Support from UNHCR and abroad ☐

ከነታት ኣታዊኩም ካብ UNHCR ዝግበር ሓገዝ ጥራሕ ካብ UNHCR ን ካብ ወፃኢን ዝግበር ሓገዝ

8. How long you have been out of your country? _____

ንክንደይ ዝኣክል ኣብ ስደት ፀኒሕካ/ኪ

9. Are your parents (mother and father) educated Yes ☐ No ☐

ስድራካ (ኣባካን ኣደካን) ዝተማሃሩ ድዮም

እወ

ኣይኮኑን

10. To which ethnic group you belong to? _____

ካብየናይ ቢሄር ኢካ/ኪ

11. How many days do you attend class in a week? _____

ኣብ ሰሙን ክንደይ መዓልቲ ትምህርቲ ካላከኪ ትከታተል/ሊ

Section two: Extent of support that Refugee Students Obtain from their School

No	Description of items	Very High	High	Moderate	Low	Very Low
1	Well organized special tutorial program for female students, low achievers and National exam candidates. ዝተቐናጀዎ ፍሉይ ሓገዝ ትምህርቲ ንደቂ ኣንስትዮ፣ ትሑት ኣቅባብላ ትምህርቲ ንዘለዎም ተማሃሮን ንሃገራዊ ፈተና ተዳለውቲ ተማሃሮን ኣብምሃብ					
2	Make up class for late comer students . ትምህርቶም ደንጉዮም ንዝጀመሩ ተማሃሮን ትሕዝቶ መፅሓፍ ብኣጋኡ ንምሽፋንን ፍሉይ ሓገዝ ትምህርቲ ምድላው					
3	Intra and inter school question and answer competition among classes and between schools. ኣብ መንጎ ክፍሊታት ነዚባዕሎምን ምስ ካልእ ቤት ትምህርቲን ውድድር ሕቶን መልስን ኣብ ምድላው					
4	special ICT trainings to students. ፍሉይ ስልጠና ኮምፕዩተርን ንተማሃሮ					
5	special language trainings to students ፍሉይ ስልጠና ቋንቋን ንተማሃሮ					
6	Worksheets and other supplementary questions preparation					

N	Description of items	VH	H	M	L	VL
1	Practical laboratory experiments for Natural science subjects with adequate chemicals, apparatus & equipments.					

	ምድላው ወርክ ሽት ን ካልኦት ሓገዝቲ ሕቶታትን					
7	Peer education to make students help each other. ተማሃሮ ነዚባዕሎም ዝተሓጋዝቡሉ ማንዛ ንማንዛ ትምህርቲ ምድላው					

Section three: The extent of availability of appropriate resources and facilities

	ተግባራዊ ፈተነ ቤተ-መ-ከራ ምስዝተማልክኬሚካልን መሳርሒታት ቤተ-መ-ከራን ንትምህርቲ ተፈጥሮ ሳይንስ					
2	Well organized guidance and counseling services to minimize psychological and educational problems. ፀገማት ስነ-ልቦናን ትምህርትን ንምቅናስ ዝተቀናጀወ ግልጋሎት ምክሪ ኣብ ምሃብ					
3	Continuous and adequate library service. ቀዳሕነት ዘለዎን ዝተመቻቸወን ግልጋሎት ቤተ-ንባብ					
4	Production and utilization of instructional materials. ምድላውን ምጥቃምን መምሃሪ ሓገዝ					
5	Strong school co-curricular club activities to entertain and empower students' skill like sport competition ,drama, poem etc ተማሃሮ ዝዘናግዑሉን ክእለቶም ዘማዕብሉሉን ጥንኩር ምንቅስቃስ ክበባት					
6	On time distribution of educational materials like text books, exercise books, pens, uniform etc. ከም መፅሓፍ ተማሃራይ ጥራዝ ፒሮ ዲቪዛ ወዘተ ዝኣመሰሉ መሳርሒ ትምህርቲታት ንተማሃሮ ብእዋኑ ምክፍፋል					

Section 4: Extent of Coordinated Follow up of Students from School Community

No	Description of items	VH	H	M	L	VL
1	Teachers continuous follow up to their students ቀዳሊነት ዘለዎ ቁፅፅር መምህራን ንተማሃሮ					
2	The school parents-teachers- students association (PTSA) actively involved in coordination with the school administrators to foster students' enrollment rate and curtail dropout rate. ቁፅሪ ተመዝገብቲ ሓደሽቲ ተማሃሮ ንምዕባይን ምቁራፅ ትምህርቲ ንምክይን ናይቲ ቤት ትምህርቲ ወለዲ-መምሃራን-ተማሃሮ ማሕበር (PTSA) ምስ ምምሕዳር እቲ ቤት ትምህርቲ ብምትሕግጋዝ ኣብ ምስራሕ					
3	Open discussion with parents, students and other concerned bodies to solve academic problems of students					
4	Teachers equal treatment to their students. መምህራን ንተማሃሮኦም ብማዕረ ዓይኒ ኣብ ምሕብሓብ					
5	Implementation of continuous assessment technique to evaluate students. ተማሃሮ ንምግምጋም ቀኛልነት ዘለዎ ሜላ ግምገማ ኣብ ምትግባር					
6	Implementation of teachers' Continuous professional development. ኣብ ምትግባር ቀዳሊነት ዘለዎ ሞያዊ ዕብዮት/ብቅዓት/ መምሃራን					

Section 5: Extent of Coordinated Follow up of Students from School Community

N	Description of items	VH	H	M	L	VL
1	Continuous and adequate library service. ቀፃልነት ዘለዎን ዝተመቻቸወን ግልጋሎት ቤተ-ንባብ					
2	The school parents-teachers- students association (PTSA) actively involved in coordination with the school administrators to foster students' enrollment rate and curtail dropout rate. ቁፅሪ ተመዝገብቲ ሓደሽቲ ተማሃሮ ንምዕባይን ምቁራፅ ትምህርቲ ንምንኳይን ናይቲ ቤት ትምህርቲ ወለዲ-መምሃራን-ተማሃሮ ማሕበር (PTSA) ምስ ምምሕዳር እቲ ቤት ትምህርቲ ብምትሕግጋዝ ኣብ ምስራሕ					
3	Open discussion with parents, students and other concerned bodies to solve academic problems of students. ፀገማት ትምህርቲ ተማሃሮ ንምፍታሕ ምስ ወለዲ ተማሃሮን ካልኣት ዝምልከቶም ኣካላትን ግልፂ ዘተ ኣብ ምክያድ					
4	Teachers equal treatment to their students. መምህራን ንተማሃሮኦም ብማዕረ ዓይኒ ኣብ ምሕብሓብ					
5	Implementation of continuous assessment technique to evaluate students. ተማሃሮ ንምግምጋም ቀኛልነት ዘለዎ ሜላ ግምገማ ኣብ ምትግባር					
6	Implementation of teachers' Continuous professional development. ኣብ ምትግባር ቀፃሊነት ዘለዎ ሞያዊ ዕብዮት/ብቅዓት/ መምሃራን					

Section 6: Degree of Support and facilities provided to refugee students from camp

No	Description of items	Very High	High	Moderate	Low	Very Low
1	Lack of well organized extra-curricular activities in the school like sport club, drama, poem etc. ሕፅረት ዝተወደበ ምንቅስቃስ ክበባት ንኣብነት ክበብ ስፖርት ድራማ ስነ-ግጥሚ ወዘተ					
2	Lack of well organized science laboratory, library & pedagogy center. ሕፅረት ደረጃኦም ሓልዮም ዝተዳለዉ ማእከላት ቤተ-ፈተነ ቤተ-ንባብ ናይ ትምህርቲ መጠናከሪ ማእከል ፔዳጎጂ ምህላው					
3	Language barrier during the teaching learning process ኣብ ክይዲ ምምሃር ምስትምሃር ምህላው					
4	Unfulfilled school infrastructure like foot ball field, basket ball field. ከም ሜዳ ኩዕሶ እግሪ ሜዳ ኩዕሶ ሰኪዔት ትሕተ-ቅርፂታት ሓደ ቤት ትምህርቲ ዘይተማልኡ ምካናም					

Section 7: Extent of challenges confronted by refugee students due to lack of facilities in the School

	Description of items	Very High	High	Moderate	Low	Very Low
1	Lack of treatment of school teachers and administrators to their students. መምህራንን አማላደርትን ቤት ትምህርቲ ንተማሃሮኦም ዘርእይዎ ሓልዮትን ድጋፍን ምንኣስ					
2	Lack of continuous follow up from the school በቲ ቤት ትምህርቲ ዝርእ ሕፅረት ቀፃሊነት ዘለዎ ክትትል					
3	Failure on the part of the school to recognize past knowledge and educational attainment of refugee students. እቲ ቤት ትምህርቲ ስደተኛታት ተማሃሮ ቅድሚኡ ዝነበሮም ፍልጠትን ደረጃ ትምህርቲን ኣብ ግምት ከእቱ ዘይምክኣሉ					
4	Fear and distrust of authority figures like teachers. ኣብሓላፍነት ዝርከቡ ከም መምህራን ዝኣመሰሉ ኣካላት ምፍራሕን ኣመኔታ ዘይምሕዳርን					
5	Lack of qualified teachers. ሕፅረት ሞያውያን መምህራን					

Section 8 : Extent of Challenges due to Education system of the host country and Lack of awareness Creation

	Description of items	VeryHigh	High	Moderate	Low	Very Low
1	Education system of the host community does not compatible with the past experience of students. ተማሃሮ ዝመሃሩሉ ዘለው ስርዓተ-ትምህርቲ ዑቅባ ወሃቢት ሃገር ምስ ናይ ቅድሚ ሕጂ ተመክሮኡም ዘይጠፃፃም ምኣኑ					
2	Problem of local integrity with the host community. ምስቲ ናይቲ ከባቢ ማሕበረሰብ ዘሎ ፀገም ውህደት					
3	Lack of awareness creation and community mobilization program. ሕፅረት መደባት ኣፍልጦ ምፍጣርን ማሕበረሰባዊ ምውዕዋዕን ምህላው					

**Section 9: Extent of Challenges that flourished due to living condition of
Refugee Students**

No	Description of item	Very High	High	Moderate	Low	Very Low
1	Shortage of income to cover basic expense for daily living ሂወት ንምምራሕ ዘድልዩ መዓልታዊ መሰረታዊያን ወፃኢታት ንምሽፋን ዘጋጥሙ ሕጽረት ኣታዊ					
2	Burden at household level to take care of younger family members and elderly. ኣናእሽተይን ኣረጋውያንን ኣባላት ስድራ ንምሕብሓብ ብደረጃ ስድራቤት ዘሎ ፅዕንቶ					
3	Peer influence in the camp. ኣብቲ ማዓስከር ዝርእ ፅልዋ መሓዛ					
4	Separation from family make students hopeless adversely exposes them to leave from their school. ተማሃሮ ካብ ስድርኦም ብምፍልላዮም ምኽንያት ተስፋ ቆረቆሪ ኮይኖም ብጎዳኢ መልክዑ ትምህርቶም ከቃርፁ ይገብር					

Section 10: Extent of the challenges due to lack of coordinated follow up in the camp

No	Description of items	VH	H	M	L	VL
1	Secondary movement to developed countries. ናብ ምዕቡላት ሃገራት ዝግበር ካልኣይ ምንቅስቃስ					
2	Implementing partners working in the camp do not encourage students to continue their education. እብቲ ማዕከላዊ ዝሰርሑ መሻርኽቲ ትካላት (IPs) ተማሃሮ ትምህርቶም ክቕፅሉ ዘየተባብፁ ምዃኖም					
3	L Lack of protection in the camp. ኣብቲ ማዕከላዊ ዝርእ ሕፃናት ድሕንነት					
4	Lack of well organized counseling service in the camp ኣብቲ ማዕከላዊ ዘሎ ሕፃናት ምዕቡል ግልጋሎት ምክሪ ከነ-ልቦና					

Open ended question

I. What other major challenges refugee students face ?

II. What are the possible interventions to foster the enrolment rate, academic performance, and to reduce challenges of refugee students in their primary and secondary education participation?

ቁፅሪ ተመዝገብቲ ስደተኛታት ተማሃሮ 1ይን 2ይን ብርኪ ንክዓቢ ፅቡቕ ውፅኢት ንከመዝግቡን ትምህርቶም ብኣግባቡ ከይሳተፉ ዝገብሩ ፀገማት ንምቕናስ ዝጠቐሙ መሰረታዊያን ፍታሓት እንታይ እዮም

A. What are the supports expected from the school to minimize the challenges and improve the teaching learning process?

ከይዲ ምምሃር ምስትምሃር ክዓብን ፀገማት ክቕንሱን እንተተገደኖም እቲ ቤት ትምህርቲ እንታይ ዓይነት ምንቅስቃሳት ክገብር ትፅቢት ይግበረሉ?

B. What are the supports that will be expected from Parents, guardians and Refugee central committee to improve the teaching-learning process?

ከይዲ ምምሃር ምስትምሃር ንምምዕባል ወለዲ ኣለይትን ማእኸላይ ኮምቴ ስደተኛታትን እንታይ ዓይነት ደገፍ ክገብሩ ትፅቢት ይግበረሉም?

C. What are the support expected from camp administrators and other IPs to promote the participation of refugee students and improve the teaching learning process?

ተሳትፎ ስደተኛታት ተማሃሮ ንምዕባይን ከይዲ ምምሃር ምስትምሃር ንክምዕባይን ኣማሓደርቲ ኣካላት እቲ ማዓስከርን ካልኦት መሻርኽቲ ስራሕ ትካላትን እንታይ ዓይነት ደገፍ ክገብሩ ትፅቢት ይግበረሉም?

II. What do you suggest as a solution to the problems you described?

Appendix B

Addis Ababa University School of graduate study

College of Education and Behavioral studies

Department of Educational Planning and Management

General Direction

Dear Teachers:

The objective of this questionnaire is to collect data for the research designed to the practice and challenges of primary and secondary educations in Mai-aini and Adiharush refugee camps.

Therefore you are kindly requested to answer all the questions below based on the instruction given for each part. There is no right or wrong answer for the given items. Your truthful and honest responses have a great contribution for the success of this study. And I would like to inform you that all your responses keep in confidentiality. Please do not write your name in this questionnaire.

Thank you in advance for your cooperation!

Part one. Background Information

Please put a check mark (✓) in the box of your choice for those items which have options and write your responses in the space provided for those with a blank space.

1. Region_____ Zone _____ Wereda_____ Center_____
2. Sex Male ☐ Female ☐
3. Marital Status Single☐ Married☐ Divorced☐
4. Age_____
5. What is your educational back ground Diploma ☐ BA/BSC☐ MA/MS ☐
other ☐
6. Which school do you teach?_____
7. How long have you been teaching in current school?
 - a. 1-3years☐ b) 4-6years☐ c) 7-10years☐ d) above 10years☐
8. What subject are you teaching_____
9. Your total experience _____years
10. Your additional responsibility in current school _____

Section two: Extent of support that Refugee Students Obtain from their School

No	Description of items	Very High	High	Moderate	Low	Very Low
1	Well organized special tutorial program for female students, low achievers and National exam candidates.					
2	Make up class for late comer students.					
3	Intra and inter school question and answer competition among classes and between school.					
4	Special ICT trainings to students.					
5	special language trainings to students					
6	Worksheets and other supplementary questions preparation					
7	Peer education to make students help each other.					

Section three: The extent of availability of appropriate resources and facilities

No	Description of items	VH	H	MOD	L	VL
1	Practical laboratory experiments for Natural science subjects with adequate chemicals, apparatus & equipments.					
2	Well organized guidance and counseling services to minimize psychological and educational problems.					
3	Continuous and adequate library service.					
4	Production and utilization of instructional materials.					

5	Strong school co-curricular club activities to entertain and empower students' skill like sport competition ,drama, poem etc					
6	On time distribution of educational materials like text books, exercise books, pens, uniform etc.					

Section 4: Extent of Coordinated Follow up of Students from School Community

No	Description of items	VH	H	M	L	VL
1	Teachers continuous follow up to their students.					
2	The school parents-teachers- students association (PTSA) actively involved in coordination with the school administrators to foster students' enrollment rate and curtail dropout rate.					
3	Open discussion with parents, students and other concerned bodies to solve academic problems of students					
4	Teachers equal treatment to their students.					
5	Implementation of continuous assessment technique to evaluate students.					
6	Implementation of teachers' Continuous professional development.					

Section 5: Extent of Coordinated Follow up of Students from School Community

N	Description of items	VH	H	M	L	VL
1	Continuous and adequate library service.					
2	The school parents-teachers- students association (PTSA) actively involved in coordination with the school administrators to foster students' enrollment rate and curtail dropout rate.					
3	Open discussion with parents, students and other concerned bodies to solve academic problems of students					
4	Teachers equal treatment to their students.					
5	Implementation of continuous assessment technique to evaluate students.					
6	Implementation of teachers' Continuous professional development.					

Section 6: Degree of Support and facilities provided to refugee students from camp

No	Description of items	Very High	High	Moderate	Low	Very Low
1	Lack of well organized extra-curricular activities in the school like sport club, drama, poem etc.					
2	Lack of well organized science laboratory, library & pedagogy center.					
3	Language barrier during the teaching learning process.					
4	Unfulfilled school infrastructure like foot ball field, basket ball field.					

Section 7: Extent of challenges confronted by refugee students due to lack of facilities in the School

	Description of items	Very High	High	Moderate	Low	Very Low
1	Lack of treatment of school teachers and administrators to their students.					
2	Lack of continuous follow up from the school					
3	Failure on the part of the school to recognize past knowledge and educational attainment of refugee students.					
4	Fear and distrust of authority figures like teachers.					
5	Lack of qualified teachers.					

Section 8 : Extent of Challenges due to Education system of the host country and Lack of awareness Creation

No	Description of items	VeryHigh	High	Moderate	Low	Very Low
1	Education system of the host community does not compatible with the past experience of students.					
2	Problem of local integrity with the host community.					
3	Lack of awareness creation and community mobilization program.					

**Section 9: Extent of Challenges that flourished due to living condition of
Refugee Students**

No	Description of item	Very High	High	Moderate	Low	Very Low
1	Shortage of income to cover basic expense for daily living					
2	Burden at household level to take care of younger family members and elderly.					
3	Peer influence in the camp.					
4	Separation from family make students hopeless adversely exposes them to leave from their school.					

**Section 10: Extent of the challenges due to lack of coordinated follow up in
the camp**

No	Description of item	Very High	High	Moderate	Low	Very Low
1	Secondary movement to developed countries.					
2	Implementing partners working in the camp do not encourage students to continue their education.					
3	L Lack of protection in the camp.					
4	Lack of well organized counseling service in the camp					

Open ended questions

III. What other major challenges refugee students face

IV. What are the possible interventions to foster the enrolment rate, academic performance, and to reduce challenges of refugee students in their second cycle primary and secondary education participation?

A. What are the supports expected from the school to minimize the challenges of refugee students and improve the teaching learning process?

B. What are the supports that will be expected from Parents, guardians and Refugee central committee to minimize the challenges of refugee students and improve the teaching-learning process?

C. What are the support expected from camp administrators and other IPs to promote the participation of refugee students and improve the teaching learning process?

V. What do you suggest as a solution to the problems you described?

Appendix C

College of Education and Behavioral studies

Department of Educational Planning and Management

Dear respondents:

This checklist /focus group discussion guide is prepared to gather qualitative data from principals, vice principals, teachers, students, members of RCC, guardians and PTSA with the objective of analyzing the practices and challenges of second cycle primary and secondary education in *Mai-Aini* and *Adiharush* refugee camps. Therefore you are kindly requested to discuss deeply all the open ended questions below. Your truthful and honest responses have a great contribution for the success of this study. And I would like to inform you that all your responses will be kept confidential.

Thank you in advance for your cooperation

1. What are the educational activities/supports you observe in the school to enhance the participation and academic performance of refugee students?
2. What are the educational activities/supports you observe in the camp to enhance the participation and academic performance of refugee students?
3. As per your observations, what are the challenges that face refugee students from their school not to participate and improve their academic performance at school?
4. As per your observations, what are the challenges that refugee students experience in their camp not to participate and improve their academic performance?
5. What is your suggestion about the appropriate interventions to halt these challenges and improve the participation and academic performance of refugee students?