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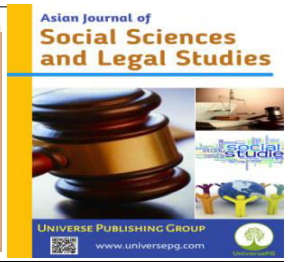

Effectiveness of the Education in Building Self-Reliance Skills among Refugee Students in Uganda

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ABSTRACT

The study sought to find out the effectiveness of education interventions for refugees in refugee communities in Uganda's Districts of Kiryandongo and Kampala. It explored practices used in management of education programs, how programs enabled refugees to become self-reliant, the efficiency ratios obtained across education initiatives implemented by mandated organizations in the beneficiary schools. Stories of change through output of education in terms of relevant training and solving major refugee challenges of mutual existence with host communities in diverse and complex refugee settlement environments. For example, the implementation of Refugee regulations (2010) and the refugee response framework called for integrated support and cooperation of all stakeholders including the beneficiaries. 193 persons participated in the studies which were students, staff of education civil society organizations, teachers and district education leaders and heads of schools. Implementation mechanisms were examined to ascertain facts about creative initiatives, participation of parents, community leaders as well as efficiency ratios achieved in performance of students. The study revealed educational facilities provided and enrolment rates at different educational levels. Significance of impact and outcomes made through education infrastructure available in schools, and competencies built for students among refugee communities to be able to reconstruct their life increased. Enrollment in several practical education programs increased and students gained useful knowledge and skills to resolve the major challenges in refugee settlements or returned home capable of getting employed or starting their own businesses.

Keywords: Effectiveness, Self-reliance, Efficiency ratio, Competencies, Quality education, and Providers.

INTRODUCTION:

Provision of social services to refugees including education and sustainable refugee strategy is enshrined in international instruments (United Nations, 2010; United Nations, 1989; and United Nations, 2010a). This mandates nations and service providers to ensure people of concern attain a quality education. Management practices determines success and learning outcomes during and after school. The national education objective of Uganda is to ensure that all children access quality education and are equipped with skills relevant to live a productive life. The self-reliance of refugees in Uganda as per the Uganda Refugee Act (2006) and 2010 refugee legal and regulatory framework is part of the strategic guarantees for rights of refugees to education. At the 2016 summit UN mem-

bers called for collaborated effort, refugees' training and livelihood programs to enable refugees to attain an improved livelihood as a responsibility for all stakeholders. Education for self-reliance was aimed to ensure that refugees are empowered in Uganda's model through access to livelihoods trainings program which are part of Self-reliance strategy (SRS) and Development Assistance for Refugees (DAR). The difference created however, amidst soaring challenges and resource constraints raised concerns (Betts, 2019).

Best practices in management of education services entails prudent planning of education activities, alignment of education plans with strategies, efficient allocation of resources and decision making. Quality education manifests as usable knowledge and productive skills, virtues and attitudes developed in the learners, using relevant content that caters for comprehensive learning. Education that enhances competencies and capabilities that students obtain from education opportunities available. According to the Comprehensive Refugee Response Plan (CRRF) of Uganda, 2018-2020, UNHCR, (2017) the five pillars sound good and promise beautiful targets, so, understanding how self-reliance emanates from the practices of the frontline actors was critical to the study. In 2003, the SRS transitioned to Development Assistance for Refugees-Hosting Areas (DAR) policy shifted and durable solutions were sought. It's only the versions that upgraded but the objective remained similar. Through transition from SRS to Comprehensive Refugee Response Framework (CRRF), pitfalls of earlier policies were eliminated by enhancing capacity of the stakeholders, multi-stakeholder funding mechanisms, refugee framework policies shifts and stimulating social development in refugee hosting areas. This was done in order to create enabling environment for mutual coexistence and access to social services as health and education (UNHCR, 2019). For example, poor engagement of development partners, limited integration in the national development plan as well as district planning and budgeting system (UNHCR, 2018), weak local capacity and poor connection with UNHCR country programs were noted by UNHCR, (2005). The UNESCO rates quality education as education for all (EFA) based on sufficient facilitation and quality of teaching (UNESCO, 2004). The study found that implementers are constrained by high teacher-learner ratios and education outcome measured by indicators of achievement, student performance and productivity after school are still low despite increased access. The return on investment and justification for the massive investment by charity and in 2015 the mounting crises of holding back refugees by nations aroused criticism (UNHCR, 2019). Significant infrastructure and budgetary challenges affected UNHCR's delivery on protection and life sustaining assistance activities (MOES, 2018; UNHCR, 2020). Popular education parameters of Uganda's excellent performance are on access and education equity as an end. But opportunities for resilience, ability to attain life needs, and mechanisms by which educational managers provide long-term solutions through education programs (United Nations, 2010; UNHCR, 2015) were studied. Education in Uganda seeks to empower the refugees to become self-reliant and increase opportunities that allow them to be productive and support themselves (Easton-Calabria, 2016). Education brings stability and hope, but this can't be attainable when education institutions experience inadequate materials and opportunities jeopardized by technical and financial resources scarcity. While Education approaches in Kenya are lauded for improved coping skills and participatory nature generally (UNHCR, 2001; UNHCR, 2008, Dryden, 2016), the itching question in Uganda was the value gained and return on investment in education in form a better future or whether refugee schools became channels of failure that transmit hatred among refugees and their hosts. However, the scale of resources is questionably small. Most recent researches point at the problems not the questions of a better future (Ssimbwa *et al*., 2022; United Nations, 2000b).

Adam Smith emphasized young people can being productive by education and countries' rationale of investment in human capital asserted (Wößmann, 2007). For Adam Smith young people forego earning to invest in human capital growth based on returns on investment. The changing country specific and world of work landscape calls for learning for work and life, pre-paring the youth for market opportunities. This is attainable through enhanced education opportunities and readiness for work among young people so as to match the challenging labor market (World Bank, 2006). Thus,

the question of what refugees get from learning in Uganda. In turn the educational implication on productivity of people and returns of education or human capital investments benefits of society such as improvement of quality of a nation's people as (Todaro and Smith, 2015; World Bank, 2004) asserted are critical. Human capital theory proponents revered the contribution of a college education to productivity of sectors. The theory suggests that individuals and society derive economic benefits from investments in the people (Khanam and Ali, 2022; Scott, 1996).

METHODOLOGY:

The study explored education interventions implemented for refugees and best practices leading to satisfying skills and knowledge expectations of refugee students. A mixed research approach study was done by applying qualitative methods to capture opinions and views manifested in qualitative statements and derive measurable values among variables as Creswell, (2013, 2004) asserts. Case studies of this research were rural and urban communities of Kampala and Kiryandongo selected to explore and compare the variations among beneficiaries, actors' practices in refugee education. Variations across gender, private school educated and government schools were studied. Deep exploration enabled making appropriate description of situations of rural and urban schools. School system, community and national systems were brought in focus to explore their integrated relevance in education pursuit. Descriptive statistics derived or validated facts and structures of multi-factorial relevance that exist. These as Barbara Hazard (2005, 1997) argued, were useful in measurement of characteristics of differing values, significance or intervals. The study was done in Kampala and Kiryandongo refugee settlement where refugee students in school were studied. Each participating student represented a household. UNHCR staff responsible for education and protection, staff of implementing partners (IPs), local community leaders and District Education Officers, Office of Prime Minister were key informants. Teachers, School Management Committee members and school heads were involved in in-depth field-based studies.

Sample calculation

193 participants were drawn from sample population of 370. The sample size was selected in due consideration of the smallest representative sample using Krejcie and Morgan's (1970) sample size determination table, (Amin, 2005). The sample was calculated by Slovene's formula from a student population of 5000 in the targeted schools to give a sample population of 370 from which 193 accessible students were selected. A confidence level of 95% and a margin of error of 5% were based on in the determination of samples. Samples of students that participated in the study were selected randomly while key informants were selected by purposive sampling.

Inclusion Criteria

Participating students were of age between 6 and 17 according to Uganda's lowest school entry and maximum average age at secondary school. Only students in schools at the time and school leavers known to have studied in the participating schools, that lived or left the community but known to leaders. The refugees were carefully selected to represent gender perspectives at school level.

Procedural methodology

A pilot study was done prior to actual field work to map out the study participants locations and testing tools. Study tools were tried out to capture observations alternative questions suitable elicit required data were included. The pilot helped to determine suitable focus for Kampala and Kiryandongo and appropriate time for data collection. Permission and information that guided the fieldwork was obtained from the District Education Office (DEO), Office of Prime Minister (OPM) and Refugee Welfare Committees (RWC). The tools were tested for reliability using ten items of likert scale to determine Cronbach's coefficient alpha reliability of questionnaires. Relevance of the tool analysis gave Cronbach's alpha α=0.624 and exploratory responsiveness of α=0.838 which are all acceptable for internal consistency of results. During pre-testing, study tools were tried out on 4 expert; one potential respondent and three experts to elicit opinions on relevance, responsiveness and quality assurance of tools. Validity was tested by CVI method. Using the formula CVI=S-CVI/UA. Based on scale validity index (S-CVI) divided by universal agreement thus, the researcher determined that; Based on rating of the tools using the S - CVI technique during pre-testing by 4 experts' judgement. 3 out of 4 experts universally ag-

reed to valid tool, giving an S - CVI= .75. With acceptability rate of = 0.8 this was considered evidence of good content validity. And any suggested changes were integrated to adjust tools to suit the research paradigm. The participants' informed consent was sought.

All adult respondents were supplied with a consent form and assented to freedom of participation and they were assured of their freedom to withdraw at any point they felt uncomfortable to continue. For children and minors involved, consent of their parents was sought, and child assent forms were signed. Document review was done through articles on theory, policy adjustments, strategic reports of agencies and governments were analyzed in order to create contextual application of field findings. These questionnaires constructed included both close ended and open-ended questions. The close ended questions were included for more precise and accurate answers while diverse opinion and detailed answers were obtainable by open-end question types. Closed end questions were administered on refugee students while questionnaires administered on teachers and heads of schools were majorly structured/open-ended. Focus Group Discuss-ions were held at schools in refugee communities. Six groups were selected from female and male students, each made of 8 -12 participants. One group was mixed, (boys and girls) who were ALP/AEP students that took alternative program for the primary school level. School leavers and graduates of colleges answered attribution questions. While Key Informants Interviews were conducted with UNHCR officials, education officers at district level and OPM officials to confirm policy and program framework views. These provided opinions and decision perspectives on at implementtation level and answers to management questions. Interview guide-with pre-determined questions were administered for verbal discussions, interactions and probing.

Statistical analysis

Data was coded and thematically aligned to institutional management, actors and beneficiaries. Themes involved inputs-output of educational arrangements, implementation and management processes, and relationship of data upon which theory of change and models were constructed. Qualitative data coding and analysis were done in iNvivo 12 software. Deductive coding was used at a higher level to reflect themes under structural quality dimension, education process quality dimension and outcomes quality dimension. As such data was reviewed to identify emerging issues and themes aligned with research questions, objectives and theoretical and philosophical constructions. Evidence to support these codes was linked, creating relationships that were then merged into emerging subthemes or grouped under pre-defined sub-themes and themes. The resultant themes were displayed and compared through text descriptions and quotes. Analyses were grouped on KII (information from education officials, service providers and managers, community members) and FGDs (information from pupils and students and some community members). Responses relevant to the management of education, quality and associated outcomes, and published literature exclusive to refugee education, quality pursuit issues, philosophical postulations and theoretical views and best practices in education, in emergencies were interpreted to discern relevance and gaps. Management documents and field data relevant to contemporary management of education service in Uganda, Kiryandongo district, policy and working paper by UNESCO, UNHCR, UNICEF and Windle Trust International-Uganda, and strategy were analyzed. Quantitative data processing and analysis was done in Stata v14 statistical software after transcription and entry into the computer assisted software. Text data captured on some parts of the questionnaire were coded numerically according to emerging topics before analysis was undertaken. Analysis was disaggregated on age, level of education, rural and urban areas. Descriptive statistics reflecting on mean, percentages and tabulation variations in estimates of some quality education indicators such as access and progress rates between sub-groups, efficiency rations and infrastructural inputs determine opportunities and, output and outcomes of education.

RESULTS:

Findings on refugee education interventions in Uganda show that; opportunities for learning and building skills of learners in schools expanded due to initiatives of refugee parents which were support by UNHCR and government commitment. The number of refugee students obtaining development assistance and empowered to join employment on return to countries and were

able support country rehabilitation was analysed. The study found out that refugee students have been able to gain skill skills and necessary abilities for meaningful employment to support them after school. Respondents revealed that programs, activities and interventions done in education enhanced livelihood of refugees.

Successful education programs and inclusiveness of education, and focused leadership of education actors explained the benefit of efforts put in holistic education and investment in refugee education. These are manifestation of the strong actions from centers of first entry including local support that enables access to development and maintenance support through education. In settlements education is for more permanent development and maintenance than psycho-therapy and psychosocial healing or traumatic pacification.

The study discovered education programs designed for development and how players ensured that refugee become independent enough to support their livelihood and integrated with host communities. For refugees to access education, several education programs are given as reflected in the district education sector planning field findings. Kiryandongo as a district has done remarkable education innovations to enhance education relevance to the survival of refugees and IDPs. Kampala on the other hand, the city with the largest number of urban self-settled refugees is an impressive example of refugees meeting their education needs through self-employment.

Table 1: Refugee education programs provided in Kiryandongo refugee settlement.

Program provided	# of facilities	Status
Nursery/ECD	19	14 are active and fully licensed; the 5 (formally under TPO) are struggling on
Primary	7	4 government aided with UNEB centers, 3 licensed community
Secondary	2	2 (1 registered; 1 community in but licensed)
Vocational	2	2 (1 attached to secondary section; 1 community)
CTA centers	2	2 (1 Settlement, 1 host community)
ALP/ AEP	6	All centers attached to Primary schools

Education programs and facilities are provided by Uganda government and mandated refugee education agencies or development partners to support holistic education whereby refugees become productive after education. The same approach applies to all refugee students learning from mainstream education system whether in private or government aided school. Programs cover learners from early childhood development to tertiary level education.

Nineteen Early Child Development [ECD] centers exist of which fourteen were licensed and operational, and five were formally under The Prime Minister's Office (TPO). The existing primary schools were established under refugee communities' initiative, while in Kampala Madrasas informally exist but most of the children go to ECD started by private individuals or to public school across the city. The ECD centers in the city charge high school fees, eliminating many children which resort to Madrasas. In the 4 primary schools aided by government due to government allocation of education support excellence in learning had improved and they have examination hosting centers unlike the three licensed community schools (also known as private). However, in all schools the student numbers are high, exceeding the existing facilities. Secondary education was given at two secondary schools; one aided and registered by government, and another supported community. More tracking and monitoring of learners by leaders and community was manifested in Kiryandongo than in Kampala where refugees are responsible for themselves. Two Community Technology Access [CTA] centers were established i.e. one for host community and another for the settlement.

However, children beyond the age of first year of school entry of 6 years in Uganda and adults who need a second chance to learn are offered ALP/AEP programs at six centers attached in selected primary schools in Kiryandongo refugee settlement. This program exists in order to ensure that no-child is left behind. No such education arrangement was reported in schools of Kampala district.

Table 2: Efficiency Level and Infrastructure at early childhood level through Secondary.

Program	Pupil: Classroom	Latrine Stance: student	Teacher: pupil	Desk: pupil	Teacher: Accommodation
ECD	1:169	1:137	1:74		00
Primary	1:119	1:82	1:78	1:6	1:3
Secondary	1:229	1:160	1:108	1:6	1:5

Optimization of education benefit, cost effectiveness, returns on investment into education and efficacy as performance measures of effective management of education indicated that student ratios are overwhelmmed available facilities. Efficiency ratios in the **Table 2** above point at the great pressure on teachers, and physical infrastructure and thus reducing quality education access. The students mentioned that when each day starts with pressure on the facilities and service they get stressed, frustrated and give up on reaching the teacher or other facilities and dropping out becomes an option to some of them. The metrics indicated in **Table 2** above are below the ideal standard for Uganda; the ratios are 2 - 4 time above the recommended standards of teacher to student or student to facilities studied, from early childhood to secondary. The infrastructural development in the settlement reflects on tremendous work done to provide facilities and services despite overwhelming numbers. Despite satisfaction achieved, the ratios above indicated deficiency in school infrastructure requiring more investment and funding. While the statistics would alarm the empathetic community activities are funded according to priorities. At planning level the AGDAs-Age-Gender-Diversity Assessment meetings are done with a purpose of setting priorities. This reflects in the infrastructural development in **Table 3** below count of the year 2018.

Table 3: Infrastructure development in Kiryandongo District as of year 2018.

Facility	ECD	Primary	Secondary	Total
Classrooms constructed	11	16	03	30
Staff houses constructed	00	00	00	00
No. of new latrine stances built	08	10	05	23
No. of new latrine stances (staff)	00	02	00	02
No. of Science & tech facilities constructed	00	00	01	01
No. of desks procured	00	130	70	200

Post-secondary and TVET programs supported in Kiryandongo

The study revealed education programs aimed at skills for self-reliance. The Non-academic and Vocational interventions have made an impact on refugees' self-reliance. Alternative education programs provided by organizations like RMF, RLP, DRC, Whitaker Peace and Development initiative, DAFI, WIU, UNHCR as well as the District local government/Kiryandongo town council enhanced skills and abilities of refugees. Resolving internal conflicts through peace clubs built students skills to live peacefully in schools but peaceful communities. Analyzes indicate that non-academic interventions offered an opportunity adults and students which had missed education through years of conflict. Such programs dominating refugees' settlements than refugees in the city, the urban refugees support by self-employment in Micro Small and Medium enterprises. Non-academic programs include English language training for both nationals and refugees sponsored by Refugee Law Project-RLP, business management skills, pastry and baking trainings. Females and males rates enrollment and completion in professional and technical varied greatly. Higher enrollment and completion rates were found among females than males. With the increased demand for support for skills building at the most productive levels, the number of beneficiaries of TVET and partners' college support programs increased. At post-secondary and technical vocational education level, the number of males enrolled for sponsorship was higher than their female counterparts and for overall number of students sponsored by education partners. These points at self-reliance issues for females, lower access to post-secondary education, low competitiveness of females. The post-secondary sponsorship structure indicates that

more opportunities were created for vulnerable children and youth to access education, enhance practical skills and productivity. These are sponsored to attain training in critical sectors in the district and usable skills for individual and societal benefit such as self-employment artisan and technical training programs.

Management performance on key result areas in Kiryandongo education sector plan

The key performance indicators of Kiryandongo district showed vivid structures associated with refuge education policy implementation and education interventions than Kampala. Refugee students in Kampala lived a more regular life with their host communities. Comparison of Y2018 and Y2017 showed that; the general enrollment of 2018 significantly increased attributable to reduction of challenges identified above and vigorous education interventions of implementers by the end of Y2017. This increase was reflected in ECD, Primary, secondary and post-secondary enrollment, infrastructural expansion, investment and stakeholder participation, notwithstanding the non-academic programs support increases reflected in **Table 3**.

ECD enrollment at 4,327 was catered for by 72 care givers at 14 active centers. This gives a ratio of 1:60, higher than the country standard for early childhood care centers. The enrollment in primary increased by 11.4% in 2018 compared to 2017, served by 214 teachers out of which only 9.8% were posted by the ministry of education and sports. Efficiency ratios indicated a teacher student ratio of 1:79 in the settlement. But numbers in the classrooms at some instances were reported by students to be at over 100 pupils. While secondary education is free, enrollment by Y2018 increased by 37.8% over Y2017. More vulnerable students' scholarships at secondary school led to 70% of refugees students sponsored in S1 and 30% were nationals. This included of Persons with Special Needs (PSN) sponsored in schools for the needy status. Over 109 students had registered for the Directorate of Industrial Training (DIT) examinations of 2018. Although all structure included nationals, however the proportion of refugees was on average 80% against nationals in settlement schools. The general performance on national examinations analysis from the District Education Office reflects refugee students as highly competitive with nationals. 2 of 5 top schools in the district were refugee schools and 50% of the best 10 students were refugees.

DISCUSSION:

Good practices like involvement of refugees in gendered manner at all levels of education planning and implementation, and sound programs enhanced skills. Inclusiveness and functional alternative and accelerated education enabled refugees to become self-reliant and contributed to host community development activities. Increased commitment of refugees to take their education serious and support from development partners like UNHCR drove the changes. Remarkable changes in how refugees are viewed in host communities have occurred. Despite, little facts documented on implementation of education for self-reliance strategy, field finding show significant progress made towards empowerment of refugees through trainings for livelihood and skill built for employment. Education and self-reliance policy have helped the implementing organizations, refugees and nationals to have complementary benefits. The refugees' objective of education from reception centers focus on attainment of permanent development and maintenance than psychosocial healing and traumatic experience pacification. Education programs ranging from early childhood to post-secondary school are designed for development of refugees and host communities. These have resulted in significant achievements for refugees. Education has provided refugees with an opportunity of rehabilitation and development after emergency stabilization and psychosocial healing. They have integrated in main stream education and was empowered to meet their life needs including education. Self-reliance was encouraged so that refugees do not wait for handouts but change their mentality from being given working on lucrative jobs for a living. Kiryandongo district with one of the largest refugee settlements used remarkable education innovations to enhance education relevance to the survival of refugees and IDPs. Together with development partners, the district initiated livelihood and skilling programs for all refugees irrespective of age which the interested students join for artisan skills training. Through these programs refugees can attain education from early childhood, primary, secondary vocational and professional studies. At different levels all children and

youth are supposed to attain an education. The rationale was that school leavers must graduate with skills necessary for their livelihood and for proper integration in host communities' employment. The refugee settlement has huge number of learning center from ECD centers or nursery schools well equipped with child friendly environments and facilities. These help learners to take their first encounters of learning outside their families. The centers have care givers responsible for children welfare and running of the centers together with communities leaders. In ECD centers, organizations like Save the Children are responsible for providing facilities necessary to ensure that children adjust into school system within a conducive environment. Here the learners adjust while learning in local languages. At secondary and primary level, schools are both private (licensed community) and government aided (those schools started by community of refugees started and were elevated to government aided status after government took over responsibility to full support the schools) which parents applied through the district education officer. Four primary schools are registered government aided and 3 are private (community licensed). At these primary schools regular elementary school curriculum is taught. However, in the same primary schools Accelerated learning program/Alternative education program was running in the evening after the regular day program. The 6 ALP/AEP centers were attached to existing registered primary schools like Arnold Primary School, Panyadoli Hill Primary School and Canrom Primary school where children who join the camps but have never been to schools are given functional learning opportunities, for numeracy and literacy, life skills, and English language skills. This was a result of the "All children to school, back to school and Stay in school campaign" in Kiryandongo district. All registered primary and government aided schools have Uganda National Examination Board (UNEB) centers where the students sit national examinations without any inconveniences of looking for places to sit exams exist. In these schools all examinations including local examinations are paid for education supporting organizations and the district. However, communities complained about head teachers charging them examination fees which leads to students missing assessments. This is a common phenomenon when testing happens at a time when parents have no money to pay for the monthly or end of term examination. The schools are co-educational, and the national curriculum of Uganda was being taught in all schools. The government aided secondary school hosts a vocational educational center that is Panyadoli Vocational Secondary School. Vocationalized secondary education gave a second chance to children and youth who had missed the chance to join main stream primary, secondary or post-secondary education institutions. Such success is attributed to infrastructural development and commitment of all actors, both intergovernmental and non-governmental organizations working together with the community. To join vocational education programs offered at technical education institutions and technology centers refugees are sponsored by partner organizations specifically to attain practical skills for quick employability than academic school. Apart from district technical and vocational education centers, in the settlement there are 2 vocational centers and a Community Technology Access center customized to the needs of refugee students. These particularly provided suitable practical education opportunities to students who found taking a course of secondary years expensive had been left with opting to drop out of school. Windle International Uganda and other agencies support vocational training education by equipping the facility with computers, hardware and software, expert instructors, electricity and internet connection. At Community Technology Access (CTA) centers Communication and Technology trainings such as IT classes and repairs of electronics. After training implementing organizations support the trainees to start business in the community or nearby cities. These professional and technical arrangements enable the students to become self-reliant during or after school. In secondary school, peace clubs were set up which were run by students to integrate conflict resolution skills. These are supported by Whitaker Development Initiative, and these along with the sports program have cemented peace and mutual co-existence of refugees. The impact of vocationalization of education at secondary, post-secondary and technical college level was majorly realized through employment income of TVET graduates at building sites or kiosks for repair of electronics, self-expression in English language and business man-

agement skills. The Kiryandongo district education sector meeting report to all education actors *(*Education sector report, September, 2018) revealed. Nevertheless, the completion rate at vocational training is 75% and the numbers of women in non-academic school education for all were higher than men. Male completion rate was only 50% to 65% compared to 78.7% of females in non-academic school programs.

Self-Reliance and Alternative Education Skills for Refugees

Embracing education for a self-reliant of refugee by communities and investment in practical education has resulted into acquisition of competencies needed for individual development through gainful employment of school leavers. Education interventions in refugee communities under the framework of the UN refugee agency was done based majorly on three intervention tenets namely; Emergency, Maintenance and self-sustainability of the served people. The skills attained enabled refugee adjustment to a self-reliant member of a host community; they are kept busy at work, reduced crime and peaceful co-existence of refugees than before peace clubs were formed with support from Whitaker Peace and Development initiative. Study findings indicated how refugees' support has been changing face with the changing nature of conflict, population, as well as international and country policies in which UNHCR and implementing partners operate. Historically refugees have had specific emergency and development needs at respective levels. Refugee communities where development and maintenance of refugees occur, responsible the organizations undertake development operations framework. Education support, embraces refugees self-sufficiency, adjusting effectively to local conditions and ability to survive with reasonable livelihood like other humans. Despite, complaints on overwhelming numbers and inadequate facilities. In in Uganda, the government cannot just set up schools, colleges and centers to accommodate hiking numbers, but ensuring that the children and youth are protected first and ensure schools are useful. While primary education is provided free and is given priority by UNHCR massive investment in infrastructure for secondary education is done by development partners. Nevertheless families pay the minimum fees set by government for all government aided secondary schools with a lot of hardship. Community leaders (refugee welfare councils) noted that,

"It is important that children stay in school. Keeping them busy at school prevents refugees from engaging in crime, early marriages and later they are equipped for meaningful employment or get education and skill to start their own business.

That serves the refugee agency objectives because a family attains independence and with relevant education refugees are able take care of themselves or their siblings. Best understanding of self-reliance was demonstrated by refugees living in urban centers than counterparts in rural refugee settlements. Most students in Kampala understood self-reliance by way of paying for their education. The families' small businesses were the sole source of income to meet basic needs including education expenses. The urban refugee students revealed that they were comfortable living outside the camp. It gives them an opportunity to work with their parents after school or some youth work in their own small businesses which in turn earn them life necessities for younger siblings. The World Bank's Refugees and Host Population Empowerment (ReHOPE) strategic framework 2016-2020 sought for (World Bank, 2016) developmental solutions problems of refugees and their host communities sustainable livelihood. The Ugandan model successes have been criticized on grounds of what works or doesn't work. But since 1997, Uganda implemented the self-reliance concept as part of UNHCR's global approach to Refugee aid and Development (RAD), (IRRI, 2018). The ReHOPE principles objectives were aligned with Uganda's poverty eradication and assurance that refugees are transformed from being a burden or mere beneficiaries of humanitarian aid, to being empowered agents of development. The strategic process and design of education are made in a way that ensures it meets expectations of students such as a useful future and strong foundation for purposeful adulthood. The districts created systems to support education based on engagement of grassroots as part of implementation of the national education policy and district strategic plan. Community leadership structures known as Refugee Welfare Councils (RWC) work with training institutions on initiatives like the Whitaker Peace & Deve-

lopment Initiative in which peace education has changed attitudes of hitherto conflicting ethnic groups of refugees in the settlement. By eliminating ethnic tension from the communities refugees exist mutually supporting each other as leaders and parents from diverse ethnic background. For example a Congolese community leader and a mother was guardian of an orphan from South Sudan ensuring education of the boy. Peace and conflict experts made in the peace club have become exemplary in my community. They serve their community and help fellow youth to avoid or even settle conflicts if they come up. In Kampala district one school had 17 nationalities and students were helped to find their life purpose through the school philosophy of having a community where each member supports mutual co-existence. After education, teachers and other technical trainees have returned to serve the settlement. Many others have relocated to third settlement countries with skills, or advanced their education and financially support their families still living in the settlements. The study confirmed from one of the administrators of schools that some of the best teachers were students in Kiryandongo refugee settlement school who returned to teach in the community. The districts and schools are working together to make schools pragmatic in the sense of what works and how it works on producing students that can solve major challenges, and challenges of countries hosting them. Many school leavers have started independent life through acquired skill and support from micro-finance institutions. Financial literacy training like the ones provided by BRAC to women in CTAs and skilling units in and outside the refugee communities has significantly increased women empowerment. Although the policy does not allowing refugees to own land and move freely until all rules pertaining a refugee's status are cleared, refugees have succeeded through school and opportunities of informal training. At higher level the refugees finance their education.

"The higher you go the less we fund but there are partners who come and want to invest in vocational skilling,"

Observed the Key Informant. At all levels of planning, refugees are involved in deciding what and how to get their education support, prioritize in accordance with the donors and operational framework. In Kampala refugees are entirely self-reliant and education implementing agencies support was found to be little or no education assistance at all. In coordination and planning meetings a participatory approach to development is used. These meetings involved gathering information collected from communities to prioritize education needs with guidance of operation framework and priority areas donors can wish to invest. This planning and implementation model has given Uganda a competitive edge in delivering care and maintenance of refugees including an edge in education access and quality. The study confirmed that coordination meetings are annual events, where refugee leaders, social workers and informants join a prioritization meeting after all to go through the information gathered from the communities and the technocrats guide them on what works within the agency operational framework of. Technical staff also guide coordination meetings on the government policy, priorities and invest resources accordingly. Despite overwhelming numbers of refugees, schools available and curricula challenges calling for creative teachers, efforts have been made successfully to get all refugees in school and meet their education for self-reliance needs. Refugee numbers in Kampala and Kiryandongo remain the most unsustainable compared to the schools and institutions facility capacity. It would be useful to build more school but government of Uganda and partners are cautious of creating ghost schools when refugees return to home countries. All schools follow Uganda's curricula and adjust the language of instruction accordingly to suit learners' lingual needs. However, like other countries the refugees are treated as visitors. Refugees should prepare to adjust and suit in host culture in schools and tolerate ethnicity diversity orientation of refugee communities. Communities or countries like Uganda cannot change policies to suit refugees because they are visitors. Governments do not change their ways for the visitors; visitors change their ways to live according host communities. Refugee find Uganda's education better and more empowering compared to that of South Sudan, or other countries of origin and many have returned to home countries and joined reconstruction of countries as part of the countries skilled workforce.

CONCLUSION AND RECOMMENDATIONS:

The study concludes that refugees and education support organizations embrace skills training but investment of the needed financial and technical resources and collaboration of all stakeholders gives more returns. Human capital skills development should be put first in all productive education endeavors. The self-reliance strategy is more popular at policy level than among refugees. Most students did not understand the country mandate, host and refugees' responsibility and obligations for self-reliance. Host countries should sensitization refugees on the legal framework, rights and opportunities for mutual resource sharing with host communities because it is an important factor for effective partnership building. The host country governments, like Uganda take control and responsibility for the people. As such, the commitment of government to investment of significant resources and providing enabling conditions for partnership with refugees is very important game changers and yield massive host community support. The served people and partner agencies need to realize that cannot be taken for granted, they are nothing less than overall responsible for citizens and visitors when it comes to all matters of social, political or economic development. All governments make policies and are in charge of effective implementation of policies for benefits to trickledown to the people. The government of Uganda responsibly designed domestic policies and implemented international instruments as a member of the UN regarding asylum seekers, refugees and internally displaced persons. The UNHCR's mandate is to cater for refugees, IDPs, stateless person (s) and asylum seekers only on request of host country government and such responsibilities are done up to an extent so that refugees are enabled to integrate and support themselves like nationals. Refugee dependence and needy mentality must cease. Refugees when given better education they become useful contributors to society and benefit individually. Refugee require sup-port and ardent follow up to become independent and manage their development in the host community. Accordingly, through education interventions in Kiryandongo Refugee Settlement and by testimonies from Kampala, UNHCR deals with international protection, with focus on rights of displaced people and ensures that they are empowered to self-reliant citizens in host nations, and on return to original homes. Apart from the national development plan and District education plan and local planning model play a significant role do deliver education that empowers communities and ensures self-reliance in a more customized manner. For example settlement incorporates diversity aspects of Age and gender which is sought to ensure refugees are involved and take responsibility of their education and life after school. Because the communities' understanding that there are many nationalities the approach was introduced in education planning to increase effectiveness. Durable solution anchored on the self-reliance Strategy and subsequent durable assistance for refugees (DAR) and comprehensive refugee response framework (CRRF) can be usable if the trainees are supported with startup kits after college. The refugee skills package and framework expansion is suggested by this study to include startup kits or capital for graduates and ensuring job placement mechanism through structures like Directorate of Industrial Training. The study recommends that a self-reliant refugee is an empowered refugee. Students should be nurtured to be responsible for their life and make rational decisions. Alternatives by district education administration and partner education providers must be available to cater for respective gender needs of refugees. The women for example have been covered under the EFA skills component and these include but not limited to English, catering and ICT. The actors should ensure that education programs are tailored to meet the needs of each learner and that behavioral change comes skills that matters to the education providers and students. In order to avoid waste, education interventions should not leave anyone behind first, but instead identify special needs of particular groups, allow integration, and identification of suitable alternatives. Such well sequenced actions result into efficiency guaranteeing prudent use existing government and development partner resources. These are founded on transparent accountability systems and customization with the host nation policies. During planning and implementation, all actors should be proactive and engage of ensure collaboration of at every stage. This cements ownership and delivers the success desired. The refugees are not supposed to become beggars although they always want to give an impression that they are poor so that someone some-where can help.

The study recommends that refugees have valuable assets upon which they can live mutually and share resources available with host communities in a sustainable manner. Refugees should live as active contributors to host societies wherever they run for safety, thus leading personal and national development. Although vocational education is successfully done, startup tool kits are very important value adds to which if distributed, could enable graduates of TVET to start their own jobs than become job seekers.

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