



UNIVERSITY of
RWANDA

COLLEGE OF ARTS AND SOCIAL SCIENCES (CASS)

SCHOOL OF POLITICAL AND SOCIAL SCIENCES

MASTER OF ARTS IN DEVELOPMENT STUDIES (MDS)

**IMPACT OF THE 12-YEAR BASIC EDUCATION ON REFUGEE CHILDREN
IN RWANDA'S CAMPS: A CASE STUDY OF MUGOMBWA CONGOLESE
REFUGEE CAMP IN SOUTHERN PROVINCE**

Thesis submitted to University of Rwanda in partial fulfilment of the requirements for the
Degree of Master of Arts in Development Studies.

By:

Mediatrice UWERA

Reg. N^o: 218014561

Supervisor: Prof. Abubakar KATEREGGA

Huye, October 2019

STATEMENT OF ORIGINALITY

I, Mediatrice UWERA, do hereby declare that this thesis is my original work and has never been submitted or examined in any University as an academic requirement for any award.

Signature : -----

Mediatrice UWERA

Date -----/-----/2019

Signature : -----

Supervisor: Prof. Abubakar KATEREGGA

Date -----/-----/2019

CERTIFICATION

I, Prof. Abubakar KATEREGGA, do hereby declare that this thesis entitled “*Impact of the 12-year basic education on refugee children in Rwandan Camps: A Case Study of Mugombwa Congolese Refugee Camp in Southern Province Rwanda*” has been done and submitted by Mediatrix UWERA under my supervision.

Signature -----

Supervisor: Prof. Abubakar KATEREGGA

Date: -----

DEDICATION

I dedicate this work to my daughter Imena Ingabire Amanda, for her love, encouragement and support in the journey back to school towards obtaining a master's program.

ACKNOWLEDGEMENT

I am grateful to the almighty God, who has given me the gift of life, good health, guidance, protection and all the kind of support during my masters' program. I will always sing what the Lord has done for me.

The following people have tremendously supported me and I am so thankful and owe them much gratitude.

My supervisor Prof. Abubakar Kateregga ,for accepting to be my supervisor and providing assistance up to the end of this work.

My parents have always been there to provide support to me and I am so grateful to them.

To Dr Thomas Habanabakize, I have noted your support, thank you so much.

To Hakizimana Alphonse, thank you for your kind support.

To Eric Mutabazi, Mugombwa Camp Manager, I recognize your assistance in getting the Ministry authorization to allow me collect data in Mugombwa camp, and your support when I was on the field.

My Manager, direct supervisor for approving my annual leave so that I can get time to concentrate on my thesis.

My classmates have been a blessing to me, you are hardworking and encouraging people who made this journey possible.

TABLE OF CONTENTS

STATEMENT OF ORIGINALITY	i
CERTIFICATION.....	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF FIGURES AND TABLES.....	xii
LIST OF ACRONYMS AND ABBREVIATION	xiii
ABSTRACT	xiii
CHAPTER 1: GENERAL INTRODUCTION	1
1.1 BACKGROUND TO THE STUDY	1
1.2 STUDY RATIONALE.....	3
1.3 PROBLEM STATEMENT	4
1.4 OBJECTIVES OF THE STUDY	4
1.4.1 General objectives.....	5
1.4.2 Specific objectives	5
1.5 RESEARCH HYPOTHESES	5
1.6 RESEARCH QUESTIONS.....	5
1.7 SIGNIFICANCE OF THE STUDY.....	6
1.8 SCOPE OF THE STUDY	6
1.8.1 Subject scope	7
1.8.2 Geographical Scope	7
CHAPTER 2:LITERATURE REVIEW	9
2.1 INTRODUCTION.....	9
2.2 THEORETICAL /CONCEPTUAL FRAMEWORK.....	9

2.3	DEFINITION OF KEY CONCEPTS	10
2.3.1	Refugee	10
2.3.2	Meaning, definition and purpose of education	10
2.3.3	Synonyms of Education	13
2.3.4	Western concept of education.....	13
2.3.5	Education for refugees	15
2.3.6	The effect of Language of Instruction on Refugee Education	17
2.3.7	Relevance of the curriculum on refugee education.....	18
2.3.8	Protective environment of school and its effects on refugee education.....	19
2.4	GOVERNMENT’S EFFORTS TOWARDS IMPROVEMENT OF REFUGEE EDUCATION IN RWANDA	20
2.5	CONCLUSION	21
CHAPTER 3: RESEARCH METHODOLOGY		22
3.1	INTRODUCTION.....	22
3.2	RESEARCH DESIGN	22
3.3	DESCRIPTION OF AREA OF STUDY AND SUBJECTS.....	22
3.4	METHODS.....	22
3.5	TECHNIQUES.....	23
3.5.1	The questionnaire.....	23
3.5.2	In-depth interviews	23
3.5.3	Focus group discussions	24
3.5.4	Desk reviews.....	24
3.5.5	Direct observation.....	24
3.6	SAMPLING	25
3.6.1	Sample size	25

3.6.2	Sampling techniques	25
3.7	VALIDITY AND RELIABILITY	26
3.8	DATA EDITING.....	26
3.9	DATA CODING	26
3.10	DATA ANALYSIS AND INTERPRETATION	26
3.11	ETHICAL ISSUES	27
3.12	CONCLUSION	27
CHAPTER 4: DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS		28
4.1	INTRODUCTION.....	28
4.2	CHARACTERISTICS OF RESPONDENTS	28
	Age category of camp leaders and education staff	29
	Camp leaders and teachers’ level of education	30
	Experience to work in emergence context.....	30
4.3	FINDINGS	31
4.3.1	Stakeholders’ perceptions towards the nature and quality of education given to Congolese refugee children in Rwanda	31
4.3.2	Effectiveness/relevance of the Rwanda government integration programme of combining Congolese refugees to study with Rwandan Children.....	35
4.3.3	Challenges affecting Congolese refugee children in Rwanda	38
4.3.4	Relevance of Rwandan Curriculum to Congolese refugee children in Rwanda	41
4.3.5	Solutions to the challenges faced by Congolese refugee children	42
CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS		44
5.1	INTRODUCTION.....	44
5.2	SUMMARY OF FINDINGS	44

5.2.1 Perceptions of major stakeholders about the nature, relevance and quality of education given to Congolese refugee children in Rwanda	44
5.2.2 Government policy of integrating Congolese refugees to study with Rwandan Children	45
5.2.4 Relevance of Rwanda’s Curriculum to Congolese refugee children in Rwanda	46
CONCLUSION	48
RECOMMENDATIONS	48
REFERENCES	50
APPENDIX.....	55
Appendix 1	55
Appendix 2	57
Appendix 3	61

LIST OF FIGURES AND TABLES

Figure 1.1: Relationships between variables	7
Table 3.1: Sample size.....	25
Table 4.1: Camp leaders and their gender	29
Table 4.2: Age category of camp leaders and education staff	29
Table 4.3: Camp leaders and teachers' level of education.....	30
Table 4.4: Experience in working within an emergence context.....	31
Table 4.5: The practical and the usefulness of refugee education	33
Table 4.6: The success of refugees' integration into government schools by parents.....	36
Table 4.7: The success of refugees' integration into government schools by teachers	37
Table 4.8: overcrowded Classrooms by Camp leaders	39
Table 4.9: Inadequate learning resources.....	40
Table 4.10: Relevance of Rwandan Curriculum to Congolese refugee children.....	42

LIST OF ACRONYMS AND ABBREVIATION

12YBE:	Twelve Year- Basic Education
9YBE:	Nine Year-Basic Educations
ADRA:	Adventist Development Relief Agency
CBOs:	Community Based Organizations
DAFI:	Deutche (Germany) Albert Fluchtlings (Refugees) Initiative
DRC:	Democratic Republic of Rwanda
ECEC:	Early Childhood Education and Care
EFA:	Education For All
FBOs:	Faith Based Organizations
GoR:	Government of Rwanda
GS:	Groupe Scolaire
IDPs:	Internal Displaced People
INEE:	Inter-Agency Network for Education in Emergency
LGBTQ:	Lesbian Guy Bisexual Transgender and Qeer
MIGEPROF:	Ministry of Gender and Family Promotion
MINEDUC:	Ministry of Education
MINEMA:	Ministry in charge of Emergency Management
MoE:	Ministry of Education
NGOs:	Non-Governmental Organisations
SMC:	School Management Committees
TTC:	Teachers Training College
TVET/VTC:	Technical and Vocational Education and Training/ Vocational Training Centre
UN:	United Nations
UNHCR:	United Nations for High Commission for Refugees
UNICEF:	United Nations Children’s Fund
UNESCO:	United Nations and Scientific Culture Organization
UR:	University of Rwanda
US:	United States
WVR:	World Vision Rwanda

ABSTRACT

This research was conducted with the purpose to assess the impact of the 12-year basic education to Congolese refugee children. The specific objectives of my study were: a) To investigate the perceptions and opinions of the major stakeholders about the nature and quality of education given to Congolese refugees in Rwanda. b) To determine the effectiveness and relevance of the Rwandan government integration programme of combining Congolese refugees to study with Rwandan Children. c) To identify education challenges affecting Congolese refugee children in Rwanda. d) To examine the relevance of Rwandan curriculum to Congolese refugee children in Rwanda and e) To provide or suggest solutions towards educational challenges faced by Congolese refugee children.

I adopted a mixed design that combined qualitative and quantitative approaches. I also used a survey and case study methods to address the problem under study. I used questionnaires, interviews and focus group discussion to collect opinions, ideas suggestions and advices from 76 respondents composed of 4 camp leaders and education staff, 9 secondary teachers, 27 senior six students, 26 refugee youth who completed senior 6 and 10 parents.

The study found that different stakeholders agree that refugee children in Mugombwa receive quality education. The integration of Congolese refugee students into government schools has been a success, both students and parents are very grateful and do not feel isolated rather fully integrated. This study also found that one of the key challenges faced by refugee youth is unemployment after completing secondary school and limited scholarships to tertiary education. Based on these findings, the study concluded that the completion of secondary school does not necessarily assist students in improving neither their own well-being nor their families' standard of living. The French language which is not favored at the same level as English was mentioned as a crucial problem to Congolese parents and students when, one day, they go back to their mother land (Congo) which is a French speaking country. It was also found that, irrespective of language boundaries, the Rwandan curriculum is relevant to the Congolese refugee children.

In order to address the issues faced by Congolese refugee students and youth who have completed S6, MINEMA and UNHCR should encourage and support NGOs to initiate youth livelihood activities that could support those who have completed secondary school, engage negotiations with MINEDUC so that French can also be taught at the same level as English, reinforce advocacy to get more tertiary education scholarships to Congolese refugees after completing S6, support the integration of refugee students into government schools in other Congolese camps such as Gihembe and Kiziba.

CHAPTER 1: GENERAL INTRODUCTION

1.1 BACKGROUND TO THE STUDY

I joined the education project of World Vision International, Rwanda in 2016. World Vision is a child focused organisation which works with vulnerable children such as refugees. This organisation works in partnership with UNHCR to cater for 5 Congolese camps in Rwanda. These include Mugombwa, Kigeme, Nyabiheke, Kiziba and Gihembe. World Vision implements education activities while UNHCR provides funds, guidance and supervision.

In this organisation, I serve as 'Education Coordinator for Emergency at National level'. My role consists of coordinating education activities in all the above 5 Congolese camps. This role entails supervision and implementation of education activities in relation with the planned budget within the appropriate period. For example, the required school's materials and uniforms have to be available before students go back to school. The mandate of World Vision Rwanda as per the Tripartite Partnership agreement between UNHCR, Ministry of Emergency and Management and World Vision Rwanda is to oversee the implementation of education activities from nursery to secondary school levels under the framework of the following interventions:

In nursery schools which are all camp-based, children are taught by refugee teachers who receive incentives on a monthly basis. As for World Vision, it collaborates with District Education Officers to ensure that these caregivers are equipped with enough skills to support those children. Children also get scholastic materials and fortified porridge on a daily basis. All refugee secondary students receive scholastic materials and school fees according to their respective schools' requirements. They are even facilitated to get registered for national exams. This year (2019), 1641 S3 students and 370 S6 students were facilitated to get registered for 2019 national exams.

To get all those activities implemented, World Vision Rwanda uses funds from UNHCR. However, as it is stipulated in their agreement, World Vision has to bring in some funds and continue to mobilise for more funds to support some activities and cover some expenses that

UNHCR has not included in its budget. This demonstrates the partnership the double role implementing education activities and providing funds to achieve the above objectives.

The Rwandan Government has been encouraging the integration of the education program which allows refugees in camps to attend the same schools with nationals. Subsequently, refugee children in camps attend nearby schools. While the World Food Program and UNHCR provide porridge to refugee children every day, the World Vision Rwanda provides school uniforms and follows up their attendance, discipline and performance.

In addition, many refugee students living in camps at secondary level also attend the 9 and 12-year basic education schools around the camp. It is the World Vision's mandate to give scholastic materials, uniforms, and to pay for lunch for these students.

Whereas some students in Gihembe camp are partially integrated and can attend classes in schools that surrounded the camp, Kiziba camp has not yet integrated primary and secondary refugee children who continue to attend schools within their camp. Nonetheless, these non-integrated camps are fully supported by the World Vision Rwanda. The non-integrated schools are considered by the Ministry of Education as private schools. The students supported by World Vision obtain impressive performance at Ordinary and Advanced level national exams with outstanding results.

Given that students from the camps are not well integrated in the Rwandan community, there might be some challenges linked to the language of instruction. Some of students use English as their language of instruction at school while at home they speak Swahili and Kinyarwanda. Consequently, a good number of them end up not mastering any of these languages adequately.

Beside the language, the issue of difficult life at home (in the camp) may play a significant role in determining their success or failure at school. Those who did not perform well in primary school, are also finding difficult to perform well in their secondary school.

I had a discussion with students, parents and some of other stakeholders about these mentioned and other unmentioned issues that refugee students are facing and their answers were diverging.

Some of them argued that those issues emanate from social conditions and have no effect on student performance, while others argue that these issues significantly impact directly on refugee families and indirectly on students' performance. Having faced this ambiguity, I was motivated to conduct this study in order to scrutinise the impact of 12-year basic education on refugee children in Rwanda's Congolese camps. Prior to the discussion of research question or problem statement, it is significant to provide a brief review of rights for education and its importance.

1.2 STUDY RATIONALE

Before introducing the 9 YBE in Rwanda, many children used to drop out of school and many of them ended up joining the street or staying totally at home, or even going downtown to look for cheap domestic jobs. Others became petty thieves and had lost hope. These children could not access primary or secondary school which was expensive in terms of school fees, scholastic materials in primary/boarding schools and many could not afford transport fare to get to these schools.

However, with the introduction of Universal Primary Education (UPE) in Rwanda in 2003, a change was noted regarding the increase in the number of children completing primary school from 2008 onwards. This made the 12 YBE a fundamental policy that was to transform the lives of all children in Rwanda.

This study on the impact of the 12 YBE on refugee children in Rwanda's camps aims at assessing whether the 12 YBE has brought about a fundamental change or not in the lives of Rwandans in general and refugees in particular. The study also seeks to assess whether the 12 YBE programme has provided equitable access to basic education for all children - including refugees - and providing them with quality education and the skills which have helped them to achieve their full potential.

By its nature and scope, this study provides a systematic tool of assessment to inform all the stakeholders in refugee education and the government of Rwanda about the achievements recorded in refugee education in Rwanda and the areas that still need improvement.

1.3 PROBLEM STATEMENT

According to Andreas Schleicher (2013), education is a key to a successful life. Since education can open closed doors, everyone should have access to it irrespective his/her life circumstances. Education to refugees is a means for a bright future, regardless of the place in which a person is living in. For this reason, Congolese refugees in Rwanda believe that the best thing they can provide to their children to improve their future wellbeing remains the quality and enhanced level of education (Dix, 2006). Refugee children often complete Senior 6 in Rwanda, and they lack continuity to further their studies. The basic education they receive does not provide access to employment for some reasons such as their refugee status which does not allow them to access public institutions either for employment or for tertiary education. Another reason is that the 12 year-basic education they receive is too basic to allow them be competitive within the labour market. This may affect them psychologically, socially and economically. Additionally, the fact that those who complete their primary and secondary education appear to be useless in society and this negatively affects the young refugee students who are still schooling. They end up having a negative attitude towards education and get discouraged about attending school. Experience has shown that refugee children in Rwanda often misbehave in schools more than nationals, and many indiscipline cases have been reported at Mugombwa Refugee Camp.

There is an assumption that refugee children in Rwanda think that the Rwandan curriculum is irrelevant towards their future because it is given in a language which is not used in their country (English) and this also consequently leads them to perform poorly at school. In order to solve the problem of children education in refugee camps, the researcher decided to assess the impact of the 12-year basic education on the children's intellectual development in Mugombwa Camp.

1.4 OBJECTIVES OF THE STUDY

This study was carried out in Mugombwa Refugee Camp with the aim of achieving the following objectives:

1.4.1 General objectives

To assess the impact of the 12-year basic education on Congolese refugee children in Mugombwa Refugee Camp.

1.4.2 Specific objectives

The study is designed to achieve the following specific objectives:

- To investigate the perceptions and opinions of major stakeholders about the nature and quality of education given to Congolese refugees in Rwanda?
- To determine the effectiveness and relevance of the Rwandan government integration programme of combining Congolese refugees to study with Rwandan Children.
- To identify the education challenges faced by Congolese refugee children in Rwanda
- To examine the relevance of Rwandan curriculum to Congolese refugee children in Rwanda
- To provide or suggest solutions towards educational challenges faced by the Congolese refugee children

1.5 RESEARCH HYPOTHESES

Null hypothesis:

It is assumed that the education given in Mugombwa Refugee Camp does not impact positively on the children's welfare.

Alternative hypothesis:

It is assumed that education in Mugombwa Refugee Camp positively impacts on the children's welfare.

1.6 RESEARCH QUESTIONS

Besides testing the abovementioned hypotheses, this study provides also answers to the subsequent research questions:

- What are the perceptions of the major stakeholders about the nature and quality of education provided to Congolese refugees?

- How effective is the Rwanda government integration programme of combining Congolese refugees to study with Rwandan children?
- What are the education challenges faced by Congolese refugee children?
- What is the relevance of Rwandan curriculum to Congolese refugee children in Rwanda?
- What measures can be taken to improve the education of Congolese refugee children studying in Rwanda?

1.7 SIGNIFICANCE OF THE STUDY

The findings of this study are expected to give a clear picture of education challenges that impact on the lives of children in Rwanda's refugee camps. The findings will inform the Government of Rwanda through the Ministry of education about the impact of education provided to Congolese refugee children. Additionally, the findings will inform UNHCR as the prime UN agency which has a mandate of improving the welfare of refugee education in Rwanda to get the tangible facts which can be used to attract donors to invest in youth livelihood projects for self-reliance, and continue advocacy for tertiary education.

Furthermore, the study findings will provide necessary information to academicians and scientists who need to undertake researches in this domain. This work serves as source of information to help academicians and researchers about refugee children.

Both national and international NGOs as well as other institutions will plan successfully for children living in refugee camps to overcome education challenges and build strong social-economic development system that respects the right to education and quality education that promotes refugee welfare. Finally, this research will qualify the researcher to complete the degree of Master of Arts in Development Studies.

1.8 SCOPE OF THE STUDY

Every social science research aims at analysing the causes and effects of a given phenomenon under study in order to lead to community development. Hence this study was delimited in terms of scope.

1.8.1 Subject scope

This study focused on the field of education because I work in an education project that deals with Congolese refugee children. I have been observing the education of refugee children who complete 12-year basic education in Rwanda.

1.8.2 Geographical Scope

The study was conducted in Rwanda’s Southern Province, Mugombwa camp. This is a refugee camp that hosts refugees from Congo since 2012. The total number is 10,474 refugees. Among them, 5943 are females and 4533 are males (UNHCR 2019). Mugombwa camp was chosen among other the 5 Congolese camps in Rwanda because from February 2019, it falls in the area under the administration of World Vision Programme where I work. World Vision seeks to develop Mugombwa sector and develop the refugee camp, using its own money but not funds from UNHCR. This is a long term foundation (15-year) and a multi-sector community programme that targets communities. If the camp continues to exist in the next 15 years, we expect to see better results in lives of Mugombwa refugees and the surrounding communities. This long term development program goes hand in hand with sponsorship where the most vulnerable children from the community are selected and sponsored by donors. This year 2019, approximately 200 children will be selected from Mugombwa refugee camp to get sponsors in the field of education. This is the first time for Rwanda to have this type of sponsorship.

1.9: RELATIONSHIPS BETWEEN VARIABLES

Independent Variable

Dependent Variable

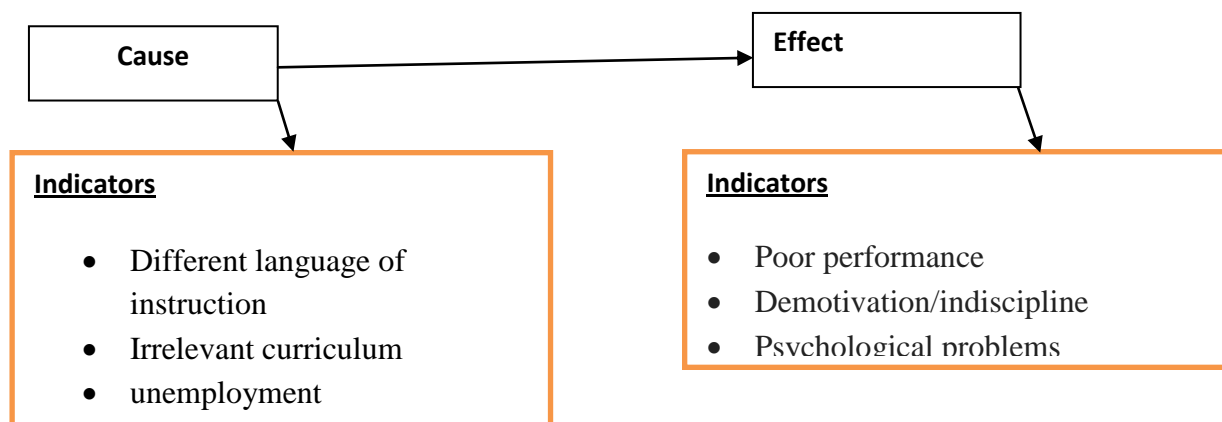


Figure 1.1: Relationships between variables

Source: Researcher

From the above figure, 3 factors (independent variables) are responsible for causing poor performance, demotivation and indiscipline as well as psychological problems for Congolese's refugees in Rwanda (dependent variables). These factors are: different language of instruction, an irrelevant curriculum and unemployment of refugee students when they complete S6.

A different language of instruction causes poor performance as students are not studying in their mother tongue or in any language used in RDC such as French. The language of instruction is very key because it helps students to understand what the students are being taught but also to participate in the learning process and in interacting with peers. For Congolese refugee children, it is very challenging because they are from a French speaking country while the language of instruction here in Rwanda is English from Primary 4 to primary 6; and the national exams are set in English as well.

An incompatible curriculum causes demotivation and indiscipline to refugee children, which affects their performance as well. Refugee indiscipline cases are often reported at GS Mugombwa which accommodates 2563 refugee children and this makes 65.7% of its total population.

Unemployment of Congolese S6 leavers causes psycho-social problems. When these children see their old brothers and sisters' unemployed after completing 12-year basic education, they get demotivated and stop going to school. These children do not have land to exploit or enough capital to start small income generating activities. This aggravates the psychological situation of Congolese children.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

This unit contains a review of correlated literature, in the following subtopics; education to refugees, effects of language of instruction on refugees' education, effects of relevance of curriculum of education on refugees' education, awarded to the refugees' conceptual framework and theoretical framework and the summary of literature review. The chapter starts with the theoretical framework and then proceeds with definitions of key concepts, followed by a description of government's efforts towards improving the status of refugee education in Rwanda.

2.2 THEORETICAL /CONCEPTUAL FRAMEWORK

The acculturation theory proposed William Isaac Thomas and Florian Witold Znaniecki (1918), is the foundation or the backbone of this study. The theory explains what happens when people from miscellaneous cultural upbringings come into constant contact with one another. This theory has developed from unidimensional philosophy that highlights the benefits of assimilation to a bidirectional and collaborative perspectives that postulates different acculturative results.

The theory posits that psychological vicissitudes arises in one's sense of beliefs, values. However, the acculturation does not come only with positive effect as people may also undergo the acculturation stress such as depression and anxiety while trying to cope with new culture from their new destination and this affects their performance in various ways.

The immigration sociology acknowledges that immigrant (refugees included) minorities' behaviors are meaningfully influenced by group's mode of incorporation. In other words, regardless the human capital possession, the context in which immigrants interrelate the locals plays a significant role during the course of adaptation (Portes and Rumbaut 1990). Consequently, camp refugees who receive settlement support and are not subject to prevalent discrimination are estimated to have an even process of and psychological and social integration together with a quick economic improvement. In this context, refugees move from their home

country to the asylum country where they meet and live with its citizens and other refugees from different countries with different cultures and lifestyles.

The Rwandan education system is not unique in its own way because is associated with the UN Millennium Development Goals that were set from 2000 to 2015. These goals set the education curriculum in terms of content, form and requirements. This makes it easy for refugees to fit into the already existing education system.

The relevance of the acculturation theory to this research is that, even if there are numerous efforts by the government of Rwanda to promote Education for All (EFA), there exists some mismatch between the education system and policies that in some ways disadvantage refugee's children in accessing this education.

2.3 DEFINITION OF KEY CONCEPTS

2.3.1 Refugee

A refugee is defined as a person absconded his or her home country due various reasons that include persecution or harassment against his/her political opinion or affiliation, social group he or he belongs to, race, religion and belief or nationality. The oppression experienced by a refugee may comprise of abduction or torture, threats, harassment and any other form of threats. In this regard, the protection of a refugee against all those sufferings encountered is provided by both the government of hosting country and the United Nations High Commissioner for Refugees (UNHCR). Nonetheless, refugees are not welcome by every country in similar way, as some countries consider them as source of problems. Henceforth, some countries take precautions before receiving refugees. For instance, in the United States, the government has to hand selection of refugees before they are accepted within the states. Only after everything is approved are they brought to the U.S. to reside permanently¹.

2.3.2 Meaning, definition and purpose of education

The world education is originated from the Latin word *educere* which means “to lead out”. Although it is elusive to describe the term ‘education’, it has been asserted that education is a

relentless process of becoming². Therefore, the human being are educated while animals are trained to become better off. The definition of education provided by the Wikipedia Encyclopedia argues that education refers to any form of activity that provides a formative impact on one's mind and character or a provision of physical ability that can assist a person in positive development. Education can also be considered as a transmission of knowledge, skills and ability from one person to the other.

Consequently, education serves as a foundation of any form of development and empowerment that benefits individuals and society. All activities that are being carried out on daily are certainly governed and influenced by education. For instance, the action of adapting to a new culture or acquiring new behaviour require, in one way or the other, education or learning process. Most of characters, belief and values are not borne with, yet learnt through different form of education. This is why nations or countries with high rate of education are assumed to be more developed compared to those with low rate of education. Through education people learnt to govern their society, to build infrastructure and to protect and improve health of their fellows. Education is and will always be the most human asset, capital and investment. An educated nation is a wealth nation. Not only education serves the present generations, it is also important for the future generation as it assists in preserving the natural resources. Education is consequently a fundamental feature to prepare new generations with skills as source of revenue. Additionally, education helps in creating awareness to social and environmental realities. It is a better tool to inculcate into the new generation the scientific temper, the peace of mind and spirit that transform new generation into responsible citizens³.

The benefits of education are not only for those who are educated of whose relatives are educated but the entire society and universe. The core aim of education is to transform the human personality and guide his or her behaviour. Acknowledging the prominence of education does not necessitate any highlights. The ultimate drive of education is to develop the human character into a pattern of faultlessness using a synthetic procedure of body improvement, mind enrichment, emotional sublimation and finally, spiritual illumination. Henceforth, education is

considered as a groundwork for the present and future life. An old Sanskrit adage stipulates: “Education is path to liberation – liberation from ignorance which shrouds the mind; liberation from superstition which blind the vision of truth”. Among many and various benefits of education, it plays an indispensable role in transmission and preservation of social values. These values assist rising up conscious and responsible citizens full of knowledge about their rights and duties. Through the educational power a non-social human being is transformed into a social being. Henceforth, education is known as a social process⁴. It transforms a child life into a reasonable and responsible adult life. Therefore, it is not surprising to hear Lodge articulating that: “Life is Education and Education is Life”.

“A civilization is not built of bricks, steel and machinery, it is built with men, their quality and character”. Consequently, the factual educational object is to grow and improve the body without ignoring the soul and all exactness of which they are gifted at.

Education has been defined as “a process of development in which consists the passage of human being from infancy, to Maturity, the process by which he adopts himself gradually in various ways to his physical and spiritual environment.” Here the ability of social adaptation implies enhancement of social qualities such as co-operation, co-ordination amid communities and social groups. Article 26 (2) of Universal Declaration of Human Rights has sated the purpose of Education as – “Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious group, and shall further the activities of the United Nations for the maintenance of peace”. “Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit⁵.”

⁵ Article 26 (1) of Univr Declaration of Human Rights

2.3.3 Synonyms of Education

There are numerous synonyms of the term “education”. The word pedagogy is sometimes used for Education. This word can be spited as `paides' means boy and 'a' means to lead. When a systematic study is attached to this concept it termed as Science. Thus pedagogy is the science of instruction for leading the pupil.

2.3.4 Western concept of education

Some of the famous western educational thinkers interpret the term education in accordance with the dictates of their environment and understanding. Biranchi Narayana Dash has summarised the different western schools of thought on the concept of education as follows⁶:

The meaning of education is the carrying out the sense of collective validity hidden within individual's mind⁷ (**Socrates**). It is the capacity to feel pleasure and pain at the right moment. It develops in the body and the soul of the pupil all the beauty and all the perfection which he is capable of⁸ (**Plato**). Contrary to Socrates, Aristotle explains education as the formation a powerful mind within a powerful body. Education assists in growing and enhancing human faculty particularly the human mind, in order to allow him/her to appreciate the contemplation of ultimate reality, beauty and goodness that lead to perfect happiness⁹. In the **Rousseau's** view, education starts with the first day of a human being on earth even before he/she is able to experience any form of communication such as understanding and speaking¹⁰. Another scholar called **Comenius** contended that education is a requirement to any kind of human being as it transform every individual into a factual man or woman¹¹. Other scholars like **Pestalozzi** argues that education refers to a harmonious, natural and progressive development of man's inherent powers¹². **William Froeble** defined education as the disclosure of what is previously enclosed in the germ. It is the progression through which a new human being makes internal, external¹³. As

Development of Educational theory and practice - Raghunath Safaya-p.4

⁷ Ibid

⁸ Ibid

⁹ Principle of Education and Education in Emerging Indian society-B.N.Dashpp.7

¹⁰ Ibid

¹¹ Development of Educational theory and practice - Raghunath Safaya-p.4

¹² Ibid

¹³ Ibid

for **Herbert Spenser**, education is a complete way living¹⁴. Yet **Thompson** defines education as the impact of the environment upon people to produce a lasting change in his habits, behaviour of thought and of attitude¹⁵. The definition given by **Adams** describes education as a mindful and deliberation procedure in which one person's behaviour or activities try to alter other people's behaviours through communication and manipulation of their knowledge¹⁶. **Nunn** says that education is the comprehensive enlargement of the distinctiveness of the child to make him/her able to contribute to human life using the of his/her capacity¹⁷ while **Raymont** expresses education to be a process of growth between infancy and maturity, this process allow a human being to adopt gradually in various ways namely physical, social and spiritual environment¹⁸. As for **Ross**, the aim of education is the development of valuable personality and spiritual individuality¹⁹. A renowned thinker, educationist and philosopher known as **John Dewey** defined education as the process of living through a unceasing re-establishment of experiences. It is the expansion of entirety of individual capacities which enable him/her to master his/her environment and accomplish his/her possibilities²⁰. Yet **Milton** defined the whole Education as that what fits a person to perform just by, skilfully and thoughtfully all the workplaces, both private and public of peace and war²¹. Lastly, **Ulich Robert** defined education as the continuous teaching and learning among people and between people and the subjective world²².

In view of the above different definitions and interpretations of the term 'education', it can be concluded that the definition of the term education has been defined differently through ages and through different people in accordance to dissimilarities in physical, social, environmental conditions.

¹⁴ Principle of Education and Education in Emerging Indian society-B.N.Dashpp.7

¹⁵ Ibid

¹⁶ Development of Educational theory and practice - Raghunath Safaya-p.

¹⁷ Ibid

¹⁸ Principle of Education and Education in Emerging Indian society ± B.N. Dash p

¹⁹ Development of Educational theory and practice - Raghunath Safaya-p

²⁰ Ibid

²¹ Ibid

²² Principle of Education and Education in Emerging Indian society ± B.N. Dash p

2.3.5 Education for refugees

The refugee populations recorded in the 2017, worldwide, the forcibly displaced population increased in 2017 by 2.9 million. By the end of the year 2017, 68.5 million people were compulsorily displaced globally as a result of persecution, conflict, or widespread violence. Consequently, the world is still experiencing a high number of refugees.

Numerous continuous displacement crises and several new ones characterized 2017. Comparing 2016 and 2017 the number of displaced people increased from 65.5 million to 68.5 million respectively. This number was increased due social and security problems that are happening in the Democratic Republic of the Congo (DRC) and Myanmar as well as continuing displacement due to the Syrian crisis. The past decade has seen substantial growth in the global population of forcibly displaced people. In 2007, this population numbered 42.7 million; over the last 10 years later, this figure has increased by over 50 per cent. Today 1 out of every 110 people in the world is displaced, compared with 1 in 157 a decade ago, with much of this increase having occurred over the last five years. While the Syrian conflict contributed significantly to this increase, there have been other major displacements throughout the world over the last five years, notably in and from Burundi, Central African Republic, the DRC, Iraq, Myanmar, South Sudan, Sudan, Ukraine, Yemen, and the list goes on.

The levels of new displacements in 2017 continued to far outstrip any returns or other solutions. During the year, 16.2 million people were newly displaced, including 4.4 million who sought protection abroad and 11.8 million who were forced to flee but remained in their own countries. In 2017 an average of some 44,400 people were newly displaced every day, a higher rate than seen even in 2014. At the same time, many others returned to their countries or areas of origin to try to rebuild their lives, including 4.2 million internally displaced people (IDPs) and at least 667,400 refugees. As in previous years, the Syrian Arab Republic (Syria) continued to account for the largest forcibly displaced population globally. As of the end of 2017, there were 12.6 million forcibly displaced Syrians, comprising to around 6.3 million refugees, 146,700 asylum-seekers, and 6.2 million IDPs. Colombia had the second-largest displaced population with 7.9 million victims of conflict, the majority of whom were IDPs (7.7 million).

DRC was the third-largest displacement situation with 5.1 million Congolese forcibly displaced, comprising 4.4 million IDPs, 620,800 refugees and 136,400 asylum-seekers. Same 4.8 million Afghans remained forcibly displaced, of whom 1.8 million were IDPs and 3.0 million were refugees or asylum seekers. Other large displaced populations at the end of 2017 included people from South Sudan (4.4 million), Iraq (3.3 million), Somalia (3.2 million), Sudan (2.7 million), Yemen (2.1 million), Nigeria (2.0 million), and Ukraine (2.0 million). The situations in the DRC and Myanmar deteriorated rapidly in the second half of 2017, affecting millions of people. The flight of refugees from Myanmar to Bangladesh occurred at a particularly rapid rate. Over 2017, 655,500 arrived in Bangladesh, mainly concentrated in 100 days from the end of August, making the humanitarian response very challenging. In addition, there was a large proportion of infants, children, and pregnant women among refugees and IDPs from the DRC and Myanmar, adding a further layer of complexity for interventions.

This conservative estimate takes into account new applications, asylum seekers and refugees. It includes 45,500 unaccompanied and separated children who sought asylum on an individual basis in 2017 as reported by 67 countries and 138,700 unaccompanied and separated child refugees and asylum-seekers as reported by 63 UNHCR operations, with reductions to avoid possible double-counting. Children below 18 years of age constituted about half of the refugee population in 2017, up from 41 per cent in 2009 but similar to more recent years 52% children.

Without the protection of family or kin, unaccompanied and separated children are particularly at risk of exploitation and abuse. During the year, 45,500 such children were reported as having applied for asylum, although this number is considered to be an underestimate. For the first time, UNHCR has reported unaccompanied and separated children among the registered refugee and asylum-seeker population. While this number is reported from only a limited number of operations where UNHCR conducts registration and maintains its own database, it is hoped that this will lead to an improvement in the reporting on children as part of the joint call to action by UNHCR and other key partners for improved data on displaced children.

According to UNHCR Rwanda Participatory Assessment September and October 2017 (UNHCR Rwanda, 2017) prior to April 2015, the urban refugee population in Rwanda was slightly above

2,000 individuals. Due to the Burundian emergency, close to 30,000 Burundians have been registered as urban refugees since April 2015 and Mahama camp has been established for the camp-based Burundian refugees. Gihembe, Kiziba and Nyabiheke host the Congolese protracted refugees. Gihembe and Kiziba have been in operation since the 1990s, and Nyabiheke was established in 2005. Kigeme and Mugombwa were established after the 2012 influx of close to 35,000 refugees and host the non-protracted Congolese caseload.

According to UNHCR Rwanda, (2018), in Rwanda 11 refugee students were granted scholarships through the DAFI project and enrolled in the University of Rwanda. Refugee students sit for the national exams completing their different education levels. This year a total number of 1641 Congolese refugee students from all Congolese camps will sit for in Senior three national exams, while 370 Congolese refugee children will sit for Senior six national exams. In 2018, about 44 refugee teachers enrolled in Teacher Training College (TTC) sat for the national exams aimed at being issued with national teaching qualification. Despite such a tremendous achievement, every year a number of young people find their hopes of secondary education unfulfilled, and this large group of disappointed youth remain in the camps without meaningful activity (UNHCR, 2019).

2.3.6 The effect of Language of Instruction on Refugee Education

Language of instruction influences the quality of education that the refugee's children are able to access since students are better able to acquire literacy initially in their mother tongue, and then transfer those skills to the target language used in teaching and learning process. (Abadzi, 2006; August and Hakuta, 1998, Mahoney, & Glass, 2005). However, the education available to refugees in exile is not often provided in their first language in which they have previously studied. Thus it is difficult for Children to get clearly what either the teacher or their peers are saying. In a such environment they are often sent back to lower classes not as a result of their intellectual development or content knowledge but as a result of their lack of proficiency in the teaching and learning language (Dryden – Peterson, 2006).

When the language used in the teaching and learning process is not suitable for students, this causes barriers to refugee students, and they opt for initiating their own informal education in

order to get education in a friendly language. For, example a significant number of refugees in Eastern Sudan chose not to join schools set up by UNHCR where teaching and learning was conducted in Arabic but instead adopted to attend informal schools under the trees in which teaching was in Tigrinya (UNHCR, 2010).

Language choices highlight for refugee children the power dynamics of their conditions. Many Congolese and Burundese refugees in Rwanda desire to study French deeply to the level of mastering it but they do not have the option. Refugees' parents and students fear that because of lack of skills in French, they will face great problems once repatriated to DRC and/or Burundi, worried that they will be 'just useless people' (Wettstein, 2011).

The GoR language policy as defined in the constitution of Rwanda is that Kinyarwanda, English, French and Kiswahili are the official languages and should be taught in schools (UNHCR, 2015). Nonetheless, English is highly valuable compared to those other official languages. The GoR encampment policy as outlined in the Refugee act of 2006 (UNHCR Global Report, 2010) argues that refugees should reside in camps and that they must be documented and registered. Though urban refugee settlement has been tolerated, the GoRs policy is still one of refugee encampments (The World Bank Group, 2016). The UNHCR's work across the country in Kigali is guided by the 2009 UNHCR Urban Refugee Policy, which committed the agency to examine understanding and respond to the needs of refugees living in Kigali capital and different secondary cities. The UNHCR has been able to raise refugee student's enrolment rates, coordinate with the GoR, NGOs, FBOs and CBOs, built a system in which refugees and asylum seekers can be documented and registered in urban areas, and has provided education services in urban schools, such as English classes (*idem*). The UNHCR also convened two inter-agency working groups namely Plan International Rwanda and ADRA Rwanda that advocated for refugees accessing primary education and the completion of the refugee Act of 2006 (UNHCR, 2011; UNICEF, 2017).

2.3.7 Relevance of the curriculum on refugee education

The UNHCR (2012) observed that the nature of the refugee education context in Rwanda requires support from the MoE to establish more sustainable and strengthened approach to

education that can address the challenges faced by the sector and bring benefits to the national system. The UNHCR called for expertise, guidance and sustained support to be availed through the MoE policies on the education. The UNHCR, UNICEF and UNESCO welcomed the support and guidance of the MoE to situate and support the delivery of quality education to all children within its borders through delivery and monitoring of the national Rwanda Education Programme. Curriculum is frequently a hard and contentious duty as it is a process of defining and choosing genuine knowledge (Tawil & Harley, 2004). Curriculum comprises the teaching and learning that take place when students are enrolled in and in attendance at school. As stated in the INEE Guidance Notes on Teaching and Learning in times of emergencies never take place in a vacuum and there are reasons to make context specific. Curriculum choices including following a curriculum from a country of origin from a host country and enriching the curriculum with specific priority areas such as life skills or peace education (INEE, 2010). Where urban refugees are integrated into national systems they, by necessity, follow curricula of the host countries. The content will be included in the curricula shapes what children know and how they think themselves and imagine the future both for themselves and the society.

Curriculum is the selection of what will be taught in schools. It is also the process of defining and selecting legitimate knowledge (Tawil, Harley & Braslavsky, 2004).

According to the UNHCR Education Field Guidelines (2003) It should be much better for refugees to follow the curriculum of their country of origin, where estimated durable solution is voluntary repatriation and where numbers and language of instruction mean that the local schools cannot accommodate refugee children. It can be challenging for teachers to manage with curriculum topics that are controversial, and recent conflict related topics are often omitted from curricula such the case of Rwanda (Freedman, Weinstein, Murphy & Longman, 2008; King, 2011).

2.3.8 Protective environment of school and its effects on refugee education

Education has also a protective role as it offers a protective space that helps the wellbeing of students, teachers and other education personnel. The education approach points out that on the other way round, those expectations that schools provide safe and secure environment may be false (UNHCR, 2009). Schools can be spaces where children meet all forms of discrimination

and frustrations. The UNHCR Executive Committee recognized that core protective features in school include adequate teacher/student ratio; elimination of humiliation, bullying and corporal punishment; safeguards against sexual abuse and exploitation (Executive Committee of the High Commissioner's Programme, 2006).

Education can be a tool related to these elements the UNHCR's broad protection mandate for physical security unmeasured, however are ways in which education can provide other forms of protection related to psychological and emotional wellbeing commonly known as psychosocial protection and cognitive protection (Nicolai & Triplehorn, 2003). Education can provide protection but only when schools are physically safe, psychologically and emotionally healing, and cognitively transformative (Boothby, 2008; Nicolai & Triple horn, 2003).

Poor performance, repetition and dropout rates of women/girls are associated with the reproductive works that take important time that women/girls could use for educational activities. The low number of female teachers at both secondary and tertiary education to serve as role models for women/girls students, the early marriage of young girls completing high school who then have to cope with their new family and educational life, and lack of enough and adequate infrastructures to meet educational and social needs for women students among others (MIGEPROF, 2010).

The range is also wide in Yemen and Rwanda at or below 27% i.e the percentage of female teachers' declines at the higher levels of education: at the secondary level school staff are 72.6% male, 27.4% female cited by MINEDUC, 2013 in (USAID/Rwanda, 2014).

The presence of School Management Committee may have protective effects for refugees' children through participatory and community-based suspension and monitoring of school staff and drafting and enforcing of codes of conduct and conduct and oversight of budget and opening procedures; these effects however are unproven (UNHCR, 2011).

2.4 GOVERNMENT'S EFFORTS TOWARDS IMPROVEMENT OF REFUGEE EDUCATION IN RWANDA

There is a proposal that facilitates refugees' access to vocational training and vocational training centres; expand access to vocational training for different age groups and increase the offer of

preferred subjects: soap making, driving, hairdressing, cooking, electricity, drawing, construction (UNHCR, 2017). Despite efforts made by the government of Rwanda, low attendance, school drop-out and poor performance resulting from overcrowded classrooms. Refugee students are still facing various issues such as difficulties in studying at home at night due to lack of space and light and studding for students with disabilities. Refugee students in boarding schools but whose families reside in the camps lack health insurance coverage outside of the camp. Low enrolment and poor attendance owing to remote location of the schools. Lack of former schools' documentation. Poor performance related to health issues for which no medical coverage is provided remain the main challenges face refugees in camps in Rwanda (UNHCR, 2017).

2.5 CONCLUSION

This chapter has focused on the review of literature that highlights the general factors that influence education and those that mostly affect education for refugees. The literature has shown that this study evolves around the concepts of 'world refugees and education' which are defined, elucidated and discussed in detail. Various definitions from various scholars, educators and philosophers have also been provided regarding the concept of education. It has been argued that education does not only open closed doors for educated person, it is also the source of social development.

In addition, the chapter has given a theoretical and conceptual frame of the study. It has also discussed the education for refugees, firstly focusing on refugees on the global revel, secondly on refugees in Rwanda and lastly highlighting education of refugees of Mugombwa camp. The effect of the language of instruction of refugees on their education has also been discussed. Using a good number of sources, it has been revealed that besides refugees across the globe, those who are in Rwanda, especially those from DRC are victims of the language of instruction. They come from the country where French is used as a language of instruction whereas they are obliged to study in English. Consequently, some of them are unable to cope with that kind of educational system. Other challenges raised in this literature include overcrowded classrooms, school drop-outs, poor performance, family and health issues.

The next chapter focuses on the methodology and approaches used by the researcher to collect and analyse the data.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter deals with the presentation of the methodology used by the researcher to collect data. It describes the research design with an explanation of how this design was suitable in answering the research questions. The chapter also elucidates research variables and how they were used in relation with the research concepts. Additionally, sampling strategies, data analysis approaches as well as the study limitations are discussed.

3.2 RESEARCH DESIGN

I adopted a mixed design that combined qualitative and quantitative approaches. I also used survey and case study methods to address the problem under study. Questionnaires, interviews and focus group discussion were employed for data collection. Ideas suggestions and advice were sought from various respondents composed of camp leaders, teachers, senior 6 students, refugee youth who completed senior 6 as well as parents.

3.3 DESCRIPTION OF AREA OF STUDY AND SUBJECTS

Mugombwa refugee camp is the main area of study. It is one of the six camps in Rwanda that hosts 10,474 refugees from Democratic Republic of Congo since 2012. As far as education is concerned, the population breakdown of the camp is as follows: 869 male and 876 female children from 0 to 4 years, 1259 female and 1272 male population from 5 to 11 years, 974 females and 910 males from 12 to 17 years, 2620 females and 1317 males from 18 to 59 years and 212 females against 165 males aged beyond 60 years (UNHCR Rwanda, July 2019).

Based on the above figures, demographic data illustrates that the majority of the population in Mugombwa refugee camp (4415) ranges from 5 to 17 years.

3.4 METHODS

I based this study on two methods which were: case study and survey. I preferred to use the case study method because it helped me to conduct an in-depth investigation on a specific context,

which is the 12-year basic education in Mugombwa Congolese refugee. This method helped me to understand how education is conducted among primary school pupils in a refugee setting and its impact on the improvement of welfare of refugee children after the completion of the basic education. My research also relied on the survey method because I was interested in investigating opinions, views and perceptions of the major stakeholders towards the kind of education given to refugee Congolese children in Mugombwa camp.

3.5 TECHNIQUES

During my research, I concentrated on several techniques of data collection which were: the questionnaire, in depth interview, focus group discussions, observation and desk review. All these helped me to adequately collect data.

3.5.1 The questionnaire

The questionnaire was administered to the selected members of the target population in the sampling frame. Questions consisted of open-ended, closed-questions and Likert scale questions. In close-ended questions, the respondents were limited to specific answers to choose from the list while in open-ended questions, respondents were requested to give responses without any limitations. The Likert scale helped the respondents to provide their views and to evaluate the impact of education of refugee children in camps of Rwanda within Mugombwa camp. The questionnaire responses were supported by interview and observation responses for purposes of triangulation.

3.5.2 In-depth interviews

In-depth interviews helped me to interact seriously and deeply with the respondents. Open-ended questions helped me to hear a lot from them, and to have their opinions on the way they were assessing the impact of the 12-year basic education in Mugombwa camp. This type of interview pushed respondents to give more ideas than expected.

3.5.3 Focus group discussions

In order to help respondents and informants talk freely and willingly while expressing their own experiences, I used focus group discussions. The discussions targeted groups of 7-12 respondents. This technique was used to confront information from group interviews and give an opportunity to respondents be autonomous and to provide information in an interactive manner whereby the respondents were able to provide information all together and remind each other about different scenarios relevant to questions asked. Student who were still in school and others who had left school were among the key respondents interviewed. They provided sufficient information about the impact of education on refugee children in Mugombwa camp.

3.5.4 Desk reviews

During the process of documentary analysis, I read documents which helped me to understand and analyse the documentation related to this stud. These sources of literature included books, electronic documents and manual procedures, organisations' reports, newspapers and journals among other publications on education of refugee children, Rwanda's education policy, 9 YBE, 12-year basic education. I reviewed more literature from other researchers on the contribution of education on welfare, wellbeing and social development of children who had completed the 12-year basic education in Rwanda.

3.5.5 Direct observation

Throughout the data collection process, direct observation was used to crosscheck interview-generated information. The observation focused on the way the respondents/informants were behaving during our interactions. During the data collection, I used personal observation as a tool of getting accurate data and analyse emotional behaviours with regards to articulated questions. I observed the way classes were conducted, the language used by students and teachers at school, the student-teacher ratio, the availability of teaching and learning materials, etc. The challenges faced by children at school. I further observed/analysed the contribution of the government of Rwanda as well as UNHCR and World Vison in solving the above problems.

3.6 SAMPLING

3.6.1 Sample size

After getting authorization from MINEMA to enter Mugombwa refugee camp and collect data, I introduced myself to camp leaders who assisted me get in contact with the respondents and informants. I selected 20 Senior 6 students, 20 school leavers, 10 families, 10 teachers, 4 camp leaders and education staff composed of the camp manager, GS Mugombwa Head Teacher, and World Vision education staff. This is summarised in the table below:

Table 3.1: Sample size

Population	Number
Students	27
School leavers	26
Children families	10
Teachers	9
Camp leaders and education staff	4
Total	76

Researcher's compilation, 2019

As represented in Table 3.1 above, the total number of people who participated in this study was 76 informants.

3.6.2 Sampling techniques

During this research work, due to the fact that the population of the research was multidimensional, heterogenic and scattered all over the camp and outside the camp, I used simple random sampling and purposive sampling techniques due to the state of research respondents.

I used 'simple random sampling' because I needed to contact refugee students since it is perceived that, to some extent, people are reluctant to provide information on their own experiences and testimonies. The students had family members who had completed the 12 year-basic education. Simple random sampling was used to give chances to students at the bench of the class to express their views and experiences on the 12- year basic educational in Mugombwa

Camp as well as the impact they were able to observe. As a result, school leavers gave their own experiences on current employment opportunities. Furthermore, purposive sampling was also used with the respondents where I based on my own personal judgement on who was relevant and reliable to provide data.

3.7 VALIDITY AND RELIABILITY

The information from the primary data was obtained through in-depth interviews, focus group discussion and observation. Documentary research helped to obtain secondary data while the questionnaire survey provided me with quantitative data to understand the level of the impacts of the 12-year basic education on refugee children in Mugombwa camp.

3.8 DATA EDITING

Data editing was used to lead to clarity, accuracy, uniformity, consistency and completeness in questionnaire and interviews recorded in order to create better ground of consistency, validity and reliability. After collecting the data, the practice of inspection of editing was exercised in order to discover items that would be misunderstood by respondents, to detect gaps and other weakness in the data collection methods.

3.9 DATA CODING

The answers from questions were categorized based on the characteristics of the respondents. I used coding as a technique in processing the information provided within the data collected in a less ambiguous language. Coding involved identifying different categories and assigning code numbers to these.

3.10 DATA ANALYSIS AND INTERPRETATION

The data obtained from Mugombwa Refugee Camp in Rwanda's Southern Province was analysed both qualitatively and quantitatively. During the analysis, themes were determined and these were related to the variables investigated. Qualitative data was mostly used to discuss opinions, ideas and views on impact of the 12-year-basic education on refugee children in Rwanda. Thereafter, the data was presented and interpreted. I used the Statistical Package for

Social Sciences (SPSS) in order to provide a descriptive and quantitative analysis using cumulative and percentage analyses.

The SPSS 20.00 software helped me to organize and analyse non numerical or unstructured data. The software helped the researcher in classifying, sorting and arranging the data obtained. It was used to analyse the relationships between the investigated variables on the impact of the 12-year basic education on children in Mugombwa Refugee Camp.

3.11 ETHICAL ISSUES

As I was conducting my research in a refugee camp, I was aware that this setting is really very sensitive. I first explained the objectives of my research to MINEMA in order to get approval to enter the camp and collect data there. When I got to the camp, I informed camp leaders, respondents and informants about the research that I was going to carry out and gave more explanations about the objectives of the research and the methodology and techniques I was going to use. After getting the respondents' consent, I used the anonymity principle according to which the respondents' names were not going to be mentioned anywhere. In other words, only identifications such as age, gender, location, marital status and employment status were recorded. Ethically, therefore, I avoided asking sensitive questions that could offend the respondents.

3.12 CONCLUSION

This chapter has detailed the methodology which was used by the researcher to carry out the research. This chapter has dealt with the research approaches, research design, general population of the study, targeted population and its characteristics, sample size and sample approach, data collection methods and techniques, research instruments and data analysis process, data editing and finally deals with ethical consideration. This chapter has provided tools that were used to collect, analyse and interpret the data collected.

CHAPTER 4: DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

The objective of this chapter is to present the data collected, analyse and interpret and discuss the research findings from Mugombwa Congolese Refugee Camp. All the data were collected with the aim of testing the hypothesis stating that the 12 YBE has a significant impact on Congolese refugee children in Mugomba Camp. The analysis is based on the specific objectives of this study which are the following:

- To investigate the perceptions and opinions of the major stakeholders about the nature and quality of education given to Congolese refugees in Rwanda.
- To determine the effectiveness and relevance of the Rwandan government integration programme of integrating Congolese refugees to study with Rwandan Children.
- To identify education challenges affecting the Congolese refugee children in Rwanda.
- To examine the relevance of Rwandan curriculum to Congolese refugee children in Rwanda.
- To suggest solutions towards educational challenges faced by Congolese refugee children.

In achieving the above objectives, I sampled 76 respondents who participated in this study. They included 4 camp leaders and the education staff at camp level, 9 teachers, 10 parents, 27 S6 students and 26 Ordinary level school leavers who had already completed their studies in the camp. This chapter is composed of three main sections: the first section describes the respondents who participated in this study. The second section covers the characteristics of the respondents such as their gender, age, level of education and their experience in working in emergency context. The last section provides a summary of key findings and conclusion.

4.2 CHARACTERISTICS OF RESPONDENTS

Among the respondents, there were camp leaders, education staff at camp level (World Vision staff), and secondary school teachers from GS Mugombwa. The background of the respondents

captured their gender, age, education background and their experience in working within emergence situations. The gender aspect is summarised in the table below:

Table 4.1: Camp leaders and their gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	9	69.2	69.2	69.2
Female	4	30.8	30.8	100
Total	13	100	100	

Source: Primary data, September 2019

According to the Table 4.1, camp leaders consisted of 69.3% males while females were 30.8%. This shows a high level of men in the camp leadership and those involved in education activities in Mugombwa camp. Overall, camp leadership was male-dominated because the camp Education Coordinator was a male, the GS Mugombwa head-teacher was also a male and most of the secondary school teachers in general are males. This also shows that the big posts in the camp are occupied by males and therefore it seems that gender mainstreaming is still a factor which should be put under consideration while employing staff in the camp.

Age category of camp leaders and education staff

While conducting this study, the age category of key persons heading the camp and their education were also investigated. The results are presented in the table below:

Table 4.2: Age category of camp leaders and education staff

Age category	Frequency	Percent	Valid Percent	Cumulative Percent
20-30 years	3	23.1	23.1	23.1
31-45 years	9	69.2	69.2	92.3
Over 45 years	1	7.7	7.7	100
Total	13	100	100	

Source: Primary data, September 2019

Looking at Table 4.2 above, 69.2% of the camp leaders/education staff fell in the age category of 31-45 years. This gave an impression that the job of educating refugee children was entrusted to mature people who could deal with education in emergency situations whereby mature and

experienced teachers were responsible for students, guiding them and taking professional activities as much as possible. As stated in the Inter Agency Network for Education in Emergency (INEE) Minimum standards handbook (2010), one of the major qualifications required in handling refugee children is age and experience. According to the data collected, it can be concluded that Mugomba Refugee camp fulfilled this criterion adequately.

Camp leaders and teachers’ level of education

In the INEE Minimum Standards handbook (2010), it is also stated that the academic background of the refugee camp staff is an important criterion in handling education matters within any refugee camp. Given that teachers lead the process of training; they should be equipped in terms of academic qualifications. This helps camp leaders and teachers to perform their tasks very well. In the table below, the teachers and camp leaders’ qualifications in Mugomba Refugee Camp are shown:

Table 4.3: Camp leaders and teachers’ level of education

Education Level	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma	1	7.7	7.7	7.7
Bachelor’s Degree	11	84.6	84.6	92.3
Master degree	1	7.7	7.7	100
Total	13	100	100	

Source: Primary data, September 2019

According to the above table, 84.6 % of Mugombwa camp leaders and teachers had a bachelor’s degree. The respondents fulfilled this academic qualification requirements needed to perform their respective duties and roles. In other words, Mugombwa Refugee Camp and Mugombwa GS are institutions that have qualified staff who are capable of supporting students in their learning process.

Experience to work in emergence context

As depicted in the table below, camp leaders and teachers in Mugombwa Refugee camp had enough experience in working within an emergence context. An emergency context is defined as

a sensitive environment that requires professionally equipped people to handle the day to day challenges of refugees who have psychosocial and political challenges because they live far from their country of origin. This explains why education, skill and experience are needed a lot to help staff perform their roles adequately. The table below shows the camp leaders' experience that qualifies them to work in emergency contexts.

Table 4.4: Experience in working within an emergence context

Years of experience	Frequency	Percent	Valid Percent	Cumulative Percent
1-3 years	1	25	25	25
4-8 years	3	75	75	100
Total	4	100	100	

Source: Primary data, September 2019

According to the above table 75% of camp leaders have been working in refugee settings for more than 4 years. During the interview, one of the respondents mentioned that he has been working with Congolese refugees for 5 years in Nkamira Transit Center, and in Mugombwa Camp. 25% of the camp leaders had been working in an emergency context in other countries for less than three years. After interacting with the staff, I learnt that there is teamwork, collaboration and mutual help between more experienced and less experienced ones. In general, Mugombwa Refugee Camp had qualified and experienced camp leaders who were capable of handling refugee challenges.

4.3 FINDINGS

4.3.1 Stakeholders' perceptions towards the nature and quality of education given to Congolese refugee children in Rwanda

One of the research objectives of this study was to investigate the perceptions and opinions of the major stakeholders towards the nature and quality of education given to the Congolese refugee children in Rwanda. The researcher asked a combined question that was answered in questionnaire written form and interview form. The question was stated as follows: *Are you satisfied with the*

nature and quality of education given to refugee children in Mugomwa camp? This question was given to students, teachers, camp leaders, and parents.

By asking this question, I wanted to investigate their perceptions/opinions so that in the future the views of these stakeholders can be taken into consideration while making new changes and new decisions in improving the welfare of people in Mugombwa camp. As already stated above, some of the respondents answered using questionnaires while others used semi-structured interviews.

According to the questionnaire findings, 75% of the students, were satisfied with the quality of education. They supported their answers by saying that they are given scholastic materials they use at school such as uniforms, note books, pens, etc. Others also said that NGOs like World Vison provides them with lunch at school and this helps the students to save time by not going back to the camp to take lunch.

The data from teachers obtained from interviews was generally mitigated. Some were satisfied with the quality of education given to refugee children while others were not satisfied at all. Those who were satisfied, said that:

Respondent 1: *Mugombwa GS has qualified staff and this enables students to perform well.*

Respondent 2: *We as teachers have all the teaching aids needed by our students*

Respondent 3: *Our There is good working relationship between the education authorities at the district and the teachers*

However, there were some teachers who were not satisfied. This is what they said:

Respondent 4: *In Mugomwa GS there classes are overcrowded. For instance, in one class there are more than 70 students.*

Respondent 5: *Our since labs are not well equipped and this makes the learning teaching process to be theoretical and not practical.*

Respondent 6: *The school children here in Mugomwa GS are undisciplined and there is no parent involvement in disciplining children.*

As for parents, some of them were very satisfied with the nature and quality of education that their children are receiving. Here are some of their narratives/statements from parents:

Respondent 7: *Our children are fully facilitated with uniforms and scholastic materials which enables them to study well.*

Respondent 8: *When children are at school they are fed, they get porridge and lunch at school, which helps them to focus on their studies and to perform well.*

Respondent 9: *When our children sit for national exams, they pas well, therefore we think that our children receive quality education.*

To get more clarifications from parents about their satisfaction on the nature and quality of education that their children are receiving, I asked them another follow up question which was the following: *Is the education your children are receiving practical and useful for them?*

The table below summarizes the parents’ responses on the above question which was answered using a written questionnaire:

Table 4.5: The practical and the usefulness of refugee education

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	8	80	80	80
No	2	20	20	100
Total	10	100	100	

Source: Primary data, September 2019

According to the responses in the table above, it is indicated that 80% of the interviewed parents said that the education received by students in Mugombwa Camp was practical and useful in the sense that the children succeeded well during national exams, emphasizing that the school and refugee students perform well and excel at national level. One parent had this to say:

Respondent 10: *“I finished Secondary school in Congo, but I am very sure that a child who finishes Senior 3 here in Rwanda can go back to Congo and teach English and sciences in upper secondary level very well.”*

Such a statement from an educated refugee parent shows how parents appreciate the quality education their children were receiving in Rwanda

However, this category of parents has not considered that they will one day go back to their country where English is not used. Hence, in the researcher's view, refugee children need to be given a holistic education that takes in consideration the interests of their country as well. One of these is to teach them some French which they will need when they return to their country of origin.

On the other hand, the researcher met parents who were not satisfied with the type of education given to their children in Rwanda.

They were especially worried with the way their children were not taught some fundamentals of French which is the main language used in the Democratic Republic of Congo (DRC). For these parents, their main concern was that French is not reinforced in Rwanda's education system.

Another challenge raised by another parent was that their children are left to continue to upper classes even if they have not performed well. During our interview one of the parents she said:

Respondent 11: *“Here in Rwanda, they don't like to have children repeating the class even if they don't perform. This is very strange because in our country children are allowed to repeat until they pass.”*

According to the questionnaire data, 75% of Mugombwa Camp leaders were satisfied with the type of education given to Congolese refugee children. They based their satisfaction on the following premises: qualified teachers at GS Mugombwa, adequate learning facilities in GS Mugombwa. Others were appreciative of the efforts deployed by the UNHCR and World Vision in supporting refugee students. For example, this study found that UNHCR has managed to build 49 classrooms and has also renovated 8 classrooms at GS Mugombwa.

If we look at the above narratives/statements from all the respondents combined, we can conclude that although some stakeholders seem to be satisfied, there are many issues that need to be addressed in Mugombwa Camp at the same time.

For example, there is a great need to build more classrooms and to hire more qualified teachers. In addition, many respondents expressed the need to have well equipped science laboratories and to have to involve parents in managing their children's discipline. In other words, there is need for change at Mugombwa GS.

In the literature reviewed, according to Tawil et al. (2004), the curriculum in refugees' context should be curriculums of the country of origin but not the curriculum of the host country. Therefore, Rwanda should make some changes to accommodate refugees, especially through the teaching of French. As stated in the INEE Guidance Notes on Teaching and Learning during emergencies, learning can never take place in a vacuum, there are various reasons to make context-specific curriculum choices including following a curriculum from a country of origin and from the host country and enriching the curriculum with specific curriculum priority areas such as life skills and peace education (INEE, 2010). To conclude therefore, the curriculum that refugee students need should be one that integrates aspects in the country of origin and the host country.

4.3.2 Effectiveness/relevance of the Rwanda government integration programme of combining Congolese refugees to study with Rwandan Children

The current policy at Mugomwa refugee camp is that all Congolese refugee children from primary to secondary school study together with Rwandan students. This is what they call 'the Rwanda government integration programme. This means that refugee children and the children of the Rwandan nationals in the area share the same school, class, desk teachers. While conducting this study, I sought to investigate the success of this integration program. I therefore asked all the stakeholders concerned to give me their opinions, that is to say students, teachers and parents.

The table below illustrates the views of parents on the question I asked them: *“Do you think that the government programme of integrating refugees to study with local students has been successful? Give reasons.”*

Table 4.6: The success of refugees' integration into government schools by parents

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	8	80	80	80
No	2	20	20	100
Total	10	100	100	

Source: Primary data, September 2019

As represented in Table 4.6 above, 80% of the respondents affirmed that the integration program of combining Congolese refugee to study with Rwandan children was appropriate for them. This is what one of the parents said during the interview:

Respondent 12: *“We are so much happy that our children are integrated in national schools, they study with nationals they are not isolated. Nationals and refugees cooperate like brothers and sisters now; you can't even differentiate between them when they are together.”*

Another parent urged that:

Respondent 13: *“We are now 100% sure that our children receive quality education because they attend the same schools with Rwandan nationals.”*

The table below shows the teacher's response about the success of the refugee integration programme in government schools. In the data obtained from written questionnaires, 55.6% said that it has been a success so far. One of the teachers supported his opinion as follows:

Respondent 14: *“Even nationals have benefited from this integration programme because now they can see that refugees are children like them. But most importantly, local students have also benefited from the UNHCR and WFP school feeding programs where by the children of nationals are also benefiting from getting free lunch.”*

The data in the table below show how teachers were scored regarding the success of the integration policy of Rwandan nationals and refugee children,

Table 4.7: The success of refugees’ integration into government schools by teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	7	77.8	77.8	77.8
No	2	22.2	22.2	100
Total	9	100	100	

Source: Primary data, September 2019

According to the table above, 77,8% of the teachers confirmed that the integration of refugee children into government schools has been a success. One of the reasons they gave to support their assertion was that:

Respondent 15: *“In class, while we are teaching, you can’t differentiate refugee students and locals, and we are happy to find some refugees performing better than nationals, even if they are living in difficult conditions in the camp.*

As for students, many of them affirmed during interviews that they are very happy to study with nationals, and this has helped them to integrate in the new community. They confirmed this using the following narratives/ statements:

Respondent 16: *In the classroom, we all put on the same uniforms, there are no uniforms for refugees and uniforms for nationals and it is hard to know who is a refugee and who is not.*

Respondent 17: *At school we all benefit from all services equally and no one segregates us.*

Respondent 18: *Our integration at school level has gone beyond school boundaries because we can visit nationals in their families, they can come in our camp as well. We have been really integrated.*

Respondent 19: *For us being in same class gives us assurance that what we are getting is quality education because we study with nationals. All the above statements can really show the impact of this integration program.*

Lastly, some students raised the issue of French which is not being taught to them. To them this is a big challenge when they go back to their country. In fact, this is a serious issue because it was raised by many stakeholders and needs strong advocacy by those who are responsible in the Ministry of Education.

The literature reviewed, INEE (2010) corroborates the finding of this study on the issue of integrating Rwandan students with refugee children. This is what is referred to by INEE as the *equal access* policy whereby refugees and nationals should be treated on an equal footing. INEE states this as follows:

“National authorities, communities and humanitarian organisations have the responsibility to ensure that all people have access to educational activities. This means assessing the needs and priorities of excluded groups and those with different learning needs in the specific context, and addressing them. Discriminatory policies and practices that limit access to learning opportunities should be identified and remedied. The lack of access to education for particular ethnic, linguistic, geographic or age groups can create or maintain tensions that may contribute to conflict.” (INEE, 2010)

In other words, the activities proposed by the Rwandan government tally with what is proposed by international standards.

4.3.3 Challenges affecting Congolese refugee children in Rwanda

Every education system is bound to face challenges that need to be known so that they can be addressed in order to minimize risks that may arise and affect students negatively. It is in this spirit that during the present study I was interested in investigating the challenges faced by refugee children in Rwanda’s current education system and how these can be solved. Below are some of the challenges highlighted by camp leaders, teachers and students.

4.3.3.1 Overcrowded classrooms

Overpopulation in classrooms is one of the crucial elements that can hinder the performance of both teachers and students. Overcrowded classrooms was presented as the first challenges, students at GS Mugombwa are facing. While the government recommends 45 students in a classroom, in Mugombwa it is totally different as demonstrated by the data obtained which summarised in the table below:

Table 4.8: overcrowded Classrooms by Camp leaders

	Frequency	Percent	Valid Percent	Cumulative Percent
UN	1	25	25	25
SD	3	75	75	100
Total	4	100	100	

Source: Primary data, September 2019

Overcrowded classrooms of refugee children was found to be a problem at GS Mugombwa since 75% of the camp leaders and education staff strongly disagreed that the capacity is enough while 25% of them were undecided about it.

This shows the extent to which the respondents were aware of overcrowded classrooms at GS Mugombwa. They stated that some classrooms accommodated more than 70 students. According to GS Mugombwa 2019 statistics, the average number of students in one classroom is 65.8 students. This is a serious problem because it affects the performance of students negatively. The teachers pointed this out and said that this big number of students in the classroom does not allow them to support each and every student.

4.3.3.2. Inadequate learning resources

In the teaching and learning process, teaching material are paramount in facilitating the teaching process but also in facilitating the students learning process. The table below shows the inadequate learning resources and facilities at GS Mugombwa as identified by teachers.

Table 4.9: Inadequate learning resources

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	1	11.1	11.1	11.1
A	3	33.3	33.3	44.4
D	2	22.2	22.2	66.7
SD	3	33.3	33.3	100
Total	9	100	100	

Source: Primary data, September 2019

In the table above, 44.4 % of the teachers agreed that learning resources were inadequate, this shows that as practitioners on the ground, teachers were facing some challenges regarding the learning resources at GS Mugombwa. They revealed that the problem ill-equipped science labs was mentioned as a big challenge because some sessions were taught theoretically.

4.3.3.3 Inadequate scholastic materials

Scholastic materials at GS Mugombwa are normally distributed by World Vision as an Education implementing partner. The researcher asked the following question: *What do you think can be done to make learning for refugee children in Mugomba camp better?*

The question was asked to students in order to investigate their level of satisfaction and what their wish was in order to solve the problem.

Many students at GS Mugombwa pointed out that they lacked shoes and school bags as well as more other home and scholastic materials. It is also surprising because students raised scholastic material as an asset to make the learning better

According the results got from different respondents, some of the challenges highlighted included: insufficient classroom blocks, lack of well-equipped library, some scholastic materials that are not provided to students and the parent's irresponsibility to follow up their children's education.

It was also revealed that since World Vision is a partner with UNHCR in implementing education activities in Mugombwa Camp, many parents have come to believe that World Vision must do each and every thing for them and this has made many parents become lazy and irresponsible, while all scholastics materials, uniforms and all fees are catered for by World Vision. There are even some parents who refuse to attend AGM meetings, saying that World Vision staff should attend on their behalf.

This study found that Rwanda has not been able to provide a complete participatory and inclusive education regarding overcrowded classrooms and ill-equipped labs. According to the UN Resolution, the right to education in emergency situations (2010) puts this responsibility to host governments as follows:

“Member States should provide quality education in emergency situations that is gender-sensitive, centred on learners, rights-based, protective, adaptable, inclusive, participatory and reflective of the specific living conditions of children and youth, and that pays due regard, as appropriate, to their linguistic and cultural identity, mindful that quality education can foster tolerance and mutual understanding and respect for the human rights of others.”

This study found that solving the problem of infrastructures in education should involve as many partners as possible instead of leaving the task to government exclusively.

4.3.4 Relevance of Rwandan Curriculum to Congolese refugee children in Rwanda

The researcher wanted to know if the stakeholders found the curriculum given to refugee students was relevant or not. The table below shows their standpoint on the question: *Have you received students complaining about the Rwandan curriculum they are undergoing?* The data obtained on this question is presented in the table below:

Table 4.10: Relevance of Rwandan Curriculum to Congolese refugee children

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
A	1	25	25	25
D	1	25	25	50
SD	2	50	50	100
Total	4	100	100	

Note: Strongly agree (SA), Agree (A) Undecided (UN), Disagree (D), and strongly disagree (SD).

Source: Primary data, September 2019

According to the table above, 25% of the camp leaders and education staff reported that they received complaints from refugee children about the irrelevance of Rwandan curriculum. While 75% had no complaint about the relevance of the curriculum to the refugee children.

On the above issue, the INEE programme in the field of teaching and learning, stresses that:

“Curriculum review and development is a long, complex process and should be carried out by accepted and appropriate education authorities. If formal education programmes are being re-established during or after emergencies, recognised national primary and secondary school curricula should be used. In settings where none exist, curricula will need to be quickly developed or adapted. In the case of refugees, this may be based on curricula from the host country or the country of origin. In other cases, curricula adapted from comparable emergency settings may be appropriate.” (INEE, 2010)

Therefore, Rwandan curriculum should be revised to reinforce French, taking into consideration that Rwandan schools are hosts to refugee students from French speaking countries such as Burundi and Congo.

4.3.5 Solutions to the challenges faced by Congolese refugee children

To get rid of some of the challenges faced by Congolese refugee children, the findings of this study identified the following solutions:

- Provide equal chances of opportunities to refugees as the national citizens in terms of getting jobs and tertiary education scholarship.
- Rewarding the best performers in the refugee camp to motivate others

- Encouraging refugee parents to be responsible to their home children education
- Providing technical schools such as TVET/ VTC to the nearest camp to give huge chance of preference of those who do not want to study the available school (combinations).
- Providing all needed school materials to refugee children (school bags and shoes)
- Motivating teachers in refugee camps.
- Access to tertiary education

In implementing the above solutions, the literature reviewed (Paragraph 5 and 16 of the UN Resolution on the Right to Education in emergency situations, 2010) suggests that there should be coordination in addressing issues related to education in emergency situations. It states:

“UN recognizes the establishment of the Education Cluster by the United Nations Inter-Agency Standing Committee and other initiatives as measures to address, in a coordinated manner, educational needs in emergency situations, including through partnerships for the implementation of the “Minimum standards for education: preparedness, response, recovery” handbook of the Inter-Agency Network for Education in Emergencies, calls upon donors to support the work of the Cluster, and emphasizes that those measures should continue to be taken in close coordination with relevant authorities.”

In view of the above statements therefore, the Rwandan government should involve all stakeholders and education partners (UNHCR, World Vision, Ministry of Education, and other humanitarian agencies) to address the challenges pertaining to refugee education.

CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The main objective of this chapter is to show the summary of the findings for this study and to provide the general conclusion as well as suggesting some recommendations to improve the education of refugees in emergency situations.

The present study was designed to assess the impact of the 12-year basic education on Congolese refugee children. It aimed at achieving the following specific objectives:

- (i) To investigate the perceptions of major stakeholders about the nature and quality of education given to Congolese refugees in Rwanda
- (ii) To determine the effectiveness and relevance of the Rwandan government in integrating Congolese refugees to study with Rwandan Children.
- (iii) To identify education challenges that affect Congolese refugee children in Rwanda,
- (iv) To examine the relevance of Rwandan curriculum to Congolese refugee children in Rwanda
- (v) To suggest solutions towards the challenges faced by Congolese refugee children in the field of education.

5.2 SUMMARY OF FINDINGS

The findings are presented below based on the objectives of this study and its research questions:

5.2.1 Perceptions of major stakeholders about the nature, relevance and quality of education given to Congolese refugee children in Rwanda

The stakeholders interviewed in this study included parents, teachers, camp leaders and education staff. These stakeholders had mitigated opinions regarding the quality of education given to the refugee children in GS Mugombwa.

Overall, the students were satisfied with the nature and quality of the education they were receiving, given that they are facilitated with scholastic materials, porridge and lunch at school. In addition, a good number of teachers were also satisfied with the good working relations

between fellow teachers and education authorities at District level. As for parents, they also expressed satisfaction, acknowledging the support of uniforms and scholastic materials from World Vision coupled with the school feeding program whereby children are fed free of charge. The parents also expressed their satisfaction accruing from the success of their children in national exams.

However, some teachers were not satisfied and pointed out the problem of overcrowded classrooms, labs that were not well equipped and cases of indiscipline among refugee children.

Lastly, as far as the language of instruction is concerned, there was mitigated opinion from various groups of stakeholders: Some parents were much worried about their children not mastering French and because they would be misfits in the Congolese system when they one day go back to their country.

5.2.2 Government policy of integrating Congolese refugees to study with Rwandan Children

As far as the findings of this study are concerned, it was also revealed that different stakeholders had mitigated opinions regarding the issue of combining students of different nationalities to study together. Some respondents argued in favour of the government integration policy while others were against the same policy.

Those who argued in favour of the integration policy said that children benefit equally like nationals which gave them assurance that they were getting the best education the country can offer to its children. They also hailed the social interaction and collaboration between refugees and nationals.

On the other hand, the respondents who were against the integration policy gave the following reasons: the curriculum focuses on English as the only language of instruction and leaving behind the French language which is the national language/ language of instruction in DRC, the students' country of origin.

5.2.3 Challenges affecting Congolese refugee children in Rwanda

Some of the challenges highlighted by respondents included the following:

- (i) Some parents are reluctant and irresponsible towards making a follow-up regarding the education of their children
- (ii) Classrooms, computer and science laboratories in GS Mugomba have inadequate facilities.
- (iii) An increasing rate of youth who finish secondary school do not get employment.
- (iv) There are limited scholarships for high school students who wish to study vocational education. Only 10% of high school leavers have access to tertiary education
- (v) English is more favored for refugee children than French yet the latter is the language used in the refugees' home country.

5.2.4 Relevance of Rwanda's Curriculum to Congolese refugee children in Rwanda

According to the findings of this study, some respondents reported that the Rwandan curriculum is relevant (75%) while others (25%) complained that the curriculum was irrelevant

Those who said that the curriculum was relevant gave the following reasons: students do not complain about the irrelevancy of the curriculum and some parents think that their children are being equipped with enough knowledge, especially in sciences and in English more than the package they could get in DRC.

As for those who argued that the curriculum was irrelevant for refugee children, they argued that they were worried about their children who will never fit in the Congolese system if they happen to go back. For example, when it comes to French this may be a very big challenge to students who did their studies in the English-speaking system.

5.2.5. Solutions to education challenges faced by Congolese refugee children

The present study found 5 different types of problems faced by Congolese children. These problems were:

- (i) Some parents are reluctant and irresponsible towards following up the education of their children
- (ii) Classrooms, computer and science laboratories in GS Mugomba have inadequate facilities.
- (iii) An increasing rate of youth who finish secondary school do not get employment.
- (iv) There are limited scholarships for high school students who wish to study vocational education. Only 10% high school leavers have access to tertiary education
- (v) English is more favored for refugee children than French yet the latter is the language used in the refugees' home country.

As far as the problem of the irresponsibility of parents towards the education of their children is concerned, it was found that mass mobilization and meetings should be organized between parents and education staff with camp leaders to sensitize parents on the importance of education. It was also found that the role played by World Vision and UNHCR in this field should be complemented parents as the primary beneficiaries.

On the problem of insufficient classrooms at GS Mugombwa, this study found that the average number of students per class is 65.8 students which means that in some classrooms, they are above 70 students in a room which affects their performance negatively. In this connection, more rooms should be constructed and more qualified teachers should be hired and new labs should be equipped to ensure that learning is really practical. In addition, even if tertiary education is not considered as a basic requirement in this context, refugees should be facilitated to get more scholarships to continue their education up to university.

In order to solve all the above mentioned challenges, this study found that there is need for advocacy and partnership to work closely in order to improve the education of Congolese refugee children.

CONCLUSION

The general objective of the present study was to assess the impact of 12-year basic education on Congolese refugee children in Mugombwa Congolese Refugee Camp. The specific objectives which guided the research were:

- To investigate the perceptions and opinions of the major stakeholders about the nature and quality of education given to Congolese refugees in Rwanda.
- To determine the effectiveness and relevance of the Rwandan government integration programme of integrating Congolese refugees to study with Rwandan Children.
- To identify education challenges affecting the Congolese refugee children in Rwanda.
- To examine the relevance of Rwandan curriculum to Congolese refugee children in Rwanda.
- To suggest solutions towards educational challenges faced by Congolese refugee children.

The study found that the stakeholders had mitigated perceptions towards the quality of education given to refugee children in Mugombwa Camp. The study also established that, among other things, a big number of refugee youth faced the following challenges:

- Many high school leavers end up being unemployed
- They obtain limited scholarships to join vocational and university education,
- The Rwandan curriculum favors English at the expense of French which is the language used in DRC.
- Parents tend to be generally irresponsible towards the discipline of their children.

RECOMMENDATIONS

On the basis of the above findings, the following recommendations are proposed. These recommendations are addressed to different partners, especially to MINEMA and UNHCR, as they are the ones who are responsible for spearheading the education and livelihoods of refugees living in emergence situations in Rwanda:

➤ **MINEMA and UNHCR should:**

- Encourage local and international NGOs to initiate the youth to get involved in strengthening a practical curriculum that makes refugee school leavers to be self-

sufficient in terms of vocational education like carpentry, brick laying, plumbing, etc.

- Engage in advocacy initiatives with MINEDUC so that French lessons can be taught to Congolese refugee children so that when they go back to their country they will easily be integrated in their home education programme.
- Encourage and support the integration programme of refugee students in government schools in other Congolese camps e.g. Gihembe and Kiziba Congolese refugee camps

➤ **UNHCR should:**

- Enhance advocacy initiatives to obtain more scholarships for the Congolese refugee children to study vocational education after completing high school.
- Also give support to government schools that cater for refugee children.

REFERENCES

- Bloch, A., M. Chimienti, A. Counilh, S. Hirsch, G. Tattolo, L. Ossipow and C. Wihtol de Wenden (2015), The children of refugees in Europe: aspirations, social and economic lives, identity and transnational linkages. Final report – working paper. Geneva: SNIS.
- Boothby, N, Crawford, J, and Halprin, J. (2006). The Life Outcomes of Former Mozambican Child Soldiers. *Global Public Health*, 1, 87-107.
- Boothby, N, Crawford, J, and Halprin, J. (2006). The Life Outcomes of Former Mozambican Child Soldiers. *Global Public Health*, 1, 87-107.
- Dewey, (1916). Education is not preparation for life; education is life itself. University of Canterbury.
- Dix, L. K. (2006). Dbrief: A research paradigm for ICT adoption, *International Education Journal*, 2007, 8(2), 113-124. ISSN 1443-1475 © 2007 Shannon Research Press. <http://iej.com.au>.
- DrydenPeterson, J. (2006) Certification of the learning attainments of refugee and internally displaced pupils. International seminar. Paris: IIEP.
- Education for refugee children (2018). No lost generation: A comparison between Sweden, Germany, The Netherlands and Turkey Maurice Crul, Elif Keskiner, Jens Schneider, Frans Lelie and Safoura Ghaemina , 2018. EUI Forum on Migration, Citizenship and Demography in Florence. Principle of Education and Education in Emerging Indian society-B.N. Dashpp.7
- Gladwell, C., Hollow, D., Robinson, A., Norman, B., Bowerman, E., Mitchell, J., Floremont, F., Hutchinson, P. (2016). Higher education for refugees in low-resource environments: landscape review. Jigsaw Consult, United Kingdom.
- <http://www.unhcr.org/pages/49c3646c146> .
- Human Rights Watch (2015) “When I Picture My Future, I See Nothing” Barriers to Education for Syrian Refugee Children in Turkey. Article 26 (1) of Universal Declaration of Human Rights ing, and Careers. *New Directions for Child and Adolescent Development*.160, 1–14.
- Inter-Agency Network for Education in Emergencies (INEE). (2010). “Minimum Standards for Education: Preparedness, Response, Recovery.” New York: INEE.

- Inter-Parliamentary Union (2001). *Refugee Protection: A Guide to International Refugee Law*. Geneva: Office of the United Nations High Commissioner for Refugees. ISBN 92-9142-101-4 (IPU)
- Jagannath, M., (1982). *Indian Education in the Emerging society*, at 150.
- James, Z. Y., (2017). *Life is Education and Unity of Knowledge and Action: Tao Xingzhi's Transformations of the Educational Philosophies of John Dewey and Wang Yangming* University of Oklahoma. *Journal of Philosophy & History of Education* vol. 67, no. 1, 2017, pp. 65–84.
- JICA (2012). *Japan International Cooperation Agency Annual Report 2012*, Japan: Japan International Cooperation Agency (JICA), <http://www.jica.go.jp/english/>: ISBN978-4-86357-045-0.
- Kirk, J. (2008) *Certification of the learning attainments of refugee and internally displaced pupils*. International seminar. Paris: IIEP.
- Lemmens, P., Dupont, H., and Roosen, I., (2017). *Migrants, asylum seekers and refugees: an overview of the literature relating to drug use and access to services* Background paper commissioned by the EMCDDA for Health and social responses to drug problems: a European guide, Paris: European Monitoring Centre for Drugs and Drug Addiction (EMCDDA)
- Mehta P. L. and Poonga, R., (1997). *Free and Compulsory Education*, New Delhi: Deep and Deep publication at 1.
- Melaku, T.E., 2019. Prevalence and associated factors of stunting and thinness among adolescent Somalian refugee girls living in eastern Somali refugee camps, Somali regional state, Southeast Ethiopia, *Conflict and Health*, **volume 13**, Article number: 17 (2019).
- Melaku, T.E., 2019. Prevalence and associated factors of stunting and thinness among adolescent Somalian refugee girls living in eastern Somali refugee camps, Somali regional state, Southeast Ethiopia, *Conflict and Health*, **volume 13**, Article number: 17 (2019).
- Midttun, E. (2000). *Education in emergencies and transition phases: still a right and more of a need*. Norwegian Refugee Council, Oslo.
- Narayan, V. K. R., (1979). *Man Education and Values*, New Delhi: B.R. Publication at 50.
- Nicolai, S., & Triplehorn, C. (2003). *Humanitarian Practice Network Paper 42*. London: Overseas Development Institute. *The Role of Education in Protecting Children in Conflict*.

- Nicolai, S., & Triplehorn, C. (2003). Humanitarian Practice Network Paper 42. London: Overseas Development Institute. The Role of Education in Protecting Children in Conflict.
- Njoki, K. A., Nyagah, G. & Imonje, R. (2017). Influence of Inclusive Curriculum Development on Academic Performance of Refugees Children in Public Primary Schools in Ruiru Sub County .Stratford Peer Reviewed Journals and Book Publishing Journal of Education Volume 1||Issue 1||Page 27- 33||December||2017| Email: stratfordjournals.org.
- OECD, (2002). Definitions, explanations, and instructions Instructions relating to the implementation of the revised International Standard Classification of Education Technical instructions for the completion of the tables, Pais: OECD EUROSTAT
- OECD, 2019. Curriculum Alignment and Progression between Early Childhood Education and Care and Primary School: A Brief Review and Case Studies OECD Education Working Paper No. 193 Elizabeth A. Shuey (OECD), Najung Kim (OECD), Alejandra Cortazar (CEPI), Ximena Poblete (CEPI), Lorena Rivera (CEPI), María José Lagos (CEPI), Francesca Faverio (CEPI) and Arno Engel (OECD).
- OECD, 2019. Curriculum Alignment and Progression between Early Childhood Education and Care and Primary School: A Brief Review and Case Studies OECD Education Working Paper No. 193 Elizabeth A. Shuey (OECD), Najung Kim (OECD), Alejandra Cortazar (CEPI), Ximena Poblete (CEPI), Lorena Rivera (CEPI), María José Lagos (CEPI), Francesca Faverio (CEPI) and Arno Engel (OECD).
- OIM, (2018). World Migration Report 2018, Geneva: International Organization for Migration.
- Save the Children, (n.d). Hear it from the Teachers: Getting Refugee Children Back to Learning, Washington: Save the Children.
- Sutherland, S., Stuhr, P. T., & Ayvazo, S. (2014). Learning to teach: pedagogical content knowledge in adventure-based learning. Physical Education and Sport Pedagogy, 1-16.
- Talbot, C. (2006). Research Partnership on Education in Conflict, Emergencies and Reconstruction; Research Framework; Certification of the Learning Attainments of Refugee and Internally Displaced Pupils and Opportunities for Change Within Education Systems in Conflict and Post-Conflict Situations. UNESCO and IIEP. The Netherlands: University of Amsterdam. Pp. 1-18.

- The World Bank Group (2016) An Assessment of Uganda's Progressive Approach to Refugee Management, USA: The International Bank for Reconstruction and Development
- Thomas R. G., (2002). Professional Development and Teacher Change, Teachers and Teaching: theory and practice, Vol. 8, No. 3/4, 2002.
- UNHCR (2018). Global Trends forced displacement in 2017, Geneva: United Nations High Commissioner for Refugees
- UNHCR Rwanda, (2017). Participatory Assessment 2017, Rwanda: Kiziba refugee camp.
- UNHCR, (1979). Handbook on Procedures and Criteria for Determining Refugee Status under the 1951 Convention and the 1967 Protocol relating to the Status of Refugees HCR/IP/4/Eng/REV.1 Reedited, Geneva, January 1992, Geneva: UNHCR.
- UNHCR, (1989). Determination of Refugee Status (RLD 2): Training Service Case Postale 2500 CH1211, Geneva: UNHCR.
- UNHCR, (2006). Guidelines on the Application in Mass Influx Situations of the Exclusion Clauses of Article 1F of the 1951 Convention relating to the Status of Refugees, February 2006, <http://www.unhcr.org/refworld/docid/43f48c0b4.html>
- UNHCR, (2010). UNHCR Global Trends 2010, Geneva: United Nations High Commissioner for Refugees.
- UNHCR, (2012). Handbook and guidelines on procedures and criteria for determining refugee status under the 1951 Convention and the 1967 Protocol relating to the Status of Refugees, Geneva: UNHCR
- UNHCR, (2012). High Commissioner's Dialogue on Protection Challenges Theme: Faith and Protection English (12-13 December 2012), Australia: UNHCR Regional Office.
- UNHCR, (2012). Pledges 2011 Ministerial Intergovernmental Event on Refugees and Stateless Persons, Geneva: Palais des Nations.
- UNHCR, (2019). Global Appeal 2019 Update, Geneva: UNHCR
- UNICEF, (2012). The right to education: an emergency strategy. UNICEF, Paris.
- UNICEF, (2019). UNICEF Humanitarian Action for Children 2019 Overview, USA: New York, NY 10017, www.unicef.org/appeals ISBN: 978-92-806-4987-1

UNICEF, 2016. The impact of language policy and practice on children's learning: Evidence from Eastern and Southern Africa, Kenya.

[https://www.unicef.org/esaro/UNICEF\(2016\)LanguageandLearning-Kenya.pdf](https://www.unicef.org/esaro/UNICEF(2016)LanguageandLearning-Kenya.pdf).

United for Human Rights (2008-2019). Article 26 of *The Universal Declaration of Human Rights*.

United Nations, Department of Economic and Social Affairs, Population Division (2017). International Migration Report 2017: Highlights(ST/ESA/SER.A/404), New York: United Nations.

Waldring, I., Crul, M., & Ghorashi H. (2018). The ability to deal with difference: Turkish-Dutch professionals as go-betweens in the education sector. In C. R. Cooper & R. Seginer (Eds.), *Navigating Pathways in Multicultural Nations: Identities, Future Orientation, School-*

APPENDIX

Appendix 1

I. QUESTIONNAIRE RESERVED TO S6 STUDENTS AND SCHOOL LEAVERS

SECTION A: Background Information

- 1. Your gender
- 2. Your age in years. Yrs
- 3. What class are you studying in?
- 4. Do you have a relative/neighbor who has completed S6? Does he/she have a job?
- 5. Does the life of relatives' neighbors who finished S6 inspire you positively or negatively? Explain.....
- 5. Did you finish S6?
- 5.a If yes do you have a job? which type of job?
- 5. b If not, how do you think you can be supported?.....

Section B. The language of instruction factors affecting refugee children access to primary education in Public Primary Schools

- 3. Are you registered as a refugee officially?
- 4. During the admission to the school, were you asked for any admission fees
Yes No
- 5. How many pupils are in your class? 25-40 41-60 61 and above
- 6. How many pupils do share a text book? 2 5 8 and above
- 7. Do you have a problem in the language of instruction? Yes No
- 8. Do you have a favourite language subject? Yes No

Section C. Effects of relevance of curriculum on refugee children access to primary and secondary education

16. When did you arrive in Rwanda?

17. Were you in school in your country?

If yes, which class were you in?

18. In which class did you start schooling in Rwanda?

19. Did your current school recognize the progress from your country?

20. Are the education systems similar? Yes No

21. Did you have a language problem during transition of the schools?

Yes No

If yes, how did you overcome them?.....

.....

Section D. Open ended questions

1. What do you think can be done to make learning for refugee children in Mugomba camp better?

2. Are you satisfied with the nature and quality education given to you?.....

3. What do you think should be done for refugee children who do not attend school to attract them to join school?

4. Do you think the government program of integrating refugees to study with locals has been successful? Give reasons.

.....

5. What else would you like to recommend to improve refugee education to enable them find employment after completing Senior 6?

.....

.....

Appendix 2

II. INTERVIEW QUESTIONNAIRE RESERVED TO CAMP LEADERS AND EDUCATION STAFF

Section A: demographic information

Please tick (✓) the appropriate answer

1. What is your Gender?

Male Female

2. What is your Age?

20-30 years

31-45 years

Over 45 years

4. What is your highest Academic Qualifications?

Advanced degree

Diploma

Bachelors Degree

Master Degree

5. For how long have you been working in a camp/Mugombwa?

1 – 3 years

4 –8years

9-12 years

Over 12 years

Section B. Language of instruction

Please respond to the statements about the language of instruction factors influencing the School access to primary among the Refugees children indicating whether you strongly agree (SA)

Agree (A) Undecided (UN), Disagree (D) or strongly disagree (SD). Please tick (√) against each statement your best opinion

Statement	SA	A	UN	D	SD
1. Refugees children have to learn in English and Kinyarwanda like nationals					
2. Education policies do not adequately cover the refugees children					
3. The refugees children are difficult to be accommodated in the schools					
4. The learning facilities are adequate					
5. Registration certificate is a requirement for refugee children enrolment					
6. Classrooms have enough capacity to accommodate refugee children					
7. Teacher pupil ratio is adequate					
8. Parents of refugees children do not attend school meeting due to language barrier					
9. Teachers and school authorities have reported indiscipline cases of refugee children at school					
10. refugee children have shown demotivation towards the language of instruction					
11. Refugee children have reported language of instruction as a challenge					

Section C. Effects of relevance of curriculum on refugee children access to primary education

Please respond to the statements about the effects of relevance of curriculum on refugee children access to education, indicating whether you strongly agree (SA) Agree (A) Undecided (UN), Disagree (D) or strongly disagree (SD). Please tick (√) against each statement your best opinion

Statement	SA	A	UN	D	SD
1.The refugees children have undergone the same curriculum like nationals					
2.The certification system of the country of origin is totally accepted at the national level					
3.It is difficult to establish exactly the level a child was, before he /she left school					
4.Most of the refugee children are forced to repeat a class or two					
5.Some of the refugee children start the education a fresh					
6.Language barriers hinders education and learning opportunities to the refugees					
7.The refugees children do a pre-admission exams to determine which class they should go to					
8.Refugee children have reported the Rwandan curriculum irrelevant to their education when they went back to Congo					

SECTION D: open ended questions

1. Do you think that the government programme of integrating refugees to study with Rwandan students has been successful or not? Give reasons why.....
.....
2. Do you think the education received by the students in Mugomba refugee camp is practical and useful for the students? Are you satisfied with its nature and quality???
Explain with details.....
.....
3. How relevant is the education received by the student in the refugee camp when he goes back to his country?.....
.....
4. Do you think that the language of instruction used by Congolese students is appropriate for them?.....
.....
5. How can the quality of education for refugee children in the camp be improved to resolve challenges met ?.....
6. Are you satisfied with all the learning conditions for refugee children? If not what should be improved?.....
.....

Appendix 3

QUESTIONS FOR PARENTS / FOCUS GROUP DISCUSSIONS

1. Do you have a child who has completed S6?
2. Did he/she got a job after completing S6
3. Did he/she continue to University?
4. Do you have other children in secondary schools?.....Are they motivated / inspired by the life their elders have today?
5. Are satisfied with the nature and quality education given to your children?
6. Do you think that the government programme of integrating refugees to study with local students has been successful or not? Give reasons why.
7. What kind of more support do you need from World Vision and UNHCR?
8. Do you think the education received by the student in Mugomba refugee camp is practical and useful for the students? Explain with details
9. How relevant is the education received by the student in Mugomba refugee camp in case he went back to his country?
10. Do you think that the language of instruction (English) used by Congolese students in the refugee camp is appropriate for them?
11. How can the quality of education for refugee children in the camp be improved?
12. Are you satisfied with all the learning conditions for refugee children? If not what should be improved