**Accessing Education to Refugee Children in Uganda.**

**Insights from Findings of out of school children in Uganda.**

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**1. Introduction.**

Aimed at exploring factors responsible for the dropping out of children from school before completing the primary school cycle as well as non-enrolment

As we approach 2015, it is a glaring fact that not ALL children of school going age have been enrolled

The study considered a significant refugee sample in Kampala, Rhino, Nakivale and Kyangwali settlements/sites

**Refugee Settlement Areas of the study**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| District / settlement | Number | Male | Female | Total (%) |
| Arua (Rhino) | 96 | 22.9 | 77.1 | 21.4 |
| Hoima (Kyangwali) | 87 | 54 | 46 | 19.9 |
| Isingiro (Nakivale) | 107 | 73.8 | 26.2 | 23.8 |
| Kampala (scattered in different localities) | 148 | 53.4 | 46.6 | 34.9 |
| Total | 438 | 51.8 | 48.2 | 100% |

**Purpose**

The purpose of the study was to document reasons why children in various parts of the country do not enroll in school and

why others drop out despite the presence of UPE and other interventions

**Objectives of the study**

To identify the causes of non-enrolment and dropping out of school

To analyze factors resulting in dropping out from school

To analyze and rank the causes of non-enrolment

To identify push and pull factors

To advise on strategies and make recommendations

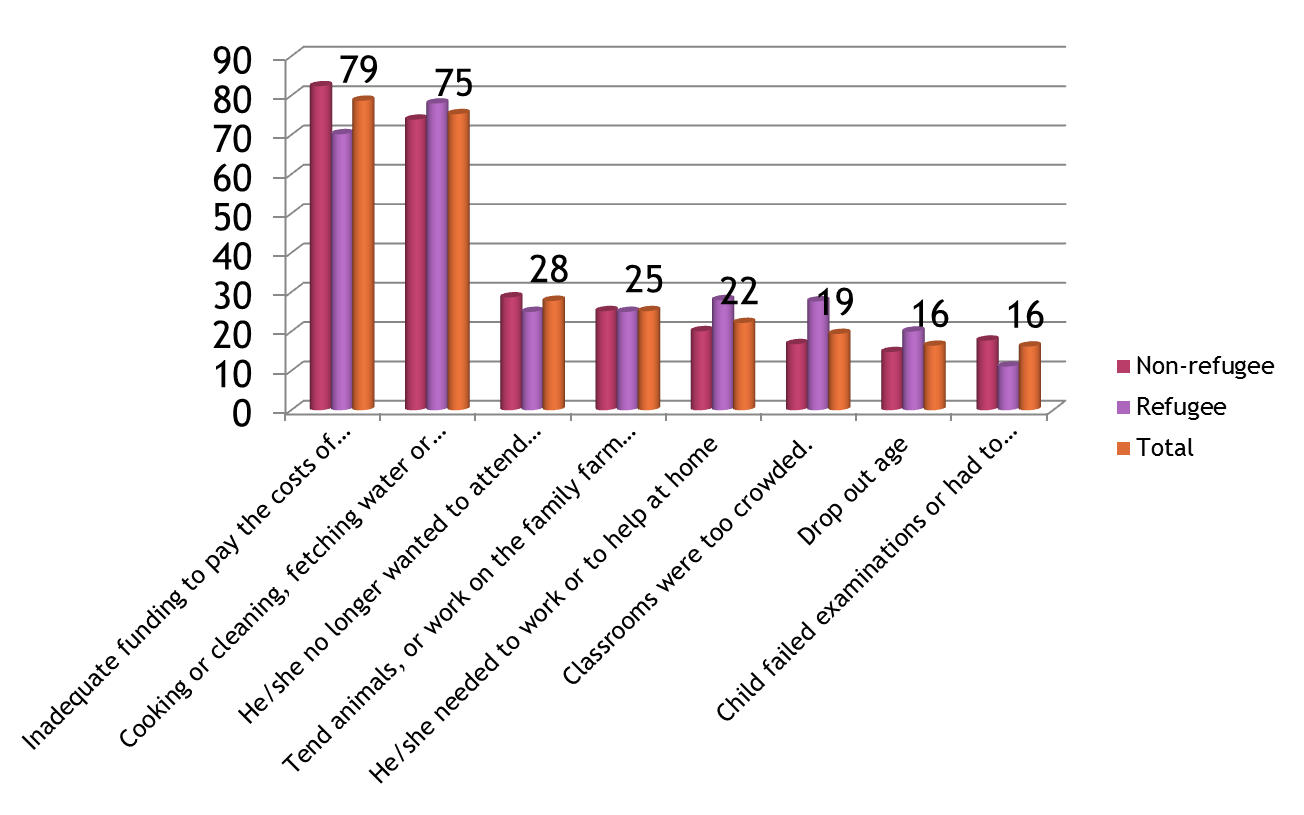
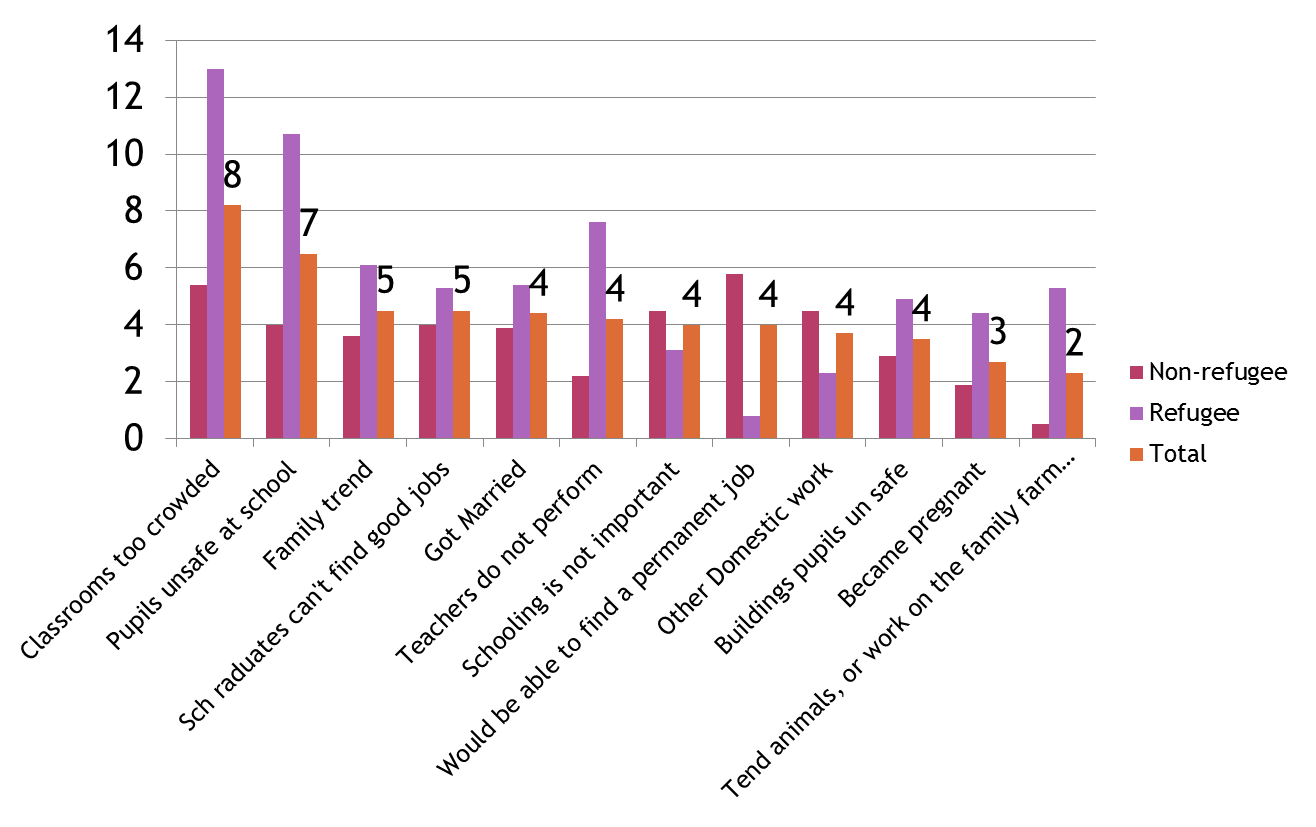
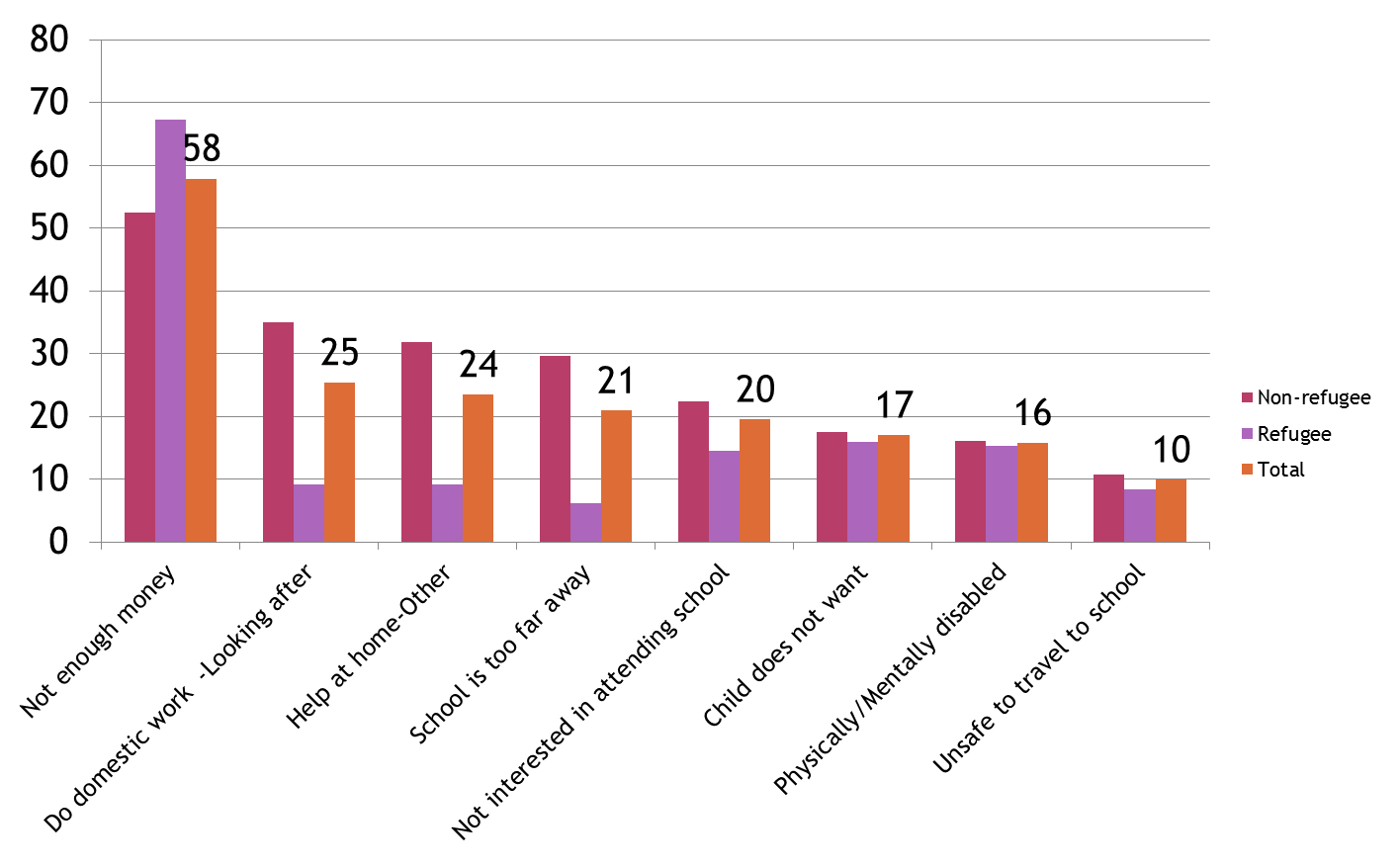
**Study Design**

A Quantitative and Qualitative paradigm

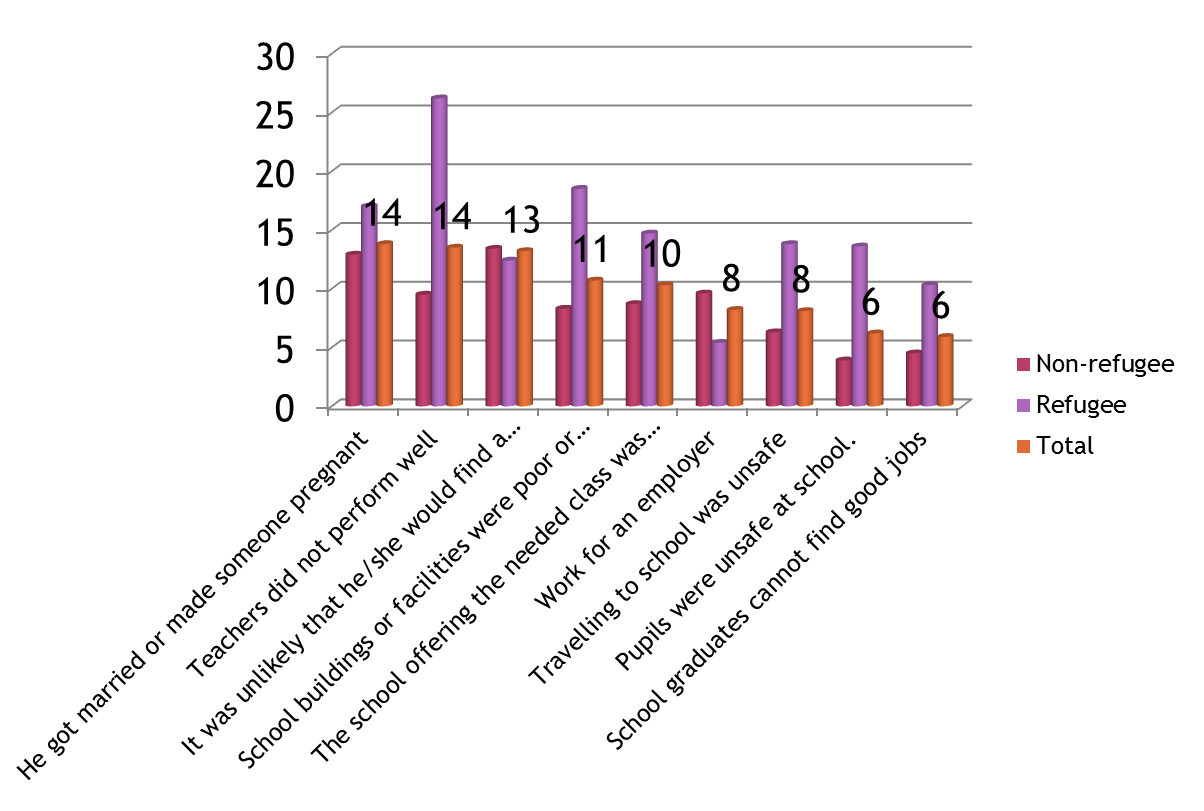
Household survey

Key Informants, Focus group discussions and in-depth interviews

**Major Findings**



**mm**



**Cause of Non- Unrollement and drop Out**

Poverty

Language barrier(refugee population)

Lack of value for education

Parents’ poor attitude (Congolese refugees prefer business/trade to education

Lack of motivation

Disability

Discrimination

Long distances to school

Uncertainty of refugee status and period of stay

**Emerging issue**

The management of refugee expectations and their adjustment to the education system in the host country

School feeding is a motivator to the learners and service providers (teachers)

Conflict management in the settlements

Resilience in the refugee camps e.g. a lady in Rhino carrying her disabled son daily to school

Feeding children at school

Periodic counseling and engagement with children

**Recommendations**

School management committees should devise means of engaging parents

Peer-educators should be utilized in motivating learners to stay in school

Regular refresher courses to teachers to address their code of conduct

Hard work and determination of both parents and learners

Reward best performing learners and recognize their parents/guardians

Community leaders should actively re-think and re-address the poverty issue.

Community sensitization should be emphasized in all settlements

**Conclusions**

How then can education be made more accessible to refugee population?

Address the causes for non enrollment and dropout

Active engagement of parents and children with regard to education

Teachers need to be equipped with the necessary for handling this population

Way foward

Active engagement with the communities on the issues concerning non-enrolment/drop-out

Sensitize parents on the value of education and their role as stakeholders in their children’s future.