

**LOW PRIMARY SCHOOL ENROLLMENT AMONG REFUGEE CHILDREN IN
NAKIVALE SETTLEMENT, ISINGIRO DISTRICT, UGANDA**

BY

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**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF SOCIAL WORK
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DECLARATION

I **Mukamba January**, declare that this work has been done through my own efforts with the help and guidance of my supervisor. Therefore, this piece has never been submitted anywhere for any academic purpose or financial gain. It is my original work and I take full responsibility for all its content and acknowledgement has been made for all citations of other people's work. No part of this dissertation should be published anywhere without my consent.

Signature

Mukamba January

Date

APPROVAL

This is to certify that this dissertation on “Low Primary School Enrollment among Refugee Children in Nakivale Settlement, Isingiro District, Uganda” was carried out under my supervision.

Signature

Date

Prof. Narathius Asingwire

DEDICATION

This Dissertation is dedicated first “TO THE ALMIGHTY GOD” for his enabling strength he bestowed on me in completing this work. To my wonderful wife Fise Arlene Akimana and our beloved son Leshan Baraka Savvy

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I am most grateful to God Almighty, the sole provider of knowledge, wisdom, love, mercy and grace for his protection throughout my entire programme of study.

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MAY GOD IMMENSELY BLESS YOU

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ABSTRACT

This study investigated factors leading to low primary school enrollment among children in Nakivale Refugee Settlement in Isingiro District. The study used a cross-sectional research design employing both quantitative and qualitative research methods covering 60 households with children of school going age. Each household was represented by an adult respondent; the head of the household or the spouse. Data were collected using both structured questionnaires and interview guides; for quantitative and qualitative data respectively.

The study findings revealed that there were a number of household factors that influence school enrollment. These included the number of children in the household (53.3%), lack of money (73.3%), long distance (53.3%). The study further revealed that parents' attitudes and perceptions play a big role regarding whether to enroll the children in primary or not; 42.2% and 31.3% perceived education as a tool to enhancing self-reliance and eradicating poverty respectively.

The study recommends the need to enlighten parents about the importance of enrolling children in school as this will equip them to overcome life challenges presented in the wake of difficulties like being a person of concern.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter is an introduction to the study. It provides a description of the study background, problem statement, objectives and significance as well as scope of the study.

1.2 Background of the Study

All children have the right to go to school and learn, regardless of who they are, where they live or how much money their family has. And according to the Education Act, 2008, basic education is a right that should be provided and enjoyed by all children. Despite the existence of the legal and policy framework prescribing education as a right, some children never get enrolled, which some of those that enroll.

Globally, 20% or 12 million of all primary-age out-of-school children have never attended school and will probably never start school. Further still, one-third of all out-of-school children attended school in the past but did not continue their education, and 45% are likely to enter school late and will be overage for their grade (Masolo et al., 2018).

In Southern Asia, Kupfer (2016) postulates that more than one out of four out-of-school children will probably never set foot in a classroom. This is also the case for one out of five out-of-school children in sub-Saharan Africa, Northern Africa and Western Asia, and Oceania (Gonsch, 2010). Girls on the other hand remain more likely to be permanently excluded from education, despite the efforts and progress made over the past two decades (Kuno et al., 2021). Similarly, Ragasa et al. (2019) pointed that over 9 million girls of primary school age will never have the opportunity to learn to read and write in primary school, compared to about 3 million boys.

Across sub-Saharan Africa, Muthoni (2016) postulates that over 4 million girls will never attend school compared to 2 million boys. In total, 32 million children between the ages of 6 and 11 are out of school across the region (Ibdi). The gender gap is even wider in Northern Africa and Western Asia, where one out of three out-of-school girls will never receive any formal education, compared to 1 out of 25 out of school boys (Erdener et al., 2018). Additionally, Muthoni (2016) show that close to 1 million girls compared to 0.1 million boys

are permanently excluded from education. One out of five of the million out-of-school children in the region will never enroll. About 37% of out-of-school children began primary school but dropped out and 43% are likely to enter school late.

According to 2020 progress report of Sustainable Development Goal pillar four (SDG 4); enrollment in primary education in developing countries has reached 91 percent. Still, 57 million primary-aged children remain out of school, more than half of them in sub-Saharan Africa (Kuno et al., 2021). In developing countries however, Jusufbasic & Kenan (2022) pointed that one in four girls is not in school. About half of all out-of-school children of primary school age live in conflict-affected areas. According to a study conducted by Batool et al. (2021) have observed that an estimated 103 million youth worldwide lack basic literacy skills, and more than 60 percent of them are women. 6 out of 10 children and adolescents are not achieving a minimum level of proficiency in reading and math.

Globally, there are around 3.7 million refugee children out of school – more than half of the 7.1 million school-age refugee children (UNESCO & UNHCR, 2021). Despite major investments in primary education, the inexorable rise in forced displacement around the world including refugees, asylum-seekers, and people displaced within their own borders and the stateless. According to UNHCR report (2018), it is stated that at primary level, the number of refugee children enrolled in school in 2018 was 63 per cent, up two percentage points on the previous year. That compares with a global figure for all children of 91 per cent.

According to the study carried out by SomaSoma Program (2018 & 2019) on the number of unenrolled children of school going age, especially children between the ages of 6 and 12 at household level in the three communities (Kabazana, Isanja, and Kalitima); 926, 225, and 180 respectively were not in school. This implies that there is a significant number of children who are not yet enrolled in schools around Nakivale despite the efforts.

1.2 Problem Statement

Low school enrolment has been observed as one of the issues in most of the refugee households around Nakivale refugee settlement. UNHCR through its implementing partner Windle International Uganda has worked tirelessly to establish a number of primary schools which have been evidenced unattended fully. More so, there has been support from some faith-based organizations and private entities in the provision of basic primary education to

the refugee community. Despite all these efforts, there happens to be low enrolment in primary schools, resulting from a number of unknown reasons which the study wants to assess and understand.

Based on the researcher's pre-visit to the communities and a few interactions carried out with educationists in the area it was understood that at least 1 in 6 children enroll in primary schools around Nakivale with conviction views to justify such a ratio.

1.3 Objective of the Study

The overall objective of this study was to investigate factors leading to low school enrollment in Nakivale Refugee Settlement, Isingiro district, Uganda.

The specific study objectives were the following:

1. To identify household factors influencing the enrollment of children in primary schools around Nakivale refugee settlement.
2. To find out the role of parents' perception and attitudes in the the enrollment of refugee children for primary education in Nakivale settlement.
3. To find out the extent to which children's attitude towards formal education has affected their enrollment in primary schools in Nakivale refugee settlement.

1.4 Research Questions

1. What socioeconomic factors hinder refugee households to enroll their children to schools?
2. How do parents' perceptions and attitudes towards formal education affect enrollment of refugee children in schools?
3. What community factors influence children enrollment in primary schools?
4. To what extent has children's attitude towards formal education affected their enrollment in primary schools in Nakivale refugee settlement?

1.5 Scope of the study

This study focused on exploring the low primary school enrollment among refugee children. The geographical of the study was Nakivale refugee settlement in Isingiro district Uganda. In terms of content scope, the study was restricted to school enrollment among refugee

children in Nakivale refugee settlement. The study was conducted between June to September 2021.

1.6 Significance of the study

By undertaking this study, the researcher envisioned sharing an understanding of the dynamics surrounding enrollment in primary education among refugee children in Nakivale refugee settlement, particularly whether or not household factors has any influence on school enrollment among refugee children. This study would also share context-specific evidence on the parent's attitudes and perceptions of school enrollment while putting into consideration specific demographics characteristics of the studied population. The findings of this would affirm or counter earlier findings on the low primary enrollment among refugee children. Understanding this could form a basis for proposing targeted interventions to address the information gap on the education needs of refugee children. The findings of this study are expected to form a basis for further literature for future studies focusing on this topic.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This Chapter presents the review of related literature obtained from various sources and documents including journal articles and text books. The literature review is organized along the study objectives stated in Chapter One including household socio-economic factors, parents' attitudes and perception, community related factors and children's attitude.

2.1 Household Socio-economic Factors

According to Njuguna (2021) socio economic factors such as poverty, education background, occupation, household income directly affect school enrollment of children. Furthermore, the study indicate that children whose parents have higher socio economic status and higher education are better placed to be enroll and be retained in school compared to children of parents with lower socio economic status and lower level of education.

Auma (2018) pointed that school enrollment and retention among refugees is significantly affected by the amount of resources available in the household as most households largely depend on handouts from organizations in charge of refugees. Much as Auma' study has it focus on retention of refugee children in school it however make a case on the basis of socio economic factors being at the center of hindering school enrollment of refugee children.

In her study, Njue (2013) has her focus on how socio economic factors affect education attainment of girls in refugee camps. According to the study the household economic factor has is highlighted for slowing enrollment of girls into the school system. In this case it can be seen that girls who belonging in households with depleted incomes are less likely to be enrolled and remain in school.

2.1.1 Poverty in the household

Namukwa & Kibirige (2014) postulates that while parents and guardians would prioritize sending their children to school however the ever increasing poverty in the household has made it all but impossible to send children to school as most of them cannot afford the high cost related to sending children to school. Their study however has focus on retention rate of

refugee children into the Ugandan education system this explains the information gap present in their literature.

Using a qualitative approach to understanding school enrollment among refugee children Mwangi (2017) household poverty was found to be a strong hindrance to school enrollment among children especially those in refugee camps. Furthermore, it was revealed that due to poverty households have failed to meet education related costs such as paying school fees, uniforms, PTA among others such issues are considered by parents as unrealistic as a result they opted against sending their children to school. Similarly, Ajak (2019) pointed that due to the persistent economic difficulties a number of refugee children especially south Sudanese have failed to make it to the first grade of study as a result of poverty in the household.

In a study conducted by Liu (2021) indicated a large gap in enrollment between students from disadvantaged and advantaged background as students from disadvantaged socio economic backgrounds are less likely to be enrolled in school by their caregivers due to the prevailing household economic difficulties. This translates to the idea that children who are from economically stable homes are more likely to be enrolled and attend school compared to those who are from households with economic difficulties.

Mwangi (2017) further emphasized that poverty is the most common primary contributor to failure of parents to enroll their children in school. Liu (2021) suggest that poverty is a common factor in hindering children's enrollment in school especially those fleeing conflicts. Wamichwe et al. (2017) draw a close relationship between poverty and school enrollment among children. Accordingly, the study indicates that poor households tend to have lower demand for schooling than their richer households. Whatever the benefits of schooling the costs for them are more difficult to meet than is the case for rich households.

2.1.2 Education background of parents/caregivers

Previous studies for example Mwangi (2017) pointed out that parents who are educated are more likely to send their children to school compared to uneducated parents. Similarly, Ajack (2019) postulates that while education is deemed important in many households there is general belief that the education status in many households could hinder the enrollment of children belonging to such households into the school system.

Another study conducted by Shehu (2018) reported that parental education among other factors was mainly responsible to non-enrollment of children in school. The study further show that there is a general will on the side of uneducated parents to send their children to school mainly because they view education as an investment that is not worth undertaking.

Further still, Batooni et al. (2021) indicates that parental education and family income can potentially affect education attainment and enrollment among young children. This is even worse among refugee populations who already face difficulties including low education attainment among other factors. As for parental level of education, children that are from non-educated households are more likely not to attend and stay in school. Therefore, it is expected that parents with higher levels of education tend to support higher levels of educational participation for their children. Additionally, mother's level of education also plays an important role on educational enrolment of female children (*Ibdi*).

2.1.3 Child labor

Child work for pay plays a vital role in school enrollment of children in many instances. Writers such as Huebler (2015) postulates that while school attendance with it potential to increase future income may be the more rational choice for parents in the long term however the short-term needs for subsistence of the household can compel parents to engage children to work for money other than enrolling in school.

Similarly, Sieverding et al. (2020) argued that children who are affected by conflicts and insurgencies in most times engage in work for pay in host countries due to limited access to basic needs. Further still, one way for parents and caregivers especially refugee parents to supplement their household income are to push the children to work for money something that reduce the chances of enrolling them in school.

Dayioglu et al., (2021) pointed that the vast majority of refugees especially children have been denied the opportunity to enroll in school due to the persistent increase in children labor in host countries. They argued that most adults prefer engaging these children into work because of they offer cheap labor and most of them struggle to survive as a result most of them use these circumstances to engage children in labor other than supporting their education.

2.2 Parents' perception and attitudes towards enrolling children in school

Parents' perceptions and attitudes about their children education has far reaching effect on their enrollment. Zengia et al. (2020) noted that children with parents that have positive attitudes and perception towards school were more likely to enroll and attend school compared to those with parents with negative attitudes. Their argument is that parents with good perceptions of education understand the benefits and future opportunities created by sending children to school as a result they believe that sending children to school will boost their chances of succeeding in life.

According to Kuno et al. (2021) indicate that an educated household is influential in increasing the chances of a child enrolling in school the situation is however different in less educated households where children are given choices to either enroll or stay out of school in which case their choices are less considered based of their attitudes towards education attainment. On the other hand some research suggests that children growing up in households without their biological parents are more likely to never enroll in school compared to households in which biological parents are present (Regasa & Taha 2015).

Researchers such as Erdener et al. (2017) postulates that in most countries in Sub Sahara parents believe that sending girls to school is a waste of time since they will at some point leave and get married and never return therefore it is better to marry them of other than sending them to school.

Zengin et al. (2021) indicated that while it is important to enroll children especially refugees into the school setting as this will enhance smooth integration into communities however they believe that the attitudes and perceptions of parents play a strong role in helping children to settle into the school system and overall stay in the host communities.

Regasa & Taha (2015) further show that in most rural areas parents and caregivers give low attention to education needs of their children especially in situations where the children are the main contributors of domestic household labor. This suggests that parents prefer keeping children at home with the hopes of engaging them in domestic activities at the expense of sending them to school.

2.3 Community Factors that Influence Children Enrollment

Community plays an important role in ensuring children enrollment in school especially in providing support and encouragement to help such children settle into the school system (Alam, 2015). Sieverding (2020) notes that refugee children in host communities face major challenges such as hostilities, and social service challenges; these and other factors tend to hinder enrollment of such children in school.

Caarls et al. (2020) show that children are more likely to miss out on enrollment in school due to issues such as language difficulties in host communities as well as separation from their parents can also cause children to miss school enrollment. They further indicate that the communities in which refugees are settled are obligated to provide support to refugee children through providing an atmosphere that support school enrollment among such children. School enrollment was reported low in communities that are hostile to refugees as they face difficulties relating with locals of host communities (*Ibid*).

While there seems to be a number of studies in the challenges faced by refugees especially in the area of enrollment in education however there is less/limited information in the area of community factors that enhance/deter school enrollment among children who are displaced by numerous instabilities and are forced to flee conflicts in their home countries.

2.3.1 Children's attitudes towards formal education

Using a quantitative approach Ghanney (2017) pointed that the success of children's education highly depends on their attitudes for instance children with positive attitudes are more likely to enroll and attend school compared to those with negative attitudes. Similarly, Kisirkoi (2016) pointed that children's attitude towards school enrollment is mostly influenced by the education attainment of their parents/caregivers. For instance the study pointed that in households where parents are educated there are higher chances that the children will development a positive attitude towards enrolling in school on the contrary children whose parents have less education attainment are likely to developed negative attitudes towards enrolling in school (*Ibid*).

Vaxio (2020) indicates that children who have experienced violence, conflicts and forced displacement usually find it difficult to transition into different school environments especially with the prevailing challenges such as language barrier, uncertainties regarding

refugees' future, temporary housing and future resettlement opportunities, insufficient basic needs among others. This and other factors can potentially push children to developed negative attitudes towards enrolling into the school system of host communities (*Ibid*).

Negative attitudes among refugee children towards school enrollment were also cited by Seker (2015) in that most of these children lack the confidence that they can accomplish a certain level in school without being disrupted by conflicts and violence. As a result they prefer staying home rather than engaging in studies that they cannot complete.

Despite the availability of opportunities to enroll and remain in school a number of refugee children have been constrained by the negative attitudes of children towards school some even go to the extent of escaping from schools where they are enrolled in order to engage in domestic work (Kupfer, 2016). This therefore is a justification of the negative attitude children have towards enrolling in school.

Other studies suggest that school accessibility and enrollment is an extensive problem for primary aged children in many refugee settlements however this is even worsened by negative attitudes of the children towards school (Kupfer, 2016; Seker 2015). As a result many of these children are kept home to dig or plant in the gardens.

2.4 Gaps in the literature

A review of the available literature reveals gaps and scenarios that are not sufficiently addressed. Most of the available studies have methodological gaps for instance some authors opted to use qualitative approach in explaining some of the causes/reasons for the low enrollment of refugee children in primary this make it difficult to generalize their results to other refugee populations including the ones in Uganda.

Secondly, there is geographical gap in the available studies most of them were conducted out of Africa including Uganda. This clearly implies their findings can only be applied within their settings since it is believed that refugees face different challenges especially when it comes to school enrollment.

The finding of this study will ensure that these gaps are addressed by carefully understanding the different factors that accounts for the low enrollment of refugee children in Nakivale refugee settlement efforts will be made to generalize the findings to other areas.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology that was employed to undertake this study. In this Chapter, the overall research design is described; the study area and population as well as sampling procedures are presented. The chapter further presents how data were collected, processed and analyzed.

3.1 Research Design

This study employed a cross-sectional using both quantitative and qualitative data methods. Cross sectional design allowed the researcher to study the phenomenon of low primary school enrollment among refugee children at one point in time. The research had no interest in studying any given cohort of primary school going children at different intervals. The quantitative approach to this study enabled the researcher to generate descriptive statistical data on the phenomenon under study while the qualitative approach helped in obtaining deeper insights into school enrollment among refugee children. The two approaches were used in a complimentary manner in a way that qualitative data helped to offer explanation to abstract quantitative data.

3.2 Area of study

The study was conducted in Nakivale Refugee Settlement located approximately 200km away from Kampala. Nakivale refugee settlement was chosen because of the growing number of population and the high school dropout rate among refugee children. UNHCR (2020) indicate that there is currently 150,982 refugees residing in three sub camps namely Juru, Base camp, and Rubondo. There are two zones in Base camp while Juru and Rubondo have six (6) zones respectively. According to local leaders and commandants of the settlement there is an increase in the number of population compared to recent years. Therefore there was need to investigate primary school enrollment among refugee children considering the prevailing harsh economic situation, low funding coupled with limited teaching materials as man power to conduct lessons to the available schools in the settlement. The reason for selecting the study area was because the majority of refugees residing in the area are faced

with a number of difficulties including limited access to basic services with limited engagement in productive activities. Secondly, the number of children per household especially during school hours suggests that parents find difficulties in enrolling their children in school.

3.3 Study Population

The study population primarily comprised of the refugee male and female parents or guardians of children of school going age who were not enrolled in formal schooling at the time of this study. Community leaders and staff of non-governmental organizations, involved in supporting the education sector in Nakivale Refugee Settlement were recruited to participate in this study.

3.4 Sample Size and Technique for selection

3.4.1 Sample size

The sample size was determined using a standardize procedure for calculating the sample size as follows:

Using Kish Leislle (1965) formula;

$$n = \frac{Z^2 P (1-P)}{E^2}$$

Where n is the estimated minimum sample size required

P is the proportion of a characteristic in a sample (49.3%)

Z is a constant 1.96 (for a confidence interval of 95%)

E is the margin of error at 5%

$$n = \frac{1.96^2 \times 0.493 (1-0.493)}{0.05^2}$$

$$n = 60$$

$$n \text{ (sample size)} = 60$$

To select the primary study respondents, multi stage sampling was done to select the study areas where the individual participants were selected from Base camp, Juru camp, and Rubondo camp respectively. Out of these two sub camps (Juru and Basecamp) were randomly selected. Juru camp has two zones which included Ngarama zone and Isanja zone while Base camp has one zone (Kabazana). Out of these, two zones were selected Ngarama zone and Kabazana zone respectively. A list of households (residents of the two zones) was obtained from the office of the commandant of the refugee settlement.

For the secondary study participants, purposive sampling was done. These were selected based on their perceived expert opinion on the subject studied. In this study the secondary respondents comprised of members from the office of the Prime Minister (OPM) education focal persons. These were selected because they were presumed to have valuable information in relation to school enrollment of refugee children. Key informants were also selected purposefully. These included members from WINDLE International Uganda coordinator and other staffs from other education implementing partners like War Child Canada, War Child Holland, Save the Children, Norwegian Refugee Council (NRC), primary school head teachers and the local refugee leaders know as Refugee Welfare Councils. These were selected based on their knowledge of refugee education in Nakivale refugee settlement.

3.5 Data Collection Methods

3.5.1 Quantitative data

Quantitative data was collected from a sample of 60 respondents; both females and males in selected zones. Face to face interviews using a structured questionnaire were conducted with sampled respondents. This method helped the researcher in getting information from the respondents on issues related to primary school enrollment among refugee children. One of the advantages of using structured interviews is that it helps in reducing bias and it is also effective in collecting data from a large group of people. See appendix 1 for the structured questionnaire.

3.5.2 Qualitative data

Qualitative data was collected through focus group discussions (FGDs) which comprised of two groups and key informant interviews (KIIs). The FGD participants comprise of selected members in the selected organizations and each group comprised of between 5-8 people.

Using an FGD guide, two FGDs were conducted; one for members of the office of the Prime Minister (OPM) education focal persons, and another for selected household heads from the selected zones. The purpose of using focus group discussion is that it helped the researcher to get opinions which otherwise could not be expressed in structured interviews. Additionally, the responses in focus group are more depth and the researcher can easily get the thinking and feeling of the respondents. On the other hand, using an interview guide, key informant interviews were conducted with WINDLE international Uganda coordinator and other staffs from other education implementing partners like War Child Canada, War Child Holland, Save the Children, Norwegian Refugee Council (NRC), primary school head teachers and the local refugee leaders know as Refugee Welfare Councils. These were six in number. These were selected because of their expert knowledge in refugee children's education.

3.7 Data Analysis and Processing

Quantitative data collected was edited while still in the field to ensure completeness of the questionnaires. Data was entered into the computer using the Statistical Package for Social Sciences (SPSS version 23), guided by a data entry screen designed. Data was then exported to SPSS/STATA for analysis. Frequencies were derived and these formed the basis for generating graphs and charts using MS EXCEL. Both univariate and bivariate analysis was done. Overall, statistical data was presented in form of tables, graphs and charts.

Qualitative data was analyzed following a set of procedure. First, audio recordings were transcribed and notes typed in MS Word. The data was then coded into themes based on the research objectives. Interpretation of the themes that emerged was then done. Some of these themes helped to explain the statistical data analyzed.

3.8 Ethical Considerations

The researcher paid keen attention to ensure that the study is conducted in line with the basic ethical considerations for research studies in the area of humanities. Inform consent was sought from all individuals who will participate in the study. Even after giving permission to be enrolled to take part in the study, respondents were given the chance to withdraw from the study at any time if they feel that their integrity and confidentiality is compromised.

Confidentiality was strictly observed and efforts were channeled to ensure that individual responses remain anonymous. All participants were voluntarily enrolled into the study and

the researcher used no form of enticement for this purpose. Interviews were organized in an informal manner, not to raise curiosity within the study area. Questions in the study tools focused on the subject and as much as possible, nothing outside the scope of the study will be discussed.

3.9 Challenges Encountered

I encountered logistical challenges as the respondents expected payment in exchange for information and/or compensation for their time. This was overcome by explaining the purpose of the study which is purely for academic purposes.

Unavailability of key informants. I faced a challenge to connect with some key informants especially the UNHCR education focal person who was postponing the interview because of his tight and busy schedules. This made me fail to understand UNHCR supports education interventions in Uganda and Nakivale in particular.

Another challenge faced was related to reluctance of some respondents to share information about the refugee children not in school. This was common with people working as staffs of international organizations whose policies and regulations hindered them from providing vital information on the strategies and nature of their interventions in ensuring enrollment of refugee children.

CHAPTER FOUR

STUDY FINDINGS AND INTERPRETATION

4.0 Introduction

This chapter presents the findings of the study based on the study objectives indicated in chapter one. The study was guided by four objectives, namely, to find out the factors that influence on the enrollment of children in primary schools around Nakivale refugee settlement; to find out how parents perception and attitudes affects the enrollment of refugee children in primary education in Nakivale settlement; to investigate community factors that influence children enrollment in primary school and to explore children's attitudes towards formal education in Nakivale refugee settlement.

4.1 Socio-demographic characteristics of study participants

The socio-demographic characteristics were considered important in understanding the low enrollment of refugee children in Nakivale refugee settlement. These included; respondents age, sex, gender and marital status, education level, occupation as well as the number of children in the household. The socio-demographic characteristics of the 60 survey participants are summarized in table 1 below.

Table 1: Socio demographic characteristics of the respondents

Characteristics	Respondents	
	N	%
Sex		
Male	21	35.0
Female	39	65.0
Age		
18-20	13	21.7
22-24	18	30.0
26-28	16	26.7
30-32	8	13.3
Above 34	5	8.3
Marital status		
Never married/single	15	25.0
Married/cohabiting	30	50.0
Separated/divorced	12	20.0
Widowed	3	5.0

Education level attained		
None/never gone to school	26	43.3
Primary	21	35.0
Secondary A-Level	6	10.0
Secondary O-Level	4	6.7
Vocational	1	1.7
Adult learners	2	3.3
Occupation		
Peasant farmer	32	53.3
Salaried worker	18	30.0
Business/commercial	8	13.3
Causal worker	2	3.3
Status in the household		
Head male	22	36.7
Head female	29	48.3
Spouse	9	15.0

Source Primary Data, 2022

The table illustrates that the socio demographics of the respondents has a strong influence on school enrollment among refugee children in Nakivale refugee settlement. For instance the study revealed that the majority 43.3% of the respondents have never attended school as a result there was no need to send their children to school while 53.3% indicated that they are peasant farmers. The status of individuals in the household appears to have an influence on school enrollment of refugee children. For instance majority 48.3% of the respondents households are headed by female with the vast majority 28.3% having over five (5) children in the household. The study further indicates that 30% of the respondents are in the age group of 22-24. Additionally, the study shows that most 33.3% of the respondents had at least two children who are primary school going age. The average monthly household income of the respondent was sixty five thousand to seventy thousand Uganda shillings (65000-70000/-) with statistics showing most respondents spend within that range however there is a slight difference in the monthly earning of the respondents as majority 28.3% of them earn between 105000-110000/-. Finally, the findings revealed that majority of the respondents were female as reflected by the 65% participation rate of females.

4.2 Household Factors and School Enrollment

The study sought to explore the household factors that contributes to low primary school enrollment among refugee children in Nakivale Refugee settlement. Although education is one of the instruments through which one can achieve their goals and enhance human

development as stated by UNESCO (2019), in the case of refugee children the situation is different. Most of the children in refugee settlements have limited opportunities to enroll for education due to inherent household factors such as poverty, long distance, disabilities and big number of children.

The respondents were asked to comment on the number of children of primary school going age in the household that are not enrolled in school. See Table 2.

Table 2: Number of children that are not enrolled in school

Number of children	Households	
	n	%
3-4	32	53.3
2-4	28	46.7
Total	60	100.0

Source Primary Data, 2022

Most of the households (53.3%) had around 3-4 children who are not enrolled in school while 46.7% indicated to have around 1-2 children who are not in school. According to the study the respondents believed that having children seat at home was the best thing since most of the schools are charging certain amount of money which they cannot afford because of the high economic cost of living. Another issue raised by the respondents was that there are a number of household duties to be performed by the children as a result some parents opted against sending their children to school in favor of doing household chores.

When asked further about the reasons as to which the children are not enrolled in school, most of the respondent reported that lack of money, long distance to the schools among others were some of the reasons as to why children were not sent to school. The findings are presented in the table below.

Table 3: Reasons for not enrolling children in school

Reasons for not enrolling	Respondents	
	N	%
Lack of money	44	73.3
Language problem	25	41.6
Schools are very far	32	53.3
Children are working	29	48.3
No need to send children to school	31	51.6
Uncertainty	26	43.3
Disability	29	48.3

Source Primary Data, 2022

There were a number of reasons as to why many refugee children are not enrolled in primary school among them include lack of money with majority (73.3%) of the respondents citing such as a reason for not enrolling children in school. This implies that cash strapped households find difficulty enrolling their children in school this is because of the financial burden that come along with sending children to school. Therefore the absence of finance in the house provides a strong enough reason for children to remain at home. Other reasons included language problems, uncertainty long distance to the schools among others.

Qualitative data from the focus group discussion indicated that most households find it unnecessary to send children to school for various reasons. For instance one of the respondents commented that;

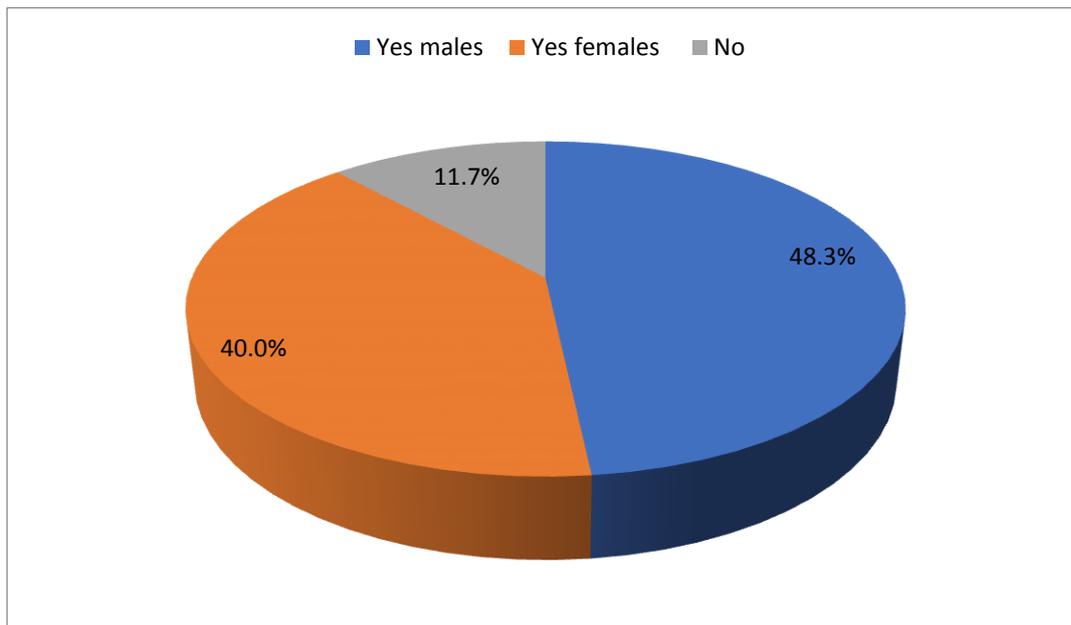
“Some of these parents deliberately refused to send their children to school for reasons such as lack of money yet the fees they are talking about is less than 70,000/- this is a very small amount for someone to fail to send their children to school. Actually some even give excuse of wanting the children to stay home and do housework”.

Such a mentality from some respondents is a result of the long standing belief that refugees are provided with everything including basic social services like free access to education yet in the real sense there is a certain costs parents including refugee parents pay in certain schools so as to enroll their children. These findings are in agreement with those of Aydin & Kaya (2019) who stated that failure on the side of some parents and caregivers of refugee children to meet basic cost of education was a strong enough reason for children to miss out on enrolling in school to acquire basic education.

4.2.1 Children who have ever been enrolled in school

Having established some of the reasons as to why refugee children are not enrolled in school the study went on to further investigate whether there are children in some refugee households that have even been enrolled in primary school. This was intended to ascertain whether or not parents have interest in children's education. The findings are presented in figure 1 below.

Figure 1: Children enrollment in school



Source Primary Data, 2022

Primary data obtained indicate that the majority (48.3%) of the respondents pointed that they have ever enrolled their children especially males to school while (40%) indicated to have enrolled only females however (11.7%) mentioned not to have enrolled their children in school. The findings further revealed a mix reactions from the respondents for instance some believed that sending male children to school is a viable investment as they will always be around in case they are needed as opposed to girls who will get married and leave the household. However, other study respondents indicate that sending female children to school is a priority to them since women in most cases are vulnerable to so many things thus giving them basic education will help minimize chances of them being exploited.

Data from the key informant interview suggest that regardless of the sex of the child everyone deserve to acquire basic education as this will boost ones chances of success. For instance, one of the key informants noted:

Most of these parents are always arguing on who they should send to school we have tried to educate that the sex of the child does not matter all of them deserve to be sent to study as they all have equal chances of success (Key informant)

Based on this it can be seen that while most have ever being enrolled in school to acquire primary education however the misconception about the sex of the child to send to school might probably hinder school attendance of such children. These findings corresponds to those of Vergou (2018) who suggests that most caregivers are stuck with the mentality of sending male children to school at the expense of females based of the reasons that male children will always come back home while females have less chances of returning home once they are gone.

Other than establishing whether or not refugee children have ever being enrolled in school the study went on to find out what could possibly push the children to stop attending school. For instance the respondents were asked to comment on the reasons as to why the children stopped attending school. The findings are presented in the table below.

Table 4: Reasons as to why children stopped schooling

Reasons for stopping school	Respondents	
	n	%
Poverty	50	83.3
Poor mindset of parents	35	58.3
Child labor	26	43.3
High cost of living	28	46.6
Large number of children	40	66.6

Source Primary Data, 2022

The table shows that majority (83.3%) of the respondents indicated that poverty was the major reason as to why children stopped studying while 66.6% pointed that the large number of children in the household stopped the children for continuing further with school. Child labor and poor mindset of parents were also cited as reasons as to why children could not continue with school; (43.3%) and (58.3%) respectively.

Findings from the focus group discussion indicate that most refugee children miss out on continuing with school due to different reasons. For instance one of the participants was quoted saying;

Some of these children miss out on school because of the number of people in their households. You find that some households have up to 10 members some of which depend on the head of the household for their survival this makes it difficult for children to continue with school because the family operates on a small resource base.

These findings corroborate with those of Cerna (2019) who stated that while most children are willing to attend school there are a number of factors that hinder this desire some of which includes the large number of people in the household, poverty, poor mindset among others are potential inhibitors to children continuing with school.

4.2.2 Selected respondent characteristics

		On average what is your monthly household expenditure on all items including school fees				
		50000-60000	65000-70000	75000-80000	85000-90000	Above 90000
How many children of primary school going age (6-12) does this household have?	One	76.9	15.4	7.7		
	Two	20.0	55.0	15.0		10.0
	Three	18.8	25.0	18.8	6.3	31.3
	Four	20.0	40.0	33.3	20.0	20.0
	Five		16.7		16.7	33.3

Source Primary Data, 2022

From the findings above respondents with a single child in the house has an estimated income of less than one hundred thousand which is seen by the refugee households as the standard basic household income. Household with two children have a slightly higher household income. It is possible that the more children one has in the household the higher the household income. This further applies to household heads with four and five children who boost of higher household incomes compared to those with fewer children.

Basing on the statistics in the table above it is possible that households with big number of children are likely to fail when it come enrolling children in school because of the number of

children and also the household income which is deemed not enough to sustain the needs of every member of the family. Therefore, they must decide whether to send their children to school and ignore some household needs or vice versa.

4.2.3 Resources that could keep children in school

The respondents were further tasked to point out where they would get resources to enroll and keep children in school. A number of them indicated that resources could be got from relatives, scholarships among others. The findings are presented in table 5 below.

Table 5: Where to get resource that could keep refugee children in school

Reported source	Respondents	
	n	%
Relatives	34	56.6
Scholarships from institution	48	80
Siblings	31	51.6
Own income	40	66.6

Source Primary Data, 2022

As indicated in the table most (80%) of the respondents pointed that scholarships from institution would be a good source to get resources to enroll children in school while 56.6% cited that they would get resources from relatives to enroll children in school. The study further reveals that 66.6% of the respondents cited own income as possible source to send children to school. Only 51.6% cited siblings as a possible source they would get resources to enroll children to school. While respondents suggests that they would spend their own resources to educated their children however the some of them favors the desire to grant their children scholarships as this would pave way for them to spend much time in school other than sponsoring them from their own resources as they see themselves as unable to keep up with the demands that comes with keeping children in schools.

According to some of the key informants providing children with scholarships will not only help to enroll children in school this would cause them (children) to study beyond primary education. One of the key informants was quoted saying:

Much as these organizations are playing their parts in providing basic services and to some extent education services to us (refugees) I feel this is not quite enough because you find that sometimes when these children finish a certain level they are unable to complete because of resources so I am suggesting that they provide guarantee in form of scholarships that when a child finishes a certain level they will be able to proceed to the next level without having to rely on us the parents for fees. (Key informant interview)

Based on the findings above it is clear that providing scholarships to children will go a long way in helping parents enroll them into the school system. This is especially the case when the parents are assured that if their children are enrolled in school they will be able to continue beyond early learning and even higher institutions of learning. Therefore, scholarships and other incentives should be considered in helping refugee children enroll into the school system.

The study findings correspond with those of Shehu (2018) who stated that providing scholarships and other incentives to refugee children will boost the morale of parents to enroll their children in school because there is a guarantee that they will be able to go beyond attaining basic education or higher education.

4.3 Parental attitudes and Perception on school enrollment

Parents' attitudes towards education directly correlate with parental involvement. Parents who have positive attitudes towards learning also partake in various levels of parental involvement in their children's education. A number of studies have indicated that while parents are vital in providing support for their children to attend and remain in school however there those whose attitudes affects the learning outcomes of their children. For instance some parents prefer to engage their children into household chores than sending them to school based on certain premise that the cost of education is high and unaffordable. However, it is unclear whether the studied population attitudes and perceptions have any direct influence on the school enrollment of their children.

In this study the researcher asked the respondents numerous questions to understand their attitudes and how they perceive school enrollment of children. The findings are presented in the table below.

Table 6: Attitudes and Perception of School enrollment

	Agree	Strongly agree	Disagree	Strongly disagree	Not sure
Enrolling children in school will boost their self-confidence	32.8	31.3	20.3	7.8	7.8
Enrolling children in school will help eradicate poverty	29.7	31.3	17.2	12.5	9.4
Enrolling children in school will enable children access future employment opportunities	32.8	32.8	20.3	9.4	4.7
Enrolling children in school will enhance self-reliance	42.2	34.4	14.1	6.3	3.1
Enrolling children in private school is better than public school	25.0	35.9	9.4	21.9	7.8
Enrolling children in school will create an enabling environment for self-development	42.2	26.6	20.3	7.8	3.7
Enrolling children in school is costly and unsustainable	20.3	39.1	4.7	35.9	4.7

Source Primary Data, 2022

4.3.1 Enrolling children in school will enable children access future employment opportunities

The table illustrate that parents have positive attitudes towards enrolling children in school as majority (32.8%) believe that school enrollment will place children in a better position where they can be able to access opportunities for advancement in life. This is an indication that parents perceived education as an avenue through which people can be able to take advantage to gain skills and be employed.

Based on the findings one can conclude that refugee parents see education and the enrollment of children in school can boost the chances of advancement in terms of taking advantage of opportunities that can enhance better life for refugee children.

In the focus group discussion some of the participants commented that:

We all know how important it is to send children to school as this will help them become better people with good chances of gaining and accessing future opportunities. If you look closely you will realize that some of the important people in this camp have all attended school at one point in time so it is obvious that we send children to school because it is the best thing to do. (focus group discussion)

The findings above are in agreement with those of Aydin & Kaya (2019) who in their findings emphasized that the best and most important gift a parent can render to their children is to enroll them in school. This is based on the idea that education can create opportunities for future advancement in life through taking advantage of employment opportunities.

4.3.2 Enrolling children in private school is better than public school

The findings further revealed that parents favor the enrollment of children in private schools more than public schools. One of the reasons that was given by most of the respondents is that private schools provides better services in terms of the quality of education service offered compared to public schools where education is offered in congested space with untrained teachers. From the findings it is clear that parents have relatively positive attitudes towards enrolling children in school as majority of express the desire of supporting their children to achieve beyond basic education certificates.

While most of the respondents' perceived education as something that is important for children and their development some respondents however believed that enrolling children in the right schools with the best teachers can increase the chances of a better and brighter future for all children.

4.3.3 Enrolling children in school will enhance self-reliance

The findings revealed that parents perceive enrolling children in the school system will enhance self-reliance as indicated by the majority (42.2%). Education to many parents is seen as a tool that can help children to create the future they desire. Some of the parents in the study believe that when the children are educated there are better equipped to face life challenges with fewer difficulties. When asked further concerning their (parents) attitudes the findings show that parents have positive attitudes towards enrolling children in school with few citing difficulties related to financial sustainability of sending children to school.

Findings from the focus group discussion revealed how parents perceive educating their children for instance some of the FDG participants revealed that:

Sending the children to school is a good thing because they can be in better position to support themselves and the family in case they become successful. It has never been a bad idea to educate a child as you may know the future belongs to them. The only difficulty is getting resources to sustain them while they are at school. (Focus group discussion)

The statement above confirms the positive attitude parents have towards the education of their children as most of them believe that educating a child is the surest route to achieving self-reliance considering the fact that they have experience numerous difficulties including leaving their countries of origin.

The findings are in agreement with those of Aydin & Kaya (2019) who emphasized that educating a child is important in helping them gain the necessary skills that will boost their confidence in facing life's challenges which are inevitable. Further still, the authors pointed that giving children education will boost self-reliance and equipped them will necessary skills to create solutions to problems associated with being uneducated.

4.3.4 Enrolling children in school will help eradicate poverty

The findings further revealed that sending children to school is one step to eradicating poverty among households. According to the study majority (31.3%) of the respondents suggest that enrolling children in school will boost their chances of getting out of poverty since education creates opportunities that will elevate people out of poverty and provide chances for advancement in life. From the parents perspective enrolling the children in the school will provide a platform for economic empowerment in the future especially because most of refugee families are living in poverty with their source livelihood coming from the help given to them by international organizations. Thus the study respondents see education as an alternative route to escaping poverty and live a life characterize by less difficulties.

4.3.5 Enrolling children in school is costly and unsustainable

Another aspect of the findings revealed that while parents generally perceive education as important as shown in their attitudes when asked about enrolling children in school. However, there was a mix reaction concerning the cost of education as some of the respondents believe that educating children is costly and unsustainable considering the fact that most of the refugees are characterized as living in poverty with unstable source of income. Some (35.9%) of the respondent disagree that enrolling children is costly. This is based on the premise that keeping children in school with enhance healthy development with higher chances of overcoming life difficulties.

Qualitative data revealed that sending children is both a cost and an investment as some of the focus group participants pointed.

Sending children to school can be both costly and rewarding at the same because when a child is given the chance to join school there is always that expectation that in the end there will be something good that will come out of it. Thus the start always seems costly but the outcomes in most cases are endless rewards especially when the child achieves a certain level of education like completing tertiary level of education. (Focus group discussion)

From the findings it can be seen that while some of the respondents see education as costly and unsustainable some however believe that it is all but worth it to enroll children in school since most of the parents (respondents) view education as the most important gift a parent or any individual can give to another person especially children as this will pave way for future opportunities.

These findings are congruent with those of Kuno et al. (2021) who in their study emphasized the benefits of education on the development of children which is invaluable in shaping the future and possible access to quality life and better standards of living of individuals.

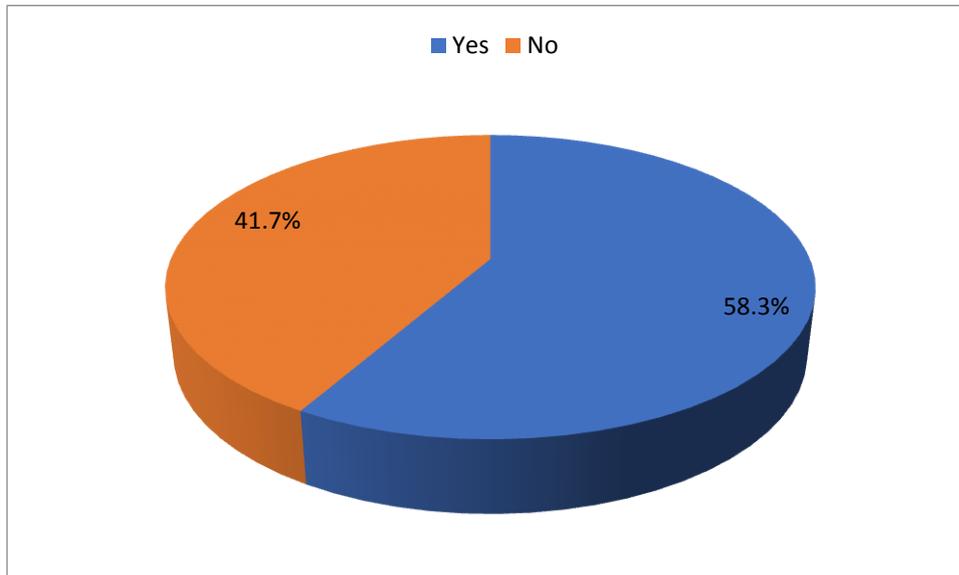
4.4 Children's Attitude toward school enrollment

Despite the undisputable role of education as a prerequisite for development however most children especially those in refugee camps do not have access/have not been enrolled in school due to a number of reasons including negative attitudes of children towards education. While studies have suggests that most children have the desire to attain education however is unclear whether refugee children in Nakivale have a positive towards education. Thus the study sought to explore the attitudes of children towards formal education.

4.4.1 Importance of education

The study sought to find out whether children would attend school if they are given the opportunity to enroll. The findings are presented in figure 3.

Figure 2: Importance of education



Source Primary Data, 2022

Findings from the pie chart indicate that most 58.3% of the respondents suggest that children would be interested in school if they are enrolled while 41.7% suggest they would not be interested in school. When probed further some of the participants pointed that some of the children feared being rebounded in the same class while others pointed to reasons such as punishments in school. However, some respondents believed that if given proper motivation and guidance most of the children are willing to be enrolled in school.

Qualitative data from focus group discussion indicate that if given the opportunity most of the children in the refugee settlement would be interested in enrolling in primary school as most of them are of school going age. One of the participants was quoted saying:

If given the opportunity I know most of these kids would want to be enrolled in school just like other children but when you put it into context most of them do not have the necessary push for them to be sent to school. (Focus group discussion)

Therefore it is clear that children have positive attitudes towards education however most of them lack the required resources for them to be sent to school. These findings correspond with those of Samal (2012) who states that the importance of education can be realized in children if they are given the necessary guidance and motivation to attend and remain in school.

Other than finding out the importance of education the respondents were tasked to comment on the kind of support given to children so as to motivate them to have positive attitude towards education. The findings are presented in the table.

Table 7: Support given to children

Response.	N	%
Career guidance	26	43.3
Encourage them to revise	17	28.3
Connect them to mentors	3	5.0
Send them to school	9	15.0
Pray for their success	5	8.3

Source Primary, 2022

The table illustrates that respondents provide different forms of support to children in their quest to improve their attitude towards education. For instance most 43.3% of the respondents indicate that they offer career guidance to their children so as to boost their attitude towards education while 28.3% provide them with encouragement to revise their choices. Additionally, 15% suggests that the provide support by sending them to school, 8.3% turn to spirituality for their children to have positive attitudes towards school only 5% connect their children to mentors in a quest to have their attitudes improved.

The support provided by parents towards the education of their children is vital for their success as most scholars have suggested that parents have a strong role to play in their children since they are the right people to channel the right attitudes and mind set towards helping them (children) adapt to the school setting.

Discussions from the focus group participants indicate that most parents have over time provided their children with different support avenues to enable them succeed in school. For instance one of the group members indicated that;

Most of the time I move with my son when I am visiting a friend especially these ones who work with UNHCR and other service providers and I tell him to study hard so that he can be in position to help other people. I make sure that I encourage him not to give up on his studies because it is the only way he will be to succeed in this life that is full of obstacles. (Focus group discussion)

These findings are in line with those of Ayidin & Kaya (2019) who contends that children’s attitudes towards education is mostly influenced by their parents and other caregivers who are seen as pace setters for children’s education right from the beginning.

4.4.2 Factors that propels children to have negative attitudes towards education

The respondents were asked to comment on some of the factors that push children to have negative attitudes towards education. According to the findings there are a number of factors that push children to have a negative attitude towards education some of which included trauma, long distance to school, and punishment in school among other factors. The findings are presented below.

Table 9: Factors that propels negative attitudes

Response	N	%
Peer influence	20	33.3
Trauma	24	40.0
Punishment in school	6	10.0
Long distance	7	11.7
Lack of proper motivation	3	5.0

Source Primary Data, 2022

The table indicates that most 40% of the respondents cited Trauma as a factor that can propel negative attitudes of children towards education while 33.3% pointed peer influence, 10% and 11.7% mentioned punishment in school and long distance to the school respectively. When probed further some of the respondents indicates that due to the difficulties experienced by most of the children especially those displaced by conflicts most of them are traumatized as a result of the experience thus they have failed to cope with the experience. Some however suggests that the existence of peers is a strong enough factor that drives children's attitudes towards education.

Data from the focus group discussion with the children suggests that children go through a number of traumatic events which in most cases they fail to overcome as thus they find it difficult to transition into school system. For instance one of the children commented in the focus group discussion:

I don't like school because my does not listen to me most of the time when I tell him about how I feel regarding school he will just drag me to go and attend I feel so bad when it time for school. Even the teachers like punishing us when you do something and they report you can be punish for that that is why I hate school. (Focus group discussion)

These findings are in line with those of Vergou (2019) who point that while refugee's especially refugees children's education is vital to help them overcome certain difficulties however the presence of certain factors including trauma is a strong hindrance towards achieving quality education for all.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of findings, the conclusion, recommendations based on the study findings and the areas for future research.

5.1 Summary of the findings

In relation to the specific objectives one which was to find out household economic factors that influence school enrollment of children in primary school in Nakivale refugee settlement. The study revealed that there were a number of socio economic household related factors that influence school enrollment of primary school children among refugees including; lack of money, availability of scholarships from institutions, disability, long distance to schools among others. The study further revealed that while most parents would wish to send their children to school however factors such as the number of children in the household as well as household monthly income proved to be a strong hindrance towards achieving such task of sending children to school. According to the study, respondents were more interested in engaging children in doing domestic chores rather than sending them to school.

These findings are in line with those of Cerna (2019) who pointed that much as education is seen as the most important aspect in children's development however most parents feel there is no urgency in sending children to school due to factors including engaging children in domestic activities among other issues.

The other objective of the study was to find out how parent's perceptions and attitudes affect the enrollment of refugee children in primary school. In regard to this objective, it was revealed parent's attitudes towards enrolling children in school have strong effects on the children's education. For instance, the study indicate that most parents believed that sending children to school can go a long way in eradicating poverty, while others suggests that enrolling children in school will enhance self-reliance. The study further revealed that, most of the respondents see education of children as important however due to the associated cost of educating children makes it difficult for their children to be enrolled into the school system. Further still, the study indicates that some of the respondents lack proper interest in

spending on children's education since they already face difficulties in providing basic needs for their households.

These findings correspond with those of Martin (2017) who postulates that parents and caregivers attitudes towards education of children strongly influence the enrollment and retention rate of children. The study further revealed that in situations where parents have poor/negative attitude there are high chances that children will miss out on school enrollment.

The last objective of the study was to explore children attitudes toward formal education in Nakivale refugee settlement. In this objective, it was revealed that parents provide children with numerous forms of support to help shape their attitudes towards education. For instance they provide support inform of career guidance, connect them to mentors, sending them to school among others. While support is available to help children adjust their attitude towards education however factors such as peer influence, trauma, punishment in school, long distance to school as well as lack of proper motivation to attend school were some of the factors that propel negative attitudes towards education among children.

These findings are in line with those of Samal (2012) who stated that failure on the part of parents and other caregivers to provide the necessary support and motivation to children can potentially hinder their attitudes towards education attainment.

5.2 Conclusion

In conclusion, low school enrollment of refugee children is influenced by a number of factors which included negative attitudes/perceptions of parents, limited resources to support children in school, long distance to the school as well as trauma and peer influence which push children to developed negative attitudes towards enrolling in school.

5.3 Recommendations

The study recommends the need to support successful school integration by providing assistance in school registration, orientation, parent/teacher interviews and meetings, home visits and follow-up meetings as these will help children and parents to fully understand the school system and be retained in school.

There is to provide information and guidance on educational issues to students and parents and also collaborate with the school counselors and the community to provide practical, culturally sensitive guidance, referrals and intervention during crises.

There is need to liaise with stakeholders and service providers to agree on specific amount as school fee that is consider fair to refugee caregivers and parents as this will motivate parents to enroll their children in school. Finally, there is need to encourage new families to become involved in school events and community recreational activities as this will propel better understanding of school related activities and expenses.

5.4 Recommendation for further research

Consideration of a bigger sample. Due to limited resources, I could only manage a smaller sample to draw inferences from but in future, there is need to undertake a significantly bigger sample. For example, Nakivale has three sub camps but I only considered Juru sub camp and only two zones of Juru. According to Uganda refugee statistics May 2020 (UNHCR), Nakivale had a total population of about 132,700 people and about 38,944 Households yet my study only considered 60 households.

Use of more participatory and child friendly methods to understand children's perspectives thus it's important to engage children in their development and service areas. More knowledge can be gained from adequately interacting and engaging out of school children in order to identity their challenges and how such an understanding can enable the design and implementation of relevant interventions.

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APPENDICES

Appendix 1: Structured Questionnaire for Parents with Unenrolled Children in Primary School

LOW PRIMARY SCHOOL ENROLLMENT AMONG REFUGEE CHILDREN IN NAKIVALE SETTLEMENT, ISINGIRO DISTRICT, UGANDA

(To be administered to an adult member of the household preferably the head or spouse)

Good Morning/Afternoon Sir/Madam. My name is _____ I am a social work student from **Makerere University** undertaking a study on low enrolment in primary schools among refugee children in Nakivale settlement, Isingiro District. The purpose of this study is to the household socioeconomic factors that influence the enrolment of refugee children in primary school, to ascertain how the parental perception and attitude towards formal education have affected the enrolment of children, to investigate community factors that influence children's in school and explore children's how children's attitude towards formal education have influenced their enrolment in primary schools. The results of this study will primarily enrich my academic career and may also inform policy and approach used by different stakeholders to determine in what ways they can make education in the refugee setting more inclusive and as a priority for all refugee parents, and how best such interventions could be improved. You have been selected to participate in this study by chance and not because there is anything known about you or your household. Your views together with those of other selected members in this community will be put together to obtain a general picture on reasons for low enrolment of your child/children in primary school. All the responses you will provide to the questions asked will be kept confidential, and your name will not be written down. With your consent, we shall proceed with the interview. I thank you very much in advance.

1.0 IDENTIFICATION AND RESULT OF THE INTERVIEW

Identification and Result of the Interview			
Qn.	Question and Filter	Response and Codes	
1.1	Date of the interview		
1.2	Zone	1. Isanja 2. Ngarama	
1.3	Village Name	1. Isanja A 2. Isanja B 3. Isanja C 4. Ngarama A 5. Ngarama B 6. Ngarama C	
2.0 BASIC INDIVIDUAL AND HOUSEHOLD SOCIOECONOMIC DATA			
2.1	Sex of the respondent	1. Male 2. Female	
2.2	How old are you in completed years?	Age-----	
2.3	What is your marital status?	1. Never Married/single 2. Married/Cohabiting 3. Separated/divorced 4. Widowed	
2.4	What is the highest educational level you attained?	1. None/never gone to school 2. Primary 3. Secondary—O’level 4. Secondary—A’level 5. Post-secondary 6. Vocational training 7. Adult learner	
2.5	What is your main occupation? (Circle where applicable)	1. Peasant farmer 2. Salaried worker 3. Business/commercial 4. Casual worker 5. Market vendor	

Identification and Result of the Interview			
Qn.	Question and Filter	Response and Codes	
		<ul style="list-style-type: none"> 6. Water vendor 7. Bar Operator 8. Student 9. Others (specify) 	
2.6	What is your status in this household?	<ul style="list-style-type: none"> 1. Head, male 2. Head, female 3. Spouse 	If 1 or 2 Go to 209
2.7	<i>If respondent is not the head:</i> what is the highest educational level of the head of this household?	<ul style="list-style-type: none"> 1. None/never gone to school 2. Primary 3. Secondary—O’level 4. Secondary—A’level 5. Post-secondary 6. Vocational training 7. Adult learner 	
2.8	<i>If respondent is not the head:</i> what is the main occupation of the household head?	<ul style="list-style-type: none"> 1. Peasant farmer 2. Salaried worker 3. Business/commercial 4. Casual worker 5. Market vendor 6. Water vendor 7. Bar Operator 8. Student 9. Others (specify) 	
2.9	How many people altogether live in this household (<i>including the respondent</i>)?	<ul style="list-style-type: none"> 1. Alone 2. Two 3. Three 4. Four 5. Five 6. Six 7. Seven 8. Eight+ 	

Identification and Result of the Interview			
Qn.	Question and Filter	Response and Codes	
2.10	How many children of primary school going age (6 to 12) does this household have? (CIRCLE THE RIGHT OPTION)	1. One 2. Two 3. Three 4. Four 5. Five 6. Other	
2.11	On average, what is your monthly household expenditure on all items excluding school fees?	UGX_____	
2.12	What is your estimated average income per month (<i>for all members of the household</i>)?	UGX_____	
3.0 Household Factors Contributing to Low primary School Enrollment			
Qn.	QUESTION	RESPONSE AND CODES	SKIP
3.1	How many children of primary school going age in your household are not enrolled in school?	1. Males _____ 2. Female _____	

Identification and Result of the Interview			
Qn.	Question and Filter	Response and Codes	
3.2	What are the reasons that these children are not enrolled?	1. Lack of money 2. Language problem 3. Schools are very far 4. Children are working 5. No need to send children to school 6. Uncertainty 7. Other (specify):	
3.3	Are there children in your household who have ever been enrolled before?	1. Yes, Males 2. Yes, females 3. No	
3.4	What are the reasons that they stopped going to school?	1. Lack of money 2. My child got work. 3. Schools are far 4. I gave birth to many children 5. Other (specify):	
3.5	Are your unenrolled children interested in joining and completing Primary School?	1. Yes 2. No 3. Not sure	
3.6	Where do you think you can get resources to enrol your child/children in school?	1. Relatives 2. Scholarship from institutions. 3. Siblings 4. Own income	

4.0 PARENTAL ATTITUDE AND PERCEPTION

No.	Questions	Answer Options	Skip
4.1	Failure to take a child to school causes poverty and increases dependency to other household members	1. Yes 2. No	
4.2	To which type of school would you wish your children to join (Please explain your answer)	1. Public school 2. Private 3. Please explain your answer above	
4.3	Do you think you can get affected in your old age if your child does not join formal schooling today?	1. Yes 2. Not at all 3. Somewhat	
4.4	In your own opinion, do you think engaging in business is better than formal education?	1. Yes 2. No 3. It's an alternative	
4.5	Are formal schools affordable and accessible for all	1. Too expensive 2. Cheap but I can't affordable. 3. Fees keeps increasing 4. Others (specify).....	
4.6	How much is a pupil charged termly in the nearby school? <i>Interviewer: If it is free record 00</i>	UGx_____	
4.7	What is your view of the amount charged for school fees?	1. Very high 2. High 3. Affordable	

No.	Questions	Answer Options	Skip
4.8	Do you think the completion of certain education levels has contributed to a rise in business opportunities and development in this area?	1. Not at all 2. Yes, it's very true 3. Other specify	
4.9	As a refugee, do you think the Ugandan education system is integrative and responsive to the needs of refugees? (Circle one response only)	1. It's rigid 2. It's inclusive and responsive 3. It's better than the one back home 4. Needs to improve 5. Other (specify).....	

5.0 CHILDREN'S ATTITUDE

No	Questions	Answer Options	Skip
5.1	Do your children take education important for their future success?	1. Yes 2. No	
5.2	Do you know any factors hindering your children to join/re-join formal education?	1. Yes 2. No If yes, please explain	
5.5	What are the	1. Illiteracy	

No	Questions	Answer Options	Skill
	likely dangers for your children not joining school? [MULTIPLE RESPONSES ALLOWED]	2. Unemployment 3. Poverty 4. Increased crime rates 5. Child labour 6. Other (specify).....	
5.6	What does your child want to be in future?	1. Not sure 2. Never discussed about such 3. Business person 4. Politician 5. Soldier 6. A professional person (specify)..... 7. Other (specify)	
5.7	Does your child have any role model in your community/society?	1. Not sure 2. Never discussed 3. Yes, Who?	
5.8	How do you support your child to pursue their dreams? [MULTIPLE RESPONSES ALLOWED]	1. Career guidance 2. Encourage them to revise 3. Connect them to mentors 4. Take them to school 5. Pray for their success 6. I don't do thing	
5.9	Do you sometimes get	1. Yes 2. No, why?	

No	Questions	Answer Options	Skip
.	time to share your education background and experience with your children		
5.10	Do you think one of your children takes you as his/her role model?	1. Yes 2. No	

THANK YOU FOR SHARING YOUR OPINIONS WITH US AND GOD BLESS YOU

Appendix 2: FGD Guide for Parents with Unrolled Primary School children

LOW PRIMARY SCHOOL ENROLLMENT AMONG REFUGEE CHILDREN IN NAKIVALE SETTLEMENT, ISINGIRO DISTRICT, UGANDA

(To be administered to parents with children out of school)

Good Morning/Afternoon Sir/Madam. My name is _____ I am a social work student from **Makerere University** undertaking a study on **low enrolment in primary schools among refugee children in Nakivale settlement, Isingiro District**. The purpose of this study is to the household socioeconomic factors that influence the enrolment of refugee children in primary school, to ascertain how the parental perception and attitude towards formal education have affected the enrolment of children, to investigate community factors that influence children's in school and explore children's how children's attitude towards formal education have influenced their enrolment in primary schools. The results of this study will primarily enrich my academic career and may also inform policy and approach used by different stakeholders to determine in what ways they can make education in the refugee setting more inclusive and as a priority for all refugee parents, and how best such interventions could be improved. You have been selected to participate in this study by chance and not because there is anything known about you or your household. Your views together with those of other selected members in this community will be put together to obtain a general picture on low enrollment of learners in primary school. All the responses you will provide to the questions asked will be kept confidential, and your name will not be written down. With your consent, we shall proceed with the interview. I thank you very much in advance.

A. Identification of the Group

- Moderator, note down the following:
- Sub Camp:
- Name of the village:
- Description of the Participants—males/females

B. Self-Introductions by Participants and Ice-breaking

- Moderator ask participants to introduce themselves, and their age

C. The socio-economic status of households

- What is the most preferred economic activities among the households in your community?
- Do you have ready markets for your produce or goods? Please explain your answer.
- Who is the bread winner in your household and why?
- In what ways do low incomes affect the enrollment of your children in schools?
- Is the school fees and other school management fees affordable to most parents

D. Parents' attitude and perception and enrollment of children in formal schools

- In your view, what are the reasons for low enrollment of refugee children in primary school around Nakivale?
- Do you think hope for resettlement to the third country has led to low enrollment of your children in primary school?
- Do you receive any support from other organization or government to enable you take your children to school? If yes, what kind of support?
- Do you think the education system in Uganda is good enough to support the dreams of your children?
- In your view, what can be done to increase the enrollment of children in school?

E. Community factors affecting the enrollment of children in primary school.

Now, I am going to read the following statements to you about community factors, indicate whether you “agree”, “disagree” or “not sure”	Agree	Disagree	Not sure / DK
If the distance to school seems far, then it is bad and unsafe for my child's education	1	2	3
I would not keep my child at home if the school is close by; it is already safe	1	2	3
Well to do people in our community are mostly illiterate	1	2	3

Now, I am going to read the following statements to you about community factors, indicate whether you “agree”, “disagree” or “not sure”	Agree	Disagree	Not sure / DK
People’s belief systems prohibit them to enroll their children to schools around.	1	2	3
There are fewer schools around our community	1	2	3
The education partners are unable to adequately respond to the needs of refugee education.	1	2	3
The ministry of education and sports support most schools in Nakivale.	1	2	3
The orphans and vulnerable children are equally considered and supported accordingly.	1	2	3
The education of both boys and girls are taken important	1	2	3
There are educational resources that support the learning of children in the community i.e. community libraries, ECDs, etc.	1	2	3
There is noticeable improved literacy and employment opportunities as a result of formal education in this area	1	2	3
Formal education is a symbol of improved social status in the community	1	2	3

F. Closing remarks

- Ask participants if they have any issue they would like to ask or discuss regarding the enrollment of children.
- As you close, thank the FGD participants for their time and active involvement.

Appendix 3: Guide for Key Informants

LOW PRIMARY SCHOOL ENROLLMENT AMONG REFUGEE CHILDREN IN NAKIVALE SETTLEMENT, ISINGIRO DISTRICT, UGANDA

INTERVIEW GUIDE FOR SECONDARY STAKEHOLDERS (To be administered to)

- District Education Officer
- UNHCR Education Focal Person
- OPM Education Focal Person
- Windle International Uganda Education Coordinator
- Windle International Uganda Inspector of schools.
- Head teachers
- Refugee Welfare Council vice chairperson (in charge of education).
- SomaSoma program coordinators
- NRC Education Coordinator
- Save the Children and War Child Canada/Holland Education Coordinators.

Good Morning/Afternoon Sir/Madam. My name is _____ I am a social work student from Makerere University undertaking a study on low enrolment in primary schools among refugee children in Nakivale settlement, Isingiro District. The purpose of this study is to the household socioeconomic factors that influence the enrolment of refugee children in primary school, to ascertain how the parental perception and attitude towards formal education have affected the enrolment of children, to investigate community factors that influence children's in school and explore children's how children's attitude towards formal education have influenced their enrolment in primary schools. The results of this study will primarily enrich my academic career and may also inform policy and approach used by different stakeholders to determine in what ways they can make education in the refugee setting more inclusive and as a priority for all refugee parents, and how best such interventions could be improved. You have been selected to participate in this study by

chance and not because there is anything known about you or your household. Your views together with those of other selected members in this community will be put together to obtain a general picture on factors for low enrollment of refugee children in primary school. All the responses you will provide to the questions asked will be kept confidential, and your name will not be written down. With your consent, we shall proceed with the interview. I thank you very much in advance.

IDENTIFICATION

1. Designation of the Informant:
2. Sub-Camp operating from:
3. Name of the institution:
1. For how long have you been operating/working in Nakivale refugee settlement?
 - (i) Below one year (ii) one year (iii) two years
 - (iv) Three years and above
2. What does your agency/institution do to ensure an increase in the number of enrolled children in school?
 - i.
 -
 - ii.
 -
 - iii.
 -

HOUSEHOLD SOCIO-ECONOMIC FACTORS

- What’s the occupation of most refugee parents in Nakivale settlement?
- According to your organizational/institutional employment policies, are you allowed to employ refugees? If yes, up to what level?
- What’s is the minimum/maximum salary can a skilled/semi-skilled refugee employ earn per month?
- What housing structures are averagely used by most households in Nakivale?
- What are some of the employment opportunities available in Nakivale that can enable the parents earn a living and support the enrollment of their children in school?
- To what extent can one’s family background affect his enrollment in primary school?

PARENTS' ATTITUDE AND PERCEPTIONS

- In your opinion, how do refugee parents perceive the education system in Uganda?
- Do you think the Ugandan education policies and systems are integrative and responsive to the educational needs of refugees?
- What can be done to impart positive attitude towards education among the parents with children of school going age?
- What does your agency do/can do to engage the refugee parents with children of school going age to appreciate formal education?
- Does the parents' education background influence the enrollment of their children in primary school? Please expand on your answer.
- Do you think a focus on mindset change among the refugee parents can address the problem of enrollment among refugee households? If yes, what interventions can you recommend?
- Do you think refugee parents are just ignorant about the value of education? Please do expand your thoughts on this.

COMMUNITY FACTORS

- Considering individual status, identities, beliefs and orientations, what do you think influence the refugee parents and/or children not to enroll in schools?
- Can community beliefs, practices and expectations affect the enrollment of refugee children in Nakivale?
- Are there some environmental and/or climatic factors affecting the enrollment of refugee children in Nakivale?
- Are there existence and accessibility of educational services in Nakivale camp? If yes, how many? And if no, why not?
- Can social networks support refugee parents to enroll their children in primary schools? Please mention some of them.
- Are there some local/international institutions that you know intervening in the activities that increase the enrollment of out of school children into formal schools? Please mention such agencies and what they do.
- Are there some established structures in the communities that support the education needs especially the enrollment of refugee children in school? If yes, what are they?

- To what extent has the repatriation and/or resettlement of refugees affected refugee enrollment in school?

CHILDREN'S ATTITUDE AND ENROLLMENT

- In your own view, what reasons can you give for the low enrollment of refugee children in primary school?
- What do you think can encourage children to enroll and keep in school?
- How are children with special needs treated and supported to enroll and keep in schools in Nakivale settlement?
- In what ways are the OVC supported to join and keep in school by your institution or other agencies you know?
- What shows that both boys and girls of school going age are rendered the equal opportunities to join school? Please explain.
- What challenges are you as the institution encountering in ensuring the enrollment and retention of refugee children in school?
- What are some of the recommendations can you give in order to enhance school enrollment among refugee children?

Appendix 4: FGD Guide for Unenrolled Primary School Children

LOW PRIMARY SCHOOL ENROLLMENT AMONG REFUGEE CHILDREN IN NAKIVALE SETTLEMENT, ISINGIRO DISTRICT, UGANDA

(To be administered to parents with children out of school)

Good Morning/Afternoon Sir/Madam. My name is _____ I am a social work student from Makerere University undertaking a study on low enrolment in primary schools among refugee children in Nakivale settlement, Isingiro District. The purpose of this study is to the household socioeconomic factors that influence the enrolment of refugee children in primary school, to ascertain how the parental perception and attitude towards formal education have affected the enrolment of children, to investigate community factors that influence children's in school and explore children's how children's attitude towards formal education have influenced their enrolment in primary schools. The results of this study will primarily enrich my academic career and may also inform policy and approach used by different stakeholders to determine in what ways they can make education in the refugee setting more inclusive and as a priority for all refugee parents, and how best such interventions could be improved. You have been selected to participate in this study by chance and not because there is anything known about you or your household. Your views together with those of other selected members in this community will be put together to obtain a general picture on factors for low enrolment of refugee children in Nakivale. All the responses you will provide to the questions asked will be kept confidential, and your name will not be written down. With your consent, we shall proceed with the interview. I thank you very much in advance.

A. Identification of the Group

- Moderator, note down the following:
- Name of the village:
- Description of the Participants—males/females

B. Self-Introductions by Participants and Ice-breaking

- Moderator ask participants to introduce themselves, and their age

C. Socioeconomic status of a household

- What do your parents do to earn a living?
- Do you support your parents/guardians in their economic activity they engage in?
- Do you work for money? How much do you get?
- How many meals do you eat in a day?
- Did your parents go to school? If yes, what level did (father/mother) reach?

D. Community factors

- Are your friends enrolled in school? If yes, how do you feel about it? And if no, why are they not in school?
- Are there some schools you would wish to join? Please mention them and explain why?
- Is the distance from home to school workable? If yes, why aren't you enrolled in such a school?
- Are there some people in your community that you would wish to be like? If yes, did such person(s) go to school?

E. Children's attitudes

- What do you want to be in future?
- What do you think you can do to achieve your future goal?
- In what ways do you think education is important in your future life?
- What should your parents do to enable you enroll in school??

F. Closing remarks

- Ask participants if they have any issue they would like to ask or discuss regarding education and enrollment in school.
- As you close, thank the FGD participants for their time and active involvement