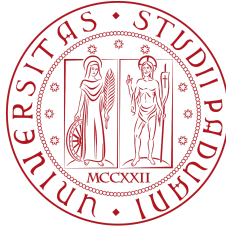


UNIVERSITÀ DEGLI STUDI DI PADOVA



DEPARTMENT OF POLITICAL SCIENCE, LAW,
AND INTERNATIONAL STUDIES

Master's degree in
Human Rights and Multi-level Governance

**THE EFFECTS OF REFUGEES' ENCAMPMENT
ON EDUCATION**
A CASE STUDY ON THE BAMBASI REFUGEES CAMP, ETHIOPIA

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ABSTRACT

In the context of displacement, for children whose lives have taken an unexpected turn due to war or violence, education was seen as a long-term remedy to some of the problems faced by refugees. It provides an important foundation for starting a new life; it contributes to post-conflict solutions and reconstruction; it empowers refugee populations; and it equips adolescents with the skills and values necessary for a better future. I believe that efforts to educate young refugees benefit not just refugees but also help society grow and become more unified and inclusive. In particular, primary education is vital as preparation for higher education and future employment. And according to the Universal Declaration of Human Rights, education is a fundamental right.

Most young people growing up in refugee camps drop out of school before completing primary school, although many of them have educational goals. As new conflicts and persecutions intensify and lead to mass displacement, we must not forget that the majority of refugees remain in long-lasting exile in miserable conditions, with no possibility of returning home in safety and dignity. Why is it so difficult for refugee children to go to school? Using the long-term learning experience, observation, and analysis of existing documents, this study will examine the barriers that prevent students from accessing, enrolling in, and competing in primary education in the Bambasi refugee camp.

The findings will lead to recommendations that will boost refugee children's access to primary school, lower dropout rates, and enhance their ability to complete primary school.

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Acronyms

CADE The Convention Against Discrimination in Education

CMW: The Committee on Migrant Workers

CRC:Convention on the Rights of the Child

DAFI :The (Albert Einstein German Academic Refugee Initiative)

ETB birr:Ethiopian birr (Ethiopian currency)

GPI: Gender Parity Index

ICERD International Convention on the Elimination of All Forms of Racial Discrimination

ICESCR International Covenant on Economic, Social, and Cultural Rights

IDPs: internally displaced people

LGBTI:Lesbian, Gay, Bisexual, Transgender, Intersex

LMICs (low & middle income nation)

OCP Out of Camp Policy

RRS:Refugee and Returnee service

UDHR: Universal Declaration of Human Rights

UNRWA:The United Nations Relief and Works Agency

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Introduction

When we talk about education in emergencies, we refer to communities affected by unforeseen situations like armed conflict or natural catastrophes¹. In the case of refugees, people have been forced to leave their country because of, war, or violation of their rights amounting to persecutions and causing a reasonable fear of being persecuted again if returned to their country; persons who are therefore unable or unwilling to go back to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, or civil unrest.² Most likely, they are actually afraid to return home. War and ethnic, tribal, and religious conflict are the main reasons why refugees leave their countries, and among the negative consequences of this predicament is severe disruptions in schooling and learning outcomes. In many countries, and namely in Africa, refugees are hosted in huge camps. The transient nature of refugee camps presents unique challenges, ranging from insecurity in social conditions to economic distress, due to the lack of investments, because camps are seen as temporary humanitarian solution, even if often become the only and permanent strategy to deal with the refugee flow issue. Conflict and violence inside and outside camps are another factor not conducive to a productive learning environment³.

In order to provide immediate assistance to displaced people, temporary camps are traditionally established as part of the international response to refugee crises. But far too often, these temporary camps continue to exist, becoming the only homes second-generation exiles have ever known. As part of the international response to refugee crises, temporary camps are typically set

¹ Sinclair M. "Education in Emergencies." Commonwealth Education Partnerships, 52nd, ser. (2007).

² The 1951 convention relating to the status of refugees and its 1967 protocol.

³ Monocles, M., and P. M. Kagwanja. "Refugee Camps or Cities? The Socio-economic Dynamics of the Dadaab and Kakuma Camps in Northern Kenya." *Journal of Refugee Studies* 13, no. 2 (2000): 205-22.

up to provide urgent help to displaced persons. But far too often, these makeshift settlements remain and give second-generation exiles their only ever-known place to call home.

1 Refugee statistics worldwide

As of mid-2022, 103 million people have been forcibly displaced around the world, of which 53,2 million are internally displaced, 32,5 million are refugees, 4,9 million are seeking asylum, and 5,3 million are in need of international protection. There are 36.5 million children, 1.5 million of whom were born as refugees.⁴

The United Nations High Commissioner for Refugees (UNHCR) estimates that - in 2022 more than 72% of the world's refugees and others in need of international protection originate from just five nations. These are the Syrian Arab Republic, the leading source of refugees with over 6.8 million; Venezuela, 5.6 million; Ukraine, 5.4 million; Afghanistan, 2.8 million; and South Sudan, 2.4 million. Not surprisingly, Pakistan and Uganda, which border Afghanistan and South Sudan, respectively, were among the largest host countries for refugees. From a global total of approximately 36.5 million refugees at the end of 2021, Turkey hosted the most with approximately 3.7 million, followed by Colombia with more than 2.5 million, Germany with 2.2 million, Pakistan, and Uganda, each with approximately 1.5 million refugees.

2 Refugees on the African continent

As conflict and violence erupted in many African nations, the continent witnessed the most significant new internal displacements. In the Democratic Republic of the Congo, Ethiopia, the Central African Republic, South Sudan, and Nigeria, growing instability and breaches of human rights have caused millions of additional displacements. The United Nations High Commissioner for Refugees (UNHCR) continues to place a high focus on finding permanent solutions for refugees and internally displaced individuals, many of whom face extra obstacles owing to

⁴ <https://www.unhcr.org/refugee-statistics/>

COVID-19 and climate change. Approximately 30 million IDPs, refugees, and asylum-seekers reside in Africa, comprising nearly a third of the global refugee population⁵.

Africa is one of the main continents generating and hosting refugees in the world. Africa has two major refugee-producing and refugee-hosting regions. The first is the region of the Great Lakes, where political and ethnic conflicts exist in the Democratic Republic of Congo and Burundi. In the past two decades, the Democratic Republic of the Congo itself has generated millions of refugees. The majority of these refugees have been hosted in the region, primarily in Tanzania, Uganda, and Kenya.

The second major refugee region is the Horn of Africa, where a succession of armed conflicts resulted in the flight of millions of people in search of safety. These have included the war between Sudan and South Sudan and political instability in Sudan, South Sudan, Somalia, Ethiopia, and Eritrea. Africa experienced the highest number of new internal displacements in 2021 as violence and conflict erupted in several countries across the continent. In the Democratic Republic of the Congo, Ethiopia, the Central African Republic, South Sudan, and Nigeria, increasing insecurity and violations of human rights have caused millions of new displacements. Approximately 30 million IDPs, refugees, and asylum seekers currently reside in Africa, representing nearly one-third of the global refugee population⁶.

3 Ethiopia as a host country

Ethiopia has ratified international refugee treaties and incorporated them into national law, and is a signatory to the African Union Convention Governing the Unique Aspects of Refugee Problems in Africa. It has traditionally pursued policies whereby it provides asylum seekers and refugees with access to its territory, asylum, security, and services provided by the Refugee and Returnee Service (RRS), UNHCR, and international humanitarian partners. In spite of Ethiopia's extensive humanitarian experience and decades-long adoption of an open-door policy for refugee

⁵ <https://www.unhcr.org/africa.html>

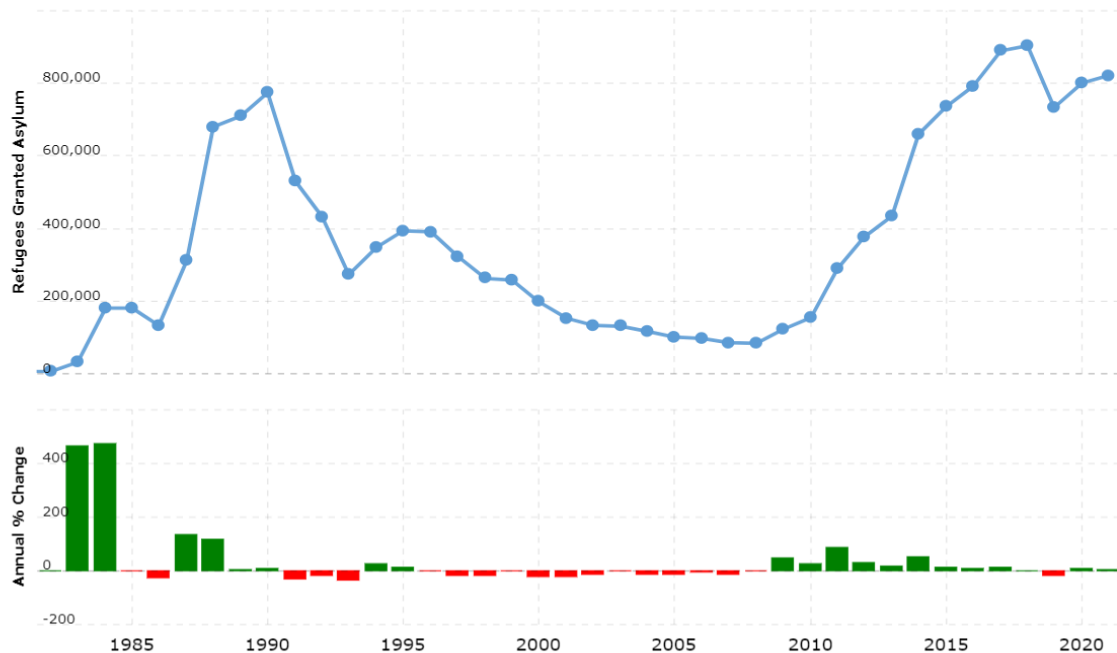
⁶ <https://www.unhcr.org/africa.html>

reception, no comprehensive picture had been conceived that could have discerned with sufficient foresight that the majority of refugees entering the country would reside there for an extended period of time. Nor did it have the country's clear strategy, which understands that the typical humanitarian response mechanism may not offer realistic options likely to increase the prospects for refugees' livelihoods or strengthen the resilience of host communities over the long term. This is especially visible in the design of pertinent legislative instruments⁷.

As of 31 December 2022, Ethiopia is the third largest refugee-hosting nation in Africa, offering refuge to 882,276 refugees and asylum-seekers from 26 countries. Despite Ethiopia's fast-expanding economy, it remains a low-income nation. It ranks 173 out of 189 on the 2019 Human Development Index. It is also plagued by violence and fragility, as evidenced by the presence of 1,746,138 internally displaced people, among other indicators. Despite these obstacles, Ethiopia has a long history of hosting refugees fleeing persistent wars in neighboring countries in the Horn of Africa. Since 1968, as shown in Figures 1 and 2. Ethiopia has hosted the world's largest refugee camps twice: Hartisheikh for Somali refugees and Itang for Sudanese refugees, both in the late 1980s. The graphics in this page demonstrate the dramatic increase in the refugee population over the decade, with Ethiopia hosting the second-largest refugee population of any African country behind Uganda. As shown in Figure 2, the bulk of the refugees is from southern Sudan, followed by Somalis, Eritreans, and Sudanese who constitute the fourth group of refugees.

Figure 1. Refugee population in Ethiopia 1980-2020

⁷ Tadesse, Mulatu, and Edosa (2019) Ethiopia's refugee policy overhaul: implications on the Out of Camp regime and rights to residence, movement, and engagement in gainful employment



Source: <https://www.macrotrends.net/countries/ETH/ethiopia/refugee-statistics>

Figure2. Refugee in Ethiopia by country of orgine⁸

Country of origin	Source	Data date	Population
South Sudan	UNHCR, Government	30 Nov 2022	46.4% 408,541
Somalia	UNHCR, Government	30 Nov 2022	28.6% 251,593
Eritrea	UNHCR, Government	30 Nov 2022	18.4% 162,286
Sudan	UNHCR, Government	30 Nov 2022	5.5% 48,551
Others	UNHCR, Government	30 Nov 2022	0.7% 6,581
Yemen	UNHCR, Government	30 Nov 2022	0.3% 2,469

Source: <https://data.unhcr.org/en/country/eth>

Despite ratifying the Convention Governing the Specific Aspects of Refugee Problems in Africa and adhering to the 1951 Refugee Convention and its 1967 Protocol relating to the Status of Refugees, Ethiopia has followed a policy of encampment with restrictions on free movement,

⁸ <https://data.unhcr.org/en/country/eth>

access to public facilities, and economic engagement for the most of refugee communities and this limits the provision of services in the refugee administration, contrary to international legal obligations. A number of national restrictions on the realization of socio-economic, civil, and political rights persisted, thereby impeding the effective integration of refugees and the protection of their rights, which included the right to education. Since 2018, Ethiopia has enacted a variety of policies, for instance, it has shifted from its "camp-based basic services provision approach" policy to a more "progressive and rights-centered" attitude, following the New York Statement at the Leaders Summit in 2016. The Ethiopian government has adopted a range of policies and made nine specific pledges, including a specific commitment to education which is to increase enrollment in primary, secondary, and higher education for all qualified refugees without discrimination and within the limits of available resources. Other commitments include to provide refugees with shelter, more rights, and opportunities for better livelihoods focusing on the implementation of the Out of Camp Policy (OCP), legal residency, freedom of movement, and the right to work.

4 Refugee education in Ethiopia

By 2020, Ethiopia hosts over 905,000 refugees and asylum seekers as of 2018 – the second highest number of any country in Africa. More than 99% of them originate from four countries: South Sudan, Somalia, Eritrea, and Sudan. The Nearly half of the refugee population in Ethiopia is comprised of children of school age who have access to the same primary education system as Ethiopian children; refugee enrollment is expanding. At the 2016 Leaders' Conference on Refugees in New York, the government pledged to extend access to basic, secondary, and higher education.

- More than 905 000 refugees and asylum seekers are hosted by Ethiopia
- The number of refugee children enrolled in the country's primary schools rose from 118,275 in 2016/17 to 132,563 in 2017/18.

- The gross primary school enrollment rate in 2017/18 was 72 percent. The government's stated goal is 75%.⁹

Adelina Gomez says in her report "Refugee Education Strategy towards inclusion " that the provision of refugee education in Ethiopia remains a challenge, because the settings vary from one location hosting refugees to another. In the context of refugees, low student engagement prevails. Girls' participation declines significantly between the first cycle (Grades 1–4) and the second cycle (Grades 5–8). For both girls and boys, participation drops further as they move from primary to secondary school. At the elementary level, the gender parity index is 0.64. As regards the Gender Parity Index (GPI), there are only six girls enrolled in a school for every ten boys. More than forty percent of students enrolled in primary education are too old, and few learning alternatives exist to fill up the gaps. Secondary schooling has a GPI of 0.39. In comparison to the national GPI, the refugee GPI is terrible. In the 2018-19 school year, the elementary and secondary GPIs are 0.90 and 0.87 respectively. The GPI decreases more in institutes of higher education. Girls make up less than 20% of refugee students enrolled in higher education. Most refugees originate from countries with poor educational prospects owing to protracted conflicts these including South Sudan, Sudan, Eritrea, and Somalia.

To find the solution to refugees education, Ethiopia has developed a five-year education strategy from 2020 to 2025 in collaboration with UNHCR and its partners, illustrating the value that UNHCR and its partners place on education as a vital social sector and means of protection, these including sustain refugee incorporation in the national education system, access to a safe, protective and inclusive learning environment and strategic efforts to improve the quality and management of teachers.

- What obstacles prevent refugee students from completing their primary education in the Bambasi camp?
- How do parents and children perceive the benefits of camp-based education?
- What credentials does the Bambasi Camp teachers possess?Are they sufficient?

⁹ UNHCR, Educate A Child Programme, Raising the Bar, Promising Practices for Refugee Education from UNHCR and Educate A Child

- How do economic activities influence student attendance at school?
- What is the optimal amount of classroom space, and how does overcrowding affect the learning environment?

How might poverty and dependency affect refugee children's right to education?

5 Thesis' purpose and structure

The objectives of this research are to attain a deeper understanding by investigating unexplored obstacles that prevent refugee students from completing their primary education in the Bambasi camp and the Specific objectives of this paper are:

How do parents and children perceive the benefits of camp-based primary education?

To assess the consequences of child labor on the primary education in the camp.

How do economic activities influence student attendance at school?

What is the effect of a lack of classroom space, and how does overcrowding determine the learning outcome? How might poverty and dependency affect refugee children's right to education?

The thesis is structured as follows: The first chapter provides a brief introduction to the right to education, international commitments to its fulfillment, and fundamental elements of a rights-based approach to development. In addition to discussing the application of this method to education policy and programming, the value of education, particularly primary education, is addressed. Chapter II focuses on the educational status of refugees around the world, including the number of refugees enrolled in school and the number who drop out, as well as gaps and obstacles, as well as progress and successful initiatives undertaken by UNHCR and its principal education partners. Globally assessing the educational condition of refugee children is a challenging endeavor. Not only do so many lack access to primary, secondary, and tertiary education, but so do refugee children' education is a multifaceted process that encompasses numerous forms of services, including informal, Formal, it involves a wide range of service providers, including state institutions and international and local NGOs, and targets refugee children and youth from diverse social backgrounds, with varying degrees of exposure to war,

places of residence (for example, inside and outside of camps), and nationalities (e.g., Somali, Palestinians, Syrians, South Sudanese, etc.). Chapter III The third chapter begins with a description of the Bambasi Refugee Camp; it then examines the daily lives of the population, including their economic activities and how these activities affect the education of the children; it attempts to evaluate the school environment, school structure, and student data for those who attend class and those who drop out; and it outlines in detail the unique challenges that the school and instructors face. It attempted to determine the disparity between qualified and unqualified teachers in the provision of quality education, as well as schoolroom shortages, and how the children of Bambasi Camp do not exercise their right to a decent education due to a variety of issues. The chapter IV attempts to analyze and address the concerns stated in chapter III, such as the issue of inadequate school infrastructure, the issue of shortage and unqualified teachers, teachers, and personnel, and the issue of child labor, curriculum selection, and language barrier. Poverty and reliance—all these elements have been explored, followed by a conclusion with a recommendation—and I hope that this paper contributes to the improvement of access to and enrollment in school, both in terms of quantity and quality.

Chapter I Educating students with a refugee background

I. 1 Right to education from a human rights approach

A human rights-based approach to education has a straightforward objective: to ensure that every child receives a quality education that respects and promotes his or her right to dignity and optimal development. The international community places a great priority on the education right. It is affirmed by a number of human rights treaties ratified by all states. The right to education is protected by international human rights laws. Article 26 of the 1948 Universal Declaration of Human Rights is unequivocal: "Everyone has the right to education." Since then, a series of international normative instruments produced by the United Nations have broadly acknowledged and expanded the right to education. Included are The Convention Against Discrimination in Education (CADE) of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) prohibits discrimination in access to education, educational standards and quality, and the conditions under which education is offered. The 1960 UNESCO Convention Against Discrimination in Education affirms that discrimination in education is a breach of human rights and reaffirms the 1948 UDHR's right to a free and obligatory primary education of adequate quality. It defines discrimination in education as "any distinction, exclusion, limitation, or preference based on race, color, sex, language, religion, political or other viewpoint, national or social origin, economic status, or birth". Article 5(v) of the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD) requires states to refrain from racial discrimination in instances when their citizens have the right to education and training. Article 12 of the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (MWC) also stressed the right to education of members of this group. The 1966 Covenant on economic, social and cultural rights also recognises that states have an obligation to provide for obligatory and free education at the primary level, and promote access to higher education and training (art. 13 - see below).

These conventions (namely the just mentioned 1966 Covenant) establish a right to free, compulsory primary education for all children, an obligation to create secondary education, supported by measures to make it available to all children, and equitable access to higher education, and an obligation to provide basic education for those who have not completed primary school. Moreover, they affirm that the purpose of education is to foster personal growth, improve respect for human rights and freedoms, enable individuals to successfully participate in a free society, and promote understanding, camaraderie, and tolerance. Long acknowledged, the right to education encompasses not only access to educational provision, but also the need to eliminate discrimination at all levels of the educational system, to establish minimum standards, and to improve quality. In addition, education is required for the exercise of any other civil, political, economic, or social right.

The two most well-known treaties that interest me in this discussion are the International Covenant on Economic, Social, and Cultural Rights (1966, ICESCR) and the Convention on the Rights of the Child (1989, CRC). The right to education is possibly the most commonly acknowledged economic and social right. Seven of the nine core UN human rights treaties make reference to it, and it has been safeguarded in some form by all regional human rights regimes. Even in countries that have traditionally been reluctant to acknowledge other economic and social rights, the right to education has historically had a fairly high level of recognition. The right to education isn't just a right to any old education. Article 13 of the International Covenant on Economic, Social, and Cultural Rights stipulates that education should promote the complete development of the human personality and a sense of its dignity, as well as improve respect for human rights and basic freedoms. Article 29 of the United Nations Convention on the Rights of the Child outlines additional educational objectives for children, including the development of respect for human rights and basic freedoms, respect for the child's natural surroundings, the parents, and the child's cultural identity, language, and values. All of this indicates that an education that includes literacy and numeracy but also perpetuates gender stereotypes, debilitating attitudes, or racist views is not an education for the purposes of international human

rights law. Both entitlements and freedoms comprise the right to education. Let's begin with the rights or freedoms component of the covenant and the convention. The rights of the child allow parents and others caring for the child to choose schools other than those established by public authorities and to ensure the religious and moral education of their children in accordance with their convictions. Both treaties stipulate that individuals and organizations have the freedom to establish and direct educational institutions; however, these liberties are not unrestricted; they are subject to the requirement that the education provided in such institutions adhere to the state's minimum requirements. Like with all economic and social rights, we will now discuss the entitlements that the right to education generates. States are obligated to gradually achieve the right to education to the greatest extent possible given their available resources. Articles 13 and 14 of the Covenant and Article 28 of the Convention on the Rights of the Child require nations to take particular actions, and I will explore several of the most crucial of them. First, everyone has the right to free compulsory primary education, but states are also obligated to ensure that secondary education in its various forms, including technical and vocational secondary education, is made generally available and accessible to all by every appropriate means. This should be accomplished in particular through the progressive introduction of free education and, in the case of children, through the provision of financial assistance in case of need. This does not oblige states to instantly make university or vocational or technical education free, but it does establish a goal toward which states should work. Of fact, for many people, education starts much younger, and when it comes to persons who haven't gotten or completed their whole primary education, the covenant makes explicit that fundamental or basic education for those people must be fostered or intensified as far as feasible. This type of basic education is sometimes equated with elementary and lower secondary education.

The Committee on the Rights of the Child has identified a variety of variables that affect children's capacity to continue in school, such as school fees and associated costs, such as uniforms and field trip costs. Additional variables include family poverty, the absence of suitable social programs, and the pressure on children to contribute to the family's income. In addition,

the committee has called attention to the lack of safe and suitable sanitation facilities for girls, as well as bullying. States must address these concerns in order to fulfill their commitment to promote regular school attendance and decrease dropout rates. Where a factor has a particularly severe impact on some groups, such as bullying of LGBTI or minority children, failure to address that factor constitutes a failure to prevent discrimination in the exercise of the right to education.

For education to be accessible, there must be a sufficient number of functional educational institutions and programs. For education to be accessible, educational institutions and programs must be physically and geographically accessible to everyone, or accessible via modern technology. Furthermore, for education to be economically accessible, it must be inexpensive for all eligible students. For education to be of high quality, the form and substance of education, including curricula and teaching methods, must be relevant, culturally acceptable, and of high quality to students and, in certain situations, their parents; to return to our earlier discussion, they must be In addition to meeting the educational objectives outlined in the two treaties and any state-approved minimum educational requirements, an acceptable education should also achieve the educational objectives outlined in the two treaties. In terms of school discipline, education must be adaptable in the sense of being flexible enough to respond to the requirements of students in their various social and cultural contexts. The Convention on the Rights of the Child stipulates that nations must administer discipline. This does not merely imply that the government must prohibit physical punishment in educational settings; it also necessitates the prohibition of activities such as public humiliation. There is a rising appreciation of the role that children themselves have to play in contributing to their education at the individual classroom, school, and national policy level, for instance through school councils and child-focused consultation. This reflects the fact that, in accordance with Article 12 of the Convention on the Rights of the Child, children have the right to voice their views on matters pertaining to their education and to have their views accorded weight commensurate with their age and level of maturity. This also applies to impaired children, who must be provided with opportunities for

supported decision-making to facilitate their active participation in educational decisions. Similarly, given the special obstacles that disabled children confront in the education context, article 24 of the UN Convention on the rights of persons with disabilities makes explicit that every disabled person has a right to inclusive education, amongst other things. This mandates that states implement an inclusive education system at all levels. This will require accessible learning spaces, individualized assistance, and acceptable accommodations. In closing, I would like to discuss sex education, a contentious issue in many nations. When considering the rights of lessons, the Committee on the Rights of the Child has made it clear that age-appropriate, comprehensive, and inclusive sexual and reproductive health education must be part of the mandated school curriculum. This education must be founded on scientific evidence and human rights norms, and it must be established throughout adolescence, a time when children do not receive it, States are not fulfilling the right to education.

In countries that have ratified the relevant conventions, all educational endeavors are required to comply with the human rights provisions that are written into the legal framework. When a state ratifies a treaty that guarantees the right to education, that state is obligated to respect, protect, and fulfill this right. Some commitments need to be met right now. Some obligations are progressive and it may take some time to attain, particularly in nations with fewer resources. This is particularly the case in developing countries. Because of this, many duties imposed by the state are progressive in nature, such as the provision of free secondary and higher education a vivid example is in the western counties. Notwithstanding this, and despite the fact that certain states may have inadequate resources, it is the immediate obligation of all states to execute the following parts of the right to education: respect for the freedom of parents to choose schools for their children other than those established by the public authorities; guarantee of free and compulsory primary education for all; respect for the freedom of parents to choose schools for their children other than those established by the public authorities; protection of the freedom of individuals and organizations to establish and direct educational establishments; guarantee of basic minimum obligations to meet essential levels of the right to education; take the necessary

steps to ensure that the right to education is fully realized to the greatest extent possible given the resources at your disposal. It is not acceptable to use a lack of resources as a justification for doing nothing or postponing actions to achieve the right to education indefinitely. Even in situations where resources are limited, state governments have a need to demonstrate that they are making every effort to ensure that their citizens have full access to the educational opportunities available to them, do not take regressive measures. This indicates that the state should not make any concessions or take any actions that might undermine the protections that are now in place for the right to get an education. A good example of a step that would be considered backward would be to charge students for secondary school education when it had previously been free. Moreover, human rights are integrated into public education in the sense that all individuals have a right to access human rights education (HRE) as part of their right to education. This is another way in which human rights are integrated into public education. . If an individual does not have the right to education, it is impossible to guarantee their life or their dignity as a human being. Thus, it is the responsibility of the state government to make every effort to make sure that its residents have access to educational opportunities at all levels.¹⁰ For instance, Article 13(2)(a) of the ICESCR mandates that basic education must be provided free of charge to all individuals and must be mandatory. It is necessary to gradually make available various forms and levels of education at different levels. It is clearly obvious that the state is the only entity that is able to offer the required financial and personnel resources in order to establish and maintain a network of educational institutions. This is also acknowledged by the United Nations Committee on Economic, Social, and Cultural Rights (ICESCR), which is the independent body that monitors the treaty's incorporation into domestic law in each of the states' parties.

The European Convention for the Protection of Human Rights and Fundamental Freedoms, better known as the European Convention on Human Rights, is an international treaty to protect human rights and political freedoms in Europe."1 6 Article 2 of Protocol 1 of 1952 recognizes

¹⁰ Fons Coomans. 2010 Justiciability of the right to education.

the right to education as follows: "[T]he State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions." in other words A person has the right to an education, and no one can take that right away from them. The State shall respect the right of parents, in the exercise of any functions that it assumes in relation to education and to teaching, to ensure that such education and teaching is in conformity with the parents' own religious and philosophical convictions. This right shall be respected in any and all functions that the State assumes in relation to education and to teaching. Education is a basic human right, enshrined in the 1951 Refugee Convention, Article 22 of the Convention recognizes refugees' equal rights to elementary education and most favored treatment to other educations."¹¹ Article 4 provides refugees with the most favored treatment to freedom to practice their religion and the religious education of their children.¹¹

The right to education is crucial for the full enjoyment of other human rights, including the rights to health, labor, and political and cultural involvement. Education enables individuals to acquire the knowledge and abilities required to fully participate in society, make informed decisions, and contribute to their communities. In addition, education is a potent instrument for fostering economic growth, alleviating poverty and inequality, and supporting peace and stability. Education contributes to the development of more resilient societies by providing individuals with the skills and information necessary to traverse complex social and economic systems and adapt to changing conditions. Due to poverty, discrimination, violence, and other circumstances, a significant number of individuals around the globe currently lack access to education. Governments, public society, and international organizations continue to face significant obstacle in ensuring the right to education for all individuals. Let us now see how a refugee enjoys the right to education. Indeed, refugee children do not have access to the education system of the country they fled. The mandate of refugee education is laid out in Article 22 of the 1951 Convention Relating to the Status of Refugees, which states that signatory states "shall grant

¹¹ The 1951 Refugee Convention and its 1967 Protocol are the key legal documents that form the basis of our work. With 149 State parties to either or both, they define the term 'refugee' and outline the rights of refugees, as well as the legal obligations of States to protect them

refugees the same treatment as nationals with regard to primary education.... [And] treatment as favorable as possible... as regards education other than elementary education"¹²

Some countries with refugee populations provide education for refugee children, but others do not. Adult and child refugees are given safe havens by the host nation, which establishes refugee camps. Some camps last for decades, during which time the original refugees have children and grandchildren born in the camp. These refugee children have no access to the education system of the country they fled. Ethiopia where my study is taking place does not grant refugees the right to education. How does the UNHCR try to guarantee the right of refugee children to education? I will answer this question in chapter two after analysing the situation of refugees student across the globe. According to UNICEF and UNESCO (2007), "the rights to education for refugees would not be realized unless a conceptual framework for the rights-based approach to education that embodies three interlinked and interdependent dimensions are realized. These are:

The right of access to education — the right of every child to education based on equality of opportunity and without any discrimination, too reach this objective, education must be accessible to and inclusive of all children.

The right to quality education — the right of every child to a quality education that enables him or her to achieve his or her potential, realize employment opportunities, and cultivate life skills. To reach this objective, education must be child-centered, relevant, and inclusive of a comprehensive curriculum, as well as adequately resourced and monitored.

The right to respect within the learning environment - the right of every child to respect for their inherent dignity and to have their universal human rights respected within the school system. To attain this objective, education must be provided in accordance with human rights,

¹² (UNHCR, 2010e), Sarah Dryden (2010 (Peterson Ontario Institute for Studies in Education University of Toronto © UNHCR/F. Noy A Global Review

including equal respect for every kid, meaningful participation opportunities, freedom from all types of violence, and respect for language, culture, and religion¹³.

The lack of high-quality, protective education for refugees hampers the achievement of Education for All goals, the search for durable solutions, and the sustainable development and reconstruction of countries of origin and host countries. Refugees have limited and unequal access to education in all fields and migration contexts. Overall enrollment in primary education is only 76% and enrollment in secondary education drops dramatically to 36%. In East Africa, only five girls go to school for every ten boys, which puts girls at a disadvantage. With measures measuring inputs rather than outcomes, refugee education is generally of very poor quality. The average teacher/student ratio is as high as 1:70, and in many cases teachers do not receive the ten days of training considered the bare minimum. According to available data, many refugee children learn relatively little in school; among Eritrean refugees in Ethiopia, less than 6% of refugee children have achieved standard reading by the end of the fourth grade.¹⁴

However, the progress made to date is far from adequate. UNESCO statistics on enrollment indicate that 77 million children in 2004 were still not enrolled in school. According to UNICEF sources, this figure may be as high as 90 million children. for 2005–2006 in terms of school attendance Figures from household surveys¹⁵ In 2018, four million refugee children did not attend school, which is more than half of the 7.4 million refugee children of school age that fall under the mandate of the UNHCR. This is an increase of a half a million refugee children who were not in school within the span of one year¹⁶

In conclusion, the right to education involves a commitment to guaranteeing universal access, including adopting all efforts necessary to reach underprivileged children, such as refugees. Yet

¹³ United Nations Children’s Fund/ United Nations Educational, Scientific and Cultural Organization, 2007, A Human Rights-Based Approach to education for all

¹⁴ <https://educateachild.org/explore/barriers-to-education/refugees>

¹⁵ UNESCO, UNICEF (2007) A Human Rights-Based Approach to education for all

¹⁶ UNHCR (2018) Annual Report– Educate A Child Programme

only enrolling children in school is not enough; they must also be guaranteed a quality education that helps them to fulfill their economic and social goals and acquire the skills, knowledge, and values necessary for security; this takes a maximum effort from all stakeholders the international community, UN agencies, and governments.

I.2 Value of Education

Filippo Grandi, United Nations High Commissioner for Refugees, stated that “Education is a way to help young people heal, but it is also the way to revive entire countries. Allowed to learn, grow and flourish, children will grow up to contribute both to the societies that host them and to their homelands when peace allows them to return. That is why education is one of the most important ways to solve the world’s crises.”¹⁷

Education is a crucial component of one's overall life, this is the most important factor in determining our level of success in the future and the number of possibilities we will have in our lives. People stand to gain a great deal from receiving an education. For instance, it sheds light on a person's mental state and the thoughts that go through their head. It provides assistance to students in formulating plans to work or continue their studies once they graduate from college. People are better able to think, feel, and act in a way that not only adds to their success but also enhances not only their own personal happiness but also the community as a whole when they have knowledge in a particular sector. Education also helps people develop their personalities, thoughts, and interactions with others, and it gets them ready for the experiences they will have in life. It elevates a person's standing in their own society as well as the society in which they reside, regardless of where they dwell. I am of the opinion that everyone should have the opportunity to receive an education from birth till death.

Having an excellent education can provide a number of benefits, including the ability to have a successful profession, a high status in society, and a high level of self-confidence. First and

¹⁷ UNHCR, Educate A Child Programme 2018 Annual Report

foremost, education affords us the opportunity to have a successful career at some point in our lives. We have access to a wide variety of employment choices, and we can choose to work in virtually any setting. To put it another way, there may be more options for better jobs, and finding them may be less difficult. The higher our level of education, the greater our opportunities will be. Education also polishes our minds, enhances our thoughts, and strengthens our character as well as the behaviors we exhibit toward other people. It gives us information on many subjects in general and our specialty in particular; in particular, it teaches us what we need to grasp in order to advance in our professional careers. Because of this, we are unable to have a proper existence or a respectable line of work if we do not receive an education.

In addition to this, education raises our prestige in the society we live in. Because of our level of education, our culture places a high value on the information that we have to offer. Education provides us with the means to instruct others in our society on matters pertaining to morality, etiquette, and ethics. People regard us in a significant and unique way because of this, as a result of the fact that we are industrious and resourceful. In addition, education positions us as leaders in our community, both when our fellow citizens look to us for advice on how to navigate a challenging situation or when they are trying to settle on a course of action. As a result, it is a privilege for us to be of service to our community and to contribute to the progress it makes. In point of fact, having a decent education is a benefit when it comes to assisting our people and constructing a healthy society. In addition, it is common knowledge that education is the single most important factor in the development of one's sense of self-confidence. Having self-confidence is a wonderful gift that bestows us several advantages and opens the door to achievement in all aspects of life. For instance, it assists us in getting high paid job positions, dealing with the difficulties of life, and keeping a positive attitude. In addition to that, having a solid education is generally the foundation for having self-confidence, which paves the road for achievement. To summarize, having a good education is indisputable evidence of having self-confidence and being successful in life. In the end, education can be summed up as the process of learning the knowledge and information that is necessary for a successful future. As I

mentioned, having a higher level of education can lead to numerous beneficial outcomes, such as a successful career, a high status in society, and increased levels of self-confidence. With education, we learn to view difficulties as challenges that need to be overcome without fear; we learn to confront new things. This is the primary reason people who are successful have succeeded, and it is also the reason industrialized countries have succeeded.

I.3. Primary education

The primary education a child receives is the first level of formal education they receive, and it can range in age anywhere from 5 to 15 years old, depending on the country. Primary education is equivalent to elementary education in the United States, Canada, Australia, and the United Kingdom, among other nations. In the Democratic Republic of the Congo (DR Congo), the term "primary" typically refers to only the first six years of elementary education, which run from grades 1 to 6. However, in the Bambasi refugee camp, which is where I currently reside (2023), primary education corresponds to the first eight years of primary school, which runs from P1 to P8. It is an essential period in the maturation of a kid since it lays the foundation for subsequent learning and for the child's own personal development. Reading, writing, mathematics, science, social studies, and often a second language are all core subjects that are typically covered in primary school. Moreover, some states also require students to take a science or social studies elective. The curriculum may differ from country to country, from location to location, and from school to school, but its overarching goal is to provide pupils with the information and abilities they need to be successful in both later stages of education and in life. Primary education has a big part in kids' ability to learn how to connect with others and build their social skills, which is another way that basic education contributes to students' ability to socialize. It is also an essential period for the formation of a child's personality, values, and sense of who they are as an individual.

In many countries, receiving a basic education is both obligatory and free of charge; furthermore, it is frequently provided by public organizations. Yet, there are also options available for parents who wish their children to be educated at home or in private schools. Refugees and Returnee Services (RRS) asserts that access to basic education is a fundamental entitlement for all children who have been displaced due to war or persecution. Education is fundamental to all elements of a child's and adolescent's development and is a critical instrument for protection, especially in a refugee camp. RRS is the primary implementing partner responsible for handling basic education in all of the refugee camps throughout the country. In spite of the obstacles, the primary objective of all of our education-related activities is to make sure that as many children as possible get the opportunity to attend school. The Refugee and Returnee Service (RRS) is in charge of ensuring that all children of school age have equal access. By making education a top priority, we hope to make a substantial contribution to the overall well-being of the children who are displaced as a result of the refugee crisis. Because the majority of refugees were either prevented from attending school or university while they were in their home country or did not have the opportunity to do so, the government of Ethiopia made it possible for refugees to enroll in higher education programs in Ethiopia. As a result, refugees were able to increase both their skill set and their depth of knowledge. Many refugee-originating nations, such as South Sudan and Somalia, have been afflicted with protracted civil wars, which have resulted in the destruction of essential infrastructure, including schools. This has made it difficult for refugees to receive an education. Young people in Eritrea spend the majority of their productive years serving in the military, which can last indefinitely and is frequently compulsory. As a result, there are extremely few possibilities for further education in the country.

Despite the country's limited resources, Ethiopia is committed to providing refugees with educational opportunities up to the university level, which have been denied to them by the governments of their countries of origin. This is evidenced by the fact that every year hundreds of scholarships are made available to refugees, giving them the opportunity to enroll in undergraduate and, for example, graduate study programs. I am one of hundreds of refugees who

have obtained scholarships and completed a bachelor's degree in sociology or, in some cases, graduate programs. I believe that many refugees have been able to realize a dream that they have been pursuing for a very long time thanks to the free university scholarships offered by the Ethiopian government, for example. The Unicore project is a good example of the right to education of a refugee pursuing higher education in Italy, which we appreciate even though it is a drop in the ocean.

Children who are enduring economic instability, political unrest, armed conflict, or the aftermath of a natural disaster are at a greater risk of being denied access to education. This is also true for children who are members of ethnic minorities or who have a disability. In some regions of the world, girls' access to educational opportunities is still severely restricted¹⁸. Let us perhaps take the example of the Bambasi camp, In the Bambasi camp, the biggest community is the Sudanese, who are the Muslims. I often saw girls who had no say in determining how they lived and the community oppresses them.

CHAPTER II. Refugee education worldwide

II.1 Why is it so important to educate a refugee?

It is essential to educate refugees for a number of significant reasons, including the following:

Empowerment: Education gives refugees the knowledge, skills, and resources they need to reconstruct their life and enhance their well-being, which in turn gives them the ability to regain their independence. Education can instill in refugees a sense of mastery over their situations,

¹⁸ <https://www.unicef.org/education>

paving the way for them to become economically independent and less dependant on outside assistance.

Education is the most important factor in ensuring the successful integration of refugees into the communities that have taken them in. Education can assist refugees in learning the language, culture, and laws of their new country, which will make it much simpler for them to converse with others, obtain work, and participate in society.

Recovery from trauma: Education can help refugees recover from the trauma of being uprooted and forced to flee their homes. It offers a feeling of normalcy, structure, and regularity, all of which can assist refugees in coping with the emotional and psychological hardships they are facing. Education: Providing educational opportunities for refugees can make a positive contribution to the growth of their host communities and countries.

Educated refugees have a better chance of finding work and making a contribution to the economy. They may also bring fresh ideas and points of view that might be of use to the societies that take in refugees as a whole. It is a humanitarian imperative to offer educational opportunities to people who have been displaced from their homes. In accordance with international law, refugees have a right to receive an education; yet, if they are denied this right, it can result in a cycle of dependency and poverty that maintains their precarious living situation. Literacy and math skills learned in primary and secondary school are the basis for learning throughout life. These help refugee kids and teens keep learning and getting better at things they need to know to stay alive and do well in their own lives. A good education helps people learn how to think critically, solve problems, and analyze things in their everyday lives. It can also bring people together, give them important information, and meet their psychosocial needs. UNHCR is committed to giving all children and young people more chances to go to primary and secondary school. In order to remove barriers to education, UNHCR has worked to make it easier for children to go to primary school and stay there. It has done this by giving them cash and

vouchers, improving teachers' skills, making more safe places to learn, and strengthening partnerships with key education partners¹⁹. Education for refugees is essential for a great number of reasons, Children and adolescents who are refugees benefit greatly from receiving an education since it shields them from risks such as being exploited sexually or physically, being forcibly recruited into armed groups, and engaging in hazardous labor. Education also helps increase a community's ability to withstand adverse conditions. Education bestows upon refugees the information and capabilities necessary to lead lives that are fruitful, satisfying, and independent of others. Education enlightens refugees, allowing them to learn about themselves and the world around them while they work to rebuild their lives and the communities in which they formerly lived. Education can protect refugee children from any kind of forced recruitment into armed groups, child labor, sexual exploitation, and child harm, to name a few of the causes. Education for refugees is essential for a great number of reasons, including the protection of refugee children from any kind of forced recruitment into armed groups, child labor, sexual exploitation, and child harm, to name a few of the causes.. This is especially relevant in situations in which the biological father is unknown, the mother is ill, or both. Education for refugees equips students with the information and skills necessary to maintain their independence and lead a life that is rich in opportunities and experiences. In contrast to what is commonly believed, refugees long for independence to subsist on their own and are constantly striving to study and acquire the skills they need to care for themselves and their families, in addition to giving back to the society in which they now find themselves.

Education educates people not only about themselves but also about the world in which they live, so it is important for these communities to have access to it. Those young refugees are bewildered as a result of the fact that they had to leave the only place they'd ever known as home at such a young age, that the journey was long and difficult, that there was a language barrier, and that they had to move from living in a house to living in a hut. A great number of refugees are left with an identity crisis, a lack of a sense of belonging, and trouble understanding the

¹⁹ <https://www.unhcr.org/primary-and-youth-education.html>

situation they have been placed in. They are left with a greater grasp of where they come from, what happened to them, who they are, and who they can become as a result of a better education system, as well as a stronger feeling of hope for where they can go. In my opinion, Education is the last stronghold for the millions of refugee children all over the world; it gives them genuine prospects for a secure and self-sufficient future in addition to that First and foremost, the school ought to be a calm and secure place to learn. In addition, schools play a significant part in the process of identifying refugee children who are at danger of being abused, sexually or gender-based violence, or coerced recruitment, and they can assist in connecting these children with the right assistance. In conclusion, educating refugees is crucial for their empowerment, integration, recovery from any trauma they may have experienced, and development. It is also a humanitarian commitment, and I consider education a durable solution for refugees.

II.2 The figure on refugee enrolment worldwide

There are currently approximately 3.7 million refugee children who are not attending school, which is more than half of the 7.1 million refugee children who are of school-age.

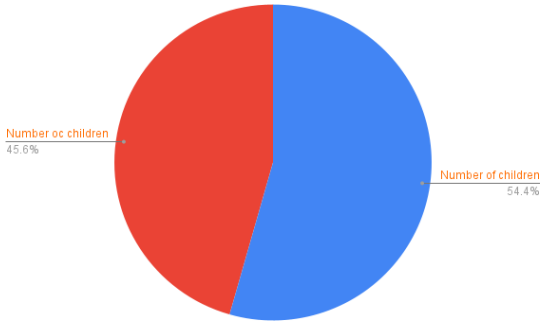
- Just 63% of children who are refugees are enrolled in elementary school, whereas the global average is 92%. This disparity exists across all levels of education.
- Just 24 % of refugees who are of secondary school age are enrolled in school, whereas 84 %of children worldwide who are of secondary school age are enrolled.

Table 1. World refugee children of school age²⁰

World refugee children of school age			Percentage
1	Number of children out of school	3.7 million	52%

²⁰ UNHCR Education Report 2022 - All Inclusive The Campaign for Refugee Education

2	Number oc children attend school	3.4 million	48%
TOTAL		7.1 million	100%



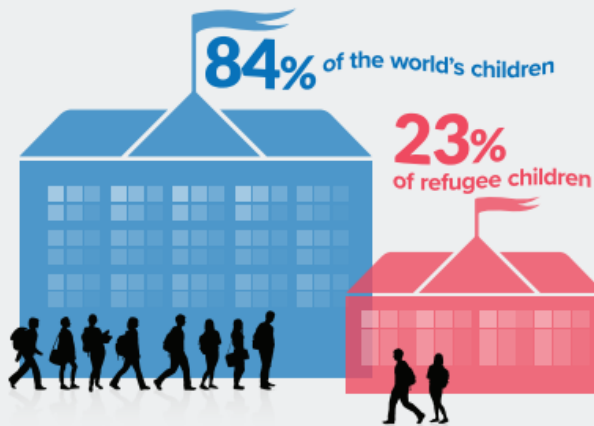
Data are retrived from UNHCR Education Report 2022 - All Inclusive The Campaign for Refugee Education

Primary school enrolment



Source: UNESCO (2016), UNHCR (2017)

Secondary school enrolment



Source: UNESCO (2016), UNHCR (2017)

Source: UNHCR Education Report 2022 - All Inclusive The Campaign for Refugee Education

•At higher levels, the percentages of refugees are 3%, while the percentage of non-refugees is 37%. report titled "TURN THE TIDE, Refugee Education in Crisis 2020." In addition to this, it investigates the educational goals of young refugees who wish to continue their education after

secondary school and emphasizes the importance of establishing strong partnerships in order to eliminate the obstacles that prevent millions of refugee children from receiving an education.

By the end of 2019, an estimated 79.5 million individuals were forcibly displaced worldwide as a result of persecution, conflict, violence, or human rights violations – the highest number on record according to available data. For the first time in history, one per cent of the world's population – or 1 in 97 people – were forcibly displaced, representing a staggering increase compared to the numbers at the beginning of the decade (1 in 159 people were estimated to be forcibly displaced in 2010). By the end of 2019, 26 million individuals were refugees, 20.4 million of them under UNHCR's mandate, and over 45.7 million persons were internally displaced. Around 40 per cent of the 79.5 million forcibly displaced individuals were children below the age of 18²¹.

If the current trends continue, hundreds of thousands more refugee children will be added to these troubling numbers unless immediate investments are made.

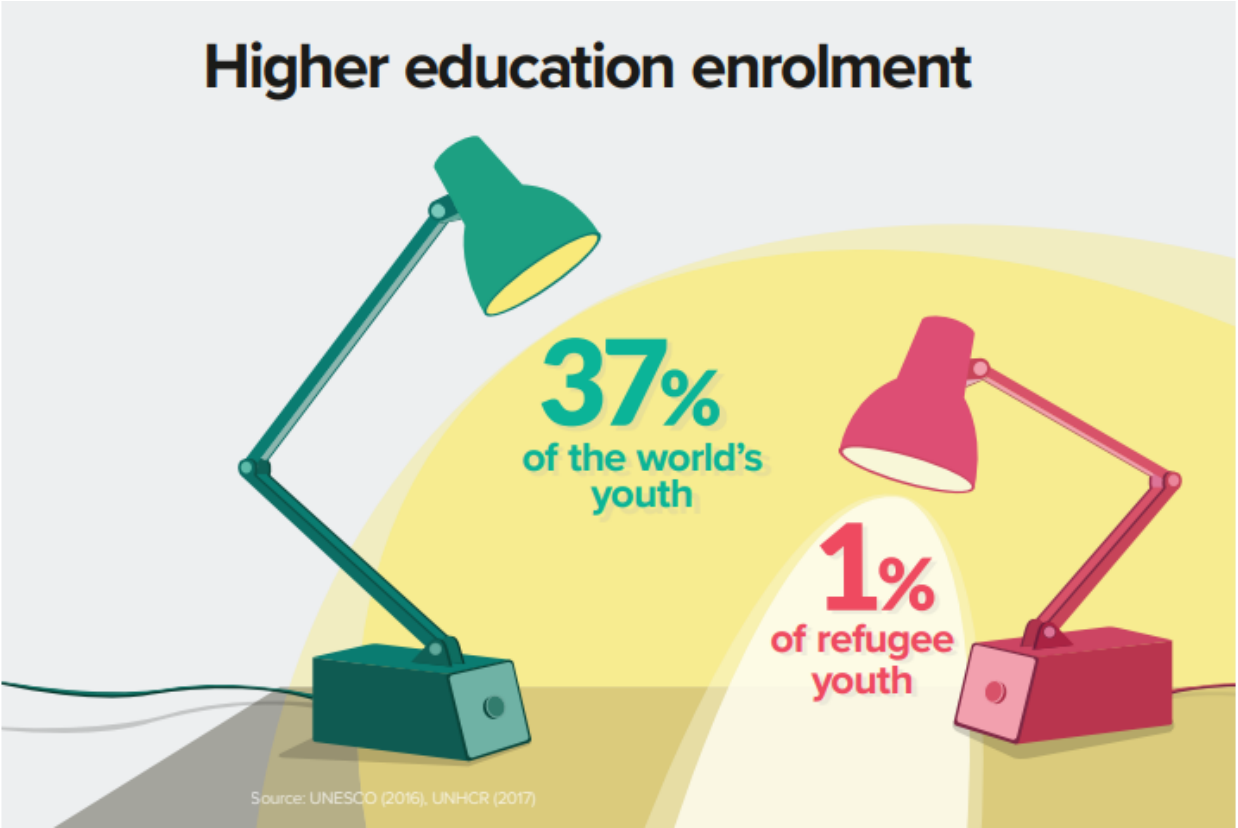
The figures that shed light on the situation The numbers that tell the story and and what we may glean from those numbers? United Nations High Commissioner for Refugees (UNHCR), In his report, "All Inclusive 2022: The Campaign for Refugee Education, UNHCR was able to provide the clearest picture to date of the situation of refugee education by analyzing data from more than 40 nations around the globe. Children and adolescents are slipping behind their non-refugee peers in terms of access to inclusive, high-quality educators who can convey their stories. The average gross enrollment rate at the primary level remained nearly constant from the previous year at 68 percent. However, the percentage for secondary school is substantially lower at 37%. The enrolment percentage at the pre-primary level was 42 percent.

The enrollment rate at the tertiary level has increased to 6%. While this is well below global averages, especially in wealthy nations, it is a significant increase from recent years, when refugee enrollment at the tertiary level was as low as 1%. UNHCR continues to work toward the 15-by-30 goal of enrolling 15 percent of young refugees in higher education by 2030, with the

²¹ UNHCR – Educate A Child Programme 2020 Annual Report

DAFI program serving as its linchpin. 6 In terms of enrollment, refugee boys perform slightly better than girls, with 68 to 67 percent at the primary level and 36 to 34 percent at the secondary level. 7 According to the most recent estimates in a report by Education Cannot Wait, the UN's worldwide fund for education, it is extremely difficult to collect complete and reliable data in these difficult situations.

Around half of all refugee children of school age (48 percent) are not enrolled in school. Since enrollment rates vary widely around the globe based on the financial resources and infrastructure available in different nations, a direct comparison with the international average does not provide us with a great deal of information. Fairer and more illuminating is a comparison of enrolment with different economic levels across the globe, and it is evident how far young Refugees must go before they have the same possibilities as everyone else. Primary gross enrollment rates are close to 100 percent across the board, from low-income to high-income states, well above the figure for refugees. In secondary school, But, a different picture emerges: Depending on a



country's income level, enrollment rates decrease. And only in low-income nations is the rate closer to that of refugees. Refugees are among the most disadvantaged people in the world.

This year, we contrasted the percentage of refugee children who were not in school with the percentage of host-country children from the lowest and highest socioeconomic levels in order to get a clearer picture of the situation. This demonstrates how limited the educational opportunities are for refugee children and adolescents. In other words, refugee children and adolescents fare no better than their non-refugee peers in the weakest segments of society. When it comes to taking exams, however, there is a noticeable gender disparity: at the elementary level, only 39 percent of Refugee students in our reporting countries were female. At lower and upper secondary examinations, the percentage of girls was 44% and 43%, respectively.

Despite the notion that "Education is a basic human right, as outlined in the 1989 Convention on the Rights of the Child and the 1951 Refugee Convention," only 68% of refugee children and youth were enrolled in primary school, only 37% were enrolled in secondary school, and only 1% were enrolled in tertiary education . And keep in mind that this took place in 2017. Since then, the figures have been revised in a negative direction. Across the world, refugees make up an increasing proportion of people whose lives have been upended as a result of being relocated against their will. As a result, their demands for aid and development have never been higher. Over 80 million people have been forcibly displaced around the world by the end of the year 2020, with 26.4 million of them being registered as refugees under the auspices of the United Nations High Commissioner for Refugees (UNHCR) and the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA), and 4.1 million of them seeking asylum in other countries (UNHCR, 2021c). Children made up 41% of the refugees who fell under the mandate of the UNHCR, which totaled 10 million people worldwide (UNHCR, 2021c). The obligation to provide shelter for displaced people is frequently placed on low- and middle-income nations (LMICs), which have the fewest resources available to spare. In 2019, just two countries with high incomes, Germany and Chile, were among the top 15 nations in the

world in terms of the number of refugees they hosted. There were five nations with a low income among the remaining 13, and eight countries with a middle income, which can be further subdivided into six countries with an upper middle income and two countries with a lower middle income⁵ (UNHCR, 2020c). By the middle of the year 2020, 39 percent of refugees and Venezuelans who had been forced to flee the country would be housed in just five countries: Turkey, Colombia, Pakistan, Uganda, and Germany²². According to the 2022 UNHCR Refugee Education Report, there are more than 10 million refugee children of school age¹ within UNHCR's mandate, including school-aged Venezuelans who have been displaced overseas.

It also emphasizes the dreams and aspirations of instructors in refugee and host communities, as well as the desires of refugee youngsters wanting to continue their education after secondary school. It asks for a reinvigorated push to incorporate refugees, especially refugee teachers, in national education systems and promotes strong partnerships to remove barriers to education for millions of refugee children. The rising complexity of humanitarian crises involving forcible displacement poses a number of difficulties in terms of data collection. In addition, the admirable progress made in integrating refugees into national education systems generates additional problems, such as a lack of statistics on student enrollment disaggregated by protection status — a problem that is expected to endure for the foreseeable future. Many refugee children live in long-term crises, and about half of them were not in school even before the COVID-19 pandemic. Since 2000, the number of people who have been forced to leave their homes has grown every year. As a result, fewer and fewer refugee children and youth are able to go to school.²³

The United Nations High Commissioner for Refugees (UNHCR) and the Education Above All Foundation, along with a wide variety of other partners, are collaborating to find a solution to this intolerable predicament. The goal of the Educate A Child program is to increase the number of out-of-school refugee children who receive a primary education, as well as improve the

²² Refugee Education Statistics: Issues and Recommendations, 2021

²³ UNHCR 2022 All inclusion, the campaign for refugees education

quality of that education and their access to it. Additionally, the program seeks to improve retention rates by supporting novel approaches to education, infrastructure, the training and development of teachers, and an improved teaching offer and learning materials. By the efforts of this cooperation, the number of illiterate children in 12 different nations has been reduced by more than 400,000 since 2012.

First and foremost, the school ought to be a calm and secure place to learn. In addition, schools play a significant part in the process of identifying refugee children who are at danger of being abused, sexually or gender-based violence, or coerced recruitment, and they can assist in connecting these children with the right assistance

24

Enrolment figures 2018					
1.CHAD	14,543	5.MALYSIA	1,925	9.SYRIA	108,349
2.ETHIOPIA	15,067	6.PAKISTAN	10,340	10.UGANDA	43,824
3.IRAN	10,601	7.RWANDA	12,243	11.YEMEN-ADEN	1,033
4.KENYA-KAKUMA	11,175	8.SOUTH-SUDAN	21,837	12.YEMEN-SANA'A	361

Case study one: Chad embraces Refugees learners but schools run out of rooms

A case study based on the UNHCR Education Report 2022 - All Inclusive The Campaign for Refugee Education, The Kouchaguine-Moura camp, Assaniah and her pupils study in the sparse shade of a tree in the school grounds even in the heat of the Chadian morning. Assaniah, 28, teaches more than 100 6-year-olds at Al

Nour School, one of the camp's two primary schools.

Assaniah, her husband, and son fled intercommunal violence in Gnouri, Darfur, to Kouchaguine-Moura two

of Toronto © UNHCR/F.



years ago. She values learning as a defense against conflict and extremism as a psychologist. She says that she is convinced that access to education and knowledge of children will help to break the cycle of violence in Darfur". The Kouchaguine-Moura camp hosts around 14,000 Sudanese refugees who, like Assaniah, fled clashes in Darfur since February 2020. They welcome approximately 2,500 students, with 16 latrines, two solar wells, staff offices and warehouses. The camp also offers a literacy program for young people people, which currently includes 108 refugee girls and 61 boys who have never been to school. "formal school – more than ever. But the field continues to grow, with nearly 4,000 new arrivals since the beginning of the year. The primary way class exceeds 160 students per teacher and ten classes they are kept outside for lack of space inside. With the resumption of conflict across the border in Sudan forcing more people to seek safety, staff fear the pressure is set on an already overloaded system increase. At the same time, UNHCR, other United Nations agencies and NGOs are facing a severe shortage of funds, with the \$510 million 2022 Humanitarian Response Plan for Chad heavily funded. The educational component of this plan he received only a fraction of the \$34 million he needed. Beyond capacity limits, teachers ensure that the risks of absenteeism due to precarious housing conditions faced by many families in the camp. " We need to make sure that children have a healthy e a balanced diet," explains Brahim, a teacher in the host community. "And some students don't come to school for sure days because they don't have proper shoes or clothes. For Assaniah, building new classrooms is best priority. " It's a place of learning and lead," says Assaniah. "²⁵

II.3 What do these numbers actually reveal? What has been done so far to reduce the gap?

According to the data, the situation of refugee education is more clearly defined than refugee children and teenagers are falling behind their non-refugee peers in terms of access to inclusive, high-quality education. Access to education and enrolment rates are frequently considered to be

²⁵ UNHCR Education Report 2022 - All Inclusive The Campaign for Refugee Education, all inclusive :the campaign for refugee education

measures of refugee integration. Nevertheless, refugee children have restricted access to schooling. Worldwide, 91 percent of children attend primary school, compared to 61 percent of refugee children. As refugee children age, the obstacles become more difficult: only 23% of refugee adolescents are enrolled in secondary education, compared to 84% worldwide. This number reveals a difference of 31% between global children and refugee children's enrollment in primary level. So establishing that refugee children do not have equal access. UNHCR has adopted the policy of inclusion for all, besides UNHCR there are many partners who collaborate to promote education of refugees. Refugee education funding is over-reliant on three sources of development aid: the US, EU and Germany. But some key alternative forms of funding have emerged.

1. **The World Bank** has committed to scaling up and coordinating support for refugee education in collaboration with other international and local partners (via its Regional Sub-Window for Refugees and Host Communities, under the bank's International Development Association).

2. **The Global Partnership for Education (GPE)** works with countries in crisis and conflict, helping to strengthen capacity and resourcing. In 2021, 62 per cent of GPE implementation grants were allocated to partner countries affected by fragility and conflict.

3. **Education Cannot Wait (ECW)** is a global fund dedicated to education in both emergencies and protracted crises. Since its inception, ECW has disbursed US\$680 million in grants to 71 entities working in 46 countries.¹⁶ Its 232 emergency responses and 55 multi-year programmes have reached over 33 million children.

4. **Philanthropic foundations and the private sector**, particularly when financing is provided through partnerships, offer good examples of supporting high-impact programmes that focus on refugee education. These include the LEGO Foundation's cooperation with the Sesame Workshop and Vodafone's support for Instant Network Schools; at a different level, examples include private sector contributions to the Global Partnership for Education (e.g., Open Society

Foundation, Dubai Cares and Stichting Benevolentia (Porticus)), and to Education Cannot Wait (e.g. the LEGO Foundation and Dubai Cares). The task now is to direct far more of these resources towards education for refugees – particularly those in long-term displacement situations, where development planning is as important as emergency action

World Children have more access to education enrollment and education rights, however refugee children have unequal access and do not have the same rights. This implies that not everyone enjoys the right to education. This may result from a number of factors, which I shall go into in Chapter III.

CHAPTER III. The Bambasi Refugee Camp

III.1. Description of the context. What Is a Refugee Camp?

While refugee camps are established in response to a state of emergency, they are viewed as exceptional and hence temporary measures to be implemented until normalcy is restored in the future. Agamben makes a similar argument when he refers to the camp as the *nomos* of our period, arguing that it embodies a permanent exception²⁶. In a new book on refugee camps, Agier argues that camps can be defined in three ways: extraterritoriality, exception, and exclusion²⁷. We may claim that camps are extraterritorial on the basis of their physical location. Although though a camp in Northern Kenya, for instance, may represent the largest concentration of people, trade, and exchange in the entire region, they are frequently located in remote places and are rarely recognized on government maps. Second, they may be considered unique from a legal standpoint, as refugee camps are typically controlled by different legal instruments than the

²⁶Giorgio A. (1998) *Homo Sacer: Sovereign Power and Bare Life*

²⁷ Michel A. (2014) *un monde du camp*

surrounding districts. They are legally subject to the host society's jurisdiction but excluded from it²⁸. The inhabitants in refugee camps, according to Agier, are subject to social isolation because they are not considered members of the host culture and community. While these types of exception and exclusion are undoubtedly formative of refugee camps, it is important to remember that these camps are not isolated islands. They are violated by those meant to inhabit them as well as the surrounding populations. Refugees leave the camps in search of means of subsistence, much as host communities may join the camps for trade, amusement, or to take advantage of services (such as health care) that may be of greater quality in the camp than in the surrounding areas. I describe how this may be investigated in the future. Initially, we may analyze the specific location and duration of camps.²⁹

III2 Goals of offering education in the refugee camp. The Bambasi Camp, Ethiopia

Prevent children and adolescents from exploitation through the immediate provision of safe, child-friendly spaces and the communication of lifesaving messages. Help youngsters address their psychological needs by restoring a feeling of normalcy and routine through the provision of semi-structured recreational and educational activities immediately.

Promote long-lasting solutions by fostering peace, independence, social and economic growth. Evaluate and plan for education gaps, needs, and capacities in collaboration with the community. In order to establish a formal school system for basic education (primary and lower secondary) and learning opportunities for adolescents within six months of the end of the emergency, measures and responses must be taken and planned for³⁰.

²⁸ Monica G. (2005) *Landscape Ecology: What Is the State of the Science?*

²⁹ Simon T. (February 2015) *What Is a Refugee Camp? Explorations of the Limits and Effects of the Camp*
retrieved: <https://academic.oup.com/jrs/article/29/2/139/2362940?login=true>

³⁰ UNHCR (2007) *Handbook for Emergencies*, third edition

Bambasi camp is located in western Ethiopia, Asosa Zone, Benishangul-Gumuz region state, In accordance with the Ethiopian federal system, Benishangul Gumuz National Regional State is one of the regional states located in western Ethiopia along the border with Sudan. According to the FDRE Constitution, it is among the emerging regions. Between 09.1700 and 12.060N, it extends along the Sudanese border. Longitudes 35° 43' 58.92" E and 10° 38' 20.45" N define the western and eastern boundaries, respectively³¹. According to Benishangul's amended regional 32 constitutions, the Benishangul Gumuz National Regional State has both national and international borders. It is bordered to the north and northeast by Amhara National Regional State, to the south by Gambela National Regional State, to the southeast by Oromia National Regional State, and to the west by Sudan. The Benishangul Gumuz National Regional State had a total area of 50,380 km², according to several sources. Benishangul Gumuz is one of the Ethiopian regions that share a border with Sudan, as noted previously. Sharing an international border, particularly with conflict-ridden nations such as Sudan, may assist refugees in crossing the international boundary. Having cultural contact and strong social ties at the border is another characteristic that helps refugee transit to host nations. The Bambasi camp is located around 650 kilometers away from Addis Ababa, the capital city of Ethiopia. The constitution for the Benishangul region was recently updated, and it states that the Benishangul Gumuz National Regional State will have both national and international borders. In the north and northeast, it has a border with the National Regional State of Amhara. In the south and southeast, it shares a border with the National Regional State of Oromia. In the west, it shares a border with Sudan. The Benishangul Gumuz National Regional State has a total area of 50,380 km² according to the various publications that were written about the region. As was just mentioned, Benishangul Gumuz is one of the regions of Ethiopia that is located along the border with Sudan on the international level. Having a shared international border, in particular with countries that are currently experiencing civil war such as Sudan, can make it easier for refugees to cross

³¹ <https://latitude.to/articles-by-country/et/ethiopia/24319/benishangul-gumuz-region>

international borders. One more thing that makes it easier for refugees to migrate to nations that are taking them is the presence of cultural links and a strong social bond surrounding the border.

By the 31st of January in 2018. There are a total of **17,279** refugees staying in the Bambasi camp, of which **62%** are under the age of 18 years old. There are currently 4,259 refugee households that have been registered and given ration cards. In regards to the educational system and infrastructure. There is one primary school, three preschools, one middle school, one high school, one youth education program, and one adult education center.

There is a health clinic that provides free care to refugees as well as the host communities surrounding the camp. It provides the primary health care, including outpatient consultation and inpatient admission services; • reproductive health, HIV services, awareness-raising, and psychosocial counseling; • preventive and community health care; • maternity and child health services, including immunization; • pre-departure medical screening or medical escorts during RST and relocation. Nonetheless, fewer refugees sleep under mosquito nets. Refugee mothers are far more likely than their counterparts in their host countries to ingest supplements during pregnancy and give their infants baby food and supplements.

My story in Bambasi

I spent four years residing in the Bambasi refugee camp, starting in the year 2016, before arriving in Italy in September 2020 to pursue my studies at the University of Padua. Unlike the other 17,000 Sudanese refugees there, I did not come to Bambasi camp to seek shelter. Instead, I was part of a team of refugee teachers from another camp called Sherkole Refugee Camp, where I arrived in 2013 after fleeing war and violations in my country (the DR Congo). We were there as part of an initiative to strengthen the education system because the primary school in Bambasi suffers from a lack of sufficiently qualified teachers. Sherkole refugee camp is located about 100 kilometers from Bambasi. My preconceived notion of a scorching, desolate, windswept plain covered in huts was completely demolished when I arrived at Bambasi because it was stunningly

gorgeous. The camp, which was situated on three rolling hills covered with trees and vegetation, seemed more like a village than anything else. The refugees made their homes in mud houses with thatched roofs and rounded walls. It was the rainy season, and the weather was frequently quite cold. After I got past the first shock of arriving somewhere new, it poured down rain for a while, and when it finally stopped. An already-serving incentive teacher called Johnson came to welcome us. (All the refugees who worked in the camp are called incentives because their remuneration is called an incentive and not a salary.) He was 28 years old and was originally born in the southern region of Sudan. He introduced me to the camp's community leader as well as the community in general. After introductions to each other, we proceeded to take a stroll around the camp together, and everyone there was excited because they believed they had newly qualified teachers. Of course, I was not, as I held a grade twelve certificate, but in Bambasi, if you hold a secondary school certificate, you are considered qualified. As we walked around the neighborhood, the kids followed us and greeted me with "Mwalimu," which is the Arabic word for teacher. I would do things like teach them dances, play ball, or play other typical games with them, but of course, there were some things that I just couldn't get my head around. I had the impression that I was powerless, and the only thing I could do was make symbolic gestures like smiling or shaking hands with those around me or playing games with children while paying attention to the challenges they faced. Yet, because they acknowledge an individual as a person rather than merely a refugee, these things might imply anything. On my stroll, what I observed and was told by members of the community was that life in a refugee camp is never simple and that growing up there is difficult. It is a life of poverty, with restricted access to educational options, few access to facilities for sports or recreation, and few opportunities overall. There is a pervasive sense of hopelessness and despair, but the worst issue is that the majority of people are starving. Parents struggle to feed their children most of the time, and family members told me that they only had one meal a day. Every time I observed them, I couldn't help but feel ashamed and sad, and writing this paper, I believe this will be a turning point not only for me but also for many refugees from the Bambasi refugee camp, and especially for the children. I could see the

bulging tummies of the children, which were caused by malnutrition. I could also see the skinny legs of the kids, who were wearing ripped clothing and walking barefoot. We as refugees are most struck by what we lack: namely, possessions, identity, and the things that reinforce our dignity. The majority of refugees have only the clothing they arrived in; very few have shoes, and many children and elderly people have no clothing at all. There are no funds to give clothing, as I have never received any since my arrival.

I found myself blocking out the reality of the scenario and conversing with kids as if they had met the messiah. I just met them on the small paths passing through the camps, and they all wanted to greet me: "Hi, how are you? I am fine, thank you. Of course, they are not fine; they are never healthy; they never have a pleasant day or a full night's sleep. You wish you could say something to alleviate the suffering and improve the situation.

It was my first sight and my first day in the Bambasi refugee camp. It was Saturday, September 23, 2016. After a day off, it was finally Monday, and that meant going back to school. Monday, September 25, 2016 was the day I started work at school. I was motivated to start work. All the teacher, national as well as incentive teachers, were needed for the task of registering the student. I have assigned a grade 5, and the first problem I had was the language barrier. I spoke in English, hoping that the students who were promoted to grade 5 are capable of conversing in English. Springly, they were not able to communicate because they all wanted to express themselves in Arabic; they did not speak English, and I quickly learned how to communicate with them. This was my first shock; the second shock was that they were not able to form a simple English sentence, and a few of them could not even be able to write their names. The third shock is when class started. We concluded the list of students, and on September 28th, we started to teach. I might teach social studies for 4 grade fives, each classroom it contained 106 students on average which was very difficult to manage. I only taught eight days. Before leaving the Sherkore refugee camp, I had taken the university admission exam, so I was waiting for the

results. The results came out and were positive. so I had no choice but to quit my job and go to college.

During these eight days as a teacher, I have been consulting my colleagues teachers and the school principal, and I have spent four years as a community member. I was able to identify a number of obstacles that prevent young students at Bambasi Camp from accessing and completing primary school; for instance, poverty is the main root; there are also other factors, such as classroom shortages, a lack of qualified teachers, a language barrier, child exploitation and an opportunity deficit.

III. 3 Economic rights. Do refugees have economic rights? Are they allowed to work in exile?

The answer is yes. The 1951 Refugee Convention, which is the international legal framework governing refugees' rights, expressly stipulates such economic rights. Articles 17 and 18 declare that refugees have access to wage-earning, work, and self-employment, while Article 19 states that refugees may pursue and engage in liberal professions while in exile. Mainly, the economic generator in the camp is food assistance distribution because it is provided to each individual in the country. In addition to food aid, wage employment in the camp, and profits from companies within the camp, refugee households get remittances from family and friends outside the camp; these are the primary economic drivers in the camp. Based on my observation and experience, I realized that I usually thought of refugees in terms of immediate short-term aid, with little consideration for the long term. We need shelter, water, and food, which the UNHCR does its best to provide. But in camps such as Bambasi, many have already been refugees for 10 years and have no immediate prospect of returning home. In reality, they are trying to build a town with adequate educational, community, and health facilities to establish and sustain small businesses to support 17,000 people. Many refugees told me that before they were forced to flee, they owned property, lived in nice houses, and had cars, money, and good jobs. Now they are

living miserably because they have left everything behind. Although there are not many educated refugees in Bambasi, a degree has little value in a refugee camp because a person with a degree is given a certain amount of money by someone who has not completed primary school, so they are used to a new life. Yet, they strive to preserve their pride and dignity. Despite the fact that they do not have enough food to feed their children or enough money to clothe them, The refugee economy consists mostly of a robust exchange of goods and services both within the camps and with the neighboring host economies. The choice of aid distribution mechanism has significant implications for the well-being of refugees and, possibly, the host nation as well.

Food Distribution

The delivery of food aid in refugee camps is a crucial humanitarian intervention that ensures refugees have access to essential nutrition and are not malnourished. World Food Program, UNHCR, and the Refugees Returnee Services typically distribute food help at Bambasi refugee camps.

Bambasi camp refugees receive assistance in the form of monthly food packages distributed by the World Food Program (WFP), the organization responsible for transporting and distributing food aid to refugees. Although there are instances when he is timely and other occasions when he is late, even though this is what keeps us alive, the food that we are given is not enough, and the reason for this is that we live below the poverty line. As a result, mental health issues such as sadness and malnutrition can develop when there is little food available. Although the pulses, cereals (occasionally 30 kg of wheat, sorghum, or maize), 0.7 kg of oil, and 0.2 kg of salt that are provided are not sufficient for one-month survival, the cereals themselves have very little nutritional value. and is completely inadequate for diets that last for an extended period of time. We do not have access to fresh fruits or vegetables, meat, eggs, or dairy items while we are here in the camp. Some children are raised on a diet consisting of a little bit more than just oats.

Despite this, the refugees who are currently housed at the Bambasi camp are extremely fortunate. They are encouraged to cultivate crops or vegetables each year for a few months inside their compounds or even outside, but always inside the camp, and seeds are provided to them by UNHCR partners. This may take place either within or beyond the confines of their confinement. I was personally successful in cultivating maize, groundnuts, cassava, and bean crops in the Bambasi camp, which is famous for the fertility of its soil. We were able to obtain fish on a consistent basis and at an affordable cost from the Yabus River, which is located in close proximity to our campsite. Because of the dire economic circumstances, the vast majority of the refugees are forced to sell off a portion of their rations and put the money aside for several months in order to purchase clothing for their children. When the most money you can make working in the fields of a local farmer is 0.80 euros a day and that barely covers the equivalent of the plant-based meal, it takes a very long time to outfit a family of eight even though it only costs 4 euros to dress a refugee child. This is because the maximum amount of money you can earn is 0.80 euros a day. At home, it's simple to see these people as nothing but mouths to feed who can't take care of themselves and are totally dependent on those who work for humanitarian agencies.. But, in point of fact, they do so. They construct their homes and make an effort to develop the camp by constructing huts to serve as living quarters, shops, schools, and welfare centers among other establishments. They cultivate the inner fortitude necessary to make the most out of the circumstances in which they find themselves. Because they are cut off from the rest of the world, the refugees at the Bambasi camp have an urgent requirement for food and clothing, as well as for interaction with the wider world. The majority of their families are clueless as to the whereabouts of their loved ones. There are efforts to guarantee that the distribution of food aid is fair and transparent and that all refugees in the camp have equal access to food. This includes establishing registration and distribution procedures, monitoring the distribution process, and providing refugees with feedback channels to ensure their needs are satisfied. Besides these efforts, the provision of food aid in refugee camps can be hampered by logistical obstacles, the worst of which is financing shortfalls that result in inadequate food. In order for the refugees to

gain additional food, they engage in different activities. In addition to that, the fact that the refugees do not have enough food causes many consequences, including malnutrition for children and negative effects on education because it is difficult for a child to go to school without eating; instead, they engage in forced work to ensure that they can support their households and get something to eat.

Work

The majority of refugees who arrive in exile bring little or nothing with them except the clothes they wear. Due to the lack of alternative options, refugees are pressured to find employment, and some even put their children to work so that they can contribute financially which has a significant negative impact on education as it causes the student to miss classes or drop out of school entirely. In this section, I will discuss employment that occurs inside and outside the camp, focussing on how this employment affects children's access to and completion of primary school.

The employment inside the camp include kindergarden and primary school teachers, social workers at the camp clinic; and others are incentive workers for UNHCR and various NGOs; However, my focus in this domain is the food distribution, labor-intensive tasks such as unloading trucks carrying food and supplies to the camp and finally the work of unload the truck and bajaj which supply exchange goods from out side and carry the luggages inside the camp, since this is where you will find children who do not attend a school or drop out.

They are awaiting the merchants who bring the items, mainly food, by vehicles or Bajaj, as neither truck nor Bajaj is permitted within the camp. These manpowers including children clerks labor with unloading and transporting the goods into the camp while receiving a small wage. In the camp, a significant number of refugee children try to go to school while working, but rarely succeed, which is the death of their lives. On the other hand, there are many cases of early marriage, in which families choose to marry off their young daughters in order to ease the financial pressure on the family.

Now let's come to employment and take it out of the camp. In the morning, I always observed a line of refugees heading outside of the camp in search of jobs with local farmers; the majority are women and girls. They are in the hopes of earning \$0.8 per day by cultivating in the fields. According to my view, the lack of food in families leads the entire family to seek employment. This results in abuses of the fundamental human rights of children, including the exploitation of children for forced labor and the denial of their access to education.

Local Merchandising and Handwork

In Ethiopia, where I formerly resided, refugees' economic rights are neglected, compromised, or, at best, practiced intermittently. Refugees frequently confront formal and informal restrictions on their economic activity. Below are some examples of obstructions. For instance, refugees are not permitted to engage in economic areas and are restricted from working in a formal function. Another example is that refugees frequently lack access to financial and banking services, making it difficult for them to obtain initial capital to start businesses. Additionally, refugees are frequently denied access to and use of land and other natural resources, such as lakes and rivers, making farming and fishing extremely difficult. Despite the fact that the refugees face challenges similar to those we mentioned above, they have the opportunity to do business in the camp. This includes opening small shops and restaurants, butcher shops, and pursuing various vocations such as weaving, barbers shops, and tailors which are doing sewing activities.

Energy

On the UNHCR profile of the Bambasi refugee camp, it is stated that ethanol is provided for cooking, but in reality, this is not the case. We may receive ethanol one month and then three or four months later the following month as of this writing in March 2023. According to information provided by the refugees, no ethanol was distributed last year. As ethanol is not distributed, refugees are looking for alternative fuels and cooking methods. For example, at our place, we have to buy at least two large bags of charcoal from the local people, each one costs

400 birr times two, which is 800 birr. The teacher's salary in 2017 at that time was \$700. Then those who do not work or have no income have to enter the forest to collect firewood, which is a difficult journey. , they leave in the morning and return in the evening However, among the Sudanese refugee community, only women and girls cook, wash dishes, and do all other household chores. No boy or man does the dishes or chores. Boys and men returned to home only to eat and walk. Although my research focuses on the impact of camp life on education, I would point out that since the camps do not provide enough energy for cooking, young ladies go to collect firewood instead of attending school regularly and this lead l to poor academic performance and dropouts.

The Refugee and Returnee Service (RRS)

RRS asserts that access to basic education is a fundamental entitlement for all children who have been displaced due to war or persecution. Education is fundamental to all elements of a child's and adolescent's development and is a critical instrument for protection, especially in a refugee camp. RRS is the primary implementing partner responsible for handling basic education in all of the refugee camps throughout the country. In spite of the obstacles, the primary objective of all of our education-related activities is to make sure that as many children as possible get the opportunity to attend school. The American Recovery and Reinvestment Act (ARRA) is in charge of ensuring that all children of school age have equal access. By making education a top priority, we hope to make a substantial contribution to the overall well-being of the children who are displaced as a result of the refugee crisis. Because the majority of refugees were either prevented from attending school or university while they were in their home country, or did not have the opportunity to do so, the government of Ethiopia made it possible for refugees to enroll in higher education programs in Ethiopia. As a result, refugees were able to increase both their skill set and their depth of knowledge. Many refugee-originating nations, such as South Sudan and Somalia, have been afflicted with protracted civil wars, which have resulted in the destruction of essential infrastructure, including schools. This has made it difficult for refugees to receive an

education. Young people in Eritrea spend the majority of their productive years serving in the military, which can last indefinitely and is frequently compulsory. As a result, there are extremely few possibilities for further education in the country. In spite of the country's limited resources, Ethiopia has made a commitment to giving refugees educational possibilities, all the way up to the level of a university education, which has been denied to them by the governments of their home countries. This is demonstrated by the fact that each year, hundreds of scholarships are made available to refugees, giving them the opportunity to enroll in undergraduate and, in some cases, postgraduate programs of study.

Many people in Ethiopia have been able to realize a dream that they have been chasing for a very long time thanks to the free university scholarships that have been offered by the government of Ethiopia. After receiving their degrees, a number of displaced people were able to establish their own companies inside the confines of the refugee camps. Working in the unofficial economy is how some people get food on the table for themselves and their families. When they get back to their homes in Eritrea, the education and training they received in Ethiopian institutions and colleges will be of great assistance to them in putting their lives back together³².

III. 4. Organization of the school system in Bambasi

The Bambasi Refugee Camp Primary School is located in the Bambasi Woreda (district) of the Benishangul-Gumuz Region. One of Ethiopia's nine pledges under the Comprehensive Refugee Response Framework (CRRF) is to expand refugee children's enrolment in pre-school, primary, secondary, and university education without discrimination and within the constraints of available resources. In Ethiopia, the overall approach for managing refugee teachers is to staff refugee camp schools with qualified national teachers. At the primary school in the Bambasi refugee camp, however, there are only 20 teachers, of whom 22% are national teachers with the appropriate qualifications, and 53 refugee teachers, of whom 78% have qualifications below the minimum requirement for teaching secondary and lower categories. With UNHCR funding, the

³² <https://rrs.et/education/>

Refugee and Returnee Service (RRS) is responsible for employing suitable instructors for primary schools in refugee camps. UNICEF, with the assistance of Education Cannot Wait (ECW), As ECW's grant agent, UNICEF was implementing three major components in the refugee context, namely the construction and development of secondary schools, the expansion of congested primary schools, and the capacity building of refugee teachers. UNICEF supports incentive teachers who have not participated in the refresher program by observing and providing feedback on areas for improvement in the classrooms as they teach, as well as providing guidance on teaching methodologies, student-centered instruction, lesson plan preparation, and classroom assessment of learning and students..

III.4.1 Information about school. 2021/2022 Bambasi refuge camp primary school staff

ACADEMIC STAFF					NATIONAL STAFF	ADMINISTRATIVE STAFF				
NO		M	F	T			M	F	T	
1	National Teacher	18	2	20			Director	1	-	1
2	Incentive teaches	47	6	53			Secretary	-	1	1
	Total	65	8	73			Feeding supervisor	1	1	2
						TOTAL	3	1	4	
					Incentives staff					
					Incentive workers		M	F	T	
						Cleaners	-	16	16	
						cooks	-	24	24	

		Guards	8	-	
		TOTAL	8	40	48

Teachers status

As we can see from above table, the total number of qualified teacher are 20 which makes them 22% and intensive teacher are 65 incentives teachers wich make them to be 78%.

What does this ratio then reveal? It is evident that Bambasi Primary School lacks an adequate number of qualified teachers, indicating that the school is suffering a teacher shortage.

The vast majority of the school's teachers lack both the necessary knowledge and skills to adequately deliver the requisite curriculum to their students. This could lead to learning gaps, preventing students from receiving the education they need to succeed in higher grades. This implies that children living in Bambasi Camp do not have access to quality education.

Bambasi Primary school data

Classroom student ratio of 1:117

textbook student ratio of 1:3 (from grades 7 and 8)

1:6 (from grade 1 to 6)

Area of the scholl	30,000 meter square		
School grade level	1-8		
School service	2 shifts		
Number of classroom	permanent	35	temporarily 16
Number of latrine hole	for teacher	4	
	For masculin student	12	
	For female student	12	
	Common for all students	8	
Girls friendly space		2	
Library		1	
Department room		3	
Teacher staff room		1	
Pedagogy center		1	
Feeding hall		1	

School student data by grade level

Student registered in 2020/2021

Grade	Students		
	M	F	T
1	360	351	710

2	325	284	609
3	295	260	555
4	382	287	669
5	327	311	638
6	572	601	1173
7	459	347	802
8	227	127	344
Total	2937	2568	5505

Student registered in 2022

Grade	Students		
	M	F	T
1	338	289	627
2	317	286	603
3	295	260	606
4	568	556	1124
5	410	372	782
6	242	297	627
7	266	292	558
8	302	215	517
Total	2937	2568	5505

Coversation Rate (gross enrolment)

2019/20 bambasi primary school data in brief

	Male	Female	Total
	63.2%	36.2%	100 %
Pass rate	91%	90.77	
Dropout rate	9%	9.5	

2010/2021 the brief description data of grade 8

Registrated in	M	F	T
	156	89	245
No.who took exam	141	81	222
No. of student scored			
50% and above	16%	3%	19%
No.of student drop out	15	8	23

What really ths figure tell us:

Curriculum of the bambasi Primary school

Case study on the effect of Language barrier

South Sudanese Refugee in Uganda. As a refugee from South Sudan, Edward entered primary school in Uganda in 2001 with no knowledge of English. His teachers were primarily Arabic-speaking refugees who had trained or taught in what was then Sudan, whereas their teaching manuals were in English. Edward recalls, “Most of our former teachers could not speak very well, they were just writing things on the blackboard, that gave us hard time.” He continues, “All we did was copying, copying, copying, I was frustrated. I had to leave. That is why even up to university I had problems with my grammar, the tenses.” Edward spent his upper primary and secondary school in shared space schools in Arua, in northern Uganda, with majority national

students where language continued to pose a major obstacle to learning and belonging. Edward explains that because he and his refugee peers predominantly spoke Arabic and little English, it was very hard for us to interact with the Ugandans in the school that we were in.” Despite feeling isolated, in secondary school Edward made a Ugandan friend who shared an interest in art. Through their interactions, Edward began to learn Lugbara, his friend’s home language and one of 68 languages spoken in Uganda. In university, where most of the Ugandan students spoke Luganda, Edward was faced with learning yet another language. “It was very hard for me to, like, integrate.” He started to learn basic greetings in Luganda, though he still doesn’t understand the language. For Edward, learning languages of the host country is essential for belonging and social cohesion. He explains that in university, “I first saw the need for these local languages to be learnt by refugee students” so that nationals and refugees could communicate through a common language

III 4 Challenges of schools

School and the teachers face numerous obstacles, including a lack of textbooks and teaching guides, a lack of orientation on a new curriculum for teachers in refugee camps, a very low salary and incentives for refugee teachers, and a high number of incentive refugee teachers who are unqualified, insufficient professional growth opportunities for educators and excessively high number of pupils crammed into each classroom, Every morning, a stream of students lines up for a school assembly and this school, like many others across the country, has no other choice than to run double shifts. “There are about 110 students per class and managing them is difficult, during hot, dry months when the temperature pushes above 33 degrees, the classroom dynamics become even more challenging to manage it. During her tour, Chopra Jonas met children and youth residing in the Bambasi refugee camp, which is home to 17,000 refugees primarily from Sudan, as well as the Hitsats and Adi-Harush camps, which are currently home to

55,000 refugees from Eritrea."Children displaced by war and natural disasters have the most disturbance in their lives."³³

Photo1.classrooms that are so crowded that they are about to burst



Refugee students/Bambasi refugee camp. Photo Unicef

³³ <https://www.looktothestars.org/news/19038-priyanka-chopra-jonas-visits-ethiopia-with-unicef>

CHAPTER IV. Analysis And Discussion

IV 1 Lack of opportunity in the camp

In the refugee camp, most people are depressed. Refugees may feel sad, hopeless, and lose interest in things they used to do, like pursue their studies, for many reasons, but the primary one is the lack of opportunity in the camp. While the camp set up in context of emergency context, it was observed it can last longer. Sherkole Camp, where I started living as a refugee, was established in 1988; Bambasi Camp was established in 2012, and it seems there is no plan to close it.

Let me give you a testimony from a young refugee boy. When I arrived at Sherkole refugee camp in 2013, I was mainly there to see people locked up inside the camp. To get out, you had to ask for an authorization paper, and not everyone was entitled to that. Only eight people per week per zone; I observed people living day to day; they don't know tomorrow; no one can set a goal; young men and men spend most of their time drinking local alcohol, which is very dangerous because they don't test the amount of alcohol over there, so I joined the drunkard. Later, I discovered another group of peeps; they are young people between 20 and 30 years old. Every evening, they meet to kill time by smoking marijuana and telling each other stories in order to relieve stress and anxiety. I haven't taken marijuana, but I liked spending free time there listening to their stories. I met the young boy; his name is Issa from South Sudan; he was 25 years old; he was born and raised in the camp; he didn't complete primary school; he did not work. I asked him why he did not finish primary school since the school is free. He told me to study or not, it is the same. Because there is no job in the camp, and even if you got a job, every refugee would receive an equal amount, even if you hold a degree and are performing the same job as those who did not complete primary school, he noted that he dropped out because there is no reason to study; it is just a waste of time. I've always been there in the evening for 3 months, but one day I heard the voice charging me, Maurice, what do you think?; this is the best place you should be."

In my heart, I replied, "Yes," but then I heard the voice again: "This is the place of useless people. You should be at home and help your wife with housework and taking care of the children. I immediately got up and walked home. From there, I start thinking about how I can struggle to live a positive life even if I don't see tomorrow. I started learning English intensively and enrolled in the language center, but I also spent at least 8 hours a day reading grammar, stories, and simple conversations. In 2014, I started learning Ethiopian calligraphy to prepare for the university entrance exam. In 2015, I took the first exam and failed; in 2016, I took the second, and this time I passed. So based on his perspective on the benefit of learning in the camp, he is sharing it with other teenagers and parents who don't push their children to enroll in school

Here the question, should refugees receive the same amount of pay, if they perform the same amount of work? By international law, all refugees have the right to work and receive equal wages. The 1951 Convention Relating to the Status of Refugees requires Contracting States Parties to grant refugees the right to work and establishes three implementation benchmarks. Secondly, Article 17 (1) of the Convention requires contracting states parties to grant refugees "the most favorable treatment accorded to foreign people in the same circumstances." Second, Article 17 (2) states that restrictions imposed to protect nationals from foreign competition for jobs shall not be applied to refugees... who meet one of three conditions: a) when s/he has completed three years of residence in the host country; b) s/he has a spouse possessing the nationality of the country of residence; c) one or more of his/her children are nationals of the country of residence; Thirdly, Article 17 (3) specifies that contracting states must "give sympathetic attention to integrating the rights of all refugees" to be identical to those of their own citizens. Under international human rights law, refugees also have the right to just employment conditions. The Universal Declaration of Human Rights (UDHR) ensures "fair and favorable working circumstances" for everyone. It asserts that "everyone has the right to equal remuneration for equal effort, without discrimination" (Article 23: 1-2). Article 6 of the

International Covenant on Social, Economic, and Cultural Rights also supports the right to work (ICESCR).

In Ethiopia , a foreigner included a refugee in order to be allowed to work he need to acquire work permit.and for the refugee They was entitled to acquire work permit until Ethiopia adopt nine pleidges till 2016, even if they adopt it has never put in action till now.

In Bambasi Camp, refugee incentive personnel hold a variety of highly qualified roles, including supervisors, 3 directors of preschool, two vice directors of primary school, and social workers. The overall number of incentive employees hired by NGOs could not be estimated. The incentive for a refugee varies from 720 to 1200 ETB birr (12.64 to 20.98 euros). In this section, I will focus on incentives for teachers. The teacher incentive payment is 920 ETB per month, equivalent to 16.080 euros. According to the information that I possess, the monthly salaries of Ethiopian national teachers range from approximately 7,000 to 12,000 ETB. Let me try to explore further for a better understanding. The incentive teacher in a refugee camp is a teacher who is also a refugee; his or her remuneration is very low compared to that of his or her national colleagues, who are citizens of the host country.

An incentive for a teacher is a factor that motivates or encourages them to perform their duties and responsibilities effectively. Incentives can be both intrinsic and extrinsic. **Intrinsic** incentives are those that come from within the teacher, such as a desire to help the children in his or her community, a sense of purpose, or a passion for teaching. **Extrinsic** incentives are external factors that motivate the teacher, such as salary or remuneration (which, of course, is very low), benefits, and recognition. In the context of a refugee camp, incentives for teachers may include things like salaries, opportunities for professional development and training, access to resources and materials, recognition and support from colleagues and supervisors, a positive work environment, and the satisfaction of making a meaningful difference in the lives of their students. Providing these incentives can help attract and retain qualified teachers in refugee camps, which can ultimately improve the quality of education for the children who live there.

National staffs are eligible for periodic performance-based pay increases, whereas refugee incentives have remained fixed for nearly eight years. Ineffectively, refugees have petitioned charities for increases in incentive payments." To my knowledge, no incentive increase has occurred. Despite the fact that UNHCR oversees the incentive policy of NGOs, pay rates are not standardized. A Cause of Frustration: Inadequate Teacher Incentives

The majority of the employees in the camp are refugee educators and educational officers. Refugee teachers in the United States have long advocated for incentive hikes, arguing that this would boost the wage parity between refugees and Ethiopian teachers working under comparable conditions. The monthly salaries of contracted and casual Ethiopian teachers are 7,000–10,000 ETB (birr) and 920 ETB (birr) per refugee, respectively. Refugee teachers regard the wage discrepancy as a violation of their rights. According to these teachers, rewards are paid unfairly, and it is difficult for refugee teachers to survive on incentives. In addition, refugee instructors complain about incentive payment delays. In the majority of months, refugee incentives are paid late, whereas Ethiopians are paid on schedule. According to my wife, they have never received the January 2023 salary, despite the fact that national salaries are provided monthly.

Why does the UNHCR retain an incentive policy that does not offer equal pay for equal effort to refugees? One justification for this regulation is that refugees receive "humanitarian assistance" and do not, therefore, deserve full pay. At our meeting, a UNHCR staff member informed us that refugees receive incentives "because their finances come from donors." He says that refugees have access to free housing, food, medical care, water, and education. Yet, we did not concur with this logic. "It's not normally fair, and it doesn't even take the workload into account," f. "UNHCR supplies us with free materials, as suggested by non-governmental organizations. Yet the reality is that a person cannot endure that. You must purchase sugar for tea, milk for the children, charcoal, and cooking fuel. Even those who are truly reliant on rations run out of food after ten days [in a 15-day cycle]. Thus, this reasoning is completely false. This incentive for refugees cannot possibly supply a family in the camp with a minimum standard of living." While

I was in Bambasi Refugee Camp, some refugees and their teachers protested that their rights were being ignored. The continuing inequalities they experience in the workplace indicate that the businesses that employ them do not take their abilities and qualifications seriously. This has two effects on education: refugees are not motivated to teach because of unequal remuneration, and as a result, they will not provide a decent education. Second, the students lack motivation to study because they have spent their entire lives in a refugee camp, where they have developed a negative attitude toward education and have little hope of obtaining a well-compensated job. Moreover, their parents do not view education as a necessity due to the extremely low wages of refugees.

IV 2 Lack infrastructure

In Bambasi primary school, classrooms that are so crowded that they are about to burst.

The educational infrastructure includes appropriate space to learn. This is one of the most fundamental requirements for ensuring access to education. Classrooms are the most prevalent setting in which groups of children engage in structured instruction. Parents and communities expect formal education to take place in classrooms that have been designed for safety and comfort. While informal education can take place in a variety of settings, including tents, temporary shelters, plastic sheeting, the shade of trees, places of worship, and people's homes.. Among the characteristics of a suitable infrastructure are: Typically, a country's Ministry of Education establishes standard for adequate space per student sufficient space for 30–40 students per classroom to maximize instructor utilization, Adapted to the region's natural dangers, construction approaches that guarantee the safety of children in schools and Separate sanitary facilities for boys and females as well as the workers.

The facilities may be inadequate in a variety of ways, such as being overcrowded or unsafe, lacking adequate sanitary facilities, and lacking water for hygiene. The health consequences of insufficient toilets and sanitation are severe. Specifically, girls are forced out of school if

facilities are insufficient. During the onset of menstruation, if sanitary facilities are inadequate or nonexistent, older girls in primary school will miss a substantial amount of school or will likely drop out. Also, when the school's official enrollment capacity is reached, pupils may be turned away. In the Bambasi context, as we can see from the figure, there is a vivid issue of a lack of sufficient classrooms; the ratio is 117 students per room, which makes it complicated for the teacher to manage class, the pupils are likely not to follow the session, and the environment is unpleasant for both teacher and students. The outcome is that the student will perform poorly, not want to attend class, and even drop out. To find a solution to this issue, UNHCR, in collaboration with RRS, constructed a semi-permanent structure comprising six classrooms made of corrugated iron sheet to alleviate the shortage of classrooms in the primary school. These additional rooms were constructed in 2017 as temporary, but till now, after six years, they are still used to deliver classes.

IV 3. Lack of teachers and personnel

Teachers matter more than any other single factor for the quality of learning in schools. Teachers are the central aspect of refugee education. Sometimes there is no building and no administration, but there is a teacher. It is these teachers who determine the effectiveness of refugee education. While schools can provide safe environments, the trauma of war, it is teachers who determine the availability and quality of these programs daily. Poor quality education reduces demand, and thus enrolment and persistence in investing in the supply of quality teachers are critical to achieving the goals of access and quality outlined in the UNHCR Education Strategy. Currently, Bambasi's primary indicator shows that the number of teachers is very low, and it is obvious that the quality of refugee education is determined by the number of students per teacher. While class size matters, a large class of up to 110 or even 117 children, for example, can also be an effective learning environment with a skilled teacher.

Indeed, it is not so much the number of teachers that matters as their quality. The second indicator of quality in refugee education is the percentage of qualified or trained teachers, which is a better, though not perfect, proxy for quality. Based on the figures we have, the number of qualified teachers is 22%. This indicator proves that the quality of education in Bambasi is far from being reached if no measures are taken immediately. Why does low-quality teaching impede enrollment and participation? If a primary-level instructor is to produce excellent learning results for all of his or her children, he or she must apply the principles of supportive skills. If a teacher lacks the skills and dispositions that define a good teacher, many of the students in the classroom will have little to show for their engagement in school.

While the larger educational infrastructure is important, teachers have the most influence on children's everyday school experiences. A excellent education in which children desire to engage is dependent on teachers' dedication, enthusiasm, creativity, and competence. It is their obligation to translate national policy into tangible measures in each school and to ensure that they establish an inclusive and respectful culture for all students. As previously said, in order for this to occur, teachers' rights must be properly recognized and protected.

IV 4. Child labor

(can be caused by [poverty](#) or [irresponsible parents](#),no accompanied children)

The eradication of child labor is ultimately a prerequisite for the fulfilment of children's education rights. Even if they attend school, there is evidence that child laborers tend to have poorer educational outcomes than their non-working peers³⁴. As I discussed in the previous chapter, there are many forms of child labor in the Bambasi refugee camp, but the main ones are: the child who performs the labor of unloading and carrying luggage in the camp; the child who goes to work in the farm of the community surrounding the camp; and the child who performs

³⁴ Sakurai, Riho (2007) 'Child Labor and Education', background paper prepared for the Education for All Global Monitoring Report United Nations Educational, Scientific, and Cultural Organization P.28

the household works. As they grow up, refugee teenagers face increasing responsibility to support their families financially. Girls are frequently at an even bigger disadvantage in terms of "opportunity costs"—perceived income and household responsibilities losses. Girls are mostly responsible for collecting water or fuel, caring for younger siblings or older relatives, and performing domestic chores. Such domestic contributions are frequently viewed as more valuable than any educational investment. Once they enter adolescence, girls may experience increased pressure to abandon their scholastic aspirations in favor of early marriage or employment.

suggestion

B. Irresponsible parents:

Parents and other caretakers have a crucial role in supporting and enabling children's access to school. As there are a considerable number of orphans in the Bambasi refugee camp, they should also not be left behind. In these instances, they have responsibilities regarding the rights of these other caregivers provide the initial stages for learning in the life of a child children, in the early years of a child's development, parents and other caregivers provide the initial stages for learning in the life of a child. Without parental involvement, children's prospects of gaining access to and maintaining an interest in school are severely decreased.

Parental contributions could consist of:

Stop all forms of child exploitation, such as sending kids to work as forced labor to earn money and contribute to the family's financial well-being.

- Support and acknowledge their children's entitlement to school and the benefits of education.
- Ensure that youngsters are not overwhelmed with home and other duties that interfere with their education.

Parents must create space and time for their children to attend school and complete their homework.

- Assure that children are school-ready and able to attend on time while school is in session.
- Participate in meetings with instructors, committees, consultations, governing bodies, etc., to become interested in the school and to support its activities;
- Assure that their children are as healthy and well-nourished as possible; outfit them for learning.
- Ensure that local traditions and customs, such as child marriage, do not impede their children's attendance at school.

Local awareness promotion: Local authorities, including traditional leaders, have the responsibility, in collaboration with community partners, to raise awareness of the value of education among local communities and gain their support for primary school and the right of all children to an education.

To help parents and extended family, as well as religious and other community groups, appreciate the benefits of education, work must be done. Parents may require assistance in reducing domestic workload and ceasing to exploit their children by sending them to the labor market, which will be done in order to free the children to attend school, for example, through improved access to water or the provision of facilities for young children so that girls are relieved of parental responsibilities.

IV 5 Curriculum selection challenge and language barrier

The issue related to curriculum, The 2003 UNHCR Education Field Guidelines advocate that the curriculum in refugee education programs should be the curriculum of the country of origin

where the expected permanent solution is voluntary repatriation and where numbers and/or the language of instruction prevent local schools from accommodating refugee students. The curriculum of the host country can have a considerable impact on refugee children's access to and enrollment in primary school. This is because the curriculum determines what is taught, how it is taught, and what learning results are expected.

Cultural differences, geographic teaching and location, and political interest will greatly affect the interest of refugee students to enroll and complete primary school. The curriculum of the host country always reflects the cultural values and beliefs of that country, which may be different from the cultural background of the refugee students. This can make it difficult for the students to engage with the curriculum and may lead to a sense of exclusion. In Bambasi primary school the students are taught history of Ethiopia, Geograph of Ethiopia. In this situation, Sudanese teachers may not have the training or resources necessary to support refugee children's educational needs. The majority of teachers at Bambasi Primary School, for instance, are Sudanese and are unfamiliar with Ethiopian culture, geography, and the English language. I can testify that this is the primary reason why fifth-grade children at Bambasi do not know how to create simple English sentences or comprehend the whole curriculum.

Despite the fact that teaching the curriculum of the host country is an obstacle for refugee enrollment and performance in primary school, there are also a number of circumstances that prohibit refugees from being taught according to the curriculum of their home country. The primary objective may be to validate the curriculum, qualifications, and certificate.

Language barrier,The language of the host nation can significantly affect refugee students' access to and enrollment in school in a number of ways, including:

Because refugee children may not speak the language of their hosting country, it may be difficult for them to communicate with their teachers and students from other countries. If the curriculum and learning materials are in the language of the host country, refugee students who do not speak that language may find it difficult to comprehend the material. This can result in frustration, a lack of interest in learning, and poor academic performance. In Bambasi camp, the majority of students are Sudanese, and every child in Bambasi is capable of speaking Arabic. From P1 up to P8, the course is taught in English, which poses a big problem in lower grades. From grade 1 up to grade 4, students who do not speak or write English are copying without understanding the meaning of the notes.

IV5. Poverty and dependency

During my literature review, in which I researched the barriers that prevent refugees from accessing, enrolling and completing primary school, they mentioned issues such as lack of classrooms and school materials as well as unqualified teachers, but I had never read how poverty in the family can lead to the abandonment of children. As a refugee living in the camp for 6 years, I have observed that the main factor preventing children from accessing and enrolling in school is the extreme poverty in which many refugee families live.

Poverty in the refugee camp is caused by unemployment, working for the minimum wage without benefits, refugee has no other opportunity to land cultivate. and its effects extend beyond the inability to pay for essentials. Many facets of life are affected by poverty, and parents

whose income falls below the poverty line frequently send their children to school hungry, among other disadvantages or they have to engage them in child labor as I mentioned above.

Due to a lack of financial resources, refugee families may have difficulty meeting the fundamental requirements of their children, such as providing them with food and clothing will result in absenteeism.

Despite the fact that the primary school in Bambasi provides school materials and uniforms and that parents do not pay school fees, the absolute poverty that exists throughout the camp is caused by the fact that the refugees depend on insufficient food aid in terms of both quality and quantity. If the family does not have additional sources of income, such as remittances, a small business, or employment in the camp, they will not be able to provide sufficient food for the children for the whole month. As a result, children will often go without food and will not be able to go to school with hunger. Children who come from impoverished families may miss school more frequently than their peers for a variety of reasons. Some of them have to get jobs in order to contribute to the financial support of their families, while others may be forced to stay at home in order to care for their relatives. They frequently wear tattered clothing and go barefoot in public. In summary, this study revealed that UNHCR has embraced refugee inclusion in order to increase the number of enrolled refugee students. But, in the case of Bambasi, this is impossible due to the fact that low-level education in Ethiopia is taught in Amharic whereas Sudanese utilize Arabic. In summary, this study revealed that UNHCR has embraced refugee inclusion in order to increase the number of enrolled refugee students. But, in the case of Bambasi, this is impossible due to the fact that low-level education in Ethiopia is taught in Amharic whereas Sudanese utilize Arabic.

This research assessed the main impediments to refugee students' access to, enrollment in, and completion of primary education in the Bambasi Refugee Camp. Precisely, limited resources and extreme poverty.

By devoting more funds to education, the school will be able to construct additional classrooms, purchase all the necessary materials, continually hire and educate teachers, and fairly compensate them so they become competent and motivated.

The second concept is to boost the parents' economy by providing them with financial assistance so that they can achieve economic independence.

IV6 Recommendations and conclusion

Through our analysis of the reasons why refugee children in the Bambasi refugee camp do not exercise their right to education, we were able to determine that the main obstacles preventing refugees from enrolling in and completing primary school in the Bambasi camp are limited resources, i.e., a lack of funds and the parents' extreme poverty.

First, once sufficient resources are available, the school will construct sufficient classrooms, hire competent teachers, continuously train them, purchase all essential school supplies, develop facilities and an efficient school structure, and construct appropriate facilities.

Second, refugees live in extreme poverty; consequently, it is vital to eradicate poverty and provide economic opportunities both within and outside the country.

Thirdly, create and implement a policy that grants refugees unfettered access to the national labor market and fairly gets paid, natural resources (e.g., land, mining, fishing), financial institutions, and a national business license.

Fourth, the camp staff must stress to community leaders, elders, parents, and children how important it is for a child to go to school. This will change the negative prescription they hold toward education-based camps.

In conclusion, since refugees are stuck, living in exile in refugee camps for years and even decades without a chance of returning home voluntarily and with dignity, the years lost while waiting for a permanent solution should be well invested in a refugee's life. In my opinion, the education of refugees should be considered in advance, The majority of refugees live without a defined purpose; they have no interest in school; they do not value education due to poverty and lack of opportunity; their only activities are to get food aid, starve, and wait for the next food distribution. Elders, parents, and children who are confined in the camp live a destitute existence. This must change, in my opinion, by taking urgent action and altering the Donars' attitude toward refugees. To ensure that refugees remain dependent on help, UNHCR, its partners, the Ethiopian government, and donors must collaborate to improve the economic productivity of refugees. New camp policies must be created; the resources are available; all that remains is to lobby and persuade the donors to provide the required monies for refugees to transition from a dependent to a productive status. This will enhance refugee children's access to school and improve camp conditions.

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