

**PLANNING AND COORDINATION OF ACCELERATED EDUCATION PROGRAMME FOR
REFUGEE LEARNERS' EXPERIENCES FROM UGANDA**

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**UGANDA CHRISTIAN
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DECLARATION

I Grace Kiiria declare that this thesis is my original work. Any literature used to develop the thesis has been acknowledged. The ideas will be used towards improvement of Planning and Coordination of Accelerated Education programmes for Refugee Learners.

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APPROVAL

This is to satisfy Thesis as a partial fulfilment to the award of PhD in Educational Administration and Management of Uganda Christian University has been under our supervision and therefore accept to forward to the school post graduate studies.

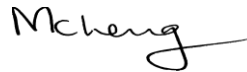
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ABSTRACT

*This study focused on understanding how planning and coordination of Accelerated Education Programme (AEP) for Refugee Learners is done with the purpose to develop planning and coordination models tailored to this kind of programme. The study adopted a qualitative approach, borrowing from grounded theory design to explore how stakeholders experience planning and coordination for AEP to enhance transition of Refugee learners to Secondary Education. Data collection and analysis took Qualitative procedures inclined to grounded theory principles. Consistent with grounded theory procedures; data collection and analysis were done simultaneously. In-depth interview and document analysis were used to collect data. Focus Group Discussions (FGDs) were used to gain consensus. Data analysis involved constant comparison analysis which was a back-and-forth process which required re-alignment of preliminary aspects of the study to develop categories and subcategories until a point of saturation was reached. In the first step of analysis 42 codes were developed with the help of qualitative data analysis software (NVivo version 13), the subsequent interviews involved comparing similarities and meanings of emerging data and allocating codes. Codes arising were compared to form categories and subcategories. The Core categories that emerged from data include Programme Support, stakeholder engagement, Curriculum, beneficiaries, and coordination at all levels. The findings indicate that planning for AEPs is based on the four major aspects above, however there is a gap in the way planning is done which negatively influences transition of AEP learners to Secondary education. The above factors need to be taken into consideration right from the initial stages of the programme. A **Community- Focused Planning Model** and a **school -based coordination models** were developed from the study. The planning model upholds the significance of community focused planning with emphasis on looking beyond academic needs of AEP learners and taking into consideration the socio-ecological environment/community in which the child lives while planning for AEP. The coordination model puts emphasis on student/school centered coordination approaches.*

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ABBREVIATIONS

AEWG – Accelerated Education Working Group

AEP Accelerated Education Programme

ALP – Accelerated Learning Programme

CBOs – Community Based Organizations

CCTs – Center Coordinating Tutors

CRC - Convention on the Rights of the Child

DRC – Democratic Republic of the Congo

DEO – District Education Officer

ECHO – European Civil Protection and Humanitarian Aid

EDPs – Education Development Partners

EiE – Education in Emergence

ERP – Education Response Plan

FGDs – Focus Group Discussions

FCA – Fin Church Aid

GOU- Government of Uganda

IDP – Internally Displaced Persons

IASC – Inter-Agency Standing Committee

INEE – Inter-Agency Education in Emergency

INGOs – International Non-Governmental Organization

LCs – Local Councils

MHPSS – Mental Health and Psycho-social Support

MoES – Ministry of Education and Sports.

MTI- Medical Teams International.

NRC – Norwegian Refugee Council

OPM – OPM

PLE – Primary Leaving Education

PTA – Parents-Teacher Association.

PSS – Psychosocial Support

RWCs – Refugee Wel-fare Committees.

SCI – Save the Children International

SEL – Social Emotional Learning

TVET- Technical, Vocational, Education and Training

UN – United Nation

UCU REC- Uganda Christian University Research Ethics Committee.

UNCST – Uganda National Council of Science and Technology

UNEB – Uganda National Examinations Board

UNESCO -United Nations Education Scientific Organization

UNHCR- United Nations Higher Commission for Refugees.

UNICEF – United Nations International Childrens’ Education Fund.

VEC – Village Education Committees

WCH – War Child Holland

CHAPTER ONE:

1.0 Introduction

This Chapter presents the historical background to Accelerated Education Programme (AEP) the purpose and objectives of the study, Research questions, the problem statement, contextual perspective, the scope, significance, and Justification of the study.

1.1 Background to the study

1.1.1. Historical background to Accelerated Education Programme (AEP)

Globally, implementation of AEP is dated far back in 1940s after World War two which caused a lot of mass displacement. The origin of such programmes is hinged on Universal Declaration on Human Rights in 1948, (Ministry of Education and Sports, 2018) The universal declaration on Human Rights recognized compulsory primary education as a universal entitlement. The 1989 Convention on the Rights of the Child (CRC) further affirmed the right of all children, regardless of status, to free and compulsory primary education, to available and accessible secondary education, and to higher education based on capacity (Ministry of Education and Sports, 2018).

Over the years many countries worldwide who ratify to the 1951 convention relating to the status of refugees have developed AEPs to support education of refugees as a pathway for achievement of their right to education. The right to education for refugees is articulated in Article 22 of the 1951 Convention relating to the Status of Refugees which states that “signatory states shall accord to refugees the same treatment as is accorded to nationals. Several countries ratify to this convention and therefore obligated to provide refugees the same rights as their nationals (United Nations, 2010). As of 20th January 2020, there were 146 countries who are signatories to the

Convention including Uganda (UNHCR, 2018). It is therefore the responsibility of hosting governments and UNHCR to ensure that refugee children access quality and inclusive education and AEP is one of the approaches among others through which this mandate is operationalized.

Similarly, countries such as New Zealand, Australia, Turkey and Canada among others have traditionally used AEPs and bridging programmes to support education of migrant and internally displaced peoples as a catch-up approach to improve educational outcomes at tertiary level to enhance transition to work or employment (Nair, 2013).

In recent years, due to increased displacement and migration due to increased war and conflict AEP has become an innovative approach to support continuity of education (INEE, 2018). As of 2013, almost 50 million primary and lower-secondary-age children were out of school in conflict-affected countries. Of these, 28.5 million were primary age. In addition, the impact of crisis and/or conflict has deprived millions of older children and youth of an education. AEP is therefore an alternative that has been adopted by several countries to provide out of school children and youth to reintegrate back to formal education in such contexts (INEE, 2018).

Looking at AEP in Ugandan context, AEPs were in existence and recognized prior to the Education Act of 2008 as an alternative education approach. Part IV of Education Act states that “Primary education shall be universal and compulsory for pupils...Government shall ensure that a child who drops out of school before completing primary education cycle attains basic education through alternative approaches to providing that education.” (Ministry of Education and Sports, 20218). AEPs have become an alternative among others to fulfil this mandate in Uganda.

AEPs have also been used in Uganda as non-formal programmes to enable adult learners who missed education in their early years to continue and gain basic skills in literacy and numeracy (Ministry of Education and Sports, 2018).

Due to continuous influx of refugee into Uganda since 2014, AEP has become the pathway for refugee learners to reintegrate into Ugandan schools to peruse their education further. UNHCR, an organization mandated to seek for permanent solutions for refugees, has been working together with the government of Uganda to ensure that children who have missed out of school for 2-3 years are provided with the opportunity to continue with their education through AEP Education Response Plan for Refugees and Host Communities, 2018).

The ever-increasing number of refugees has challenged education service delivery in Uganda, donors such as ECHO and INGOs like Save the children (SCI), Norwegian Refugee Council (NRC), Fin Church Aid (FCA) and War Child Holland are pioneering AEP in Ugandan Refugee Settlements to provide refugee children and youth an opportunity to reintegrate back to formal education and transition to secondary education and other education pathways (Uganda Education Response Plan for Refugees and Host Communities, 2018).

1.2 Conceptual background

1.2.1 Accelerated Education Programme (AEP):

The Accelerated Education Programs (AEPs) are flexible, age-appropriate programs that promote access to education in an accelerated time frame for disadvantaged groups specifically, for out-of-school, over-age children and youth excluded from education or who had their education interrupted due to crisis and conflict (Menendez A.S et al 2016). AEPs are typically implemented to fill a critical gap in the provision of essential educational services to crisis and conflict-affected

populations and ensure learners receive an appropriate and relevant education responsive to their life circumstances (Menendez A.S et al 2016).

Menendez A. S et al (2016) further asserts that the AEP curriculum is compressed and therefore takes 3 years as opposed to the 7 years of the national curriculum. The curriculum is compressed from 7-years curriculum to 3 years. Sometimes, children do not complete the full cycle of three years due to the challenges they meet in school such as failure to fit into the social context in which learning takes place, sometimes funding is not sufficient to enable children complete a full cycle of 3 years. Plans are underway to harmonize the accelerated education programmes across, based on a review of learners' needs, and to revise the curriculum to ensure it is relevant to learners' needs. This work can help to shape AEP interventions (Menendez. A.S et al 2016).

Similarly, Oddy (2019), puts it that; as an attempt to get students back in school, accelerated education programmes (AEP) are commonly found in displacement contexts, with the "aim to provide access to education for disadvantaged, over-age, out-of-school children and youth particularly those who missed out on, or had their education interrupted due to poverty, marginalization, conflict and crisis". In Uganda, AEP focuses on condensing the seven-year primary education cycle into three levels, (Level 1, 2, and 3) with the option of taking the primary leaving certificate on completion of level three. Due to the nature of displacement, many children have already missed out on accessing primary education prior to arrival in Uganda, and overcrowded classrooms as well as socio-economic factors can make enrolling in primary school difficult. Studies show that globally, children, especially adolescents, are among the most marginalized and the least likely to access and complete education in displacement and therefore, AEPs are significant in filling this gap (Oddy, 2019).

The aim of AEP is to provide learners with the same level of certified competencies for foundational skills education such as reading, numeracy SEL and basic science using effective teaching and learning methodologies that align to cognitive ability (UNESCO, 2018). AEP is equivalent to primary level and intended to enable learners to catch up and transition to secondary education level or vocational level (Uganda Education Response Plan for Refugees and Host Communities, 2018). However, it is worth noting that AEP takes various forms depending on the context and their purpose. For instance, some AEPs respond to a lack of access which shape their design and implementation while others focus on quality of implementation of various components of AEP.

1.2.2 Planning

Planning as a major management function of any organization, Management is the process of prior determining of what should be accomplished, when it should be accomplished, who to accomplish, how it is accomplished, and what cost is involved (Fayol, 2008). Planning is the process of determining the aims of an organization or programme, deciding based on current environment, choosing the direction to take, and establishing activities required to put plans into actions and measuring the outcomes (Fayol, 2008).

Similarly, Waldron (2014) puts it that planning involves establishing and designing goals and objectives of any programme. The planning process also involves putting in place policies. Policies and guidelines define steps to actions to be taken (Waldron, 2014).

Apkan (2020) on the other hand asserts that planning should critically assess the future and defining actions to take for achievement of specified goals and objectives. Planning is fundamental

to the achievement of set goals. It is a deliberate effort to accomplish the set goals. Further adding that, planning involves setting activities ahead of time to achieve the set goals.

Relatedly, UNESCO (2019) involves a systematic identification of activities to be undertaken to achieve a country's developmental goals. Thus, planning is depicted as an activity that determines and envisions the future. It is preparation for actions that will lead to the achievement of designed goals and objectives (UNESCO, 2019). It involves putting in place strategies leading to the achievement of set goals and objectives.

In the perspective of this study, planning refers to the way AEPs are designed and implemented to meet the needs of AEP learners. It also refers to the way stakeholders at all levels are engaged and how resources are mobilized and allocated towards the achievement of this cause. This is in line with Akpan's (2020) assertion that; Education, planning aims to achieve educational aims, including how teaching and learning is conducted and, ensuring availability of resources and coordination of teaching and learning across levels to ensure that objectives and goals are achieved with the set period of time. Akpan (2020) emphasizes that educational planning should reflect the needs of learners and plans tailored to address such needs. Thus, educational planning must take into consideration the needs of the people it is targeting (UNESCO, 2011).

1.2.3 Coordination

The concept of coordination involves harmonizing and streamlining various activities and efforts of the different units of an institution or programme to ensure quantity, quality, timing, and resources including integration human resources and other activities towards a common cause and avoidance of gaps, frictions, and duplication of efforts so that set goals achieved harmoniously.

According to Fayol (2016) "the concept of Coordination involves division of labor among teams, ensuring coordinated efforts towards achievement of a required goal. Apkan (2020) on the other hand asserts that "coordination is the integration of several parts into an orderly whole to achieve the purpose of understanding". Coordination in a broader perspective entails coordination of all stakeholders, resources, and activities for achievement of organizational goals.

Coordination is key component of management which this study will focus on, coordination is needed across all levels and stages of management and cannot be detached, thus, coordination is an important aspect of management that brings a link to all other managerial functions (Fayol, 2016).

Fayol (2016) outlines the following features of coordination.

- Coordination is relevant to team efforts; it involves a clearly defined pattern in the way group efforts are synchronized.
- It is not a static process but rather a changing process considering that it is attained through harmonization of various efforts.
- Coordination puts emphasis on when and how activities are done or on how different functions are executed and ensuring harmony.
- Greatest levels of coordination achieved when synchronization of various efforts is increased.

In this study, coordination refers to how the various stakeholders collaborate to effectively plan and implement AEPs. It involves the various mechanisms employed by stakeholders to achieve strong partnerships in the successful implementation of AEP activities.

1.3 Contextual perspective

In West Nile region, children, and youth of over 10 years are out of school, majority of them unable to transition to secondary education (UNESCO, 2019). As an attempt to facilitate transition of refugee children to secondary school, AEPs are used to enable refugee out of school children and youth to catch up on lost learning and reintegrate back into formal schooling and thus, transition to other education pathways (Menendez A.S et al 2016).

INEE has developed guiding principles on the implementation of AEP, in Ugandan, however, these are not well contextualized and there's a gap on how principles are executed or operationalized. Baxter & Bethke (2012), have further asserts that the principles asserting that guiding principles are not minimum standards of practice, rather, they are aspirational goals which AEPs should strive towards.

Besides, AEP is not integrated within the national policy framework and the government of Uganda has not committed to its adoption. The programmes are majorly implemented by international agencies who spearhead fundraising for resources and overseeing implementation of the programmes. INGOs influence on how the programmes are run. And despite efforts to harmonize how the programmes should be run, there remains a gap in planning and coordination of AEP which has contributed to poor delivery of the program consequently affecting learning outcomes and transition of learners. The programmes also vary in design depending on the organization running it and its interest as well lack of funding (Menendez A.S et al 2016). For instance, some programmes are flexible in terms of attendance, some AEPs operate in the afternoons while others follow the primary school schedules. Some have 4 cycles while others have 3 or 2 cycles which affects completion rates of learners. There is generally a lack of harmonization (Menedez, A.S et al 2016).

Further, in refugee context in Uganda, some AEPs are hosted in Primary schools managed by headteachers of respective primary schools hosting the programmes, while in some cases, they are community based. In some cases, volunteers are recruited from the community as teachers, while in other instances, teachers at primary school's double as teachers of AEPs. No specialized training is provided for teachers supporting AEP except short term training (Menendez A.S et al 2016).

These differences are a result of poor planning and coordination which this study aims to explore.

1.4 Statement of the Problem

Uganda currently hosts over 1.5 million refugees with about 61% being children and youth of school going age, 57% are out of school. Majority of these refugees (over 50%) are settled in the West Nile region. The significant influx of refugee has affected education service delivery in this region including planning and coordination of Refugee Education programmes. Despite Government efforts together with NGOs to support AEP, planning and coordination of such programmes remains a challenge (Oddy, 2019). There are no models tailored to planning and coordination of AEP. Oddy (2019) asserts that there is need for planning and coordinated approach at all levels including school, community, District, and national levels for AEP programmes to achieve their purpose and facilitate transition of refugee children and youth to secondary education and to other education pathways. Menendez A.S et al (2016), further recognizes that AEP learners have unique challenges; some of them being child parents, child household heads, and pregnant girls, requires that educational approaches are comprehensive and tailored to address the needs of this lot of learners. Lack of planning models as well as coordinated approach in implementation of these programmes has significant negative impact on transition of refugee AEP learners to secondary education (Oddy, 2019). This study explored how planning and coordination is done and developed models tailored to AEP.

1.6 Purpose and objectives of the study

1.6.1 Purpose

Using the case of Uganda's Education programmes, the study aims at exploring planning, coordination, as well as influences for AEP for refugee learners. The study further seeks to develop planning and coordination models for such programmes.

1.6.2 Objectives

Objectives of the study are:

- i. To investigate the stake holders' perspectives on the planning and implementation of Accelerated Education Programs for transition of Refugee learners to Secondary Education in West Nile Region, Uganda.
- ii. To examine the coordination mechanisms employed in AEPs to facilitate transition of refugee learners to Secondary Education in West Nile Region, Uganda.
- iii. To examine the factors influencing the planning and coordination of AEPs for refugee learners' transition to Secondary Education in West Nile Region, Uganda.

1.7 Research Questions

- i. How do stakeholders experience planning for implementation of AEPs for transition of refugee learners to Secondary education in West Nile Region, Uganda?
- ii. How is coordination of AEPs done to enhance transition of refugee learners to secondary education in West Nile Region Uganda?
- iii. What are the factors influencing planning and coordination of AEPs for transition of refugee learners to secondary school in West Nile Region, Uganda?

1.8 Scope

1.8.1 Subject Scope

The study focused on stakeholder perspectives on planning and implementation of AEPs, the study examined the coordination mechanisms employed in AEPs as well as factors influencing planning and coordination of AEPs for transition of refugee learners to secondary education. The study examined perspectives of head teachers, teachers INGO officials, District Education Officials, UNHCR official.

1.8.2 Geographical Scope

The study was conducted in West Nile Sub- Region in Districts of Terego, Yumbe and Obongi. The study was conducted in primary schools hosting AEPs in Refugee Settlements of Mvepi, Bidi Bidi and Palorinya.

1.8.3 Time Scope

The study was conducted from January 2022 to 2024.

1.9 Justification of the study

Existing evidence indicates that through AEPs, refugee children and youth will attain initial educational level that enables them to attend formal schooling, catch-up with education system of their hosting countries and transition to higher educational pathways (Nair, 2013). There is however limited evidence on AEP studies conducted at primary and secondary level. There is therefore a knowledge gap on how AEPs are planned and coordinated for proper implementation at primary and secondary levels. Besides, scientific evidence indicates that Primary and secondary levels are particularly fundamental for further educational attainment. They provide a foundational basis for educational achievement at tertiary and university level. Providing AEP programmes at

these levels would make more sense and significant impact on transition of Refugee learners (UNESCO, 2019). Bridges (1991) further recognizes that planning for refugee education is not different from planning for any other educational program. What creates a particular challenge and difference is the fact that refugee learners are a culturally different audience and emotionally traumatized group that requires more tailored planning and coordinated approaches to address their varying needs (Bridges, 1991). These cultural and psycho-social differences, influence practical decisions we make regarding planning and coordination, design, and the implementation of programs for this kind of learners (Bridges, 1991). This study therefore aimed to develop planning and coordination models tailored to addressing such needs.

1.10 Significance

This study will benefit different stakeholders including schoolteachers, school administrators, Education INGOs, Ministry of education, UNHCR and all actors engaged in design and implementation of AEPs.

Planning and coordination models will inform programming for AEPs both nationally and globally including guiding policy formulation and practice on AEP programming.

The models are replicable in similar contexts globally and can adopted for scale up of AEP to benefit more children in similar situations.

The study will also provide a benchmark for improved coordination at all levels including settlement level, school level, district level as well as National level. The results will guide UNHCR, MOES, and other actors actively involved in education of refugees on how to effectively develop coordinated structures and systems for effective implementation of AEPs.

Understanding the influencers for planning and coordination of AEP will contribute to more realistic planning and development of coordinated structures that are tailored to meet the educational needs of refugee children. This is useful to actors at community level, school level, District and National levels.

The study will generally contribute to improved planning and coordination of AEPs which will in turn lead to improved learning outcomes and transition of refugee children to secondary education.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section presents the literature reviewed in relation to how planning and coordination for Accelerated Education Programme (AEP) is done as well as factors influencing planning and coordination of the programme to facilitate transition of refugee learners to Secondary Education. One of the most recent and practical trends in education has been the development of AEPs for refugee and migrant learners (Menendez A.S et al 2016). AEPs are traditionally a form of catch-up programme for college education that enables students to catch up on missed learning. In Uganda, AEP is used to re-integrate refugee children and youth back to formal education (Menendez A.S et al 2016). Notably, planning and coordination play an important role in the enrollment, retention, as well as subsequent transition of learners to Secondary and other education pathways. In this section the researcher provides a critical evaluation of other studies, pointing out how this study contributes to this field.

2.1 Stakeholder perspectives on planning and implementation of Accelerated Education programmes (AEPs).

Planning is essential for the success of any intervention. Planning is a key management function of any organization. Planning is the process of determining in advance what should be accomplished, when, by whom, how, and at what cost (Fayol, 2008). It involves determining organizational or programme aims, developing premises about the current environment, selecting the course of action, initiating activities required to transform plans into action, and evaluating the outcome (Fayol, 2008).

Given the nature of the beneficiaries of AEP- usually coming from different cultural and educational backgrounds, this poses a challenge on how planning is done. And because refugee learners have experienced traumatic experiences due to conflict, war, and displacement, this even makes planning for their education more challenging. In the article “Facilitating Learning and Transition among Refugee populations”, Bridges (2019) recognizes that design and implementation of programs for refugees depend on the content, the environment, and the intended audience while keeping in mind that the planning for refugee education is not different from that of planning any other educational program. What creates a particular challenge is the fact that we deal with a culturally different audience and emotionally traumatized group than those who emigrated voluntarily (Bridges, 2019). These cultural and psycho-social differences, influence practical decisions we make regarding planning, design, and the implementation of programs.

This research however points out that despite being refugee learners, being AEP learners is even more challenging considering the kind of beneficiaries targeted by this Programme. Beneficiaries of AEP are children with adult responsibilities (child parents, child household heads, pregnant girls). Addressing the learning needs of these category of learners requires tailored models for planning and implementation. The literature reviewed indicates a gap in models relevant to AEP.

Oddy (2019) urges that planning for AEP should be flexible to cater for AEP beneficiaries who have adult responsibilities. AEP should be flexible in nature – in the sense that the learning time and place can be determined by learners, it can take place in the community or in the school setting. AEP is age-appropriate program which allows children and youth to enroll in school regardless of their age. These aspects, therefore, promote access to education in an accelerated time frame for disadvantaged groups, out-of-school, over-age children and youth who missed out or had their

education interrupted due to poverty, marginalization, crisis, and conflict. The goal of an AEP. Planning should take these aspects into consideration (Oddy, 2019).

This research however, found out that AEPs are not flexible enough to cater for the needs of its beneficiaries. There's a lot of variances on what constitutes AEP based on the purpose for which the programme was established. There's lack of harmonization. And despite the availability of principles to guide AEP implementation, these are not well observed in various contexts (Menedez A.S et al, 2016).

Chauraya E. et al (2015) on the other hand observed that "While the topic of student catch-up, retention and transition in higher education is largely researched, limited studies exist for catch-up programme at lower levels. Coupled with this, is lack of solid models for addressing the problem of planning and coordination of Accelerated Education programme. While there are a number of educational models, there are no models tailored to address the needs of AEP learners.

Nair (2013) in a study on "Remedying for Educational Wastage in Educational Training" found majority of tertiary institutions globally using language bridging Programmes as an alternative approach for learners who did not meet the required standards to catch-up with their education. According to Nair (2013) Catch-up Education programmes are provided for types of disadvantaged mainly refugees and migrant students who have missed out on education due to war and displacement to prepare for enrolling for a course in tertiary or university education. While citing experiences from Jomo Kenyatta University, Bunyi (2005) reported that Catch -up educational programmes such as bridging programmes, address the student's articulation gap between secondary education by providing the student with compensatory learning to enroll in the mainstream.

This research found out that there is limited evidence of language bridging programmes for addressing the gap between primary and secondary education which limits transition at this level. AEP learners struggle with language of instruction and therefore integrating language bridging programmes into AEP would enhance learning outcomes and consequently improving transition.

In a study conducted by Chauraya (2012) on experiences and perceptions of students and lecturers on bridging programmes, results indicated that educational institutions in Zimbabwe were faced with a challenge in planning due to increased number of refugee learners. However, the university was not ready for it. To respond to this need, universities in Zimbabwe embarked on developing a catch-up curriculum which involved language bridging to support learners to understand the language of instruction as a strategy for refugee students to transition to higher education. Language is particularly important for learning; this research identifies lack of language bridging to facilitate learning in AEP which affects transition of AEP learners. Language bridging programmes should be introduced at primary/secondary levels given that these levels provide foundational skills required for further learning.

In another study on “Voices of Conflict Students and Lecturers” in Zimbabwe university, planning for the social and economic challenges of the refugee learners is further emphasized (Chauraya, 2012). From the study, the lecturers report the significance of addressing other factors that impede the education of refugee learners including their cultural and economic factors. Despite benefits from Catch-up programmes, refugee learners grapple with payment of tuition fees which contributes to drop out from the programme. While planning for the programme the Zimbabwe university put in place a funding scheme to support needy refugee students.

In all these studies, existing evidence indicates that the studies explored the perceptions and experiences of students and lecturers by means of qualitative direct interviews with both students

and lecturers. The results indicated a noble purpose of planning for Catch-up Education programmes to enhance transition of disadvantaged children to higher education (Chauraya, 2012).

In a study conducted by Mendez A.S et al (2016) on Building Evidence and Learning for AEP in Conflict and Crisis Settings, Menendez asserts that planning for AEP needs to take into consideration adequate funding. Adequate funding facilitates completion of AEP cycles, thus facilitating transition. Menendez A.S et al (2021) Points out that when a project is stopped (either due to lack of funding, a change in policy, or through a government directive) it affects learners who do not complete their cycle. So, in a program that operates for 4 or 5 years where the AEP is compressed to 3 years (e.g., Afghanistan, Liberia, Iraq, Somalia APES), there are cohorts of learners who cannot finish their cycle. Another example is the multiple programs operating in Liberia between 2006/09 and 2007/11, both time frames were interrupted (UNHCR, 2018). To avoid such situations, planning for accelerated programs should incorporate the number of cycles of learning required to ensure completion and transition. This research points out that the issue of funding requires a case-by-case analysis, while some contexts struggle with funding, other contexts do not due to favorable policies on refugee education.

Menendez A.S et al (2016) further points out the need to plan for sustainability and exit strategy. AEP provides opportunities to out of school youth to continue with their education which requires that how the programme will be sustained is clearly planned at onset of the programme. In a study on Building Evidence and Learning for AEPs in Crisis and Conflict Menendez A.S et al (2016) asserts that whether a program is foundational or transitional in nature, it is important to define the strategy for what comes after a program is over. When a program is transitional in nature, an exit strategy to determine when and how activities should be scaled down should be part of the initial planning process. For programs that are more foundational in nature like the AEP, this process

could be referred to as a transfer strategy or sustainability planning, where decisions should be outlined as to whom and how the project will be transferred. These strategies should be part of the initial planning. When the program is designed (even by default) to be a transitional program, it usually has a very simple exit strategy: when external support is no longer required to meet the need or when the objectives are fulfilled, the program ceases (Menendez A.S et al, 2016).

- According to Menendez A.S et al (2016) the following are important elements of a sustainability plan:
- Communication and collaboration with communities in planning the implementation and continuing throughout the course of implementation.
- Close discussions and coordination with the relevant ministry and other INGOs
- Commitment from the relevant ministry/ministries for the continuation, scaling up or down and validation of the various components of the program.
- A valid and appropriate timeline
- Capacity building and working together with potential NGOs and CBOs with an incremental transfer of responsibility.

Additionally, in other studies, AEP provision is considered an expensive undertaking, and one that cannot be sustained in perpetuity by external actors. Recognizing this, and the desire to not institutionalize a parallel schooling system, strong emphasis is placed on institutionalizing accelerated education principles, practices, and modalities within the formal education systems it is operating. This requires an alignment of AEP to Ministry systems to ensure regular teacher attendance, establishment of community support mechanisms through PTAs/Community

Mobilisers; Pathways created for reintegration into formal system (secondary level), excellent responses to access-related barriers (i.e. flexible timing, school feeding), long-term funding for a full cycle , sustained teacher education support (pre and in-service), use of AEP curriculum based on Ugandan primary curriculum that had been developed by stakeholders (Oddy, 2019).

This research recognizes that, the status of AEP implementation has not achieved timely resource deployment due to government capacity issues; Community involvement/management of schools still deemed insufficient to sustainability, and therefore the need to plan together with government in this regard to step up these efforts. There is need for alignment with Ministry of Education systems for AEP. This should comprise quality learning support, ensuring recruitment and remuneration of teachers, teacher attendance, training and establishment of community support mechanisms through PTAs.

Relatedly Oddy (2019) emphasizes that AEP implementing agencies ought to plan with local education authorities to meet this obligation, working in collaboration with Ministries of Education to formally validate and strengthen legal frameworks related to AEP. Institutionalization is the ultimate goal for achievement of sustainability and consequently transition of learners to secondary education and other education pathways (Oddy, 2019).

It is worth noting that most of the literature that focused on review of AEPs, the programmes were reviewed through 1) key informant interviews, 2) a systematic database search executed by a University of Chicago librarian; 3) references from previous reviews or evaluation reports of AEPs and 4) internet searches focusing primarily on AEPs implemented in crisis and conflict-affected environments. Proper documentation was harder to locate in AEPs implemented in less stable contexts. To help enrich the conversation, documentation from more stable contexts, including

from AEPs not implemented in crisis and conflict-affected environments, was included in the review.

In conclusion, Studies reviewed indicate that refugee children face a daunting challenge to find alternative form of education to enhance transition to higher levels. And with over 1.6 billion children, adolescents, and youth out of school globally (UNESCO, 2019), AEP provides an opportunity for such children to continue with their education. However, a gap remains in the way planning and implementation of AEP is done. The literature in this section indicates the need for collaborative planning with local authorities, planning for AEP should broadly involve planning for unique needs of refugee learners, plan for funding for completion of AEP cycles which consequently facilitates transition to secondary education and other education pathways.

2.2 Coordination Mechanisms for AEP and how it facilitates transition of refugee learners to Secondary Education.

Coordination is a key component of management which this study focused on. Coordination is required in each function and at each stage of management and therefore it cannot be separated from other functions (Fayol, 2016). Coordination is the unification, integration, synchronization of the resources to provide unity of action in the pursuit of common goals. It is a hidden force which binds all the other functions of management (Fayol, 2016). According to Charmac (2006) Co-ordination is the integration of several parts into an orderly whole to achieve the purpose of understanding. Coordination in a broader perspective entails coordination of all stakeholders, resources, and activities for achievement of organizational goals (Fayol, 2016). Co-ordination is the essence of management and is implicit and inherent in all functions of management (Fayol, 2016). For achievement of effective implementation of AEP for transition of refugee learners to

secondary education, it important to have coordination mechanisms across all levels (Oddy, 20119). The literature in this sub-section examined coordination mechanisms for AEPs.

Available evidence indicates that Coordination for refugees in Uganda and globally is done by UNHCR in collaboration with NGOs supporting refugees, international bodies (committees/platforms) and national governments (Uganda Education Response Plan for Refugee and Host Communities, 2018). In Uganda, coordination mechanisms for refugee education exist at all levels including at National, District, Settlement, and community levels. Coordination for AEP is incorporated to the existing coordination platforms. For, in Uganda, Education in Emergence (EiE) Working group was established to coordinate Education response to ensure a harmonized implementation of Education activities. AEP Coordination is integrated within this coordination group. Education coordination working group was also established to ensure coordinated response to education at settlement/District level. The AEP task team also exists to streamline the implementation of AEP. All these coordination groups play a role in ensuring harmonized implementation of AEPs across different levels (Ministry of Education and Sports, 2018).

In evaluation study for AEP conducted by SCI in Uganda, Oddy (2019) recommends that there is need to engage all relevant actors to work closely with the Ministry of Education and Sports to support displaced children's right to education. The report further recommends strengthening of AEP coordination mechanisms at settlement level including joint monitoring of AEP activities by all implementing partners (Education Cluster 2017).

This study examined that, despite the availability of coordination platforms (working groups), those that directly support AEP were not available. Coordination with Ministry of Education

particularly needs to be strengthened (Oddy, 2019). The researcher, however, agrees with Preston (2018) argument that the national Ministry of Education of the asylum country may or may not be involved in such programmes depending on the political circumstances. Adding that, national educational planners and managers may struggle to cope with such unusual institutional arrangements, in such cases, UNHCR plays a critical role in filling that gap through coordination and providing direction in implementation of programmes for refugee learners (Preston, 2018).

According to the Education Cluster (2017), coordinated approach should be in line with the INEE principle on coordination which defines how coordination can be operationalized within the auspices of AEP provision, including how planning, information management, capacity development, mobilization, and advocacy are coordinated by an inter-agency coordination committee (Education Cluster, 2017). Inter-Agency Standing Committee (2018) also emphasizes the importance of coordination structures in humanitarian response. According to Inter-Agency Standing Committee Report (2018) when an emergency occurs in a country, the UN humanitarian system will create an Education Cluster, to coordinate response. However, the literature reviewed indicates a gap in way the coordination principle is executed.

Relatedly, Researchers have repeatedly drawn our attention to the fact that transition in education for refugee children and youth affected by war and conflict is influenced by several factors. These factors should not be viewed as an event but as an evolving process. Dropping out of school is the result of interaction between several factors including individual, community, family and school factors which require collaborative and coordinated efforts to address.

Oddy (2019) draws attention to Push and pull factors as contributors to drop out of school, and thus, affecting retention, and transition of refugee learners. According to Oddy, coordination mechanisms are very necessary for addressing these factors. Engagement of different stakeholders

draws not only diverse skills and knowledge set but also the financial resources.

In the study conducted by Save the Children on experiences of stakeholders on AEP in Uganda, Oddy (2019) puts it that all stakeholders agreed that coordination structures for Refugee Education programmes at national, sub-national and settlement levels should be introduced and strengthened to ensure coordinated approaches to implementation of AEP (Oddy, 2019).

Menendez A.S et al (2016) on the other hand asserts that lack of coordinated approach has created variance in AEP. There is great variety in what constitutes these programmes. Adding that, diversity of programs labeled AEPs, besides, not only do AEPs respond to different contexts, but also their objectives evolve alongside the situations to which they are responding. These varied contexts shape the diversity of the design and implementation of AEPs (Menendez A.S et al, 2016).

This researcher points out that the variability in AEP has contributed to a high degree of poor quality of implementation of various components of AEP and improving quality requires harmonization of the different approaches to AEP. Besides, despite the availability of coordination channels and mechanisms for AEP, the findings reveal that not all partners are engaged in AEP activities at the initial stages and throughout the implementation process (Education Cluster 2017).

Evidence from other studies indicates the need to coordinate with donors. Donors play a significant role in providing the required funding for AEP which requires a coordinated approach among refugee hosting governments, INGOs and UNHCR. Longer-term funding for AEP is needed given that it takes AEP learners three years to complete a cycle. In the perspective of the researcher, it is however important that coordination with donors should involve coordination with schools and communities the learners live. This will enable the identification of real needs of the beneficiaries so that funding is not mis directed.

And given that, funding cycles do not necessarily correlate with the school calendar, there is need for coordination between implementing partners, relevant stakeholders and donors to ensure that available funding is sufficient for learners to complete a full cycle of AEP (Ministry of Education and Sports, 2018).

It is also worth noting that donor support to AEP takes a consortium approach which sometimes has its own challenges. In study conducted by Magezi (2019) on Successful Consortium engagement, he affirms that successful consortia approach requires effective coordination among the implementing partners, key stakeholders, and donors. This means that all relevant stakeholders are effectively engaged at all levels right from the initial stages of the programme and throughout the implementation period. Osso & Machuki (2019) define consortium as a contractual collaboration or integration of many actors (individuals, Agencies, institutions, otherwise), to form a unit, with a defined structure and governance for the joint realization of a project or purpose. Evidence upholds the importance of consortium approach in meeting the diverse needs of learners. In consortium approach each partner brings different skills, approaches and strengths thereby complementing each other's efforts. However, Consortium activities require prior and careful planning (Osso & Machuki, 2019).

For a consortium project implementation strategy to be satisfactory to all stakeholders, it needs to have good project communication in place including effective project reporting, good communication channels, frequent joint meetings, joint monitoring, and evaluation. This achieved through effective coordination. According to Magezi (2021), consortia engagements are not always successful due to poor coordination among implementing partners.

The researcher's observation is that while there's coordination among consortium partners (INGOs) communication at school and community level is not well coordinated. A clear

communication mechanism should be in place to ensure effective coordination and collaboration for the success of AEP (Magezi, 2019). Coordinated communication forms the heart of project implementation.

The Ministry of Education Report (2018) on AEPs in West Nile Region Uganda, further points out a lack of a well- coordinated approach in the implementation of AEP between the District Education office and other stakeholders. The lack of coordination has contributed to misconceptions of AEP. According to Education Cluster (2017), poor coordination has contributed to different Perceptions on the purpose of AEP among education stakeholders as well as among the children and communities that AEP serves (Education Cluster, 2017). The Report reveals that, while a great majority of Agencies argued that AEP was primarily a way to get over-aged learners back to school to enable their transition to Secondary Education, this contrasts with the perceptions of children, who did not mention being over age, and did not see transition back into primary school as a feasible option. The varying perceptions between the various stakeholders on AEP is an indication of lack of coordination between the district education office, the school, and the community.

Similarly, In the study on the Review of Planning and Coordination of Interventions for youth in the University of Montana, Kholer & Field (2003) expounds on the relationship between transition planning and coordinating interventions. The study suggests that effective transition planning must include efforts to make students feel heard and valued. Further adding that one way to increase the likelihood of this happening is by improving coordination to include students as active participants. Therefore, the research supports the notion that more coordination should be given to transition planning. suggests coordination as key factor in achieving the planned outcomes for transition.

Similarly, this study points out the importance of creating a coordination link with students to understand to better understand their needs. “Participation provides learners the opportunity to express their views, influence decision-making and achieve change. Children’s participation is an informed and willing involvement of all children, including the most marginalized and those of different ages and abilities, in any matter concerning them directly or indirectly. Children’s participation is a way of working and an essential principle that cuts across all programmes and takes place in all arenas, from homes to government and from local to international levels” This research finds out a gap in the engagement and participation of learners in planning.

In conclusion, the literature on Coordination of AEPs reveals availability of coordination mechanisms/structures across all levels. Emphasis is however placed on the need to strengthen these mechanisms and the need for actors to work closely with the Ministry of Education and Sports for effective coordination of AEP. This research points out the need for more school and community focused coordination. Recognizing that AEP learners themselves can participate and contribute to decisions regarding their education.

2.3 Factors influencing planning and coordination of AEP for transition of refugee learners to Secondary Education

2.3.0. Introduction

This sub-section examines the factors that influence planning and Coordination of AEPs drawing on available evidence as well as the researcher’s perspective on this topic. Recognizing the complexity of needs of refugee children and AEP learners in particular, several factors influence planning and coordination of their programmes as presented below.

2.3.1 Psychosocial factors

Psychosocial factors are characteristics or facets that influence an individual Psychologically and socially (IASC, 2018). Such factors impede learning and transition of refugee learners to secondary education. According to IASC Report (2018), eighty-four million children worldwide experience psychological and social problems because of violence and armed conflict. The needs of these children are urgent and growing in complexity but currently underserved. For children in AEP, these needs are exacerbated by extra responsibilities these children have as child parents and family heads. A massive gap exists between available services and the critical needs that remain unaddressed for this category of learners. Refugee children need to feel safe, and be able to cope with loss, grief as well as separation and/or trauma. These factors influence the way planning is done. Planning for refugee education should take into consideration these factors including their learning, social-emotional and economic needs (Education Cluster, 2017).

2.3.2. Language

In the current refugee context in Uganda, language is considered as an obstacle to effective learning and communication (Uganda Education Response Plan, 2018). In refugee hosting districts there is no single dominant local language in any given school, but several mother tongue languages are used in the classroom (Uganda Education Consortium, 2019). There is a multiplicity of home languages, with 19 different languages used by significant numbers of refugees and up to a third of refugee children had previously learnt in a language different to the one they are using in their Ugandan school (Education Cluster, 2017). And not surprisingly, almost a third of the teachers are unable to speak any language used by the refugees and unable to adopt any bilingual approaches. Delivering AEP curriculum in such a context is even more challenging.

According to Education Cluster (2017), language bridging programmes should be designed to enhance competence in English as a language of instruction in Ugandan schools. Relatedly, in the study on Language Resilience by British Council (2022). Hicks examined the relationship between language and literacy proficiency and academic achievement, highlighting the challenge of providing quality English as additional language programming for Refugee learners.

This study examined that for refugee students who have experienced interruptions in (or lack of) formal schooling, their reading skills in any language should be sufficiently developed prior to entering any new education system. Upon entrance into host schools, these students face the monumental task of simultaneously improving their general English language ability and English reading comprehension proficiency and acquiring content knowledge in different subject areas at the same time. It's therefore important that planning for AEP learners takes into consideration how language will be developed.

2.3.3 Policies

Education policies and practices may play a variety of roles in the underlying causes of conflicts. Restricted educational opportunities (not enough education) deepen poverty and worsen insecurity. Unequal access to educational opportunities fuels grievances and a sense of injustice. A challenge for education programmes is to avoid such errors and to act to reinforce peace and social cohesion (UNESCO, 2018).

Looking at Ugandan refugee context for instance, there is growing evidence of high-level policy commitments by governments and key agencies to the principle that education must be part of every humanitarian response, recognizing the right of every child to education (Ministry of Education and Sports, 2018). Uganda ratifies to open door policy and therefore obligated to meet

all refugee rights including the right to Education. However, despite availability of such policies, government of Uganda has not fully committed to support AEP for refugee learners.

Therefore, achievement of any future goals set for AEP will require much greater investment in finding solutions to crucial educational policy dilemmas for AEP. Policy should broadly address gaps and concerns in AEP such as teacher supply, remuneration; quality of teaching and learning, measurement of quality; support to the psychosocial needs, decisions about curriculum, decisions about language of instruction; school materials and certification of the learning attainments (UNESCO, 2019).

This study points out how refugee crisis has revealed several weaknesses in policies and the capacity of host countries to cope with such a large and unforeseen inflow of people in need of basic services. This has made it difficult to plan and coordinate the response within and across levels of government and sharing the responsibility across different sectors presents a huge challenge.

In a study on ‘Refugee Education and integration models and practices in OECD countries’, Anaya (2018), further argues that there is need to put in place favorable policies and practices that support integration into education Catch-up and transition of refugee learners. In the Culture of Education Policy, Education Cluster (2017) puts it that the narrative elements of government policies should promote positive ways of seeing migrant individuals and provide tools for organizing their lives.” Policy narratives constitute discourses which have material consequences for their subjects if not constructively dealt with.

Other studies present limited funding as a major influencer to planning and coordination for AEP programme. In a review to assess the implementation of AEPs, Menendez asserts that AEP learners

did not usually complete the full learning cycle of AEP programmes due to inadequate funding (Menendez A.S et al 2016). Funding cycles did not allow cohorts to complete the AEP cycle. In crisis and conflict-affected environments, where AEPs are often seen as an appropriate response, funding cycles are most often single-year cycles, making planning for such programmes incredibly difficult. For example, if a program requiring a minimum of three years of funding for its cohort to complete the program receives single-year funding, that cohort cannot complete the AEP. Menendez recommends the need for policy review and a more coordinated approach in addressing the political and economic challenges affecting AEPs (Menendez A.S et al 2016).

Available evidence further indicates a lack of sustainability planning for AEP. In a study on Building Evidence and Learning for AEPs in Crisis and Conflict Menendez A.S et al (2016) asserts that whether a program is foundational or transitional in nature, it is important to define the strategy for what comes after a program or project is over. When a program is transitional in nature, an exit strategy to determine when and how activities should be scaled down should be part of the initial planning process. These strategies should be part of the initial planning. When the program is designed (even by default) to be a transitional program, it usually has a very simple exit strategy:

According to Oddy (2019), children mentioned the following factors as major barriers to transition to Secondary education including financial barriers.

Stigma: “Lactating mothers fear to rejoin or drop out education due to bullying”. Some learners “look very old, and when they reach the mainstream, they feel ashamed”. Teachers also echoed the findings from the children’s workshops that learners’ “focus is to go to secondary but not to join primary school.”

Responsibilities: “Some children are the breadwinners so cannot study from morning or keep up with the primary school programme”. “Some of the children do not want to cut off their hair”.48

“AEP programme starts in the afternoon and therefore learners are given ample time to prepare yet the primary section starts in the morning “. They also noted that “child parents and mothers have a lot of responsibilities to attend to, hence making it hard for them to transit.” Teaching and learning materials: There is an implication that the quality of teaching is perceived to be better in the AEP centres. One teacher mentioned that “translation of the teaching in the local language is done in the AEP, unlike in the primary section where teaching is basically done in English”. In Rhino, teachers reported that learners from the formal primary attend AEP lessons because their teachers do not teach them in the afternoon and evening, which has led to a lot of congestion during the AEP lessons.

Another policy issue is the limited number of teachers. According to UNESCO, (2018), the migration surge has generally put education services under extreme pressure and more teachers are needed across the country for language classes, remedial support, and to staff schools where existing resources are stretched.

Further, available evidence on the other hand indicates that: Organizations implementing AEPs have endeavored to ensure that:

1. The recruitment and selection process for teachers is done in a transparent way and as much as possible, harmonized with the current practices of government and/or other educational partners.
2. Teachers and other educational personnel receive periodic, contextualized and needs-focused training to deliver the AE curriculum and provide educational experiences that are protective and of quality. Ideally, AEPs have a teacher selection plan based on community input but with ministry (or education authority) involvement and validation. It was unclear from the review how many programs had selection plans, but several programs, including

School for Life Ghana, TEACH Ethiopia, and COPE Uganda, had teachers who were selected directly by the community, from the community.

According to the Global Education Monitoring Report (2019), policy issues relating to teachers are articulated that, the diversity of teacher profiles and qualifications in displacement settings has important implications for teacher planning, management, and development. An in-depth understanding of the differentiated characteristics of the teaching corps is necessary to ensure every teacher has decent working conditions and relevant professional development. This study points out a critical gap in AEP response as “inadequate teacher workforce capacity, with shortages of well-trained paid teachers who can address the specific needs of AEP learners.

The key findings and trends emerging from this section indicates that planning for AEP is entirely dependent on availability of funding. Lack of adequate funding affects the way the programme is implemented and thereby negatively influencing transition of learners to secondary and other education pathways. The findings also point out the critical importance of taking into consideration the uniqueness of the needs of refugee learners while planning for AEP. As regards coordination, evidence indicates availability of coordination mechanisms across all levels, however, what creates a challenge is how coordination is done. Pointing out the need to better engage the ministry of education in coordination. There’s also need for more community involvement as well engagement of the learners themselves in planning and coordination processes. This study identifies the gap in planning and coordination models tailored to EAP programming and implementation. This study also recognizes that being a refugee learner is challenging but being an AEP refugee learner is even more challenging. This requires that more holistic and comprehensive approaches/models are designed to address the complex needs of AEP learners to enhance their transition to secondary

education. This is line with Taylor's (2009) argument that. Educational integration and transition of refugee children can take place if all or at least most of their language, psychological, social and emotional needs are addressed.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

The section presents the research methods used to undertake the study, the research philosophy, research design, study population, sample size, sampling methods, data collection methods and instruments, procedure for data collection, validity and reliability, data management and analysis, ethical considerations, and limitations of the study.

3.1 Research philosophy

Research philosophy refers to a belief about the way in which data about a phenomenon should be gathered, analyzed, and used (Neuman, 2020). Therefore, choice of the research philosophy defines the important assumptions about the way in which the researcher views the world and consequently underpin the research strategy and the methods the researcher chooses as part of that research strategy. Seforth (2015) argued that a philosophy is like a roadmap for research without which ones' investigation lacks illuminated direction. In relation to dissertations and thesis, philosophy provides a better understanding of the research process and aligns critical aspects of the research, addressing various dilemmas researchers might encounter. Three major research philosophies have been used extensively, namely positivist (sometimes called scientific or logical positivist), interpretivist (also known as anti-positivist) and realism (Creswell, 2009

This study adopted the constructivism paradigm that conforms to a relativist ontological position and a subjectivist epistemological position (Lincoln Y.S et al., 2011). Constructivism philosophical paradigm is an approach that asserts that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. It is based on the analogy or basis that social reality is a product of processes through which human beings make sense of their everyday actions and situations people form or construct much of what they learn through experience (Blaikie, (2011) noted that constructivists maintain that to understand human action researchers must understand the meaning inherent in those actions. Constructivist/Interpretivist paradigm does not focus on isolating and objectively measuring causes or on developing generalizations but instead attempt to gain an empathic understanding of how people feel inside, seeking to interpret individual's everyday experiences, deeper meanings and feelings and idiosyncratic reasons for their behaviors. Therefore, interpretive researchers tend to hang out with people and observe them in their natural setting so as to be able to develop an in-depth subjective understanding of their lives. Unlike the positivist, interpretive researchers believe that you cannot adequately learn about people by relying solely on objective measurement instrument (Rubin & Babbie, 2008). This philosophy was therefore selected because it aligns to this study as it seeks to gain an understanding of how people feel and perceive things to develop an in-depth understanding of the variable under study.

3.2 Research Design

The study adopted a purely qualitative research approach that majorly relied on inductive inquiry, it involved data collection and analysis at the same time while developing categories and subcategories from the data (Creswell, 2009). This approach was considered appropriate for the study because it was conducted within the natural setting and involved exploring participant

experiences (Neuman 2020). The approach aided the researcher in exploring participant inner experiences, deriving, and transforming meanings from such experiences in relation to how AEPs are planned and coordinated as well as explore influencers to enhance transition of refugee learners to secondary education.

The study took qualitative procedures that relied heavily on grounded theory to facilitate the exploration of stakeholder experiences on planning, coordination, and influencers to enhance transition of refugee learners to secondary education by focusing on experiences and views of UNHCR officers, INGO officers, MoES, District education officers, headteachers and teachers from schools hosting AEPs.

The study involved procedures of grounded theory focusing on comparison analysis (Strauss & Corbin, 2014). This design allows for identification of categories and subcategories through constant comparison of similarities and differences and meanings emerging from the data. This procedure offers theoretical explanations that reach beyond the known and offers new insights into a variety of experiences and phenomena (Strauss & Corbin, 2015). The categories out of which models are constructed are derived from data collected during the research process and were not chosen prior to beginning the research. In grounded theory procedure, experience is considered integral to theory, and the experiences of whoever is engaged in an inquiry are vital to the inquiry and its implicated thought processes (Creswell, 2009), thus, this made procedures of grounded theory relevant for development of planning and coordination models. None the less, this procedure also enabled the researcher to connect with research participants, explore their experiences and opinions and see the world from their viewpoint and make meaning from such interactions.

3.3 Area of Study

The study was carried out in West Nile Sub region in Uganda in selected primary schools hosting AEPs. This area was selected because majority of refugees are settled in the West Nile region and most schools hosting AEPs are found in refugee settlements in West Nile Region Education Cluster, 2017). Three sites were selected for the study which included 3 AEP centres, one site in each of the Districts of Terego, Yumbe and Obongi. The 3 sites selected are run by different INGOs including Norwegian Refugee Council (NRC), Save the Children and Fin Church Aid (FCA). They are supporting refugee children who had dropped out of school due to displacement and crisis to catch up on lost learning and integrate back to formal schooling. The 3 different sites were selected to increase the richness of data in terms of diversity in perspectives and experiences in planning and coordination. These sites were further selected because the researcher is very familiar with interventions in refugee education and works within this context.

3.4 Sampling and Sample Selection

3.4.1 Sampling Technique

Theoretical sampling was adopted for the study. Theoretical sampling is a process of data collection for generating theory where the researcher jointly collects, codes and analyses data and decides what data to collect next and where to find them, in order to develop a theory as it emerges (Strauss 2013). This study aimed to generate planning and coordination models and therefore theoretical sampling was ideal for development of these models. This technique was applicable in the study in the sense that; once data from the first interview was collected, it was coded, and analyzed. Topics emerging from the data would then be used by the researcher to determine the next participants/respondents. However, Purposive sampling was used at the beginning of data collection and at the end of data collection in order to select participants who can provide relevant

data to the study. Based on the categories that emerged from the data, participants were purposively selected to confirm saturation which was reached after interviewing 19 key informant participants.

3.4:2 Participant Selection

A total of 34 Participants were selected based on their participation in development and implementation of AEPs. The target population included 18 teachers from 3 AEP centres, 6 teachers were selected from each centre. Eight (08) INGOs officials were selected, 02 participants from each organization including Save the Children International (SCI), Norwegian Refugee Council (NRC), Fin Church Aid (FCA) and Windle International. One (01) official from UNHCR at field level and three (03) District Education officers from Districts of Terego, Yumbe and Madi Okolo, one (01) official from each District.

DEOS were selected because they are directly responsible for planning and coordination of education programmes including the AEP programme in the district as well as oversee the school implementation of programmes. DEOs also are involved in planning and coordination of Education programmes including AEPs in refugee context with schools and partners implementing education programmes. They are also responsible for effective education delivery at District level.

UNHCR education officer was selected because UNHCR is an organization mandated to ensure coordinated approach to planning and implementation of refugee activities.

The headteachers and teachers were selected because they are responsible for planning and coordination at school level and teachers are direct implementers of AEPs.

INGOs - specifically FCA, NRC and SCI are lead implementers of AEP in the selected refugee settlements and implement in respective schools, they are also responsible for planning and coordination with donors, MoEs and school level actors ensuring that AEPs are well implemented.

The parent population is about 50% of over 1.2 million refugees within Uganda comprising about 63% children and youth of school going age (Ministry of Education and Sports, 2018).

Participants were selected based on specific characteristics in relation to the roles in the development and implementation of AEPs.

Table 1: Summary of the Sample population for first round of interview

No.	Participant category	Sample size
1	Teachers	18
2	Headteachers	03
3	INGO officials	08
4	DEOs officials	03
5	UNHCR officials	01
	Total	34

3.5 Data collection methods

3.5.1 In-depth Interviews

Data was collected by means of in-depth interviews (Holloway & Freshwater, 2007). In-depth interviews were therefore the starting point of data collection. Borrowing from grounded theory principles, data collection involved a back-and-forth process. The first phase of the data collection involved understanding of how AEPs are developed and conducted. One question was asked to all participants (How did you come up with AEPs? How was it developed). Based on data, the researcher then probed further on planning and coordination as well as well as influences on AEP. Follow up questions were used to probe the processes that were conducted with emphasis on coordination and planning. During in-depth interviews it came out that there were minutes of meetings conducted during planning and coordination of AEPs. The same questions were extended

to interrogate these documents (minutes). After the 19th interview, a point of saturation was reached. Focus group discussion was then used to gain consensus.

3.5.1.1. Confidentiality of in-depth interview data: In order to manage confidentiality of data from interview including voice recordings, the researcher sought consent from the respondent prior to the interview. Both the researcher and interviewee consented. The researcher consented to protect the identity and private information while the interviewee granted the permission to the researcher to voice record and granting the researcher the permission to use the data for purpose of this study by signing the consent form. To ensure protection of identity and private information provided, records were kept secure through use of password protected files and use of encryption when sending information over the internet. The research did not record information in a way that links the respondent's responses with identifying information by using codes known only to the researcher. And because the respondents were not identified by names, but by other identifiers or by combinations of information about subjects, the researcher only reported aggregate findings, not individual-level data.

3.5.1.2. COVID 19 Precautions during interviews:

In order to protect the participants as well as the interviewers during interviews, the researcher ensured the following:

- i. Both the respondents and interviewers wore face masks throughout the interview process
- ii. Hand sanitizers were provided and used by both respondents and interviewers whenever necessary.
- iii. Social distance of at least 2 meters during interview was maintained,

- iv. Avoidance of body contact with respondents including hugging and handshaking was ensured by the interviewer and maintained.

3.5.2 Focus Group Discussions (FGDs)

Focus Group Discussions were used to gain consensus after in-depth interviews. Three FGDs were conducted with teachers from the 3 AEP centres for triangulation purpose and to confirm a point of saturation. 6 teachers were selected from each AEP centre. FGDs involved interactions of a small group of participants to generate ideas to confirm data generated from previous interviews on planning and coordination. This process was guided by a FGD checklist with open-ended questions. The same questions that were used for in-depth interviews were used for FGDs. There were follow up questions based on responses of the teachers which were used to probe the processes for planning and coordination as well as the influences. Another one general FGD was also conducted involving all 18 teachers in one group. This FGD was purposely conducted to gain consensus and to confirm the findings from in-depth interview and findings from the 3 FGDs conducted with each AEP centre.

3.6. Data collection procedures

The researcher sought for permission from the University. The University provided a reference letter which the researcher used to seek for relevant authorization to conduct the study. First, permission was sought with the Prime Ministers' Office (OPM) which represents the government of Uganda in refugee settlements/camps across the country. Permission was sought from OPM in West Nile. OPM has guidelines and procedures to be followed to access refugee settlements. Given that the researcher works in this context, it was easy to obtain permission. The researcher also has good working relationships with OPM in districts in West Nile region.

Secondly, permission was sought from Windle International, Uganda. Windle is an education implementing partner for UNHCR and is responsible for education for refugees in some refugee settlements in West Nile. Windle regulates education implementation across schools within the settlements it oversees.

The researcher then sought for permission from headteachers of the respective schools implementing AEPs. Due to the COVID 19 situation, some interviews were conducted online.

Prior appointments were made with respective respondents in time and venue convenient for the participants and researcher. Clear explanation of the study was done with all participants.

Data collection involved qualitative procedures that heavily relied on grounded theory. Data was collected by means of in-depth interviews (Holloway 2007). In-depth interviews were therefore the starting point of data collection. The in-depth interviews, these were conducted with key informants including the headteachers, INGO officials, UNHCR officials and District Education officers. Borrowing from grounded theory principles, data collection involved a back-and-forth process. The first phase of the data collection involved understanding of how AEPs are developed and conducted. One question was asked to all participants (How did you come up with AEPs? How was it developed). Based on data, the researcher then probed further on planning and coordination as well as influences on AEP. Follow up questions were used to probe the processes that were conducted with emphasis on coordination and planning. During in-depth interviews it came out that there were minutes of meetings conducted during planning and coordination of AEPs. The same questions were extended to interrogate these documents (minutes). After the 19th interview, a point of saturation was reached. Focus group discussion was then used to gain consensus.

3.7 Data Quality Control Methods

3.7.1 Credibility

Credibility is conceived as trustworthiness, rigor and quality in qualitative studies. credibility in interview pertains to the trustworthiness of the subject reports and the quality of the interview process (Palaiologou, et al., 2016). In qualitative research, trustworthiness and transferability are two of the main criteria.

Trustworthiness has been defined as the conceptual soundness from which the value of qualitative research may be evaluated (Bowen 2009). Trustworthiness in Grounded Theory Methodology is enhanced through prolonged engagement with participants to obtain detailed and meaningful information. triangulation of data and sufficiency of data assessment through saturation (Bowen, 2009). These three aspects are considered key in grounded theory methodology and were observed throughout the study.

To ensure validity the following aspects were considered:

- 1). All participants were asked the same starting question in order to understand how AEP was developed and conducted.
- 2). One general FGD was conducted that brought all the 3 FGDs together to further confirm the data. This FGD was purposely conducted to gain consensus and confirm the findings from in-depth interview and document analysis.
- 3). Senior participants with experience in AEP were selected as participants to ensure authenticity of the data.

As far as transferability is concerned, the models emerging from data can be generalized/transferable or replicable in similar contexts globally. Transferability refers to the degree to which to which results of qualitative research can be generalized or transferred to other contexts or settings (Morrow, 2005). From a qualitative perspective, transferability is primarily the responsibility of the one doing generalization.

3.7.2 Confirmability

Confirmability refers to the consistency which a measuring instrument is able to yield the same results when the entity being measured has not changed (Straub et al, 2004). It is the extent to which a variable or a set of variables is consistent with what it is supposed to measure when repeated multiple of times (Straub et al, 2004). Dependability is a trustworthiness concept that closely matches reliability (Morrow, 2005). Dependability refers to the confirmation that the data represents the changing conditions of the phenomenon under study and should be consistent across time, researchers and analysis techniques (Morrow 2005). To ensure dependability, data audits were done by an independent individual who audited and confirmed that the Grounded Theory procedures were followed and verified that they were used correctly. Peer researchers, and supervisors also helped examine the detailed chronology of research activities and processes or audit trail to determine the reliability of the findings. To ensure that data collected during the interviews was reliable, the researcher followed the standard procedures of conducting in-depth interviews such as: obtaining consent from participants, choosing an appropriate place and time for the interview, ensuring that the language is convenient for the respondent(s) and the use of probing and respondent validation. For instance, the researcher, during the interview, found some unexpected concepts and some controversial issues, such as government as not being committed to the programme, yet globally it is known that the government of Uganda ratifies to open door

policy, such instances called for more probing rather than dismissing them. The researcher also double checked the data by having general FGD comprising of participants from all the 3 FGDs conducted for participants to listen to confirmations regarding the data already collected. This process went on well with no controversies or contradictions.

3.8. Research Ethical Considerations

Given the sensitivity of the subject under study, ethical issues related to the research and participants were carefully considered. Adherence to professional standards prescribed by oversight bodies such as governmental agencies, funding agencies and professional associations as well as adherence to ethical principles and values that promote credible and responsible conduct of research were observed (Creswell, 2021). Further, National Guidelines for Research involving Humans as Research Participants according to National Council for Science and Technology were followed. Uganda National Council of Science and Technology (2014) requires that assent is obtained not only from individual participants but also from communities or institutions where the study is conducted. Ensuring that research is ethical is therefore integral to any empirical study regardless of the research design (Creswell, 2021).

Informed consent was obtained from all participants and organizations which were recruited for the study. For instance, consent was obtained from office of the Prime Minister (OPM) which represents government in refugee settlements, Permission was obtained from MoES and from schools hosting AEPs.

Prior to all interviews, the participants signed a consent form, and no participants were subjected to discrimination, prejudices, stereotypes, or biases, either directly or by casual or indirect suggestion by the research team. Prior to initiating any contact with any potential recruit, written

approvals by Uganda Christian University Research Ethics Committee (UCU REC) and The Uganda National Council of Science and Technology (UNCST) were obtained.

Ethical issues associated with academic writing were considered, ensuring proper use and without violating academic writing standards or code of conduct. Hart (1998) suggested that researchers must use their sources properly when writing the literature review in order to avoid criticism of their work. Code of conduct violations such as Falsification (misrepresenting the work of others), Fabrication (presenting speculations or general claims of others as if they were facts), sloppiness (not providing correct citations), nepotism (citing reference of scholars that are not directly addressing the point that the citation is used for) and Plagiarism (the act of knowingly using another person's work as passing it off as your own) were avoided (Hart 1998) .The issue of plagiarism was managed by subjecting the proposal and the dissertation to the anti-plagiarism software to obtain the similarity index of the contents in the two documents.

3.8.1. Ethical oversight and study approval

Qualitative primary data collection followed a set of ethical principles in conducting fieldwork based on Oxford Policy Management's best practice standards (more detail is given in Brown et al, 2020). Three basic ethical principles of research with human subjects, as set out in the UK Government's Belmont Report (1979), were applied:

1. Respect for persons: Prospective participants were given the information they needed to decide whether they wanted to participate, and they were given the freedom to decide not to participate or to stop at any point.
2. Beneficence: No harm was caused by the research.
3. Justice: Individuals and groups were treated fairly and equitably.

Ethics oversight for Phase 1 of the study came from the ERP Secretariat and MoES. Given that study respondents focused on District-level government officials, INGOs, and implementing partner stakeholders who are publicly, formally engaged in the ERP and assigned to support its design and implementation, no ethical issues arose with this respondent group. Each respondent provided verbal consent at the start of the interview to be interviewed and for the interviews to be recorded.

3.9. Limitations and mitigation measures

Four key limitations arose during Phase 1 – three relating to content and one to context. They are documented below, along with the mitigation measures applied to address each one. We also note that this phase only conducted research with national-level stakeholders, and thus presents their views on implementation at national and sometimes district level. District-level stakeholders will be the focus of a future phase, in order to verify and further investigate the situations out in districts.

3.9.1. Limitation 1: Unavailable respondents

We tried to include a wide range of well-connected and informed experts in this research phase and made multiple attempts to contact them and schedule interviews. However, some key informants in government departments and partner organisations remained unavailable to participate due to scheduling conflicts, emphasised particularly by the fact that this phase of data collection coincided with the lockdown when we could conduct interview only by remote means. Additionally, three targeted key informants directed us to other individuals and offices for data, explaining that all the information we required was held either at the ERP Secretariat or with another colleague. The research data presented in this report therefore lacks their knowledge and perspectives, and in some cases meant a specific stakeholder group did not participate in this phase

of the research. To manage this challenge, we had to opt for alternative respondents who were readily available. The respondents were not senior and experienced, but they were knowledgeable in the area of research.

3.9.2. Limitation 2: challenges of telephone and WhatsApp interviews.

The COVID-19 pandemic, and the attendant safety measures, and lockdown imposed by the Ugandan government, meant that some of interviews in this phase were conducted remotely. This caused delays in scheduling interviews, as well as a need to conduct more than one round of discussions with some respondents due to timing conflicts. Technological hitches interrupted some interviews, leading to poor audio quality, especially for interviews conducted using WhatsApp; this was managed during the transcription process. Finally, remote engagement with respondents limited our ability to engage in a deeper dialogue with them in their professional environment, as the structure of the interviews only relied on verbal rather than face-to-face interaction.

To manage challenges associated with WhatsApp interviews, we had to facilitate the interviewees with data and transportation to areas of strong network connectivity. We also had Microsoft teams as a back-up, when one approach failed, we quickly changed to another approach. Where internet connection failed, we had to post pone interviews to another day when the connection was stronger.

And to manage the audio quality in remote interviews, I had several devices for triangulation purposes, where one device failed to clearly capture, I had a timely alternative. I also had an IT expert to quickly resolve any It challenges when they occurred.

3.10. Data Analysis

Data collection and analysis took Qualitative procedures inclined to grounded theory principles. Consistent with grounded theory procedures data collection and analysis were done simultaneously.

The study adopted constant comparison analysis. Data analysis involved a back-and-forth process which required a re-alignment of preliminary aspects of the study. Once data from the first interview was collected, transcription and first coding were done. This first step of the analysis involved Open coding where, with the help of qualitative data analysis software (NVivo version 13), **43 codes** were developed from the first interview done, the initial codes are indicated in the table 1 below. All identified codes were given descriptions to explain their meaning which helped in allocating of text passages that had similar ideas respectively as shown in table 1 below.

Table 1: Initial codes generated after the first interview.

No.	Code name	Description	Participants
1	Attendance	Irregular attendance of AEP learners due to other responsibilities as result of being child parents which influences planning	19
2	Introducing baby minders	Introduction of babysitters to help care for the babies / infants of the child parents while they study	13
3	school schedule	The school schedule does not favour AEP learners because they have extra responsibilities to attend to.	28
4	Beneficiaries	The AEP learners are beneficiaries and mainly school dropout's majority of who are child parents.	19
5	child parents	Children who are married and with adult responsibilities	18
6	school dropouts	Children who have been out of school for over one year	19
7	community partnerships	the involvement of the community leaders in the running of the AEP program. their role as a bridge between implementing partners, schools (AEP centres) and the community at large where learners are obtained.	17
8	Curriculum	The curriculum is condensed and harmonised with the mainstream and takes a period of 3 years to complete instead of 7 years	18
9	Non formal education	AEP is a form of non-formal education	17
10	Implementing partners	AEPs are implemented by partners majorly INGOs	17
11	Consortium	Implementation of AEP takes a consortium approach and requires engagement with all partners under the programme	16
12	Program Supervision	AEP programme is supervised through joint monitoring by implementing partners, District Education office and the school.	18
13	District office role	District office plays a role of supervision of AEPs	17
14	Monitoring by partners	coordinating of program through monitoring and involving other key stakeholders	18
15	School administration	The school administration ensures day today running of the programme in coordination with the implementing partners	15
16	Programme Support	The programme is supported by implementing partners	19
17	local leaders support	role LCs like LC III played in ensuring smooth running of programs like AEP and coordinating with partners	17

18	material support	Materials like scholastic materials and sanitary towels for towels are provided by some partners (INGOs).	16
19	program funding	AEP is funded by donors	18
20	resources for transition to secondary	coordinating of resources to ensure learners can transition to secondary level	17
21	Psycho-social support	supporting learners' psychosocial well being	19
22	remedial teaching	need for remedial teaching for those learners that may miss some classes	14
24	Engaging various partners	Involvement of different partners in the planning and coordination of AEPS	19
25	structural support	AEP structures are constructed by partners	14
26	Stakeholder Engagement	involvement of different partners in the planning and coordination of the catch- up programs	18
27	Engaging learners	Learners need to be involved in decision making about lessons	17
28	Teachers	Support teaching and learning	14
29	Coordination among partners	Partners coordinate among themselves for successful implementation	25
30	Coordination at school level	Coordination of a school with partners, the district and community	22
31	Community coordinating structures	Coordination between partners, school, and the community	30
32	Government involvement	Coordination at National level	19
33	District level coordination	The coordination mechanisms at District level	24
34	Consortium	Coordination with implementing partners within the consortium arrangement	25
35	Coordination with donors	Coordinating with the various donors and implementing partners supported by donors	19
36	Coordination by and with UNHCR	UNHCR as a global agency is responsible for coordinating all activities relating to refugees	20
37	Language	Refugee learners do not speak English Language which teaching and learning in the classroom	32
38	Attendance	Low attendance because of some learners being child parents with other responsibilities	30
39	School dropouts	AEP learners drop out due to additional responsibilities at home	20
40	School fees	Lack of school fees to transition to secondary education or to vocational	25
41	Food distribution	Food distribution interrupts schooling	30
42	teachers	Inadequate number of teachers and capacity to deliver AEP curriculum	19
43	Mainstream learners	Mainstream learners prefer AEP	32

The second stage of data analysis involved reflective coding, where, through constant comparison analysis, every new transcript was compared with the first one to look for similarities and meanings among codes. The codes that had similar meanings were merged, while those that were different formed new codes. Code names weren't dependent on any reference to literature but on the knowledge and experience of the researcher. During comparison, relationships amongst codes became clearer and so codes that shared similar meanings were highly frequent and significant to research questions.

Similar codes were clustered into the same categories and subcategories. For example, initial codes of; out of school learners, child mothers, child parents were clustered to form a core category of

“beneficiaries while” codes such as programme funding, material support, structural support formed a core category of “programme support” and codes like coordination among partners and consortium formed a core category of Inter-agency coordination while codes such as school level, community coordination formed the core category of coordination at implementation level and codes such as attendance, school dropout, food distribution formed the core category of Economic factors among others as shown in table 2 below. The 43 codes were therefore categorized into 16 major categories as indicated in **table 2** below on page 63.

Memos were also written at all stages of the analysis which were valuable in any decision making such as on where the research analysis was going. Example of a memo is indicated in the box 1.0 below.

BOX 1.0: Example of a memo: Psycho-social support

Psychosocial support for refugee learners

Psychosocial support is profoundly important for psychological well-being of refugee learners considering the traumatic experiences they have undergone. The psychosocial well-being of learners directly links to academic achievement and therefore defines how far they will progress academically and consequently transition to secondary or to other education pathways.

I used the memo above to define the relationship between Psycho-social support and transition. The memo prompted me to analyze the kind of learners in AEP programme (mainly involving refugee learners who are school dropouts and child parents- as data from the participants indicated) and the kind of support they need apart from the psychosocial support. This guided the development of a core category of programme support rather than just psychosocial support considering that there was other support required for AEP learners to transition to secondary as indicated from the participant responses.

Table 2: Subcategories

Initial Code	Category	Participants
Introducing baby minors	PROGRAMME SUPPORT	30
Programme funding		15
Material support		
Resources for transition		23
Structural support		
Local leaders support		
Remedial teaching		
Beneficiaries	BENEFICIARIES	33
child parents		29
school drop outs		30
Curriculum	CURRICULUM	
Harmonized curriculum		30
Non formal education		33
Condensed Curriculum		
Implementing partners	COMMUNITY PARTNERSHIPS	31
Community partnerships		
Consortium		28
Program Supervision	PROGRAMME SUPERVISION	30
District office role		29
Monitoring by partners		30
School administration		18
program funding	PROGRAMME FUNDING	31
Psycho-social support	PSYCHOSOCIAL SUPPORT	33
Engaging various partners	STAKEHOLDER ENGAGEMENT	32
Engaging learners		30
Engaging partner		33
Engaging learners		
Coordination among implementing partners	INTER-AGENCY COORDINATION (CONSORTIUM)	25
Consortium coordination		30
School level coordination	COORDINATION AT IMPLEMENTATION LEVEL	25
Community coordination structures		30
Government involvement	COORDINATION AT NATIONAL/POLICY LEVEL	19
Coordination by and with UNHCR		19
District coordination	COORDINATION AT SUPERVISION LEVEL	24
Coordination with donors	COORDINATION AT FUNDING LEVEL	19
Language challenge	SOCIAL FACTORS	32
policy	FACTORS INFLUENCING PLANNING & COORDINATION	30
funding		20
teachers		25
language		30
Trauma/PSS		19
Stigma	challenges	32

The third stage of the interview was selective coding which involved comparing categories and sub-categories in order to develop more concrete categories. This comparison led to a reduction of categories and subcategories to 11 core categories as seen **on table 3 on page 68-69** as some categories were merged. For instance, the category of Psychosocial support was merged with programme funding, material support, structural support, and local leader support to form the core category of Programme support as shown in **table 3 on page 68-69**.

At this stage, a point of saturation was reached, Focus Group Discussions were then used to gain consensus. There were no new codes that emerged from FGDs. For instance, data from focus group discussions indicated the critical need for community engagement as key component of stakeholder engagement. This category was then merged with core category of stakeholder engagement. Similarly, data from focus group discussion indicated the need for support to aid supervision of AEP programme and the subcategory of programme supervision was integrated into the core category of programme support. This process involved the final refining of categories and subcategories.

After this process, eleven Core categories were derived gradually building a conceptual framework for the Refugee Catch-up Education programme – emerging from data **as shown in figure 3 page 70**.

Concept notes were then drawn to show the relationships between Categories and subcategories.

Once any category and sub-category were identified, memos were again written identifying their key properties. An example of yet another memo written is shown in box 1.1 and 1.2 below.

Box 1.1: Example of a memo: The key role of community leaders

Community leaders as influencers

Community leaders are fundamental in making decisions affecting their people at grassroots. Involving community leaders in the planning process is key for the success of AEPS. Community leaders act as a link between implementing partners, AEP centers and the community where learners live. Community members believe in their leaders and look up to them to make decisions on issues affecting them as individuals and the community as a whole including issues relating to education.

Deeply analyzing the memo above guided in comparing it to other memos in previous interviews such as community engagement, community leadership, community participation and community sensitization. The analysis of these pointed to a critical need for community partnerships in planning of AEPs. After a close examination of these codes and their relationships I later derived the core category of “community partnerships”.

Box 1.2: Example of a memo: Coordination as a key ingredient for consortia implementation

Consortium approach to implementation of AEPs

In consortium approach each partner brings on board different skills, resources, approaches and strengths thereby complementing each other’s efforts and thus, providing integrated approach to addressing the various needs of AEP learners. However, Consortium activities require prior and careful planning and coordination among implementing partners.

Careful analysis of the above memo informed my decision in deriving the core category consortium. Consortium involves several partners working together and successful consortium implementation largely depends on the level of coordination among partners. A consortium approach enables partners to leverage on each other’s skills, knowledge and resources for a comprehensive implementation of AEPs.

Fig 1: Concept map showing planning Categories emerging from analysis.

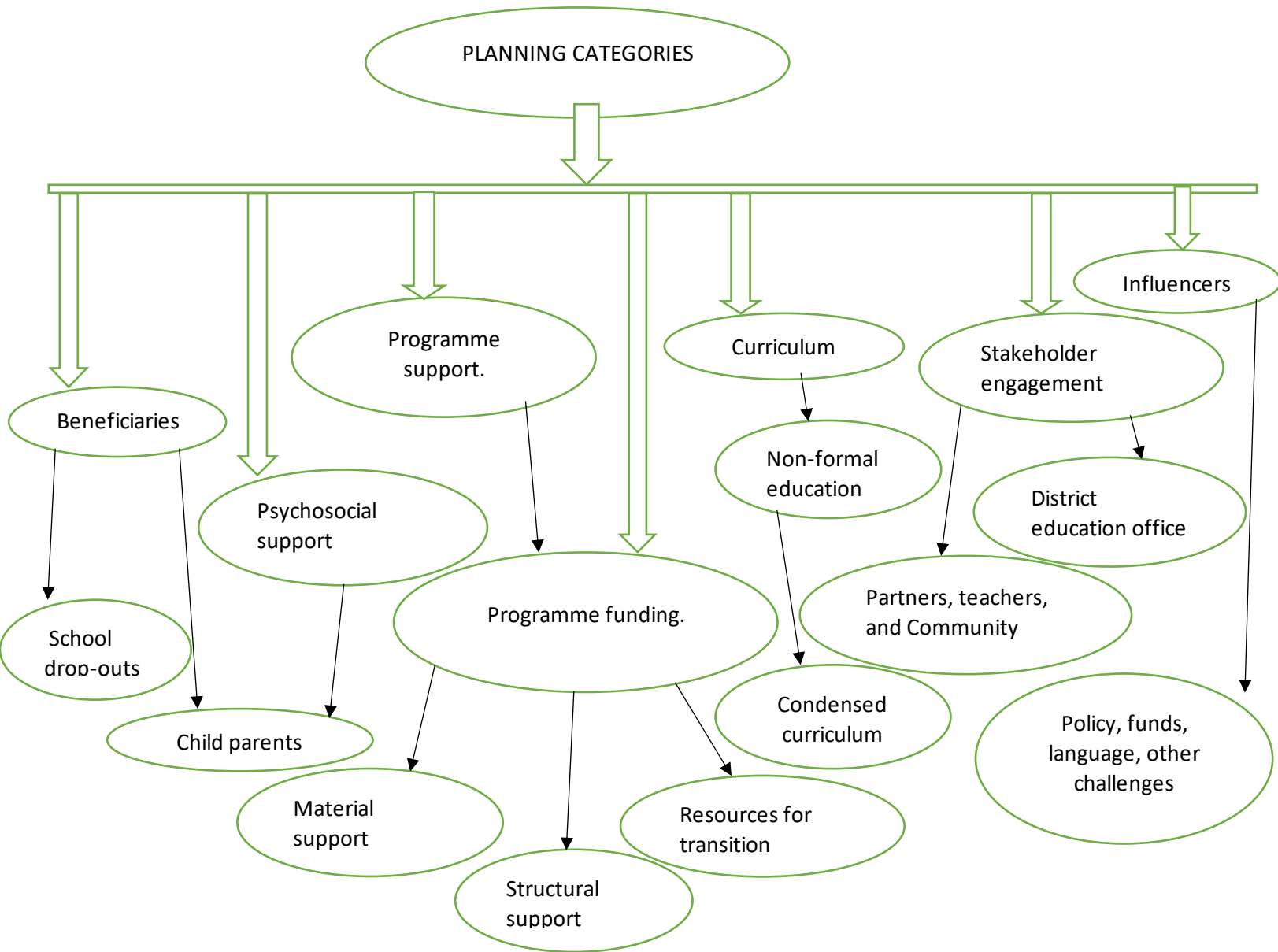


Fig 1: Concept map showing coordination Categories emerging from analysis.

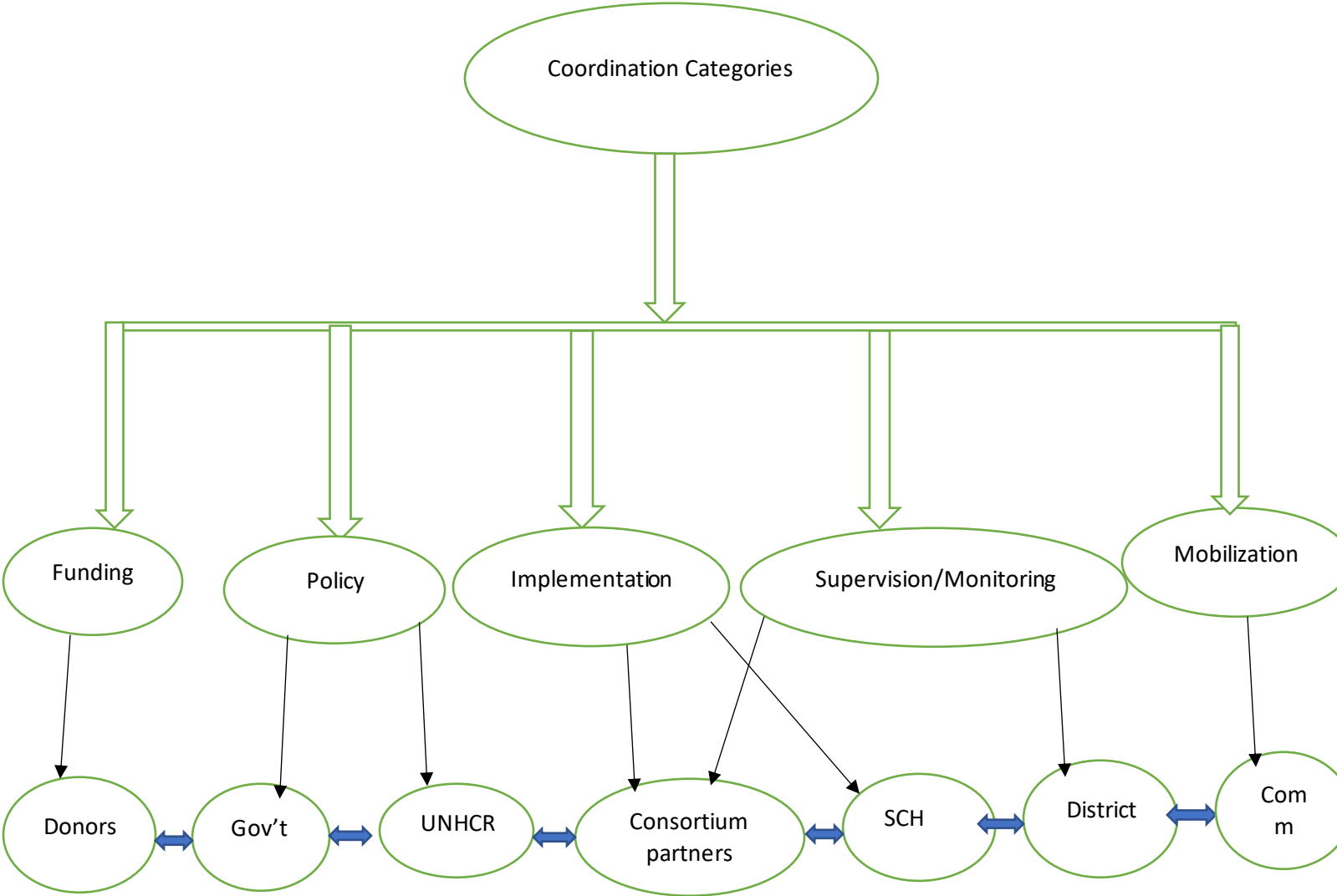
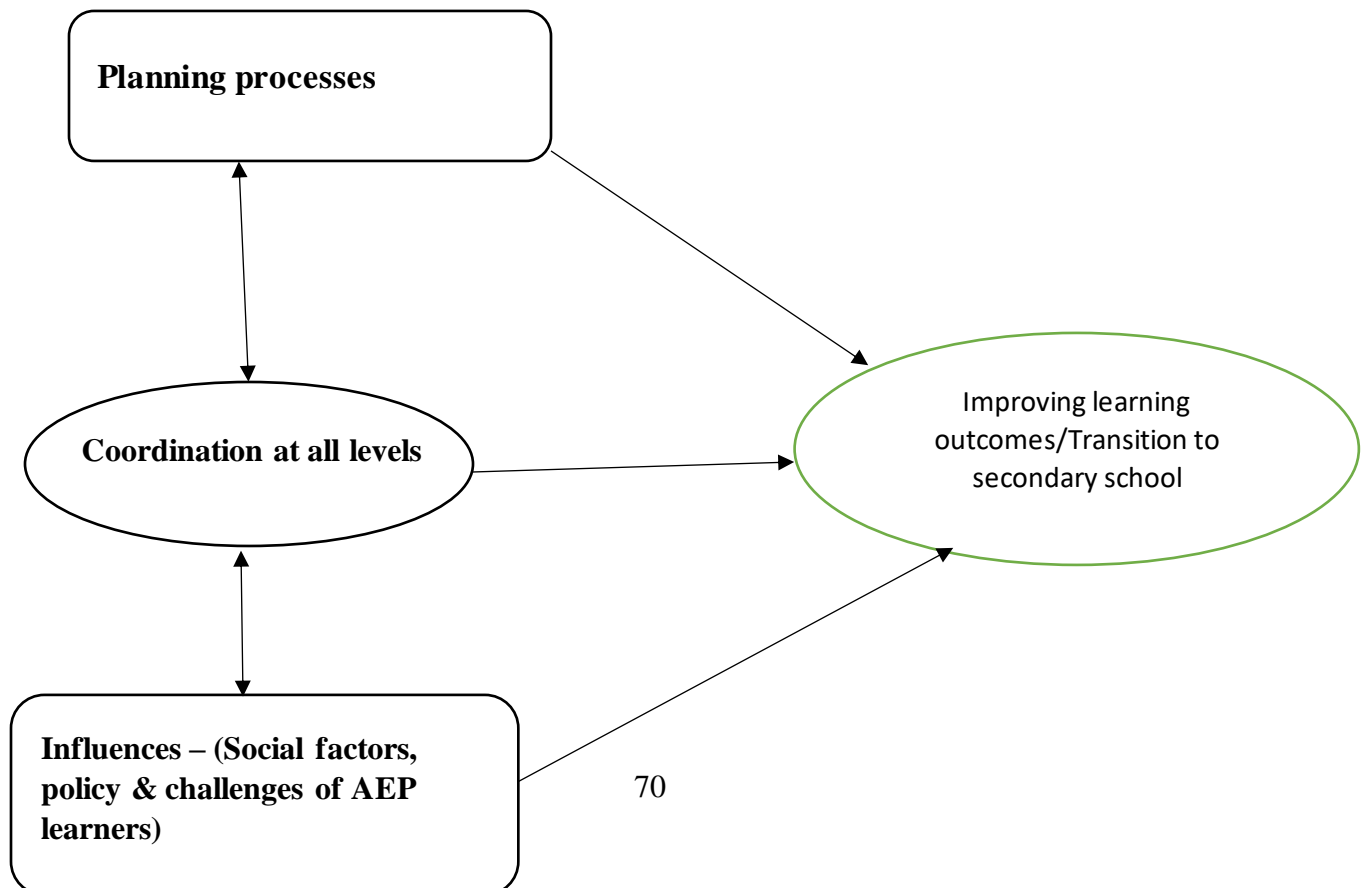


Table 3: showing Core Categories and subcategories emerging from analysis.

Objective	Core Categories	Sub-categories (codes)	Participants	Description
Stake holders' perspectives on the planning and implementation of AEPs.	Programme support	Psychosocial support	33	Factors that influence the experiences of various stakeholders, importance of support to the implementation of Refugee Catch-up education programs
		programme funding		
		Quality learning support-material support, teacher training and capacity development/continuous professional development, programme monitoring/supervision and evaluation		
		structural support		
		Resources for transition		
	Stakeholder engagement	Menstrual hygiene support, provision of baby minors for child parents		
		Government/MoES, District Education officials		
		Education professionals (Headteachers, teachers)		
		The community – parents, community leaders, learners		
		Donors		
	Curriculum	Non- formal education		The content/subject matter and how it's delivered for AEP learners
		Harmonized curriculum		
		Condensed curriculum		
	Beneficiaries	School dropouts, child parents, child family heads		The category of learners targeted by the AEP programme.
Coordination mechanisms employed in AEPs to facilitate	Coordination at National Level	Government UNHCR Donors	29	Different mechanisms and levels of coordination that influence transition of learners as perceived by stakeholders.

transition of refugee learners				
	Coordination at District Level	District Education officers (DEOs/DIS)		
	Coordination at implementation (consortium/school) level	Consortium partners School (headteachers, teachers and learners)		
	Coordination at community level	Community leaders, community structures, parents, and learners		
Examine Factors influencing planning and coordination of AEPs for transition of refugee learners.	Social factors	Language Psychosocial factors	30	Factors that influence how planning and coordination is done and how these negatively or positively influence transition of refugee learners.
	Policy	Policy, Funds, teachers		
	Economic hardships	Lack of/inadequate Funding to support support implementation		

Figure 3: Conceptual Framework Emerging from data.



CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.1 Objective 1: Stakeholder perspectives on planning and implementation for AEPS for transition of Refugee learners to Secondary school.

4.1.0. Introduction

This section presents findings on perspectives of stakeholders on planning and implementation for AEP with specific focus on the core categories and sub-categories arising from the study. The core categories that emerged under objective one includes Planning for Programme Support, stakeholder engagement, planning for the curriculum, and planning for beneficiaries. The categories are arranged in order of the frequency they emerge from the coding process but also in order of their importance as regards to stakeholder perspectives on planning for AEP.

4.1.1: Planning for Program Support

From the analysis and framework constructed from the data, program support came out strongly as one of the core categories around which successful implementation of the Accelerated Education Programs (AEPs) based. Considering the kind of beneficiaries the program attracts, programme support takes various dimensions to address the various challenges AEP learners face and support must be planned right from initiation of the programme. The participant views indicate support in terms of funding for the AEP programme, psychosocial support to address trauma associated with these kinds of learners, Material and Quality learning support. (Each of these will be discussed in detail in the next chapter). The District Education officer DI had this to say “*There is a need for a continuation of support for an AEP program into secondary education as well. This*

can help these learners finish all their levels of education, and so some children don't see why they should put energy when they may not go anywhere after. Limited funding affects continuation of the programme. AEP is meant to be for 3 cycles but in most cases, learners go through only one or two cycles''. Participant F1 added that; We have only had one bunch of learners that has fully completed all levels from level 1 to level 3, of these over 55% passed with grade 2, 3 or 4 and can transition to secondary.

These perspectives indicate the importance for planning for programme support for successful implementation of AEPs to enhance transition of refugee learners to secondary school.

4.1.2. Planning for Psychosocial Support

Refugee learners have gone through traumatic experiences which affects their learning and transition to other education pathways. This requires that planning and implementation of AEPs takes into consideration the psychosocial well-being of AEP learners. Findings also indicate that some kind of psychosocial support is provided by NGOs. The district officer D2, put it this way, *“Many learners in the program have got a lot of social emotional issues due to the warfare backgrounds they come from. Many child mothers are enrolled in the program, their challenges like having to take care of a child, support themselves and also study has to be put into consideration during planning. The biggest percentage of AEP learners that are failing PLE are girls. Their psychosocial wellbeing needs to be considered during the planning and coordination of the program which requires engagement of the learners themselves.”*

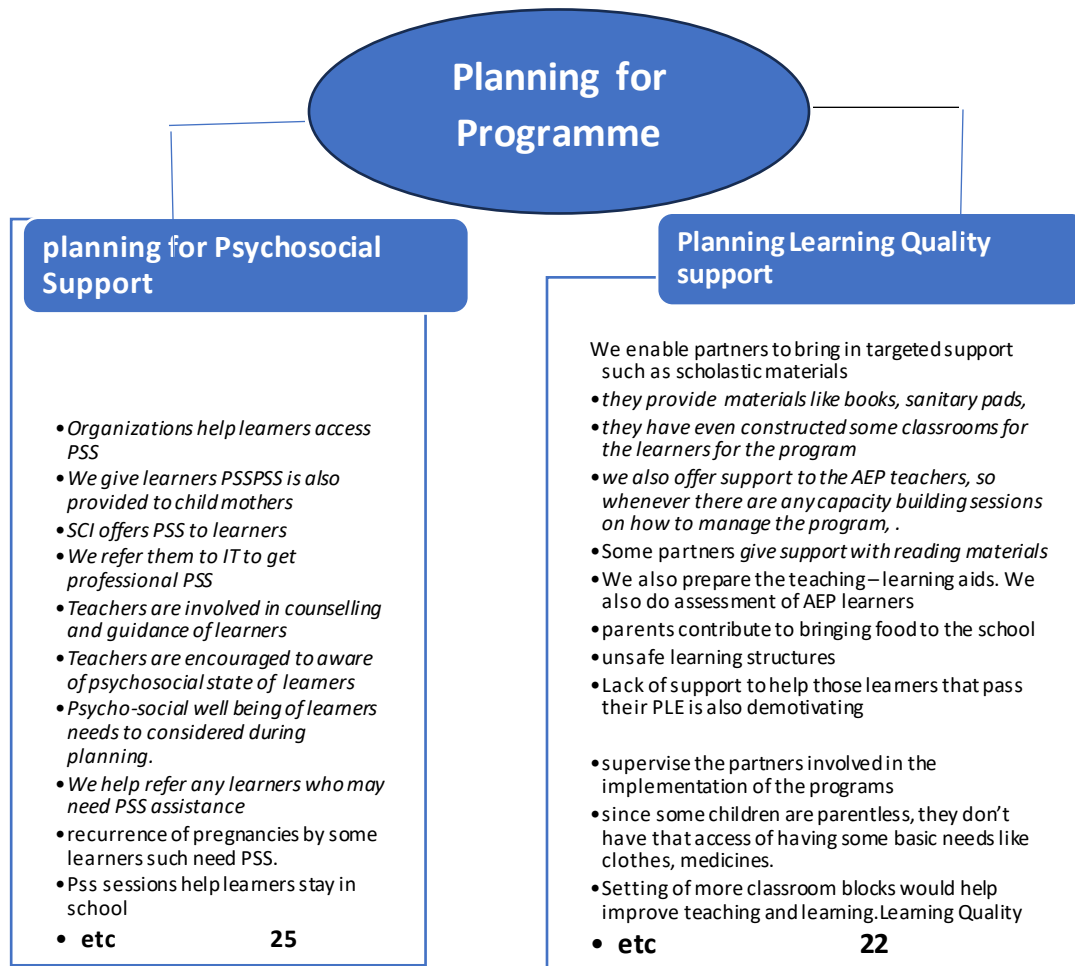
The DEO D1 also stressed the importance of psychosocial sessions saying, *“things like psychosocial sessions have helped these learners not to feel out of place, and hence they stay in*

school, study and complete their studies to even be able to transition to secondary or vocational training where they can get skills for employment.”

4.1.3. Material and Quality Learning support

Another form of support that is key for successful implementation of AEPs is the material and quality learning support. This should be planned at the initial stages of programme design. Despite the fact that some partners support this aspect, it is not adequate. The district officer D3 added that *“We have partners like Save the Children, Windle International, Plan International and World Vision who give support with reading materials. Save the Children, and Windle International have designed some learning materials for the learners and teachers to use. they have also constructed some classrooms and provided some necessary basic scholastic materials to some schools. They have also given some support under WASH.”* The above participant views indicate the paramount importance of programme support for AEP learners to cater for varying needs of AEP learners.

Figure 4: Shows the summary of stakeholder perspectives on planning for program support.



4.1.4. Stakeholder Engagement

Stakeholder engagement is key for collaboration among partners across all levels. Participant perceptions below indicate the key role played by stakeholders in the implementation of AEPs and how they influence planning processes. The findings however indicate that there's a top-down engagement of stakeholders that negatively affects the implementation of AEPs. The District Education Officer Y noted that *“In the aspect of planning, AEP is a top-down model in the sense that these ideas and activities are thought of by implementing partners through generating proposals...”*. Further adding that this support is also known to the District *“ Here there is Save*

the Children, as a development partner their role I see is centered in looking for funds to undertake this project because they are the ones running this project and funding partly under Education Can't Wait Funding Project but also, they recruit through these funds the teachers who are trained to undertake this curriculum and they give them capacity building in terms of CPDs that is Continuous Profession development. Then they ensure that teachers actually teach. They also provided facilities where this program takes place in schools where they are actually housed because this is done in the regular school together with mainstream, but they learn in a separate classroom”.

Despite some level of engagement of all partners in the planning process for AEPs, this is still lacking as some stakeholders are not consulted and engaged at the initial stages of the project. This affects the implementation of the programme. *District officer D3 put it that: the District Education office is only informed when the project is due to start implementation of the activities saying that: ‘and only at a smaller level do they come to give us these ideas in what we call inception meetings, the district should be involved right from the start. There’s need for all partners to be engaged in to enhance collaboration to have harmony between the district, the implementing partners and the school.*

Engagement of all stakeholders brings different skills and resources into implementation of AEP. Each stakeholder has a role play in the implementation of these programmes. Their efforts and resources should be leveraged to enhance transition of learners. The NGOs for instance commit to various roles as Windle international asserts that; *“basically as an organization we support through offering age group statistics to implementing partners to help in their planning. Such as school enrolments compared to the numbers of learners that are out of school. This helps in zoning of the areas and setup of centres where they are most needed. Also, to avoid collusion, we have*

partner meetings that harmonize the activities of each partner and areas of operation. Save the Children and Norwegian Refugee Council run their own AEP centres and The VBO runs the Teaching at the Right Level program.”

The Education Officer N1” also confirmed that, *“All partners (NGOs) have their own specific components they perform which contribute to the overall development of these children in the AEP.”* Also adding, *“For the ECW, several partners were involved such as Windle International, Save the Children, FCA. As well ECHO consortium, involves many partners contributing to the same project but addressing specific components of the project based on their expertise. ECHO had 5 partners working in different areas under the same project such as Save the Children, War Child Holland, Finn Church Aid and Humanity and Inclusion which does a lot of inclusive education.”*

UNHCR on the other coordinates and oversees all NGOs supporting refugees. Education officer U1 stated that, *“Our role as UNHCR is coordination and supervision not directly handling any programs. Implementation is done by other partners and donors. We ensure there is a full education package given without one counteracting another, we have Finn Church Aid, World Vision, NRC, and Save the Children. We assigned each partner specific areas in specific zones for example we would assign them Primary schools because these AEP programs are run in schools.”*

Engagement of all stakeholders in planning and implementation of AEPs is also important considering the various challenges AEP learners face. The DEO D2, put it this way, *“Many learners in the program have got a lot of social emotional issues due to the warfare backgrounds they come from. Many child mothers are enrolled in the program, their challenges like having to take care of a child, support themselves and also study has to be put into consideration during planning. The biggest percentage of AEP learners that are failing PLE are girls. Their*

psychosocial wellbeing needs to be considered during the planning and coordination of the program which requires engagement of all relevant stakeholders including the learners themselves.”

Generally, based on participant views, engagement of all the stakeholders at the initial stages of planning and all throughout programme implementation is key for proper planning of activities at different levels of the hierarchy. Each of the stakeholders plays a great role in the planning process thus, holistically, and comprehensively contributing to effective and successful implementation of AEP programme.

Figure 5; shows the hierarchy of stakeholders involved in planning for AEP.

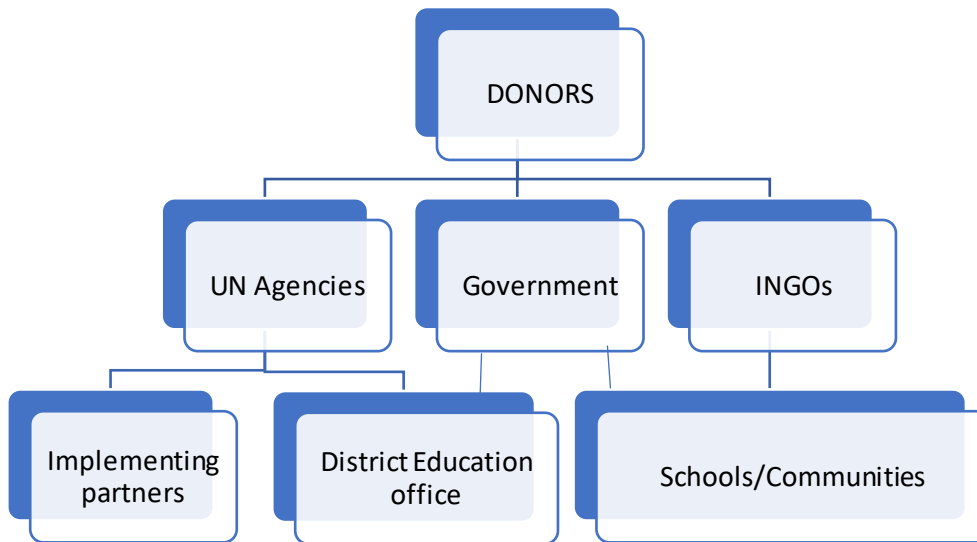
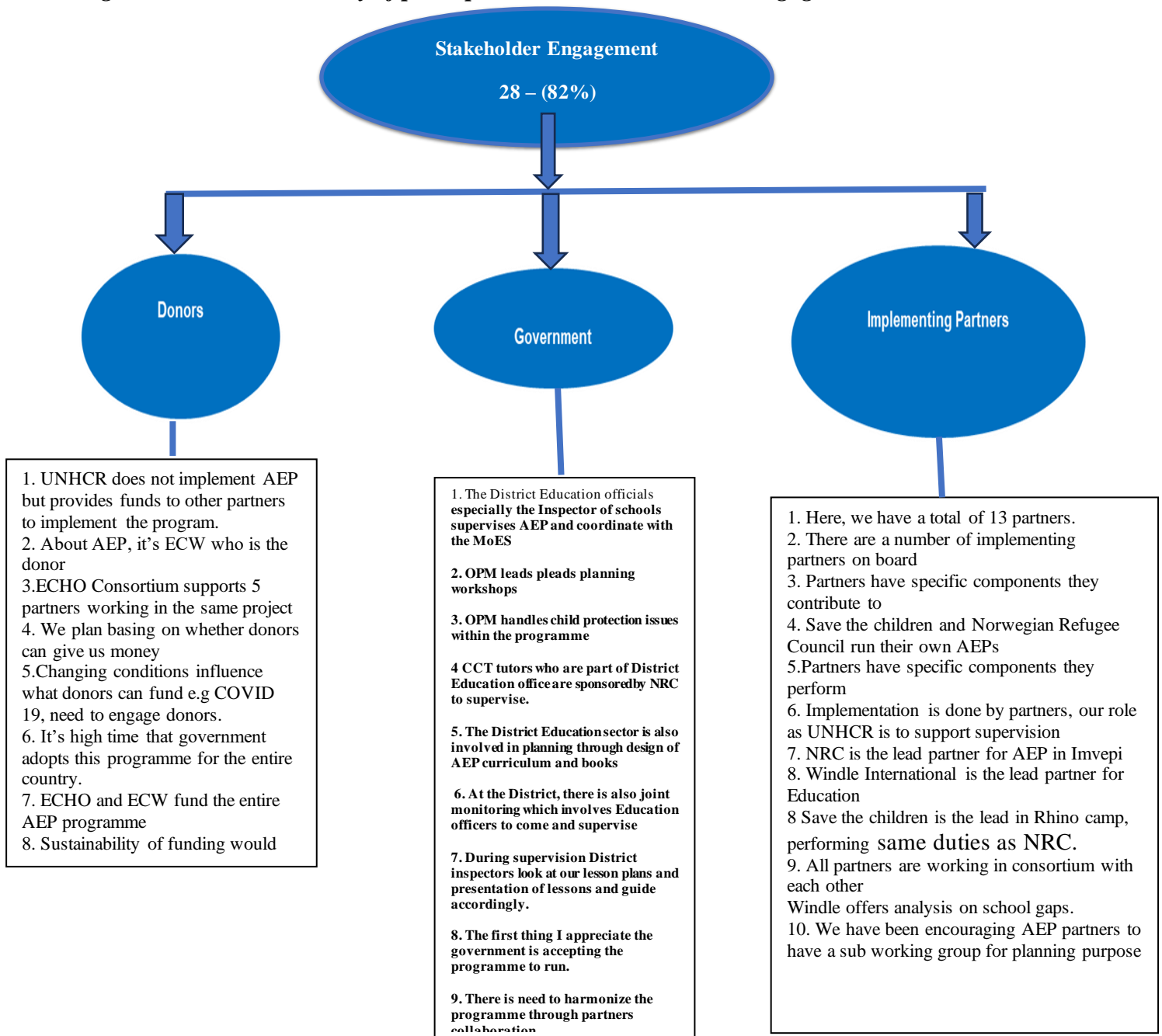


Figure 6: Shows a summary of participants views on Stakeholder engagement.



4.1.5. Planning for the Beneficiaries

Another core category emerging strongly from the findings is the kind of beneficiaries targeted by the AEP programme and how the planning processes need to take into consideration this kind of learners while tailoring the plans to cater for their needs. Participants' quotes below tell us that given the nature of the beneficiaries targeted and enrolled to the AEP programme, planning for the AEP learners needs to go beyond the classroom and beyond merely meeting educational needs of learners. Planning processes need to take a more comprehensive approach to cater for these kinds of learners. AEP targets disadvantaged learners from the ages of 10 to 18, who may have missed out on a chance to complete their primary education due to war and conflict. The District Education officer D3 had this to say; *"The program is planned out as a catch-up scheme targeting those learners that dropped out of school due to various reasons but are still within a school going age group"*. The Education Officer U1 also added, *"Children that are overgrown for their classes are the direct beneficiaries of catch-up programs such as the AEP"*.

Participant S1 Put it that; *"AEP falls under the non-formal education system and its aim is to provide a flexible learning opportunity that is age-appropriate for out of school children who miss out on their academic career for various reasons and are already overgrown the age requirements for lower primary, making it difficult for them to join primary. AEP provides them with an opportunity to prepare for their academic level in terms of getting basic knowledge assisting them to join formal school or to be able to complete their basic academic primary level in their AEP classes"*.

Education office W1 said; *"The program is planned out to encourage and enroll those children that dropped out of school. Through the program, a number of girls and boys that dropped out of school years ago and now felt uncomfortable studying with others much younger than them and*

had no hope of returning and completing their primary level, have enrolled and are studying in the program that only takes 3years to complete”.

Among the beneficiaries that the AEP programme targets are child mothers, child fathers, pregnant girls, and child household heads. The way AEP is planned should cater for the needs of these kind of learners. Head teacher B also indicated that *“when you look at the kind of beneficiaries being targeted, these are disadvantaged children who need support since they are also drop-outs, so the only program that can help them continue with education is this accelerated learning, some already have babies, so they need to be supported to enable them attend classes”.*

Education officer D2, put it that: *“...And this is very clear with these learners; some are child parents, in a practical situation imagine a child mother with issues challenging her family in terms of looking after their children, others getting sick; so definitely the little time she’s supposed to be in school is further reduced because she has to care for the sick child, hence some of the learning time is lost”.*

4.1.6. Planning for AEP Curriculum

The AEP curriculum is condensed, accelerated, and harmonized with the mainstream curriculum to ensure transition of learners to formal education in the host country.

The Education Officer D3 emphasized the government’s take about the program:

“National Curriculum Development Centre has approved this curriculum and has informed UNEB about the type of curriculum being undertaken otherwise when UNEB is registering they usually have a condition of seeing that the learner is supposed to have covered seven years in primary before such a learner can be registered but these other ones are registered and the UNEB is actually informed that candidates number this to this

are learners who have undertaken primary education in three years through the Accelerated Learning Education curriculum”.

And since the program considers majorly refugee children that are older for their classes, many of whom being child parents or family child heads, the program is designed to be flexible and which planning processes and procedures should take into consideration.

This curriculum was harmonized with the mainstream primary section curriculum, and this also enables transition. The Headteacher C had this to say:

“The AEP syllabus moves together with the mainstream school program, but the curriculum of the AEP differs a bit. AEP is designed in levels that cover only 3 years that is level 1 combining primary 1, 2, & 3, level 2 combines primary 4, & 5 and then level 3 combines P. 6 & P. 7 so their curriculum is compressed, the lessons are planned out in such a way that for level 1, textbooks used for teaching P. 1, 2, & 3 are used for that lesson plan. And so on with other levels.”

Education officer S1, adds that: *the curriculum is also flexible to allow for learners who may be absent to be catered for through remedial lessons. And some of the learners especially child mothers prefer to come to school in the afternoon after finishing some roles, but other learners like to come in the morning. “Teachers normally start at 8 am but when learners come at different intervals, there is always that catch-up for those learners, they aren’t left out, so learners that come in the morning will be attended to as well those that come in the afternoon, the teachers would spare some time at the end of the day for catch up for those that turned up at different intervals.”*

The issue of language also emerged as an obstacle to effective learning and consequently transition. District Education officer Y1 further put it that: *The issue of language is a big challenge, these children struggle to understand English, this is what makes them to fail and cannot transition to Secondary school, some we hire translators, but this delays lessons. It would be good if the programme is extended for four years so that they only concentrate on language for the first year*”.

Given the importance of pupils transitioning to formal institutions, the need to ensure harmonization and approval of the non-formal curriculum is vital.

Figure 7: Below shows a summary of participant views on curriculum.

Planning for Curriculum

planning Non-formal curriculum

1. AEP is planned as alternative strategy
2. If a learner competently completes one level, they can transition to formal education
3. We reported 3,138 pregnant girls during COVID, AEP is an alternative for such girls to continue with their education
4. The programme is planned in such a way that teachers work together with community to support in language lessons
5. AEP targets learners who have dropped out of school.
6. AEP is for children who missed on learning for long time
7. AEP is also targets child mothers
8. About 10% of the AEP are child parents
9. AEP is intended to enhance transition from any of the 3 levels to mainstream
10. AEPs are flexible in the time of study
11. For learners to qualify, they must have dropped out of school for at least a year.
12. The programme is planned for learners who have dropped out of school.
13. The programme is brought to assist those who are not in school
14. AEP is planned out as a catch up scheme for out of school children including teenage mothers and fathers.
15. The programme targets child adults

15

Condensing the curriculum

1. AEP is a condensed programme, 7 years compressed to 3 years
2. The context varies, in some, AEP is for 2 years and others 3 years
3. AEP is planned in way that the learner can join at any level based on their competence
4. AEP is run on principle of age appropriate.
5. AEP uses an approved curriculum by NCDC
6. The programme is designed to take only 3 years.
7. In the beginning the programme was designed for only afternoons and use the morning to fend for their families
8. The programme is designed for children of 10 years and above
9. At the start, the programme used to start at 2pm.
10. Before coming to school, learners have to all home chores
11. The curriculum is condensed to 3 years
12. Planning well helps teachers deliver the curriculum well
- AEP has it's own curriculum but they sit for mainstream exams
13. The nature of condensed curriculum makes it difficult for teachers to deliver the curriculum
14. For me I was involved in the development of the AEP curriculum and text books.
- Some teachers were not trained on AEP curriculum.
15. The time of 3 years is too short to deliver condensed curriculum

15

Integrating curriculum

1. Possibly P.E should be included in the AEP curriculum
2. AEP learners should be taught practical skills to enable to get money.
3. Also AEP should introduce Practical skills which learners can use to get money to fend for their families.
4. Some AEP learners can not find school fees for Secondary school, so there is need to integrate vocational skills.
5. teachers should be trained on ps support for learners
6. Remedial lessons on language are provided to learners.
7. Learners who are regularly absent are given remedial learning.

07

4.2. Objective 2: To examine Coordination mechanisms employed in AEPs to facilitate transition of Refugee Learners to Secondary Education.

4.2.0. Introduction

From the findings, coordination at all levels came up as a key factor in ensuring effective planning and implementation of AEPs and consequently enhancing transition to secondary education. The importance of school-centered coordination mechanisms and more community engagement is highly emphasized by the findings of this study. The core categories emerging from objective 2 include: Coordination at National level, District, school and community levels. These will be discussed in detail in the next chapter.

4.1.1. Coordination at National Level

The findings point out the critical role UNHCR plays in coordinating with Government, implementing partners (INGOs) as well as coordination with donors. The findings also point out the availability of EiE working group as a coordination structure for education service delivery at national level. In EiE Working Group, UNHCR together with MoES take the lead in coordinating with partners (NGOs) ensuring that implementation of Education activities is well coordinated. Education officer U1 denoted that: *“Our role as UNHCR is coordination and supervision not directly handling any programs. Implementation is done by other partners and donors. We ensure there is a full education package given without one counteracting another, we have Finn Church Aid, World Vision, NRC, and Save the Children among others. With the national office the assumption is, the OPM, UNHCR and then the district, all of them work together. And now, to say they are playing specifically a certain role in as far as AEP education is concerned, it’s not so much. For them they oversee. They oversee and then regulate how partners operate but don’t have*

specific roles in AEP”.

Further, the importance of consortium approach to planning and implementation of AEP also came out strongly from the study. The consortium approach involves several partners working together to respond to education needs. The findings indicate availability of education consortium responsible for coordinated implementation for AEP. The implementing partners include NRC, SCI, FCA, and WCH. “Participant N1 had this to say: *“These projects were run in a consortium. We had 2 consortia; one being Education Cannot Wait (ECW) and the second one, ECHO – INCLUDE. With the AEP we also work closely with other partners on the ground to collectively support the children in all aspects of their needs such as health needs, and livelihood needs, this is done through planning and having engagement meetings with those partners”.*

4.1.2. Coordination at District level

Coordination at District level is key for coordinated approach to design for AEPs, alignment of AEP curriculum and training of teachers in the use of AEP curriculum as well as coordinated monitoring and evaluation of school activities. The district education officers, inspectors of schools and centre Coordinating tutors (CCTs). Education lead, W1 said, *“The district education sectors are also involved in the planning and coordination through participation in the design of the AEP curriculum and also printed out the curriculum books.* Participant S1 added that: *“The district plays a connection role like during an education working group, they take charge; that is the district and UNHCR are always in charge, they chair the meetings. And, down on ground, we have the other aspect of the district inspection; the inspection that comes from the district directly, we do school inspection or monitoring together with the district education sector.*

Considering that AEP is a new approach to the teachers, professional development of teachers is key. The CCTs coordinate with schools and implementing partners to ensure that the capacity of teachers is continuously improved. Head teacher from school A asserted that: *“At district Education Office, they also organize refresher courses for the teachers since at times things taught in colleges can be forgotten thus refresher courses are important this is done with the CCTs”*.

At district level, Education coordination working group exists to coordinate education activities at the settlement and school level. The coordination working group brings all partners to ensure a coordinated and harmonized approach to implementation of Education. Supervision of AEP is also coordinated through the education coordination working group. Participant C1 asserted that, *“Through the coordination working group, the DEOs and Education Inspectors coordinate, supervise school- based activities. The district Education Office normally handles the inspection of the schools. They also inspect teachers on what they’re doing. Ensuring supervision of teachers helps keep the quality of learning high, and this enables learners to learn and even pass their exams.”*

4.1.3. Coordination at School Level

From school level, implementing partners (NGOs) play a coordination role. They link the school to the district and to the community as well as to the national level. They also oversee and coordinate activities at school. The Headteacher school C mentioned that *“Partners (NGOs) tell the school administration, and then it's the school administration that directs the teachers to do what is supposed to be done”*. *The hierarchy is that; the partners work directly with the headteachers, headteacher is the head of both mainstream and AEP sectors, in whose absence the deputy controls both sections but in the AEP section there is a lead teacher who coordinates fellow teachers to the administration.”*

Headteacher school A adds, *“At school, we have a lead teacher here for the AEP program. He channels any issues to me, (the head teacher). I also channel them to the Education Program Assistant then to Education Program Officer – from organization 03, then to the manager Yumbe who is the coordinator. The AEP teachers plan their lessons and the headteacher approves. Our lesson plans are forwarded to the CCTs since they’re the technical people.*

The findings also indicate availability of coordination officers in each NGO who are responsible in supporting coordination of activities within their specific organizations and the Education coordination group. Education officer W1 said that: *“Windle also coordinates with partners to carryout joint monitoring of the school programs. This harmony in the school environment ensures smooth operation of the program. thus, enabling learners to get any assistance from all teachers.*

4.1.4. Coordination at Community Level

The need for coordinated approach at community level especially with community structures came out strongly as a key feature to ensuring successful implementation of AEP. Implementing partners stressed the need to coordinate with the Refugee Welfare committees (RWCs) who are key actors in supporting community activities. Education Officer F2 mentioned, *“Right from the inception of the project, working closely with the village management committees, we first identified these out-of-school children that qualified for the program, especially for the females who were already bigger, and some were mothers already.”* The officer also added that, *“at the community level, we have worked closely with the Child Protection Committees, and the RWC leadership. Engaging the community starts right from the identification of the out of school children. A lot of sensitizations are done, we also share the selection criteria where the community participates.”*

Coordination is also key in supporting the linkage between the school and community. The Education Officer N1 also stated that, *“The program runs in coordination with the community members because the AEP is a program that requires a lot of support from all relevant stakeholders. For example, during our back-to-school campaigns, we normally engage the community since AEP learners are not learners that are consistent with their education.”*

The critical coordination role community leaders play should not be underestimated. Community leaders play a role in coordinating with their people. Moreso, refugee communities believe refugee leaders in issues affecting them. Community leaders can quickly coordinate and mobilize their communities into required action. *Participant NI asserts that: “We need to engage the community leaders; these have been very supportive in encouraging the learners and sending them back to school.”* Adding the critical role of the community leaders in linkage of learners to school and implementing partners, *“We have community structures like the Village Education Committee members, who are well versed with where most of these learners stay. So, when teachers report any cases of absenteeism at some point during the school term, it’s the VEC members that are called on to trace them and find out the reasons why the learners aren’t showing up to school.”*

The headteacher, school C mentioned *“The community always supports through getting involved like in sensitizations, many old community members have joined into the AEP to at least learn how to speak English. We have also got Village Education Committees who are 5 in number and headed by the RWC work, and their major role is to support the school to reach the community through identifying any learners that may have got pregnant, or victims of GBV challenges, helping schools to collect data on those learners that are always absent.”* Further stating that, *“the VEC have helped school through reaching out to the parents of learners who absent themselves a lot from*

school, so as to find a solution and get the parents to push their children back into schools. Older learners may not listen to their teachers, feeling they are grown too. This may affect their performances since they don't always follow instructions. But the VEC can help in reaching these children, and many often come back and constantly attend classes."

4.3 Objective 3: To examine factors influencing planning and coordination of AEP for transition of refugee learners to Secondary school.

4.3.0. Introduction.

The major influencing factors for planning and coordination of AEP programme arising from this study include Economic factors, social factors, and Policy factors. These factors shape the way AEP is planned and implemented.

4.3.1 Economic factors

From the findings, economic factors play a key role in shaping the design, planning and coordination as well as uptake of AEPs. The findings indicate that much as the AEP programme has been planned to be flexible in nature, the programme does not take into consideration the economic hardships related to the parenting roles of AEP learners. The socio-economic challenges the learners face especially child mothers and fathers impede on planning and coordination for AEP and negatively influence transition to secondary and to other education pathways. Attendance of learners to AEP programme is majorly affected by economic hardships refugee learners face. Learners who are child parents particularly are more affected as they have to juggle attending lessons and fending for their families. Participant A3 had this to say: *"I have realized that some of the learners are not coming back to school, or some are dropping off because since some children are parentless, they don't have that access of having some basic needs like clothes, medicines. And*

some of the learners are saying if they are to remain in schools, what of the clothes they are to put on, since they can't put on the same uniform every day. So, they said maybe if Save the Children could provide them with some clothes so that they remain in schools and don't miss lessons, since sometimes they miss lessons to do some casual work to get money and buy clothes, so if they can be provided with some clothes it would be helpful”.

Economically, the beneficiaries of the program are presumed to have nothing to enable them sustain school life and that's why the economic situation of the learners is looked at during the planning of the program; Education Officer F2 mentions, *“Also in the beginning of the program, planning the economic situation of the learners was considered, that's why materials like scholastic materials, soaps and sanitary pads were given to them.”* The Education Officer organization F3 added, *“In the first place we were able to understand the position of our persons of concern and understand the fact that they don't have any economic activities that gives them resources or supports them, and that's why you see that in the program, almost everything is provided to that refugee since they don't have the money to support themselves. So we give them all the support they may require for school, teachers too are available.”*

Besides, the results that economic hardships faced by learners were not planned for in the beginning of the project as participant B added that: “Economic issues that may lead to absenteeism weren't planned out in the start but during implementation, it was one of the things that were encountered.

The AEP program also largely depends on donor funding, yet donor funding is not always enough to cater for all needs. Planning should take into consideration sources of funding and ensure that there's adequate funding to for effective implementation of the programme. Lack of adequate funding means that learners will not complete the entire AEP cycle and thereby affecting their

transition to Secondary school. Participant D asserted that: *“My recommendation would be, whenever a partner is interested in developing a project like AEP, they should be able to convince the donors to have a comprehensive program that enables completion than having a program that may run for like only 2 years and lose funding and yet the program is supposed to be for 3years, so you have to plan for all the years. Such as if you’re enrolling for level 1, you must be able to support these learners complete. So, planning should be improved. Government is also overwhelmed with the education demands; I don’t think they would be able to take on this AEP”*. As mentioned above, it’s important that planning for AEP is done collaboratively with donors to ensure adequate funding and planning appropriately for the various needs of the AEP programme.

4.3.2. Social Factors

Due to the fact that some learners are family heads and others child parents, they are affected by psychosocial factors which hinder them from attending school regularly. Child mothers are bullied by their counterparts. Besides, refugee learners have experienced a lot of hardships because of war, on the way to refugee and some learners witnessed severe traumatic scenes all of which have impacted on their psychological and mental well-being. The Education official O2 shared this, *“The psychosocial factors have an influence on attendance because these people have compounded challenges, as refugees they have been displaced from their homes to a place where you are actually settling as a refugee they come with a lot of challenge. if you go to assess in a school, you may not be surprised to get even a child of 15 years who is supposed to be in senior two enrolled in primary two. They have diverse challenges ranging from some of them who have lost parents and are now child heads, the girls who have actually been violated sexually and some of them produce while they are still at their tender age; all this has a psychological impact on them and on the program.”*

Headteacher, School A added this, *“In the first months, we committed to do a lot of psycho-social support through counselling, career guidance, encouraging peer-to-peer sharing of experiences so as to build up the self-esteem of those new enrollees since they are grown now and understand why they are coming back to school, this has helped them pick interest very fast and are good performers.”*

Domestic Responsibilities that child parents face exacerbate their challenges affect their education and transition. These factors inform planning and implementation for AEPs.

Participant C further points out other social factors influencing AEP programme saying that: *“other factors such as responsibilities at home, many are driven away from school especially for the girls being young mothers, early pregnancies and early marriages being so prominent here are factors that affect many of them. Those far away from the centres also find it difficult to daily commute without support from home. Some learners also lose interest in school, after long holidays away from schools, those not performing well also in many cases lose interest and drop out.*

From the findings, language is also seen as a major social factor that influences coordination and the way planning for AEP is done. According to the findings, language should be taken into consideration during planning for AEP programme considering that language is a key facilitating factor for teaching and learning. Refugee learners struggle with English language in the classroom because they come from Arabic and French backgrounds. Some participants suggested that to enable learners master and cope with English as a language of instruction, an additional year should be added to AEP programme making it a cycle of 4 years. This would mean that for the first year,

learners would focus on learning English language. Participant W1 had this to say: *“I think we could also select based on competency of a learner whether they require a full year of only learning language. And still make the program flexible despite there being an additional year for some”*.

Participant A1 put it that: *“It would be good if all refugee learners are first put into language bridging program before they join school, this will help them to learn basic English to help them in the classroom”*. And Participant D had this to say: *“I think we could also select based on competency of a learner whether they require a full year of only learning language. And still make the program flexible despite there being an additional year for some”*.

4.3.3. Policy Factors

Planning and coordination for AEP is largely influenced by Government policy. Lack of political commitment to AEP programme would negatively influence the programme. The findings indicate that while government has been very much involved in some aspects of AEP such as curriculum development and review, there’s still a lot to be desired especially in terms of funding. Participant B put it that: *“For now, a team at the ministry of education has been a player in the AEP curriculum development. As for funding, there are still gaps there. So, we are trying to align the AEP with the ERP at the district level so that the responsibility is also covered under the Education Response Planning. For now, we don’t have a clear government budget allocation plan for sustaining the AEP such as to support the teachers and also to run planning centers isn’t available yet, though it is an overall goal. It is a big advocacy strategy that AEP working group is looking towards achieving”*.

The findings further indicate the need for government to strengthen the refugee policy across all levels and strengthen coordination mechanisms across all levels. Poor coordination between

government and NGOs negatively influences the implementation of AEP, thus affecting transition of learners to secondary school. Further, poor coordination also affects the learner certification/accreditation which is a key transition element.

Participant A put it that: “We think that our national implementation policy can be used to focus some of the coordination challenges that the partners face, and this would be a good thing to listen to and implement the programs in consistency with what government is well aware. Also, from what learners have been sharing, they don’t see any future of continuing after acquiring their PLE certification. They keep asking; after the 3years, then what will be next? since it’s still hard for them to join mainstream secondary education. There is a need for a continuation of support like an AEP program into secondary education as well. This can help these learners finish all their levels of education, and so some children don’t see why they should put energy when they may not go anywhere after”.

Teachers are seen as a key factor in teaching and learning. There’s need for government involvement in supporting recruitment and remuneration of teachers for AEP. This is still lacking and has influenced the way AEP is planned and implemented. The issue of teacher turnover also came out strongly where teachers keep comparing partners and government pay thus making it difficult for them to settle in AEP. Participant D had this to say: *“Let us get a number of teachers trained on delivering AEP not only focusing on those who are currently in the program because those already trained in the program, tend to be mobile, moving from partner to government. It may also be important for us to channel this through the teaching colleges and have them train those teachers that are interested in accelerated education programs, the colleges should prepare them, such that whenever organizations are recruiting for AEP, they target those teachers with those skills and have an understanding of that program this would also save on time for retraining*

the teachers”.

4.3.4. Summary of Findings

Findings from the study indicate that planning for AEP involves key areas of: Planning for Programme Support, Stakeholder engagement, planning for AEP curriculum, and planning for the beneficiaries of the programme. While the findings indicate that these areas are prioritized during planning, there's a gap in the way planning is done to ensure that refugee learners effectively benefit from AEP in order to transition in their Education. Each of the key aspects above are discussed in detail in the following chapter.

As far as Coordination of AEP is concerned: Findings indicate availability of coordination mechanisms and structures at all levels including National, District, School, and community level. However, findings point the need to create/strengthen coordination structures especially at District, school, and community level. The centrality of the school in coordination is emphasized and the role of community leaders in facilitating the coordination process between the school and the community is pointed out as critically important for success of AEP and thus, contributing to transition of refugee learners to Secondary education.

The study further points out various factors influencing planning and coordination of AEP which among others include Policy- which involves political will from government, how AEP teachers are selected, remunerated, and trained. Economic and Social factors which stem from challenges faced by AEP learners. These majorly include psychosocial factors, language, and domestic responsibilities of child parents. Details are discussed in the next chapter.

CHAPTER FIVE:

DISCUSSION AND INTERPRETATION OF FINDINGS

5.0 Introduction

In this section the researcher discusses in detail the key findings emerging from the study in relation to available evidence on similar studies as well as the researcher's thoughts in relation to emerging issues from the study. The researcher discusses key categories and sub-categories emerging from the study and how these relate or contribute to how planning for AEP is done, how the programmes are coordinated and influences on Planning and coordination for transition of refugee learners to secondary education. The researcher further discusses planning and coordination models emerging from the study and how these are well tailored to AEP Programming.

5.1. Objective 1: To investigate stake holders' perspectives on planning and implementation of Accelerated Education Programme for transition of Refugee learners to Secondary Education in West Nile Region, Uganda.

The core categories emerging from the study includes planning for Programme Support, planning for Stakeholder engagement, condensing the curriculum, and planning for Beneficiaries. According to the findings, planning for AEP involves the key aspects above. Planning for each of these key aspects is very critical for successful implementation of AEPs and consequently transition of refugee learners to secondary as well as other education pathways. However, findings also point out that while the above key areas are prioritized during planning, there are still gaps in the way planning for AEP is done which negatively influences transition of refugee learners.

5.1.1. Planning for Programme Support

From the analysis and framework constructed, planning for program support was one of the core categories in the implementation of the Accelerated Education Programs. This is in relation to, Bridge's assertion as cited by Neuman (2020) that considering the kind of beneficiaries the program attracts, programme support needs to take various dimensions to address the various challenges AEP learners face. The kind of support needed should be comprehensive and tailored to address the unique learning needs of refugee learners, the needs should be identified and planned right from the initial stages of the programme. The findings indicate the need to plan for support in 3 key areas which include 1) planning for psychosocial support 2) Planning for Quality Learning support and planning for Material support.

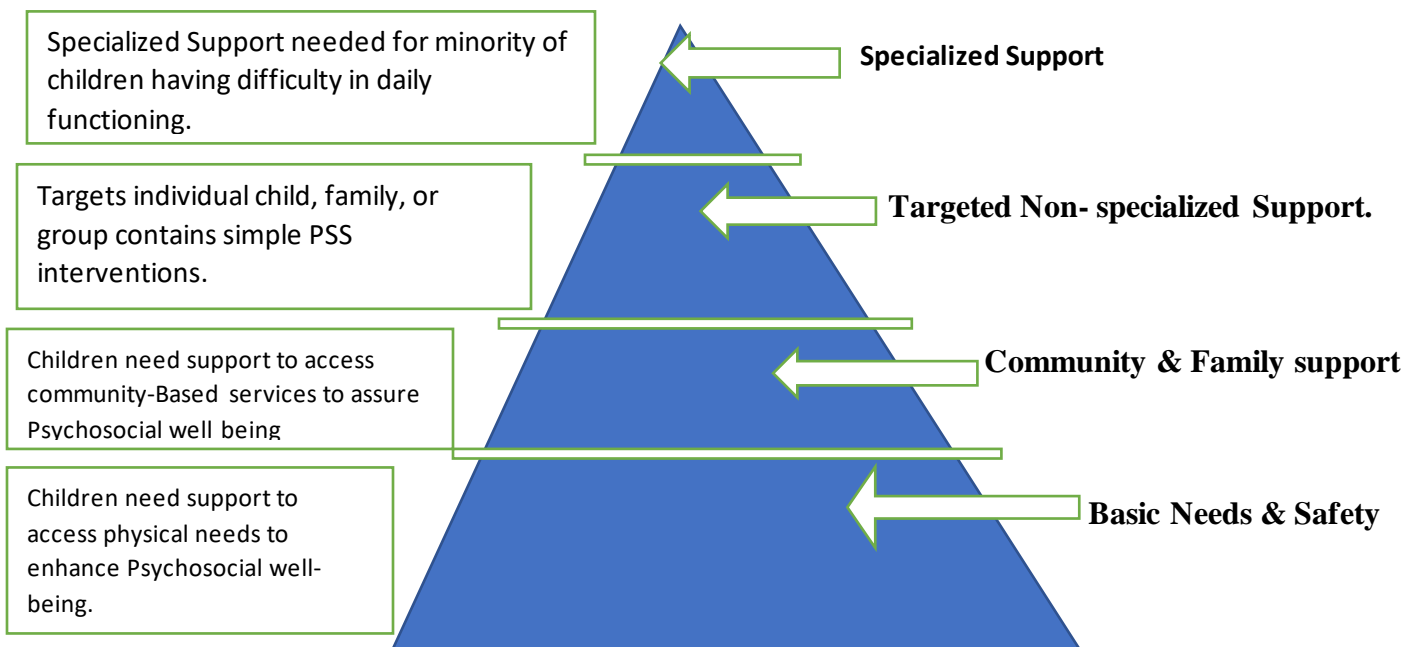
Relatedly, in a study conducted by Menendez (2016) on review of literature for AEPs in crisis contexts, Menendez (2016) asserts that in war and conflict-affected contexts, even though AEP is seen as a relevant response for out of school children, there is need for adequate funding for learners to complete full cycle of learning. Adequate funding is therefore a key factor emerging from this study to support transition of learners. Planning for AEPs should critically look at how the programme will be funded throughout the entire AEP cycle.

Further, Taylor (2010) summarizes that; to minimize such interruptions, planning for AEPs should consider the 3 cycles of AEP during the initial stages to allow AEP learners go through the programme and transition smoothly (Taylor 2010). It must however be noted that the issue of funding for AEP should not be generalized but rather contextualized. Uganda for instance, is already constrained economically which affects education service delivery in general. And therefore, planning for adequate funding for AEP will require collaboration of various actors in this field.

5.1:1.1 Planning for Psycho-social support

Planning for psychosocial support is a subcategory arising from this study on which successful implementation is based and consequently transition of AEP learners. Psychosocial well-being is fundamental for academic success of learners. The findings indicate that Planning for AEPs should involve creating an environment where children who are psychosocially challenged are supported to return to normalcy. AEPs should plan for structured social activities to reduce the amount of stress and enhance mental wellbeing. This is in line with Jordan et al. (2013) assertion that children are most resilient when they feel good in their bodies and when supported by teachers in a caring atmosphere. Planning AEPs requires that aspects of Psychosocial well-being are well integrated at the initial stage of programme design. While the study indicates some level of planning for PSS, this is done at a lower level of the pyramid and with very little reach. More comprehensive planning therefore needs to be considered to cater for all levels as pointed out in the IACS Pyramid ((IASC 2007) as indicated in the intervention pyramid for mental health and psychosocial support below.

Figure 8: Intervention pyramid for mental health and psychosocial support (IASC Reference Group MHPSS, 2010)



The IACS Pyramid spells out the key layers of support that need to be considered while planning for PSS needs. To achieve the layered support will require a collaborative and a comprehensive Plan and support system involving whole society approach. This requires that the school, community/family, and funders are engaged in planning for AEPs. According to the findings, planning is focused on needs in level 2 of IACS pyramid due to limitations on funding which leaves a gap (IACS MHPSS Group 2010).

It should however be noted that, to adequately address the psychosocial needs of AEP learners, it is important the teachers and other professional staff have adequate capacity to provide PSS to learners. Effective provision of PSS requires that education professionals are trained on the necessary knowledge and skills to effectively support learners to overcome psychological challenges and to refer the learners they cannot support adequately. Planning for psychosocial support should be comprehensive to cater for both learners and teachers.

5.1.1.2. Planning for quality learning support

Yet another subcategory arising from the study is planning for quality learning support. On quality learning support, the study found that AEP implementing partners (INGOs) are supporting AEP programme through teacher capacity development, distribution of teaching-learning materials and monitoring and evaluation of AEP activities to ensure quality of the programme. This is being done in a consortium approach where each partner (INGO) has been allocated particular activities to implement to ensure complementarity of the different activities. This resonates with Menendez et al. (2016) argument that in situations of crisis and conflict, governments and relevant ministries may be in a nascent stage or may lack capacity (financial and otherwise) to effectively manage and operate education systems. In situations with large refugee populations, such as in the case of Uganda, the additional demand may stretch already limited resources. In these instances, aid

agencies often take responsibility for infrastructure, teacher training and salaries. Menendez (2016) further asserts that international donors and bilateral international donors often fund these aid agencies and historically work together with the government (or take on the role of the government). This requires taking a consortium approach to source fundraising and implementation of AEPs. However, consortium activities require prior and careful planning (Bozena, 2016). This means that all relevant stakeholders are effectively engaged at all levels right from the initial stages of the programme and throughout the implementation period. It is also important to note that consortium funding is also defined by the interest of the donors and sometimes AEP is not a donor priority.

The findings further indicate that there's limited funding for the programme which affects quality implementation of AEP, sometimes funds run out before learners complete the full cycle which affects their transition to secondary education. Besides the government of Uganda has not financially committed to AEP programme. Similarly, Studies from other countries on AEP (such as SSIRI in South Sudan) indicate that the government ministry did not feel that it could adequately implement the program. Although the ministry wanted it to continue, it appears the program stopped when funding ceased. In Liberia, multiple INGOs and agencies implementing AEPs were taken by surprise when authorities announced the closure of the initiative (with no viable exit strategy); as a result, the programs simply stopped (Manda, 2011). The few that remained in operation (IBIS, USAID, and UNICEF 2011) did not outline an exit strategy or transfer. Such issues negatively affected the implementation of the programme. Taking lessons from such countries coupled with the findings from this study, it is paramount that government involvement is streamlined from the initiation stage of the programme. This resonates with findings from the study, which indicate the role of teachers in quality implementation, which given the role played

by teachers in AEP programme, there is need to engage them at all stages of the programme. The teachers have multiple roles to play ranging from learner mobilization, engagement with the community, delivery of teaching and learning as well as monitoring and assessment of learner progress and participating in training and continuous professional development courses. It is, therefore, important to note that while planning for quality learning support is one of the key aspects for effective implementation of AEP, more attention should be directed to the quality of AEP teachers.

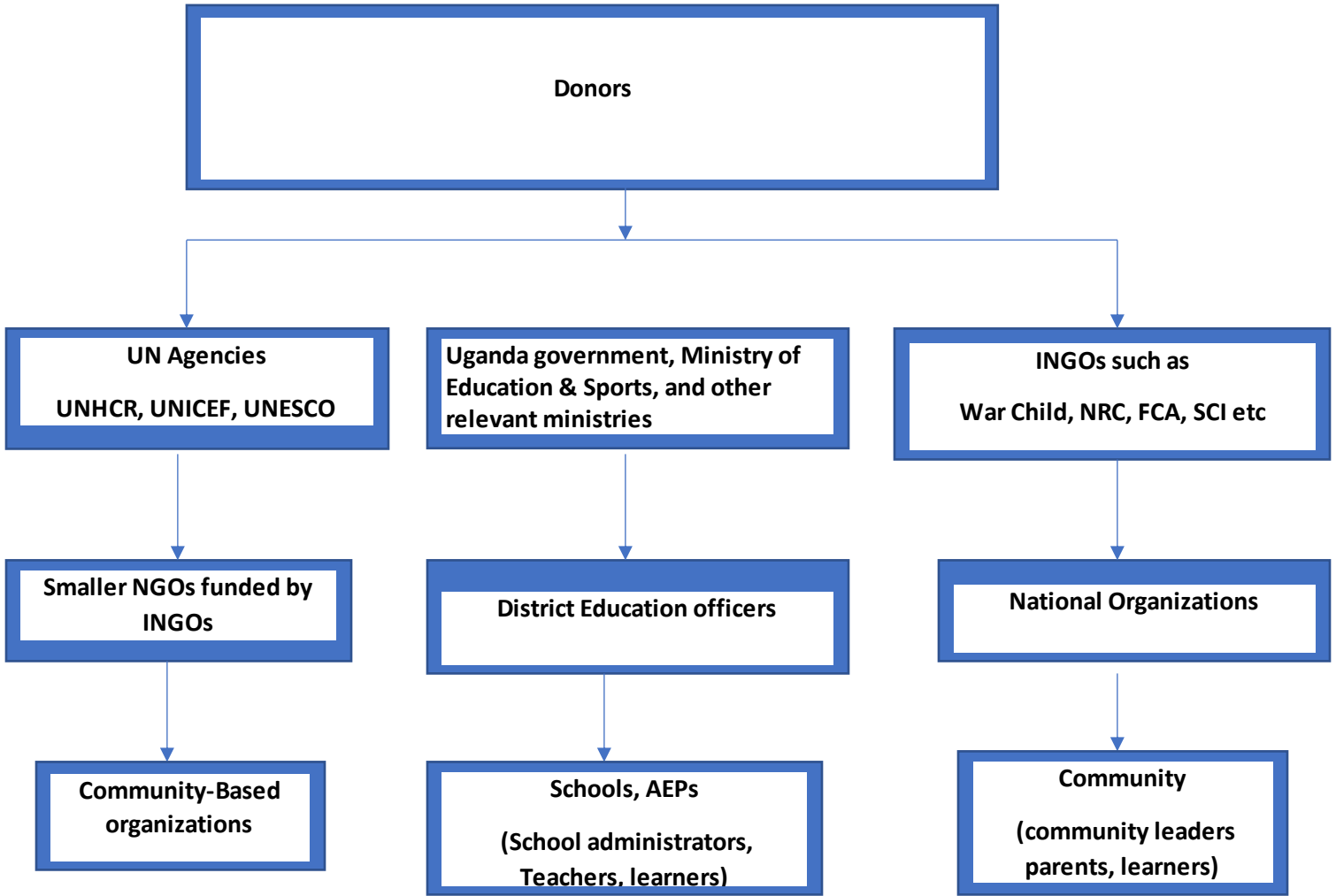
Despite the investment made by NGOs on professional development of AEP teachers, there is still a gap in delivery of learning outcomes. Recognizing that AEP teachers are recruited from local communities with no professional teacher qualification, there is need to rethink the way teachers are recruited. The intensity of AEP curriculum coupled with the unique needs of AEP learners requires that teachers are well prepared. This resonates with Menendez et al (2016) findings on the Study on “Review of AEP in Emergency settings that; AEP teachers did not have the capacity to effectively deliver AEP curriculum and where evidence indicated teacher availability, it is because they were identified from the local community. Most of the programmes did not consider a teaching qualification important provided that potential teachers had completed at least secondary level of education. Yet with AEP curriculum, which is condensed from 7 years to 3, this would require that teachers are well trained, prepared, and competent to deliver this intense curriculum.

5.1.1.3. Stakeholder Engagement

Also, emerging from the findings is the core category of Stakeholder Engagement on which successful implementation of AEPs is based. The findings indicate a key role played by stakeholders and the need to engage them at all levels in the planning for AEPs. The diagram below gives a snapshot of the various stakeholders involved in AEP programmes ranging from National,

District, school, and community level. The diagram also indicates the linkages and the relationships involved among stakeholders at all levels.

Figure 9: A Snapshot of stakeholders.



5.1.2.1. Engagement of Donors and NGOs

Findings from the study indicate the key role played by donors and NGOs (implementing partners) in the implementation of AEPs. Given the inadequate resources from hosting governments to support education for refugee learners, donors and International Agencies play a great role in

aiding implementation of Education programmes in Developing countries. UNHCR (2017) asserts that majority of refugees are hosted in developing countries that are already grappling with their economies. This poses more pressure on hosting governments and incapacitates them in provision of education service. This calls for support from humanitarian agencies to support government in provision of education to refugee learners.

Relatedly, Menendez et al (2016) asserts that in situations of crisis and conflict, governments and relevant ministries may be in a nascent stage or may lack capacity (financial and otherwise) to effectively manage and operate education systems. In situations with large refugee populations like in the case of Uganda, the additional demand may stretch already limited resources within the host country government. In these instances, aid agencies often take responsibility for infrastructure, teacher training and salaries. Menendez (2016) further asserts that these aid agencies are often funded by international donors and bilateral agencies and historically work together with the government (or take on the role of the government). The funds are traditionally funneled to UN agencies and to major international non-governmental organizations. More recently, some UN agencies are funding and implementing AEPs directly as well as supporting other agencies to implement projects. For example, UNISEF, UNHCR and UNESCO have been instrumental in supporting Refugee Education in Uganda and globally.

Findings from the study further indicate a number of donors supporting the implementation of AEPs in various refugee settlements such as ‘The European Civil Protection and Humanitarian Aid department of the European Commission’ (ECHO), works in the area of emergency assistance and relief to the victims of natural disasters or armed conflict outside the European Union. ECHO is instrumental in supporting AEP in Refugee settlements in Uganda.

It's important to note that donor funding is not sustainable and does not guarantee successful implementation of AEP. Sometimes, funding is dictated by the interest/priorities of donors and does not align to the needs of AEP learners. Therefore, donor engagement for planning for AEP needs to be aligned to the needs of AEP learners.

Important contribution of NGOs on AEP is emphasized by this study. Consortium arrangement is particularly hailed for successful implementation of AEP. Consortium engagement enables greater project success (Gerstenfeld, et al., 2017) especially where resources are minimal yet with a diversity of needs. Similarly, avoidance of duplication of efforts and leveraging on each other's capabilities are some of the benefits of using a project consortium implementation strategy (Kirinde, 2016; Preston, 2018), therefore, ignoring consortia engagements and perusing some certain types of projects alone is discouraged, as it can be fatal (Gerstenfeld, et al., 2017).

It's worth noting that, for a consortium project implementation strategy to be satisfactory to all stakeholders, it needs to have good project communication, in place including effective project reporting, good communication channels, frequent joint meetings, joint monitoring and evaluation and making relevant information available to all relevant stakeholders. This requires that all stakeholders are engaged and needs to be planned at the initial stages of the programme. According to Magezi (2021), Many consortium partners try communicating directly with the key stakeholders without using the agreed project communication channels and methods, and thus, fail to meet the required reporting standards by delaying their reporting duties. A clear communication mechanism should be in place to ensure effective coordination and collaboration for the success of the programme (Magezi 2021). Communication forms the heart of project implementation. Hence, communication planning should be integrated into each stage of project design and implementation

(Magezi, 2021). Project communication planning involves looking at the information needs of various stakeholders, then putting in place the most effective communication approach.

5.2.2:1. Engagement of Government

Findings indicate the involvement of government in planning for AEP through MoES and District Education offices (for refugee hosting districts) relevant District officers are involved in planning, coordination, supervision, and joint monitoring of AEP programmes. However, findings indicate indicated the need for more government involvement in the AEP programmes. Some District Education officers expressed the need for government to have a sustainability plan for AEPs and clearly define implementation standards and strategies for AEP. This is line with Menendez' (2016) argument that during EiE, the role of the national Ministry of Education (MoES) in the delivery of education services may be minimal for refugee learners. UN Agencies and NGOs, national and international, often play a far more active role. Manda (2011) on the other hand asserts that close discussions and coordination with the relevant ministry and other INGO is needed right from the initial stages of planning for Education Response. Commitment from the relevant ministry/ministries for the continuation, scaling up or down and validation of the various components of the program is key. This should be included in the initial planning. Menendez (2016) further emphasizes the importance of having a handover strategy as part of the initial planning.

5.1.2.3: Engagement of teachers

The single most important factor in assuring the quality of learning in emergencies is the regular availability of well-trained, motivated teachers, who know the content of their courses and engage their classes with learner-focused teaching methodologies. According to UNESCO, (2017),

Teachers working in crisis and displacement contexts face numerous challenges among others is high number of enrollment visa vis low number of number of teachers. Refugee teachers also face the reluctance of ministries of education to provide teacher education and recognize related credentials obtained prior to and during displacement.

5.1.2.4. Engagement of learners

Considering the kind of beneficiaries targeted by the AEP programme, engagement of the learners in the planning processes is emphasized by this study. And using the transition intervention framework of Kohler and Field (2003) the findings of this study support the importance of learner-oriented planning and interventions tailored to improving outcomes that contribute to transition of refugee learners.

Evidence from this study shows that child parents particularly find it difficult to cope and balance academics and their role as parents. This contributes to persistent absenteeism and poor learning outcomes which affects their transition to secondary education. In this regard, the researcher holds the view that planning for the AEP learners should go beyond the classroom to broadly include family and community -based needs of AEP learners. Planning for this category of learners need to take a more holistic and comprehensive approach to cater for varying needs of these kinds of learners. This again indicates that involving learners in the planning process at the onset of the programme helps to identify and overcome any likely challenges affecting learners.

5.1.2.5. Engagement of Refugee community

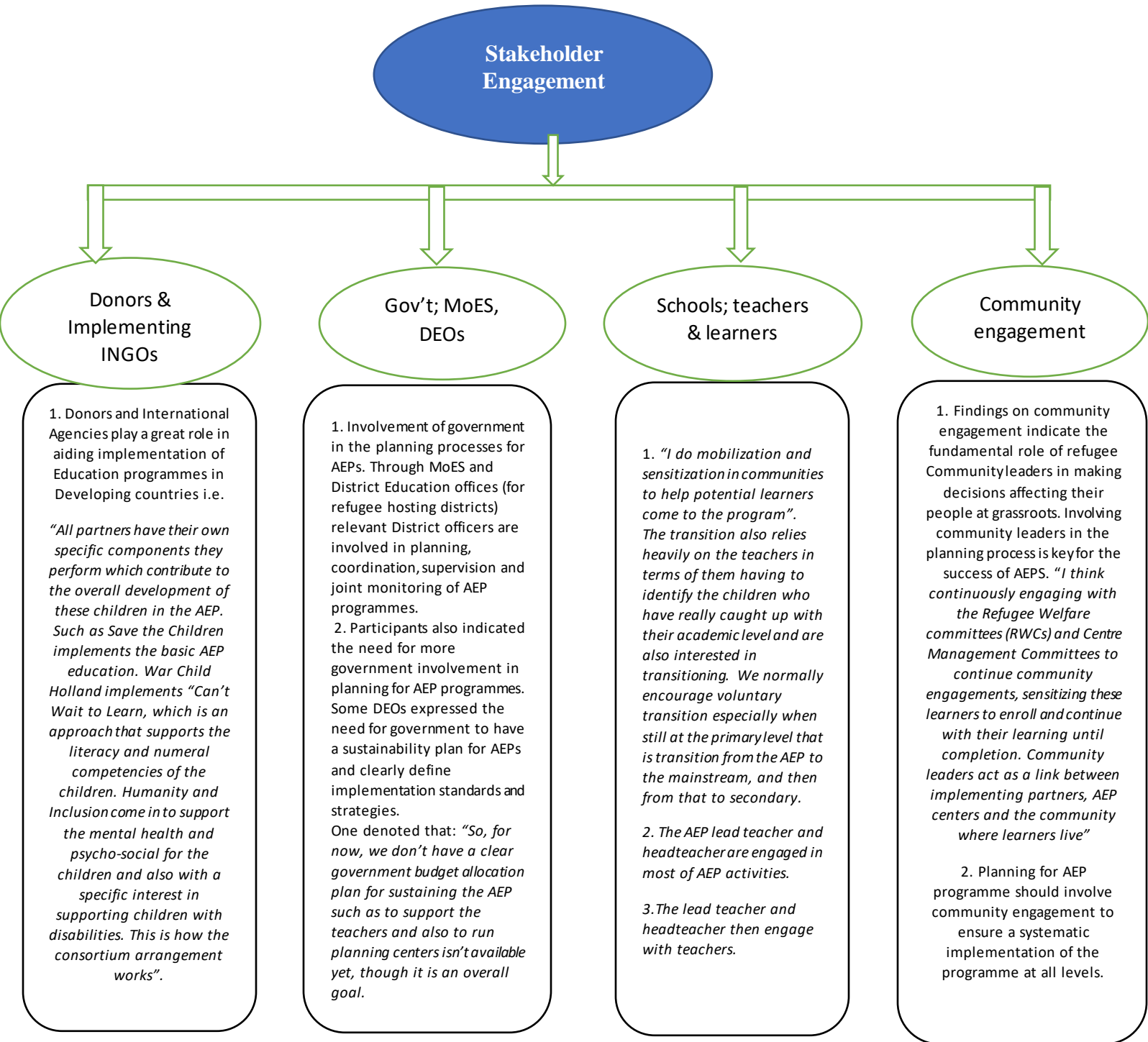
The concept of community engagement that came out strongly as a key feature to ensuring successful implementation of AEP involves the refugee welfare committees as crucial factor. Refugee Welfare committees are responsible for refugee affairs including social service delivery

for refugees at settlement/community level. The role for refugee welfare committees was emphasized. The findings on community engagement indicate the fundamental role of refugee Community leaders in making decisions affecting their people at grassroots. Involving community leaders in the planning process is key for the success of AEPs. Community members believe in their leaders and look up to them to make decisions on issues affecting them as individuals and the community including issues relating to education. Available evidence on the importance of community engagement in planning for AEPs recommends to policy makers and practitioners the need for communication and collaboration at all levels throughout the course of implementation (Centre for Global Development, 2020).

A clear engagement mechanism with communities should be in place to ensure effective coordination and collaboration for the success of the AEP. Carvalho et al. (2020) further emphasizes the value of building community trust for productive engagement of communities and in designing and implementation of effective education plans. Further recommending that policymakers should prioritize community engagement early to shape perceptions of risk and improve responses to government policy. Share clear, credible, and consistent messaging through multiple channels to reach all groups and to match local resources and norms.

Other studies further indicate that establishing community trust and understanding of peoples' fears and perceptions as well as leveraging community engagement are key to education response in crisis. This plays a very important role on how planning for education is done and shaping the community's long-term perceptions of the intended programme (Center for Global Development 2020).

Figure10: Summary of findings on Stakeholder engagement.



5.1.3. Planning for AEP Curriculum

Looking at the curriculum, a close examination of AEP and as reflected from the findings of the study, indicate some learners struggle with English as a language of instruction, there is need to enhance the AEP curriculum to include language bridging programme. The issue of language came out strongly as a key factor affecting effective delivery of the AEP curriculum. In the study conducted by British Council (2018) on Language use in Refugee settlements in Uganda, there is a multiplicity of home languages, with 19 different languages used by significant numbers of refugees and up to a third of refugee children had previously learnt in a language different to the one they are using in their Ugandan school. Not surprisingly, almost a third of the teachers were unable to speak any language used by the refugees and thus were unable to adopt any bilingual approaches. Lee (2019) argues that refugee learners who do not understand the language of instruction of their hosting country will find it hard to fit in the education system and this is likely to result to poor learning outcomes, thus, affecting their transition.

Relatedly, in the research on learners with interrupted formal education, Kanu (2008) asserts that there is a relationship between language, literacy proficiency and academic achievement. Rossiter and Dewing (2012) further highlight why providing English as a second language is challenging for refugee learners. This shows that when children lack a strong foundation in reading, they find it difficult to transition. For refugee learners, learning to read should be a continuous process until they are able to transition from learning to read' to 'reading to learn'. Unfortunately, this is not usually the case with AEP programmes. There's no special arrangement for AEP learners to develop proficiency in reading. This study found out that there were no language-bridging programmes specifically targeting AEP learners. The AEP learners, upon enrolling in their host schools are faced with daunting challenges of developing language proficiency, reading

proficiency, and understanding the subject matter at the same time. This affects their learning and transition and therefore, while planning for such learners, curriculum considerations ought to be made to cater for such issues (Kanu 2012).

On flexibility in AEP curriculum, teachers particularly indicated that during the onset of AEP programme, the learners for instance used to have their lessons in the afternoons but this was changed to morning as the programme progressed. While some AEP learners prefer to have their lessons in the mornings, others especially child parents prefer to have their lessons in the afternoons considering the multiple responsibilities. The teachers indicate that some learners especially the child parents find it hard adjusting to the programme given extra responsibilities they have. Flexibility in this case would mean that learners would be provided with the opportunity to choose a study time most appropriate for them given that some of them are parents and have other roles to play to fend for their families. Child mothers have no child attendants to take care of their children as they attend lessons. Therefore, requires that planning for AEP programme is comprehensively done to address curriculum challenges that affect beneficiaries and consequently their progress and transition to secondary education.

This finding suggests that students with unique learning needs such as refugee learners would benefit more from integrated programmes where cognitive and meta-cognitive strategy instruction (i.e., learning how to learn) are integrated with practical skills as well as from attention paid to development of students' interests and talents. Other scholars (e.g., Carter & Lunsford, 2005; Houchin, 2001; Repetto, 2003; Shillington & Neubert, 2004; Thomas, Nathanson, Baker, & Tamura, 2002), argue that vocational training including work experiences in real jobs, particularly work experiences that focus on socialization with coworkers, and access to adult role models and mentors in meaningful work roles would also be useful to learners with adult responsibilities.

Furthermore, they add support for a focus on career planning and development that encompasses and builds on specific job skills (Chadsey-Rusch, 2003). Considering that some of AEP learners are Child parents with a lot of responsibilities integrating such skills would be helpful in coping in their new role as parents but as also for income generation support their families.

The Kohler and Field (2003) framework for transition intervention further puts emphasis on the efficacy of student focused planning and student development interventions. That framework is useful in understanding and improving the transition related outcomes for disadvantaged learners. Using this Framework, according to Kohler and Field (2003), all aspects of curricula must be integrated in a focus on the acquisition of academic and nonacademic skills useful throughout life, development of authentic social networks and supports, through systematic and meaningful instruction. As seen from the findings of the study, there's great emphasis on academic achievement of academic and psychosocial well-being for AEP learners. Little emphasis is made on development on social and vocational skills. AEP learners need skills for life especially considering the new and ever-changing environment for refugee learners. Refugee learners need skills for life to thrive and cope up within their new environment. The curriculum needs to integrate Social Emotional Learning skills (SEL) which involve arrange of skills including social skills, communication skills, resilience development, decision making, critical thinking and emotional intelligence among others. All these need to be integrated into the AEP curriculum during initial planning phase. Kohler and Field (2017), further emphasize a primary concern captured by their meta-synthesis as the perceived lack of efficacy of special education curricula noted by numerous participants. This finding suggests that students with unique learning needs such as refugee learners would benefit from less time spent on homework and more on cognitive and meta-

cognitive strategy instruction (i.e., learning how to learn), as well as from attention paid to development of students' interests and talents.

Other scholars argue that vocational training including work experiences in real jobs, particularly work experiences that focus on socialization with coworkers, and access to adult role models and mentors in meaningful work roles would also be useful to learners with adult responsibilities. Furthermore, they add support for a focus on career planning and development that encompasses and builds on specific job skills (Chadsey, 2003). The researcher agrees with Chadsey argument on developing specific practical skills for learners with adult responsibilities. Considering that some of AEP learners are Child parents with a lot of responsibilities integrating such skills would be helpful in coping in their new role as parents. Learners who are child parents would also benefit more from vocational skills, hands on and practical skills that can enable them to generate some income for their families.

5.2. Objective 2: To examine the coordination mechanisms employed in AEPs to facilitate transition of refugee learners to Secondary Education in West Nile Region, Uganda.

The findings of this study indicate availability of coordination mechanisms and structures across all levels, pointing out the need for involvement of all key stakeholders in the coordination processes for AEP.

The various levels of coordination emerging from the study include coordination at National level, Coordination at District level, coordination among consortium partners, coordination at school and community level. Each sub-category is discussed in detail below.

5.2.1. Coordination at National Level

From the study, it is eminent that there is joint coordination among stakeholders which is evidenced by jointly developed coordination strategies/mechanisms among partners at different levels. Education in Emergencies coordination working group at national level brings all partners together to discuss issues on education for refugee learners including AEP. There's also a jointly developed curriculum for AEP, a standardized process for recruitment of AEP teachers, selection and training of teachers, and a common incentive and harmonized payment for AEP teachers. All these signify some level of coordination among different actors.

This coordinated approach is in line with the INEE principle on coordination which defines how coordination can be operationalized within the auspices of AEP provision, including how planning, information management, capacity development, mobilization, and advocacy are coordinated by an inter-agency coordination committee (NRC Menendez 2016).

However, despite the availability of coordination channels and mechanisms, the findings reveal that not all partners are engaged in AEP activities at the initial stages and throughout the implementation process which necessitates a critical need for engagement of all stakeholders across the various levels.

Similarly, Oddy (2019), recommends the need to engage the Ministry of Education and Sports to support displaced children's right. Emphasizing the need for NGOs to work together with government for successful implementation of AEPs. Further recommending strengthening of AEP coordination mechanisms.

The coordination role played by UNHCR in ensuring harmony in implementation of AEP and Education in general also came out strongly from this study. The findings resonate with Peterson's

(2021) assertion that UNHCR usually coordinates the education of refugees in support of the government of the country of asylum working in collaboration with NGOs. Peterson J.C. et al (2021) further asserts that, in conflict affected contexts, the national Ministry of Education of the asylum country may or may not be involved, depending on the political and military circumstances. National educational planners and managers may struggle to cope with such unusual institutional arrangements. UNHCR plays a critical role in filling that gap through coordination and providing direction in implementation of programmes for refugee learners.

Further, Findings from the study as well as evidence from other studies indicate the need to coordinate with donors. Donors play a significant role in providing the required funding for Catch-up Education programmes which requires a coordinated approach among refugee hosting governments, NGOs and UNHCR. Longer-term funding for AEP is needed given that it takes AEP learners three years to complete a cycle. And given that, funding cycles do not necessarily correlate with the school calendar, there is need for coordination between implementing partners and donors to ensure that available funding is sufficient for learners to complete a full cycle of AEP (Oddy, 2019).

And recognizing that about 80% of refugees are hosted in developing countries that are already grappling with their economies, it makes it more paramount to engage donors to support service delivery in such countries (UNHCR 2017). Refugee hosting Districts in Uganda are characterized by poor service delivery and refugee influx in such districts only exerts pressure on the already limited resources (ERP 1 2019). Therefore, Proper coordination with donors provides opportunity for tailoring funding where it is most needed. Relatedly, UNESCO emphasizes that; during armed conflict, national resources for education may dry up or disappear, to supplement meagre government sources, funding of education in conflict emergencies will typically require

humanitarian appeals to donors to prioritize education compared to other technical and service sectors, such as food, water, shelter and protection (UNESCO 2021; Banally, Ndaruhutse & Rigaud 2019).

The Inter-Agency Standing Committee (IASC) emphasizes cluster approach to the education sector coordination in order to draw synergies among stakeholders for collaborative and comprehensive response to Education needs of the affected populations (Education Cluster, 2017).

Despite the availability of coordination mechanisms at National level, there's need for more involvement of MoES in coordination of AEP to enhance transition of AEP learners to secondary education. Government needs to take a lead role in coordination of partners to ensure that AEP implementation is harmonized. Secondly, government should play a critical role in ensuring that guidelines are adhered to. And recognizing that AEP programmes are funded multilaterally, government has a role to play in coordinating with donors and implementing partners in ensuring that funding is secured and appropriately allocated to cover the full cycles of AEP.

5.2:2. Coordination at District level

Coordination amongst stakeholders don't only end at national level, but also involve other key players at district level. The District Education office plays a key role in supervision of AEP programme at school level. Like the National level, findings indicate the availability of Education coordination working groups in refugee settlements where the programme is implemented which brings all education partners together including the District Education office, implementing partners and school administrators as part of the working group. The working group aims to ensure harmonized and complementary implementation among partners. The coordination Working group provides a platform for partners to discuss education issues including AEP.

Coordination is important for alignment of the curriculum to learner needs to enhance transition. A coordinated approach in curriculum design and textbook development involving all stakeholders in this process is central to effective delivery of AEP.

In Evaluation study conducted by Save the Children on AEPs in West Nile Region, Oddy (2017) points out a lack of a well- coordinated approach in the implementation of AEP between the District Education office and other stakeholders. The lack of coordination has contributed to misconceptions of AEP. According to the Report, poor coordination has contributed to different Perceptions on the purpose of AEP among education stakeholders as well as among the children and communities that AEP serves (Oddy, 2019). The Report reveals that, while AEP is considered appropriate approach for refugee over aged learners to get back to formal schooling. AEP learners themselves did not see AEP as alternative approach to reintegrate back to mainstream education. Rather, they saw AEP as an approach for transition to other education pathways. The varying perceptions between the various stakeholders on the purpose of AEP is an indication of lack of coordination among stakeholders.

Similarly, Education Cluster (2017) suggests coordination as key factor in achieving the planned outcomes for transition. Pointing out the importance of cross cutting coordination channels in the district, school, and community level. However, despite the availability of such coordination mechanisms, findings also point to the need to strengthen these mechanisms to involve all partners in key aspects of the AEP programming. Some district officials for example expressed that they were not involved in the review and training on AEP curriculum, yet they play a critical role in supervision of how curriculum is implemented at school level which according to them has a significant negative impact on quality and impact of the programme which affects transition. Other

education officials expressed that the development of AEP textbooks was done at National level leaving out the district and school level stakeholders who could have made a more significant contribution considering that they have experience in this area. Such limitations indicate gaps in coordination of AEP programme. Thus, there need is to step up the coordination mechanisms between school, District and implementing partners if the programme is to contribute to transition of learners.

5.2.3. Coordination at school level.

In this subcategory, the findings present the school as a central point of coordination and implementing partners as a linkage between the school and the community. Pointing out that the way coordination is done in other levels will negatively or positively impact on the school and thereby negatively, or positively influencing transition of AEP learners. School based activities are majorly coordinated by implementing INGOs. Implementing partners (INGOs) also play a critical role in connecting the school with the district, humanitarian actors and the community. Coordination at school level is therefore, largely influenced by implementing partners who are directly responsible for financial support of activities at school level including supervision of the programme, teacher training, remuneration, identification of learners from the community, enrollment as well as provision of teaching-learning materials. These activities are coordinated through the school, district and community.

Further, Within the school level, coordination between the teachers themselves is seen as a facilitating factor for transition of the learners. The coordination among teachers is evidenced by the way mainstream and AEP teachers coordinate and support each other.

In a study on student focused planning, Kohler (1998) emphasizes community involvement in school activities and services, he adds family involvement in children' learning enhances motivation and resilience of learners to pull through their education even in the most challenging situations. According to Kohler, schools can orchestrate family engagement activities in their transition service delivery programs. This area of service coordination is discussed extensively in conjunction with the literature on student-focused planning. Additionally, Kohler (1998) suggests three levels of family involvement in school transition services: (a) participation and roles, (b) empowerment, and (c) training.

Kohler's' argument above resonates with findings from this study. Majority of the participants expounded the critical role of involving the family/community in AEP programme due to the responsibilities they play in the community. Findings indicate that the community takes a lead role in sensitization, working in collaboration with the school and partners which involves a coordinated approach among such partners.

The school is also considered as an integral part of community, and it is therefore, the community cannot be excluded or detached from school affairs. In the evaluation study conducted by NRC on AEPs, Menendez et al (2016) asserts that the inclusion of community in AEP activities is pointed out as important for eliminating conflict between refugee and host communities. The inclusion of the host community in AEP activities is important in several contexts to reduce potential jealousies or tensions between host communities and displaced populations regarding having access to qualitatively different forms of educational provision. This is also considered a reflection of good practice within INEE's Conflict Sensitive Education pack. Most AEPs target refugee children in away causing disgruntlement among host communities. Such issues can be resolved by effective engagement of both communities which requires coordination among the different groups

(Menendez et al 2016). Mendez (2016) further adds that, in the context of some countries, because of a lack of coordination among implementing partners and communities, questions remain whether AEP programming is in fact targeting the most vulnerable through its focus on displaced populations. Coordination with communities enables identification of the right beneficiaries and harmonization of AEP requires engagement of communities and more organized coordination mechanisms with all the stakeholder to manage community expectations of the AEP.

Additionally, the importance of a coordinated approach between the school, community and implementing partners is emphasized through meetings which are planned and held monthly coordinated by implementing partners as well as UNHCR. The role of community-based coordination including working with community leaders and VECs is seen as very significant for successful implementation of AEPs.

5.2.4. Coordination at Community Level

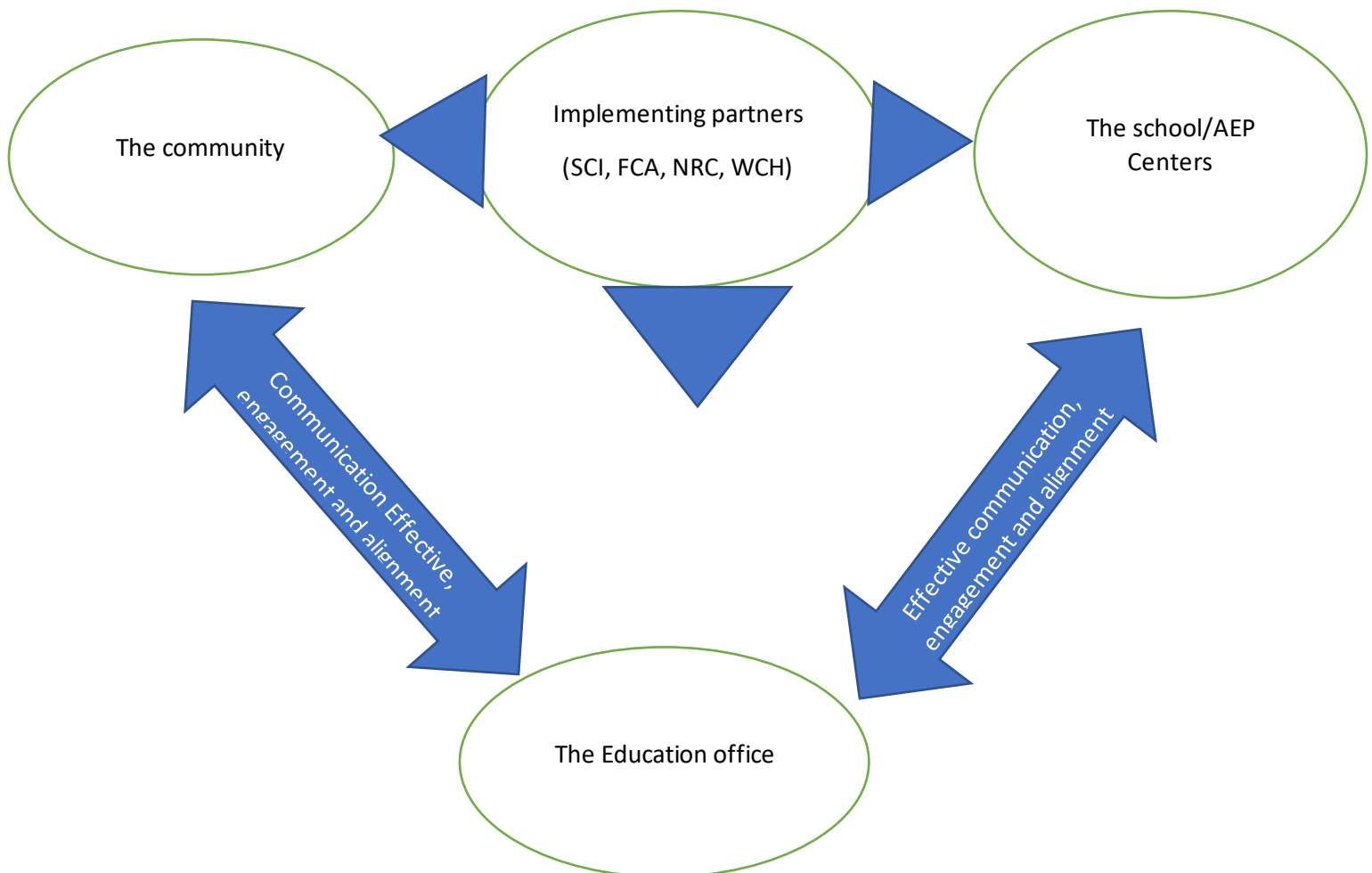
Further, the need for coordinated approach at community level especially with community structures came out strongly as a key factor to ensuring successful implementation of AEPs. The importance of coordinating with the Refugee Welfare committees (RWACs) is particularly stressed. RWACs are key actors in supporting community activities.

It is however worthy noting that much as engagement of community leaders is a key factor in achieving successful implementation of AEP for transition, there is need to empower the community leaders on the necessary knowledge and skills required in this regard. In the study on the Impact of Conflict and Displacement on Education in Sri Lanka, UNESCO Global Monitoring Report (2021) puts it that while AEP is an appropriate approach to reintegrate children and youth back to formal schooling in Sri Lanka, the community did not have the capacity to prepare and

run the AEP. This was because of no coordination channels between the Zonal Education Department, the local community authorities and the UN Agencies. This lack of coordination among stakeholders implied that there was no harmony and no defined standards for design and implementation of such programmes. Coordination is key in harmonization and synchronization of efforts towards the same cause which is key in the design and implementation of AEP.

Relatedly, In the study on the Impact of Conflict and Displacement on Education in Sri Lanka, UNESCO Global Monitoring Report (2021) further indicates the power of coordination with communities, emphasizing that the Community is resource that can be of great support during conflict and adversity and should be harnessed through effective coordination of existing structures. Communities need to be part of plans made by agencies to respond to education needs and should work together to analyze and address barriers to education provision.

Figure 11: The linkage implementing partners bring to the school, community, and the District Education office.



In conclusion, it's worth noting that the school is central to the coordination for AEP. While NGOs play a critical role in funding and ensuring a coordinated approach in the implementation of AEPs, it is important that these processes enhance learning and transition of refugee learners. To achieve, this, study develops a coordination model that emphasizes the centrality of the school to the coordination process. And therefore, the school as a central point of coordination should be link to the various levels of coordination (i.e. community, district and national levels). The NGOs should play the enhancing capacity at various for effective implementation of AEP and transition of learners to Secondary education and other education pathways.

5.3. Objective 3: To examine the factors influencing the planning and coordination of AEPs for transition of Refugee Learners to Secondary Education in West Nile Region, Uganda.

5.3.0. Introduction

From the findings, several factors influence planning and coordination and therefore shape the design and implementation of AEP, thus, influencing transition of learners to Secondary Education. The major factors influencing planning and coordination of the AEPs include economic, social and policy factors. These factors are discussed in detail below.

5.3.1 Economic Factors

Refugee hosting countries are faced with a burden of providing basic services to refugee population amidst their grappling economies. About 85% of refugees are hosted in developing countries who are already under resourced. Refugees are therefore an additional burden (QECD 2018). This has made it difficult to plan for this category of the population as well as coordinate response across the various levels and sectors, thus, making it a huge challenge for hosting governments (OECD, 2018). From the findings, economic factors play a key enabling role in the

planning and coordination at various level. AEP programme is purely dependent on donors as sole funders for the programme. Sometimes donor funding is inadequate to run the programme, thus influencing the way it's planned and coordinated. The uniqueness of AEP learners requires that their education is integrated with skills training in income generating activities for them to be able to fend for their families. In a study on Education in Conflict and Emergencies, Taleb (2019) suggests the need to equip refugee learners with vocational skills to enable them get employment. UNESCO, (2019) urges governments and implementing agencies to invest heavily in skills development for out of school youth. However, due economic constrain, AEP has not been flexed to cater for this component.

UNESCO (2019) further emphasizes that formal education alone may not be sufficient to meet the needs of refuge children and youth. Adding that; Provision of education and training in emergency settings without investment in job and enterprise creation will fail to meet the deepest needs of conflict-affected youth. Such factors are core to planning for education that can enhance transition for conflict affected youth. This argument relates to the findings of the study which point out to the need to integrate AEP with practical skills and income generating activities to enable AEP learners generate income to support their families considering that some AEP learners are child parents with responsibility to fend for their families. However, this is not possible due to economic constraints. Economic constraints shape the way AEPs are designed, implemented and coordinated.

Another economic challenge arising from the study is the aspect of Food distribution and how it affects learning of AEP learners especially child parents and child family heads and therefore affecting their academic performance and transition. The reason being that these categories of learners prioritize securing food for their families and some of them, left with no other solution,

prefer to compromise their studies in order to receive food rations. Food distribution is an activity conducted in refugee settlements on a monthly basis. This means that AEP learners particularly those who are family heads or child parents miss out on school monthly to receive food for their families. Such factors were not planned for and therefore interfere with smooth implementation of the programme.

It is worth noting that, in other studies, there is lack of evidence indicating that AEP learners needed fees or donations to progress with their education. Available evidence indicates, there was a collective responsibility from the community in terms of providing space needed to conduct AEPs (Education Cluster, 2017). Some communities for instance contributed land where AEPs were constructed within the community for easy accessibility for learners, an example of this is the AE programme in Ethiopia. In other communities such as the School for Life Ghana program, the community provided support in kind such as food for learners which supported to learners to consistently attend school and stay in school until they completed the AEP cycle. Similarly, the COPE in Uganda also contributed financial support to the programme to support feeding and scholastic materials for AEP learners (Uganda Ministry of Education and Sports, 2018). Again, this points to the need to plan and coordinate together with communities for successful implementation of AEP and transition of learners to secondary education, rather than solely relying on donors for support.

5.3.2. Social Factors

Lack of effective communication and collaboration with affected communities is a key social factor influencing planning and coordination of AEPs. Findings indicate that effective planning and coordination requires a clear communication strategy to engage local communities in planning for AEP. Further revealing the need to coordinate with refugee community leaders (RWCs). This

is line with Magezi's argument that coordinated planning requires that a good communication strategy is in place including effective project reporting, good communication channels, frequent joint meetings, joint monitoring, and evaluation. This achieved through effective communication.

The researcher's observation is that there's lack of effective communication across the various levels of coordination (National, District, school and community) which has negatively affected the way coordination for AEP is done. A clear communication mechanism should be in place to ensure effective coordination and collaboration for the success of AEP. Coordinated communication forms the heart of project implementation (Magezi, 2019).

The Ministry of Education and Sports Report (2018) on AEPs in West Nile Region Uganda, further points lack effective communication in the implementation of AEP between the District Education office and other stakeholders. This has contributed to different perceptions on AEP which shape the way AEPs are designed, implemented, and coordinated. According to Education Cluster (2017), poor communication also contributes to different Perceptions on the purpose of AEP among education stakeholders as well as among the children and communities that AEP serves (Education Cluster, 2017).

Another social factor influencing the way AEPs are planned are the challenges of AEP learners including psychosocial challenges, language and responsibilities of learners who are child parents. Such factors influence how AEPs are planned. The findings suggested that to enable learners cope with their responsibilities of child parenting, planning should involve integrating a baby care center into AEPs. Also emphasizing the need to add an additional year for English language bridging and integrating psychosocial support components to the curriculum. These factors influence the way planning is done.

The study conducted by British Council (2018) on Language use in Refugee settlements in Uganda asserts that there is a multiplicity of home languages, with 19 different languages used by significant numbers of refugees and up to a third of refugee children had previously learnt in a language different to the one they are using in their Ugandan school. And not surprisingly, almost a third of the teachers were unable to speak any language used by the refugees and thus were unable to adopt any bilingual approaches.

Relatedly, research on learners with interrupted formal education highlights the challenge of providing English as a second language for refugee learners, denoting a relationship between language proficiency and academic achievement (Rossiter & Dewing 2012). The study recommends that refugee learners who have experienced disruption in their education should develop their language skills before enrolling into a new education system. Languages influences planning for AEP

5.3.3. Policy factors

Achievement of any future goals set for AEP will require much greater investment in finding solutions to crucial educational policy dilemmas for AEP. Policy should broadly address gaps and concerns in AEP such as teacher supply, remuneration; quality of teaching and learning, measurement of quality; support to the psychosocial needs, decisions about curriculum; school materials and certification of the learning attainments (UNESCO, 2019).

This study points out how refugee crisis has revealed several weaknesses in policies and the capacity of host countries to cope with such a large and unforeseen inflow of people in need of basic services. This shapes how AEP is planned and coordinated across levels of government and how responsibility across different sectors is distributed.

In a study on ‘Refugee Education and integration models and practices, OECD Report (2018), (2018), further indicates that there is need to put in place favorable policies and practices that support integration into education Catch-up and transition of refugee learners. In the Culture of Education Policy, Education Cluster (2017) puts it that the narrative elements of government policies should promote positive ways of seeing migrant individuals and provide tools for organizing their lives.” Policy narratives constitute discourses which have material consequences for their subjects if not constructively dealt with.

This research recognizes that, the status of AEP implementation has not achieved timely resource deployment due to government policy and capacity issues; Community involvement/management of AEPs still deemed insufficient to sustainability, and therefore the need to plan together with government in this regard to step up these efforts. There is need for alignment with Ministry of Education systems for AEP. This should comprise quality learning support, ensuring recruitment and remuneration of AEP teachers, ensuring teacher attendance, training and establishment of community support mechanisms through PTAs all of which influence planning for AEP.

Relatedly Oddy (2019) emphasizes that AEP implementing agencies ought to plan with local education authorities to meet this obligation, working in collaboration with Ministries of Education to formally validate and strengthen legal frameworks related to AEP. Institutionalization is the ultimate goal for achievement of sustainability and consequently transition of learners to secondary education and other education pathways (Oddy, 2019).

Other studies present limited funding as a major influencer to planning and coordination for AEP programme. In a review to assess the implementation of AEPs, Menendez asserts that AEP learners did not usually complete the full learning cycle of AEP programmes due to inadequate funding (Menendez A.S et al 2016). Funding cycles did not allow cohorts to complete the AEP cycle. In

crisis and conflict-affected environments, where AEPs are often seen as an appropriate response, funding cycles are most often single-year cycles, making planning for such programmes incredibly difficult. For example, if a program requiring a minimum of three years of funding for its cohort to complete the program receives single-year funding, that cohort cannot complete the AEP. Menendez recommends the need for policy review and a more coordinated approach in addressing the political and economic challenges affecting AEPs (Menendez A.S et al 2016).

Looking at Ugandan refugee context specifically, there is policy commitment to education of refugees. The government of Uganda ratifies to the open refugee policy which articulates that host governments shall accord the same rights to refugees as nationals. Among populations affected by conflict, Education is seen a source of hope and protection (MoES 2022). Achievement of this mandate requires great investment in designing and aligning national policies to the education needs of refugees. Ensuring that educational policies are inclusive to cater for refugee learners. The open-door policy has influenced the way education of refugees is planned to include planning for AEP.

It is also important that AEP implementation is guided by ten principles of effective practice that are globally developed and recognized. These principles largely influence the way AEPs are planned and coordinated. The principles aim to clarify the essential components of effective Accelerated Education Programmes (AEPs). The Action Points under each Principle are suggested key actions to guide AEPs in setting these strategic priorities. Many are feasible, concrete steps to inform the action of different stakeholders, but are not intended to cover all the necessary steps that may be required to meet the ambition of the specified Principle. While the long-term goal should be that AEPs meet all of these Principles, it will not happen immediately and will require the involvement and coordination of different actors (INEE EiE Term Bank, 2022)

According to Menendez (2016) the following elements influence planning and coordination for AEPs.

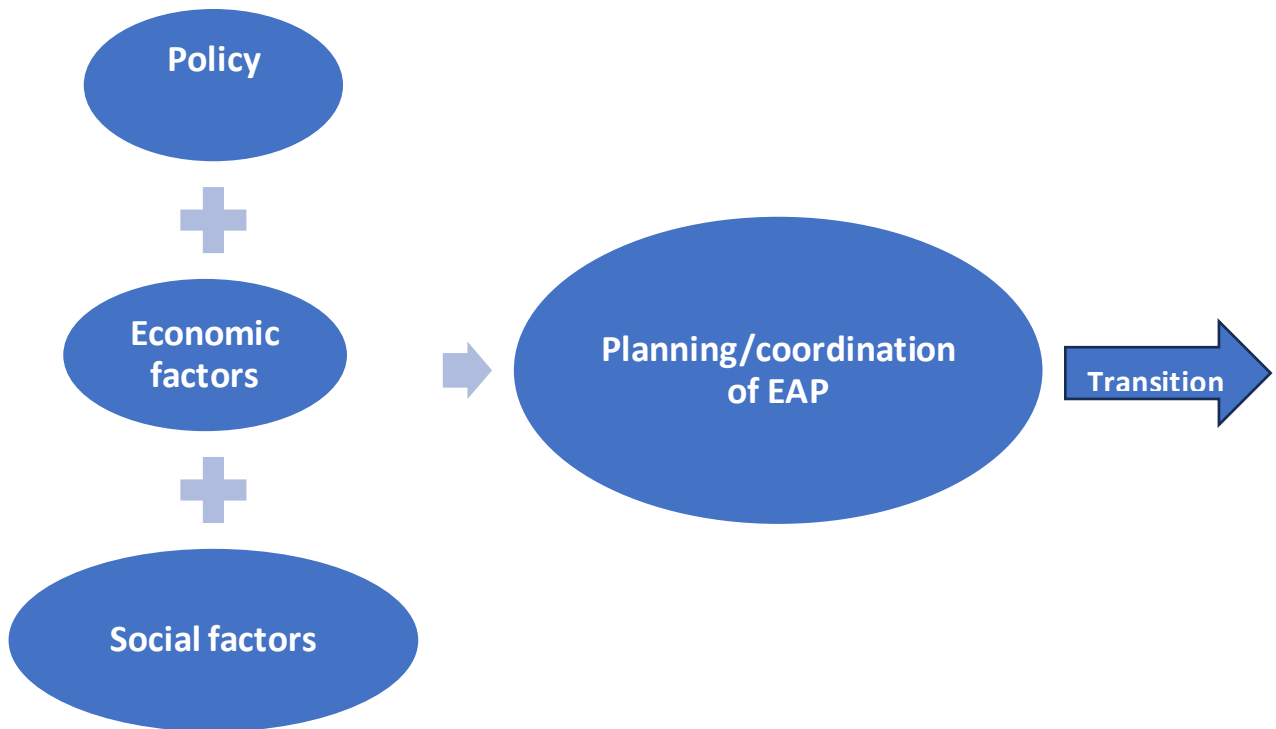
- i. Collaboration between the communities throughout the implementation period.
- ii. Engagement with the relevant government ministries
- iii. Commitment from the relevant ministries on validation of the programme as well as scale up.
- iv. The agreed cycle and timeline of the programme should be discussed with all stakeholders.
- v. Building capacity of the stakeholders for transferability/sustainability.

Finally, implementing agencies ought to help local education authorities meet this obligation, assist it in achieving this mandate, including advocacy with government to develop policy, and working with Ministry of Education to formally validate and strengthen legal frameworks related to AEP. while donors need to prioritize and locate funds towards institutionalization. Institutionalization is the ultimate goal for achievement of sustainability of transition of learners to secondary education and other education pathways.

Drawing on the evidence presented in the study, it is important to recognize that the factors influencing planning and coordination are interconnected and therefore require holistic approaches to AEP to enhance transition of learners to secondary education. This relates to OECD Report (2019) that recommends holistic models for refugee education considering the complexity of needs and challenges of refugee learners, including psychosocial Social-Emotional and economic needs. Adding that the holistic model depicts the relationships between needs, policies, educational integration, and transition (OECD, 2019). Noting that educational integration and transition of

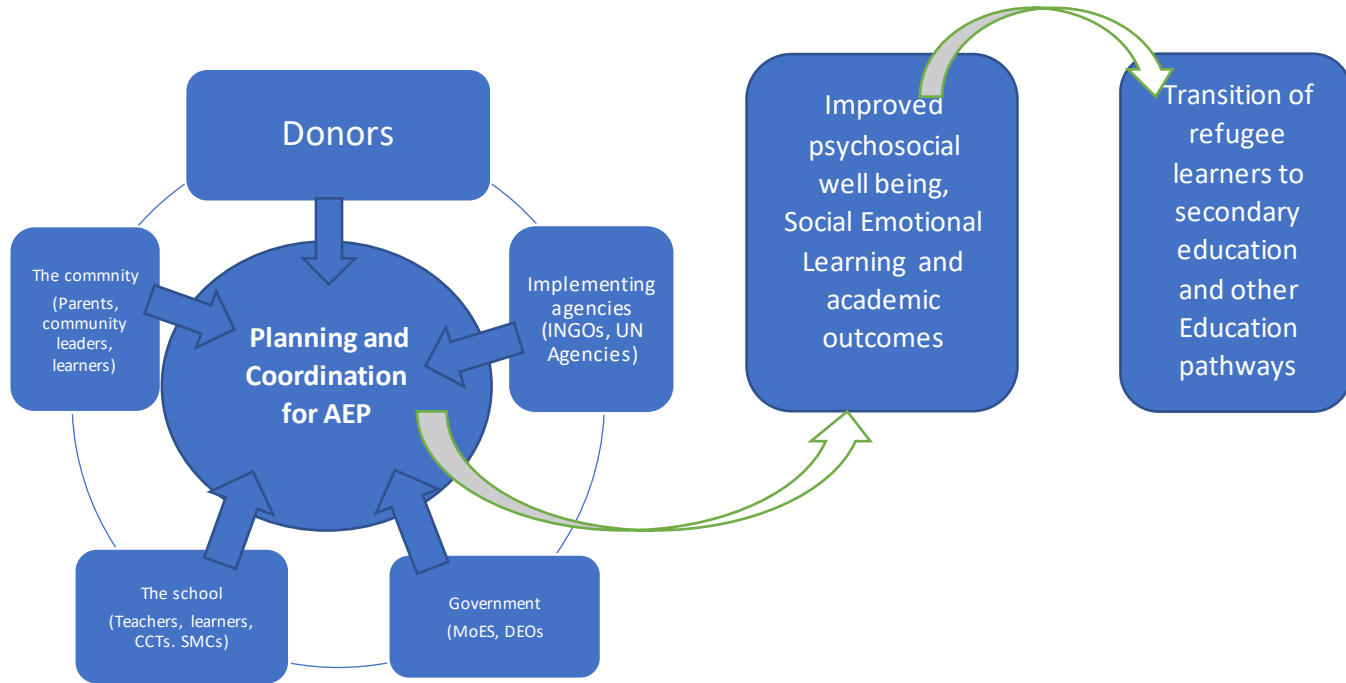
refugee children can take place if all (or at least most of) their learning, economic, social and emotional needs are addressed. For instance, refugee learners face a lot of challenges such as having to learn language, adjust to a new education system, distance to school, adjusting to new cultures, trauma, and stigma associated with being a refugee and thus lack of sense of belonging (Menedez A.S et al 2016). Such holistic and integrated models shape the way planning and coordination for AEP is done to enhance learning outcomes for refugee learners and transition in their education (Menendez 2016).

Figure 12: The diagram below shows factors influencing planning and coordination of AEPs for refugee learners.



5.4. The framework and models emerging from the study.

Figure 13: Framework for Planning and coordination of AEP - emerging from the study.



5.4.2. Community -Based planning model- for Educational Programming for Refugee Learners

This study develops a community- focused planning model that places emphasis on the unique individual needs as well as larger community needs of refugee/AEP learners and the centrality of engaging the entire community in planning for these needs while designing education programmes. Planning for Children and adolescent’s optimal development and well-being are contingent upon interacting biological and environmental/contextual factors including family, community, sociocultural, economic, political, and legal influences, and the services and structures that surround them, all affecting their development through the life course. These factors have been articulated through various frameworks – child development theories, social ecological models,

and studies of children's resilience in the face of adversity – all of which emphasize that children, adolescents and families bring their own skills, assets and resources for coping with challenges.

The social ecological model illustrates the importance of networks of people and structures that surround a child or adolescent, safeguarding their well-being and sense of agency, and supporting their optimal development. This therefore draws attention to the importance of taking such factors into consideration while designing programmes for refugee learners and youth. Based on this model Education serves a critical role in establishing (and re-establishing) safety and structure in the lives of primary school aged children, and offers a mechanism that supports their resilience, coping and overall mental health and psychosocial well-being (Lund et al., 2018). It's thus, critical that education programmes are tailored to cater for such factors. Organized psychosocial activities further provide opportunities for creativity, play and recovery from trauma and stressful events. Participation and engagement, such as peer support activities, can engage older children and adolescents in discussion on relevant issues, giving them an opportunity to voice their concerns and ideas which can help them realize their own agency through their contributions to recovery efforts in their communities (Lund et al., 2018).

Community-Based Planning Model relates to **Rothman's (1987) Model of Locality Development** which is based on the belief that in order to effect change, a wide variety of community people should be involved in planning, implementation, and evaluation. Rothman emphasizes on use of voluntary cooperation, self-help, the development of local leadership, and educational objectives in design of programmes targeting communities.

The community-Based planning Model further borrows from the Socio- Ecological model of **Urie Bronfenbrenner (1970)**. This model puts the child or adolescent at the center nested within concentric circles consisting of family, peers, community, culture/society, and overall government

policy and systems. The model focuses on critical factors in the environment that impact on children and youth namely, the family the community, a larger societal context and socio-cultural norms.

All these complex interactions within the environment in which children and youth live have implications on how planning for education is done.

Figure 13: Community Focused Planning Model for AEP.

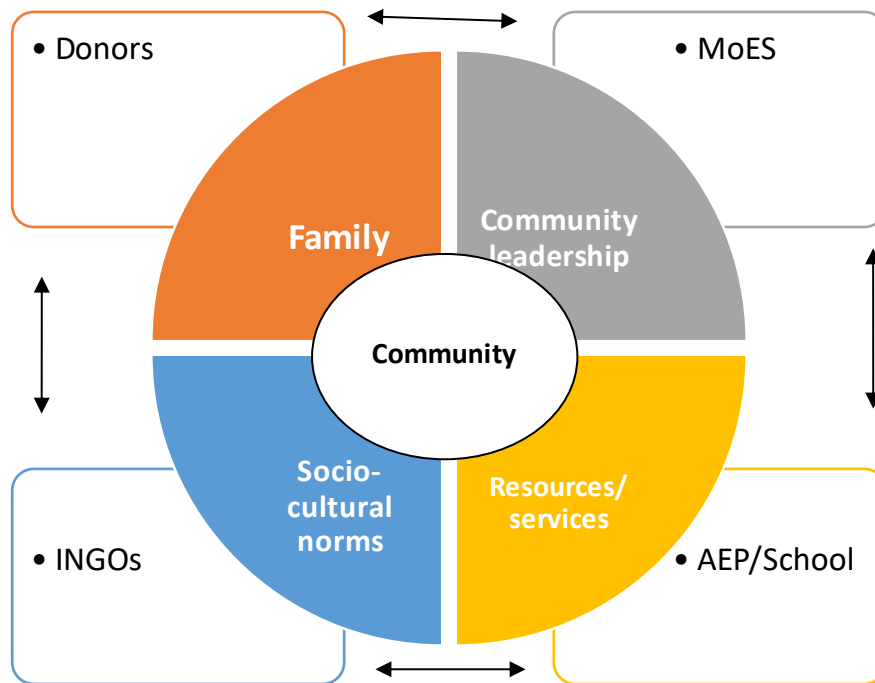
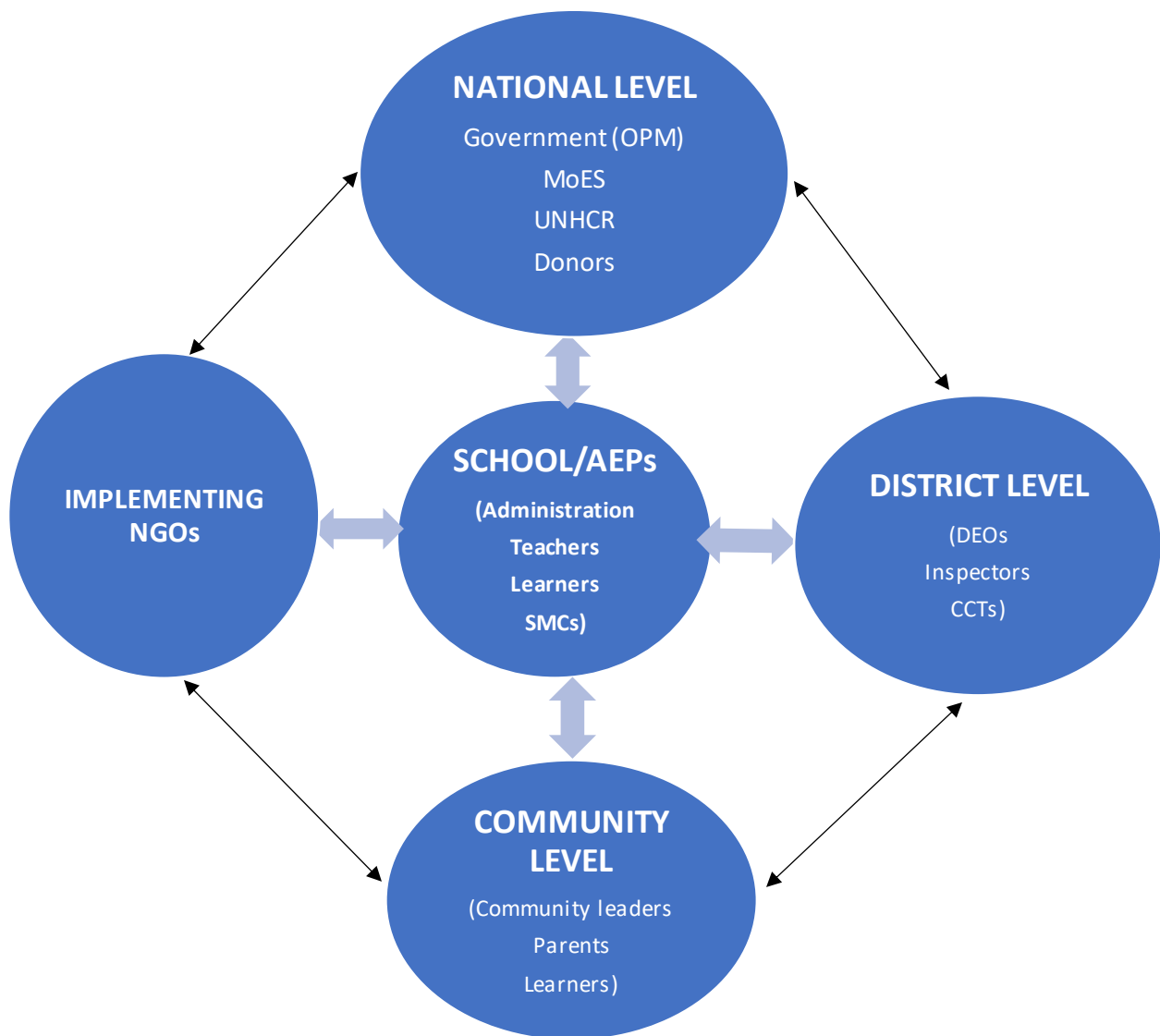


Figure 14: School-Based Coordination model.



The school-Based Coordination model presents the school as the central point of coordination which all coordination efforts should be centered. It is based on the belief that all various levels of coordination should link to the school which is considered the center of coordination. A common understanding is that all stakeholders coordinate to achieve a common goal regardless of their levels. Ensuring that all coordination efforts are learner- centered and directed to addressing the needs of learners for improved learning outcomes and consequently contributing to transition of

learners to Secondary education. NGOs' role should aim to build capacity at different levels of coordination rather than acting as a link to the various coordination points. Enhanced capacities then collectively contribute to improved coordination and implementation of AEP and consequently enhancing transition to Secondary education.

CONCLUSION AND RECOMMENDATIONS

Conclusion

This research develops models to planning and Coordination which are replicable to similar contexts globally. Planning for AEP learners should be community/family focused and needs-based in order to identify and address the unique needs of AEP learners to enhance enrolment, retention and consequently transition of AEP learners to secondary education.

The findings strongly indicate a need for stronger coordination structures that link to the school as a central point of coordination. The centrality of the school to the coordination process is therefore important in enhancing the transition of AEP learners.

These research efforts further yield evidence to provide basis for sound policy and practice in a field of AEP by critically examining the factors influencing planning and coordination of AEP for transition of refugee learners.

Recommendations

1. There is need for AEP practitioners to engage communities in planning for their educational needs, ensuring that the voices of children and youth (AEP learners) are heard

as well as the larger community and ensuring that educational programmes are tailored to address these needs.

2. Policy makers and practitioners should use Community-focused model of planning arising from this study and school centered Coordination model as a benchmark for planning for reintegration of out- of school children and youth to formal education.
3. Considering the nature of refugee learners and AEP learners in particular, AEP curriculum ought to be adjusted and more flexible to include a year of language acquisition and more integrated to include practical skills to provide opportunities to child parents for income generation.
4. Education programmes should play a critical role in establishing (and re-establishing) safety and structure for children who have undergone traumatic experiences, and offer a mechanism that supports their resilience, coping and overall mental health and psychosocial well-being.
5. Sustainability planning should be integrated at the initial stages programme. The success of AEP is dependent on availability of adequate funding and therefore calls for political commitment and financial support for AEPs. This will reduce on over dependence on INGOs for the implementation of AEP. It is important to consider institutionalizing AEP for replication in non-refugee settings in Uganda.
6. More research on Planning and coordination for AEP could be conducted in a non-refugee context to ascertain and compare the implementation dynamics across contexts. This will inform adoption of more cost effective and scalable model(s).

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IN-DEPTH INTERVIEW GUIDE

INGO officials, District Education officials, and Headteachers

Research Project Title: Management of Refugee Catch-up Education Programmes for Transition to Secondary Education: A case of Uganda Refugee Settlements

Research Locations: Invepi, Palorinya and Bidi Bidi Refugee Settlements.

Researcher contacts: Grace Kiiria Okia, Uganda Christian University, Email: graceokia@gmail.com, Tel: +256 772 193 208

Research overview

The research aims to explore planning and coordination of AEP to enable transition of refugee learners to Secondary Education. The study also aims to understand influencea on planning and coordination of these programmes. The study focuses on exploring experiences of stakeholders on planning and coordination of AEP. The study aims to contribute to development of a planning and coordination models.

Key issues

- ✓ The study is purely for academic purpose and any information provided will be treated with utmost confidentiality and will only be revealed to concerned parties in the academic field with your permission. Your positive response in this endeavor is highly appreciated.
- ✓ Information you will provide will be treated with utmost confidentiality.

1. How did you come up with AEP programmes? How were the programmes developed?

2. In your role as a..... what would you say about the way this programme(s) are planned within your organization?
3. Who else are the major players in planning of Bridging programmes and what role do they play?
4. What impact does planning have on children's transition to secondary Education?
5. Who is responsible for coordination of bridging programmes in your organization?
6. How are these programmes coordinated within the community, schools, district Education office and National office?
7. Does the way these programmes are coordinated have any influence on transition of learners to Secondary education?
8. What are some of the challenges your organization has faced in coordination of these programmes?
9. How do you think such challenges can be overcome?
10. What are some of the factors influencing planning and coordination of Catch-up education programmes?
11. To what extent do social emotional factors, economic and political factors influence planning and coordination?
12. How do such factors influence transition of learners to Secondary Education.
13. How do you think education of refugee children should best be handled to influence transition of refugee learners to secondary level?

Focus group discussion with teachers

1. How did you come up with AEPs? How was the programme developed?
2. How are you involved in planning and/or coordination of AEP
3. What is the attitude of learners and parents about these programmes?
4. Are parents in any way involved in planning and/or coordination of these programmes?
5. How is the involvement of your headteacher in planning and coordination of these programmes?
6. What role does the District Education office play in planning and coordination of the programmes?
7. How about the implementing agencies for Catch-up Education in your school, what role do they play?

8. What are the major challenges affecting planning and coordination of these programmes?
9. What impact do social-emotional, economic and political factors have on planning and coordination?
10. How do these factors influence transition of your learners to secondary education?
11. How is the involvement of UNHCR and OPM in planning and coordination of these programmes?
12. What would you recommend as the best approach towards planning and coordination of these programmes?
13. How do you think education for refugee children should be undertaken in order to significantly influence transition of learners to Secondary Education?

ANNEXES

Annex 1: Similarity Test Results



UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa

22/04/2021

To: Grace Kiiria

0772193208

Type: Initial Review

Re: UCUREC-2021-84: Management of Refugee Catch-up Education Programmes for Transition to Secondary Education: A case of Uganda Refugee Settlements, 1, 2020-12-31

I am pleased to inform you that the Uganda Christian University REC, through expedited review held on **19/04/2021** approved the above referenced study.

Approval of the research is for the period of **22/04/2021** to **22/04/2022**.

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the REC for re-review and approval **prior** to the activation of the changes.
3. Reports of unanticipated problems involving risks to participants or any new information which could change the risk benefit: ratio must be submitted to the REC.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by participants and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Continuing review application must be submitted to the REC **eight weeks** prior to the expiration date of **22/04/2022** in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

The following is the list of all documents approved in this application by Uganda Christian University REC:

No.	Document Title	Language	Version Number	Version Date
1	Informed Consent forms	English	1	2020-12-31
2	Data collection tools	English	1	2020-12-31
3	Protocol	English	1	2020-12-31

Yours Sincerely



Peter Waiswa

For: Uganda Christian University REC



UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa

UGANDA CHRISTIAN UNIVERSITY

SCHOOL OF RESEARCH & POSTGRADUATE STUDIES

DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE (POST VIVA FORM)

Date: 30th/4/2024

Name of Candidate: GRACE KIIRIA Reg. No: RM17P02/011

Title of Dissertation: **PLANNING AND COORDINATION OF ACCELARATED EDUCATION PROGRAMME FOR REFUGEE LEARNERS; EXPERIENCES FROM UGANDA**

SN	COMMENTS BY INTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	1.1 Background: This section must assess the theoretical and conceptual background, objectives, rationale and clarity and precision of presentation also needs to be assessed. Comment: I expected the researcher to bring out	In Grounded Theory Design, theory and conceptual framework emerge from the data. And that's why these are not explained in the background. However, the conceptual framework emerging from the study is presented on page 130.	Page 130.

	<p>conceptually in this section their understanding of the important considerations in aligning the grounded theory study for their area of inquiry (planning and coordination of AEPs) which is essential to craft appropriate and focused research questions. This will enable writing more articulate research questions. For instance, is</p> <p>Many sections are repetitive.</p>	This section has been reviewed and repetitive sections addressed.	
2	<p>1.2 Problem Statement Comment:</p> <p>The problem statement provides clearly the nature or status of the problem. However, it becomes vague in bringing out the gaps in the planning/ coordination of AEP in West Nile for which the research needs to be done. For instance, at which levels of AEP planning and coordination need intervention? What has been done and what remains undone?</p>	The problem statement has been improved. The major gap this study addresses is a lack of planning and coordination models tailored to AEP.	Refer to page 9.
3	<p>1.3 Research Methods An appropriate method was selected for the study. The research questions however seem to be delinked with the information in the background or literature review for that matter. The basis for selecting the key issues in the research questions is not well backed.</p>	The research questions have been improved as guided.	Refer to page 10.
4	<p>1.4 Results</p> <p>The flow of the analysis needs strengthening. What were the emerging themes/ sub plots as you analyzed the data? This flow did not come out clearly. As categories develop, they are compared with one another, and two or more competing theories are identified</p>	<p>The flow has been improved; the subcategories were compared. On page 56, you will see the initial framework emerging from data. Through comparison, the final framework was then developed.</p> <p>This study develops 2 model- for planning & coordination respectively.</p>	<p>Page 56 - Initial frame</p> <p>Page 115- Final framework</p> <p>Page 117 - Planning Model</p> <p>Page 118 - Coordination model</p>

5	<p>1.4 Discussions</p> <p>Comment:</p> <p>Results are still being presented here. They need to be placed in their appropriate section. The researcher needs to relate their findings with other published works. Little or no reference is made to recently published works on the same. A lot of the citations are more than 5 years old.</p>	<p>The results have been removed from chap.5.</p> <p>The findings have been related to other published. However, AEP is not a well researched area and finding recent publications in this regard was quite a challenge to the researcher. This is why some of the citations are more than 5 years old.</p>	Page 96-133.
	<p>1.5 Conclusions and recommendations</p> <p>Comment:</p> <p>The conclusions do not clearly emanate from the work. It is not clear what the next steps would be after this work.</p>	<p>The conclusion has been improved to reflect key findings from this study. Recommendations on the next steps have been made too.</p>	Page 134-135
	<p>1.6 Literature Citation</p> <p>Comment:</p> <p>There is limited reference made to recently published works in the subject area. A lot of the citations are more than 5 years old.</p>	<p>There's a gap in literature in this area, and therefore, recently published work in this area was isolated.</p>	Page 13 -32.
	<p>1.7. Overall presentation final write-up</p> <p>Comment:</p> <p>The presentation can be strengthened in terms the flavor of scholarly and professional output. There are</p>	<p>This has been addressed, paragraphing, repetition and titles have been reviewed. Plagiarism test was done, and the report attached here as Annex.</p>	

	<p>many one sentence paragraphs; repetitions; unclear subtitles etc that needs to be revisited. The researcher needs to take their work through Turn It In to assess the level of plagiarism.</p>		
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SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	<p>Overall, the thesis is well structured. But correct these:</p> <ul style="list-style-type: none"> a) This thesis does not have an abstract. b) The table of content is incomplete. It only shows the headings in chapter 1 and 3. c) There is need to edit this thesis. There are many unclear sentences. In addition, the flow of ideas as well as connections between sentences and paragraphs should be improved. <p>Numberings need adjustment. Check the whole thesis and adjust accordingly.</p>	<p>All these have been addressed.</p>	
2	<p>The introduction is well organized with historical, theoretical, conceptual, and contextual perspectives provided. However, the candidate should correct the following:</p> <ul style="list-style-type: none"> a) Since AEP was also used after the LRA war in Acholi Sub region, it may be good to include it. Also include a brief history of refugees in Uganda, numbers of settlements, education provision for refugee-national, district levels, who are the players in AEP in West Nile? How are their programmes designed and implemented? etc. These are some of the things that can be included in the historical perspective. b) The contextual perspective 	<ul style="list-style-type: none"> a) I have briefly given a background to AEP in Uganda and how it was used after LRA war. <p>This study does not purely focus on refugees but rather on refugee learners in AEP. So, I have given a background to education for refugees - as hinged in universal declaration of human rights and open-door policy for refugees as opposed to history of refugees in Uganda.</p> <p>Uganda ratifies to open door policy, so refugee education is not designed different from national education. (I explain this in the study).</p> <ul style="list-style-type: none"> b). This study addresses the gap on lack of approaches/educational models relevant to AEP. This study develops planning and coordination models that are replicable to similar contexts globally. These also provide a 	<p>Page 3.</p>

	<p>describes the structure, nature and organization of programmes as well as management. If all these are known, what new information will the current study provide?</p> <p>c) Define terms in the context of this study. What would planning, coordination in AEP for refugees mean and look like?</p> <p>d) The problem is not clear. What is problematic with planning and coordination of AEP? How do the problems impact provision of AEP to refugee children? What evidence exist in the study area that “...planning and coordination of such programmes remains a challenge (Oddy 2019)”.</p> <p>e) Objectives 3 is not aligned to research question 3. While Objective3 reads “To <i>examine influencers for planning and coordination of AEPs for transition of refugee learners to Secondary Education</i>”, the research question is stated as “<i>What are the influences for planning and coordination of AEPs for transition of refugee learners to secondary school?</i>”</p> <p>Adjust accordingly.</p> <p>f) I also suggest rephrasing of objective 1 from “<i>to explore how stakeholders experience planning for implementation of AEPs for transition of refugee learners to Secondary Education</i>” “to</p>	<p>benchmark for improved planning and coordination of AEPs.</p> <p>c)The terms have been defined accordingly - refer to page 6 & 7 respectively.</p> <p>d) The problem has been resolved accordingly.</p> <p>e) All objectives have been rephrased accordingly.</p>	<p>Page 6 & 7.</p> <p>Page 9</p> <p>Page 10</p>
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	<i>explore the stakeholders experience of AEP planning for Refugee learners”.</i>	f) Addressed accordingly.	
3	<p>The candidate has attempted to review relevant literature, but the following should be corrected.</p> <ul style="list-style-type: none"> a) Introduction (Section2.1) should be brief giving a pointer to readers on what to expect in the chapter. Therefore, the information currently there should be transferred under relevant sections. b) There is need to align the literature more closely with the subheadings. Search for literature that relates to the issues you are researching. For example, subheading 3, focuses on challenges of providing AEP without clear linkage to the influence of planning and coordination. c) Some of the review e.g. page 30 could be transferred to the findings <p>If many researchers have conducted studies on coordination, how different are these studies from the current one. This means the candidate should strengthen identification of gaps.</p>	<ul style="list-style-type: none"> a) Introduction shortened. b) The literature well aligned to objectives. c) Some literature was shifted accordingly. <p>It’s worth noting that the literature review on coordination focused on coordination mechanisms for AEP as opposed to coordination in general.</p>	Pages 13-32
4	<p>The candidate explained all the key aspect of methodology section. I suggest corrections on the following:</p> <ul style="list-style-type: none"> a) Mention the three sites referred to in page 53. b) The candidate states that “Theoretical sampling is a process of data collection 	<ul style="list-style-type: none"> a) The 3 sites are mentioned. 	Page 35

	<p><i>for generating theory where the researcher jointly collects, codes and analyses data and decides what data to collect next and where to find them, in order develop a theory as it emerges (Strauss 2013). How was this applicable in the study. How was it used?</i></p> <p>c) I noticed that national level offices (Prime Ministers' office, MoES headquarters) were not included in the sample, yet there is data on coordination at that level - national?</p> <p>d) Sampling procedures are not clear. Did the selection start with schools? If so, how many schools were selected? I fit did not start with schools, how were the teachers selected? How many teachers were selected from each school?</p> <p>e) How many FGD were organized? Were they conducted in the different schools the teachers were selected from? I noticed that some of this information is place under procedures. It would be good to provide it under the section on data collection (FGD).</p> <p>f) There are repetitions that should be weeded out. For example, this sentence is found under in-depth interviews and in the section of procedures of data collection.</p> <p><i>“Based on data, the researcher then probed further on planning and</i></p>	<p>b) Theoretical sampling was applicable in this study in the sense that topics emerging from the data/interview would then be used by the researcher to determine the next participants/respondents. (this explained in detail in the study).</p> <p>c) Prime Ministers office was not included in the study because they were not relevant to the topic. They mainly perform administrative function.</p> <p>The MoES officials were included but could not be available due covid 19. UNHCR and DEO were able to answer some of the questions directed to MoE.</p> <p>d) This is resolved. Schools hosting AEPs were selected first, 3 schools were selected, one school per district/settlement.</p> <p>e). Resolved. 3 FGDs with 3 AEP centres. 6 AEP teachers per FGD. One general FGD involving all teachers was conducted for credibility purpose.</p> <p>f) Resolved.</p>	<p>Page 36</p> <p>Page 39</p>
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	<p><i>coordination as well as well as influences on AEP. Follow up questions were used to probe the processes that were conducted with emphasis on coordination and planning. During in-depth interviews it came out that there were minutes of meetings conducted during planning and coordination of AEPs. The same questions were extended to</i></p> <p><i>Interrogate these documents(minutes).Afterthe19th interview, a point of saturation was reached. Focus group discussion was then used to gain consensus”.</i></p> <p>g) Explain how validity was ensured.</p> <p>h) After citing from literature, especially in chapter 3, it is better to explain the actions the candidate took to ensure compliance with literature. For example, to align with demands for grounded theory, how long were the participants engaged, what was the duration of field work?</p> <p>i) The author refers to ‘we’ in some sections of this thesis. This Thesis is for one candidate.</p> <p>j) The subheadings of limitation 2 should be adjusted to focus on challenges of telephone /WhatsApp data collection.</p> <p>k) On page 65, the candidate writes <i>“In the future, we hope to conduct data collection using face-to-face interviews with respondents, following social distancing rules. We</i></p>	<p>g) How credibility was ensured is explained.</p> <p>h) Resolved</p> <p>i) Resolved, I worked with my research assistant, that’s why I referred as “we” but this now resolved.</p> <p>j) Adjusted</p> <p>k) This was typo error.</p>	<p>Page 42</p>
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	<p><i>will also try to leverage video calls, where possible, to better connect with our respondents". Is this study still continuing?</i></p> <p>l) Clearly explain how the limitations were mitigated. For example, how was unavailability of respondents handled? How did you overcome challenges related to WhatsApp /telephone interviews?</p> <p>m) Section3.9 is mixed up. It has information on data collection methods and data collection procedures. Given that Section 3.6covers data collection methods, I suggest that Section3.9 concentrates on data analysis.</p> <p>n) What do the arrows in Figure 5depict?</p>	<p>j) This is resolved.</p> <p>m)Addressed as guided.</p> <p>n) The said figure is a concept map, the arrows indicate the relationship between the emerging categories and sub-categories.</p>	<p>46</p>
<p>5</p>	<p>a) Provide introduction for chapter4.</p> <p>b) Data on objective 1 does not cover 'transition to secondary education'. I suggest that this aspect is deleted from objective 1. Aspects of 'transition' is in the findings for objective3. Therefore, the candidate could present 'transition 'under objective 3.</p> <p>c) One of the rule of the thumb for codes is that it must be meaningful in relation to the research questions and to other codes. I find the codes for objective 1 <i>Programme Support</i>,</p>	<p>The entire chapter 4 was reworked on based on this guidance.</p> <p>The researcher did not however change the objective 3 as advised, instead focused on factors influencing the way planning and coordination is done at different levels and how these influence transition of AEP learners. I find this approach more linked to objective 1 & 2.</p>	

	<p><i>Stakeholder engagement, the curriculum, and Beneficiaries</i>, unrelated to the research questions as well as to each other.</p> <p>d) Presentation style needs improvement – it’s not just narratives and quotations, but what you make of the narratives and quotations in relations to the research questions.</p> <p>e) Objective 1 is not well answered; especially the component of “how”. The findings focus on “what”. This is even evident on page 92 where the diagram appear to respond more to ‘what type of curriculum is used in AEP instead of ‘how’</p> <p>f) There is minimal synthesis of results. The direct quotations are too many and are not well related to the objectives</p> <p>g) Provide information on the types of coordination undertaken at the three levels (objective 2).</p> <p>h) I suggest that research question 3 is adjusted from “<i>To Examine influences for planning and coordination of AEP for refugee learners and how they influence transition to Secondary school</i>” to “<i>to examine the factors influencing planning and coordination of AEP</i>”. This would align better to the data</p> <p>i) When responding to factors influencing planning and coordination, one would expect the findings to respond to the 3 levels</p>		
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	<p>of coordination (data under objective 2) and for planning some of the data presented in Objective 1.</p> <p>j) It is also important to explain how these factors affect transition of refugee learners to secondary schools.</p> <p>k) Findings on objective 3 focuses on factors influencing transition. I suggest that the first partn of this objective is omitted so that objective 3 concentrate on transition.</p> <p>Adjust the structure of presentation (for objective 3). For example, the candidate could start with the issue of low attendance of school by refugee learners and then interrogate the causes which could be economic challenges, domestic work, etc.</p>		
	<p>In its current form, Chapter5 presents more findings.</p> <p>If the candidate wishes to present and discuss findings simultaneously, then adopt the style instead of having a chapter on findings and another supposed to be on discussion when it presenting more data.</p> <p>The discussion should depict the candidates understanding of the findings, literature and debate on the issue studied. This means the presentation style should adopt the following: paraphrase the findings, make reference to literature and provide explanation (candidate's views).</p>	<p>This has been addressed accordingly. The researcher maintains a chapter on findings. And only presents discussion and interpretation of findings on chapter 5.</p>	

	The figures in chapter4 are again presented in this chapter (seepage 92 and 163). Avoid repetition.	Resolved, the repetitive figures were removed.	
	The conclusions are aligned to the findings and the recommendations derived from the findings. The candidate developed a model but apart from INGO, other local/national NGOs are not included. Are these not party to implementation of AEP.	The focus was on INGOs because they are currently the implementers of AEPs as shown by findings. But this has been adjusted to accommodate adoptability and replicability of the models.	

SN	COMMENTS BY VIVA VOCE PANNEL	ACTION TAKEN	INDICATOR
1	<ul style="list-style-type: none"> Is accelerated programme is it only for refugee learners, why refugee learners. Talking of community and refugees; which community? A model which involves only 19 people is it representative enough? Community participation, did you involve them in developing that model? What is new in this study? How do you plan to use the knowledge? 	<p>The study focused on refugee learners, but accelerated Education programme can be used with non- refugee children especially those whose education was interrupted due war, conflict or any emergence such as COVID 19.</p> <p>This study focused on Refugee communities as their needs may be different from those of the host community.</p> <p>In grounded Theory procedures, the number of respondents is determined by the point of saturation, meaning that once there are no new topics/information emerging from data, there will be no need to interview more participants.</p> <p>Yes, all the ideas, views, perspectives and experiences generated, were representative of different stakeholders in the community.</p> <p>This study develops a planning and coordination model for AEP which replicable in similar contexts globally. They provide a benchmark for policy and practice for AEP.</p> <p>These knowledge will be shared with practitioners and policy makers and all key actors for AEP to improve the</p>	e.g. Cover pag

	<ul style="list-style-type: none"> • Coordination model levels indicated how the entire implementation linked to management model. • How you will utilize this to achieve the study objectives; in results/ findings • Purpose could not understand why two bullets and the 3 questions link have. • In your literature review you mentioned handling two issues is it the upper two or the three questions. • The model development: how original are the models you claim to have developed? That if googled they do not appear anywhere. • Purpose is normally one, is it the two purpose or the three research questions guiding the study. 	<p>practice for AEP.</p> <p>This is not clear; I am not sure what's referring to and therefore I cannot respond.</p> <p>This has been addressed.</p> <p>This question is not clear.</p> <p>The models are my original contribution, however, I discuss in the study how the models relate to other models.</p> <p>The study was guided by research questions.</p>	
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GRACE KIIRIA

Candidate's Name



Signature

Dr. Wilson Eduan

Supervisor's Name



Signature