

PROBLEMS AND CHALLENGES

*Faced by Liberian Refugee Children and Youths as they enter the formal
Educational Systems at the Buduburam Refugee Camp in Ghana*

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ABSTRACT

This study addresses the challenges that Liberian refugee children and youths living at the Buduburam Refugee Camp in Ghana face in accessing education. Over 40,000 Liberian refugees (adult and children) settle at the Buduburam Refugee Camp in Ghana where the UNHCR and other relief agencies withdrew their educational support to the refugees in 2000. The UNHCR's three proposed solutions to the problems of refugees is viewed from different angles by the refugees thus providing room for their own arguments and preferment. This attitude has invariably an effect on the educational system at the camp since administrators/teachers, parents and the children are involved. Amidst the quest for education by children, thousands of them at the Buduburam Refugee Camp are denied the opportunity of attending schools or prefer other means at their disposal rather than the classrooms. In exploring on the educational challenges facing these children, a qualitative research design using Library Research and Documentation, Semi Structured Interviews and Observation was employed. There were two research questions and a total of 26 respondents including children, parents, camp leaders, educational consultants and humanitarian organizations participated in the study. From their responses and analyses of major themes and research findings, poverty (87%), the dreams of resettlement (77%), lack of motivation (46%) and social life at the camp (73%) are major setbacks for refugee children and youths not being able to access education at the Buduburam Refugee Camp in Ghana.

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DEDICATION

This work is a special dedication to all children and youths living in internally displaced camps and those living as refugees in foreign borders and finding themselves in protracted situations. Their educational concerns are as important in as much as they find themselves experiencing the difficulties of trying to sustain themselves. It is my ardent hope and desire that all governments in both developed and developing countries work towards the compulsory education ideology of all children as envisaged by the United Nations' dream for 2015.

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LIST OF ACRONYMS AND ABBREVIATIONS

AATU	All African Teachers Union
ACS	American Colonization Society
AIDS	Acquired Immune deficiency Syndrome
AOR	Affidavit of Relationships
ARCH	Abandoned Refugee Children Home
AGREDS	Assemblies of God Relief and Development Services
AHEAD	Agency for Holistic Evangelism and Development
AU	African Union
BRCS	Buduburam Refugee Secondary School
BECE	Basic Education Certificate Examinations
BCEB	Buduburam Central Educational Board
CRC	Convention on the Rights of the Child
CBW	Children Better Way
CRS	Catholic Relief Services
CWA	College of West Africa
DAFI	Deutsche Akademische Fluchtling Initiative
DED	Deferred Enforcement Departure
DEO	District Education Office
DHS	Department of Homeland Security
DR Congo	Democratic Republic of Congo
ECOMOG	Economic Community Monitoring Group
ECOWAS	Economic Community of West African States
EFA	Education for All
EUC	European Union Currency
FCUBE	Free and Compulsory Universal Basic Education
GES	Ghana Education Services
GCC	Christian Council of Ghana
GDP	Gross Domestic Product
GRB	Ghana Refugee Board
HIV	Human Immunodeficiency Virus
HSAL	Help Save A Life
IDP's	Internally Displaced Persons
IEL	Improved Efficiency of learning
LAMCO	Liberia American-Swedish Materials Company
LAP	Liberia Action Party
LPC	Liberia Peace Council
LRWC	Liberia Refugee Welfare Council
LURD	Liberia United for Reconciliation and Democracy
MODEL	Movement for Democratic Elections in Liberia
NDPL	National Democratic Party of Liberia
NERP	New Educational Reform Programme
NPFL	National Patriotic Front of Liberia
NWT	Neighbourhood Watch Teams
NGO	Non-Governmental Organization

NPFL	National Patriotic Front of Liberia
NTGL	National Transitional Government of Liberia
NPRAG	National Patriotic Reconstructural Assembly Government
NSCE	New Structure and Content of Education
OAU	Organization of African Unity
PNDC	Provisional National Defence Council
OHCHR	Office of High Commissioner of Human Rights
PNDC	Provisional National Defence Council
SGBV	Sexual & Gender Based Violence
SSSCESenior	Secondary School Certificate Examinations
LTTE	Liberation Tigers of Tamil Eelam
SHIFSD	Self Help Initiative for Sustainable Development
SMC	School Management Committee
TPS	Temporary Protected Status
TRC	Truth and Reconciliation Committee
UNHCR	United Nations High Commission for Refugees
UNICEF	United nations International Children Emergency Fund
UNHCHR	United Nation High Commissioner for Human Rights
UNESCO	United Nations Education Scientific and Cultural organizations
UNECA	United Nations Economic Commission for Africa
ULIMO	United Liberation Movement
UNRWA	United Nations Relief and Works Agency
WCRWC	Women Commission for Refugee Women and Children,

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1. CHAPTER ONE

1.1 INTRODUCTION

In this chapter, I will be discussing reasons that give rise to the study. My curiosity to pursue this study has to a great extent culminated from my own experience as a victim of war, and the many trials one encounters enroute into safety. The temptations of food, clothing and shelter are invariably a major test to one own character. This chapter shall discuss the problem statement for the thesis and present the research question for the study. I will later in the chapter present the purpose of the study and the chapter shall conclude with information on the number of chapters of the thesis and the composition of each chapter.

1.2 STATEMENT OF THE PROBLEM

Today, the world is caught in a pandemonium of crisis that leads to rapid loss of life; and those that are fortunate to escape such catastrophes are usually left with the alternative of being internally displaced if they are residing in their own home country or considered as refugees if they cross into a foreign country. This is the case with the Liberian refugees presently in Ghana. The Liberian civil war which lasted for a period of 14 years (1989-2003) and made about 350,000 Liberians as refugees just in the West African region alone (VOA News, 2005). Out of this number over 40,000 resided in Ghana as of 2005 in accordance with The Liberian Refugee Welfare Council and the Ghana Refugee Board estimate.

The nation, Ghana which have sympathized with the plight of the Liberians for more than a decade or approximately two decades (18 years) have exercised restraints in opening its corridors in terms of hospitality and accommodation and cannot go beyond what it cannot do for its own citizens. Ghana with its present population of almost 23 million cannot cater to the educational needs of more than 40,000 Liberian refugees in the absence of the United Nations provision of relief in the form of food and educational opportunities. The Ghanaian government already views the high growth rate of its own population as a hindrance to development, because of the pressure put on scarce public resources, employment, and food supplies (Colnoe, 2007). The United Nations High Commissioner for refugees in 2000 formerly withdrew all support for Liberian refugees in Ghana and other part of the sub-region of West Africa. The already poor educational system at the camp was hard hit by this decision as aid to the school system was halted. Since the withdrawal,

Liberian refugees at the Buduburam refugee camp have been left to provide for themselves on a daily basis as all support from humanitarian agencies came to an abrupt end. In similar vein, locals or members of the host community could do no more as their capacity of receptiveness to the Liberians had been overstretched (Colnoe, 2007). According to interviews from the Buduburam Central Education Board, the Education arm of the Liberian Refugee Welfare Council at the camp, and policy document (SHIFSD, 2005), of the enrolment figure of 13,938 in 2003/2004 year, 736 students dropped out of school systems. The dropout was apparently due to lack of payment of user fees by parents and the lack of motivation by students to remain in school and of course the problem of hunger.

In the same connection, of 206 students that sat the BECE in the camp for year 2004/2005, only 21 students (10% of the total) passed successfully in their West African Examinations Council, (WAEC) administered test while 185 students (90%) failed miserably. This discouraging trend continued to the school year of 2005/2006, when 220 students took the same exams. Only 12 students (5% of the total) passed with the remaining 208 (95% of the total) students scoring very low marks (SHIFSD, 2005). Education constitutes a major component of the many services offered to refugees in a refugee settlement. Whether refugees find themselves in industrially developed or less developed countries or settlements, their education relates to their past, present and expected social and economic roles. According to (AHEAD) annual report, refugees require skills that will make them equipped and enable them keep going or sustaining themselves during their existence as refugees. Such skills must take into consideration what the refugee home country requires after they shall have returned home (AHEAD, 2001). Looking at these situations facing the Liberian refugees, my curiosity was strengthened to arouse my interest for this study.

1.3 RESEARCH QUESTION

In order to achieve and establish the challenges faced by refugee children and youths at the Buduburam Refugee Camp in Ghana, The following research questions guided the study:

- Why are Liberian refugee children not attending and/or completing primary and secondary schools at the Buduburam Refugee Camp in Ghana?
- What problems challenges are there in the integration of Liberian refugee children/youths into the Ghanaian formal education system at the Buduburam Refugee Camp in Ghana?

1.4 PURPOSE OF THE STUDY

“The best thing the school can do is to provide a secure and predictable environment in which the child can settle and learn. Education is highly prized among many refugees as leading to the skills that can be taken with the child” (Rutter and Jones, 1998:90). Considering this quotation from Rutter and Jones, it becomes understandably clear as to why education is important and especially in a refugee’s child life. This is so because refugee children stand detached from their own country educational system and may not be opportune to receive the necessary care and attention from the host country and besides if they are not attended to educationwise; they may become easy prey to violence and possibly recruited to military gangs thereby unleashing terror in their home country as a form of revenge for them being refugees. The Liberian refugees have lived at the Camp Buduburam in Ghana for almost two decades and children are being born in increased numbers with limited opportunities for learning coupled with other factors (for ex., poverty, lack of parental care, the resettlement dream. etc.) that are keeping them away from school. This study aims at discovering those drawbacks or impediments that tend to sway these children/youths from school or accessing schools. The purpose of the study therefore is:

1. To seek, describe and analyze information on the difficulties faced by Liberian refugee children and youths as they endeavoured entering the school systems at the Buduburam Refugee camp in Ghana.
2. To seek, describe and analyze further information, through consultation with children and youths on the diversities of the problem at the Buduburam Refugee Camp in Ghana and the response from different actors including United Nations agencies, international and local NGO’s, government bureaus with responsibility on education and refugees, other members of the refugee community and the general public.

The objective to achieve in this research is to analyze those tendencies that hinder the progress of the Liberian refugee children and as well seek ways to discover partners in progress in their quest for formal education.

1.5 STRUCTURE OF THE DISSERTATION

This research study on the problems and challenges faced by Liberian refugee children is being divided into series of chapters for the understanding of the reading public. *Chapter one* offers an introduction to the study giving information on the problem statement and background to the study. It discusses the purpose of the study and presents the research questions that form the foundation of the study. *Chapter two* presents the background to the study taking into account some historical developments leading to the Liberian Civil war. I will further present later in the chapter information on the educational systems existing in both Ghana and Liberia. The chapter will conclude with some basic information of the Ghanaian refugee and asylum policy. *Chapter three* presents the literature review for the study. The chapter shall highlight children's rights to education discussing the different charters signed to guarantee that children around the world benefit from education. I will provide a synopsis of the protracted nature of refugees around Africa and later provide discussion towards the remedy of the constant refugee crisis unveiling around the world. The chapter will conclude with discussions on the models of refugee integration and the consequence of conflict on children's education. *Chapter four* presents the methods use for the study. The chapter begins with a definition of research design and choice for my selection of qualitative design or methods. This chapter discusses the different procedures employed for the study. *Chapter five* presents the results collected during the field work in Ghana and a thorough analysis answering the research based question for the study. *Chapter six* summarises and provides a reflection of the entire study taking into consideration all of the chapters in the study. The chapter provides suggestions for further research as well as recommendations towards the problem of children and their education at the Buduburam Refugee Camp.

1.6 CONCLUSION

In this chapter, I discussed a brief synopsis of the problem statement of the study and was able to present the research questions that would guide the study. I discussed what the study hopes to achieve taking into consideration the purpose of the study. I also outlined briefly on how the thesis is structured in the different chapters and the processes that are to be followed as one deeply moves into the chapter.

2. BACKGROUND TO THE STUDY

2.1 INTRODUCTION

This chapter presents the background for the study. I will be discussing the problem leading to why Liberians are today residing in Ghana in large numbers as refugees. I will also discuss on the problems Liberian refugees students are facing as they access education and how the idea of education came about at the Buduburam Refugee Camp in Ghana. There shall be a brief synopsis on the Liberian civil crisis up to its conclusion in 2003. I shall discuss on the educational system in Liberia as well as provide some information on the formal education system existing in Ghana.

2.2 BACKGROUND TO THE PROBLEM

Liberia had been quite a peaceful and respected nation amongst the comity of nations around the world. Apart from minor internal wrangling involving local and national politics and the Fernando Po Crisis in the 1920's when Liberia exported labour to the Fernando Po region, it had been relatively calm. With its advocacy against apartheid and witnessing Angie Brooks Randolph as the first female president of the United Nations General Assembly and the president for the United Nations Trusteeship council respectively, Liberians in great numbers hardly knew the trace of boarding foreign vessels or planes to seek refuge in a foreign country (UNA, 2008; Pajibo & Brewer, 2003). On April 12, 1980, Master Sergeant Samuel K. Doe along with 16 others staged a coup d' etat and overthrew the Americo Liberian oligarchy and president, William R. Tolbert. Hatred between Sergeant Doe and most of the other 16 soldiers that staged the coup heightens until the Liberian leader, Sergeant Doe and Quiwonkpa felt apart in 1983 (Global Security, 2005a). Doe withdrew Quiwonkpa from the army because of Quiwonkpa popularity with the enlisted men and appointed him as secretary of the government, a position Quiwonkpa refused to accept before escaping from Liberia. Doe later rigged an election that was thought to have been won by the Liberia Action Party (LAP) in 1985¹. Quiwonkpa returned with some militants

¹ General Quiwonkpa was the Commander General of the Liberian army, the Armed Forces of Liberia. It is stated that Quiwonkpa is the original founder of the National Patriotic Front of Liberia before Taylor took over after Quiwonkpa's death (Ellis, 1995). Liberia Action Party was very popular during its formation in the early 1980's. It had Jackson F. Doe as standard Bearer and Ellen Johnson Sirleaf running for the position of senator for Montserrado County. Jackson F. Doe was killed in 1990 by Charles Taylor's National Patriotic Front of Liberia (NPFL) when the revolution started and it is believed that Jackson Doe (a member of the Gio tribe)

on November 12, 1985 and overthrew the Doe regime taking control of the national radio and television stations with the support of few soldiers in Liberia with the exception of soldiers from the Camp Schiefflin Military Barracks². Taking advantage of the situation, Charles Taylor manages to convince most of the remnant soldiers who were mainly Gio's and Mano's in the name of revenge. The renegade soldiers accepted the challenge and took training in Libya and Burkina Faso respectively. They returned on Christmas Eve, December 24, 1989 through the Liberian town of Buotuo in Nimba County at the Ivorian Border with blessings from the former Ivorian president, Felix Houphouet Boigny.

The revolution was widely accepted in Nimba County and many Nimbaians became encouraged and accepted it as their war (Global Security, 2005a; Global Security, 2005c; Kraaij, 2008; Dennis, 2006). By June of 1990, the fighting had reached Monrovia, the capital city of Liberia and there were meagre resources to cater to the almost two (2) million persons that had gathered in Monrovia. People became hungry and died of starvation, sicknesses or from bullets wounds from guns and rockets. It became a showcase of violence as the guns ruled over the unarmed while the executive mansion was pursued. The arrival of the peacekeepers revives some hope for the many Liberians on the verge of being extinguished. Nations comprising the West African Peace Keeping Force comprising Nigeria, Ghana Guinea, Gambia and Sierra Leone started to take their nationals on ships and boats and Liberians took advantage of the situation (BBC News, 1998). Thousands of Liberians boarded different ships to seek refuge elsewhere and about 500 Liberians out of this number boarded the Ghanaian vessel "Tano River" in August of 1990 as Ghanaians were fleeing the war in Liberia. Later Liberians fled to Ghana using different means at their disposal (Colnoe, 2007). The unsuccessful 1992 fighting launched by the peacekeepers to remove Taylor and his fighters militarily out of Liberia and the 1996 Monrovia fighting were also contributing factors for the movement of many Liberians to Ghana.

would have posed a political threat to Taylor leadership owing to the fact that most of Taylor's top and loyal fighters at the beginning of the civil crisis were members of the Gio tribe.

² Camp Schiefflin Military Base is Liberia's foremost and number one military base. Most of the soldiers occupying the premises of the camp around the 80's and 90's were of the Krahn tribe and very loyal to Doe. Doe regained power some time after noon on the very day the coup was launched (November 12, 1985). It was with the help of infantry soldiers of the Camp Schiefflin Military Base about 20 minutes outside Monrovia.

2.3 BACKGROUND TO EDUCATION AT CAMP

BUDUBURAM

On the 21st of October, 1990 the decision to organize a primary school for the purpose of providing messages and keeping the children together was initiated. The main objective was the detraumatization of the war weary children. The school originally called “cocoa and bread school” began as a Liberian initiative under the executive committee of the Liberian leadership headed by Mr. Stanley Ford. The UNHCR welcomed the idea and supported the process initially with resources to have it functional. The UNHCR educational aims and policies were then implemented by the Ghana Christian Council, a local NGO based in Ghana (BRCS Handbook, 2006). The Christian Council of Ghana ran the school for most of 1991 until December when she decided to compensate the teachers with 7000 Ghana cedi through the auspices of the All African Teachers Union (AATU). The Buduburam School which then operated on an elementary level was extended to a Jr. High in 1991 and relocated to where it stands today. As commitment and proficiency became glaring, more students leaving the junior high section found it difficult to get enroll at Ghanaian Senior Secondary Schools. The school was subsequently elevated to the Buduburam Secondary School in 1995 with Mr. Delano Cooper serving as head (BRCS Handbook, 2006).

The instructional staff had great dreams and attempted registering the school at the senior high level with the Ghana Education service. Unfortunately, that dream evaporated in thin air as the attempt was rejected. The Buduburam Refugee School had to liaise or became an affiliate of Senya Senior Secondary School in 1997 thus making it possible for the students to write their first WAEC senior high school exams. Later, skill and other training programs were established around the camp giving Liberians the opportunity to learn. Construction, carpentry, sewing and soap making were amongst some of the skills Liberians living at the camp boasted of after International Rescue Committee (IRC) had organized trading schools at the camp as late as 1993. However, the educational dream at the camp came almost to an abrupt end when the UNHCR in June, 2002 withdrew all educational assistance to the school. The refugees at the camp under the dynamic leadership of the Liberian Refugee Welfare Council (LRWC) then reorganized providing some hope for the school systems at the camp by establishing a “School Management Committee” (SMC) to run the school. This attempt has been quite difficult for the school system at the camp but to some degree manageable in the refugee context (BRCS Handbook, 2006).

2.4 SITE FOR THE STUDY

According to Maxwell, every qualitative study must have a source of origination where studies are carried out (Maxwell, 1996). And so, the research site was the Buduburam Refugee Camp in Ghana or Gomoa Buduburam, which hosts over 40,000 Liberian refugees including children (Refugee International, 2005; Tete, 2005). The Buduburam Refugee camp was established in Gomoa District, the Central region of Ghana in 1990 to host Liberian refugees due to the civil war that erupted in 1989. The camp was originally established on a 140 acres tract of land to host more than 5000 refugees but the number has grown rapidly over the years. The camp is at present congested with more than 5,000 dwelling units with some Liberians even buying or loaning extra plots or acres of land to meet their satisfaction. The camp is divided into 12 zones and is administered by a Ghanaian Camp Manager, who is being assisted by the Liberian Refugee Welfare Council. The Liberian Welfare Refugee Council serves as a mediating arm between the refugees and the government of Ghana through the Camp Manager and children living at the camp constitute about 36% of the total population (SHIFSD, 2005). The Buduburam Refugee Camp hosts the largest refugee concentration in Ghana with almost 98 percent of the population as Liberians. It lies about 32 kilometres on the Accra Winneba highway. It is part of the Central Region of Ghana and forms part of the Gomoa District and has its capital at Apam. Gomoa Buduburam is traditionally administered under the chief of Gomoa Fetteh. The local people are ethnically Gomoas and their main occupation is fishing and farming. The foremost attraction is an ancient castle constructed by the Portuguese settlers called “Fort Patience”. The people of Gomoa celebrate annually a festival called “Akwambo” festival in remembrance of their forefathers whom escaped from slavery from the gold coast to the present capital Apam (Colnoe, 2007)

Gomoa Buduburam consists of 891 square kilometres of area land and has a population of 194,789 people (2002 national census). The Gomoa Buduburam refugee camp in Ghana was selected for the research because it has the highest number of Liberians living on its premises as refugees. Moreover, it is the recreation of the state of Liberia in Ghana. Apam, the capital of Gomoa district became a major data collection site because the District Education Office (DEO) for the Ghana Education Service for Gomoa District is located at Apam. The Buduburam Refugee Camp is a part of Gomoa District and therefore all educational matters relating to refugees is being taken care of by the DEO at Apam. And as

such Apam was chosen as a research site because I intended interviewing a staff of the DEO to get first hand information on the role of the Ghanaian Education Service in relationship to refugee's education. Accra was chosen as one of the research site because the UNHCR, the Ghanaian Refugee Board and the Christian Council of Ghana have their offices in Accra. The UNHCR was selected as a research participant because it had oversight responsibility for all Liberian refugees from the early 1990's when the refugees arrived in Ghana. For the Ghana Refugee Board, it became selected as a research participant because it is the arm of the Ghanaian government that caters to all refugees living within the territorial confines of Ghana.

2.5 THE FOUNDING OF LIBERIA

Liberia is located in the West Africa and covers a land area of 43,000 sq.miles or 111,369 sq. km. Liberia has an estimated population as of 2007, 3.8 million inhabitants with a republican form of government ("Liberia" Encyclopedia Britannica, 2008; U.S. Department of State, 2007). Portuguese sailors under the command of Prince Henry the Navigator explored the West African region from 1415 onwards. They came in contact with the Senegal River, Cape Verde and Sierra Leone which borders present day Liberia. Afterwards, the Portuguese, Pedro de Cintra made two successful journeys to Liberia in 1461 and 1462 respectively (Schulze, 1973). The Portuguese named the area the Grain Coast because of the abundance of malegueta pepper found there.

In 1633, the British established trading posts in this area, which was to become Liberia. Although the Dutch followed the British and destroyed their trading posts (Schulze, 1973). The American Colonization Society (ACS) was formed in 1817 to send free African-Americans to Africa as an alternative to emancipation in the United States. Samuel J. Mills and Ebenezer Burgess were sent on an expedition to discover new land for the new American colony in 1817. The two men discovered that the people they met were organized in terms of political and social organization. The people had an organized trade system that had existed for more than two centuries with the Europeans (Sawyer, 1992:69). However, in 1821, the society established on the west coast of Africa a colony that in 1847 became the independent nation of Liberia. According to Liebenow (1969), the ACS in its private capacity seized Liberia for the beginning of the promotion of American interest on the local population.

The (ACS) sent Captain Stockton to the Grain Coast to negotiate with an indigenous leader named King Peter for lands to establish a quasi-colony for freed American slaves. Soon after, a settlement was established in what is now Monrovia and freed slaves from the Americas began arriving by the thousands. By 1867, the society had sent more than 13,000 emigrants. These settlers known as Americo-Liberians, (from the United States) and the Congo people, (from the Caribbean), banded together to form the Republic of Liberia with independence from the ACS on 26 July 1847 (Library of Congress, 2005).

The articulation of colonization dates as far back to various plans first proposed in the eighteenth century. There were series of debates on the colonization of free blacks in Africa, and this provided a line of delineation between both blacks and whites. A few number of blacks supported the idea of emigration because they felt that black Americans would always received unfair dispensation of justice if they remain in the United States of America. There were some pundits who contended and argued that African-Americans should remain in the United States of American and fight against slavery and advocate for full legal rights as American citizen. Some white cynics also believed and saw the process of colonization as a way of providing leadership for the nation of blacks, while other believed that black Americans would prefer living happily in Africa because of racial discrimination existing in the United States of America. Still others believed black American colonists could play a central role in Christianizing and civilizing Africa (Library of Congress, 2005). The first batch of 88 free American blacks sailed from New York as Early in 1820 aboard the ship Elizabeth bound for the Grain Coast. They were accompanied by agents of the United States government. Later on, the ship “Augusta”, escorted by a naval vessel, the U. S. S. Alligator, sailed down towards the coast of Cape Mesurado, recommended for settlement by the ACS agents who had reconnoitred the area several years earlier. Lt. Robert Stockton deputized for the American Colonization Society (ACS) representative, Eli Ayres who was on an expedition to Sierra Leone (Global Security, 2005b; Library of Congress, 2005). In the absence of Eli Ayres, the society's representative, Lt. Stockton, who was captain of the U.S.S. Alligator negotiated with six Bassa kings for the purchase of land. Under the contract³, Stockton was guaranteed by the Bassa chiefs that they would conduct themselves

³ The “Dukor Contract” was the result of the meeting held Between Lt. Stockton and the Bassa Kings for the purchase of a piece of land. The contract was concluded in December 1821. in accordance with the

peacefully with the settlers. For his part, Lt. Stockton in return stated that the newcomers would not interfere with established Bassa trade, including their dealing in slaves. Within a month after the contract, a small group from the ship “*Augusta*” occupied the historic Providence Island at the mouth of the Mesurado River, and in April 1822 the first permanent settlement was established on the mainland near the site of present day Monrovia (The New York Times, 2008; Global Security, 2005b).

Jehudi Ashmun, who was successor to Stockton, envisioned an American empire in Africa. He began an unwavering campaign by leasing, annexing or purchasing tribal lands along the coast and major rivers leading inland around 1825 and 1826. Using force like his predecessor Lt. Robert Stockton, who in 1821 pointed pistol at African King Peter to sell Cape Montserrado (Mesurado), Ashmun was willing to become ruthless in acquiring areas in order to extend the colony's territory. His aggressive and forceful action served as a source of intimidation and helped increased Liberia's land area (Library of Congress, 2005).

2.5.1 Liberia And Education

The process of education has long eluded the people of Liberia. At the inception of the founding of Liberia, many Americo-Liberians had some formal education and knew that this level of education must be improved upon and even for their own children. Towards this direction, public primary and secondary schools as well as institutions of higher learning are owned by churches were established. Education from these institutions was to qualify the recipients to study law and theology, which were the main professions by then. The level of education was to the advantaged of the Americo Liberians and against the indigenious. However, there were few mission schools within the nineteenth and early parts of the twentieth centuries but only few number of indigenious benefited. These were natives, whom were wards of Americo-Liberian families. Most of the mission schools were mainly limited to the primary levels and years preceding the Second World War, children of Americo Liberian parents and their trusted wards were sent abroad (neighbouring African countries, the United States or Europe) to complete secondary education. Though there were some secondary institutions in Liberia by then, but they were not regarded. Exception to these secondary schools was the College of West Africa (CWA), a Methodist secondary school which is one of the oldest learning institutions in Liberia (Global Security, 2005d; UNDP,

terms of the contract, the ACS acquired a strip of land stretching 60 miles along the coast between the

2004). At the close of the Second World War, there was economic growth coupled with other social developments in other parts of Africa. These developments encourage government towards the provision of education of indigenous Liberians and the subsequent reorganization of the school system in 1961. The reorganization provided for pre-primary education for children between the ages of four and five; six years of elementary education for children ranging from ages six to twelve years; a six years junior and senior high schools education, with each level having a three-year curriculum; and a post-secondary education including junior colleges and universities. The 1960s produced a dramatic turn for education; in that more than half of the number of primary and secondary students and teachers were found in state controlled schools. Consequently, at the secondary level the mission schools were more active; there were nearly as many mission-managed senior high schools (tenth through twelfth grades) as there were government-operated counterparts, although the number of students in the latter was substantially greater than that in mission schools.

However, due to government inability to support education at the post primary level coupled with insufficiency of school structures and trained teachers, the expected result was not yield (Global Security, 2005d; Liberia History Time Line, No date). Toe (2004), accounts that “public support to education to Liberians has been half-hearted, disjointed, and much to their disadvantage”. He further laments that the erstwhile regime of Charles Taylor In 2002, apportioned just about 2.0% of its national budget of half billion dollars pledged to Liberia by the international community at the International Reconstruction Conference on education while the interim government (NTGL) that succeeded Taylor regretfully earmarked 7% of half billion dollars towards education in 2004. Government spending on education at the primary and secondary levels were low as compared to other West African States. Moreover, most of the amount spent at the primary and secondary levels went towards salaries of teachers, but miraculously these salaries were too low to maintain the best educated teachers; who had to find other jobs. There were massive improvements in the post secondary arena because of government spending leading to quality but leaving primary and secondary students lacking materials and adequate teachers. On the contrary, there were some efforts made by government in the 1960s and 1970s by the importation of textbooks from the United States of America, which contained materials on the American winter and

summer; which had little relevance for life in Liberia (Global Security, 2005d).

During the 1980s, there was a positive development in the educational improvement of Liberia with the training of teachers and the problem of textbooks as cardinal issues for correction. But be as it may, with the establishment of “Improved Efficiency of Learning” (IEL) by the Ministry of Education’s research unit to print Liberian primary education textbooks and the increment in the number of trained teachers from both the 1970s and 1980s combined; there was yet shortage of teachers to meet the expanding school system or to replace the many inadequately trained teachers. President Tolbert, in the late 70s encouraged the indigenous Liberians who had degrees from western countries to contribute to the teaching staff of the University of Liberia⁴. The university by the mid 70s had a student population that was dominated by indigenous Liberians (Adesiyani, 1988; Global Security 2005d).

2.6 GHANA AND REFUGEE POLICY

African countries have been in the vanguard of helping with the flow of people considered as strangers. This is much more effective when conditions in the stranger house are unfavourable. This is the typical African hospitality of sharing and it gives room to the belief that one day similar situation could take place in one’s own house. Former Zambia president, Kenneth Kaunda called it “sharing the little we have” with the stranger or refugees. Contrary to this reception, there are other legislations adapted by some countries in Europe towards the reception of refugees where life is made unpleasant for refugees and even the ship or carriers taking them to Europe. Some of these countries even expose the fleeing refugees to the danger of detention camps or make them face problems more than what they are running from. This is what Johnson (1994) referred to as “the policy of humane deterrence” (Johnson, 1994). Some countries have been more open and have done everything they can to assist refugees, while others have adopted a hard-line attitude and made the refugee an unwelcome visitor. Ghana for its part has been implementing a World Bank Structural Adjustment Policy when she started to receive refugees from the Sahel region of West Africa, Liberia and other parts of Africa. West Africa had been a safe haven

⁴ Prominent amongst these indigenous Liberians are Dr. Amos C. Sawyer who headed the political science department and who is also former interim president of Liberia during the early 1990’s; Dr. Henry Boima

for refugees from other regions around Africa and not known for producing refugees. However, the story is different today as environmental changes in the Sahel region, has created refugees from Mali, Mauritania, Chad, Niger and Burkina Faso who are now settled in Ghana and other parts of Africa to escape a prolonged drought that had led to the disappearance of almost all their livestock and the starvation to death of almost six million persons.

The situation became more compounded after new waves of uprising in the West African Sub-region when Liberia, La Cote d' Ivoire, Sierra Leone and Togo were involved in years of civil wars and popular uprisings (Johnson, 1994). From 1984, Ghana started receiving some segments of these refugees from the Sahel region but their presence became more visible in 1985 just about the same time the Nigerian government protested against Ghana migrant workers in Nigeria. Besides environmental refugees living in Ghana, there are other refugees from Liberia, Sierra Leone, Togo and La. Cote d' Ivoire and other refugees from east and southern Africa. All of these are political refugees or refugee that fled their country because of civil uprising or tribal differences (Johnson, 1994).

However, the Ghanaian government did not have clear cut mandate that stipulated how refugee should be accepted and what assistance should be allotted to them. However, the United Nations definition for refugees (section 3.1) refers to people that have left their home country because of fears, religion, or persecution etc., and does not cover those fleeing due to economic or environmental reasons. The OAU 1969 Convention adopts a more open basis for recognition than the UN Convention. The OAU expands the basis for recognising refugees such that it includes external aggression, occupation, foreign domination and events that disturb public order in the country. Ghana for the records accepted the flow of refugees into its territory based on the Organization of African Unity (OAU) and the United Nations (UN) conventions on refugees which stated the role of individual member states towards refugees in a given crisis. Towards this direction, Ghana continues to host refugees that have been affected in accordance with both the UN and the OAU Conventions.

Notwithstanding, the entire Liberian refugee episode in Ghana created head waves in the Ghana media as to the real name to be given the Liberians since most of them in the early 1990's were brought to Ghana by ships provided by the Ghanaian government. But be

as it may, they are refugees in conjunction with the OAU and UN conventions on refugees. They were trapped in Monrovia and had no exit point besides the Freeport of Monrovia, where they anxiously awaited any sailing object at whatever possible means to leave the country. The acceptance of refugees is quite not unknown to Ghana because before 1990, they had an asylum policy that was built from Pan Africanism by the veteran president, Kwame Nkrumah during independence. This Pan Africanist Policy promoted and argued for complete freedom and unity for Africa and was in total solidarity with other African nations and thus accepted refugees coming from troubled parts of Africa. However, it became unusual handling the large number of refugees from Liberia that came pouring into Ghana at the onset of the 1990 decade. Therefore, a national legislation was made which enacted Law 305; it took effect on August 27, 1993. This law was the basis for the organization of a Refugee Board which was to serve as a government agency with responsibility on refugee affairs (Dick, 2002a; Johnson 2004).

In prompt response to the Liberian situation, Ghana struggled along with other West African Nations in 1990 to establish peace and tranquillity in Liberia. By then the Economic Community of West African States (ECOWAS) leaders started to put together a military force that could bring peace to the war torn country and bring the carnage to an end. Liberians became trapped in the besieged capital and thousands were at the point of death due to starvation and diseases. Ghana started to receive Liberian refugees as early as 1990 when a civil war threatened the entire country. These were Liberians who could afford their own plane fares and had some Ghanaians as friends thereby making the problem of lodging easy for the new comers (Johnson, 1994). The real movement of Liberian refugees to Ghana started when ships dispatched by the Ghanaian government to bring back Ghanaians that were trapped by the conflict in Liberia returned to Ghana with Liberians on board. Due to the large number of people that came to Ghana, the government decided to settle the Liberians at Gomoa Buduburam about 30 kilometres from Accra in an abandoned church premise. The first group of Liberian refugees that came along with some Ghanaians on a Ghanaian Air Force plane from Sierra Leone. They were 29 persons that arrived in September of 1990, and later 8000 in February of 1991 and later 13,000 in February of 1993 (Johnson, 1994).

2.7 GHANA EDUCATIONAL SYSTEM

The formal education system of Ghana followed after the process of colonialism. The formation of schools in Ghana owes much to the early European merchants and missionaries who were creative enough in establishing the educational process as a way of eradicating illiteracy. Formal education in Ghana started as early as the mercantile era preceding colonization. European merchants and missionaries set up the first schools and Christian missionaries are said to have introduced western-style education into Ghana as early as 1765 (Antwi, 1991; Graham, 1971). Many of these institutions, located in the south of the country were established by Presbyterian and Methodist missionaries, in the British Gold Coast Colony. The main aim of these early schools was to facilitate the training of the local inhabitants as interpreters for purposes of trade and as a conversion of Ghanaians to the Christian religion. Thus the curriculum had a narrow focus on basic literacy with the Bible and scripture as the main texts of schooling (Kadingdi, 1996).

2.7.1 The Accelerated Development Plan (ADP)

This plan was launched in 1951 but came to prominence through the backing of the 1961 educational Act. It was geared towards the provision of free universal and compulsory basic education for all children from the age of six years for a period of six (6) years. The system provided that local authorities in each area took control of all schools whilst parents contributed a little in the daily running of the schools. The result was good as primary education received great boost. Enrolment doubled for five years and the number of schools increased from 1,081 in 1951 to 3,372 in 1952. By then Ghana was considered as having the best developed education system in Africa (Foster, 1965; Ghana Human Development Report, 1998; Scadding, 1989). Training colleges were improved and the level and output of teachers from teacher colleges increased due to the establishment of new teacher training colleges. The 1961 educational plan provided free and compulsory education but books, uniforms and other material needed by students were not free. Despite the increment in enrolment, the level and quality of learning was not changed. Many new schools were built and the demand for qualified teachers to match the student's enrolment was a great weakness

for the plan (Kadingdi, 1996).

2.7.2 The New Structure and Content of Education (NSCE)

This plan came about after there were criticisms of the 1961 plan. The Nzobo committee formed in 1973 after the military take over. The committee was charged with the responsibility of finding appropriate means to rescue the fail educational system (Dzobo, 1974). The reform greatly reduced the number pre-tertiary education from 17 years to 13 years. It was expected, at the inception of the reform programme, that basic education would be made accessible to more Ghanaian children, 43% of whom were estimated to not be school before 1987. This reform as well did not change the perception of the public and the educational system. There was shortage of qualified teachers all over the country as most of them travelled to other African countries after the Ghanaian military takeover of 1981 because of unemployment and very low wages. The Provisional National Defence Council (PNDC) under Jerry John Rawlins took over militarily in 1981 and dealt a serious blow to the educational sector in terms of quality. Enrolment rates stagnated. The Gross Domestic Product (GDP) towards education dropped from 6.4% in 1976 to a low of 1.7% in 1983 (Kadingdi, 1996).

2.7.3 New Educational Reform Programme (NERP)

This reform was an attempt by the military government to rescue the Ghanaian educational program in 1987. It all started after the government endorsement of major international documents like Education for All (EFA), the Declaration on the Rights of the Child, the Beijing Declaration on Women's Rights and the Lome Convention. As a signatory to these major conferences, the Ghanaian government had to commit herself to the provision of education for children. The government then had to structure its educational policies to meet the financial conditions as set forth by the World Bank. Given this condition, the government negotiated for loans from the World Bank and other crediting agencies in support of basic education (Kadingdi, 1996).

This educational reform comprises 6 years of primary school; 3 years of junior secondary school and this constitute the basis of basic education which is free and compulsory. A three (3) year period of senior secondary school sums up the remaining three years which is not compulsory. This constitutes 12 years of pre-tertiary education. Tertiary education consists of 3 to 4 years of training at the Polytechnics, Teacher Training Colleges and other training institutions and university education (Kadingdi, 1996). The reform was

aimed at restructuring pre-tertiary education systems in Ghana while at the same time making access, curriculum and infrastructure more viable for the for the education sector. Despite the efforts to improve the system, implementation of the 1987 reforms did not change for the better. There were many untrained teachers and majority of the students did not have textbooks or copybooks. There were lack of infrastructures for students and coupled with the reduction of students seeking admission at schools. Many of those that attempted going to school did not complete thereby leaving about half of the adult population illiterate (Kadingdi, 1996).

2.7.4 Free and Compulsory Universal Basic Education

The Government of Ghana, Free and Compulsory Universal Basic Education (FCUBE) was launched in 1996 is considered as one of the best pre-tertiary educational program in the entirety of West Africa. The objective of this program is aimed at:

- Increasing access, retention and participation of all Ghanaian children towards continuous schooling within a nine-year basic education period for all children of school-going age. The ensuring good quality teaching and learning outcomes in all basic schools.
- Ensuring equity in the distribution of teaching and learning materials including infrastructure.

From the decade of the 1980's the government of Ghana have improved its expenditure on the educational sector from about 1.5% to nearly 3.5% of GDP. However despite the efforts by the Ghanaian government, to improve its education, about 1.357 million Ghanaian children were not in school, which is the seventh largest quantity of such children in a country, the Education for All (EFA) global monitoring report 2007 has pointed out (Ghana web, 2006). Another aspect was the decline in standards in terms of quality and quantity at the primary education levelling 2003 (USAID/MOE, 1996; Avotri, et al., 1999; Dramani, 2003; Gyasi, 2003; Karikari-Ababio, 2003; Nsowah, 2003). Teachers in the rural areas were untrained and had serious problem with deciding which medium of instruction was needed especially when dealing with people in minority language groups and lack of learning material were impediments to the reform (Karikari-Ababio, 2003; Scadding, 1989; Nsowah, 2003).

2.7.5 The Ghanaian Education Reform Of 2007

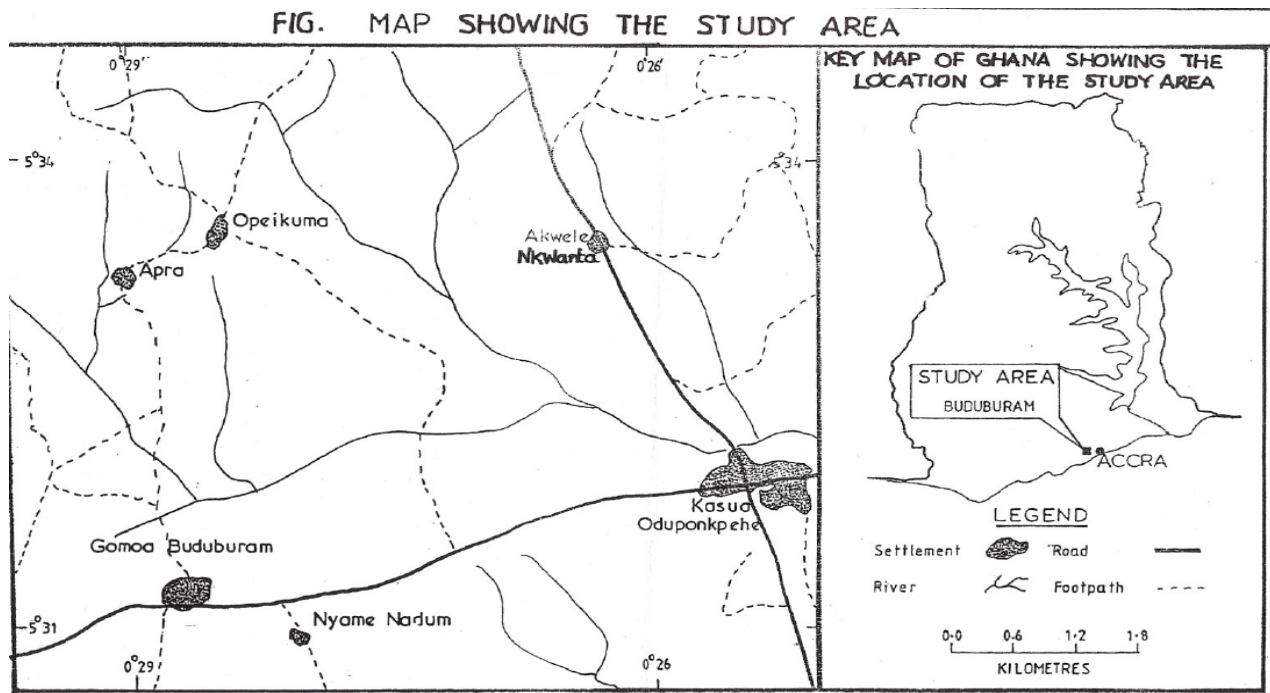
The Ghanaian government boosted its educational program on the books in 2007 by adopting a new policy introducing the Universal Basic Education which shall stretch over a period of eleven (11) years. It shall comprise the followings:

1. a two years kindergarten program
2. a six year curriculum for primary schools
3. and a three years Junior High School program

This new program aims at promoting skills for students at the lower primary level in connection with numeracy, literacy and critical decision making. The program will also use English and a Ghanaian language at the lower primary level as medium of instruction (Education Reform, 2007).

2.8 CONCLUSION

In this chapter, I discussed the background to this research work giving a synopsis on the Liberian civil crisis which started in 1989. I presented information on the site of the study providing maps to give readers an idea of where the Buduburam Refugee camp is located in Ghana. I provided a first hand report on the educational surveys of Liberia and the host nation, Ghana to enable readers understand the origin and present educational status of both countries and the efforts made thus far in their education systems. Towards the end of the chapter, I discussed the models of refugee integration in most developing countries and how the Ghanaian government has responded to the reception of refugees over the years.



Figur 1: Map of the study area

FIGURE 1: MAP OF THE STUDY AREA
(Culled from Colnoe, 2007)



Figur 2. Ghana and Liberia on a West Africa map

<http://everythingpossible.files.wordpress.com/2008/03/map-west-africa.jpg> (Accessed 20.03.09)

3. LITERATURE REVIEW

3.1 INTRODUCTION

This chapter shall review the relevant literature on the educational aspect of refugees living in protracted situation. I will look at the definition of who is considered as a refugee, youth or a child. I will portray some literature on the three durable solutions to the resolution of refugee crisis namely: local integration, repatriation and resettlement. Also I will further discuss the protracted nature the Liberian refugees in Ghana and the status of their education. I am going to look at emergency education and the role education plays in an emergency situation. There is a strong need to investigate on the educational concerns of Liberian refugees especially children when the United Nations have recognize the need for boys and girls to complete a full course of primary schooling by 2015. The chapter will conclude with behaviour of children and what influences into such behaviour and lastly discussion on the durable solutions to refugee's problem.

3.2 DEFINITION OF REFUGEES, LEGISLATIONS & SOLUTIONS

3.2.1 Refugees

At the end of 2005, the total number of refugees around the world was estimated to be 8.4 million persons, which marks a significant decrease of more than one million refugees since the beginning of 2005, when 9.5 million refugees were recorded (UNHCR, 2006b; p3). People in distress see the process of refugee status as a way out of nightmare and a process where they can plan, gather the broken pieces and start a new life. Shacknove (1985) claims that for many people on the brink of disaster, refugee status is a privileged position for them. *Who is a refugee?* Under the 1951 United Nations (UN) Convention Relating to the Status of Refugees, Article 1, and 1967 Protocol to the Convention, a refugee is every person who escapes from his own country and crosses into a foreign country because of fears of persecution, racial problems, and political affiliation or because of membership in a particular social group (UNHCR, 2001). The 1951 UN Refugee Convention, along with the 1967 Protocol to the Convention, is the most important, and the only universal instrument of international refugee law. The Organization of African Unity (OAU) extended the definition in 1969 owing to constant increment of refugees on the African Continent taking into consideration the limitations of the 1951 convention which did not take into aspect all areas

creating the flow of refugees. The event took place when head of states and governments met in the African capital of Addis Ababa in Ethiopia. According to 1969 OAU (Organization of African Unity) Refugee Convention, Article I, the term “refugee refers to all persons victimized as a result of occupation, external aggression or an event that greatly undermines the climate of peace in part or the whole country of origin and is forced to leave his habitual place of residence in his home country to a foreign country” (OAU, 1969 p2).

3.2.2 Children In Conflict Situations

Refugee children/youths are hard hit when the surrounding in which they live is affected by conflict, insurrections, catastrophes or disasters in a crisis situation. It is estimated in 2007, that nine (9) million of the world’s refugees are children (UNHCR, 2007b). They lack knowledge in knowing the direct causes of conflicts but yet, were partakers in the sufferings and turmoil resulting from conflicts. They are considered as “the most exploitive segment” of a population in conflict- related situations (Retamal and Devadoss, 1998:87). These children do not contribute to reasons giving rise to conflicts neither are they involve in the planning process. However, they partake actively by living in displaced and refugee camps and to some extend, they are actively involve in combat.

During the Mozambican war, Renamo guerrillas caused about 200,000 children to be separated from their parents and children as young as 8 years old were forced into militias and proved their bravery by killing other people (Ager, 1999). Children are exposed to a new and painful life when a conflict engulfs the surrounding they live in. They are left in an indecisive state about their whereabouts and even as they escape along with their parents or fleeing people to a land of refuge, they do not have the slightest idea of what the future holds for them. Refugee literature recounts that children constitute a particularly vulnerable group in times of war by virtue of their independence on adult care (OHCHR, 2001). They are only told about problems leading to their departure and they may not actually understand the impact of such departure. Children are very much exposed to danger in times of disaster and because of such vulnerability and marginalization of children; a good portion of the world’s refugee population comprises children (Refugee Council, 2005; Ferris, 1993 p.118). Of the over 22 million persons of concern to the UNHCR, about 10 million are children and under the age of 18 (Druke, 2001). Death toll during upheavals has been quite devastating for children. These upheavals in the form of war, earthquakes, insurrections, or volcanoes frustrate the lives of some of the many peoples living on the earth’s surface. However, one

end result is the mass movement of people in their quest for survival. Innocent children and mothers pay a greater toll of this frustration and as a result become victimized by the chores making up the process. In the introductory word of Awotona, in her book *Reconstruction after Disaster*, she quotes:

“Every year most parts of the world are inflicted with one type of disaster or another. Indeed, images of horror and destruction, dislocation and starvation, as well as those of dying children and grieving women have become common in the newspapers and on television screens” (Awotona, 1997 p. xvii).

It is reported during the Rwandan war, thousands of children were killed in just three months of 1994. The number of children that were physically and psychologically affected during this crisis was also countless (Cantwell, 1997). However, due to limitation and knowledge in managing catastrophes, people in developing countries⁵ are mostly victimized as compared to people in developed countries. Unparallel strength in the political and economic well being of the people as well as the high poverty rate existing amongst the people cannot allow these countries to adequately provide for those that are victimized by catastrophes. Armed conflicts involving two or more states or a civil insurrection taking place in a given territory, resulting to the breakdown of laws and orders have since the conclusion of World War II, brought misfeelings and frustrations to millions of people worldwide. In a bid to arrest some of these problems, the International Federation of the Red Cross’ and the Red Crescent Society’s spend some 23 billion Swiss francs (EUC 270 million) annually on about 19.4 million people world wide in international relief efforts or operations; 6.6 million of these are refugees and displaced people (Walker, 1995 p.68. cited in Awotona, 1997, p. xvii).

⁵ (i) A nation where the average income is much lower than in industrial nations, where the economy relies on a few export crops, and where farming is conducted by primitive methods. In many developing nations, rapid population growth threatens the supply of food. Developing nations have also been called underdeveloped nations. Most of them are in Africa, Asia and Latin America and and an inconsistent varying Human Development Index (HDI) score and per capita income, but is in a phase of economic development. <http://www.answers.com/topic/developing-nation> (Accessed March 1, 2009)

3.2.3 Profile Of Displaced Children

Children displaced by war constitute more than half of the present population of concern to the UNHCR⁶ and this affirms that most of the numbers of refugees or displaced persons living in refugee camps are children. Most children found in this category are either separated or unaccompanied children. It had become quite confusing to distinguish between unaccompanied children and that of separated children. However, there exists series of inconsistency in giving a clear definition as to who is considered as “*separated children*” and who is considered as “*unaccompanied children*”.

UNHCR: defines unaccompanied children as those under 18 years of age that have been separated from both parents and are not being cared for by an adult who, by law or custom, is responsible to do so. Separated children are those under 18 years of age who are separated from both parents or from their previous legal or customary primary caregiver, but not necessarily from other relatives (UNHCR 2004a).

Unaccompanied and separated children constitute a great portion of most of the children that are displaced today. They are children temporarily or permanently deprived of their family environment and, as such, are beneficiaries of States’ obligations under article 20 of the Convention and shall be entitled to special protection and assistance provided by the relevant state. There are many children today that have been victimized by war and find themselves living at displaced or refugee camps. Camp Buduburam in Ghana is no exception to this problem as it hosts children who are either separated from their parents or came to Ghana unaccompanied. During the course of data collection in Ghana, I came across scores of children belonging to the categories mentioned above. They have either lost a parent or all of their parents or relatives. As the machine of war heightens, these children must take a decision in order for survival. They travel along with other people as they moved into safety and are more or less responsible for themselves in their quest for survival (UNHCR, 2004a).

There are many children and youths living within refugee and displaced camps today that are being denied parental support and therefore their upbringing is marked by lack of censorship, hardships, with little or no educational opportunities. These children are victims of wars and catastrophes and are searching for stability. In some cases, most of these children serve other people as slaves just to win their daily needs. Prostitution is seen as

⁶ The total population of concern to UNHCR increased from 19.5 million persons at the beginning of 2005 to 20.8 million by the end of 2005. (UNHCR, 2006b).

survival factor for most of the female children since they are left with no available means to sustain themselves. For refugee children, if proper care and attention is denied them, they would become part of the already thousands of street children masquerading in capitals of developing countries around the world (UNESCO, 1999b). In their quest for better life, some 12,800 unaccompanied and separated children in 2003 applied for asylum in 28 industrialized countries including the United Kingdom (2,800 cases), Austria (2,050 cases), Switzerland (1,330 cases), the Netherlands (1,220 cases), Germany (980 cases) and Norway (920 cases). Together, these five asylum countries accounted for 73 percent of all claims lodged by unaccompanied and separated children (UNHCR, 2004a).

3.2.4 Right & Need Based Approaches For Children

In addressing the concerns of children, there were series of documents outlining how children should be treated in an emergency situation. However, the environment existing during a crisis situation does not necessarily give rise to the promotion of a right based setting. This is because during an emergency, there is usually a breakdown of law and order, institutional capacity and social structures. (Bernard van Leer Foundation, 2005). The ratification of the Convention on the Rights of the Child (CRC) made it possible for children to be beneficiaries of child focus programmes and subsequently how these programmes can allow children access those rights. This process allowed those entities dealing with children to rethink a new direction towards a child's right as compared to only providing for children when they are in need.

A lot of attention is diverted to the need based of children in most refugee camps by humanitarian agencies around the world. This system does not guarantee any form of accountability to the refugees who are considered as "beggars or receivers" because there is no legal obligation on the part of humanitarian agencies (Bernard van Leer Foundation, 2005). Many persons including children living on refugee camp have not been able to express their concern about how they should receive aid. Friendly governments and humanitarian agencies are the ones that determine when emergency aid to refugees should start and when the process of aiding refugees should stop. Bond (2000) describes the situation when she said:

Today, camps have become almost synonymous with the refugee experience. The most essential feature of a camp is the authoritarian character of their administration; they are like 'total institutions', places where, as in prisons or

mental hospitals, everything is highly organized, where the inhabitants are depersonalized and where people become numbers without names.

Given the situation above, and taking into consideration the ratification by the Convention on the Rights of the Child CRC, children should be encouraged to claim their rights. In this regards, the children (refugees/IDP's) will not be seen as requesting unnecessarily for those things necessary for their survival but a means of claiming their entitlement. The rights based approach provides for moral and legal obligations as well as accountability to refugees by friendly governments and humanitarian agencies (Bernard van Leer Foundation, 2005).

3.3 THE RIGHT TO EDUCATION

One of the most single weapons that silence poverty and ignorance is education. Most developed countries with strong economies and political stabilities are beneficiaries of the human development resources of their citizens through education. Education can be considered as a process of acquiring basic traits of social and moral responsibilities which helps makes an individual responsible to a just cause. Due to the important nature of education, the United Nations and other humanitarian and aid agencies have attended and ratified series of conferences aimed at supporting education and encouraging independent countries towards the provision of education for its citizens. The call and commitment towards providing education for the world's children facing difficult circumstances have clearly led to the establishment of several international agreements or treaties.

3.3.1 The 1990 World Declaration On Education For All

In 1990, at a global meeting in Jomtien, Thailand, governments of countries committed themselves to ensuring basic education for all. Ten years later at the Dakar World Education Forum, governments and agencies identified humanitarian emergencies as a major obstacle toward achieving the goals of Education for All (EFA). Within the Dakar Framework of Action, a call was made for active commitment to remove disparities in access for under-served groups, notably girls, working children, refugees, those displaced by war and disaster, and children with disabilities. At the 1990 World Conference on Education held in Jomtien, in Thailand. The main focus was how to universalise education and the reduction of illiteracy at the end of the 1990 decade. At the world education Forum in Dakar, Senegal in 2000, it was estimated that more than 113 million of the world's children were not in school. Amongst the many children of the world, children living in war-affected areas were identified particularly at risk. However, The 180 countries present in Dakar reaffirmed

their commitment to Education for All (EFA) by announcing their determination to ensure that “by 2015 all children, particularly girls, children in difficult circumstances (including those affected by and those belonging to ethnic minorities, have access to and complete, free and compulsory education of good quality” (UNESCO, 2000).

3.3.2 The 1948 Universal Declaration Of Human Rights

In its advocacy towards the child’s rights to education, it is enshrined, in the 1948 Universal Declaration of Human Rights that a child should have free access to compulsory elementary education and such education should be directed towards the full development of the human personality taking into consideration the respect for human rights and fundamental freedoms. The right to education is laid out in the Universal Declaration of Human Rights and subsequent human rights instruments. Article 26 outlines the right to free and compulsory education at the elementary level and urges that professional and technical education be made available. The declaration states that education should work to strengthen respect for human rights and promote peace. Parents have the right to choose the kind of education provided to their child (OHCHR, 2001).

3.3.3 The 1951 Convention Relating To The Status Of Refugees

Another important document that outlines refugee children rights to education is the 1951 Convention Relating to the status of Refugees and the 1967 protocols. Article 22, of this document guarantees the right to elementary education, and states that refugees should be accorded the same opportunities as nationals from the host country. The same document states that refugees should not be treated less favourable than nationals. In most instances, beyond primary school, refugee children are treated as other aliens, allowing for the recognition of foreign school certificates and the awarding of scholarships before they are accepted in countries where they are seeking refuge (UNHCHR, 1951).

3.3.4 The 1966 Covenant On Economic, Social And Cultural Rights

The States Parties to this Covenant recognize the right of everyone to education. They agreed that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agreed that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace. The right to free and compulsory education at the

primary level and accessible secondary-level education is laid out in Article 13. The covenant goes on to call for basic education to be made available to those who have not received or completed primary education. Emphasis is placed on improving conditions and teaching standards as well (UNHCHR, 1966).

3.3.5 The 1989 Convention Of The Rights Of The Child

Article 28 of The Convention on the Rights of the Child of 1989 calls for states to make primary education compulsory and free to all, and to encourage the development of accessible secondary and other forms of education . In 1989, the rights of children and adolescents to education were strengthened under the Convention on the Rights of the Child. This Convention requires nations to be responsible for the education of all children within their territories, regardless of status, thereby including refugees and asylum-seekers under the age of 18 years. Quality and relevance is detailed in Article 29, which mandates an education that builds on a child's potential and supports their cultural identity. The Convention emphasises psychosocial support and enriched curriculum for conflict-affected children. Article 2 outlines the principle of non-discrimination, including access for the disabled, gender equity and the protection of the linguistic and cultural rights of ethnic minorities. Article 31 protects a child's right to recreation and culture (UNHCHR, 1989). In other instances, the right of refugees to primary education has been acknowledged but the right to secondary education denied or weakened. The Convention on the Rights of the Child requires the international community to assist those countries that fall short of this responsibility in meeting this goal. This is mostly significant when there is a crisis situation and during the time of reconstruction. This process also implies states must be willing to accept assistance or aid in meeting the education concerns of emergency-affected children and adolescents, if they are not in a position to meet these needs themselves (UNHCHR, 1989). The combined resources committed by the international community, the country concerned and the emergency-affected population should be sufficient for emergency education to function effectively and meet the learning needs of emergency-affected students. Emergency educational assistance should be provided quickly, so that simple education activities can begin as soon as basic shelter, health and food supply mechanisms are in place (UNESCO, 2003a)

3.3.6 Regional Agreements

A number of regional agreements also address issues of education. References to the right to education are found in the African Charter on the Rights and Welfare of the Child, Article XI; the American Declaration on the Rights and Duties of Man, Article XII; and the Protocol to the European Convention for the Protection of Human Rights and Fundamental Freedoms of 1952, Article 2. The related information above clearly emphasizes the role of government to provide education to its citizens. Due to economic, ethnic, gender and social breakdowns, most government find themselves negating these responsibilities. However at the onset of emergencies, these problems become exposed and the right to education for children becomes an issue of concern. All governments must take responsibility for its citizen and even in time of emergency or crisis. When governments fail to provide during crisis then of course, it become a burden of the international community (Nicolai, 2003).

The discussion on universal education for all had dominated and continues to dominate major conferences and sessions. The right to education is very important for children especially those that are conflict affected. Most of these conflicts occur in developing countries and is marked by socio-politico and ethnic diversities. In a broad spectrum, most of these conflicts are due to the distinct era of international politicking which has had its own impact on the socio-political development of Africa. Prominent among reasons giving rise to the mass exodus of contemporary refugees across our globe finds itself indebted in war, ethnic strife, and sharp economic disparities. And as a result, most of the people affected by this upheaval are internally displaced or are refugees living in foreign borders (Loescher, 1993).

3.4 PROTRACTED REFUGEE SITUATION PROFILE

The decades of the 80's and 90's had seen the number of persons involve in protracted refugee situation as quadrupled. At present most of the world's refugees population falls within this category. In 1993, 48 per cent of the world's 16.3 million refugees were caught in protracted situations. At the end of 2004, the number of refugees had come down to 9.2 million but more than 61 per cent of them were in protracted situations. There were 7.9 million refugees in 1993 which constituted about 27 protracted refugee situations by then and as this number was being reduced through the process of repatriation, yet, there were new intra-state conflicts resulting in new massive refugee flows causing more protracted refugee situations. For example, the breakdown of law and order and the subsequent state

collapse in Somalia, the conflict in the Great Lakes region of Africa, conflicts in Liberia and Sierra Leone in the 1990s generated millions of refugees (UNHCR, 2006a)

Under the same ideology, the civil and ethnic conflict in Iraq, the conflict in the former Yugoslavia, Balkans and the Caucasus helped displaced millions of persons. In a bid to arrest the problem as the global refugee population mushroomed in the early 1990s, there was a need friendly government, international and local aid agency to stand resolute in addressing these problems. By the year 2004, there was an increment in the number of protracted refugee situations. There were 33 cases of protracted refugee crisis as compared to 27 cases in 1997. What is much more contrasting in the two cases in the number of persons involved, is the year 2004 produced more protracted refugee cases but the number of persons were 5.5 million. Refugees have a tendency of remaining in host countries for longer periods of time due to reprisals or continuation of conflicts back home. The average of major refugee situations protracted or not, has since increased from the number of nine years in 1993 to seventeen years at the end of 2003 (UNHCR, 2006a p.5).

3.4.1 Causes Of Protracted Refugees Situation

A protracted refugee situation is a refugee population numbering 25,000 persons or more who have lived in exile for five or more years in a developing country (UNHCR, 2006a). The Liberian refugee population living at Buduburam can be considered as a protracted refugee situation since they had lived at the camp from 1990 to now. Some have returned home while others continue to live at camp Gomoa Buduburam amidst the struggling conditions prevailing at the camp. Long standing refugee population originates from countries or regions where instability is on the rise for a number of years. The case of Somalia, Sudan, Iraq, Afghanistan and Liberia are a few examples to name. Protracted refugee situations are also a result of political action and inaction existing in the country of origin and that of the country of refuge. Another possibility is when security and peace negotiators fall short of addressing conflict arising from human rights in the country of origin. This may prove counterproductive to the already devastating refugee population (UNHCR, 2006a).

3.5 REMEDY TO THE PROBLEM OF REFUGEE

UNHCR literature stipulates that there are three (3) recommendations towards the solution of the global problem of refugees; integration to the country the refugee has fled

repatriation to the refugee country of origin and/or resettlement in a third country (Banki, 2004).

3.6 REPATRIATION

Repatriation seems to be one of the easiest ways out for refugees in a host country by donors. Voluntary repatriation is the free and wilful return of refugees to their country of origin in safety and dignity and besides it is the solution of choice for a vast majority of Refugees (UNHCR, 2004c). Refugees may agree to return to their country of origin once the conditions that caused them to leave exist no more. Several African refugees have been successfully repatriated to their country of origin. This method of returning a refugee to their home country is much more durable and concrete and in a way practical for the refugees to start the process of nation building. For example, the voluntary return of 80,000 Ugandans, 69,000 Mozambicans, 53,000 Burundians, 7,000 Ethiopians, over 3,000 Zimbabweans and about 1,000 Chadian marks a magnificent testimony towards this cause (Blavo, 1999). However, repatriation for refugees to their home country could be of problems if they [refugees or displaced persons] feel insecure about the way of life back home. The UNHCR's voluntary repatriation for Liberian refugees in Ghana ended in June 2007 repatriating approximately 3,800 Liberians back to their country of origin. According to Dick (2002a), many of the estimated 42,000 Liberian refugees in Ghana refused repatriation to Liberia because they felt that the country was unsafe for them and more besides they felt it was a difficult task of raising capital to start life a new life in Liberia since they were already enroute to a different kind of life in Ghana.

3.7 INTEGRATION

During the process of war, people move in different directions with the hope of seeking refuge for their lives. Conversely, some move in different locations as Internally Displaced persons within their home country with the hope that the crisis will soon be over; while others prefer travelling to other countries as refugees promising to return after the cessation of hostilities. The problems of refugees and/or IDP's continue to be a controversial issue thereby causing a major challenge to the UNHCR's "durable solution" framework. Barbara Harrell Bond for the sake of clarity defines integration as a way of life in which the refugee communities and the host are able to live in harmony, unity and co-exist with no conflict existing and yet are willing to share the same social and economic responsibilities (Harrell-Bond, 1986).

When conditions are normal it can never be hoped that people would lose track of their lives in an abrupt event like war or other natural disasters. It becomes painful to leave behind a rich and diversified cultural history and an environment that has provided the source of inspiration for one's own life. However, it can be possible that a new life in an exile country could take form but the memories of life in one's own home can never be forgotten. Participating meaningfully in the civil and cultural life of the host country can contribute a lot towards alleviating stress and other negative perception that they refugee may have faced. UNHCR literature stipulates that when refugees are provided assistance at the rightful time, they are able to overcome phobia and able to restore their sense and dignity (UNHCR, 2002).

Refugee's integration is only made possible when they (refugees) are empowered to accomplish their aims and goals, when they are allowed access to those basic services of the society and when they are allowed contributing their own potentials to the society. It should be understood that refugees are a heterogeneous group of people that are versatile in their endeavours. They are a conglomeration of individuals consisting of different background in terms of education, attitude and culture (Home Office, 2004).

3.7.1 Models Of Refugee's Integration

Most people departing their home countries due to crisis have their own experiences living in countries hosting them as refugees. It is unbearable to see a group of people wandering from their own country due to hostilities and crossing a foreign border. It is much more gruesome when they lack means to provide food, shelter and educational support for themselves. In some cases, these refugees lack legality for living in host countries and at the same time are denied the possibility of being resettled in a third country. But however, for the many African refugees that manage to reside in host communities, there are series of integration models that helps them carry on their daily lives (Jacobsen, 2003).

3.7.2 Full Integration

When host country grants full asylum status with benefits of residency to persons who have left their home country and is considered a refugee. This condition provides that the refugee is protected economically, socially, legally by the host nation and they are free to acquire citizenship as nationals of host nations. This situation is applicable to most refugees settling in Norway, Sweden, Canada, the United States of America and other western countries (Jacobsen, 2003).

3.7.3 Self Settlement

This is possible when the refugees take the initiative to settle themselves temporarily in the community with local families or community organizations. The status of their refugee life in the host country is not legal and they are living in host country on their own accord. These refugees will have to provide for themselves through the acquisition of jobs and other means as the United Nations High Commissioner for Refugees (UNHCR), is not responsible to provide feeding and security for them (Jacobsen,2003).

3.7.4 Organized Or Local Settlement

These are special segregated camps build for refugees. They are to some extent different from refugee camps in that refugees in this category are expected to be self sufficient pending their repatriation. There are strong possibilities that these types of refugees may be unwelcome in host country due criminal activities or conflicts with host nation. Unlike refugees living in camps, refugees in this category are policed making their movements limited (Jacobsen, 2003).

3.7.5 Emcampment

This category refers to refugees that are living in camps build or administered by host nations, United Nations High Commission for Refugees (UNHCR) or other relief agencies. These humanitarian agencies co-ordinate the process of food, medicine, schools and security for the refugees and refugees are not expected to be self sufficient. This is by far the most preferred alternative by host nations and most relief agencies as it helps in the coordination of refugees when it concerns basic services to them. This is because it helps and controls during the time of relief assistance and easily facilitates during the process of repatriation. As a matter of fact, life in most refugee camps around Africa is difficult despite efforts by refugees to overcome the many challenges that come along. Some refugees are optimistic of resettlement or local integration in host country if conditions in their home country remains unstable for a long time and/or if governments of host nations are willing to include refugees into activities like employment, civil life and cultural diversities where they can have social contact with the local population of host nation. However, if these options are unavailable for refugees in host societies, they may easily see the options of repatriation to their home country or resettlement in a third country as possible alternatives as with the case of the Liberian refugees presently living at the Buduburam refugee camp in Ghana (Jacobsen, 2003).

3.7.6 Local Integration

This alternative may be of consideration by governments of host country towards refugees if their stay is of protracted nature. Since the refugees cannot return to their home country of origin because of continuous hostilities. However, local integration may or may not lead to a permanent residency or citizenship. Local integration has never been effective in a true sense in developing countries but host governments have to some levels allowed “self settlement” of some refugees without committing to the provision of assistance to the refugees in local host communities. There are few exceptions like Uganda, Mexico, and Belize that have offered some opportunities for local integration for refugees that are not prepare to go back to their country of origin. Elsewhere in Africa, efforts have been made in finding solutions for refugees in protracted situations (Jacobsen, 2003). The Government of the United Republic of Tanzania has started the process towards the naturalization of a group of 172,000 Burundian refugees who have been living in the “Old Settlements” in the country since 1972. The Economic Community of West African States (ECOWAS), UNHCR and the Governments of Liberia, Nigeria and Sierra Leone have recently finalized on the o local integration for the remaining Liberian and Sierra Leonean refugees in Nigeria. In other countries where large repatriation operations have been completed, UNHCR is encouraging Governments to consider the possibility of offering local integration for the remaining refugees. In Armenia, a census undertaken during 2005 – 2007, currently pending final verification has identified that the vast majority of Azeri refugees in the country have been naturalized. Additionally, the Government of Serbia has assisted more than 200,000 refugees to be naturalized in Serbia since the mid-1990 (UNHCR, 2008; Jacobsen, 2003).

3.8 RESETTLEMENT

Some refugees may be unable to live in the country of asylum or return to their country of origin due to reasons of persecution or reprisals in the country of origin or in the country of asylum. In this case, only the process of resettlement⁷ in a third country (developed country) can be an alternative (UNHCR, 2007a). Some refugees have the hope and aspiration of settling in a developed country or high income earning country. Due to the

⁷ Resettlement may be defined as “the immigration of refugees from the country in which they have been granted asylum to another country which could offer them the possibility of permanent settlement” (Blavo, 1999 p.4).

fact that most developing countries have a lacklustre type of economy coupled with bad governance, there is a reduction in the quality of human life and human resource development. From the African viewpoint, the size and population of African refugees makes it negligible to accept all of them on resettlement. The process of resettlement is one of the three (3) pillars towards the solution of the global refugee crisis as envisaged by UNHCR (Jacobsen, 2005; p.54). Consequently, it is quite impossible to believe that all refugees can be resettled to a third country. Countries receiving refugees on a resettlement basis considers refugees that have protection risks. Besides, the refugees must fit into the resettlement countries health and immigration requirements (ibid, p.54). Many relief organization and donor agencies have of late reduce the provision of aid to refugees after the emergency relief periods. There is a strong need for the provision of aid towards the educational concerns of both refugees and internally displaced persons. However, there have been some contribution in this direction in the past decade but said contribution has not proven durable in the sustenance of refugees and displaced persons (Bensallah et al. 2000).

Resettlement, repatriation and integration are the UNHCR's three durable solutions towards the restoration of the many problems created by refugees and IDP's movements. However, it is of importance to continue the trend of aid to refugees even after the period of emergency. In emergency situations, historical evidence and practices suggest that education is given low priority. It is continuously viewed as a fourth pillars in terms of priorities lying far behind the pillars of nourishment, shelter and health services Despite the argument as to the role education should be played in emergencies, its critical role is being increasingly recognised. As the process of emergency education subsides, there is a need for the refugees to embark upon a new kind of life to build on a descent future (UNESCO, 2003a).

3.9 EDUCATION FOR REFUGEE

3.9.1 Education For Youth And Children

Education is a part of many services rendered in a refugee settlement wherever they are found, whether in industrially developed or developing countries; education relates to their past, present and expected social and economic roles. According to Asiedu, cited in AHEAD Annual report (2001), individuals in refugee camps will need to be equipped with skills that will enable them cope with the future they will face when they return, as well as with skills that will help them sustain their lives during the periods they exist as refugees. Education is the process by which people acquire knowledge, skills, values, attitudes and

moral behaviour. Teachers are the transitional framework and the main agencies of education. They provide organized periods, classrooms timetables, teaching methods, curriculum, evaluation techniques and certification (Talabi, 2005). The word “youth” has been used interchangeably with adolescent or young people. In some settings all could mean the same thing but occasionally sometimes different depending on the context in which they are used. Since the thesis dwells on children and youths, I would define a child and youth in accordance with definitions as provided by United Nations organizations. A youth is considered as anyone between the ages of 15-25 whilst a child is considered as a person below the age of 18. However for the sake of understanding, I would use refugee children or refugee youths intermittently because the age range involved in the thesis (WCRWC, 2004; UNHCHR, 1989).

During war or hostilities where people have to flee for their lives, survival strategy becomes an alternative. Even in a new setting, the process of education becomes abating if not secondary. The issues of settlement, acquisition of food and other domestics for survival of course constitutes the first line of thought. Even if schools issues were to be made mention of, it is of course the refugees, mainly children that would be given the first priority. There is a great importance for education in a crisis situation, its psychosocial and pedagogic skills are important for those of school going age especially children. This may in a way engender a new sense of direction in regaining normalcy towards a new future and inculcating into them the relevance of education in their life as humans (Sinclair 2001).

The absence of education strikes a great blow on refugee and displaced youths and children. Where there is no education and the children or youths are isolated, traumatizing memories prevail and a possible nightmare of fears and violence may be a part of their lives. (Mitler, 2000; Sommers 1999). Education for refugees is necessary because it helps them in alleviating stress, and gives them hope and more information on how best to be prepared to meet their daily challenges. Also it serves as an information base for the new environment and its cultural orientation. In all life, education is light and this light illuminates the path to developmental success of which a refugee is no exception. Under these perspectives, education can be considered as the single most developmental aspects that promote cultural and environmental concerns (Malakpa, 2005). Parents may have the urge to educate their children but because of the difference of locality that they find themselves in, it may be quite frustrating as they may not be in the position to acquire work because of their status as refugee. This syndrome of not been able on the part of parents serves as a moral impediment.

However, in a bid of sustaining the family, the children could be used as child labourers by selling portion of relief items collected by families for money as a means of purchasing additional items that the family may be in need of. (Mittler: 2000).

3.9.2 The Consequence Of Conflict On Children's Education

The process of obtaining a broad statistics on the impact of conflict on children and their education is not easily obtainable as compared to the number of children that have died and suffered in conflicts. According to UNICEF (1999), two million children died in the past decade, six million seriously injured, one million orphaned or separated from their families, and twelve million left homeless. Some of these children suffer different levels of setbacks in their cognitive development ranging from their literacy, numeracy and critical thinking which are delayed. During the aftermath of war, there are some children who may not have been affected physically by war. Psychologically, they become affected by witnessing barbaric scenes and brutality that instability and conflicts has to offer. Children suffer from psychological damage which has effects on their social and emotional expansion. Children are affected emotionally and socially and not just physically. In the words of Machel, large numbers of children are not only killed and injured, but countless others grow up deprived of their material and emotional needs, including the structures that give meaning to social and cultural life. The entire fabric of their societies including their homes, schools, health systems and religious institutions are torn to pieces (Machel, 1996).

3.9.3 Education Under Different Dimensions

Education is intended towards providing directions and understanding. Malakpa (2005) asserts that education is a contribution scheme towards the process of human development, economic growth and cultural enhancement. Education during a crisis situation is very important for children therefore relevant relief and international organizations providing subsidies to education should monitor the standard of education that is being provided for refugees. If education for refugees is geared towards relieving stress, against the spread towards HIV, and making them (refugees) better citizens for tomorrow or breaking those barriers that brought about civil crisis or political instabilities; then humanitarian and aid agencies need to be more involved than just funding the process of schooling. Sommers (1999), accounts that many refugee schools were left uncontrolled in Eastern Zaire and the ousted Rwandan government took control and propagated ethnic teachings which further contributed to the Rwandan genocide.

Consequently, the provision of education can sometimes creates worst scenarios than expected if necessary precautions are not taken into consideration when refugees are already vulnerable. This is so because refugee schools can be use as a means for indoctrinating people to resurrect or give impetus to an already fragile situation. For example, in Southern Sudan, access to schooling was a conduit point of recruiting young students for military purposes (Sesnan, 1998). During the crisis in Burundi and Rwanda, education was a tool of propagation in promoting ethnic tensions between the Hutus and Tutsis enabling the population to accept ethnic discrimination and promote a culture of self-defence (Degni-Segui, 1997). In Serbia, the educational system was used to suppress Kosovo Albanians and in the decades of the 70's and 80's, the government of Sri Lanka used curricular textbooks to picture The Tamils Tigers Guerrillas as official opposition to the Sinhalese (Bush & Saltarelli, 2000). In some setting education may be use as a tool or weapon to suppress minority or other groups of people. When Rwandan refugees sought refuge in the Democratic Republic of Congo which was formerly know as Zaire, they were denied direct access to schooling by the former Zairean government (UNESCO, 1999a). The purpose of schooling to improve conflict ridden children has also been a perfect link to recruit children for fighting purposes. Publicity members from the Liberation Tigers of Tamil Eelam (LTTE) have placed recruitment information near schools as a means of encouraging children and youths become militants.

3.9.4 Education in deprived communities

Africa, Latin America, and Asia comprises by far most of the world's deprived communities. In these areas, a good number of the people are poverty stricken and poor and situation of crisis even worsen their case. The Economic Commission for Africa states that the living and working conditions of people in deprived communities have serious implication to the levels of educational achievements (UNECA, 1993). Ochende (1986) observes that the overall extent and deprivation in many communities in the world's poorest regions have increased and worsened over the years. The issue of land have increased and peasants and fisher folks, along with their kids have been malnourished and this leads to a very difficult challenge for school children in these communities. In reaction to this situation, the former United Nations secretary general, Hon. Kofi Annan, stated that until humanity in general and nation states in particular, succeed in removing the factors that leads to deprivation in communities, the case of education becoming a reality will continue to betray us as a people (Annan, 1990). This is the argument that supports Pearson's (1989)

perception; for ever 100 children that enter school, not more than 30 finished secondary school due to problems in economic and learning conditions. He lamented further that in most deprived communities in Africa, more than 50% of the primary school children do not return to school, and for those that manage to finish, they perform below expectations in academic work. According to Beeby (1986) there exists evidence that in many instances, children who finished primary schools in deprived areas seem rather less fit to become creative constructive members of their own communities. Similarly, according to the Ghana Poverty Reduction Strategy Document of 2006, progress in improving the education quality in deprived communities has been more difficult than in well-endowed communities, and that deprived communities are likely to be on the losing side in relations to the benefit of quality education. The implication for this argument is clear; a good and quality education is a basic need for all communities deprived or endowed.

Education of quality encourages an individual's participation in community life, expands his knowledge and provides him with leadership values for the transformation for life. For this reason, education communities must emphasize wholesome and quality standards. Making a link between educational delivery and the acquisition of knowledge on the other hand and the living standards of a particular locality, Lawton (1996) observes that enhancing access to education, adequate and well furnished classrooms, balanced student-teacher ratio, obtaining core textbooks for each students, adequate training and learning materials, teacher quality and the capacity for parents to pay minimum fees for their children and wards are more serious challenges in deprived communities.

3.9.5 Emergency Education

What constitutes an emergency? From the viewpoint of international relief agencies, Save the Children literature states: "emergency is a direct and tangible threat to security, such as clash, a curfew, an occupation or a shooting incident or it is along term process of deprivation of right, chances and opportunities" (Bernard van Leer foundation, 2005). An emergency situation usually separates families unwillingly; it breaks down community growth and greatly increases children's exposure to violence, death, and physical abuse. It greatly creates a system of imbalance in children where if there is no quick remedy, they could lose the opportunity to improve on the future. An emergency situation requires, for the provision of a quick solution in order to have people regain hope for the future.

The word “emergency education” is coined to mean education for people who have their own education in shambles because of war or disaster and as a result requires a special kind of education to redirect their lives (Sinclair, 2001). Emergency education offers a quick solution to refugees or Internally Displaced Persons (IDP’s) when an emergency situation breaks loose. Said education could be education against the spread of diseases; such as HIV/AIDS, cholera and other kinds of sicknesses due to overcrowdings. It could be education for people cautioning them against landmines or a kind of education that helps them regain hope for the future. UNESCO (1999a), succinctly states that “educational emergency” is a crisis situation created by conflicts or disasters which have destabilized, disorganized or destroyed the educational system, and which require an integrated process of crisis and post-crisis response. The role of emergency education is clearly evident giving the instances with child soldiers in Mozambique and war affected youths in Guatemala. From literature, the importance of activities such as education and training in promoting psychological healing proves a significant point (Boothby, 1992; 1996; Herbst, 1995).

During the Liberian civil war in 1990, many youths and children actively participated as child soldiers in the wanton destruction of life and infrastructures. During the years 1992-1995, the Catholic Relief Services (CRS) under the aegis of the Catholic Church of Liberia organised an educational program providing scholarships for former combatants including youths and children. Many of them attended trauma counselling workshops where they were taught the importance of living in society and recognizing and respecting the rights of other people. With the acquired skills, most of them became responsible citizens and started the process towards the rebuilding of their lives. Some of them became emissaries of hope by taking peace messages to others in different communities. Refugee literature argues that “education provides opportunities for students, their families and communities to begin the trauma healing process, and to learn the skills and values needed for a more peaceful future and better governance at local and national levels”(Sinclair, 2001 p.2). But UNICEF policy paper argues that emergency education must be a developmental initiative that should continue after a given crisis has received media attention. The advocacy maintains that it is probably the weakness of education and its components that may have led to a conflict. In this regard, the strengthening of emergency education must take into consideration, the components of moral and quality (Pigozzi, 1999).

3.9.6 Refugees, Displaced Persons And Education

Emergency education is a rescue package for people in distress. Refugees and internal displaced persons (IDP's) are no strangers to education. Though it appears that they are poor and illiterate, but a few are up to the task and aware of the important role education plays. When refugees and displaced people assemble at a place of refuge, they lost their previous identities. Lawyers, teachers, factory workers, housewives and children are all vulnerable and must give in to formalities like registrations and screenings (Sommers, 1999). These formalities are pre-requisites for receiving of rations and other accessories befitting to refugees. As the process of food and other necessities are satisfied, the few teachers and other well concerned parents amongst the refugees initiate the process of schooling for youths and children of school going age. The children must now be encouraged to learn by means of schooling which helps them to forget about their past experiences like trauma disorders or involvement in military operations, etc. According to Sommers (1999), boredom and absence of education constitute a dangerous dose for refugee and displaced children. "It produces unstructured days where traumatizing memories linger, fears thrive, and violence is always possible. One method that refugees employ to address these problems is to start schools.

3.9.7 Why Education During Emergency?

When disasters or conflicts engulf a group of people, so is the burden of new problems. Education is then considered as a distant objective and seen as a luxury for the disgruntled people who may be in need of emergency food and shelter. But education is not a luxury. Education in a crisis situation is important in that it helps in the restoration of hope and dignity to a group of people frustrated from disaster. It can stimulate and is a basic right; and has a unique place in every culture and provides links with the past as it enables us to face the future and participate in its creation (Slaus, Slaus-Kokotovic & Morovic, 2004). Children are always in a state of development and are eager to be represented in events as they unfold. They are quickly absorbed by events when days of insecurity lingers.

Children affected by disaster are in transition; in terms of thoughts and responses. The many happenings taking place in their lives require a redress in order to pacify their minds. Education is important for them especially where there is breakdown of central control and hindrance towards accessing their national education systems due to man-made crisis and

natural disasters (UNESCO, 2003a; Bensalah, K. et al, 2000; Nicolai, 2003). Education plays an incredibly important role in the short-term and long-term effects on children during emergencies. It gives children a sense of security even when they are faced with chaos all around them and it is a tool that helps them get back on their feet towards the building of a better future. When people leave their homes because of crisis, they do so in great numbers and so is the risk of sickness and diseases because of the bad sanitary conditions. Through the provision of health education to these children, they are able to prevent cholera, HIV/AIDS and other forms of sicknesses which cause the death of many children during crisis (Sinclair, 2001). Psychologically children become stressed during a crisis situation after witnessing the many atrocities committed by militias. Some of these children suffer from trauma after being separated from their parent(s) and closest friends. Infact, some of these children may have actively partaken in atrocities themselves before moving to a displaced or refugee camp. Education serves as a source of inspiration for children in a crisis situation when they become vulnerable (Sinclair 2001).

3.9.8 Peace Education

Refugee or displaced people are a distinct group of people that have escaped their country or nearby surroundings due to instabilities as a result of conflict, disasters etc. As humanitarian and aid agencies help support the process of education after initial attempts by the refugee population, it is important to understand an astute component of refugee education called peace education. If educational concerns for refugees do not take into consideration peace education, it could mean all other education for refugees can not help the refugees forget the origin of the conflict or problem that made them refugees. As a result the refugees would always think about revenge or easily be recruited into fighting forces. My point does not necessarily means that with the overt introduction of peace education, refugees will not forge alliance or get involve in developments incompatible with their life as refugees. However, peace education will to some level provide education that helps refugees in making concrete decisions towards their own life.

3.10 CHALLENGES IN REFUGEE'S EDUCATION

3.10.1 Policies Of Host Nations

The United Nations 1951 convention clearly states the responsibility of host governments towards refugees. All individuals have fundamental rights to live at any destiny if feel threaten by governmental persecution. However it is the country of asylum that

determines who receives such status. Refugees should be accorded welcome, be able to move freely, have access to work and have access to education like nationals⁸. However, these opportunities are denied refugees in most cases to discourage them from residing permanently in host countries. This attempt is aimed at encouraging the refugees to repatriate back to their country of origin. The movement of refugee to host countries places pressure on the economy and other social systems of host receiving countries. The de-facto nature of their movements usually forces host countries to rethink and create a statutory body to control the influx of these refugees⁹. The country hosting refugee population experiences its share of the problems as well. It must firstly open up its border allowing the influx of refugees from their original country of stay and subsequently providing a parcel of land befitting the size of said population (Jacobsen, 2005). According to the General assembly of the United Nations:

“massive flows of refugees may not only affect the domestic order and the stability of receiving states but also jeopardise the political and social stability of entire regions and thus endanger international peace and security” (Obessi, 1987 p. 787).

Most African countries will not openly refuse the refugee influx due to the humanitarian nature involved but as a matter of fact, host countries suffers immensely in many categories. For example, existing schools may be overcrowded in some instances, because of large influx of refugee children into their schools systems thereby overstressing the capabilities of the teachers as well. Another issue that is of concern has to do with the unrestrictive use of the environment where large refugee populations tears down the forest for firewood, farmland and for building purposes. There is lack of proximity for refugees to easily acquire jobs. Even the very few that are qualified for jobs may suffers from xenophobia¹⁰ because of their status as refugees (Jacobsen, 2005). A major obstacle to the

⁸ In accordance with article 22 and 26 of the 1951 Convention relating to the Status of Refugees, Contracting States shall accord to refugees the same treatment as is accorded to nationals with respect to elementary education and education other than primary education. Refugee should also have legal access to freedom of movement and rights to choose their place of residence and to move freely within its territory.

⁹ For the case of the influx of the Liberian refugees in Ghana, the Ghanaian government through a national legislation, enacted Law 305; it took effect on August 27, 1993. This law was the basis for the organization of a Refugee Board which was to serve as a government agency with responsibility on refugee's affairs (Dick, 2002a).

¹⁰ Xenophobia is an anti foreigner mentality by host nationals (Jacobsen, 2005 p.45). Host citizens may feel that refugees are not law abiding or are in host countries to take their jobs. There may also be a general belief that refugees are criminals and may introduce negative attitudes like stealing, raping or drugs related crimes in host communities.

reception of refugees by most developing countries is attributed to the “limited capacities of their national economies” (Jacobsen, 2005 p. 15). Most developing countries are not in the position to contribute towards the demands of refugee problem. In the initial stages of the influx of refugees into host nations, it is usually the government of host nations that starts the process of aiding the refugees before extending invitation to humanitarian and relief agencies (Jacobsen, 2005).

Some developing countries do not have a clear policy on the treatment of refugees¹¹. The fate of refugees remains diametrically opposed in different directions as some of the developing countries hosting refugees are themselves refugee producers for other countries¹². On the contrary, there exists no commonality in the reception of influx of refugee between developing countries and countries of the north. The countries of the north have allocated resources and modern technology that makes it difficult to allow refugee influx as compared with developing countries that lacks these basic requirements (Ager, 1999). With regards the relationship existing between refugee and host nation, both parties find themselves in a decisive state. The refugee is concern with his safety as well as survival strategy whereas government planners and policy makers are confused about the objectives and approaches towards the problem: should the new comer be allowed to assimilate, adapt or integrated? Should the newcomer be aided with the technicalities involved for becoming a part of the general society or will the refugee be indoctrinated into a new society at the same gripping on to familiar traditions?(Katzki, 1978 p.5). Government policies usually dictated by economic and political considerations often changed and are difficult for the newcomer to understand. Frequently, new demands on migrants are made without sufficient explanations in understanding language. (Katzki, 1978 p.6). From all indications most refugees seeking asylum in a foreign country within the African context are those from the rural areas. Most of these people have limited education and exposure since most of the communities they originate from do not necessarily provide as much opportunity for education or

¹¹ In the case of Kenya, for example, all refugee responsibility is delegated to the UNHCR by the Kenyan authorities(Jacobsen, 2005 p.15)

¹² An example of such refugee current is the hosting of Somali refugees on Ethiopian soil and in similar gesture Ethiopian refugees in Somalia (<http://www.irinnews.org/Report.aspx?ReportId=73418> (Accessed August 14,2008), (<http://www.w4report.com/node/3049> (August 14, 2008), another example is the sharing of refugees by Liberia and Sierra Leone when both countries were embarrassed by gun totting men. <http://www.reliefweb.int/rw/rwb.nsf/AllDocsByUNID/a8e589aa8cc100cc85256c4d0065b468>; <http://www.refugeesinternational.org/content/article/detail/803/> (Accessed August 14,2008).

advancements. There are also refugees who are educated and can easily differentiate between lines without much distinction.

Most refugees in an asylum country are sometimes privileged to benefit from packages or organized schemes from local, international organizations or governmental agencies with oversight responsibilities on disaster management. The task of accepting and caring for refugees have been a serious point of concern as it relates to most host countries. However, the UNHCR and other Non Governmental Organizations are partners in the refugee's assistance programs and thus are working in fulfilment of the UN charter on refugees and cannot protect refugees as expected. It is usually the responsibility of the authorities of host nations to provide security for refugees within their respective borders. In most cases, refugee camps or transit centres in host countries are closer to borders of the escapee's original country and this may not actually favoured the safety of the refugee since there may be cross border raids which may be at the detriment of the refugee. There exists an arbitrary behaviour by nations to frustrate the attempt of refugees from the very beginning since they may not be in the position to uphold their status of protecting refugees (Amnesty International, 1997).

3.10.2 Economic Implication For Refugee

At the emergence of conflicts, people struggle for survival and perhaps become disenchanted in their plight as they seek refuge in an effort to protect themselves. Some moved toward directions of nearby villages; while another segment of people moved towards other urban cities or areas within the same country where they feel their security can be guaranteed. This group is considered as the Internally Displaced Persons (IDP's). The latest of these are displaced groups of people who are able to mobilise some resources to continue the journey across border to a foreign country in the developing world as refugees (Jacobsen, 2005). As these refugees cross into a new country amidst the many setbacks of seeing the atrocities that may have been committed, or the disillusionment experienced, they find themselves in a very complex condition in deciding the way forward. Refugees have a great task of caring for themselves once they have enter a so called place for refuge. First as they arrived at a new settlement, they must be able to provide for themselves shelter, food and water until the arrival of humanitarian aid. Thousand of refugees the world over are faced with protracted situations starting from the very point the thought of flight sets in to the point when they cross a foreign border (Jacobsen, 2005).

However, as they moved through these many dangers, different survival strategies are employed to pursue their livelihoods. As they moved away from conflict zones, they seek means of assistance en route until they become settled. As these refugees become settled, they take up residence in rural and urban areas as well as camps under constituted authorities. Based on the plight of these refugees, local authority and local relief agencies are the first to rush with aid to alleviate the immediate concerns of these refugees until international agencies come in with relevant packages benefiting the refugees' emergency needs. Concomitant with their flight to a new country as refugees comes with the responsibility of providing support for themselves in likely pursuit of their livelihoods and well as the process of education. Usually at the onset of any crisis situation, there is an apparent rush of aid and other supply packages to meet the urgent demand of needy refugees. But as these aid organizations depart, the refugees fall short of humanitarian assistance; which was meant for emergency needs (Jacobsen, 2005).

3.10.3 Provision Of Basic Needs

The life of being a refugee or an internally displaced person IDP'(s) is quite difficult and challenging. The task of completing all the life processes at a place of refuge can be considered frustrating for a person victimized by conflict or a natural disaster. A refugee or internally displaced person is one considered to have lost all or almost all personal belongings because of the manner they escaped.

According to Jacobsen, "When people flee their home in conflict zones, they have often lost everything that enables them to earn their own living" (Jacobsen, 2005). However, it is worth noting that some refugees or IDP's¹³ may be in possession of some valuables¹⁴ at the time of escape but said valuable may not make up for the length of time the refugee/displaced person may be taking refuge.. Relief and international aid agencies are always available during the emergency period to provide some level of food, shelter and

¹³ Internally Displaced Persons (IDP's) "Internally Displaced Persons (IDP's) are persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized state border"(UNHCR, 2004b)

¹⁴ Valuables in this case could mean money, jewellery, telephone number or other items that could easily be exchanged for liquid capital. Telephone number was important to ring friends or relatives living abroad especially the United States of America where almost any Liberian has a relative or friend. At the onset of the Liberian

clothing for the disgruntled wanderers. Such provision marks the beginning of the refugee or IDP's experience as to how to satisfy other economic problems. The refugee must have to provide for other basic needs outside the regular food ration on a daily routine for time indefinite. It may be a month, a year, decades or number of years on a protracted basis. This constitutes a serious problem for most refugees living in a place different from their home country where they have lived and able to provide for themselves. Membership in a (Susu)¹⁵ is one way in which some refugee starts the process of putting their economic life on tract. Refugees sometimes raise money by selling their produce obtained from agricultural means in the market and are able to pay towards their local saving (Jacobsen, 2005).

This would mean the refugee will have to get involved in some agricultural work by planting after seeking some lands from locals within host communities¹⁶. In most instances, the sale of relief items cannot be excluded from the history of refugee income making machinery. Refugees are able to divide their ration in a way that some portion is sold to raise money for other activities¹⁷. Some of the refugees are able to join the locals in the community by learning from them best way possible in which they can raise some income. However, as humanitarian supply to refugees, runs out, there are other relief agencies that provide micro-loans and other agricultural implements to refugees (Jacobsen, 2005; p. 33). Refugees are able to use these means to solidify their economic status in the absence of full employment. Refugees are also able to make use of skills acquired from back home if possible or while living on camps to work on contractual basis as support staff with United Nations and humanitarian aid agencies. Most educated refugees are employed as teachers in

civil war in 1990, a good number of Liberians that escaped into Sierra Leone were living luxuriously as compared to citizens of the host country.

¹⁵ The *Susu* is a Local Saving Network usually organized by Liberians as way of raising money in order to sustain themselves. Usually there is no special limit to the number of persons that can be allow as members but in most instances members are not more than ten persons. The members of the group agree on the amount to be paid and at the end of four days or at the end of every week the amount collected is given to one person. It allows for much flexibility and members are understanding and prepare to help one another until they can manage their economic plights on a local basis. The *Susu* is a common name for this kind of saving in most West African States. In Sudan it is called *sandug*, *tontines* in east Congo and *likilimba* in Kinshasa (Jacobsen, 2005; p. 29)

¹⁶ Host communities are areas bordering refugee camps or communities hosting refugees. Access to arable land for refugee is difficult in most host communities. Sometimes the land could be infertile or no land for agricultural purposes at all or if there is arable land, refugee xenophobia could be a serious problem (Jacobsen, 2005; p.31).

¹⁷ The selling of food aid is a serious economic activity by refugee. They trade ration or ration cards to but desirable food items sometimes or other commodities. For example, Liberian refugees in Guinea and Ghana traded bulgur wheat and corn respectively as the two were non-staple food items for Liberians to buy rice and other food items (Jacobsen, 2005; p.26, Andrews, 2003. *When Is a Refugee Not a Refugee/Host Relation in Guinea?* Report no. 88. www.unhcr.ch (Accessed December 16,2008)

the early stages at refugee camps but are able to take other positions and this provides a mean of economic sustenance. This situation becomes possible by means of integration into the host society. This implies that host society must open up its tentacles to allow refugees maximize cultural identity, education and socialization into host networks (Jacobsen, 2005).

3.10.4 Children's Behavioural Pattern

In the upbringing of children, parents or guardians play a significant role by assisting the children with the necessary guidance and information that will help them become important citizens. Consequently, looking at the link between the parents and the children, socialization is a vital component because it helps both parties to conform. 'Socialization' is the process of gaining the capacities for social interaction that enables the person to function in society whereas the person becomes transformed into a social person, a person capable of interacting with others Handel (2006). Harris (1998) discusses the behaviour of children and youths in what she called the "group socialization theory". The theory states that children and youths are found in the habit of identifying with group of similar characteristics and usually adapt tendencies and norm of said groups by cultivating behaviours relative to the norms of their group. Another feature of group socialization theory is that children and adolescents are tremendously influenced by the culture in which they grow up in. The cultural setting of a given community has a direct impact on the behaviour of children. She further discusses that culture has a lasting imprint on the minds of children and youths. She emphasizes that both children and adolescents identify very strongly with their peer group, even if it means giving up their identification with parents (Harris, 1998). Children belonging to both Refugee and IDP's parents experience similar fate due to the setting they find themselves in because of conflicts. Children's integration into a societal setting demands that they adopt certain behaviour. In order to adopt such behaviour, they must be able to socialize and get mingled with other people. The direction towards this may take different intervals at different times as the children get acculturated into developments as it unfolds in a given setting (Handel 2006; Harris, 1998).

3.10.5 The Problems Of Language And Curriculum

Education for refugee children and youths may experience another setback if the issue of language and curriculum are not addressed. The UNHCR prioritizes repatriation of refugees to their home country as one of the solutions to the problems to refugees. The UNHCR advocates for "education for repatriation" which implies that students including

children should be taught in their home language and curriculum while living at refugees camps so as to be acquainted with development back home before their arrival. If refugee children/youths attend school in host country using curriculum and language different from their own language, it could be of disadvantage to them during repatriation. That would mean all of their precious years of education could almost be in vain. A referral to this is the case of Angolan refugee children and youths in DR Congo studying in French instead of Portuguese. How effective would these children integrate into the educational life in Angola after they return home from D. R Congo? (WCRWC, 2004). Children are motivated if there are awards for what they have learned. Such award in the form of certificates becomes valuable to students if the documents are received and accorded respect by receiving institutions. For the Liberian case, The Ghanaian educational reform of 2007¹⁸ stipulates that the medium of instruction in Kindergarten and Lower Primary will be a Ghanaian language and English. This will serve as a new challenge for Liberian refugee students at the Buduburam School setting.

3.11 CONCLUSION

In this chapter, I have discussed the definition of refugees and some of the many legislations supporting the cause of refugees. I have discussed on the rights to education for children and that of refugees and its importance. One specific aspect I dealt with in the discussion has to do with some of those challenges that tend to keep refugee children out of school. The chapter concluded with discussion on the United Nations and relief agencies proposed solutions to the problem of refugees with some information on refugees living in deprived communities. I have discussed emergency education and it is necessary giving some prospects on what would happen in the absence of emergency education. I did present some discussion on the vulnerability of refugees especially where they are deprived of almost everything and must start a new life amidst a new culture, land and language issues. The chapter concluded with some information on the economic implications of refugees enplaning some of the struggles refugee undergo in order to make a living.

¹⁸ The Ghanaian Education Reform can be located at http://www.geographyteachingtoday.org.uk/images/text/KS3_Africa_6GhanaEducationReform2007.doc (Accessed December 16, 2008).

4. RESEARCH METHODOLOGY

4.1 INTRODUCTION

This chapter gives a vivid description of events that took place during the collection of data for this study. The chapter further explains how the research study was conducted and the kind of research design selected for the study and also why said research design was chosen. The chapter will give a collective representation of the various research methods that were chosen by the researcher in executing the field work in Ghana and Norway. Research methods are strategies employed to extract information in a study. Patton argues that “research method is simply an instrument like questionnaire, interview or observation that is used for collecting data” (Bryman 2004.17). In this chapter, I shall give some deliberations on the research methods used for the study: Which include interviews, observation, field notes, library research and documentation. Other areas of concern in this chapter include the accessibility of the research participants, the target population, and the kind of sampling method used for the study. The chapter shall conclude with information on the credibility of the study (Reliability & validity) which are vital to all research study.

4.2 RESEARCH DESIGN AND CHOICE OF SELECTION

In the process of conducting any research, it becomes imperative to have a kind of guidance that will help in the evaluation of the research questions. According to Bryman (2004), a research design provides a framework for the collection and analysis of data. This study will use a qualitative design. My decision to select qualitative design is based on the fact that qualitative design seeks understanding of a social reality and is more descriptive in its analysis. It coincides with Patton (2002) that qualitative design allows the researcher to get closer to the respondents and their environment to get their living testimonies. Realizing that the research was exploring new grounds, I choose qualitative design to enable me gather information from the respondents capturing their thoughts, accessing their feelings, emotions and imaginations on the case being pursued (Patton 2002; Bryman 2004). Another reason for my selection of qualitative design for this study is that, it allows for the researcher to probe or make inquiries into what the respondents are saying. The Buduburam camp being a real world setting provided the opportunity where the researcher and the respondents were free in the interchange of ideas. Qualitative design gives room for the research to take place in a

real world setting and there is no manipulation of result by the researcher and the phenomenon of interest unfolds naturally (Patton, 2002).

The study shall take on a case study posture because the study is a single case since it deals with the Liberian refugee children living at Camp Buduburam in Ghana. Case study permeates and gives us the understanding of issues and helps us experience and increase our horizon on happenings as they unfold. A case study investigates a contemporary phenomenon within its real life context, when the boundaries between phenomenon and context are not clearly evident (Yin, 1984). Critics of the case study method believe that the study of a small number of cases can offer no grounds for establishing reliability or generality of findings. Others feel that the intense exposure to study of the case biases the findings. Some dismiss case study research as useful only as an exploratory tool (Soy, 1997). Yet my selection of case study as a tool in exploring the educational access of the Liberian refugee children/youths at Buduburam is because it allows for analytic generalization especially when the researcher is determined to reach a broader theory with results as compared to generalizing his results to a particular population (Yin, 1994).

4.3 DATA COLLECTION PROCEDURES

The successful implementation of any research work coincides with the process of data collection. Data collection was the foremost instrument used in collecting vital information towards the execution of this thesis work.¹⁹ All data emanating from the field trip were collected at Apam and Buduburam situated in the Gomoa District in the Central Region of Ghana as well as the Central and Greater Accra areas (see table 1 and 2). Semi-structured interviews, observation, field notes, library research and documents analysis, were the foremost data collection methods used in gathering information for this study. Below is a brief synopsis of the selected methods.

4.3.1 Semi Structured Interviews

For the sake of the study, a semi-structured interview was selected. This was done so as to have the opportunity to have a healthy discussion with the respondents with the aim of probing further into what they say. In my investigation on the refugee children/youths and education, I intended getting a first hand information of the problems and the choice of

¹⁹ Data collection procedures are the same as research methods. Please see definition of research methods in the introduction at (section 4.0).

selection of semi structured interviews afforded me the prospect to ask further questions in response to what I saw as significant replies (Bryman, 2004).

Bryman asserts that semi structured interviews lies in the context where the interviewer has sequence of questions in the form of an interview schedule but is able to vary the sequence of the questions while at the same time has some latitude to further ask questions in response to what are seen as significant replies (p. 113).

Before setting out for my fieldwork to Accra, I had managed to write out some interviewing guides or questionnaires at which time my research advisor provided a major source of inspiration and guidance. The questionnaires were coined for the different group of persons that formed part of the survey and were separated into different categories. These groups of person included the UNHCR/Local & International Non-Governmental Organizations, the Ghanaian Refugee Board, The Ghanaian Ministry of Education/Ghana Education Service, Parents, Principals of School, The Buduburam Central Educational Board and the refugee children and youths themselves. Based on studies conducted by (Dick, 2002b), the Liberian population at Buduburam, is living without humanitarian assistance and education being a cardinal arm for the wellbeing of any individual, I was able to structure my questionnaires to meet the conceptual meaning of refugees accessing education in a foreign country in the absence of humanitarian response. I looked at the challenges/nonchallenges aspect, motivational aspects, resource allocation aspects, opinion aspects and those aspects that are of priority to them as refugees.

Before the interviews were administered, the questionnaires were piloted and the reasons for piloting the questionnaires are as follows:

- To determine whether the interviews were appropriate and effective;
- To determine whether participants understood the questions.
- To determine whether some question are necessary for the target groups of the study.

Questionnaires are piloted in a study to serve as a test or means for satisfying the manner in which the questionnaires will be administered during the research study (Gall, Gall & Borg, 2003). I had earlier thought of piloting the questionnaires in Norway, but made a change of mind later owing to the differences in schedule of those contacted and besides the living environment in Norway and Ghana are diametrically opposed to one another and using people in Norway to pilot the questions would not serve the point . The questionnaires were piloted in Ghana to give me a first hand experience of what I should expect during the interviews. However, those involved in the pilot study did not formed part

of the study. There were a total of 26 respondents during the course of the interviews. About 21 of the interviews were conducted at the Buduburam Refugee Camp; while the balance of the interviews took place either in Accra or its immediate surroundings. 9 of the 26 interviews were tape recorded and most of the participants prefer to partake in the study without being taped recorded for reasons of fears and anonymity²⁰. The background or setting for most of the interviews held was quite encouraging except at two of the schools where the process was open for nearly all to see and whenever a question was posed to research participants or respondents at said schools; there was loud applause; whenever the respondents replied with structural grammar or a kind of big English sentence. The presence of the onlookers may have contributed to the way in which the 2 respondents replied to the questions for the study. I do agree that this sets the basis for bias in the research; but I must sincerely say that their sayings and emotions were not new from what others had contributed to the study. Their contributions did not engender any new development to the study and all that they said was a repetition of what others had already said or said during the study.

4.3.2 Observation

Patton (2002) asserts that observational data has the ability to describe the activities that is unfolding at the research setting, the people that are participating in those activities and what they are saying as compared to what they are saying during an interview. Observation was one of the data collection methods employed in the study. In a way, it informs the researcher of some things that are taking place in the lives of the people under study which cannot be easily said by them. Observation plays a very important role in serving as checks on what people are saying or what is written down in documents. The qualitative data gathered in an interview from what people say or that which is written down by them in documents could have limitations in terms of validity. Therefore, in order to understand these limitations, the researcher must incorporate observation as a phenomenon of interest (Patton, 2002). During my data collection process in Ghana, the researcher took on the role of a participant observer. This was done to allow the researcher partake in the social world chosen for the study.

Marshall and Rossman (1989) states: “immersion in the setting allows the researcher to hear, see and begin to experience reality as the participants do” (P.79). Therefore, during

²⁰ See section 4.5 on reliability

m fieldwork in Ghana, I was cognizant of such responsibility by me being a participant observer in order to correlate all aspects of the research process. Gold (1958 cited in Bryman, 2004) states that by being a participant observer, the researcher's status is known by members of the social setting. Being a researcher and a Liberian which was known by some of the respondents, afforded me the opportunity to participate in many of their activities while at the same time maintaining my role as an observer. I partook in smaller groups of discussion involving many refugees with the research topic as my focus. From these encounters, it was observed that most of these children/youths attending schools;

- lack parental guide, and thus were deciding their own fate
- lack of recreational facilities and pit-latrines
- lack of safe drinking water on campus
- experience difficulties of entering Ghanaian schools around the camp
- give credence to resettlement or could hardly reach senior high schools

4.3.3 Library Research and Documentation

Before setting on my voyage to Ghana, I made use of the University of Oslo library in Norway by making a thorough library research of documents relating to the refugee's situation in Ghana. The intent of using library research and documentation was to gather some information on the research setting and corroborate it with interviews conducted by me at the Buduburam Refugee Camp. The research was to further serve as comparing factor by balancing that which was obtained from the library research with the different information collected during interviews held with research participants during the field trip in Ghana. Yin (1994), asserts that documents are used to corroborate and augment evidence from other sources. Also while in Ghana; I received some documents on previous enrolment of refugee students as well as some documents relating to educational survey conducted at the camp that looked at different problems within the educational arena existing at the camp.

4.3.4 Access

I arrived at the Buduburam Refugee Camp on the 18th of September 2007, a day after my arrival in Accra, Ghana. Along with my host from Accra, we first visited the

Liberia Refugee Welfare Council (LRWC) offices at the camp²¹. I introduced myself as a student researcher and presented a letter from the Institute for Educational Research.²² Upon receipt and reading the letter, I was granted permission immediately by the head of the Liberia Refugee Welfare Council (LRWC) to embark upon my field work. Within, three (3) days 18-21 September, 2008, I was able to establish contacts and interviewing schedules with almost all persons of the targeted population living at the camp. But before my arrival in Ghana, I had earlier established contacts with some individuals working with two of the local non-governmental organizations on the camp; the Abandoned Refugee Children Home (ARCH) and Help Save a Life (HSAL). With help of the two organizations and my host we visited a number of schools (approximately 14) and established initial contact with school administrators, parents and organizations on the camp²³.

After our visitation to the concern schools, I was able to contact few other persons who could give information on who the key informants are. Based on the information from the snowball sample, I was able to select the ten schools that form part of the study and subsequently arranging a timetable for interview. The target group was easily accessible at the Buduburam Refugee Camp except for accessing some organizations having responsibility over refugee education was difficult. I encountered some level of difficulty in meeting and arranging schedules with the Christian Council of Ghana, the UNHCR and the Ghana Education Service²⁴. Later in Accra, with the aid of directions, I established contacts with the United Nations High Commission for Refugees (UNHCR) the Christian Council of Ghana, the Ghana Education Service and Ghana Refugee Board and was able to set up interview time and dates with much difficulty.

²¹ The Liberian Refugee Welfare council is the executive council of all the Liberian refugees living at Buduburam.

²² The letter was signed by the Head of Study Administration of the Institute for Educational Research at the University of Oslo. This letter sought assistance for me as a student in the conduction of my field work while I was in Ghana.

²³ See Appendix C for a complete list of interviewing dates of organizations, schools and individual interviewed.

²⁴ The Ghana Education Service (GES) was established as part of the Public Service of Ghana in 1974. it is that units of the Ministry of Education, Science and Sports (MOESS) responsible for administering pre-university education and creating an enabling educational institutions and environment that will sustain effective teaching and learning in schools . The GES is governed by a fifteen-member council.

NO.	DATE	LOCATION	WHO I INTERVIEWED	NOTES
1.	09.20.07	Buduburam	Parent	Notes Taken
2.	09.24.07	Buduburam	Student, Fundamental Baptist	Taped
3.	09.24.07	Buduburam	Instructor, Fundamental Baptist	Taped
4.	10.04.07	Buduburam	Co-ordinator, (ARCH) (Local NGO)	Notes taken
5.	10.04.07	Buduburam	Student, St.Gregory Catholic School	Notes Taken
6.	10.06.07	Buduburam	Chairman, (LRWC)	Notes taken
7.	09.27.07	Buduburam	Instructor, Children Better Way	Taped/Notes
8.	09.27.07	Buduburam	Student, Children Better Way	Taped
9.	10.04.07	Buduburam	Project Officer, CBW (Local NGO)	Notes Taken
10.	09.27.07	Buduburam	Head, (BCEB)	Taped
11.	09.25.07	Buduburam	Vice Principal for Instructions, Buduburam School (BRCS)	Notes Taken
12.	09.25.07	Buduburam	Student, Buduburam School	Taped
13.	26.09.07	Buduburam	Instructor, Methodist School	Taped/Notes
14.	26.09.07	Buduburam	Student Methodist school	Notes Taken
15.	26.09.07	Buduburam	Student, Faith Foundation	Notes Taken
16.	26.09.07	Buduburam	Student, New Testament school	Notes Taken
17.	26.09.07	Buduburam	Co- coordinator, (HSAL) NGO	Notes taken
18.	10.04.07	Apam	Assistant Director for Finance and Administration, (GES)	Notes Taken
19.	10.08.07	Accra	Associate Repatriation Officer, UNHCR	Notes Taken
20.	10.08.07	Accra	Secretary, Ghanaian Refugee Board (GRB)	Notes Taken
21.	10.12.07	Buduburam	Non student	Notes taken
22.	09.25.07	Buduburam	Instructor, Refuge Baptist school	Taped
23.	09.25.07	Buduburam	Student, Refuge Baptist school	Taped
24.	10.20.07	Nungua	Former Student	Notes taken
25.	10.21.07	Dansomah	Parent	Notes taken
26.	10.26.07	Kasoa	Youth (not in school)	Notes taken

Tabell 1. Interview List

4.4 THE TARGET POPULATION, SAMPLE METHOD

4.4.1 THE TARGET POPULATION

The targeted group for this study includes refugee children/youths ranging from the ages 8-20 years. The target population resides at the Buduburam Refugee Camp. The intent of interviewing the targeted population was to gather sufficient evidence in answering the research questions for this study. Members of the refugee population and different actors having oversight responsibilities over refugee education were also contacted in providing their thoughts and real live experiences with regards to events unfolding within the refugees' educational sojourn. "Their life history has the potential to allow alternative voices to be

heard. This may also help the researcher achieve a degree of depth, flexibility; richness and validity. There were a total of 26 persons that contributed to the research in their respective roles as interviewees or respondents. They constituted children and youths living in and out of the camp, parents, headmasters of schools, representative of the Buduburam Refugee Welfare Council, representative of the Buduburam Central Education Board, representative of the Ghanaian Refugee Board, representative from the United Nations Office in Accra, representative from the Ghanaian Education Service, representatives from local NGO's residing on the camp and other Liberians former students who previously lived at the refugee camp. Reasons for giving the characteristics on the respondents is to give readers a concrete background on individuals chosen to form part of the research work and to give a true meaning to the viability of the research work.

4.4.2 Sampling Method

I employed the snowball and convenience sampling methods in order to get a broad group of knowledgeable people who are well informed with sensitive information to identify the targeted group (Peters & Waterman, 1982), since I was not familiar with the environment or with those to be interviewed. The Liberian population at Buduburam lives distinct at Gomoa Buduburam sharing almost the same ideology as it relates to their living conditions. Considering this, I selected the snowball sampling method because once I got in contact with a knowledgeable person at the camp; I would be introduced to other people who have more information or knowledgeable on the topic I was researching on. Patton (2002) asserts that "snowball sample is an approach for locating information-rich key informants or critical cases. The process begins by asking "well-situated people" (p. 237). In Order to effectuate the interviews; permission was obtained from United Nations offices with responsibilities over Refugees, other Non Governmental Organizations as well as The Liberia Refugee Welfare Council and the participants themselves. By virtue of the fact that snowball sample is nonprobability method, there may be biases since there is no sampling frame drawn where members were selected. For example, famous and popular personalities are more likely to be chosen from a given population. However, in order to overcome the bias that I may have run into famous personalities, I managed to have interviewed more than the actual number of persons that I had earlier planned. I had planned to only interview 15 persons but instead interviewed 26 persons. By me interviewing other people from diverse background, I was able to create some level of credibility during the research.

Category	Gender			Academic Qualifications			%
	M	F	Total	High School /Below	Post High School	University Graduates	
Parents	1	1	2	-	2	-	7.7
Children/youths	5	6	11	10	1	-	42.31
UN staff/Camp NGO's	2	2	4		2	1	15.39
GRB	1	-	1	-	-	1	3.85
LRWC	1	-	1	-	1	-	3.85
GES	-	1	1	-	-	1	3.85
Heads of schools/ Teachers	3	2	5	-	4	-	19.2
BCEB	1	0	1	-	-	1	3.85
Total	14	12	26	11	10	5	
%	54%	46%	100%	42.3%	38.5%	19.2%	100%

Tabell 2. Details on respondents

NB: UN staff means United Nations staff; GRB is the Ghana Refugee Board; LRWC is the Liberian Refugee Welfare Council; GES is the Ghana Education Service; Camp NGO's refers to camp non-governmental organizations; BCEB is the Buduburam Central Education Board.

4.5 ETHICAL CONSIDERATIONS

This study is directed to finding necessary information towards a sustainable goal and at the same time describes the challenges towards education by refugee children or youths at the Buduburam Refugee Camp. There was no act of dishonesty; neither deception act on the part of the researcher that would expose the privacy of the research participants into derision. With the consent of the interviewees, I tape recorded some of the interviews and for those that refused to give consent, rough notes were taken. For children that were interviewed, either schools administration or parents were contacted and at the same time, the children themselves were contacted as to whether they were willing to partake in the interviews or not. Before venturing out into the field, a letter from the Department of Educational Research, University of Oslo was obtained. This letter introduced me as a student researcher and at the same time seeking compliance from my research participants for them to grant me audience in the collection of data. I took along a letter of Informed Consent which introduced me as a researcher and how they (participants) were free to contribute to the findings and as well could accept or refused to partake in the survey. The

letter of consent was a guiding or sacred document that gives a detail account of the roles of the research participants and me. The document stated that the research participants were free to participate in the study and could withdraw at any time they intended to do so (see appendix A for Letter of Consent). This research work shall have implications for the Liberian refugee children and youths and all other persons that contributed to the study. I am aware that since refugees especially children have been exposed to series of trauma, may be hesitant in giving their consent to a stranger. However, I had to assure the research participants that whatever information provided through interviews shall be kept strictly confidential and they had the right to refused to be taped recorded or excluded from the study. All research participants were asked to sign the informed letter of consent or give a verbal agreement to their participation in the research. This was a means of guaranteeing them of my role as a researcher and for their part to participate or freely withdraw from the study at anytime and subsequently discarding information provided during the study.

4.6 RELIABILITY

Reliability and validity are important components that are used to judge the authenticity of a given research. Lecompte & Goetz (1982) argue that internal validity can be of strength if the researcher participated in the social life of the people under study. The researcher must have been able to spend almost all of his time around the research setting to an effort to experience and catch a glimpse of the real life situation of the people under study as this allows connection of congruence between concepts and observation. The researcher must be able to submerge his own interpersonal influence thereby giving credence to the true facts and life confession of what is actually taking place in the life of the people. In further buttressing these points, Patton (2002) asserts there are four mandates in collecting qualitative data:

“the qualitative methodologist must get close enough to the people and situation being studied to personally understand in depth the details of what goes on; the qualitative methodologist must aim at capturing what actually takes place and what people actually say: the perceived facts; qualitative data must include a great deal of pure description of people, activities, interactions and setting; qualitative data must include the direct quotations from people, both what they speak and what they write down.”(p.28).

Giving credence to the above quotation, the researcher was able to spend some time in the research setting observing and taking down rich details of the happenings unfolding in the lives of the people as well as giving details of their activities and a brief description of

the research setting. But equally, I am guided by the phrase “empathic neutrality” as a point of departure. Here, the researcher needs to be reminded of not been too involved because that could lead to ill-fated judgement and at the same time keeping a distant as that could also reduce understanding in the study (Patton, 2002). However, it is worth mentioning that my presence as a Liberian and a researcher living in one of the world’s richest countries (Norway) may have contributed to the way the respondents contributed to the study. They felt that my presence as a Liberian and a researcher living in an industrious nation would better their chances for their views to be heard by the humanitarian organizations. This was so, because according to them; there have been many researchers coming to the Camp Buduburam for the purpose of conducting studies and this has in no way change their plight. Some of the informants assumed that I could easily contact organizations to help them or I had a closer contact with humanitarian organization aiding refugees. The latter explanation could render some uncertainty to the research results, but however I was able to offset whatever bias that may have been stated during the interviews with the respondents at the camp through multiple people and access points. Nearly all the respondents living at the camp had the same story to tell and interviews with the UNHCR, Ghana Refugee Board and the Ghana Education Service confirms the challenges refugees are living with at the camp.

Conversely, in the process of carrying on a qualitative research, the questionnaires, observation and even the interpretation of the research results is done by the researcher which of course is not free of the researchers’ biases. In this connection, it has been problematic in accepting the terms *objectivity and subjectivity* in conducting qualitative research because these terms continue to pose difficulty in the acceptance of qualitative research results (Scriven, 1972a; Borman and Goetz, 1986; Krenz and Sax, 1986; Guba, 1991). As a means of expressing the vitality of reliability and validity in qualitative research, (Guba & Lincoln, 1994), invented an alternative means of assessing the quality of a qualitative study. They thereby proposed the word “*trustworthiness*” which comprises the four components of credibility, conformability, transferability and dependability. I managed to use triangulation, which further authenticates the credibility of the research. In this regard, observations, readings from library research and interviews as well as field notes, were looked at thoroughly to see the extremes of commonalities or differences (Patton, 2002). In order to effectuate respondent validation, I had wanted to contact all of the respondents for the second time for consistency in relation to what was said earlier. But however, due to time

and limitations in resources, I was only able to contact (six) 6 of the respondents that were interviewed. These respondents refer to those that were interviewed as field notes were taken down. This was done as a means of correcting what interviewees have said and what I have written.

Most of the 26 persons that served as research participants were hesitant to be tape recorded under the interview. They stated that they were not certain where the tapes would end up even though I had earlier assured them of how secured they tapes would be kept. Most of the refugees stated that they were afraid that they could be pursued or singled out in case of anything since they were already living and taking refuge in a foreign country. However, this reduces the level of ecological validity of the research; because to ensure a very high ecological validity of any research, it is necessary to give as many details on the names, location ages and other information necessary of the respondents²⁵. But again, the more information that is published on the respondents, the more difficult it is to secure the level of anonymity I had promised to protect (Brock-Utne, 1996). Therefore, this level of anonymity will be upheld because according to Shils (1959), it is inappropriate to expose or make mention of any details without the wilful consent or prior acquiescence of the person interviewed or observed.

4.7 ANALYSIS OF DATA

The major findings in the work will be discussed and analyzed with the use of grounded theory. Data are analyzed and discussed to give information about happenings that took place during a research setting. Marshall and Rossman (1989) states: “data analysis is the process of bringing order, structure and meaning to the mass of data collected”. Grounded theory is considered as an approach of qualitative analysis that was developed in the early 1960s by Straus and Glaser (Straus 1993: 5). The entire process was achieved by making series of comparison from the data collected. According to Bryman (2004), general strategy of qualitative data analysis refers to a “framework that is meant to guide the analysis of data” (p.399). The process began with the revision of the research question and the organization of the interviews into codes. The process of open coding and axial coding was employed so as to break the codes and also compare and examine the gathered data. The

²⁵ Ecological validity refers to “the extent to which behaviour observe in one context can be generalized to another” (Brock-Utne 1996:617).

process was continued until no further data was surfacing (theoretical saturation) and at the same time there was a close link between the data and reality (Bryman, 2004). As required of grounded theory, I coded the interviews or data because this gives room for simplicity and allow the data to be broken down into components. I allowed the collected data to guide my theory. Under the context of data analysis, this is called theoretical sampling; “the process of data collection for generating theory” (Glaser and Strauss, 1967:45 cited in Bryman, 2004:305).

4.8 CONCLUSION

This chapter discussed some excerpts from what transpired during the data collection process. Emphasis was laid on the different types of data collection and the type of research design chosen. I also made mention of the manner in which I gain access to the camp taking into consideration my first point of contact at the camp and how met the research participants. Also I also discussed the issue of reliability and validity which is very strategic in any piece of research work.

5. THEMES EXTRACTED FROM INTERVIEWS

5.1 INTRODUCTION

In the previous chapter, I discussed the methodological concepts chosen for the research and explained in detailed how the research work was conducted. In this chapter, we shall be looking at the results collected during the interviews, the process of data analysis, interpretation and the discussion of the interviews conducted at the research setting in Accra. I shall present and discuss the eight (8) themes out from the interviews with the respondents after the coding process²⁶. I will first start by presenting the results from the interviews, which will be followed by a thorough analysis and discussion of the research results. Also included in this chapter is the attitude that Liberian refugees both children and adults living at Buduburam Refugee Camp harbour towards the process of integration, resettlement and the process of repatriation on the one hand and that of education on the other hand. All these developments were closely studied by the researcher to answer the research questions formulated before interviews and observation in Ghana. The chapter shall conclude with summation of the major points discussed in the chapter.

- Why are Liberian refugee children not attending and/or completing primary and secondary schools at the Buduburam Refugee Camp in Ghana?
- What problems challenges are there in the integration of Liberian refugee children/youths into the Ghanaian formal education system at the Buduburam Refugee Camp in Ghana?

5.2 RESULTS FROM THE INTERVIEWS

5.2.1 Why Are Young People Out Of School?

The research participants responded to this question in a number of ways. Of the 26 persons that participated in the research, there were three cardinal points that they claimed that contributed immensely to why most of the children living at the Buduburam refugee camp are out of school.

²⁶ The eight (8) themes extracted from the interviews with the respondents in Ghana include: 1. Structural and Institutional challenge s facing Access to Education, 2. High Level of Poverty Existing on the Camp, 3. The Resettlement Hope 4. Social Factors as a Challenge to Children/Youth Education, 5. Survival Strategies to Overcome Challenges, 7. Little or no Support from Humanitarian Agencies, 8. The Integration Factor

A. *Poverty*

23 respondents (87%) agreed that poverty was responsible for most children not going to school. They stated that parents were not in the position to provide or purchase school materials like textbooks, exercise books and school uniforms even after the children were allowed to enter schools freely at the kindergarten level. The respondents claimed that the issue of survival was somehow critical and important at the camp and as a result parents usually prefer buying food for their children or wards at the expense of buying school's materials if there was money.

B. *Lack of Motivation*

Another groups of respondents indicated that refugee children had nothing like role model that could encourage them into doing positive things. 12 respondents (46%) of the respondents stated that children were not motivated and some saw the process of "education" as something that could be pursued at anytime when they make up their minds. They stated that lack of motivation by parents and guardians had led to most children at the camp becoming gamblers or liability on the already down trodden community.

C. *The Dream Of Resettlement*

Another point made by 20 of the respondents (77%) was how the process of resettlement has contributed to children not being in school. They claimed that children were obsessed with the idea of resettlement and as such were hoping to enrol at institutions in Europe, The Americas or Australia after they were resettled. They respondents asserted that there were some children who felt that after resettlement into a western country, they could find a job and support themselves without thinking about going to school. Children under this category are in some cases enrolled at institutions at the camp but usually stop going to school as soon as there was some information that they were on departure²⁷. Also 16 respondents (62%) who were very optimistic of the resettlement program also stated that they would prefer repatriation to Liberia if the process of resettlement was not possible. They give reasons of language, lack of employment possibilities and payment of foreign fees

²⁷ Departure is term employed by the refugees at the Buduburam camp to explain that they have been selected to travel. However, there are many persons who consider themselves under the nomenclature "departure" but for many years continue to remain at the camp without travelling.

at Ghanaian universities for refugees and the xenophobia held by some Ghanaians towards Liberian refugees.

D. Social Life At The Camp

Respondents during the interviews admitted that social life on the camp has greatly cause a lot of the children at the Camp to stay away from school. 19 respondents (73%) stated that children lack concentration and were very exposed to life socially as compared to academically.

5.2.2 How Parents feel about their Children Education?

Two (2) parents (8%) of the total of 26 respondents' interview stated that school authorities and teachers were to be blamed for the poor academic results of children attending schools at the camp. They stated most of the teachers were untrained and only using the art of teaching as a mean of survival. In the same vein parents stated that the climate under which their children was learning was one of frustration. They talked about the lack of textbooks, the extortion of money from students by instructors for series of pamphlets or handouts to make up for lack of textbooks. The children did not see any role model that would encourage them into going to schools. They further disclosed that many students that had already graduated from high school did not have financial support to enter universities around Ghana or were not qualified academically to enter any university around Accra.

5.2.3 What Kind of Education are Refugees Receiving?

Eighteen respondents (69%) of the total of 26 persons interviewed stated that education received by refugees at the camp was in accordance with the Ghanaian curriculum issued by the Ghana Education Service (GES). They claimed that education is education and there was nothing they called refugee education. However, they stated that in the absence of textbooks and other school materials, they were not satisfied with the kind of education students are receiving. Of the five (5) teachers interviewed, out of twenty-six respondents, four (4) constituting (15%) of the total sample stated that the curriculum did not incorporate any information about Liberia. Therefore, some teachers have incorporated some materials from Liberian history into the curriculum to teach students about historical developments in Liberia. They said the shortage of available textbooks was another factor giving teachers the courage to extract teaching materials from any book on a subject matter regardless of whether the books were outdated or relevant.

5.2.4 How Do Refugee Children Feel About Schooling?

With the exception of three organizations, the UNHCR, GRB and GES, all of the research respondents provided answer to this question. However, there were variances in how they responded to the research. Sixteen respondents (62%) were of the views that education is an integral part of their life because it is always needed in one's life. The only point of contention amongst their views were, the difficulties being experience by some of them in school and the fears that, they may have to discontinue schooling due to hardships. They were very receptive to the idea of schooling.

5.2.5 How Do Refugees (Children) Raise Resources For Schooling?

Fifteen respondents (56%) of those interviewed explain how children managed to obtain means for their education. According to some of the respondents, parents were mainly involved in the day to day movement around the camp to find means for their children to have education. Some of these parents according to the respondents usually sweep from yard to yard early in the morning in order to raise funds to feed their children and pay their users fees. However, some of the children stated in their responses how some of them had to sell around after school or would have to miss schools some days in the week to make up for the previous day when their sales yielded no results. According to two of the respondents (8%) from the total sample, an orphanage and a local NGO around the camp was responsible for keeping them in school but they had to score good grades in order to continue their education.

5.2.6 Refugee Children And Integration Into The Ghanaian Community

Eighteen respondents (69%) of the refugees including children interviewed during the research expressed bitterness about their integration into the Ghanaian society. They cited the difficulties the Ghanaian economy was going through due to over-population. They explained how there was constant rise of prices which affected them seriously. For example, if there was an increment in the price of gas, prices for transport to Accra and surrounding towns would increase and whenever the price of gas was normalised, the transportation fares would never come down to its original price. Twelve respondents (46%) of the sample were sceptical about integration into the Ghanaian community because of limitations in one of the local Ghanaian languages and the overall beliefs by Ghanaians that Liberians were introducing crimes and prostitution into the Ghanaian society.

5.2.7 What Struggles Do Children Have?

Nineteen respondents (73%) of those interviewed explained about the problem children are faced with that disturbs their attention for schooling. They explained that some children are either unaccompanied or separated and as a result do not have the rightful parental guide. They argued that some of these children intend to have education but do not have the means due to the economic situation at the camp while at the same time there are others with support for schooling but fail to continue schooling due of bad influence.

5.2.8 The Role of NGO's in Children's Education at Buduburam

The role of NGO in providing education or educational subsidies towards children's education at the Buduburam refugee camp in Ghana is something the refugees consider questionable. According to four respondents (15%) of the of the total number of persons interviewed, the reduction of support by UNHCR and other international relief agencies to the refugees was due to the present donor fatigue experienced by the relief agencies. They argued that in the absence of funding it was impossible to aid the Liberian refugee's educational efforts to the highest level. A further argument put forth by them was, elections had taken place in Liberia and the international community was in support of programs in Liberia to encourage the refugees return home. However according to sixteen respondents (67%) of the total sample interviewed, they were frustrated over the way UNHCR and other agencies were treating the Liberian refugees. They complained that the DAFI scholarship and other Para-professional scholarship for Liberians had been withdrawn while refugees from Sierra Leone and other countries residing within the borders of Ghana were yet benefiting. They stated that the UNHCR was only donating a single copy book to each student at the primary level and paying the BECE examination fees for ninth graders at the Buduburam refugee school. The refugees asserted that the UNHCR overall activity at the camp was mainly concentrated on people who are sick with HIV-AIDS, tuberculosis and older people above the age of 65 and the provision of educational support for only 35 unaccompanied children living at the camp. People named in the former two categories were receiving medicine and food (bulgur wheat and corn) which was sold to local Ghanaians because according to the refugees it was not a staple diet for Liberians. The respondents commended UNHCR for the earlier support in terms of chair, stationeries but argued that more be done at the present point in time to make the education at the camp one of quality.

5.2.9 Age Factor as a Deterrent

The situation of age was another point the respondent elaborated on during the course of the study. Eight of the respondents (31%) stated that being over aged was one of the main problems affecting some students as they attempt to access schooling. They stated that some over-aged students have been mobbed at the Refuge Baptist School, a situation which discouraged the mobbed students from returning to school because of the embarrassment of shame. They refugees further asserted that the UNHCR itself had introduced the aged factor as a criterion for admission to most of the scholarships that were previously available before the withdrawal of educational support for Liberian refugee children and youths. The introduction of the aged factors caused the rejection of many Liberian refugee children youths who had intended to benefit from the DAFI scholarship and other Para-professional scholarships for refugee children and youths intending to access education.

5.2.10 Children Starting, Remaining And Completing Schools

This is another aspect, respondents commented on during the study. Of the 26 persons that contributed to the study, twelve (46%) openly admitted that one of the major problems of the young generation at the Buduburam refugee camp is their inability to be retained in school or their inability to complete their studies at the high school level. The respondents stated that despite the problems of difficulties existing at the camp, there are some who have all the means to enter school. The respondents averred that these students mainly leave school because there are so many events unfolding around the camp that are quite interesting to them. They want to sit in the companies of “Cash Money Boys”²⁸ to extract some money for food and other items at times or did not really see the process of schooling as something necessary.

²⁸ Cash Money Boys is the adequate term used by Liberians to described Liberians and other Africans who come to the America’s, Europe and Asia to exploit their would be clients fraudulently of money and other valuables. The client is made to pay for some liquids with the hope that the liquids can wash black money to real American dollars. According to one of the respondents, the Cash Money Boys usually convinces the client by washing a real sample of the American dollars covered with some black dirt with the liquid until it becomes a real dollar. The client is made to use the washed dollar by purchasing some items making him/her to believe that the more liquid he/she pays for, the more dollars he/she can accrue. They finally return to Africa spending lavishly on parties and friends without much investment for profits. Upon depleting of their finances, they return to their clients for more

5.2.11 Strategies by Refugees to Compliment for User Fees at School

Children, parents, teachers and other stakeholders over education at the Buduburam camp explained much on the difficulties faced by children in their efforts to access schooling. Amongst the many views gathered by the researcher, fourteen respondents (54%) of those interviewed stated that some children use strategies in order to access education. According to the respondents, some of the strategies include selling in the market, using the internet by both boys and girls to chat with men in Europe, Canada, the United States of America and Australia convincing their client that they are deeply in love with them. Through this means, they are able to receive money to pay rent, buy food and continue the process of schooling. The respondents further narrated that some of the children get involved in manual labours by helping local Ghanaians around the camp with house work after school hours to obtain food and some cash for school purposes. Some are involved in the local transport network by finding passengers to board cars travelling to Accra, Winneba, Kasoa and other areas around Ghana for a little cash after the car has been loaded.

5.2.12 How Do Children Get the Information about Schooling?

All of the school administrator or teachers constituting 20% of the total respondents spoken to stated that, they usually rent loud speakers and visited most of the homes encouraging parents to send their children to school with the understanding that parents can pay the user fees later when money is on hand. Some children through motivation are able to start the process of schooling but the ability of the parents to continue motivation and provide financial resources is limited. Besides almost all households at the camp are headed by females making it more difficult to provide for a child morally and economically in a refugee setting²⁹. Most of these households comprise large family sizes, a condition which limits the economic or spending power of a single parent in the absence of a lucrative job.

5.3 DISCUSSION AND ANALYSIS OF THESIS

5.3.1 Structural And Institutional Challenges Facing Access To Education

I will consider structural challenges as those directly connected with infrastructures for the holding of classes, laboratories, libraries and sites for recreational activities. Whilst

²⁹ According to a survey conducted by SHIFSD, of 146 households interviewed, 116 or (79%) were women while 30 (21%) were men (SHIFSD, 2005).

institutional challenges as those factors directly connected with teachers asking favours (for example, sex or bribes) from students, overcrowded classrooms, high tuitions charged by administration to students and the problems of curriculum for students at school. The educational system at the Buduburam Refugee Camp in Ghana has its own pitfalls as it ascribes to providing education for the large number of refugees. The existence of about 35 institutions of learning³⁰ at the Buduburam Refugee Camp is not sufficient for the provision of “quality education”³¹ at the camp. According to a survey conducted by (SHIFSD, 2005), factors hindering the promotion of quality education at the school finds itself imbedded in the lack of trained teachers, lack of resource centers for students research, lack of student’s toilet and bathrooms, poor monitoring and supervision by administration and the student’s dream for resettlement. In response to a research question on challenges, fourteen respondents (54%) of the research respondents openly lamented on the structural or institutional inefficiencies that is hampering the education system at the camp. They cited overcrowded classrooms, lack of toilet and bathroom facilities at the schools, lack of motivation from schools authorities as some factors responsible for children not being in school. A student at one of schools expressed how the lack of motivation from schools administration is helping to discourage many students from attending classes at school. This is what the student said:

We are getting some information from school’s authorities that students will soon be discouraged to continue to the 10th grade after failing to pass the Ghanaian administered (BECE) for students in the 9th grades. This will discouraged those in school and those sitting and cannot go to school. Boys and girls are sitting and causing social unrest on the camp or involving in crime and prostitution or just anything. (Respondent # 14 on interview List).

Another student during the interview cited the overcrowding of classes causing congestion during teaching hours. The student expressed the uncomfortable gesture experienced under the very hot Ghanaian climate owing to overpopulated classes with the

³⁰ The information is contained in Policy documents obtained from the Buduburam Central Education Board (BCEB) by the researcher during interviews for the school 2007-2008. (See Figure 13 for the table).

³¹ Quality Education refers to available factors that helps make education what it ought to be. I consider them as ‘inputs and resources’ on the one hand and ‘outputs and outcomes’ on the other hand. By inputs and resources, I mean buildings, textbooks and instructional materials, potentials of the students, trained teachers and administrators. For outputs and outcomes, I would say the achievements attained by students, attitudes, civil engagement and other results as profit of inputs into the educational arena. This could be for example, employment, earnings etc.(Adams,1997 pp.2-5)

kind of poor ventilation systems that usually accompanies the school buildings. The student explained the experience in this manner:

We are going to school but it is just the name that we are in school. We sometimes have to come sooner to find good seats to sit on or you will have to sit on a seat that you do not like when you come late. When you are sitting at the back of the class and decide to come out of the class, you are going to see that sometimes the entire class will have to stand up because the seats are almost sitting on one another. We sometimes feel bad because we sweat in classes because the room is smaller than the number of persons that are in it. (Respondent # 12 on interview list).

Another of the respondents, a principal had this to say about the systems of laboratories and textbooks. He cited the unavailability of laboratories for senior high school students as well the problem of shortage of modern science books commensurate with the standards for Junior and Senior high school students. He stated like this:

In the classroom, most of the teachers or the learning facilities themselves are not compared to normal conditions when it comes to real schooling. Practically, the basic materials are lacking for a child that is intending to read science. No microscope, no laboratory and available textbooks are old fashioned and sometimes not available at all. If a child will go far above in order to maximize their desire of taking science, practical equipments should be available. For example, if the teacher is talking about a cell, the child should be able to see what a cell is like under a microscope. (Respondent # 13 on interview list).

Three (12%) of the school administrators, during the time of interview mentioned on the manner in which the curriculum issued by the Ghana Education Service is structured. They explained that while it was true that both Ghana and Liberia are members of West Africa; and members of the West African Examinations Council, the Ghanaian curriculum did not incorporate anything on Liberian history or educational reading material for repatriation for Liberian refugees. Instead they accused some Ghanaians for making the process difficult for refugees. One of the school administrators spoken to remarked in this way:

We have been telling the United Nations that at least they can help us go Liberia and get the revised curriculum at least for the primary level so that we will be integrating it with the Ghanaian curriculum mainly in the Area of social studies so that the children can know a little of Liberia. I went to the Buduburam in the 12th grade or senior class just to test them on current events. People do not even know the name of the vice president of Liberia. It is terrible for this generation. Where are they going? Again, we have a

problem with the Ghanaian curriculum and in some instances we do not agree with it at all. You will have a home assignment on the human skin for example, and when you check the curriculum book because he or she wants for their book to be sold and infact you will not see anything. But another Ghanaian will then prescribe his/her own book and say you will find it there. When you buy that book sometimes you won't see anything there. So we have decided that we will blend whatever we can create on our own to make the student to understand and get them prepared for advance challenges to come tomorrow. (Respondent # 3 on interview list).

Respondents during the interview cited instances relating to the structural and institutional challenges children face in the sojourn of their educational quest at the Buduburam refugee camp. From interviews with the Buduburam Educational Board and literature documents from SHIFSD (2005), there are 35 registered schools for the 2007/2008 school year. Most of these schools at the camp are not recognized or licensed by the Ghana Education Service to operate despite the long history of schools being established at the camp. There are only two Ghana Education Service (GES) conditionally recognized senior high schools at the camp but these schools have yet to meet the required standards. Information provided by the respondents and (SHIFSD, 2005) also highlighted dissatisfaction between UNHCR-community school authority' and traditional leaders of the host community over how two schools built by the UNHCR for refugees in term of structural appearances were taken over by local Ghanaians in the community and the other and placed under The Catholic Diocese of Cape Coast. The two schools are the District Assembly Primary and Junior Secondary School and the St. Gregory catholic school.

A respondent asserted that local Ghanaians argued that these schools were build outside the area allotted for the refugees. Only a handful of Liberian refugee children attend the District Assembly Primary and Jr. Secondary School. Most of the students spoken to stated that they did not prefer attending the schools because teachers sometimes spoke the local Ghanaian dialect "Twi" or girls were forced to cut their hair very low; a condition which is uncommon in the Liberian settings. But from the researcher own findings, these schools were more academic with good control of discipline and most refugee students were not prepared to submit to those requirements. It is even more discouraging and repugnant to note that the oldest and highest institution of learning existing at the camp, The Buduburam Refugee Secondary School, lacks recognition by the GES as a secondary school. It is only licensed to operate conditionally and therefore as a result of this; the administration usually will have to contact the Senya Senior Secondary School around the refugee camp to allow refugee students in the 12th grades to join their Ghanaian counterparts sit the SSSCE West

African Examinations Council (WAEC) administered exams. According to one instructor from the Buduburam School, he did mention that:

Of late it has become quite difficult and embarrassing for the 12 graders attending the Buduburam Refugee School to sit along with their Ghanaian counterparts because of low marks earned by the refugee students. (Respondent # 11 from interview list).

During the interview, the administrators stated that the poor SSSCE/BECE³² results of the Liberian refugees for the school terms of 2004/2005 and 2005/2006 prompted the camp manager³³ of the Buduburam Refugee Camp to invite the Buduburam Central Educational Board and principals of the Buduburam schools system as to the reason for the poor results. It was thought by the manager that Liberian students did not understand the curriculum or did not understand the normal English language owing the pidgin form of English spoken by almost all Liberians at camp Buduburam. Taking the above point into consideration, I would argue that a prescribed curriculum is one thing and its acceptance and subsequent implementation is another thing. If an environment under which a given curriculum exists is not conducive in terms of untrained teachers, congested classrooms, occupation of the resettlement syndrome, poverty and hunger; then of course the anticipated level of understanding required by students will definitely be at its lowest ebb as demonstrated by the students at the camp in terms of attitude and the WAEC administered examinations.

During the course of the interview, four senior students at the Buduburam Refugee Community School (15) of the respondents commented on the behaviour of students in response to their school work. The absence of textbooks was a serious point of deterrent for them towards being consistent for their studies. They narrated their own experiences about what happens after they have left their school's campus. One of them narrated his version in this way:

³² The Basic Education Certificate Examination (BECE) is examinations taken by the 9th grade students while the Senior Secondary School Certificate Examination (SSSCE) is examinations taken by the 12th grade students. The Senya Senior Secondary School is a Ghanaian Sr. high schools that incorporates students from the Buduburam Community School to sit the SSSCE because The Buduburam Refugee School is not a recognize high school by the Ghana Education Service(GES).

³³ The camp manager is an appointed position by the Ghanaian government. It is usually held by a Ghanaian national who serves as a liaison between international NGO's and camp management on the one hand and the camp management and the Ghanaian government on the other hand.

We tried our best by going to school and paying attention. After the teacher has taught we just go home and do not bother because we do not have any prescribed textbooks to study from. We have to sell or go somewhere around the camp to find some kind of contract or work almost every day to earn something for ourselves. Tell me how possible is this situation? Even with textbooks how can you read a book if you are not happy or maybe feel that there is no hope. The only time most of us open or have the ability to read from our copy books is when we come back to school and when the teacher is asking a question from the notes he gave the previous day. (Respondent # 5 from interview list).

However, it is worth noting that the school system itself at the camp had been through series of reforms graduating from point zero to its present stage. According to an authority from the Buduburam Central Education Board (BCEB), the improvement of the school system from classes that once squatted under trees to structured classrooms whether congested or without windows, took precedence quite shortly. He further stated that up to the point when the UNHCR curtailed its activities at the camp in 2000, there was no central educational body at the camp that coordinated educational activity. The coming into being of the Buduburam Central Education Board initiated the link between all the schools at the camp on one hand and the schools system at the camp and the Ghana Education Service³⁴ on the other hand. This level of understanding has led to not too frequent workshops but at least some workshops are held at intervals to beef up teaching skills amongst the instructors at the Buduburam Schools System

Below is a comparison of statistics between Junior Secondary Schools (JSS) at the Buduburam Refugee Camp on the one hand and the entire Ghanaian Junior Secondary Schools (JSS) for the years 2004/2005 and 2005/2006. The statistics shows the performance of students attending schools at the camp and their results from the Basic Education Certificate Examinations (BECE) for two successive school years 2004/2005 and 2005/2006 as compared with their Ghanaian counterpart for the same years under review.

³⁴ The Ghana Education Service (GES) was established as part of the Public Service of Ghana in 1974. The Vision of Ghana Education Service is to create an enabling environment in all educational institutions and management positions that will sustain effective teaching and learning in school and promote management efficiency within the Service. <http://www.moess.gov.gh/ges.htm> (Accessed December 10, 2008).

No.	Schools	No. of Candidates	Students Passed	Students failed
1.	BRCS	142	17	125
2.	Dominion	20	0	20
3.	A-47	28	4	24
4.	Precious Jewels	16	0	18
	Total	206	21	185
	%	100	10	90

Tabell 3. 2004/2005 BECE Results, Buduburam

No	Schools	No. of Candidates	Students passed	Students Failed
1.	BRCS	148	6	142
2.	Dominion	25	0	25
3.	A-47	26	3	23
4.	Precious Jewels	21	3	18
	Total	220	12	208
	%	100	5	95

Tabell 4. 2005/2006 BECE Resukts, Buduburam

NB: Information on the tables 3 and 4 was collected from Buduburam School documents through the courtesy of one of the Vice principal of the Buduburam Refugee community School.

	CANDIDATES	PASSED	PASSED %	FAILED	FAILED %
BOYS	152,633	118,231	77,461	34,402	22,539
GIRLS	125,358	91,445	72,947	33,913	27,053
TOTAL	277,991	209,676	75,425	68,315	24,575

Tabell 5. BECE Results, 2004/2005 Ghanian Junior High Schools

<http://www.moess.gov.gh/jun.htm> (Accessed December 23, 2008).

Comparing the tables, (3 and 4 against 5 and 6) for Junior Secondary Schools on the refugee camp and the entire Ghana as a country, it can clearly be seen that students at the camp have performed dismally in their exams. 90% or more Students attending schools at the Buduburam Camp and in the 9th grades failed on the average as compared to their

Ghanaian counterparts for the school years 2004/2005 and 2005/2006. The lack of textbooks, untrained teachers, students' inability to comprehend the value of education and stress³⁵ on the part of both teachers and students constitute a serious basis for the results obtained by the students.

Table 6: BECE RESULTS (Jr. High) FOR GHANAIAN SCHOOLS FOR 2005/2006

	NO. OF CANDIDATES	PASSED	PASSED %	FAILED	FAILED %
BOYS	156,978	97,042	61,819	59,936	38,181
GIRLS	127,169	71,494	56,220	55,675	43,780
TOTAL	284,147	168,536	59,313	115,611	40,687

Tabell 6. BECE Results, 2005/2006 Ghanian Junior High Schools

<http://www.moess.gov.gh/jun.htm> (Accessed December 23, 2008).

A study conducted by SHIFSD (2005), indicated that counselling was important for the inhabitants at the camp in order to re-orientate their level of comprehension towards the idea of education. Such counselling would help de-traumatize students, teachers, administrators, parents and the community at large about the importance of schooling. However, there is not much statistics to show for senior high schools existing at the camp because none is licensed to operate as a high school. These schools fall far below the modus operandi as set forth by the Ghana Education Service but however, they continue to operate. The issue of qualified administration and teachers, library, laboratory and recreational activities are lacking in these schools and therefore their own term of existence is limited at the Jr. High level or Junior Secondary Schools (JSS). According to interviews from an administrator of one of the schools, these schools originally operated on the Jr, High level but as students from the 9th grades became to spill over, the need to include 10th, 11th and 12th grades was seen as an imminent solution to arrest the problem.

We have a problem with the schools on this camp. We have to contact other Ghanaian schools around here for our 12 grade students to register under their

³⁵ Stress is an anxiety disorder that afflicts people who have experienced extreme trauma, such as torture, rape, criminal assault, imprisonment, combat exposure, and homelessness or "refugee displacement" (Assanand, 2008)

name because we are not recognise or licensed to operate as high school by the Ghanaian Education Service (GES). Their performance is good sometimes and not too good at times in exams and I mean for those who take it. Some do not have the money to register and for them, they only complete the school's requirements without sitting the SSSCE. (Respondent # 11 from interview list).

The researcher was able get results from past examinations indicating how 12th grade students performed for the years from 1998-2001.

TABLE 7: SSSCE RESULTS FOR BUDUBURAM SECONDARY SCHOOL 1998-2001

YEAR	NO. OF CANDIDATES	NO. PASSED	% PASSED	NO. FAILED	% FAILED
1998	86	54	63%	32	37%
1999	77	30	39%	47	61%
2000	45	27	60%	18	40%
2001	76	N/A	N/A	N/A	N/A

Tabell 7. SSSCE for Buduburam Secodary School 1998-2001

NB: Table 7 was culled from (Dick, 2002a: p20)

From the table above³⁶, students attending the Buduburam Secondary School performed very poorly on their scores in 1999. This was due to the process of resettlement. Just about the time of the SSSCE administered tests by the West African Examination Council (WAEC) was taking place, resettlement interviews were being conducted and students were more concern about their travelling and did nothing much with their studies as indicated by the results. Also for the year 2000, there were fewer students taking the exams because a bulk of these expected to have taken the exams left for resettlement to the United States of America.

According to an instructor of the school, the exam results spanning from 1998-2001 was considered the best results thus far in the school's history. The good results could be attributed to the rush of many smart teachers and students from Monrovia, Liberia starting

³⁶ Buduburam Secondary School Records cited in (Dick, 2002a).

from 1996 to around the year 2000, when city fighting was at its best in the city of Monrovia. These teachers and students became part of the Buduburam Refugee Secondary School system thus becoming part of the school's success story whilst awaiting resettlement information from UNHCR or friends and relatives in the Americas and Europe. However, the researcher was unable to acquire information from GES on the performance of Ghanaian students except for 2005/2006 and 2006/2007. There is no corresponding statistics available from the Ghana Education Service for the same year 1998-2001 as was presented above for the Buduburam students; neither results for the school authorities on the camp for 12 graders for the year 2005/2006 and 2006/2007. If the statistics were available, we could easily deduce from the results the performances made by the Liberian refugee students at Buduburam and ordinary Ghanaian students in the 12th grades.

	NO. OF CANDIDATES	PASS	PASS %	FAIL	FAIL %
BOYS	64,338	31,442	20,229	32,896	51,130
GIRLS	48,609	17,854	36,730	30,755	63,270
TOTAL	112,947	49,296	43,645	63,651	56,355

Tabell 8. SSSCE Results for Ghanaian Schools 2005/2006

TABLE 9: SSSCE RESULTS FOR GHANAIAAN SCHOOLS 2006/2007

	NO. OF CANDIDATES	PASS	PASS %	FAIL	FAIL %
BOYS	76,689	33,602	43,816	43,087	56,184
GIRLS	60,887	21,330	35,032	39,557	64,968
TOTAL	137,576	54,932	39,928	82,644	60,072

Tabell 9. SSSCE Results for Ghanaian Schools 2006/2007

NB: Tables 8 & 9: <http://www.moess.gov.gh/gen.htm> (Accessed January 14, 2009)

Another problem derailing the educational standards at the camp finds it rooted in the problem of congestions of classes as stated by the refugees during the interview. Amongst the many factors militating against the standards of education in the Buduburam school system, the problem of congestion is a serious problem. During the field study, the researcher observed that most of the junior and senior high schools had between 56 to 70

students in some classes making it difficult for teachers to walk between rows. According to findings by SHIFSD in 2005, the factor of congestion is negatively impacting on the quality of education. The report mentioned that classes are often congested and are conducted in make-shift buildings, churches and at times in private homes. In many cases, the ratio of students to teachers is 90:1 whilst in some instances about 130 students are in a classroom. The report further argued that proprietor setting up schools were in most cases the ones to determine what type of school they would create and in some instances a house contain three or four rooms could be considered as a elementary, junior and senior high school. The report reiterated that these classrooms are not the size of a normal classroom. Unlike the Ghanaian education system, congestion of classes is not possible. The table below³⁷ gives a synopsis on the teacher and student ratio for Ghanaian Junior Secondary (JSS) and Senior Secondary Schools for the school years mentioned.

TABLE 10: PUPIL/TEACHER RATIO FOR 2005/2006 SCHOOL YEAR

	PUBLIC			PRIVATE		
	ENROLMENT	TEACHERS	PTR	ENROLMENT	TEACHER	PTR
NURSERY	66,178	1,812	37:1	116,623	3,923	30:1
KG	807,369	20,440	39:1	191,450	6,140	31:1
PRIMARY	2,647,616	70,334	38:1	475,287	18,127	26:1
JSS	883,060	45,824	19:1	157,942	10,661	15:1
TOTAL	4,404,223	138,410	32:1	941,302	38,851	24:1

Tabell 10. Pupil/Teacher Ratio for 2005/2006 (Ghanaian Schools)

TYPE OF EDUCATION	STUDENT TEACHER RATIO	
	2005/2006	2006/2007
PUBLIC	22:1	21:1
PRIVATE	16:1	18:1
TOTAL	22:1	21:1

Tabell 11. Student/Teacher ratio in Senior Secondary Schools

NB: Table 10 & 11: <http://www.moess.gov.gh> (Accessed January 14, 2009)

³⁷ <http://www.moess.gov.gh> (Accessed January 14, 2009)

From the tables, (Tables 10 & 11) and considering information about the congestion of classes at Buduburam schools, I argue and question the kind of education children are receiving at the camp especially those in the graduating class. From observation during tests at the one of the senior high schools, students were discussing test questions and soliciting views from one another before taking down answers and the instructor sat in front of them and making no comments. Nearly all respondents agreed that there is a problem with the kind of education the children are receiving and at the other end teachers are relaxed and do not really expect much from these students academically owing to the strain children are facing with their education.

Dick (2002a) states that from interviews with the principal of the Buduburam Secondary School, no graduate of the Buduburam Secondary School have gone on to Ghanaian universities due to lack of funding and lack of interest. Most or all of these students do not achieve the criteria to enter universities because of the discouraging WAEC results or only graduate from the refugee school without sitting the SSSCE. This point directly coincides with (section 3.5.4) of my literature review and supports Beeby(1986) argument that children finishing schools in deprived areas or communities seem rather less fit in becoming constructive members of their own communities. Instructional materials and the acquisition of student's notebooks also are major problems for students. An instructor of one of the schools during the interview stated that the United Nations for the 2007/2008 school year distributed a single copy book to each student. He complained that it was unfair to provide copy books to students without taking into consideration that student in the upper classes needed more than one copy book for the entire school year. According to the head of the Buduburam Central Education Board, between the year 2003 and 2005, the school system at Buduburam needed approximately 403,746 notebooks, 28,103 pieces of stationery, 36,084 textbooks and many other items including infrastructures (SHIFSD 2003 & 2005).

The quality of teachers and their ability to encourage students towards their school's work is another aspect that was made mention of by respondents. There was usually a criterion set for teachers in order to teach but at the same time most of the schools needed instructors for teaching positions. Many of those available lack the rightful credentials, the compromise was to easily select the few good teachers and high school graduates to execute the task of teaching. This of course was not the right choice but a choice of compromise for the sake of providing education for children living at the refugee camp. According to

interviews and observations, most of the qualified teachers are actively involved (and/or) part of the resettlement process and a good number of them have departed to developed countries for reasons of choice thus rendering the educational system at the camp to its present status³⁸. Pajibo (1999) in his analysis of education at the Buduburam settlement, cited the lack of trained and qualified teachers in the school system and even for those relatively few that are qualified, remuneration is poor. Pajibo's analysis at the time revealed that 80% of teachers at the camp were untrained- a situation that prompted his college to enlist the assistance of the University of Education, Winneba to train more teachers.

Another problem facing the educational system at the camp has to do with the problem of retention and completion at the Buduburam schools system. According to a baseline study on education conducted by the Self Help Initiative for Sustainable Development (SHIFSD), a local Non Governmental Organization (NGO) at the Buduburam refugee camp for the school year 2004/2005, out of a total of 11,707 students enrolled, only 10% or 1198 students were in the upper three classes or high school division (SHIFSD, 2005). A striking issue of concern facing refugee children and youths education at the Camp Buduburam finds it self indebted in the problems listed above. From interviews and observation, recreation facilities were lacking for students and there is no library or laboratory for student's research and experiments. Textbooks or teaching materials (i.e., posters, charts, etc.) were not available or if they were available, they were limited and outdated. Teachers made notes from sources available to them and students were made to pay for handouts which were mandatory to buy in order to sit for school exams.

5.3.2 High Level Of Poverty Existing On The Camp

Life at the Buduburam refugee camp seems to have *different phases*³⁹ with different factors being responsible for why children and youths are not accessing education. Amongst these factors, problems arising at and from home are major setbacks in children efforts

³⁸ While the researcher was conducting an interview with the Vice principal for Instructions in October, 2007, at the Refugee's camp most senior and oldest high school, [The Buduburam Refugee and Community School], he was invited to attend the departure ceremony of the school's principal. He was schedule to depart for the United States of America, the following day.

³⁹ In an interview with one of the former students of the Buduburam Refugee School, life at the Buduburam Refugee Camp has different phases. According to the former student who is no longer in school due to financial problems, there were many impossibilities and few possibilities for every single new day at the camp. People had to wake up every morning and go in search of food, water or whatever means to survive. That was very crucial especially if you do not have any support. (Interview # 24 in Appendix C)

towards the process of accessing education. Almost 16 respondents (60%) of the respondents interviewed, explained on the difficulties children and youths face at home. They explained about hardships or poverty at home that greatly discourage them about thinking on the idea of education. However, a few of them have been able to withstand the home situation in order to access schooling. Here are some excerpts from interviews conducted that illustrate how poverty affects access:

Response from one of the school administrators:

Disappointedly, no body would in their true mind sit and say I do not want to go to school except some research can prove it. The children are making efforts but I tell you it is not easy. From home, they are traumatized even before coming to school because of difficulties are home. You can see it from their faces. Some of them come hungry to school and do not even wash their faces because they or their parents cannot afford to buy water. Even there are some mothers who go to the school every day to collect the plastics bags after others have purchases and drunk the water from the bags. They collect these plastics and resell them in the market in order to provide daily meal for some of these children at home.(respondent # 4 from interview list).

Response from a student respondent:

There are many children and they are not living with anybody but themselves and they decide what they want to do. They are not in school and are doing things that are good for them as they see it. Most of us here are teenagers, students and parents at the same time with no source of income or support. We do not have any relative abroad to send us money. Tell me how this can encourage you to go to school and learn? (Respondent # 2 from interview list).

Further below is an excerpt or response from another youth who left school after making efforts to remain in school. He explained on the difficulties of acquiring money for school especially in the junior and senior high sessions where student have to buy pamphlets and paid for other requirements at school besides the regular user fee. Below is an excerpt from the interview:

My brother, the situation here existing on this camp is not easy. Some of us go to school but have to leave during recess period to load cars at the local parking in order to get something for food. Only if you are lucky to have somebody overseas then you are sure to get something every month if you are lucky. Even at that there are some people who have families or friends abroad but they do not receive anything at all. The level of poverty on camp is tough because we are not getting any support from the United Nations. The more or higher you go into education, the more your expenses become and the less

money you have to buy pamphlets for nearly all subjects; thus making the idea of leaving becomes a forced solution. (Respondent # 26 from interview list).

The level of poverty existing at the camp is a single impediment that stands against children and youths accessing schooling. Most of these children will have to engage themselves in other means in order to feed themselves and so the means of schooling is a forgone alternative for them. One of the research participants a 10th grade student stated during the interview that he has to leave classes during most days of the week in order to load cars at the local Buduburam car parking. He stated that car loading⁴⁰ after school hours was disadvantageous because other students would be around, thus reducing or making it difficult to earn something enough to take care of the home. Therefore, according to the student, the only strategy was to get involved in the business while his friends were at school. The information provided by the respondent satisfies the point that when people are stretched beyond their normal and extremes; and if there is no other alternative in sight, they may be forced to revert to situations that they see fit to make a living. Another of the respondent, a mother, explained in plain words the difficult possibility she has to undergo to make way for her eight (8) years old son to keep him at school and at the same time maintain him at home. She said:

I am not marry and do not have any man to help me. I lost my husband before coming to this camp. I do not have money to sell anything. I managed to only go around other people houses sweeping around their yards in the morning or throwing their dirt away. I usually get small thing from those that are passing and from those in the community who understand my condition. (Respondent 25 from interview list).

There is a strong belief amongst most of the refugees that at God's destined time, things will improved for them. They see their struggle as a test of time for them and believe that in the absence of substantial help from the international community, for a period of almost two decades life continues unabated at the camp. What future is there for a group of young people facing a difficult transition? From statistics below, most of the students

⁴⁰ Car Loading is a term that describes the boarding of a bus or taxi at a local car parking. Here, there is always a person almost like a "town crier" (a person who carries messages) by announcing the direction the car is heading and encouraging passengers to board the available bus or tax until it is filled. Upon completing of the mission, the person receives a token from the driver of the car that has been filled with passengers. This situation is normal in almost all of West Africa.

attending schools at the refugee settlement are found in classes from Nursery to the ninth (9th) grades. As one student puts it, the more or higher you go into education, the more your expenses become and the less money you have and the idea of leaving becomes a forced solution. The provisions of free biscuits and drinking water on a daily basis by the Children Better Way School and the relaxed attitudes by most of the schools on the camp for young beginners are reasons for the increase. From field study, teachers and administrators (20%) of the respondents stated that they usually rent loud speakers and visited most of the homes encouraging parents to send their children to school (Nursery and early primary classes) with the understanding that parents can pay the user fees later when money is on hand. Some children through motivation are able to start the process of schooling but the ability of the parents to continue motivation and provide financial resources is limited. Besides, almost all households at the camp are headed by females⁴¹ making it more difficult to provide for a child morally and economically in a refugee setting. Most of these household comprises large family sizes that which limits the economic or power of a single parent in the absence of a lucrative job. To the contrary, not all the refugees at the camp are faced with this problem of poverty.

The presence of Liberians at the camp have modernized the community with boutiques, internet cafes, video clubs and many shopping centers or markets to provide for Liberians and local Ghanaians around the camp. The fate of the refugees and local Ghanaians is somewhat quite typical to the ordinary African way of life and as such ordinary Ghanaians are faced with similar problems like refugees. They share similar clinic built for refugees along with other support structures put in place to help the refugees. The refugees and the local Ghanaians around the camp have a cordial relation trusting and providing one another with help. They attend similar programs like funerals, marriages due to the inter-marriages and interdependence on one another. Due to poverty, most parents cannot afford sending their children to school or keep their children in school after enrolments. According to a survey conducted by SHIFSD (2005), parents indicated that the lack of financial assistance and lack of money were serious hindrances that cause the children to be out of school.

⁴¹ According to a survey conducted by SHIFSD, of 146 households interviewed, 116 or (79%) were women

The same survey stated that out of 146 households interviewed, only 58 households (38%) were involved petty trading while 7 (5%) were receiving remittances from abroad while majority of the 146 household interviewed constituting of 83 household (57%) were not engaged in any income generating activity. My earlier hypothesis based on information that the Buduburam Refugee Camp has one of the busiest Western Union offices in the world seems inconceivable. According to one of the parents, who have lived at the camp since 1990, there is a local bank around the camp that runs a western Union branch because most Liberians had difficulties collecting money around Ghana due to improper identity or documents.

The Western Union branch around the camp was mainly set up to help Liberians ease the problem of documentation by refugees and also a means foreign exchange generation for Western Union since all customers are pay out in Ghanaian Cedi. An official of the Ghanaian Refugee Board explained on the general beliefs held by people on the inhabitants of the camp and the idea of Western Union like this:

“People on the outside conceptualize that Liberians received remittances from abroad, but this is just a small number of the many thousands of Liberians living at the camp that receive remittances. I know what things are like for people on that camp. I am friendly with many of them and know some of them who had left the camp to live other places around Ghana just to make live easier for themselves.”

Table 12: Enrolment by Grade/Class Level Term 2007/2008

Information in Table 12 was obtained by the researcher from the head of the Buduburam Central Educational Board during interviews on September 27, 2007 at Buduburam, Ghana.

Class/Grade	Boys	Girls	Total
Pre-Grade	979	960	1939
P-1	309	323	632
P-2	309	388	697
P-3	347	357	704
P-4	338	366	704
P-5	304	348	652
P-6	306	348	654
JSS 1	281	314	595
JSS 2	270	309	579
JSS 3	242	294	536
SSS 1	128	125	253
SSS 2	112	131	243
SSS 3	123	112	235
TOTAL	4048	4375	8423

Tabell 12. Enrollment Buduburam Schools 2007/2008 Semester one

NB: JSS –Junior Secondary School, SSS- senior Secondary School.

On the contrary, there are misbeliefs that residents living at the Buduburam refugee camp are depending on their relatives abroad for remittances on daily basis. However, 14 respondents (53%) stated that while it true that they had families abroad it was just the name but contact between them was just on the basis of ordinary discussion as those relatives living abroad were themselves facing obstacles with residence permits and work. The few respondents asked on the question of remittances stated that sometimes an entire household comprising of 6-15 persons would sometimes received USD. 75 once or twice a year for support, an amount which they claimed cannot sustain the entire household with rising costs in Ghana. It becomes more aggravating to families abroad who are not used to how the educational semesters are in Ghana divided, when relatives at camp Buduburam request for additional funding to have their children enrolled in school. Semesters in Ghana are divided into three unlike the ways they are structured Liberia and other western countries. A respondent noted that there was quarrel with a relative in the USA when she needed some help to register her children for the third term of schooling. It was thought that she was using the children's education as a means extolling money for her own personal gains (SHIFSD, 2005).

However some of the residence 7 respondents (27%) admitted that at some point in time between the 1990's and the year 2000 Liberians made up a larger number of Western

Union customers in Ghana and as a token to appreciate this gesture, the Western Union, Ghanaian office contributed 110 sitting desks to the Buduburam Secondary School (Dick, 2002a). There is great variation on the issue of education and that of survival in most household. While it is true that some see education as the way forward, the choice of survival is considered when there is a need to choose between education and survival. Parents unable to send their children to school or retain them in school play a large part in this situation. According to SHIFSD (2005) report, 377 children interviewed in 2005, 97% (about 365) lamented on the financial constraints as one of the main reason keeping them out of school, while 89.7% (about 338) of school going age were not in school. It was also gathered during the survey that 87.2% or 329 out of the 377 were once students but had to drop out because of funding while 10.3% constituting 39 of them were currently going to school.

5.3.3 The Resettlement Hope

The belief that resettlement is one of the surest way for a struggling group of people to improve their shattered lives is being widely held by almost all of the refugees living at the Buduburam Refugee Camp in Ghana. About 20 persons, (77%) of the respondents lamented on the issue of resettlement as the only way forward to success as Liberia has nothing concrete for now that can encourage them to go home. One of them, an administrator from one of the schools explained his frustration on the way children and youths are behaving towards education in this way:

Everybody is talking of resettlement so the idea of focusing on education as their primary objective is taking the second stage and not the first stage. I told you the entire educational system at the camp is secondary and the *camp environment is hostile for learning*⁴² because of the resettlement syndrome. Once your name is up for interview, forget it, you don't have to think of school any longer. They new saying becomes, I will go or I am on departure. (Respondent # 6 on interview list).

⁴² The “*environment is hostile for learning*”. This phrase was used by most of the respondents at the camp. An instructor of one of the elementary schools said the phrase was used to express the degree of how social activities taking place at the Buduburam Refugee Camp have occupied the minds of the children and youths until the idea of going to school was something foreign to them.

Another of the respondent explained how the idea of resettlement have occupied the thoughts of teachers, parents or nearly become the reason why people are living at the camp. This is what they said:

Just talk about resettlement; the principals are involved, the teachers are involved, the parents are involved, the students are involved, and everybody is involved. So People are using this place as just a transit camp. They are in transit and that is why they have not grasp the concept of the kind of education they suppose to get. Call for a Parent-Teachers Association (PTA) meeting, you will never see a parent but just give announcement that there will be a meeting at a church or anywhere to discuss about resettlement, the entire camp will turn upside down because everybody will come running to that meeting.
(Respondent # 6 on interview list).

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There were series of a response from the respondents when they were asked to comment on the United Nations three durable solutions for refugees on one hand and the education existing on the camp. About 20 respondents, (77%) of the research participants preferred the process of resettlement as the final solution to their situation. Holding on to the dream of resettlement as a permanent solution for refugees has greatly occupied the thoughts of children as well and parents at the camp. Over 75% of the respondents living at the refugee camp or outside the camp stated they prefer to travel. They were not actually certain as to the main country the wanted to go but explained that, they would acquire “quality education”⁴³ that would enable them returned to rebuild their fragmented country. Education is considered secondary once the resettlement dreams sets in for most of the

residence living on the camp. In the presence of the researcher, the Truth and Reconciliation Commission, (TRC) comprising people from both the Liberian government and agencies visited the camp for a week in October of 2007. School buildings were deserted and market places became empty in anticipation that interviews were being conducted for resettlement purposes. People were of the conviction that the explaining true stories of what transpired during the war and stories of their suffering would have afforded them the opportunity to be chosen for possible resettlement.

Education for refugees and internally displaced persons (IDP's) is considered today as an issue with series of arguments supporting it on the one hand as a humanitarian initiative and on the other as a developmental initiative. However, today millions of children and adolescent find themselves entrenched in situations making it difficult for them to gain education. The situation is much difficult and crucial for children especially those experiencing crisis and instability. Liberian refugees arrived in Ghana as of early 1990 after the civil crisis tightened its grip on the country. Liberia was once a stable country where life was cordial and promising. Liberians believed in the great family system where in some cases, up to 15 persons could lived in a dwelling unit with only one person as bread winner for the entire family. With the little informal or formal education, the aforesaid was able to acquire a job to help other siblings in the family. Using his educational exploits as role model, other younger siblings were encouraged to pursue education as a means of determining the way forward. Prior to the beginning of the war in 1990, there was an educational revolution in Liberia where every family knew the importance of education thus giving the room for rush for all to move towards the close doors of education by sacrificing other means. The Liberian civil war destroys that dream by limiting people's determination and opening the room for dependability. Now Liberian refugees living in the countries around the West African Sub region see the process of resettlement as the only hope towards education and success. I would argue against the ideology being held by Liberians preferring resettlement as the only way to improve their lives. The era during which Liberia was besieged by war no more exists as the International Community have helped put in place an elected government and is hoping that Liberians at the Buduburam camp in Ghana take advantage of the repatriation process and return home since they do not want to be integrated into the Ghanaian community. Besides, the United States government attempt to assist

⁴³ See footnotes # 17 in section 5.2.1 for definition of quality education.

Liberian refugees at Buduburam as *Priority One (P1)*⁴⁴ refugees was sabotaged by the UNHCR Ghanaian office in 1999⁴⁵ and subsequently made no further proposals to the United States immigration office on (P 1) referrals because of claims that there were insufficient staffs at the UNHCR office in Ghana to handle thousands of applications submitted by Liberian refugees at Buduburam (Dick, 2002a).

Most of the refugees at Buduburam are hopeful that family and friends can file for them in the absence of the (P1) status. They do not understand the present conditions of many Liberians in the United States campaigning towards the extension of the Deferred Enforcement Departure which is set to expire on 31st, March 2009⁴⁶. These groups of Liberians are hoping that their Deferred Enforcement Departure (DED) can be extended to allow The Liberian Refugee Immigration Fairness Act S.656 and The Liberian Refugee Protection Act; H.R.1941⁴⁷ legitimized their stay in the United States of America. However,

⁴⁴ Priority One (P1) is the term used for refugees in need of a political asylum. Priority One (P 1) and Priority Two (P 2) applicants are granted access to the program through a referral by UNHCR, a U.S. Embassy or qualified NGO, or special direct registration programs based on the individual's vulnerability and/ refugee characteristics. Being granted access to the program is only the first step, however. Department of Homeland Security (DHS) must determine that an applicant, regardless of priority, is a refugee under U.S. law and is otherwise admissible. Access to the USRAP based on family ties has been available to various nationalities since the 1980s. A "Priority Three," or "P-3" designation grants access to the US Refugee Admissions Program (USRAP) to individuals of certain nationalities who are claimed as a parent, spouse, or minor child by certain legal residents in the United States. In recent years, applications to the P-3 program have been overwhelmingly African – primarily Somalis, Ethiopians and Liberians – accounting for some 95% of the P-3 applications. Since October 1, 2003, some 36,000 people have arrived from Africa through the P-3 program.

⁴⁵ This trend could easily be traced to the way Liberians were behaving at the camp with the entire resettlement process. It was an open affair for Liberians to travel from Monrovia to Accra just to purchase space to travel to the United States.

⁴⁶ The authority to allow for Deferred Enforced Departure (DED) to a class of aliens derives from the President's constitutional powers to conduct foreign relations. President George W. Bush on September 12, 2007 issued a memorandum for the DED for Liberians for a period of 18 months up to the 31st of March, 2009. The Temporary Protected Status (TPS) for Liberia is scheduled to terminate at 12:01 a.m. on October 1, 2007. Although DED is not a specific immigration status, and individuals covered by DED are not subject to enforcement actions to remove them from the United States, usually for a specific period of time. However based on appeals by Liberians, congressmen and others, the newly elected president of the United States of America, Barack Obama on March 20, 2009 extended the DED for Liberians living in America because of the Liberian Civil War but are not allowed to apply for permanent residency. <http://www.theliberianjournal.com/index.php?st=news&sbst=details&rid=946> (Accessed April 27, 2009).

⁴⁷ The Liberian Refugee Immigration Fairness Act S.656 is an act introduced on the 17th of March, 2005 which then required the Secretary of Homeland Security to adjust the status of Liberian nationals allowing them to obtain immigrant visa and admissible as a permanent resident, except that certain specified grounds of inadmissibility do not apply. <http://www.opencongress.org/bill/109-s656/show>, http://www.dhs.gov/xnews/releases/pr_1189693482537.shtm (Accessed January 25, 2009) The Liberian Refugee Protection Act, H.R.1941 was introduced in the United States House of Representatives on April 19, 2007 in support of legalizing the stay of Liberian refugees who were allowed to live in the United States since 1991 because of the civil war in Liberia. This bill was never passed but however Liberians are yet positive that the American government will listen to their plea despite the American government position that life and the situation in war has improved in Liberia. It is estimated that, there are between 4000 to 10,000 Liberians

it is reported that about 20,925 Liberians have been accepted as refugees in the United States of America up to June of 2004⁴⁸.

Yet, another astonishing development that questions the entire resettlement dream finds itself embedded in the United States government's Department of State decision to suspend all P3 cases for all African nationalities as of November, 2008. About 36,000 immigrants travelled from Africa to the United States of America from the year 2003 up to 2008 and many of these have entered the United States illegally after the process of DNA was introduced to traced family ties as they have been claimed. The closing of the P3 program has a strong link to this development and also after it was noticed that tens of thousands of Somalis have entered the US illegally through the US Refugee Admissions (P-3 family reunification) Program, possibly for as long as 20 years⁴⁹. At present, as of 22nd October, 2008, the State Department is no more receiving any Affidavit of Relationships (AOR's) from any nationalities as it relates to the process of resettlement. The only cases that are processed for now are those that were forwarded overseas prior to March 2008.

5.3.4 Social Factors As A Challenge To Children's Education

The wave of activities unveiling at the Buduburam Refugee Camp is another factor that 19 respondents (73%) claimed is affecting the educational sojourn for young people at the camp. They claimed that social activities at the camp is a complete distraction for people who are already vulnerable, especially children or youths; a group which constitutes a greater population of the refugee population at the camp. The below citations below was obtained in interviews with one respondent, who clearly demonstrates the idea by saying this:

But we have some problems achieving our objectives because of the environment. The whole Buduburam is being socially engulfed, and these activities are not promoting quality education. If you go around the camp, you will see children playing golf in every corner here and there, doing this and that and now the "*camp environment is hostile for learning*"⁵⁰. There are

presently living on the Temporary Protected Status (TPS) with a big number of Liberians living in the United States without legal status.
http://www.mnadvocates.org/Take_Action_for_Liberian_Refugee_Immigration_Protection_Act_on_April_24.html (Accessed January 25, 2009).

⁴⁸ MIP (2007) Singer Audrey, and Wilson, Jill H. *Refugee Resettlement in Metropolitan America* <http://www.migrationinformation.org/Usfocus/display.cfm?ID=585> (Accessed February 18, 2009)

⁴⁹ <http://refugeeresettlementwatch.wordpress.com/2008/11/12/state-department-possibly-tens-of-thousands-of-somalis-in-the-us-illegally/> (Accessed February 20, 2009)

⁵⁰ See footnotes in section 5.3

many children and they are not living with anybody and they decide for themselves what they want to do. They are not in school and doing things that is good for them as they see it. Lack of focus and peer pressure from friends is serious problems for some youths to be in school even if they receive overseas support from relatives in other part of the world (Respondent # 10 from interview list).

The excerpts below represent an aggrieved respondent concerning their son who left school in partial fulfilment of his desires to become what he think was better for his life. The respondent made no mistake of their intensions and explained to the researcher like this:

See my son, he is a seven grade student but he has left school because he wants to gamble. He told me that since we do not have money it would be a good idea for him to be at home to help me. However, it is very sorrowful that he stole my mobile phone and sold it to get gambling money. He is very clever but gambling has got in his blood and I do not know what to do. (Respondent # 17 from interview list).

A student for his part explained about the kind of life children are living at the camp. He states how children do what they want and whenever thy want to do. He also stated something on how parents had limitations on how to control their own children and the children themselves no remorse for whatever they had did. This is his account of the story:

Children living at the camp are attracted a lot to the kind of social life and if you are not careful your child will leave home at a very early age. There are lot of children around in said condition. Some have no parents and some have parents. Some children want to go to school but their parents do not have the means while at the same time some parents have the means but the children do not want to go to school or if they attempt going to school, it will never last for a long time as they will stop because of some social conditions or reasons. My sister left home and she is thirteen years old. She lives with her friends at the other side of the camp. They do what they want to do at anytime, they go to night club and drink and my father can not do anything about it because she do not want to hear his advice and that is how it is like.(Interviewee/respondent #1 on interview list).

The environment that children find themselves growing up in can play a serious role in their life. In section 3.7.4 of the literature review, I addressed the behaviour of children and what are likely factors that cause them to do what they do. In the absence of advice from parents towards a good future and influence from other members in the community, children/youths can become liability on the society they find themselves living in. Harris (1998) discusses children behaviour in the “Group Socialization Theory”. The theory talks about children identifying with groups and how these children easily adapt to the norms and

tendencies of the group. Children and youths living at Camp Buduburam are easy prey in this direction. Youth and children living with their parents are in some instances bread winner for the entire family and so will in most cases forego schooling and choosing the latter. Interviews from respondents in this section consider the camp to be a “socially engulfed” terrain where youths partake in different social activities as they deem it necessary.

Dick (2002a) recounts the behaviour of young children or youths at the Buduburam Refugee Camp when he said they do not have interest in education. He stated that they were in the business of gathering in a notorious corner in the camp called “The Gap” which is known to be base of illegal activities. He further reiterated how they behaved like American gangsters causing stirs and calling crowds together with their awful behaviour. For some of the youths, they consider peer pressure from other youths that are already socially acclimatized to the “Buduburam social network”⁵¹ as a strong factor for convincing the easily carried away majority who cannot withstand the swaying or overlapping tentacles of the network’s movement. Young children and youths are actively involved all days of the week especially evening hours when all would gather along the one and Main Street called “The Eighteen”⁵² which leads from the main entrance of the camp. Weekends are quite spectacular for the camp as music or songs can be heard from the many make-shift night clubs located around the vicinity of the camp. Educational advances seem very passive amongst most of these children as some of them are only going to school to impress but were not concern about the kind of education they are acquiring. Another respondent according to the interviews indicated that the children’s activities were not promoting quality education within the Buduburam setting. This is what the respondent stated:

⁵¹ The researcher chooses to use the word “Buduburam social network” to describe the kind of life prevailing at the camp. Throughout the day, life is very entertaining at the camp and this situation makes it difficult for a stranger to understand whether the residents are having difficulties or whether Buduburam is a refugee camp. Internet cafes and drinking spots playing loud music are open 24 hours a day and all days of the week. People are gathered in other areas of the camp playing pool or gambling while video clubs with satellite installations are relaying live events like Europeans leagues, major catastrophes, and major current developments. Cross sections of young men are seen on the major street of the camp exchanging currencies from different parts of the world. Most of the people seen at these places are neatly dressed appearing as if they were working in banks or head of agencies but that is not the case. Besides Buduburam Refugee Camp is seen as a recreational site for Liberians living in Ghana . It is contact point or stopping point for Liberians living in Asia, Europe, Australia and the Americas travelling on holidays to Africa especially when they feel Liberia is not safe to travel.

⁵² “The Eighteen” is the name given to the main street that leads to the camp Buduburam. All major businesses like shops, discos, boutiques are situated on the eighteen.

Teachers complain that students were not serious about studying their notes but were instead occupied with igniting social contacts during school hours. The few students that were economically potent were the ones providing lunch for instructors and principals and as a result principals and teachers were in most cases going native to satisfy academic demands for these students which did not satisfy the values of education for children. (Respondent # 17 on interview list).

5.3.5 Survival Strategies to overcome Challenges

20 respondents (77%) of the total sample of 26 persons openly admitted the importance of education. However, the diversion of opinions by the respondents on how effective an educational process can be achieved was the only point of diversion. Children and youths who were ambitious and willing to have education indicated different methods in which they acquired user fees or tuition towards their schooling. Respondents explained on the different methods they have employed in order to live at the Buduburam Refugee Camp. Some of the strategies employed by Liberians at the camp in order to maximize life are centred around using the internet for chatting, selling around the camp, working around the Buduburam community for some Ghanaians to earn money or food and ringing to friends and relatives in Europe and the United States of America for help. Some of the most vulnerable group, separated or unaccompanied children had their own have their say in this scenario. One of them narrated his experience by saying:

After I lost my parents during the 2003 Liberian war, I came to Ghana by ship and met a friend called Ezekiel who helped me in. I wanted to go to school but I had no money. I never knew what to do until my friend told me about the orphanage mother at the Abandoned Refuge Children Home (ARCH). I went to her and she accepted me and took me to the catholic school at the camp and paid my fees and now I am in the seventh grade. (Respondent # 5 on interview list).

Response from another student respondent:

I am in the 12 grade now and nobody is helping me with money. I get support by selling plastics bags around the camp after school or browsing from the internet café. By using my late sister's photo on the yahoo or hotmail messenger, I am able to convince some men in other places for help. Sometimes, I get money from some of them and they want to come and visit me here in Ghana but you know it is not possible since I am a man. I am able to get some money from them and sometimes nothing. I get money also by singing in church services on Sundays because I am good at singing. (Respondent # 12 on interview list).

Here another parent stated that differences and challenges were normal in life and believe in the fate that man must be tested. The respondent stated that challenges started long ago when men in the bible had their own test of time specifically referring to the prophet Moses and the children of God in the wilderness. This is what the respondent said:

I have been at this camp for about seventeen (17) years with my family and we do not have any family or extended support from any where. We were here and the UNHCR started helping us and they left in 2000. We were fighting for ourselves when they were here because they were not meeting all needs. Yet we are carrying on. For us struggling is not a new thing; because when you read in the bible, you will see how the children of God lead by Moses struggle in the wilderness until Moses saw the promise land (Respondent # 25 on interview list).

The struggle for survival is one of the most single strategy most of the refugees at camp Buduburam have adopted in order to execute their daily activities. Parents refer to the situation they are experiencing as a test of time and in most case feel that their situation can be equated to the differences and challenges Moses and the children of Israel were faced with in the days of old. There is a strong feeling that life is never simple and common sense can be invoked at times to serve as a solution to problems. Liberia being established on reasons slavery and Christian principles creates a great thought in the minds of many Liberians. Most Liberians are always positive of life regardless of whatever situation they find themselves in.

There is a strong conviction that there is no lasting glory without struggle and the situation of struggle is a natural phenomenon that everybody must go through. One of the respondents who is a student in the 7th grade at the local catholic school at the camp explained his story about how he landed at the camp. Being unaccompanied with no parents, he entered the camp in 2003 after he loosing both parents in Liberia. He lamented that he was influenced by friends and sold in and around the vicinity of the Buduburam for local Ghanaians around the Buduburam community in order to have food and shelter. He explained that he became obsessed later with the idea of education and came in contact with a local charity group at the camp, The Abandoned Refugee Children Home (ARCH). He managed to move in at the orphanage and at present is being sponsored at school and at the same time housed by (ARCH). Another student at the Methodist school said he had the strategy of survival and as such could support himself at home and school despite the odds. He said he had dropped out of school before because he could not maintain the required grade. He maintained now that

in order to keep himself at school, he have to engaged himself into manual labour by moulding block or pushing wheelbarrows for local Ghanaians.

5.3.6 Little or No Support from Humanitarian Agencies

Administrators, teachers and students spoken to during the course of the interview spoke unabated about how frustrated they were over the limited or lack of educational support from the UNHCR and other relief agencies. They stated that the donation of single copy books to each student was by far very little an initiative from the UNHCR and wanted more support for the striving students to induced them into education. This was stated in an interview with one of the administrators:

In recent time the support of the UNHCR is on a decline. Before there were scholarships, for instance the DAFI scholarship. When you finished high school, you had the opportunity to go to the university when you passed the interview. Today the new policy requires Liberian students not to apply for that scholarship but they should go home. There is another scholarship called the paraprofessional, it has to do with vocational training. Here again, they say they will only continue with those that are there but Liberian recruits will not be accepted. (Respondent # 3 from interview list).

While it is true that the United Nations helped with the process of feeding for Liberian refugees at the inception of the war when the refugees arrived in Ghana, things changed overtime considerably. In the year 2000, the United Nations reduced its aid to Liberian refugees living at Buduburam, only catering to the sick and older folks at the detriment of the large group of population outside this group. During the interview, an angry local relief worker explained in this way:

The United Nations closed down all of its operations concerning support to refugees in 2000 and came back in 2003. This time they said they were only supporting community initiative but not individual effort. Students with high ambition for learning have been discouraged because the DAFI scholarship requires an age of 29 at the time they were accepting Liberian students or below too be accepted. Most people who intended furthering their education were mostly over the age limit because their studies were delayed because of the civil war. (Respondent # 9 on interview list).

The UNHCR withdrawal of aid to the Liberian refugees was prompted by the lack of funding from donor agencies. Due to the donor fatigue situation, the UNHCR withdrew its support to the Liberian refugees in 2000 after elections were held in Liberia and redirect the limited resources to other trouble spots in West Africa. (Dick, 2002a). According to

the repatriation officer of the UNHCR, the reduction in funding by the international community to Liberian refugees in the line of education was to divert the funding to the newly elected government to help with education and other resources. on the contrary, most of the refugees in their argument stated that by having education and training in Ghana, they would adequately prepared to take on the task of leadership or help to rebuild the fragments of the civil war or help contribute meaningfully when they return home. They stated that by going home without education and looking back at Liberia where there is limited employment especially without education; they would find it difficult to return without education.

Refugees living at the camp feel it is the UNHCR responsibility to provide relief and educational support to them⁵³. An executive of (BCEB) cited the withdrawal of the DAFI and paraprofessional scholarships for Liberian students while other nationalities continue to benefit. Liberians living at the camp have been left to fend alone for themselves amidst the difficult conditions existing in Ghana as the UNHCR was only responsible to support 35 unaccompanied children that are students⁵⁴. Some of the respondents stated the unfair attitude of humanitarian agencies in the areas of employment. They stated that after graduating from vocational courses in carpentry and masonry, other Ghanaians were invited to construct schools, latrines and other structures on the camp thereby underrating their positions. But in reaction, the repatriation officer at the UNHCR stated that there was high competition in Ghana on the issue of employment and the better qualified are always selected when it comes to bidding for a job or employment services.

The refugee's agonies reached a climax in the middle of 2003 when facilities at the camp fell below international standards because more than 40,000 persons living at the camp had exerted more than pressure on the few available resource. There was renewal of hostilities in Liberia and new wave of refugees had rushed to the camp from Liberia. The

⁵³ The repatriation officer at the UNHCR in Ghana stated that there were plans to close down the camp because voluntary repatriation ended in June of 2007. However, there were few others that need to be repatriated but under special arrangement by planes meaning they would pay for any additional luggage besides the one allotted by the airlines. This was because the voluntary repatriation had expired where people were allowed on board a ship with all of their belongings. She stated that the UNHCR and the GRB were discussing on giving Liberians an additional one year to be repatriated and if that was possible only those showing valid reasons for protection would be allowed as refugees and those without would have to regularized the permits before they were allowed to live in Ghana.

⁵⁴ In a survey conducted in 2005 by SHIFSD, it was observed that out of 377 children interviewed, 126 (33%) were classified as unaccompanied orphaned or abandoned (SHIFSD, 2005).

task was even challenging when there was shortage of infrastructure in term of school buildings and dwelling units because the UNHCR was no more providing aid to the refugees. A cross section of the refugees at the camp have managed to become self supported but a good number of Liberians at the camp are yet struggling to discover the amenities of life despite the launching in 2002 of the UNHCR community initiative or community based assistance program. According to UNHCR literature, there were improvements in the areas of health, education, sanitation, water and security (UNHCR, 2005).

According to observations and interview from fieldwork, the UNHCR coordinated formation of Neighbourhood Watch Teams (NWT) was prevalent instead of improvements in other areas. The bringing into being of the (NWT) helped greatly in the maintenance of law and order at night especially sexual and gender based violence (SGBV) and crime. For cases of sanitation, water and health; the result is visible upon entering the camp, the sale of water in water tanks by Liberians themselves constitutes the only means of safe drinking water on the camp. Safe drinking water was withdrawn from the refugees in 1996, after the UNHCR was unable to shoulder the responsibility of paying the water bills. Since then, some of the refugees have being able to amass some capital to immediately start the construction of reservoirs or purchase of water tanks where they could store purified water bought from water trucks for further resale. The water is sold in plastic bags or by gallons and this is a serious affront to refugees who are not able to get money and purchase water on a daily basis (Dick, 2002a).

5.3.7 The Integration Factor

Integration of refugees into life of host country is one of the United Nation's and other relief agencies choice of solution. However during the course of the research, about 10 of the respondents (40%) of those interviewed expressed dissatisfaction with the kind of life in Ghana. They expressed that they preferred living in Ghana as refugees until a time when they can be resettled to a third country or would like to return to Liberia when conditions of peace, employment and security are guaranteed. According to 5 respondents (19%), the problem of food diet and lack of knowledge in speaking one of the Ghanaian local dialects were serious impediments towards integration into the Ghanaian society. One of the respondents discussed the issue of language, the high Ghanaian population and the problem

of food diet as impediments for the refugee's integration into the Ghanaian society in these words:

Integration into the Ghanaian community is much of a problem than a solution. Ghana is overpopulated with almost 25 million people and the government is unable to provide for her own citizens. How can they help us when they cannot help their own people? The problem of food diet is another thing because we do not have the same diet as we Liberians eat rice while Ghanaians prefer corn. Also if you cannot speak any of the Ghanaian dialects, the Ghanaian sees you as an intruder but yet there is no school around here where one can learn the dialect. The equation cannot work here. Resettlement to another country or going back to Liberia if the conditions back home is safe is much more of a guarantee. (Respondent # 9 from interview list).

The integration possibility into the Ghanaian setting was something that was not possible for all the refugees. The population and size of the refugees was a factor of consideration into integrating them in the Ghanaian community. Ghana being a developing country can not easily integrate the entire over 40,000 refugees but some refugees could easily be integrated through marriages or employment. In an interview with the Ghanaian Refugee Board, it was stated that:

Liberians have already started the process of integration as integration started long ago. Some Liberians have jobs or are married to Ghanaians. It will be very difficult to accept all of the Liberians at Buduburam into the process of integration because Ghana is a developing country and do not have all the resources for such a big crowd. (Respondent # 20 from interview list).

The process of integration is quite symbolic for refugees if the amenity that goes along with said process is satisfactory to refugees. According to eight of the respondents (31%) of the sample interviewed at the camp, there was free movement for Liberian refugees around the country and refugees had free access to travel around the entirety of Ghana without producing refugee documents and that there was no story of any harassment as such. However, they explained about the constant imprisonment of Liberians without trial and some skirmishes involving refugees and local Ghanaian at times as well as the secret killings of Liberians around the camp by local Ghanaians without punishment. This was one aspect that the respondents talked highly about as a positive factor as a refugee in Ghana. Below is a statement by one of the refugees:

Security wise to be a refugee in Ghana you are almost like you are in heaven. You are free and the people don't trouble you with respect to identification cards. Travelling is the same as if you were in Monrovia. But again the law is not on our side as many Liberians are languishing in Ghanaian jail without

being tried. Integrating my children and myself is something that needs a serious attention if they are willing to integrate us another thing. (Respondent # 22 on interview list).

In a response from an executive at the Ghana Refugee Board on the situation regarding the integration of refugee into the Ghanaian setting, he admitted the difficulties involved in integrating the Liberian refugees in Ghana. He mentioned that some Liberians were easily integrated in Ghana through marriages and employment but that was just a few of the many Liberians who have moved away from the camp because they have become independent through the former and the latter as well as through remittances from relatives living abroad.

Liberians and Ghanaians belong to the same region as well as the same continent and besides we are brothers and sisters in African solidarity. We have almost the same kind of life and way of understanding but a different type of culture diversity. Integrating all the Liberians into Ghana is not possible economically and educationally because Ghana is a developing country and that will place pressure on our resources looking at the present population of Ghana. (Respondent # 20).

At the onset of the Liberian civil war, the Ghanaian government accepted the many Liberians that poured into its border. They were accepted as refugees on a prima facie basis owing to the intensity of the war in Liberia. The United Nations office in Ghana then busied itself with all the formalities relating to refugee affairs in terms of registration, feeding, shelter and protection. However, the Ghanaian government through the Ghana Refugee Board began revisiting its assistance and policy towards the Liberian refugees after the UNHCR closed or withdrew its assistance to the refugees in 2000. The UNHCR anticipated that free and fair elections had been held in Liberia in 1997 and it was then safe for the Liberians to return home. A screening process by the Ghana Refugee Board in the year 2000 only qualified about 3500 head of families as refugees out of 9000 head of families. During this time, about 500 family heads were excluded from the process because the Ghana Refugee Board stated that it had ran short of application forms for the refugees. At about this same time, there were some Liberians that were rejected as refugees. But due to the Ghanaian government hospitality to the Liberian refugees, many of them were living at the camp as de-facto refugees. Consequently, in an efforts to help the Liberians, the UNHCR started the repatriation of the refugees back to Liberia in a bid to satisfy one of the UNHCR's proposed solutions to the problem of increase refugees. While it is true that two

of the schools at the camp are being run and supervised by the Ghana Education Service, most Liberian refugees living at the camp prefer to attend Liberian run schools for various reasons⁵⁵. Some alleged that Ghanaian schools have a series of rules that are not unique for Liberian students and would prefer to remain out of Ghanaian owned school than attend a Ghanaian school.

Some of the refugees at the camp see the process of integration as a way out into their present nightmare at the camp. Two of the respondents, a parent and a former student expressed frustrations at the integration process. Both were unanimous in their responses in that they were bread winners in both families in terms of education and feeding for their siblings whilst they were living at the camp. Their moving away from the camp to seek integration by marriage in Ghanaian homes around the country is making it difficult to help with user fees and feeding for their younger siblings living at the camp.

5.3.8 Repatriation as a Challenge

The agreement signed in 2004 by the UNHCR, the Ghana Refugee Board and the refugees themselves was aimed at reducing the sufferings the refugees are faced with at the camp in Ghana and also repatriating the Liberians to their original homeland. Refugees at the camp prefer repatriation as a second choice of the alternatives after there is failure in the resettlement process. However two youths spoken to blame the process of voluntary repatriation initiated by the UNHCR as a setback for their not being in school. One of them explained his ordeal in this manner:

My mother is the one who has been paying my school fees and keeping me in school. She left Ghana in 2006 for Monrovia on repatriation. She told me she was going and at that time we had close for the school year. She said he was going to check back home in Liberia to see whether things were fine. She left me with her friend and came back in with goods and sold them and bought new goods and went with the ship again. I am not in school now because I moved with my friend. (Respondent # 15 from interview list).

Another parent spoken to said because of the difficult situation at the camp she had gone back home two different times on the repatriation process. She stated the life in Liberia was just as the one at Buduburam and always chooses to return to the camp because the

⁵⁵ The children interviewed stated that Ghanaian schools were more academic and besides most of the girls interviewed stated that they were uncomfortable with the attitude of girls' hair being cut in Ghanaian run schools.

family responsibility was a bit better as compared to Liberia where other family member would look up to her. For anytime she had to travel, so was the education of her daughter put on a stand still. She explained the situation in this manner:

I have gone back to Liberia two different times on this repatriation because we get information that it is getting better in Liberia; but when we go back we come right back after few months because of more family tension and hardships there. Since we always travel free, that is no problem. I am worry for my daughter because I am always moving from here and there. (Respondent # 1 on interview list).

On the other side of things, the process of repatriation is in no way helping the process of education at the camp. An official of the Ghanaian Refugee Board intimated that if packages (including education) for repatriations were encouraging for refugees, upon their return in Liberia, many of the refugees would be induced into returning to take advantage of the process than sit at the camp and doing nothing.

I have returned from a convention in Geneva and we stated that there is a major difference in the way refugees are treated in Europe and Africa. Refugees in Europe are given USD.100 or more and other benefits whereas in Africa, (especially the Liberians) refugees are given USD. 5 after repatriation which is not sufficient for the starting of the rebuilding of their lives. Most of the Liberian refugees come from urban areas but yet are given farm implements instead of the UNHCR providing educational opportunity for them. (Respondent # 20 on interview list).

An estimated 250,000 people were killed in civil war and many thousands more fled the fighting. 160,000 Liberian refugees as of 2007 have been assisted by UNHCR to return home since the start of voluntary repatriation in 2004 from Guinea, Sierra Leone, Ghana , Cote d' Ivoire and Nigeria (UNHCR,2007). An estimated 133,000 Liberian refugees remain in Guinea, 72,000 in Cote d'Ivoire, 67,000 in Sierra Leone, and 43,000 in Ghana. The UNHCR and other humanitarian agencies have contributed immensely to the resolution of the problems faced by Liberian refugees. In September, 2004, a tripartite agreement between the UNHCR, the Ghana refugee board and the refugees was signed for the commencement of a voluntary repatriation exercise. The voluntary repatriation exercise initiated by a tripartite agreement and sponsored by the UNHCR is being used by many Liberians as a way of rushing back to Liberia to check on the state of things and subsequently return to the camp thereby holding the number of refugees on the camp constant while documents indicates that people have been repatriated. From interview and information gathered by the researcher, scores of Liberians use the process of repatriation to take items to Liberia and

sell. After the sale, they are able to purchase new materials in Liberia and later travel to Ghana to continue their sales. A few of the respondents (4 persons) constituting (15%) explained how they have been robbed of their education because their parents or guardians have travelled back and forth between Ghana and Liberia leaving them with no source of income to continue their education.

5.4 CONCLUSION

In the above chapter, the researcher was able to present findings from the research conducted with respondents during the field trip at the Buduburam Refugee Camp and other parts of Accra in Ghana. I started the chapter with the presentation of the research results as was provided by the respondents during the field study. The major obstacle to why children at the camp environment are not accessing education was amongst the first answer. Also in the chapter, I was able to answer the research question using eight (8) themes. Using the themes, I managed to give an analysis of the thesis involving quotes from the respondents.

6. SUMMARY, RECOMMENDATIONS AND SUGGESTIONS

6.1 INTRODUCTION

This chapter is the conclusion of the thesis. It sums up the major points, findings and recommendations for the study. The chapter comprises of three sections. The first section presents the summary of the findings which were discussed in previous chapter of the thesis. The second part of this chapter comprises recommendations to the United Nations Higher Commissioner for Refugees (UNHCR), the international community and other Non Governmental Organizations (NGO's) supporting refugee's education. The third part of this chapter comprises the researcher's suggestion for other researchers planning to execute further research in the area of education at the Buduburam refugee camp in Ghana.

6.2 SUMMARY OF MAJOR RESEARCH FINDINGS

In the beginning chapter, I briefly give an explanation on the importance of the thesis by presenting the purpose and relevance of the study. I presented the research questions and a literary based in the form of a literature review to explain and bring into reflection happenings and developments that are most likely to occur in a refugee setting. The contextual problem of refugees is very visible today especially in developing countries and a quick flashback of the Liberian civil war reveals a case in point of mass illiteracy amongst the population.

Below is the summary of the two research question that guided the study:

- Why are Liberian refugee children not attending and/or completing primary and secondary schools at the Buduburam Refugee Camp in Ghana?
- What problems challenges are there in the integration of Liberian refugee children/youths into the Ghanaian formal education system at the Buduburam Refugee Camp in Ghana?

According to responses gathered from the study, 87% agreed that poverty is one major cause that is keeping most children at the camp from accessing education. Most parents are poor or are without jobs and as a result are finding it very difficult to attend to problems of education for their children while at the same time sustaining the family at

home. The study intimated that most schools at the camp usually encouraged parents to send their children to school free or voluntary without uniforms in the first stages of their education (section 5.1.12). This offer is however accepted by some parents but the process only concern children in the nursery and early primary classes. But equally as the process of tuition, uniforms and text books are needed in the higher classes, there is downward trend in the enrolment status of students (see table 12).

Another aspect reveal by this study is the concept of settlement. 77% of the respondents were in unison that the idea of resettlement was a factor of consideration at the camp for children not been in school. Most of the refugees do not understand what is taking place in international politics but yet they are very positive that they will be resettled. Towards this direction, I provided some information in my analysis in section 5.2.3 to provide the basis why the process of resettlement cannot be seen as a choice of solution for Liberians living at the Buduburam refugee camp. The study also revealed the difficulties children and youths are undergoing. In chapter 5, in a study done by (SHIFSD, 2005), it was observed that out of 377 children that were interviewed, 126 were found to be children that were either separated or unaccompanied. These kinds of children are many at the Buduburam camp and most of them live at institutions in dying need of support or live in homes headed by females. Most of these females are not working and as a matter of fact have to provide meal for these children at home before thinking about paying tuition.

The study also found out that Liberian refugees (parents and children) are not easily willing to integrate into the Ghanaian community. Eighteen respondents constituting (69%) of the respondent stated that the over population in Ghana coupled with the difficult economy was not encouraging for them to take on the task of integration in Ghana. Another aspect revealed during the study finds itself embedded in the dissatisfaction refugees holds against the UNHCR and other humanitarian agencies. The respondents at the camp expressed that other refugees from Sierra Leone, Togo and other African nations were benefiting from DAFI scholarship at Ghanaian universities and other tertiary institutions while refugee students from Liberia were excluded since 2000 when the UNHCR withdrew its educational support to the Liberian refugees. However, respondents stated that schools authorities at the camp were making efforts into encouraging young children access schools. The provision of energy biscuits and drinking water by the Children Better Way School was one factor that was very effective in getting young children to the schools. This process was not the same for students in the upper primary, junior and senior high levels. The study also

revealed that age factor as an impediment for the educational improvement of children and youths at the camp. Respondents explained that many youth have left schools and never returned because they felt ridiculed by their younger siblings.

The study also disclosed on how children acquired funding to pay for their education. Towards this direction, it was revealed by fifteen respondents (56%) that parents were mainly responsible for the payment of user's fees for their children. However, some of these children were been cared for by orphanages and other local Non-governmental Organizations providing scholarships around the camp. The study also found out that social events unfolding at the camp was another factor discouraging children from attending classes. Some of them explained that peer pressures from others friends and love-ones into doing "something or anything" was the only alternative in the absence of recreational activities at school or a factor that could change their way of thinking. Here, I wholeheartedly agree with Harris (1998) "Group Socialization Theory" which states that children take upon the attitude and habit of their peers. This is quite absolute in an environment like the Buduburam Refugee Camp. On the contrary, those completing schools at the camp find themselves in similar fate as most of them do not have the means to further their education. In other words, their education is sub-standard and therefore, Beeby (1986) argument (sect. 3.5.4) that children finishing schools in deprived areas or communities seem rather less fit in becoming constructive members of their own communities can be easily considered as with the case unfolding around the camp.

6.3 RECOMMENDATION

The explanations as provided by the respondents during the course of the study clearly underscore the diverse problems children faced in their educational sojourn at Buduburam Camp in Ghana. There are many children living at the camp that are unaccompanied or separated. Some of them are fortunate to have guardians while some as young as 11 or 12 years old are only lucky to live with friends who themselves are in need of help and comfort. On the other hand, the lack of library and laboratory facilities by students attending schools at the camp clearly questions the motive of the kind of education students find themselves assessing at the camp. Many students cannot afford the price to purchase uniforms or textbooks and some of these students leave schools because they are asked to do so by school's authorities after being allowed to sit in class for long period of time.

- In order to have a smooth educational environment at the Buduburam refugee camp, the UNHCR and other relief agencies need to provide regular teacher workshops, incentives for teachers and other education support (stationeries,) through the Buduburam Central Educational Board (BCEB) to all the schools existing at the camp.
- The Ghana Education Service in collaboration with the (BCEB) need to reduce the number of schools mushrooming on the camp because some are only operating as income generating source with low quality education for the refugees.
- There is a need to reconsider the earlier micro-credit loans scheme to refugees by both international and local humanitarian relief agencies to help parents into selling and proceeds can help their children meet educational needs. Proper monitoring would be necessary in this case.
- I would also recommend that the Ghana Education Service work hand in hand with the Buduburam Central Education Board in the recruitment or provision of teachers for the Buduburam Camp Schools System. I mean this because the schools at the camp are restricted to the Ghanaian curriculum and also sitting exams being administered by the Ghanaian West African Examination Council.
- I would recommend the construction of a community library filled with modern textbooks by the UNHCR and partner organization in collaboration with Ghana Education Service to help students meet the present educational standards as required. Students can be trained to co- assist in the running of this library on a part time daily or hourly basis to help sustain themselves.

6.4 SUGGESTION FOR FURTHER RESEARCH

- For further research, I would recommend that information be gathered at the camp on how many refugees are attending schools outside the camp and in schools run by Ghanaians or the Ghana Education Service.
- I would recommend further research into how many teachers that have credentials and are teaching at the camp schools.
- I would suggest for further research some information on how many children that are presently living at the camp and how many of them that are currently assessing education and would suggest also research into the differences between student

attending Ghanaian schools and those of the Buduburam schools. Do they have the same challenges?

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8. APPENDICES

APPENDIX A: INTERVIEWING QUESTIONS FOR RESEARCH PARTICIPANTS

1. QUESTIONS FOR CHILDREN

Explain the purpose of the study to the children/youths and gain their approval to participate.

Name:

Age:

Sex:

Education:

Date:

Background: What is the story up to the present moment? What is the context?

- How long have you been living at the Buduburam refugee camp? If living outside the camp, have you live on the camp? If yes, how long? Do you have any idea for why you are living at the camp?
- How did you come to Ghana? Why are you in Ghana?
- Where do you live? If it is in the camp where did you live before moving to the camp? If out of the camp where did you live before?
- Were you in school at where you lived before? If yes, what is your grade? If no, Why?
- Do you attend/go to school now? If yes, why do you go to school? If no, why are you not in school? Did you go to school last year?

Experiences: What experiences have people had and are having in school and in life more generally (both past and present)? How do these interact? And how do their experiences impact on the opinions they have about going to school or not, and motivations for going to school or not.

- How did students access school? What process did they follow?
- What experience is there in going to school in the camp/outside the camp? What school is like for one day? What happens first, last?
- What can you say about the life in Ghana? Why do you think so?
- What can you say about the health situation at the camp?
- What is the situation like for children/youths in accessing education/(who go to school)

Challenges /Non Challenges: Why are young people in or out of school?

- What is the situation like for children/youths in accessing education/(who go to school)
- Are there problems that hinder children/youths from attending schools? If yes, what are some of them? Do you have friends that go to school, that don't go to school, and why?
- Is there anything that you think is responsible for children/youth not been school? What can you tell me about children that you know that are not in school? What do you think is/are reasons for them not being in school? What do people do who are out of school?
- What is the situation with the electricity and safe drinking water at the camp like? Is it free and/or who does the payment? In what way is this affecting your schooling?
- What language do you use at school?

- How do people treat you at school?
- What are the difficulties one has to go through before an ordinary day is over at Buduburam? What are the easy things that one has to go through a day at the camp?
- How easy has it been for you assessing education? How hard has it been assessing education?
- Are there challenges in assessing education? If yes, what are those challenges?
- Do there exist any challenge that Ghanaian student face in assessing schools? If yes, what are they and how do these challenges come about? How are you overcoming them? (Probably for Ghanaians).

Strategies: How do people overcome challenges and obstacles that prevent them from reaching their goals?

- Is there any strategy that you have set into motion in order to access education? If yes what strategies are you using to access education? Has it been successful? Unsuccessful?
- (What strategy) how did you use to overcome your challenges in assessing education? Ask about people, money, institutions, information, and other things.
- What strategy/ies thus far have worked/failed? How long did you have to pursue the strategy/ies? Give an example of a strategy that worked, and one that didn't work and why.
- How did you come up with those strategies?

Resources: What resources do people use in order to use their strategies and to make their strategies succeed? (Resources could be people, money, institutions, information, etc.)

- How did you get the information about schooling?
- How is the amount raised to pay for your schooling? Tell me a little of how your fees are paid at school. Is it paid by your parent/s and/you? How do they/you get the money?
- Do you have parents Where are your parents? Who do you live with??
- What do your parents do for a living? Do you/your parents pay for dwellings?
- Do you do anything to earn money? What do you do to get money to pay you school fees?
- What do you do to get meal for a day?
- Do you get special help with your lessons/home assignment? If yes, who. If no, why not?
- Is there anything to hope for outside UNHCR's help as a refugee? Why/why not?
- Have you received any help from NGOs towards education; be it scholarships, books or feeding?
- Do you have any idea of any organization that is helping with schooling/education here at the refugee camp? What are these schools like?
- Do you have any idea about whether there are many schools on the camp for children/youth? How many?
- What do you think about the stopping of aid by the UNHCR? How has this affected You? What did you do when this assistance stopped?

Motivations and Priorities (and non priorities): Why do people want to go to school, or not

- Why have you deciding going to school? What can education do for you?
- What are you doing to achieve this?
- Will you go to school next year?
- What do you hope to achieve with your education? When you are finished you're your schooling, what do you want to do with your education?
- What are some of your future plans here at the camp? What kind of strategies and resources will you use to make sure these plans become reality?

Opinions /feelings: How do people feel about going to school and why do they feel that way?

- Can you tell me a little about how satisfied/not satisfied you are with the ways teaching is conducted at the schools?
- What do you know about Liberian refugees that are attending Ghanaian schools or schools run by Ghanaian? What is your opinion about Ghanaian schools versus about the school in the refugee camp?
- Do you think there is any difference between Liberian refugee students and Ghanaian students?
- Do you know of anything that is stopping refugee children and youths from obtaining education? What are they and what do you think can be done to solve this problem?
- Do you think about there is a problem of security at the camp?
- What is your view on children/youth people on the issue of crime at the camp?
- What do you think can be done to help with education at the camp?
- What have you decided about going back to Liberia or integrating into the Ghanaian society? Do you have other plans? What are they?
- How do you feel about integrating into Ghana, or about returning to Liberia? Do you want to return to Liberia—why or why not?
- What would you do/what will you change if you were the Minister of Education?

2. QUESTIONS FOR PARENTS

Explain the purpose of the study to parents and gain their approval to participate.

Name:

Age:

Sex:

Education:

Background

- Where do you live? If at the camp, how long have you been on the camp?
- How did you come to Ghana? Why are you in Ghana?
- What are you doing now?
- Do you have children? If yes what do they do? If they are in school, why? If they are not in school, why?

Experience

- What can you say from your experience about your children/ward as they assess schooling?
- How did you get the information about schooling for your children?
- What does it look like to see your children going to school? Not going to school?
- Do you think your child is happy to go to school? If yes, why? If no, why?
- How is it to be a refugee in Ghana? How have things changed over time for you?

Opinions/Feelings

- What do you know on how the idea of schooling came about at the Buduburam refugee camp?
- What do parents think about the schools that their children are attending?
- Do you think your children should go to school? How do you feel about sending your children to school, or not?
- What do you think of the kind of curriculum being followed? Is it Liberian or Ghanaian? Who is responsible to decide the type of curriculum to follow?
- Do you have any idea as to whether there have been any or series of disagreements with Ghanaian education bureaucracies as to which curriculum should be followed?
- Are you satisfied with the kind of education refugee children are receiving.
- Who coordinates education for refugees at the camp?
- What would you do/what will you change if you were the Minister of education?
- How do refugees feel about education? Has this changed since they came to Ghana?
- What do you think about the process of repatriation, resettlement and integration of the Liberian

Challenges/Non Challenges

- Did you get any help from friends; NGO's in sending the children to school? If yes, where?
- How easy was it in getting your children to school? How difficult was it also?
- What kind of struggles do the children have?

Motivation

- Is there anything you can do to help your child accessing education? Why? Why not?
- Do you think the children are happy with schooling? If yes, what are signs? If no? How do you know?

Resources

- Are your children/wards going to school for free or are they paying school fees?
- If they are paying fees, who is responsible for paying the fees?

3. QUESTIONS FOR GHANAIAN REFUGEE BOARD QUESTIONS

Explain the purpose of the study to the Board and gain their approval to participate.

Name:

Age:

Sex:

Education:

Background

- How did the Liberians come to be accepted as refugees in Ghana?
- How did the Liberian population settled at Buduburam?
- Are all the Liberian refugees living at Buduburam?
- What is the organization main focus concerning refugees?

Experience/Opinions

- Is there anything in place to integrate the Liberian refugees into the Ghanaian society?
- What does it look like integrating the refugees? What model do they use?
- What efforts have being made by GRB to help the youths/children access schools?

- Does the GRB help all refugees living in Ghana in the same way?
- Are there differences between refugees students attending schools at the camp and refugee students attending Ghanaian public schools? If yes, what are some of those differences?
- What role has your organization played in promoting the sustainable education opportunities for the Liberian Refugee children until a time when these children can become self-sustained and independent?
- Do you have any statistics or information indicating how many Liberians are registered as refugees at Buduburam or Ghana?

Resource

- Have the Liberian refugees been allowed to own property? How long do the refugees have to live at the camp?
- What help is been provided by GRB to refugee children and youths the line of education and health?
- Have you organization provided any assistance to these refugees? If yes, what kind of assistance? Why did you provide such assistance? How did it help the refugees?
- Have you ever had contact with any NGO concerning refugee education?

Challenges/Non challenges

- In dealing with the refugees what has been easy? Difficult? What challenges have come up over time?_
- What kind of relationship exists between GRB and the refugees?

4. QUESTIONS FOR THE BUDUBURAM CENTRAL EDUCATION BOARD

Explain the purpose of the study to the Board and gain their approval to participate.

Name:

Age:

Sex:

Position:

Date:

Background

- Where do you live?
- How long have you been living on this camp?
- How did you come? Why did you come?
- What are you doing now?

Experience

- What can you say from your experience about the students as they assess schooling?
- What does it look like to see these children/students go to school? Not going to school?
- What is it like for Liberians at the camp that are not going to school?
- Do you think the children are happy going to school?
- What is it like to be a refugee in Ghana?
- How have things changed over time for you? Life as a refugee in comparison with the educational system from the time you came to now?
- What kind of education is being provided to the refugee? Is it something benefiting them? Is it making impact on their lives as refugees?
- Has there been any reform in the educational system? If yes or no why?

- What is it like for the student, starting schools, remaining in schools and completing schools?

Opinion/Feelings

- How many teachers and how many schools exist on the camp?
- Do you have any statistics or information indicating how many Liberians refugee children are in school at the camp school system divided into elementary, junior high or senior high divisions?
- What do you think of the kind of curriculum being followed? Is it Liberian or Ghanaian? Who is responsible to decide the type of curriculum to follow?
- Do you think these children should go to school? Are you satisfied with the kind of education refugee children are receiving?
- Do you have any idea as to whether there have been any or series of disagreements with Ghanaian education bureaucracies as to which curriculum should be followed?
- What kind of contacts do you have with the Ghanaian Ministry of education? The UNHCR or other NGO supporting education? What contact do you have with The Ghanaian National Teachers Association?
- What contact do you have with UNHCR and other organizations?
- What would you do/what will you change if you were the Minister of education?
- How did the overall process of education started at the camp?
- When did UNHCR stop aiding the refugees in terms of education?
- How do refugees feel about education? Has this changed since they came to Ghana?

Challenges

- Are there challenges in running the schools on the camp?
- Despite the challenges, your office continues to flourish, the student continue to go to school. I guess there have been strategies. What are some of those strategies?

Resource

- Are there workshops held for teachers on the camp?
- Who conduct these workshops?
- When was the last workshop held? How do teachers get salary?

5. QUESTIONS FOR GHANA EDUCATION SERVICE

Explain the purpose of the study to the (GES) and gain their approval to participate.

Name:

Age:

Sex:

Position:

Date:

Background

- How did the Buduburam refugee Camp school system became a part of the APAM Ghana Education Service (GES)
- How does the curriculum cover refugees? What contact do you have with refugee schools?
- Have you any idea of Liberian refugee children attending schools run by the GES?

Experience

- What efforts have being made by GRB to help the youths/children access schools?
- Are there differences between refugee students attending schools at the camp and refugee students attending Ghanaian public schools? If yes, what are some of those differences?
- What does it look like integrating refugees into Ghanaian school?

Resource

- What help is been provided by GES to refugee children and youths in the line of education and health?
- Have you organization provided any assistance to these refugees? If yes, what kind of assistance? Why did you provide such assistance? How did it help the refugees?

Opinion/Feelings

- What kind of relationship exists between GES and the refugees?
- What is the organization main focus concerning refugees education?
- How does the curriculum cover refugees? What contact do you have with refugee schools?_
- Have you ever had contact with any NGO concerning refugee education?
- Have you any idea of Liberian refugee children in Ghanaian schools? If so, how do they gain admission?
- Do you have any information on how many children and teachers are at the camp school?
- Do you have any set criteria for teachers at the Buduburam Refugee camp school system?
- Is there any opportunity for free and compulsory education at the primary and secondary levels in Ghana? If so, are the refugees at the Buduburam Refugee Camp inclusive?

6. QUESTIONS FOR TEACHERS

Explain the purpose of the study to the teachers and gain their approval to participate.

Name:

Age:

Sex:

Education/Position:

Date:

Background

- Where do you live? If at the camp, how long have you been on the camp?
- How did you come to Ghana? Why are you in Ghana?
- What are you doing now?
- Do you have children? If yes what do they do? If they are in school, why? If they are not in school, why?

Experience

- What can you say from your experience about your children/ward as they assess schooling?
- How did you get the information about schooling for your children?

- What does it look like to see your children going to school? Not going to school?
- Do you think your child is happy to go to school? If yes, why? If no, why?
- How is it to be a refugee in Ghana? How have things changed over time for you?

OPINION/FEELINGS

- Do you think these children should go to school?
- What do you think of the kind of curriculum being followed? Is it Liberian or Ghanaian? Who is responsible to decide the type of curriculum to follow?
- Do you have any idea as to whether there have been any or series of disagreements with Ghanaian education bureaucracies as to which curriculum should be followed?
- Are you satisfied with the kind of education refugee children are receiving.
- What would you do/what will you change if you were the Minister of education?
- How do refugees feel about education? Has this changed since they came to Ghana?
- What do parents think about their children coming to this school?
- What do you really know about how school came to Buduburam camp?

Challenges/Non Challenges

- Is there any help from friends; NGO's to send your/the children to school? If yes, from where did you get help?
- How easy was it in getting your children/children to school? How difficult was it also?
- What kind of struggles do the children have?
- Are there challenges in teaching refugee students at the camp? If yes, what are some of those challenges? What strategies are put in place to overcome those challenges?

Resources

- Are there seminars/workshops held for teachers? Has it helped? Who conducts/conducted these workshops?
- What qualification do teachers have to teach at the camp?
- Is there any NGO supporting education at the camp?
- How do teachers get salary?
- What qualification do teachers need in order to teach at the Buduburam camp schools?
- How do teacher get salary?

7. SAMPLE QUESTIONS FOR NGO's And UNHCR

Explain the purpose of the study to the humanitarian organizations and gain their approval to participate.

Name:

Sex:

Background

- How was the camp organized? How did the education start? What types of education are available for refugees?
- How many persons lived in the camp according to the latest statistic from the UNHCR? Ask for both current and past numbers: how has the population changed over time?
- What is the geography (land area) of the camp? How many homes?
- How many Liberians are still in Ghana in according to the latest UNHCR census?

Experience

- How many refugee camps/displaced camps in Ghana do you have/have had contacts with?
- Do you have/have had any program that is in place for the refugees, in terms of education, skills training etc., (if not, why).
- Do you have/not have any oversight responsibility over Liberian refugees here in Ghana? If so how many camps or/and persons are we talking about?
- What kind of education has been provided to the refugees? Has it benefited the refugee children/youths? What impact has it had on their life? Has there been any reform in the educational system? If yes or no why?

Challenges/Non Challenges

- Do you have any information about some of the things/situation that have caused the refugee children/youths not to be in school since the idea of opening schools at the camp came about?
- Is it true that the UNHCR closed down its operations at the camp in 2002? What was responsible for that? Did the offices reopened afterwards? If yes, what became the new terms of reference for the refugees? If no, why since there were refugees at the camp?

Resources

- What specific aid did you provide to the refugees? Did your organization set any condition for donating aid to refugees?
- What kind of contribution has your organization made towards Liberian refugee children/youths assessing formal education in Ghana?

Opinions /feelings

- What is your organization position on resettlement, voluntary repatriation or integration of the Liberian refugees? What expectations are there for people to integrate into Ghana, or to return to Liberia?
- At present, what is the relationship between the refugees living on the camp and that of the UNHCR/NGO's?
- What do you think will happen to refugee children/youths that are unable to assess education?
- What do refugees think about the education services offered to them?

Motivation

- What special encouragement has been provided to sway refugee children and youths towards going to schools?

8. QUESTIONS FOR LIBERIA REFUGEE WELFARE COUNCIL (LRWC)

Explain the purpose of the study to the (LRWC) and gain their approval to participate.

Name:

Age:

Sex:

Position:

Date:

Background

- How did the Liberians come to the Buduburam Refugee Camp?
- What is the total land area of the camp?
- How many persons are living at the camp? Men? Women? Children?

Opinions/Feelings

- What do you know on how the idea of schooling came about at the Buduburam refugee camp?
- What do you think about the schools that are on the camp?
- Do you think children should go to school?
- What do you think of the kind of curriculum being followed? Is it Liberian or Ghanaian? Who is responsible to decide the type of curriculum to follow?
- Are you satisfied with the kind of education refugee children are receiving.
- Do you have any statistics or information indicating how many Liberians are registered as refugees at Buduburam and how are outside UNHCR registration?
- What would you do/what will you change if you were the Minister of education?
- How do refugees feel about education? Has this changed since they came to Ghana?
- What do you think about the process of repatriation, resettlement and integration for the Liberian refugees?

Challenges /Non Challenges:

- What is the situation like for children/youths in accessing education/(who go to school)
- Are there problems that hinder children/youths from attending schools? If yes, what are some of them? Do you have friends that go to school, that don't go to school, and why?
- Is there anything that you think is responsible for children/youth not been school? What can you tell me about children that you know that are not in school? What do you think is/are reasons for them not being in school? What do people do who are out of school?
- What is the situation with the health, latrines, electricity and safe drinking water at the camp? Is it free and/or who does the payment? In what way is this affecting education at the camp?

APPENDIX B: FIELD TRIP LETTER

**UNIVERSITETET I OSLO**
DET UTDANNINGSVITENSKAPELIGE FAKULTET

To whom it may concern

Institute for Educational Research
P.O. Box 1092 Blindern
N-0317 Oslo**Date:** 2007-08-15**Your ref.:****Our ref.:**Visiting address:
Sem Sælandsvei 7, Helga Eng's Building, 5th floor
Telephone: +47 22 84 44 75
Fax: +47 22 85 42 50
www.uv.uio.no**ASSISTANCE IN THE CONDUCTION OF FIELD-WORK**

This is to confirm that the Liberian student, Tien Keah Bortu, born 17.08.1972, is a second year student in the Master programme in Comparative and International Education at the Institute for Educational Research at the University of Oslo, Norway.

In the second year our students are required to write a Master thesis of 80 to 110 pages. The field-work may incorporate interviews with educational practitioners and decision-makers, class-room observation and documentary analysis. The type of data gathered should of course be discussed with the relevant authorities. It is our hope that the work produced by the student will not only benefit him in his academic career but also be of use to the future of Ghana and Liberia.

We kindly ask you to give Mr. Bortu all possible assistance during his field-work in Ghana.

Yours sincerely,

Berit Karseth
Head of Study Administration
Jennifer Olson
Senior Executive OfficerUNIVERSITY OF OSLO
Institute for Educational Research
Box 1092 Blindern
N-0317 OSLO

NO.	SCHOOLS	TOTAL		Grand Total
		Male	Female	
1	Save our Souls (Nursery)	55	55	110
2	Kids 'N' Us (Nursery)	104	71	175
3	All Souls (Nursery and Elementary)	66	75	141
4	Dale Federwitz (Nursery and Elementary)	166	34	300
5	CFC International (Nursery and Elem.)	61	80	141
6	Macole Home Academy (Nursery and Elem.)	64	61	125
7	Alpha & Omega (Nursery and Elementary)	62	66	128
8	Akwasi Sarpong (Nursery and Elementary)	76	87	163
9	Kiddies Kollege (Nursery and Elementary)	96	119	215
10	Maczat Academy *	64	53	117
11	Refuge Baptist School (Nursery and Elem.)	112	138	250
12	Carolyn A. Miller (Nursery and Elementary)	230	180	410
13	Faith Foundation (Nursery and Elementary)	162	222	384
14	Sahell Family (Nursery and Elementary)	74	70	144
15	Clavenda parker (Nursery and Elementary)	98	91	189
16	Pet er Burrus (Nursery and Elementary)	42	45	87
17	Center for Youth Emp **	83	99	182
18	Christ Disciples **	73	83	156
19	Population caring Org **	116	119	235
20	Seventh Day Adventist **	48	56	104
21	School for the Deaf **	22	15	37
22	Accelerated Learning ***	142	153	295
23	Assembly of God **	78	110	188
24	Blessed Wisdom ***	119	128	247
25	J. T. Addo Memorial **	87	144	231
26	Emmanuel Lutheran **	125	122	247
27	Children Better Way **	229	241	470
28	United Methodist ***	142	153	295
29	St. Gregory Catholic ***	326	374	700
30	A-47 Academy **	128	205	333
31	Victory Christian Academy **	56	50	106
32	Fundamental Baptist **	210	198	408
33	Dominion Christian ****	147	172	319
34	Buduburam Refugee School (Jr. & Sr. High	232	268	500
35	New Testament (Jr. & Sr. High only)	153	98	291
	TOTAL	4048	4375	8423

APPENDIX C: Enrolment by Sex for the First Term 2007/2008 School Year

NB: Information/Document was obtained by the researcher during interview with the head of the Buduburam Central Educational Board September 27, 2007. Please observe the followings:

* Operate as Elementary but no Nursery

** Operate as Nursery, Elementary and Jr. High School

*** Operate as Elementary and Jr. High School but no Nursery

****Operate as Elementary and Jr. and Sr. High School but no Nursery

APPENDIX D **CONSENT FORM**

Informed consent for Master Thesis Research project participation:
“Challenges faced by Liberian Refugee Children/Youths at Buduburam in Ghana as they enter the formal education system of Ghana”

This Research Project, a case study is intended to understand the true nature of difficulties faced by refugee children/youths as they access education at the Buduburam Refugee Camp in Ghana. The study shall describe and analyze those challenges refugee children/youths faced at Buduburam Refugee Camp in Ghana. This semi-structured qualitative research work shall take into consideration interviews; observation and field notes as these strategies are intended to answer the research question. In furtherance, of this objective you have been selected to form part of this study because your contribution is quite significant towards answering the research questions. You were selected to form part of this interview based on consultation from NGO, organizations and individuals concerned with refugees. Your kind response to questions on your past and present experiences, beliefs, and ideology concerning those major challenges refugee children/youths experiences as they enter schools is highly solicited. These interviews will be taped recorded if it meets your approval and consent. The tape recording is mainly done to serve as a means of back up and consistency for the interview during the process of transcription. The researcher shall keep under confidentiality at all times all information regarding interviewing tapes/transcriptions and interviewee's identity. These documents will only be accessed by the researcher and researcher's supervisor (Kendra Dupuy) at the University of Oslo in Norway. The materials provided will form part of the researcher's academic work leading to a master's degree at The Institute for Educational Research at University of Oslo in Norway. You are free to withdraw from the study at anytime and information you (will provide/have provided) will be cancelled or discarded. Equally your participation in this study will contribute in understanding the many challenges that refugee children/youths have in accessing schools. Responses emanating from this interview will contribute in understanding the many challenges that refugee children/youths have in accessing schools.

Thanks for been selected as part of this interview and I wholeheartedly highly appreciate your undivided attention towards this research work which wouldn't have been successful without your contribution.