

**Project to publish on Al Jazeera and the guardian from June 2025 to September 2025 in Uganda presential ceremony.**

**By Aljazeera worker and refugee advocate : Nhial deng**



**Composite 3 articles on refugee challenges to access education= Uganda, Kenya and Ghana**

**All countries of origin included**

**Writer : Tresor Ndala Buzangu**

**Proposed Editor : Laura Kaub, former Yale young African scholars and actual director of duolingo refugee program**

**Institutions under: Uganda ; Musizi university**

**Kenya: Yali east africa and Robert organization**

**Coaccepted definition of a refugee for interview stage: a circumstance or a situation not a person.**

**What is difference with other articles on the same issue? :**

**Basics considered**

**Interviews are reported without anonymous and change of words**

**All level of education considered: primary,secondary,university**

**3 countries of asylum considered and over 20 countries of origin considered**

**Refugee international protection guideline included: from 1951 after world war 2**

**The article done in 6 languages = English version, French, Swahili, Lingala, Kikongo and Tshiluba**

**All the recommendations taken seriously by institutions and implemented by country steps**

**Comparative analysis done between each specific country's rules.**

## **Refugee Education: A Catalyst for Empowerment and Social Change**

Nestled within the Nakivale refugee camp in Uganda, "Education, Second Hope for Refugees" emerges as a beacon of hope amidst the pervasive challenges displaced communities worldwide face. With a steadfast commitment to combating the barriers to higher education, our initiative stands as a testament to the transformative power of education in fostering empowerment and social change. Guided by the ambitious goal set by the UNHCR to double refugee university enrollment from 7 to 15 percent by 2030, our multifaceted advocacy endeavors strive to shed light on the hurdles confronted by displaced individuals through insightful articles and impactful awareness campaigns. In this essay, we delve deeper into the role of refugee education as a catalyst for empowerment, exploring the challenges faced in accessing education, the importance of advocacy and awareness, the potential of technology in bridging gaps, and the significance of building partnerships for sustainable impact.

### **Refugee Education as Empowerment:**

Education transcends the confines of the classroom, serving as a catalyst for empowerment and social transformation within displaced communities. At its core, education equips individuals with the tools, knowledge, and skills necessary to navigate complex realities, challenge prevailing narratives, and forge pathways to a brighter future. Within refugee settings like Nakivale, education assumes heightened significance, offering a beacon of hope amidst adversity and providing a sanctuary from the harsh realities of displacement. Moreover, education empowers individuals to break free from the cycles of poverty and dependency, enabling them to become active agents of change within their communities. By nurturing critical thinking, creativity, and resilience, education lays the foundation for individuals to reclaim their agency, reshape their

narratives, and realize their fullest potential.

### **Overcoming Barriers to Access:**

Despite the transformative potential of education, access remains a formidable challenge for many displaced individuals. Structural barriers such as lack of financial resources, limited infrastructure, and bureaucratic hurdles often impede access to quality education within refugee settings.

Furthermore, cultural norms and societal attitudes towards education, particularly for marginalized groups such as girls and disabled individuals, exacerbate existing disparities and perpetuate cycles of exclusion. Addressing these barriers necessitates a holistic approach that encompasses policy reform, community engagement, and targeted interventions aimed at increasing access and inclusivity. By advocating for the removal of systemic barriers, mobilizing resources, and fostering partnerships, we can create an enabling environment where education becomes a reality for all displaced individuals, irrespective of their circumstances.

### **The Role of Advocacy and Awareness:**

Advocacy and awareness serve as powerful tools in amplifying the voices of displaced individuals and mobilizing support for educational initiatives within refugee settings. Through insightful articles, impactful awareness campaigns, and strategic partnerships, initiatives like "Education, Second Hope for Refugees" shed light on the challenges faced by displaced communities and galvanize action towards tangible solutions. Moreover, advocacy efforts serve to challenge stereotypes, dispel myths, and foster a culture of inclusivity and acceptance within host communities. By raising awareness about the importance of education, advocating for policy changes, and mobilizing resources, we can create a groundswell of support for refugee education and pave the way for meaningful change.

### **Harnessing Technology for Education:**

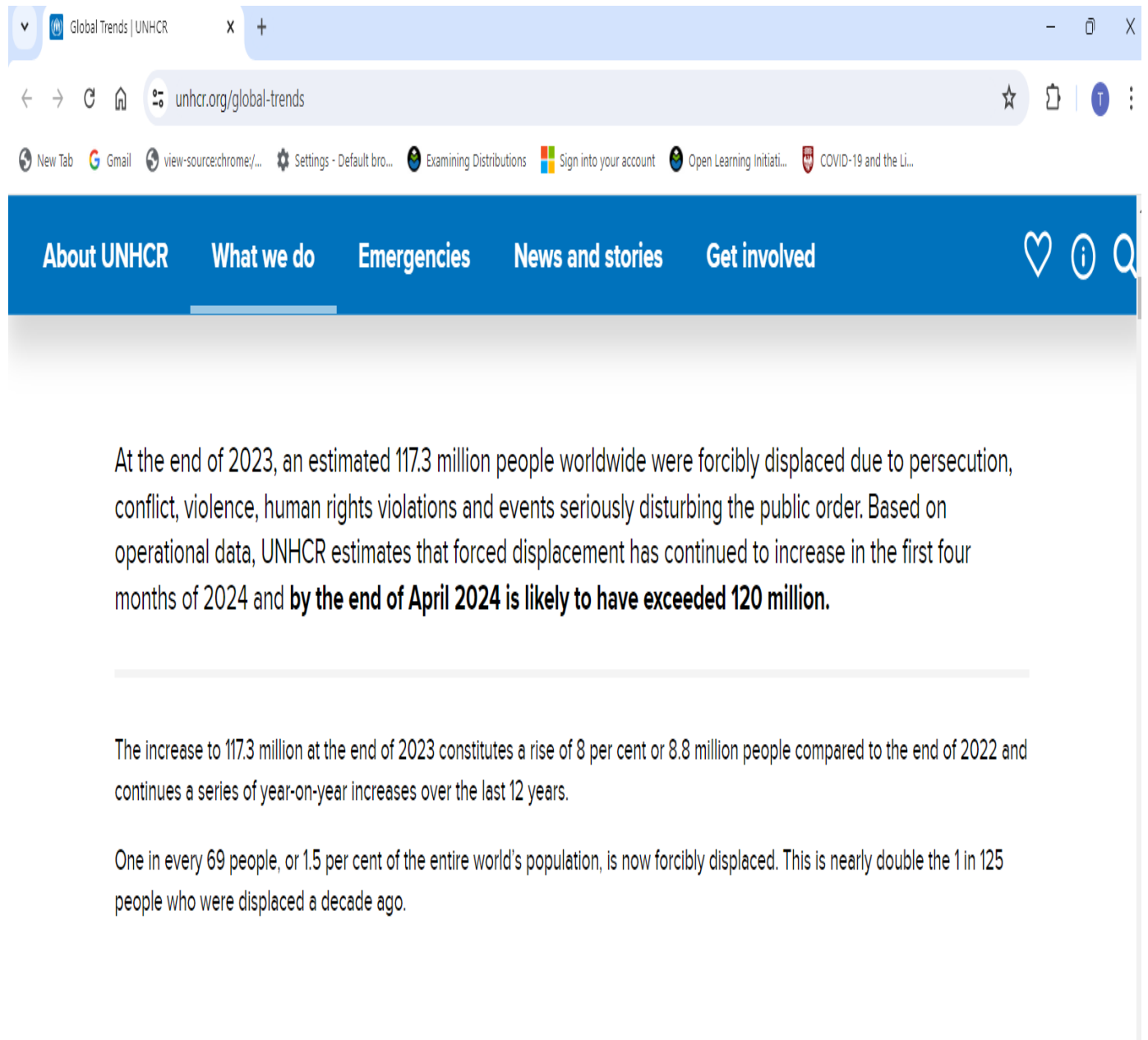
Technology holds immense potential in bridging gaps in access to education within refugee settings. Innovative solutions such as mobile learning platforms, online courses, and digital libraries offer scalable and cost-effective means of delivering educational content to displaced individuals, irrespective of geographical constraints. Moreover, technology facilitates connectivity, collaboration, and knowledge-sharing among educators and learners, thereby enhancing the overall learning experience and fostering a sense of community within refugee camps. By harnessing the power of technology, we can overcome barriers to education, expand access, and empower displaced individuals to pursue their educational aspirations.

### **Building Partnerships for Sustainable Impact:**

Collaboration lies at the heart of sustainable impact in refugee education. By forging strategic partnerships with educational institutions, government agencies, NGOs, and the private sector, initiatives like "Education, Second Hope for Refugees" leverage collective expertise, resources, and networks to amplify their impact and reach. Furthermore, partnerships facilitate knowledge exchange, capacity-building, and innovation, thereby strengthening the resilience and sustainability of educational initiatives within refugee settings. By fostering a culture of collaboration, mutual respect, and shared goals, we can create lasting change and build a more inclusive and equitable world for all displaced individuals.

In conclusion, refugee education emerges as a powerful force for empowerment and social change within displaced communities, offering individuals a pathway to a brighter future and a voice to shape their own destinies. By addressing barriers to access, fostering advocacy and awareness, harnessing technology, and building partnerships for sustainable impact, we can unlock the transformative potential of education and create a world where educational equity is a reality for all refugees. As we navigate the complexities of refugee education, let us remain steadfast in our commitment to empowering individuals, reshaping narratives, and building a more inclusive and

equitable society for generations to come.



The screenshot shows a web browser window with the URL [unhcr.org/global-trends](https://unhcr.org/global-trends). The browser's address bar and tabs are visible at the top. The page has a blue header with navigation links: "About UNHCR", "What we do", "Emergencies", "News and stories", and "Get involved". On the right side of the header are icons for a heart, information, and search. The main content area is white and contains the following text:

At the end of 2023, an estimated 117.3 million people worldwide were forcibly displaced due to persecution, conflict, violence, human rights violations and events seriously disturbing the public order. Based on operational data, UNHCR estimates that forced displacement has continued to increase in the first four months of 2024 and **by the end of April 2024 is likely to have exceeded 120 million.**

---

The increase to 117.3 million at the end of 2023 constitutes a rise of 8 per cent or 8.8 million people compared to the end of 2022 and continues a series of year-on-year increases over the last 12 years.

One in every 69 people, or 1.5 per cent of the entire world's population, is now forcibly displaced. This is nearly double the 1 in 125 people who were displaced a decade ago.

**Research paper.**

**WHAT EXPLAINS LOW ACCESS  
OF REFUGEES TO QUALITY EDUCATION?**

**Tresor Ndala Buzangu**

**Musizi University research  
Department.**

**Working paper April 1, 2024**

## **WHAT EXPLAINS LOW ACCESS OF REFUGEES TO QUALITY EDUCATION?**

### **ABSTRACT**

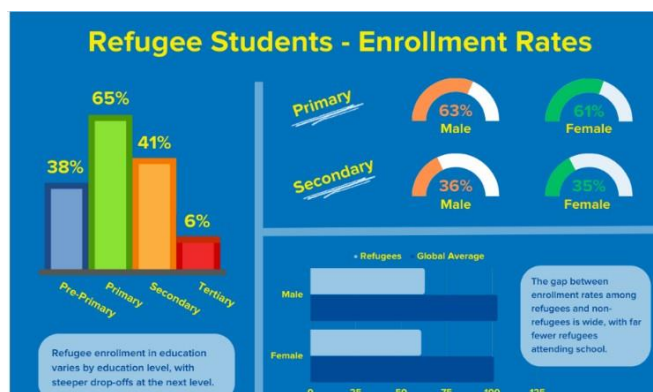
This research delves into the multifaceted challenges confronting refugee communities in Uganda, with a particular focus on their access to education. It endeavors to provide valuable insights to decision-makers, notably the Musizi University team, to foster awareness and facilitate inclusive support mechanisms. Drawing from firsthand experiences as a refugee in Uganda in 2019, supplemented by direct interviews with refugees residing in diverse locales such as Nakivale, Kyangwali, and urban areas, this study illuminates numerous hurdles. These obstacles range from impediments to accessing higher education, difficulties faced by secondary school students in maintaining conducive study environments, to the struggles encountered by university students during the adaptation phase. Employing a comprehensive methodology that integrates literature review, qualitative and quantitative data collection, as well as personal narratives, this research not only identifies challenges but also proposes culturally sensitive interventions to address them.

**Keywords: refugees, economic violence, access to higher education, access to basic services.**



## 1. INTRODUCTION

According to UNHCR data, refugees have the lowest access to formal education compared to other minority groups. The gap between different school levels, such as secondary school and university, is striking. While 41 percent have access to secondary school, only 6 percent have access to higher education, underscoring the title of our article exploring the reasons behind refugees' limited educational access (UNHCR, n.d.).



Our research spans diverse locales like the Nakivale Refugee Camp, Kyangwali, and urban areas, where we conducted extensive interviews. Despite progressive policies, challenges persist, compounded by escalating refugee numbers and limited resources (UNHCR, 2016a). Nevertheless, amidst these challenges lie opportunities to improve refugee protection. Our paper aims to foster a more inclusive environment for refugees in Uganda through historical retrospectives, nuanced analyses, and actionable recommendations. We seek to shed light on refugee experiences and advocate for substantive measures that uphold their dignity, rights, and aspirations.

## **2. LITERATURE REVIEW**

The 1990s saw African states shift their asylum approach due to resource constraints and security concerns, fostering hope for better refugee education (Jones, 2013). This era emphasized global discourse on refugee integration and education opportunities, especially pertinent in Africa's protracted refugee situations (Kaiser, 2006). Uganda initially used encampment policies but later adopted a "Self-Reliance Strategy," granting freedom of movement and work rights alongside primary education access (KHIDDU-MAKUBUYA, 1994; Sandvik, 2011; Garimoi et al., 2005). However, persistent challenges remain, with refugee influxes and security threats hindering access to education (Ahimbisibwe, 2018). The conflict in South Sudan led to a massive refugee influx to Uganda, underscoring the need for sustained assistance beyond emergency responses (Paul et al., 2022). Uganda's experience highlights the importance of progressive policies amidst challenges, urging informed policymaking for enduring solutions to refugee education access (Jones, 2013; Kaiser, 2006; KHIDDU-MAKUBUYA, 1994; Sandvik, 2011; Garimoi et al., 2005; Ahimbisibwe, 2018; Paul et al., 2022).

## **3. RESEARCH JUSTIFICATION AND RESEARCH QUESTIONS**

Our research is propelled by an unwavering commitment to comprehensively apprehend the intricate challenges besieging refugee education within the context of Uganda. Motivated by a desire to transcend surface-level examinations, we aspire to delve deep into the root causes underpinning the educational disparities experienced by refugee communities. Central to our inquiry is the ethos of inclusivity, driving us to explore the obstacles and nuanced factors contributing to the educational disadvantage prevalent among refugee populations. Employing a participatory framework, we have endeavored to engage directly with refugee communities

spanning diverse backgrounds, focusing on discerning variations in educational challenges predicated upon factors such as ethnicity, nationality, and displacement history.

We have endeavored to illuminate common trends and discern lacunae within existing educational support structures through a meticulous blend of individual and group interviews. By intertwining personal narratives with organizational frameworks, we aim to illuminate the multifaceted barriers obstructing refugees' access to and progression through the educational continuum.

### **Research Questions:**

What are the primary obstacles impeding refugee access to education in Uganda, and how do these challenges manifest across different refugee communities?

How do variations in educational challenges among refugee populations based on ethnicity, nationality, and displacement history inform the design and implementation of targeted interventions?

How do existing educational support systems in Uganda fail to adequately address the diverse needs of refugee communities, and what actionable recommendations can be proposed to ameliorate these shortcomings?

### **Results:**

Thematic analysis of our data unveiled significant challenges impeding refugee access to education in Uganda. Foremost among these challenges is the pervasive issue of economic violence, which compels many young refugees to forego their educational aspirations in favor of engaging in activities aimed at securing immediate survival needs. This stark reality underscores

the harsh trade-offs that refugees often face in prioritizing education amidst dire socio-economic circumstances.

Our findings also highlighted the formidable barriers refugee populations encounter in accessing secondary and post-secondary education. These obstacles range from financial constraints, which render educational expenses prohibitive for many, to bureaucratic hurdles inherent in the refugee registration process. Such challenges exacerbate the already pronounced educational disadvantage experienced by refugee communities, perpetuating cycles of marginalization and hindering their ability to pursue academic opportunities.

#### Participant Voices:

Participants in our research shared poignant reflections on their struggles with accessing education:

**Tresor Ndala Buzangu:** " My story is a double story. Born into a family of a presidential guard soldier, I lived a good life from birth until 2018 when I graduated from school in a francophone system in my country, DR Congo. In 2017, I became the second Congolese to be admitted to the Yale Young African Scholars program in Ghana, led by Laura Kaub as the director.

Upon returning to my country, I graduated with high expectations and planned to apply to U.S. universities using the Common App. However, the war reached Beni, where many of my family members, including my mother, were killed, and my father was arrested. My aunt and I managed to reach Nakivale camp in Uganda. This experience led me to believe that being a refugee is a situation and not a person. Despite the drastic change from a good situation in Congo to a very difficult one in a refugee camp, my knowledge of six languages allowed me to work as an interpreter of French, Swahili, Lingala, Tshiluba, Kikongo, and some English.

I faced financial barriers that prevented me from pursuing a university education, but I did not give up hope. I continuously applied to U.S. universities, facing rejections from those with full financial aid and

acceptances from those without it. This was my life from 2018 to 2022. Despite challenges accessing the internet in Nakivale camp, I successfully passed the tests and interview, securing admission to Ashesi University under the Mastercard scholarship.

I was very happy until I received a message stating that I needed to submit a passport by a certain deadline or lose the admission and scholarship. This was the most disappointing moment because I had always thought that getting a full scholarship meant being able to go and study. However, I realized that even a full scholarship was not enough in my situation, as obtaining a passport seemed impossible when affording food was difficult.



At that moment, a WhatsApp message of hope came from Laura Kaub, the former YYAS director and

current director of the Duolingo Refugee Access to Higher Education program, telling me not to worry. She assisted me in obtaining a passport, enabling me to commence my university studies in 2022 at Ashesi University. The four gap years influenced my challenges at the beginning of my studies at Ashesi, as I was no longer involved in school and was doing small jobs in the camp to survive. However, thanks to the three months of a non-grading semester at Ashesi University, I was able to adjust both to the four years of gap and the transition from the French system to the English system.

I believe that if all universities admitted refugee students and implemented a similar system to Ashesi University, it could help others in similar situations adjust before the graded semester ".

**Adelard:** "I fled conflict in the Democratic Republic of Congo and found refuge in Uganda, initially facing financial barriers to higher education due to the difference in educational systems. Fortunately, a refugee-led organization called CIYOTA in Kyangwali refugee camp supported me in accessing opportunities. Through their assistance and partnerships, I obtained a Mastercard scholarship to Ashesi University, where I am currently studying. Support for refugee-led organizations like CIYOTA can significantly enhance access to higher education for refugees."

Kolodina: "I am a Rwandese refugee here, and I have spent almost all my life in Kyangwali refugee camp, where I completed my secondary school education. I became pregnant and had a child, which created many challenges for me in accessing higher education scholarships. As a mother, many scholarship offices questioned during interviews how I intended to balance studying with caring for my child. After facing many rejections only because they were not convinced, I will balance because some universities because my age was already beyond their age limit of admission. With resilience, I applied for a scholarship to DAFI Uganda, where, after sharing my story and demonstrating my interest and capacity to succeed in my

studies if given

the chance, I was admitted. I am now studying at their university partner called Bugema University."

**Frank**, shared his trauma in university: "Every day, I am haunted by the image of rebels raping my mother in my homeland. Unable to bear living with her in a refugee camp, I sought refuge in Kampala with support from my brother, who resettled in Canada 3 years ago. when studying in a university in Uganda without psychological help, I struggled to continue my studies but the depression was so high that I was unable to concentrate in my university studies consequently, I dropped out, I think many like me continue to even drop out of the scholarships because of lack of advising or counselor team adaptable to refugees, my story could have been differently if my university was having an adaptable team that could help me psychologically."

**John**: "I don't know where my father is. I only remember waking up in South Sudan amidst gunfire, with my mother taking me. By the grace of God, I am alive today, but I have no news of my father's whereabouts. Despite challenging situations, I did my best to study secondary school in Uganda and the refugee camp. Now, as I apply for scholarships to pursue university studies, many universities reject me. I believe these universities do not consider my story; they only compare my GPA with applicants who studied under better conditions, resulting in rejection."

**Antoine**, a Burundian refugee in Nakivale camp, recounted familial pressure to not apply for scholarships: "I was studying in Kabahinda with a very high GPA, but my father prohibited me to apply for scholarships for Kenya (USIU-Africa), Rwanda( ALU) and Ghana(Ashesi university ), my father raised two reasons the first one He believes education is useless for



refugees, citing his own experience of graduating in a very good university without job prospects and the second reason he believes that the family will get resettlement offer from UNHCR which if I am outside of Nakivale camp may cause all the family to not travel for the third country. Despite my passion for education, I cannot apply for scholarships as my father prohibited me."

**Jeane:** "I believed there was assistance for female students' menstrual needs in the camp. However, sometimes I miss school due to menstruation. I understand that all refugees face challenges in studying, but I believe female refugees face additional hurdles, such as the need for sanitary pads. I hope we can receive assistance in the future to improve our productivity in school."

**AbdulKarim,** a Somali refugee from Nakivale camp: "We have only one secondary school recognized by the state, Kabahinda, which is located far from the camp. I must walk around four hours to reach the school. Overcrowding is an issue within the school, making it difficult for lecturers to address students' needs adequately."

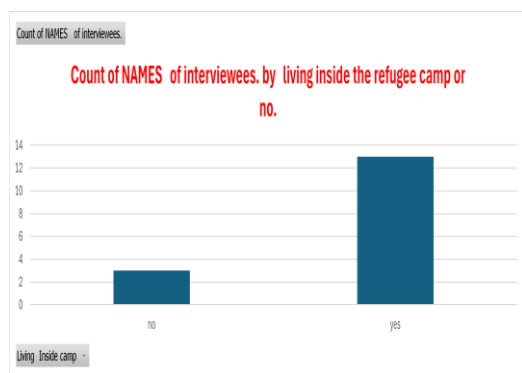
### Dataset:

NAMES of interviewees.	SEX	Country of Origin	Age	Living Inside camp	Living Camp Name	in secondary school	Secondary School	School in refugee camp or no	In university yes or no	In gap year ,financial cause	University Names	Support form.
Tresor Buzangu	M	DR.Congo	23	yes	Nakivale camp	No	Muenze a velela	no	yes	no	Ashesi university	YYAS program
Adelard Borauzima	M	DR.Congo	20	yes	Kyangwali camp	No	Maranatha High School	no	yes	no	Ashesi university	CIYOTA organization
Jhon AYIKI	M	South sudan	20	yes	kyangwali camp	No	Mvara Secondary school	yes	no	yes	no	CIYOTA organization
ABdulKarim	M	Somalia	17	yes	Nakivale camp	yes	Kabahinda	yes	no	yes	no	Windle trust
Kolodina NDUWAYO	F	Rwanda	21	yes	Kyangwali camp	No	ARINGA SCHOOL	yes	yes	no	Bugema university	DAFI scholarship
Grace	F	DR.Congo	16	yes	Nakivale camp	No	Nakivale congo school	yes	no	no	no	individual financing
Therese	F	DR.Congo	19	no	Kyangwali camp	No	Lohana High School	kampala	yes	yes	KNUST university	CIYOTA organization
Antoine	M	Burundi	17	yes	Nakivale camp	Yes	Kabahinda	yes	no	no	no	Windle trust
Abiel	M	Erythrea	25	no	refugee/kampala	No	Lohana High School	kampala	no	no	no	Windle trust
Frank	M	DR.Congo	27	yes	Nakivale camp	No	Nakivale congo school	yes	no	no	no	individual financing
Jeane	F	DR.Congo	18	yes	Nakivale camp	No	Kabahinda	yes	no	no	no	Windle trust
Kalumbi Zaina	F	DR.Congo	20	yes	Kyangwali camp	No	Goma institute	no	no	no	not	CIYOTA organization
PAMELA	F	South sudan	26	no	kampala	No	Secondary School in juba	no	yes	yes	Makerere university	WUSC
GERIA SALAMA	F	Rwanda	18	yes	Kyangwali camp	No	ARINGA SCHOOL	yes	yes	yes	Bugema university	DAFI scholarship
ESHENGO GAHINJA	M	DR.Congo	18	yes	Kyangwali camp	No	Kyangwali secondary school	yes	no	no	no	Windle trust
SARAH SALAMA	F	DR.Congo	19	yes	Kyangwali camp	No	Kyangwali secondary school	yes	no	no	no	Windle trust

#### 4. DATA ANALYSIS

Our data analysis revealed distinctive insights into the educational journeys of interviewed refugees, delineating three principal groups based on their educational status and the challenges faced. Among the 16 interviewees, the majority—13 individuals—resided within refugee camps, underscoring the prevalence of challenges within these environments.

:

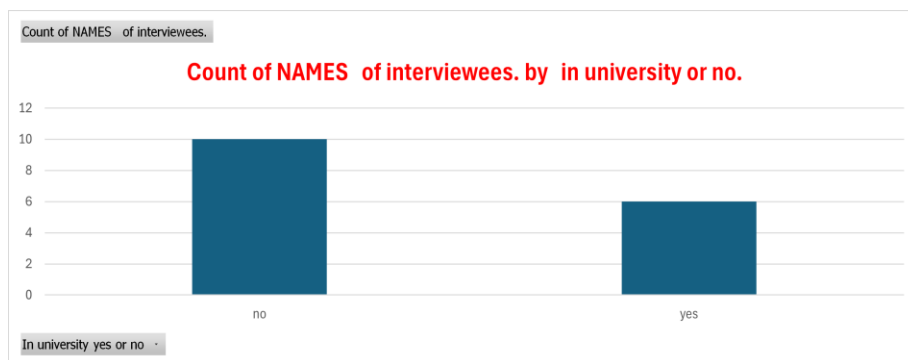


During the collection of data, we got three principal insights groups of interviewed refugees: the group of four refugees who have passed already through all the challenges: Tresor, Adelard, Kolodina, and Frank (dropped out) and are studying in the university where one lacking psychologically support dropped out, the second group is the group of refugees who are done with secondary school but meeting challenges to get access to university where we recorded two interviews: John and Antoine and the last group is the group of the refugees who are still studying secondary school in the refugee camp and meeting challenges in the refugee camps where we recorded two interviews: Jeane and Abdul Karim.

The data further reveals distinct challenges and barriers encountered by each group of interviewed refugees that I grouped into three principal groups: the refugees who have already succeeded in accessing university, those who finished high school, but they cannot afford

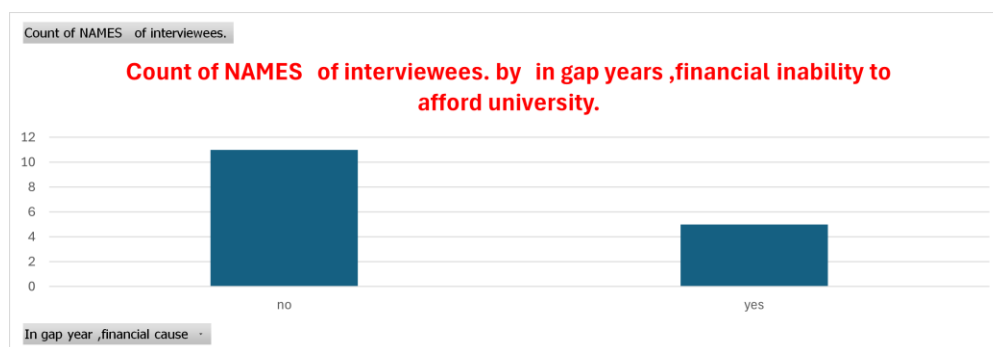
university, they are in a gap year currently and those who are still studying secondary school in Uganda:

University Students: Tresor, Adelard, Kolodina, and Frank (who subsequently dropped out) represent the cohort of refugees who have successfully transitioned from secondary school to higher education institutions. Tresor and Adelard's access to scholarships through external programs like the Yale Young African Scholars program and CIYOTA Organization exemplifies the pivotal role of external support mechanisms in facilitating educational opportunities. Kolodina's resilience in navigating familial and institutional barriers underscores the importance of individual determination. However, Frank's case underscores the critical need for comprehensive psychological support services, as untreated trauma can significantly impede academic success and mental well-being.



Secondary School Graduates Facing Access Barriers: John and Antoine exemplify refugees who have completed secondary education but encounter obstacles in accessing university opportunities. John's frustration highlights systemic flaws in the admissions process, emphasizing the need for more inclusive evaluation criteria considering refugees' unique circumstances.

Antoine's situation underscores the influence of familial expectations on educational choices, necessitating culturally sensitive support interventions that engage families.



Secondary School Students in Refugee Camps: Jeane and AbdulKarim are still studying in secondary school within refugee camps, facing distinct challenges related to access and quality of education. Jeane's struggle with menstrual hygiene underscores gender-specific barriers faced by female refugees, necessitating targeted interventions to address these needs. AbdulKarim's experience sheds light on infrastructural and logistical challenges within refugee camp schools, impacting the overall learning environment and educational outcomes.

## 5. **RECOMMENDATIONS AND CONCLUSION**

Drawing upon participatory methods informed by personal experiences and interviews with approximately 15 refugees facing educational challenges in Uganda, alongside insights gained through an internship at CIYOTA Organization supported by the Ashesi Mastercard Scholarship, this study sheds light on the obstacles confronting refugee students from Congo,

Rwanda, and South Sudan in accessing higher education in Uganda.



Based on the challenges articulated by refugees during interviews, the following recommendations are proposed:

### **1. Enhancing Language Support:**

Provide comprehensive language support services, including translation assistance and language-specific resources, to accommodate the diverse linguistic backgrounds of refugee students, as exemplified by the language barriers faced by participants like Kolodina.

Collaborate with educational institutions and organizations to develop language proficiency programs tailored to the needs of refugee students transitioning to English-medium education, akin to the language support provided to Tresor Ndala Buzangu through the Yale Young African Scholars program.

## **2. Tailored Support for Diverse Educational Backgrounds:**

Offer personalized support and guidance to refugee students with varied educational backgrounds, considering factors such as duration of time spent in refugee camps and differences in educational systems between home countries and Uganda, as evidenced by the challenges encountered by John and Antoine in accessing university opportunities.

Develop bridging programs or transition courses to facilitate the integration of refugee students into the Ugandan educational system and address any learning gaps, as observed from the diverse educational experiences of participants like Jeane and AbdulKarim.

## **3. Facilitating Access to Scholarships:**

Increase awareness of available scholarships among refugee communities through targeted outreach campaigns and information dissemination, drawing from the successful experiences of Tresor Ndala Buzangu and Adelard in accessing scholarship opportunities.

Provide comprehensive support services for scholarship application processes, including assistance with essay writing, interview preparation, and navigating online application platforms, addressing the challenges highlighted by Kolodina and Frank.

#### **4. Addressing Socio-Economic Barriers:**

Implement financial assistance programs to alleviate socio-economic challenges faced by refugee students, including support for application fees, tuition, and study materials, in response to the experiences of Frank and other participants confronting economic constraints.

Advocate for policies that promote economic empowerment and job opportunities for refugee communities, enhancing their financial stability and ability to pursue higher education, as underscored by various participants, including Grace's observations on limited job opportunities for refugees.

#### **5. Collaborative Approach and Institutional Support:**

Foster collaboration among government agencies, non-governmental organizations, educational institutions, and refugee-led organizations to develop holistic support systems for refugee students, leveraging the partnerships exemplified by Adelard's support from CIYOTA Organization and the Ashesi Mastercard Scholarship.

Establish institutional mechanisms within educational institutions to address the unique needs of refugee students, including counseling services, mentorship programs, and cultural sensitivity training for staff, aligning with the need for adaptable support highlighted in Frank's experience of struggling with psychological trauma without adequate support.

**In conclusion,** these recommendations, rooted in the experiences and challenges voiced by interviewees, seek to address the obstacles encountered by refugee students in Uganda and foster a more inclusive and supportive environment conducive to their academic success. By adopting a collaborative and targeted approach, stakeholders can work towards dismantling barriers, enhancing access to higher education, and empowering refugee communities to realize their educational aspirations and contribute meaningfully to society.



## **REFERENCES**

Dryden-Peterson, S. (2003). *EDUCATION OF REFUGEES IN UGANDA: RELATIONSHIPS BETWEEN SETTING AND ACCESS*.

<https://yorkspace.library.yorku.ca/server/api/core/bitstreams/4c9e3bac-6a6d-43f9-8149-5dd0b03af0db/content>

Ezard, N., Oppenheimer, E., Burton, A., Schilperoord, M., Macdonald, D., Adelekan, M., Sakarati, A., & van Ommeren, M. (2011). Six rapid assessments of alcohol and other substance use in populations displaced by conflict. *Conflict and Health*, 5(1), 1.

<https://doi.org/10.1186/1752-1505-5-1>

Garimoi Orach, C., & De Brouwere, V. (2005). Integrating refugee and host health services in West Nile districts, Uganda. *Health Policy and Planning*, 21(1), 53–64.

<https://doi.org/10.1093/heapol/czj007>

Jones, W. (2013). UNHCR in Uganda: better than its reputation suggests. *Forced Migration Review*, 44(44), 81–83.

Kaiser, T. (2006). Between a camp and a hard place: rights, livelihood and experiences of the local settlement system for long-term refugees in Uganda. *The Journal of Modern African Studies*, 44(4), 597–621. <https://doi.org/10.1017/s0022278x06002102>

KHIDDU-MAKUBUYA, E. (1994). The Legal Condition of Refugees in Uganda. *Journal of Refugee Studies*, 7(4), 402–410. <https://doi.org/10.1093/jrs/7.4.402>

UNHCR. (n.d.). *Five Takeaways from UNHCR's 2023 Education Report*. [Www.unrefugees.org](http://www.unrefugees.org).  
<https://www.unrefugees.org/news/five-takeaways-from-unhcrs-2023-education-report/>