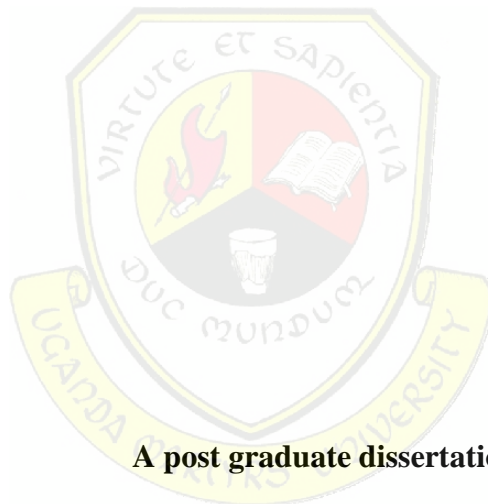


# **Assessing the Contribution of Technical and Vocational Education Training To Self Reliance of Refugees.**

**Case study: YARID Project**



**A post graduate dissertation**

**Presented to**

**The faculty of humanities in partial fulfilment of the requirements for the award  
of a Master's degree in Refugee and Migration Studies**

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## DEDICATION

This work is dedicated to my wife Irene, my daughter Divine and my Son Davis and also to my supervisor Ms Abbie who tirelessly advised me on the best way to present my work.

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Above all, I give the glory and honour back to God for the wisdom, guidance, for without his will it wouldn't have been possible without his spirit.

**LIST OF ABBREVIATIONS**

<b>TVET</b>	<b>Technical and Vocational education Training</b>
<b>UNESCO</b>	<b>United Nations Educational scientific and cultural Organization</b>
<b>UNRWA</b>	<b>United Nations Relief and works agency.</b>
<b>UNHCR</b>	<b>United Nations High commissioner for Refugees</b>
<b>OAU</b>	<b>Organization of African Unit</b>
<b>CARA</b>	<b>Control of Alien Refugee Act</b>
<b>US</b>	<b>United States</b>
<b>WRC</b>	<b>Women Refugee Commission</b>
<b>IDPS</b>	<b>Internally Displaced Persons</b>
<b>DRC</b>	<b>Democratic Republic of Congo</b>
<b>DR</b>	<b>Doctor</b>
<b>HIV</b>	<b>Human Immune Virus</b>
<b>CIS</b>	<b>Centre for Immigration Studies</b>
<b>KCCA</b>	<b>Kampala capital city Authority</b>
<b>OPM</b>	<b>Office of the Prime minister</b>
<b>AU</b>	<b>African Union</b>
<b>NGO</b>	<b>Non-government Organization</b>
<b>UNEVOC</b>	<b>United Nations Vocational education</b>
<b>MOES</b>	<b>Ministry of education and Sports</b>
<b>DAR</b>	<b>Development Assistance for Refugees</b>
<b>SRS</b>	<b>Self Reliance Strategy</b>
<b>YARID</b>	<b>Young African Refugees for Integral development</b>

## **ABSTRACT**

The research hunted to assess the Contribution of Technical and Vocational education Training to self-reliance of Refugees with a case study of YARID project in Kampala district. The study examined the contribution of Technical and vocational education Training on the attainment of knowledge and employability skills, live hood sustainability of Refugees, productivity, economic growth and development and finally the challenges of attaining Technical and Vocational education Training as aims of the study. The study considered both qualitative and quantitative approaches. The study considered 161 participants in the collection of data so as to simplify data analysis. Data was collected using self-administered questionnaires methods, interviews, Focus group discussion (FGD) and observation.

Basing on the researcher's findings from Refugees who graduated in Technical and Vocational education Training, from YARID project as seen with Refugee women who practice designing and Tailoring, producing "Kitengi" clothes in different fashions, including shirts, dresses and skirts, which tremendously contribute to the income of these women Refugees, hence changing their live hood sustainability, leading to economic growth of the Refugees and their development, it was therefore found out that Technical and Vocational educational Training, contributes to self-reliance of Refugees.

Recommendations were also made, requesting UNHCR to seriously consider the issue of Technical and Vocational education Training as a means of self-reliance to both urban Refugees and Refugees in settlements, in order to equip most refugees with skills and knowledge that can enable them supplement on the services received from any service provider. This will also enable them to integrate easily with the local communities and also earn them a source of Income.

The study also calls for further support to those few Non-governmental organizations that play a similar role like that of YARID, in skilling Refugees. Such organizations may be supported financially and materialistic. This will enable them to have a favourable study environment to Refugees under Technical and Vocational education Training, hence increasing the number of enrolments

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## CHAPTER ONE

### GENERAL INTRODUCTION.

**Introduction:** This chapter presents the background to the study, it also looks at the statement of the problem, study aim (Major aim and specific aim), Objectives, research questions, conceptual framework, scope of the study (Geographical, time and content scope), significance of the study, justification of the study and definitions of key terms and other concepts as used in the study, introduction to the case and an introduction to refugee education

A refugee is someone who has been forced to flee his or her country because of persecution, war, or violence. A refugee has a well- founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group. Most likely they cannot return home or are afraid to do so. War and ethnic, tribal and religious violence are leading causes of refugees fleeing their countries (1951 Refugee convention)

Technical Vocational Education and Training (TVET), is a system in recognition of the attainment of competences, knowledge, skills, attitudes and values, in relation to competency standards set for middle level occupation (UNESCO, 2008)

Lawal, (2010) describes vocational and technical education as that type of education that prepare people who could apply relevant practical skill to make positive changes within their society and afford a self- dependent life. According to Lawal (2014) this form of education has been attest severally as an education that provides self- employment, enhance productivity and self- reliance. Technical Vocational Education and Training (TVET) Comprises of formal, non-formal and informal learning for the world of work. Young people, Women and men learn knowledge and skills from basic to advanced levels across a wide range of institutional and work settings and in diverse socio-economic contexts (UNESCO, 2012).

The vision of TVET ,is to deliver Technical and vocational Education and Training to prepare young people for employment opportunities available in the local and regional labour markets towards decent living for refugee society.

Preparing and implementing specialised and diversified technical and vocational programs to meet the needs of local and regional markets and to cope with the latest development and provide refugee youth with desired knowledge, skills and attitudes to secure a suitable job (UNRWA, 2009).

This dissertation is presented in three chapters: chapter one, gives a detailed background from which we trace the issue of refugees. A statement of the problem, objectives, research questions, scope of the study, significance of the study and justification of the study. Chapter two presents review of the literature and chapter three, the methodology, which was used to carry out the research,i.e study design, study area,Study population, sample size, Sampling procedure, Data collection methods and Tools, Limitations of study and Ethical considerations.

The denial to citizens of their basic human rights is what creates refugees in the first place. The United Nations high commission for refugees (UNHCR) and host governments are jointly tasked with the international mandate to restore people to dignity by ensuring the provision of the basic human rights that have been denied to them in their home countries. The first priorities are, in all cases, shelter, food and personal safety. These elements of aid to refugees are emergency services. As the situations that create refugees continue to exist, however durable solutions are needed (Paterson, 2003)

### **Origin of Refugees**

Refugees that are admitted to any country may originate from bordering nations or nations a far off. In their studies, Tickly, et al.(2013) there is confirmation that refugees from bordering nations like Cuba for the case of the US and Rwanda or DRC for the case of Uganda settle in refugee camps near borders. For the case of the US, refugees may also come from as far because of the certainty of better services and treatment. The research done by Omata, N. (2012)

Refugee to Uganda came from as far as Eritrea, Ethiopia and Somalia. Since the post-World War II years, when the U.S. began accepting large numbers of refugees and asylum seekers, both humanitarian and political goals have driven U.S. refugee and asylum policy.

Refugee legislation was first enacted in 1948 after more than 250,000 two hundred and fifty thousand displaced Europeans were admitted into the country; the new legislation allowed for the admission of an additional four hundred thousand. During the Cold War, the U.S. admitted refugees fleeing Europe, the Soviet Union, East Asia, and Cuba for humanitarian reasons and also in an attempt to weaken communist regimes (WRC, 2005)

In recent years, refugees worldwide are increasingly likely to end up in urban areas rather than camps (Brees, 2008; Jacobsen, 2006). According to the UNHCR website, more than half the refugees UNHCR serves now live in urban areas. The 'urbanization' of refugees certainly applies to Uganda (Luke, 2011; Bernstein, 2005). Kampala is the second largest refugee hosting location, next to Nakivale, in Uganda (UNHCR, 2012a).

In Kampala, the number of urban refugees fluctuates. UNHCR has registered over 35,000 urban refugees while Human Right Watch estimates the refugee population to be even 50,000 (WRC, 2010:4).

### **Causes of Refugee Status**

War, internal conflict, violation of human rights and oppression have been the main cause of Refugee production in the world; At the same time, insecurity, wide ranging economic problems, unemployment and lack of a minimum of economic and social prospects in the less developed societies generate migration that works hand in hand with the Refugee phenomenon, in many instances in an indistinguishable manner. In the age of the global Village and fast transportation it is no-longer possible to contain refugees of an erupting crisis within specific borders. Therefore the Refugee problem has increasingly become a global issue which requires an international response (Alborzi, 2005)

Mundua, (2012), asserted that militating factors lead to refugee influxes, these include colonial dominance, political aggression and violation of human rights(Ethiopia, Burundi and Sudan), failure of other ethnic groups to co-exist-the Tutsi/Hutu; Lendu; the Banyamulenge/Congolese, failure of other political groups to agree on the political agenda for example Sudan and Rwanda, Fear of reprisal of genocide through mass slaughter of a particular group-Burundi and Rwanda, Militarism, dictatorial regime and lack of democratic governance

GPP, (2005) suggested that refugees may have different settlement needs, prioritized differently by each individual's experience; they have a range of needs because they have suffered the trauma of persecution and displacement.

Their pre-settlement experiences may include denial of human rights, forced separation from families, witnessing family members being tortured or killed, exposure to violence, physical and sexual abuse, illness and exploitation.

Indeed, for any durable solutions to be successful, education must be seen as a priority (Peterson, 2003).

Government of Uganda has direct involvement in refugee settlement. Mundua, (2012) suggests that a number of refugees reside in Uganda under the protection of the government; these include Somali, Sudanese, DRCs, and Ethiopians, Rwandese, Burundians, Eritrea and many others. These have been given accommodations and land for those that can practice farming to meet some of their extra needs. The department also ensure that refugees are catered for until they return to their home countries when peace prevails.

However in some cases,in reality, the situation of many refugees can no longer be described as "temporary." The average period of displacement rose from 9 years in 1993 to 20 years in 2009 (Loescher and Milner, 2009: 9).

Nakivale is the most populated refugee settlement in Uganda with 36% of the entire refugee in Uganda (Omata, 2012). The population that settles at Nakivale refugee settlement characterised by people from countries that boarder Uganda in that area, some come from DRC, Rwanda.

There are many languages that are spoken in the camp, the languages ranging include, Congolese (lingala), Rwandese and French among others. The people in this settlement have all sorts of problems causing them to flee their countries, which include lack of adequate resources for Survival, diseases such as AIDS (Tickly, 2013). However before resettlement, or return to their home countries as a result of prevailing peace, refugees must be taught to be self- reliant.

Uganda is a signatory to all principal international legal instruments for refugee protection. The 1959 Refugee convention, The 1967 protocol and the 1969 OAU Convention governing specific Aspects of refugee problems in Africa. Uganda previously derived its refugee management framework from the Control of Alien Refugee Act (CARA), enacted in 1964. For over a decade before Uganda ratified to the 1951 refugee convention, the Act was inconsistent with the international standards relating to the treatment of refugees(Dryden, 2006:384).The Act required, for instance, all refugees to reside in designated settlements(Bernstein, 2005:7). However, this legal framework had never been strictly enforced and there have been a great number of self-settled refugees who reside outside the settlements (Macchiavelo, 2006:15).

### **Challenges encountered by Refugees in the settlement**

Most refugees are cash strapped and most depend on the funding from friends and relatives from abroad. In the research by Omata, (2012), it was realized that some Eritrean and Somali refugee interviewees acknowledged that they have been living entirely on overseas remittances sent by their family members living in industrialised countries. Some Diaspora members are heavily connected with refugee businesses as investors and/or partners.

GPP (2005) suggests that a number of settlement issues are shared by all young migrants, which reflect majority of challenges that migrants around the world will experience.



Challenges in settlement include learning of language (in Uganda English is vital), restarting schooling or finding work, adjusting to a new culture, separation from extended family, navigating unfamiliar systems and environment, and forging new social networks.

Faced with harsh living conditions, refugees' daily work focuses on obtaining food, repairing shelter and remaining safe. Refugees attending clinics described feeling constantly hungry and having difficult time accessing food. Clinic days presented particular hardship, as participants often endure long trips and spent considerable amounts of money to reach the clinic.

Missing work to attend clinic caused significant stress as it resulted in less food for their families. Some people forego clinics to work so that their children will have enough food to eat.

Lack of food was considered a barrier to overall health. The food rations by World Food Program (WFP) are not enough; food rations are reduced in the first year (Tickly, et al, 2013).

The study by BSS, (2010) realised that most people had not completed primary school. Men had high educational attainment than women. This has also been observed in other refugee settlements in Kenya and in Uganda (BSS Uganda, 2006). Literacy rates are low, particularly among refugee women. Close to 50% of the survey participants were married, followed by those who had never married and those who were co-habiting. Most of the married respondents were in monogamous relationships.

Although there was demand for skilled experts in such fields as financial analysts, ICT experts, language instructors, teachers and nurses/doctors, many of the refugees in Kampala did not have such formal qualifications and specialized livelihood skills. It was observed that only the sector for engagement is the petty trade sector as a business opportunity for urban refugees.

Most refugees don't have marketable skills; they must find a way of surviving in informal (low-skilled) businesses in Kampala (Omata, 2012).

Many refugees resettled in the U.S. today have spent years in refugee camps, have experienced trauma, are disabled, have limited work skills, and are not literate in their native languages.

The long-term effect of these issues often appear long after the initial resettlement process, when the individual is no longer focused on survival and adjustment and can begin to process past traumatic events and start to move beyond them. These refugees require a broad range of services such as medical and psychological care and intensive English language training in order to even begin to be able to transition to self-sufficiency (U.S. Refugee Resettlement Assistance, 2011)

In Uganda, the office of the Prime Minister handles the settlement of refugees, with the help of local and international organizations like UNHCR the work of settlement would be much easier, which however, may not be true. In many countries, communication and corporation among agencies that assist in settlement of refugees is a challenge.

In his report, Betts (2011) realized that for the US, among the broad challenges facing the refugee resettlement assistance system are interagency coordination and information sharing, and funding. Critics also question the system's self-sufficiency model, which requires refugees to secure employment as quickly as possible. Key issues include financial assistance to refugees, which is widely viewed as insufficient, and the "lottery effect," whereby refugees resettled in different parts of the United States receives different levels of financial assistance and services. Growing out of these challenges and issues are a variety of options for reforming the existing system with respect to administration and planning and the ORR programs.

Sexual violence among refugees was an important risk factor for transmission of HIV/AIDS. A huge proportion of female refugees had forced sex within the settlement areas; most females surrounding the refugee camps were affected by AIDS due to forced sex as a way of earning a living (BSS, 2010).

There are various conditions that cause people to migrate to other nations as refugees and some of these are wars, which see a great deal of people lacking not only the education but also the skills to apply in countries they settle as refugees. In his finding, Betts (2011) realized that changing demographics of the U.S. resettlement program present new challenges, as many populations require extended employment services to gain a hold in the U.S. labour market and integrate into U.S. society.

Many recent arrivals have spent protracted amounts of time in refugee camps in countries of first asylum, have experienced intense trauma and have disabilities. Many arriving refugees have limited work skills, cannot read and write in their own language and require intensive English as a Second Language (ESL) courses prior to employment.

In Uganda much of the support to settle refugees is provided by international agencies in terms of funding. The challenge of funding the settlement of refugees does not affect only Uganda but also economically sound economies like the US. In his finding, Betts (2011) argues that federal funding for resettlement assistance is inadequate to enable refugees to achieve long-term sufficiency and integration.

These reports variously found that insufficient funding is provided for cash assistance, employment services, English language training, education, housing, and medical treatment, among other services.

In some countries, citizens resisting refugee settlement either as part of their cultural prejudices or fear of loss of their privileges; there are organizations that are also geared to resist settlement of refugees such as Center for Immigration Studies (CIS) in the United States. In her research, Melanie (2013) realized that Tennessee, New Hampshire, and Georgia are the only states that have recently attempted to stop refugee resettlement at the legislative or executive level.

Resistance to resettlement has emerged in other communities across the country as well, although those states have not pursued statewide measures to stop resettlement.

The Center for Immigration Studies (CIS), which has strongly backed anti-immigrant state laws, published a report titled *Refugee Resettlement: A System Badly in Need of Review*. The report raises alarms by claiming that the system is “costly,” there has been a “loss of U.S. control,” and the refugee program has “failed refugees both by diverting limited resources from overseas assistance and by the sheer neglect of those resettled in the U.S.” In her research about the refugee livelihood in Uganda, Omata, (2012) it was realized that although Uganda gave right for self-settlement by refugees, there were livelihood challenges for refugees, which included no access to financial loans, high registration costs with the KCCA, slow economy and declining number of customers, competition with locals, high livelihood challenges, limited livelihood skills and business experiences, high rent for market places/shops, lack of knowledge of local languages, xenophobia/discrimination from locals, lack of understanding about the KCCA registration process and no access to saving facilities.

There are many reasons for which people may migrate to another country and become refugees. In fact, the guidelines by Jenny, (2005:05) suggested that not all refugees that enter have visas to enter those nations. A refugee may enter a nation through other streams of migration.

### **Background of the Study**

Since the post-World War II years, when the U.S. began accepting large numbers of refugees and asylum seekers, both humanitarian and political goals have driven U.S. refugee and asylum policy. Refugee legislation was first enacted in 1948 after more than 250,000 two hundred and fifty thousand displaced Europeans were admitted into the country; the new legislation allowed for the admission of an additional four hundred thousand. During the Cold War, the U.S. admitted refugees fleeing Europe, the Soviet Union, East Asia, and Cuba for Humanitarian reasons and also in an attempt to weaken communist regimes (WRC, 2005).

At the end of 2013, the number of people of concern to the office of the United Nations High commission for refugees (UNHCR) was 51.2 million, the highest level on record. The 51.2million people of concern included: 16.7 million refugees, 1.2 million asylum seekers, 414,600 refugees who had repatriated, 33.3internally Displaced people (IDPS), 1.4 million IDPs returned home and 10 million stateless persons.

Countries hosting the most refugees in 2013 were Pakistan with 1.6 million, Iran with 857,400, Lebanon with 856,500 and Jordan with 641,000. Afghanistan has been the leading country of origin of refugees for the past three decades. In 2013 there were 2.5 million Afghan refugees; Syrians were the second largest refugee group, with 2.47 million refugees followed by Somalia with 1.12 million. In 2013 Pakistan also hosted the largest number of refugees in relation to its economic capacity with 512 refugees per \$ US 1GDP(PPP) per capita, followed by Ethiopia(336),Kenya(295) and Chad 199(www.unhcr.org).

Uganda hosts a multi-ethnic group of refugees who include Rwandese, Congolese, Ethiopians, Somali's, Sudanese and Burundians. These co-exist with nationals in the host areas where they share the infrastructures and services provided by government and Non-government Organizations., UNHCR and WFP. Today, active settlements include:- KyakaII, Nakivale, Oruchinga, Kyangwali, Sango bay, Kiryandongo, Paralonya, Rhino Camp, Imvepi, MadiOkollo and the integrated camps of Adjumani (Mundua, 2012). In 2006 Uganda adopted new refugee legislation, the Refugees Act, which repeal the absolute control of Alien Refugee Act commended as progressive, human rights and protection oriented (Refugee law project 2006).

The refugee Act reflects international standards of refugee protection provided in international legal instruments. The Act recognizes the right of refugees to Education work and move around freely within the country and live in the local community, rather than in camps. Unlike many of its neighbours, who encamp refugees, the Ugandan government promotes self-reliance. Space is open for a development-based approach to refugees' assistance (Betts 2012).

With this progressive policy, coupled with its relative stability, as of 2012, Uganda hosted approximately 200,000 refugees/asylum seekers from diverse Nationalities (UNHCR, 2012).

The traditional response to large scale refugee movement has often been to provide shelter in settings in recent years; however, refugees increasingly come to reside in urban and semi urban areas, seeking the autonomy and access to employment and services that urban areas can provide. Many times however, urban refugees encounter serious legal, social and political barriers accessing such services.

Assistance to refugees in urban settings is complicated by their invisibility within the urban population, and in many cases by negative attitudes on the part of local residents and officials.

Refugees usually move to urban areas to seek security and potentially greater choice of income-generating and educational opportunities, housing, as well as better quality basic services as those provided in camps. Many also move to towns and cities because of numerous restrictions on life in camps, the desire to live in proximity to other family or community members, or sometimes to find anonymity and go "unnoticed" in order to avoid problems with the authorities.

Others, like in the case of Iraqi refugees, move directly to big cities in Syria, Jordan, Lebanon, Egypt or Turkey (UNCHR).

Urban refugees are often scattered through the city and are confined to slum areas, shanty towns or suburbs, making it difficult to determine their needs and to identify the most vulnerable among them. Refugees in Urban areas face a number of disadvantages in Comparison to other low income city dwellers. In addition to the protection problems with which they are confronted, they often lack the community support systems that help poor nationals to.

As reported by Interlaid Uganda (InterAid Uganda, 2012),

Refugees may also find it difficult to access live hoods or afford the often overstretched healthcare, education and other services on which the local population relies. Governments may lack the capacity to provide public services to refugees at limited or no cost and need the assistance of UNHCR, bilateral donors, development agencies and other actors to build or increase their capacity (UNHCR).

### **Education of refugees:**

UNHCR is the international body mandated with the provision of education for refugees. It advocates for "education as a basic right" in the context of the 1951 Refugee Convention and the 1989 Convention on the Rights of the Child. As stated in the 2002 Education Sector Policy and Guidelines Draft from the UNHCR Geneva, "UNHCR will ensure and advocate for basic education of female and male refugees and other persons of concern as a matter of priority and as part of the process of finding durable solutions and enhancement of their capacity for security and protection.

UNHCR identifies four reasons why education is essential in refugee situations. First, education is a human right. Within this right, as outlined in numerous international conventions and most specifically in the Convention on the Rights of the Child, primary education should be both free at the point of delivery and universal. Secondary education should be available and accessible to all. And tertiary education should be accessible to all on the basis of capacity by every appropriate means (see Appendix II: Articles 28 and 29 of the Convention).

Promoting a right based approach; education is essential from the onset of an acute crisis or emergency until the phrase of durable solutions, especially for children.

UNHCR considers urban areas to be legitimate place for refugees to enjoy their rights, including those stemming from their status as refugees as well as those that they hold in common with all other human beings. Access to education is one of those that they hold in common with all other human beings. Access to Education is one of these rights and includes education in urban areas. Yet refugees and other persons of concern right to education encompass more than just primary schooling. It also includes pre-primary and post-primary education, such as secondary and tertiary, as well as non-formal and vocational education (UNHCR)

Second, education is a tool of protection. Through education, the exploitation or abuses of children can be identified, as can children who are in need of medical or psychological attention. In addition, education promotes understanding of society and the rights and responsibilities of individuals, building stronger communities that ultimately protect children. Third, education helps to meet psychosocial needs. Due to the disruption of children's lives through conflict and displacement, there is a great need for structured activities that provide a sense of routine and normality. Education fills such a role. Finally, education promotes self-reliance and social and economic development by building 'human capital.' This human capital is needed for the future reconstruction and development of displaced persons' areas of origin or settlement (Paterson, 2003)

Those who do manage to establish businesses frequently lack technical skills and access to local networks.

Operating in an extremely competitive market, they need capital, contacts and stronger business skills (UNHCR, et al 2013).

Despite the efforts of the Government of Uganda, UNHCR, and their partners, the failures of self-reliance strategy(SRS) and Development Assistance for Refugees( DAR) in an environment of declining donor funding particularly to education and community services leading a large percentage of refugees to pursue various necessary though flawed coping mechanisms to provide for them(Refugee law project,2007).

However in urban areas like Kampala, non- governmental organisations like YARID project have decided to skill refugees in Technical and Vocational education as a means of self-reliance.

### **Introduction to the Case**

Young African Refugees for Integral Development (YARID) is a registered refugee organization that was founded in 2007 by young Congolese refugees, who formed it based on their experience of what happened to them, when they were forced to face the fact that they were refugees in a foreign country (Uganda). YARID is dedicated to give back hope to refugees, and its work is targeted to refugee youth, children and women, in particular. YARID's work aims at overcoming the burden of deprivations and vulnerability so that the refugees can become healthy, educated, Self-sustaining and contributing members of the society. One of the objectives of YARID is to give as much information to the refugees as possible in order to make them feel at home in Uganda. Refugees mainly come from the Democratic Republic of Congo (DRC), Rwanda and Burundi. Since its implementation in 2007 YARID is striving to improve the lives of Refugees. YARID seeks to empower youth, women and children refugees in the City to overcome the burdens of deprivation and vulnerability to become healthy, educated, self-sustaining and contributing members of society (YARID, 2013).

YARID offers Technical and vocational education Training in literacy, life skills and livelihoods strategies in order to become self-reliant. It is against this background that the researcher sought to assess the contribution of Technical and vocational education Training to Self-reliance of Refugees



## **YARID Education program**

This program aims at empowering refugees and asylum seekers in Kampala with literacy, life skills and livelihoods strategies in order to become self-reliant. The project intends to equip this vulnerable Group with basic functional adult literacy skills so that they can manage to read and write. As the majority of them are from countries where English is not the official language, these people find it hard to communicate, interact and integrate within the Ugandan host community because of the language barrier.

YARID has for the last six years offered English lessons to refugees and asylum seekers.

YARID offers literacy education that promotes self-reliance, Self-esteem, addresses the daily needs of refugees, and promotes community involvement. YARID has two types of classes for this program: The English for Adult (EFA) classes and the Functional Adult Literacy (FAL) classes (YARID, 2013).

Through, women empowerment project (WEP). Women are skilled with Tailoring and designing skills that enable them to make traditional clothes like Kitengi for both men and women at YARID women empowerment project located at Nsambya-Katwe.

In YARID's partnership with the Pan African Development Education and Advocacy Program (PADEAP) 15 refugees from YARID have completed computer training while 12 others are still learning. 10 girls have completed one year training in tailoring and 1 woman has completed catering training. Currently, through the Jesuit Refugee Services (JRS) one girl from YARID is doing tailoring that will be completed at the end of the year 2015.

## **Statement of the Problem**

Majority of refugees are unemployed, unskilled and confined to resources provided by refugee service providers and almost excluded by emergency of new technologies and knowledge based working practices due to lack of formally recognised qualifications. Refugees also lack confidence participating in the main stream education settings in the host country. As result Non-government organizations like YARID project have decided to provide Technical and vocational education training to Refugees as a factor of change to impart Refugees with Technical skills that will enable them access decent jobs and integrate into main stream economic life. Vocational education Training skills are important as education in labour market preparation. However, how this has contributed to self-reliance of refugees is a subject for this study.

This study therefore attempted to assess the contribution of Technical and Vocational education Training to Self-reliance of Refugees.

**Study aim:** The study aim had both the major aim and the Specific aim.

### **Major aim**

The major aim of the study was to assess the contribution of Technical and vocational educational training to self-reliance of refugees.

### **Specific aims**

i. To assess the impact of Technical and Vocational education Training on the attainment of knowledge and employability skills.

- ii. To assess the contribution of Technical and Vocational Education Training on the sustainable live hood of refugees.
- iii. To assess the relevance of Technical and vocational education training to productivity, growth and development of refugees
- iv. To establish the challenges of attaining Technical and Vocational education Training.

### **Research Questions**

- i. How has TVET impacted on the attainment of knowledge and employability skills?
- ii How has TVET contributed to live hood sustainability of refugees?
- iii. How relevant is TVET on productivity, economic growth and development of refugees?
- iv. What are the challenges of attaining Technical and Vocational education Training?

**Scope of the Study:** The scope of the study had a geographical scope, Time scope and a content scope.

### **Geographical scope: geographical**

The study was conducted at YARID project at Nsambya-Gogonya Kampala district, covering Technical attainment area; it focused on assessing the contribution of Technical and vocational education training to self- reliance of refugees. The case was chosen because it's among the few non-government organizations besides UNHCR, that offer education services to urban refugees and it was such a convenient place in terms of accessibility to the researcher, since it's on the outskirts of Kampala.

**Time scope:** The study covered the period between 2007 and 2014. This period was chosen because it was the time when YARID project registered as a local NGO offering vocational and technical education training to refugees and during this time several refugees through the country

(Uganda) from the neighbouring countries of Democratic Republic of Congo, Burundi, Tanzania and Southern Sudan, due to the increased conflicts in those countries.

### **Content scope**

The study mainly assessed the contribution of Technical and vocational education Training to self-reliance of refugees. It basically focused on attainment of knowledge, employability skills, sustainable live hood, productivity, economic growth, development and resource availability.

### **Significance of the Study**

The findings of this study may increase availability of literature on the contribution of Technical and vocational education training citing out its significance to self-reliance of refugees which will be useful to academicians and future researchers as it will be used as a reference point in future studies.

Other Non-Government Organisations that offer similar services like YARID Project may know where to improve when offering such services to refugees, such that they offer services that meet the needs of refugees.

Refugees may be in position to expose their need for self-reliance to the service providers.

The findings of the study may help Government of Uganda through office of the Prime Minister (OPM) to plan for refugees that continuously enter Uganda, to become self-reliant.

### **Justification of the Study**

The researcher did the study because he wanted to find out whether the skills obtained by Refugees are relevant to their live hood (AU, 2007).

In the midst of conflict, education is often seen as a luxury for refugees or internally displaced people who are also struggling to find food, aid and shelter, but education is a basic right, one that is vital in restoring hope and dignity to people driven from their homes.

It helps them to get back to their realities and build a better future. In the different settlements in Uganda, education is offered to refugees, as a basic right. However this kind of education does not equip refugees with skills and knowledge to become self-reliant (UNHCR, 2001-2005).

To Urban refugees, Non-government Organisations (NGO) like YARID project has offered to equip refugees with Technical and vocational education training. This has necessitated investigation in order to assess facts on the ground concerning the contribution of Technical and vocational education training to self-reliance of refugees, so as to generate recommendations for the kind of education that should be offered to refugees.

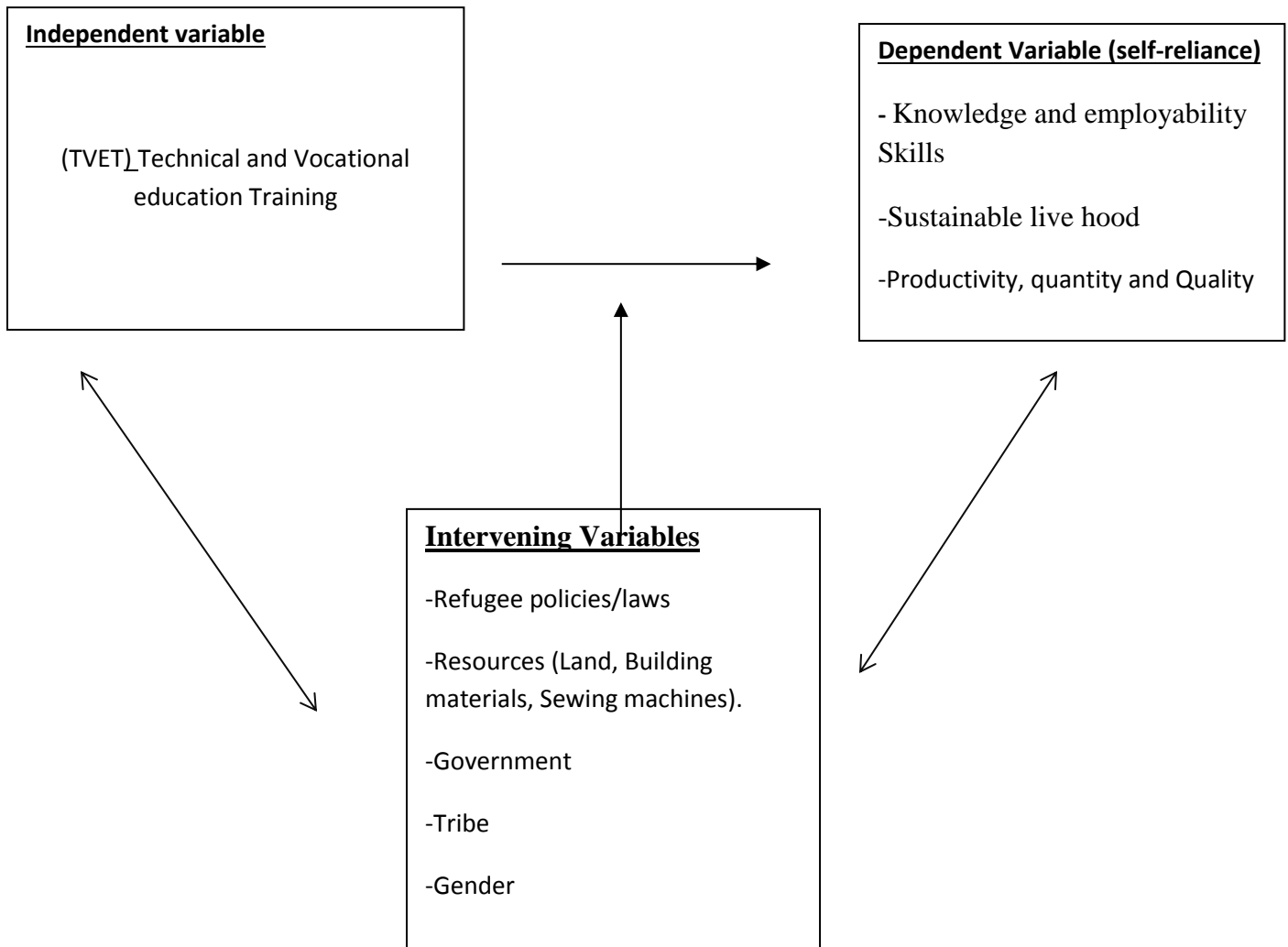
### **Conceptual Framework**

The conceptual framework assessed the contribution of Technical and vocational education to self-reliance of refugees. Technical and Vocational education training is the independent variable whereas self-reliance is the dependent variable.

The action by other outside parties is intermediate variables, for example Government action, Tribes, refugee policies and resource availability. The expectations are as a result of the action taken.

The interaction of the above variables is as below:

### Conceptual Framework



Source: literature review

Fig.1 shows the conceptual framework between variables.

Figure.1 reflects clearly the relationship between Vocational and Technical education which is the independent variable and self-reliance which is the dependent variable; these are the main variables of the study.

Technical and vocational education training (independent variable) influences self-reliance (dependent variable) through acquisition of knowledge, skills and improved live hood.

The dependent variable (self-reliance) with specifics like, knowledge and employability skills, improved live hood and productivity development and economic growth, explaining why the conceptual framework is illustrating the link between self-reliance of refugees, Technical and vocational education Training.

The intermediate variables like Government, resources and refugee policies and laws may cause change in the process of acquiring Technical and Vocational education Training.

We need to accept the fact that vocational education training creates self-reliance of refugees through acquisition of knowledge and employability skills, improved live hood and productivity economic growth and development, Though Intermediate issues like Refugee laws and policies, availability of resources and host governments, may limit the number of refugees to be admitted for vocational and technical education.

### **Key Definitions**

To help the understanding of this study, key terms and concepts are defined as per their use in the study. These include a refugee, refugee experience, Technical and Vocational education Training and self-reliance.

**A refugee experience:** refugee experience is exposure to political, religious or inter-cultural violence persecution or oppression, armed conflict or civil discord that incorporates the following basic elements such as a state of fearfulness for self and family members, leaving the country at short notice, inability to return to the country of origin, and uncertainty about the possibility of maintaining links with family and home (Coventry et al, 2002).

**Self-reliance-** In this study self-reliance is defined as relying on oneself or one's own efforts and abilities rather than those exerted or supplied by other people for a living.

The International Standard Classification of Education (ISCED) defines TVET as “education which is mainly designed to lead participants to acquire the practical skills, know-how and understanding necessary for employment in a particular occupation, trade or group of occupations or trades” (UNESCO, 1997).

The 1951 United Nations Convention Relating to the status of Refugees is the main international instrument of Refugee law. The Convention defines a refugee as:

“[A]ny person who: owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country”.(UNHCR Global Trends Report, 2013)

The Organization of African Unity terms a refugee to apply to every person who, owing to external aggression, occupation, foreign domination or events seriously disturbing public order in either part or the whole of his country of origin or nationality, is compelled to leave his place of habitual residence in order to seek refuge in another place outside his country of nationality (OAU Convention, 1969).

The UN take a refugee to mean someone who has fled his or her home country and cannot return because he or she has a well-founded fear of persecution based on religion, race, nationality, political opinion or membership in a particular social group. (Dwyer, 2010; UN, 1951).

However the research used a working definition of a refugee to refer to a person who is outside the country of his/her own nationality and is unable or unwilling to avail himself/herself of the protection of that country owing to a well-founded fear of being persecuted for reasons of race, religion, sex, nationality, membership of a particular social group or political opinion and therefore granted protection by the host Government in this case Uganda, until along lasting solution is found.



## CHAPTER TWO

### LITERATURE REVIEW

#### **Introduction**

This chapter is a review of literature related to assessing the contribution of Technical and Vocational education Training to self-reliance of refugees. The study identified the gaps in existing literature, which the study addressed.

#### **Contribution of Technical and Vocational Education Training on Knowledge and Employability Skills Training acquisition.**

The level of over dependence of Refugees on services from service providers, UNHCR, WFP, RED CROSS is an issue of major concern to Refugees and the host communities. This may be due to lack of knowledge and employability skills among Refugees. This study analyses TVET in acquisition of the needed knowledge and employability skills among Refugees. It questions how Refugees who acquire TVET are able to use that knowledge and employment skills to produce products which may lender them self-reliant. The role of this is study is therefore, to ensure that more Refugees acquire TVET, relating it to self-reliance of Refugees and ultimately to aid in reducing over-reliance on service providers. Historically,(European commission 2013) found out that in social and economic policy-making, the notion of training, is linked to a narrow range of sectors and levels of employment, as a distinct part of schooling but acquired in separate institutions, has had a lower status than education, marking the transition to both adulthood and employment. This has also tied in with aspects of ethnicity, class and gender dimensions and has progressively declined. This has subsequently been replaced with a notion of skills that are as important as education in labor market preparation, with priority given to problem solving, communication, teamwork and other ‘core’ skills, re-skilling and lifelong learning.

Education and training are essential requirements of a strategy to promote employability. They give youth the opportunity to take advantage of job opportunities and income earning possibilities. However for refugees to be employed, they do not only require to have the knowledge and employment skills. In the study by( Laura,B.2004),it was found out that employability is however, not a function only of training, it requires a range of other instruments which results in the existence of jobs, the enhancement of quality jobs, and sustainable employment.

Developing young people's employability is central to ensuring their successful transition to labor market and their access to career- oriented employment.

Youth need to acquire the skills, knowledge, competences and attitudes that will allow them to find work and to cope with an unpredictable labor market. Employability is a key outcome of education and Training of high quality, as well as a range of other policies. It encompasses the skills, knowledge and competences that enhance a worker's ability to secure and retain a job, progress at work and cope with change, secure another job if she/he so wishes or has been laid off, and enter more easily into the labor market at different periods of life cycle. The issue of youth lacking knowledge and employability skills has come to the forefront of youth un- employment in most countries.

According to Chambers et al (1992), a live hood comprises the capabilities, assets (stores, resources, claims and access) and activities required for a means of living: a live hood is sustainable which can cope with and recover from stress and shocks, maintain or enhance its capabilities and assets, and provide sustainable live hood opportunities for the next generation; and which contributes meet benefits to other live hoods at the local and global levels and in the short and long term.

Of the various components of a live hood, the most complex is the portfolio of assets out of which people construct their living, which includes both tangible assets and resources, and intangible assets such as claims and access, any definition of live hood sustainability, the author argued, has to include that ability to avoid, or more usually, withstanding and recover from, such stress and shocks.

Asserting his belief in the importance of TVET as a means to creating skilled workers' central to achieving all eight goals and associated targets in the Millennium Development Goals', Maclean (2009, p. xii) reiterates that 'TVET should be relevant to the needs of the labor market, be of high quality, and broadly accessible to all.' He regrets that 'However, this ideal is often not being met, particularly in developing nations, economies in transition, and those in a post-conflict situation (Astrid,2010)

(Julius, N.1978, p. 29-30), asserted that adult education has two primary aims: firstly, to 'Inspire both a desire for change, and an understanding that change is possible', and secondly, 'Help people to make their own decisions, and to implement those decisions for themselves (Astrid, 2010)

The importance of TVET was renewed at the UNESCO meeting of international experts on technical and vocational education and training in 2004 when they agreed that: The African Union (2007, pg 27) highlighted the primary objective of all technical and vocational education and training programs as "the acquisition of relevant knowledge, practical skills and attitudes for gainful employment in a particular trade or occupational area." GOSS is looking to technical education as an accelerated learning experience for those who have missed the opportunity for

Primary or secondary education (GOSS, 2007). In their discussion paper developed for the UNESCO-UNEVOC (2007) International Centre for TVET, the Conflict and Education

Research Group (CERG) developed a holistic approach to TVET that takes into account the number of challenges facing war-affected populations. CERG (UNESCO-UNEVOC, 2007, pg. 2) defines TVET as: “a learning system in which both “soft” and “hard” skills are developed within a “joined-up”, integrated development and delivery framework that seeks to improve livelihoods, promote inclusion into the world of work and that supports community and individual agency.” Child and adult soldiers, those who supported the war efforts in other roles and unemployed youth are key target groups for TVET. For Southern Sudan, VET can play a pivotal role in improving local economic and community development. An increase in TVET may empower currently under or unemployed individuals, including aiding local employment and vocational creativity and strengthening communities engaged in subsistence live hoods (Alhaji, 2008).

However much as TVET has become a large employer with most governments encouraging their youth to attain TVET; Baking, Brick making, Tailoring, and Carpentry etc. as a source of income. However for a Refugee to earn a live hood he does not require to have any Technical and Vocational Training. Refugees may be involved in a number of economic activities which may earn them a living. The research by Omata (2012) shows Refugee economic activities in Uganda. Under the refugees Act 2006, refugees in Uganda, enjoy the same right to work as nationals. Refugees are allowed to set up business with a license from the local municipality, Kampala city council authority (KCCA).

**Refugees in Kampala are engaged in a variety of economic coping strategies. Livelihood activities employed by refugees in Kampala include the following;**

**Table 4.1: Response rate**

Types	Activities
Selling daily necessities	Mini-supermarket(selling soap/charcoal/oil/food in their own shop)
Selling specific items	Specialized shop(selling hardware, plastic items, East African crafts in their own shop)
Petty trading	Vending accessories/food/oil/other items in local markets.
Food related business	Selling fruits/Vegetables/cooked food, fast food stand, restaurant, working as waiter/waitress
Communication related business	Running internet café, selling pre-paid mobile credits
Entertainment	Running or working at club/bar/pub/bar/pool hall
Clothing	Tailoring, selling used clothes/shoes, shoe shining
Manual work	Construction works, picking up recyclable plastic bottles, security guards
Housekeeping chores for others	Washing others clothing, cleaning up their houses, house maids
Finance	forex bureau
Medical works	Running a pharmacy, doctor
Institutional employment	Teachers, pastors
Transnational business	Brokerage, sub-regional trading
Accommodation	Running or working at hotel/ guest house
Language-related work	Translator, language instructor
Transportation-related business	Garage/parking business, taxi drivers, motorbike cabs, car mechanic.

Technical service	Business consulting
Relying on external support	Remittances, begging, church assistance
Negative/undesirable economic activities	Commercial sex

**Source: Refugee livelihood and private Sector: Uganda case study.**

Having looked at the table above, showing Refugee economic activities in Kampala, it is important to note that, Refugees need to have the passion to participate in the different income generating activities, which may or may not require TVET to have a sustainable live hood hence self-reliance.

**Relevance of Technical and vocational education Training to Productivity, Quantity and Quality.**

The persecution that Refugees go through, at times leads them to becoming unproductive, economically retarded and less developmental. However this state of life may be ended. Refugees have endeavored to stop such kind of life by participating in Income generating activities through production of handcrafts, baskets, simple chairs, brooms and making of bricks etc. Such products are sold to their fellow Refugees and to the host communities. Many of these products though, cannot compete in both domestic and international market. Such products need be improved in terms of quantity and quality, with particular skills. The research by ministry of education and sports (MOES, 2011-2020) , states that, The Ugandan TVET system can be considered relevant if it equips Ugandans with the right set of skills required by companies to compete in domestic, regional and international markets, or by individuals to successfully make a living through self-employment. For one to become more productive there is need to acquire TVET, such that both quantified and qualitative products are produced. UNESCO (2004) found out that to attain great achievement of productivity and sustainable economic environment and national development in this modern world, appropriate attention and optimum recognition are to be given to the promotion of TVET.

However to further study how TVET has contributed to productivity, quantity and quality of Refugee Production, we need to have a further study that will lead us to a better understanding.

To answer the proposed Research question, I would utilize Interaction analysis. The sampling frame would consist of 5 Refugees who are producing Tailoring products as a result of TVET and 5 Refugees who are producing similar products without TVET.

Five sewing machines will be given to each side and raw materials (clothes and threads) will be given to both groups. A time frame of 3 days will be given to both groups to produce similar products.

At the end of 3 days the quantity of the products from each group will be counted to determine the quantity produced by each group. To assess the quality of the produce from each group, 2 persons will be brought in and asked to choose one product from each group. Out of the 2 products chosen, they will further be asked to certainly choose one product that meets their quality.

The products that will be chosen by each person will determine the contribution of TVET to productivity, quantity and quality.

Constructed by UNHCR and partners are also accessed by the host community. Conversely, refugees have access to national services, such as hospitals and schools. In Kampala all refugees have access to public services including schools (UNHCR, 2009)

Furthermore, UNHCR Kampala tries to review the situation of urban refugees and is addressing the issue since 2008 through a registration process, a survey on Organizations active in Kampala, undertaken by Finish Refugee Council (FRC), the establishment of a Refugee Community Center as well as a socio-economic survey. The office hopes that with these measures taken, and including the results of the mission, it will be able to revise its approach and improve service delivery and live hoods for urban refugees (Inter aid Uganda, 2012).

Therefore through this study the researcher will be in position to assess the contribution of Technical and Vocational education Training to self-reliance of Refugees.

## 28

Lawal (2014) Argues that Technical and vocational education Training is often seen as a product of human resourcefulness. This is to say that the technological progress of any nation depends on the level of resourcefulness by her people which in turn is the direct reflection of the quality of training and meaningful development in education of that nation.

Agbionu (1994) argues that training development of manpower to provide the skills that will enable the worker to work more efficiently is an important part of productivity improvement. He explained further that, whichever process a nation wants to adopt in the development of its technology, the system of technical and vocational education provides the bedrock on which the activities of technology development have to be funded. This is because any technology system involves specific arrangement of labor and capital in the production process, and capital parse, is a product of human knowledge. The mere fact that technical/Vocational education is indispensable for productivity growth is a key factor for national development implies that technical and Vocational education plays a vital role in national development (Lawal, 2014)

On the other hand, to attain great achievement of productivity and sustainable economic environment and national development in this modern world, appropriate attention and optimum recognition are to be given to the promotion of Technical and Vocational education Training.

UNESCO (2004), We the participants in” learning for work, citizenship and sustainability,” a UNESCO meeting of international experts on Technical and Vocational education Training are agreed that, since education is considered the key to effective development strategies, technical and vocational education and Training (TVET) must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development.

### **Challenges of acquiring Technical and vocational education Training (TVET)**



From a capabilities perspective, a key issue is the access that different individuals and groups have to good-quality TVET, and the opportunities they have for achieving desired outcomes. It has implications for how resources for a quality TVET are distributed, and also the recognition of the socio cultural identities of different groups of learners, which influence how they develop valued capabilities. A capability approach implies a focus on the institutional and cultural barriers that prevent inclusion of different groups. Girls and women, for example, often come up against sexist norms and practices that limit their involvement in TVET (UNESCO, 2011). These need to be understood in relation to broader societal barriers.

The study by Maclean,(2010) showed evidence of reconceptualising TVET and development that learner's with disabilities, members of minority ethnic groups and speakers of minority languages also often encounter forms of discrimination that not only limit access to TVET but also limit their opportunities for learning once they are enrolled in programmes (UNESCO,2013).

### **Conclusion.**

Access to Vocational and Technical education training (TVET) is vital for Refugee self-reliance and there is a growing body of literature on the contribution of Technical and Vocational education Training to self-reliance of Refugees. However most studies have so far relied on access and attainment of skills from Technical and Vocational education Training in relation to labour market demands and the challenges encountered in attaining Technical and Vocational education Training. This research therefore is one of the first studies to assess the contribution of Technical and vocational education Training to self-reliance of refugees.

## CHAPTER THREE

### METHODOLOGY

#### **Introduction:**

This chapter presented the methodology that was employed in executing this study. It shows the study design, Study procedure, Area of study, Population of study, sample and sampling procedure, Data collection sources, methods, Techniques, Limitations, Data Analysis and Ethical considerations.

**(i) Study Design.** The study is about the contribution of Technical and Vocational education Training to self-reliance of Refugees, The study was conducted to assess how Refugees may become self- reliant through acquisition of knowledge and employability skills, productivity, growth and development and sustainable live hood. This would help to reduce over dependence on service providers. The study was carried out at YARID Project. Both quantitative and qualitative data was collected from employees of YARID Project, students still under TVET training and Refugees who graduated from YARID Project. The study time was between 2007-2014.

#### **(ii) Study procedure.**

After approval of the research proposal by the supervisor, the researcher directly moved to the field because he had direct entry to the field since he had already contacted the staff of YARID project and they were more than ready to have him have his research from their organization.

To the refugees, the researcher introduced himself by name and university where he is pursuing his course and explained to them the purpose as to why he was carrying out that research as being the desire to find out the contribution of Technical and vocational education Training, which they were practicing to self-reliance of refugees and he also explained to them that the purpose of the research was purely academic. This therefore made them open up for the discussion

**(iii) The study was** based on a case study design, which involved the use of both qualitative and quantitative methods of data collection. A case study was used in order to find out about a development, a problem, or an interaction within an organisation, and to point out difficulties and/or suggest changes. Robson (1993:52)

#### **(iv) Study Area**

The Study was conducted at YARID project located at Nsambya- Ggogonya city suburb of Kampala. YARID project is one of the Non-Government organizations that offer Technical and Vocational education training to urban refugees in Uganda. It was also a convenient place for the researcher in terms of accessibility as compared to other Refugee settlement and Training areas like Nakivale.

#### **(v) Study Population**

The population under study constituted 188 respondents among who included 50 refugees still under Technical and vocational education training, 130 refugees who acquired Technical and vocational education training under the same organisation and 8 YARID project staff.

#### **(vi) Sample size**

A sample size of 161 respondents was chosen as a group upon which to carry out research. As a sample they were chosen to indicate the larger whole of which they are but a small part (Wisker.G, 2001). The sample size included refugees still under training, refugees who graduated from YARID project and employees of YARID Project. The sample size was chosen so as to simplify data analysis as it is limited to a few members from the entire refugee community

**Table 4.2: Sample size**

<b>Category</b>	<b>Population</b>	<b>Samplesize</b>
Refugees still under Training at YARID	50	45
Refugees who graduated from YARID	130	110
Employees of YARID	8	6
Total	188	161

The sample was determined using Krejcie, and Morgan sample table (1970)

**(vii) Sampling procedure**

The researcher randomly sampled for YARID project employees. Under this sampling design, every item of the universe has an equal chance of inclusion in the sample. It is, so to say, a lottery method in which individual units are picked up from the whole group not deliberately but by some mechanical process. Here it is blind chance alone that determines whether one item or the other is selected (C.R.Kothari, 2004). To select former students and students under training, purposive sampling was used. In purposive sampling for Refugees still under TVET and those that graduated from YARID Project, a small mass was selected out of a huge one to be representative of the whole sample. This small mass that selected was representative of the entire number of students still under TVET and those who graduated from YARID Project. Each individual had the same probability of being chosen at any stage during the sampling process and each subset of individuals had the same probability of being chosen for the sample as any other subset of individuals (Yates et al, 2008). This was intended to give equal chances to all respondents selected. This enabled generation of views from the selection.

The researcher randomly sampled YARID employees by writing the name of each element of a finite population on a slip of paper, put slips in a basin and mixed thoroughly and then randomly picked a slip for the sample repeatedly without replacement. Each of the remaining elements of the population had the same chance of being selected, resulting in the same probability for each possible sample. Each individual had the same probability of being chosen at any stage during the sampling process and each subset of individuals had the same probability of being chosen for the sample as any other subset of individuals (Yates et al, 2008). This was intended to give equal chances to all respondents selected. This enabled generation of views from the selection.

To have a sample size of 6 out of a population of 8 employees of YARID Project, the probability of drawing any one element for our Sample for the first draw is  $6/8$ , for the second draw is  $5/7$ , for the third draw is  $4/6$ , fourth draw is  $3/5$ , fifth draw is  $2/4$  and the six draw is  $1/3$ .

Since these draws are independent, the joint probability of the six elements which constitute our sample is the product of their individual probabilities and this works out to,

$$6/8 \times 5/7 \times 4/6 \times 3/5 \times 2/4 \times 1/3 = 720/20160 = 1/28$$

**(viii) Data collection sources:** Both Primary and secondary data was collected from Refugees still under training, those who graduated and employees of YARID Project focusing on both Quantitative and qualitative data. **Primary data** was collected during the course of research, through observation, Depth interviews, Focus group discussion and Questionnaires.

**Secondary data** was collected and the nature of work of the researcher was merely that of compilation of data already collected by YARID Project and its patterns and which was already passed through statistical process. Secondary data was collected through documentary analysis.

**(ix) Data collection methods included;** questionnaires, depth interviews, observations and Focus group discussion.

**(x) Data Collection Tools/Techniques included;** both Quantitative and Qualitative Tools.

**Quantitative approach** involved, generation of data in quantitative form, which was subjected to rigorous quantitative analysis in a formal and rigid fashion. In this approach a questionnaire was applied as a method for collecting data. Questionnaires were constructed in such a way that they were easily understood, simple, conveying only one thought at a time, concrete and conforming to the researcher's way of thinking. Questionnaires were employed because they are free from the bias of the interviewer; answers were in respondents' own words and Respondents who are not easily approachable, could also be reached conveniently. Questionnaires were hand delivered to 8 employees of YARID project, who were believed to be educated and therefore able to read, interpret and write. They were requested to answer the questionnaires in a period of one week, after which 6 fully answered questionnaires were received from the respondents.

**Qualitative approach** was also employed to assess' attitudes, opinions and behaviours of respondents. Qualitative methods of data collection which included, Depth interviews, observation and focus group discussion were used to collect qualitative data from refugees still under Technical and vocational education Training and those who graduated from YARID project. This led to generation of non-Quantitative data form or in the form which was not subjected to rigorous quantitative analysis.

**(a) Depth interviews** were designed to discover the underlying motives and desires of Refugees still under training and those who graduated from YARID project. Interviews were held to explore needs, desires and feelings of respondents. The interview was both projective and non-projective in nature. However output entirely depended upon the ability of the researcher to a large extent. A mobile phone was used to record the interview and transcribe as soon as possible after the interview so as to contextualise and make sense of the responses.

**(b) Observation Method of collecting data:**

The researcher, made sure that observation method of collecting data served a formulated research purpose, systematically planned and recorded and was subjected to checks and controls on validity and reliability. Under observation method, the information was sought by way of researcher's own direct observation without asking from the respondent. This helped to eliminate subjective bias, due to its accuracy and the data collected under this method was relating to what was currently happening and it was not complicated by either the past behavior or future intentions or attitudes. This method was independent of respondents' willingness to respond and as such was relatively less demanding of active cooperation on the part of respondents as happened to be the case in the interview or the questionnaire method. Both Refugees still under TVET and those who completed training under YARID project were observed. The researcher observed the Study environment, behaviors of respondents in training, attitude towards TVET, skills gained from TVET, products produced after training and general appearance of Refugees still under training and those who graduated after acquiring TVET. This helped the researcher to assess the contribution of Technical and Vocational education Training to Self-reliance of Refugees.

**(c) Focus group discussion**

The researcher organised focus group discussion to students who are still under Technical and Vocational education Training from YARID Project with a population of 45 participants.

Focus group discussion was organized in a semi-circular sitting arrangement of 9 people for the 5 group of respondents with a modulator.

This type of sitting helped the modulator to have a contact with all the focus group members and also enable respondents to contribute to the discussion. Recording took place by use of a phone recorder, which later on helped in reviewing the discussion and made necessary editing of data collected. Focus group discussion helped to generate large primary data at the same time and Refugees under Technical and Vocational education Training found it safer to talk at length as a group and not individual, on the contribution of Technical and Vocational Education Training on self-reliance of refugees.

#### **(d) Documentary analysis**

This was another method that was used in data collection in order to provide insights into the research issue. Documents such as books, newspapers, past research, journals among others were used to seek secondary data so as to provide background information of the study and also to compare past findings with the most recent one.

#### **(xi) Analysis of Data.**



After the data was collected, the researcher turned to the task of analysing them. Data was analysed through processing, coding, classification and finally Tabulation. Editing was done for the interviews and completed questionnaires to assure that the data are accurate, consistent with other facts gathered, uniformly entered as completed and have been well arranged to facilitate coding and tabulation.

**(a) Questionnaires** were edited when all forms were completed and collected from respondents. The number of returns was indicated as compared to the questionnaires submitted. Data was categorised in relation to attributes and intervals. Obvious errors such as entry in wrong places, entry recorded in terms of months instead of years. The researcher also contacted respondents through phoning for classification.

**(b) Analysing Qualitative data**, Interviews and Focus group discussion were edited by the researcher immediately as respondents were being interviewed to avoid errors of omission. Coding was done through careful listening to the recorded data. This was done in relation to the kinds of Questions asked in the interviews and looking at the themes in response of the interviews, and categorising the responses in relation to the themes.

**(c) Documentary analysis** was done through identification of Key issues, labels and themes were done by the researcher. This was done by reading through every single one of the documents, reading both quantitative and qualitative analysis, labelling up categories of responses, decisions, themes, rules and those involved in decision making processes, carefully analysed and labelled the themes in relation to the decisions made, read through all this again and came to some careful conclusions about the contribution of Technical and Vocational education Training to self-reliance of Refugees.

**(d) Coding** was done to efficiently analyse data, to reduce several replies to a small number of classes which contain the critical information required for analysis.

The researcher classified data in order to reduce it into homogeneous groups to get meaningful relationships. Data was arranged in groups or classes on the basis of common characteristics. Data

that had a common characteristic were placed in one class and in this way the entire data got was divided into a number of groups or classes. Classification of data was done on attributes such as sex, marital status, work etc. and class intervals of respondents such as age, Time of Training, Length of course etc.

**(e) Tabulation:** After assembling the data, the researcher arranged the data in a concise and logical order. Raw data was summarised and displayed in statistical tables for further analysis. This was done in order to conserve space and reduce explanatory statements to a minimum, to facilitate the process of comparison and frequency of items and to detect errors and omissions. Statistical tables were constructed, each table having a clear, concise and adequate title so as to make the table clear without reference to the text and a title was placed above the body of the table.

**(vii) Limitations of the Study.**

Language: There was an issue of language barrier because different nations spoke different languages from those spoken by the people in Uganda, which definitely presented a challenge when looking for information from refugees. However where such an issue occurred an interpreter was used.

**(xii) Ethical Considerations**

The study was conducted in accordance with the rules and regulations governing research process by Uganda martyrs University on plagiarism. Approval of the study proposal had to come first before I proceeded to the field to collect the necessary data for the research. YARID project provided me with permission to carry out my research within their jurisdiction.

Anonymity, privacy and Confidentiality were exercised to protect interviewees

Trustworthy and honest about goals and aims of the study were observed during data collection.

## PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

### Introduction

This chapter draws inferences from the collected facts after an analytical or experimental study. It shows the findings in order to establish continuity in research through linking results of this study with those of another and establishment of explanatory concepts. It is therefore concerned with relationships within the collected data, partially overlapping analysis. It is therefore through this chapter that factors that seem to explain what has been observed by the researcher in the course of the study can be better understood and it also provides room for further research..

### Response Rate

A total of 8 questionnaires were distributed to employees of YARID project but 6 usable questionnaires were returned making a response rate of 75% which according to Bailey (1999) is tolerable in social research because he states that the slightest acceptable response rate is 40%.

**Table 4.3: Response rate**

Item	Number of respondents	Percentage
Properly filled questionnaire	6	75
Rejected questionnaire	2	25
Total number of questionnaires distributed	8	100

### Source: Data Analysis

**Table 4.3** specifies that of the total number of 8 questionnaires distributed, 6 were properly filled by the respondents and 2 were rejected due to the fact that time would not allow them respond to the questionnaire. The response rate of 75% properly filled questionnaires shows that respondents were ready and willing to respond to the questions in the research.

### Background information of the respondents

Respondents were asked to indicate their gender to give a picture on the nature of respondent's gender who responded to this study.

### **Gender of respondents**

Respondents were asked to indicate their gender in order to give a picture on the nature of respondent's gender who responded to this research. The information was collected from questionnaires filled by the respondents themselves and results are as presented below:

**Table 4.4 showing the gender of the respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Female</b>	<b>2</b>	<b>33.3</b>
<b>Male</b>	<b>4</b>	<b>66.7</b>
<b>Total</b>	<b>6</b>	<b>100</b>

**Source: primary data (2015)**

The above Table 4.4 shows that the majority of respondents were male with a percentage of (66.7%) while female constituted (33.3%) suggesting that most of the respondents were dominated by male as compared to female at YARID project.

The fact that more male featured in the research, could have been due to the fact that during migration, male are one of the most vulnerable group as compared to female and Male are always more active in any society as compared to Female.

### **Age groups of respondents**

Respondents were asked to indicate their age group in order to determine the range of ages of the respondents that were dealt with in the study and the findings were presented in the table below:

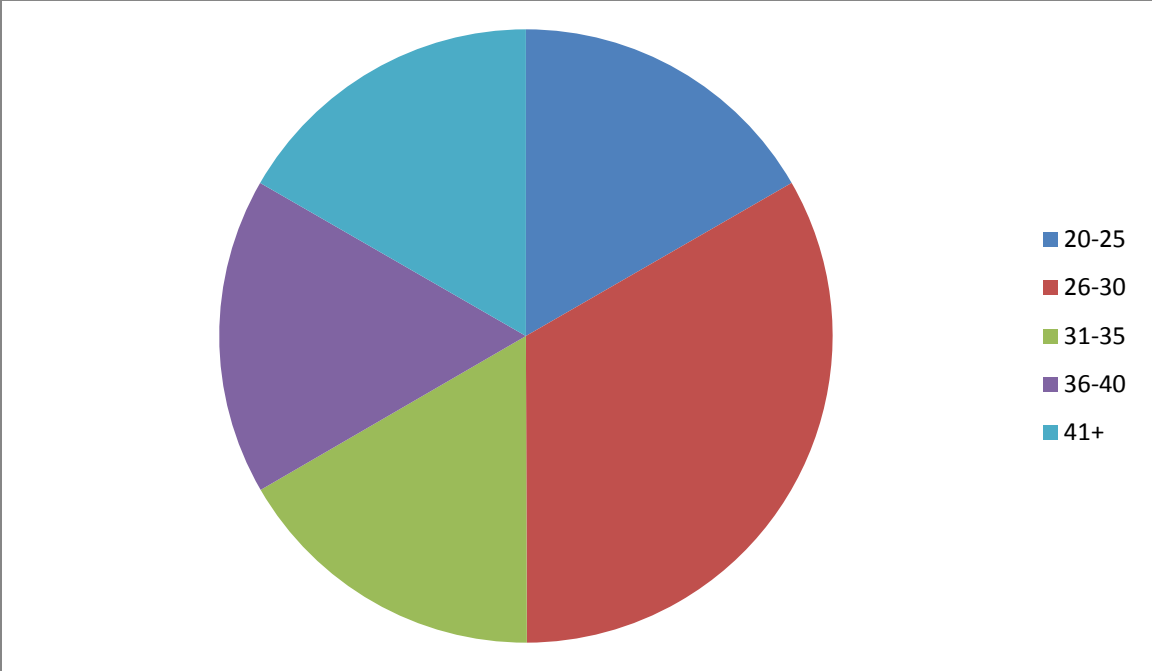
**Table 4.6 showing age group of respondents**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
<b>20-25</b>	<b>1</b>	<b>16.7</b>
<b>26-30</b>	<b>2</b>	<b>33.3</b>
<b>31-35</b>	<b>1</b>	<b>16.7</b>
<b>36-40</b>	<b>1</b>	<b>16.7</b>
<b>40+</b>	<b>1</b>	<b>16.7</b>
<b>Total</b>	<b>6</b>	<b>100</b>

**Source: primary data (2015)**

**Ages (26-30) had the highest percentage (33.3%) of respondents and these are basically youth. This indicates that most migrants are youth within that age, who are normally migrating in search of greener pastures (economic migrants), ready to learn and their level of activeness is high, i.e. they normally participate in politics which is a source of conflicts in most countries that leads to migration.**

**Diagram 4.1 showing age group of Respondents**



**Source: Primary data(2015)**

Diagram 4.1 above shows that respondents between 20-25 years had a percentage of 16.7%, 26-30 years had a percentage of 33.3% and were the biggest group, 31-35 years weighed 16.7% while 36-40 years carried 16.7% and finally 41+ years also was at 16.7%. This showed that the kind of respondents who deal with refugees in skilling them in Technical and Vocational education Training range from the age of 20-25 years to 40+ years. Hence this is vital in that the service provider will not discriminate refugees on basis of age.

**Level of Education of the Respondents**

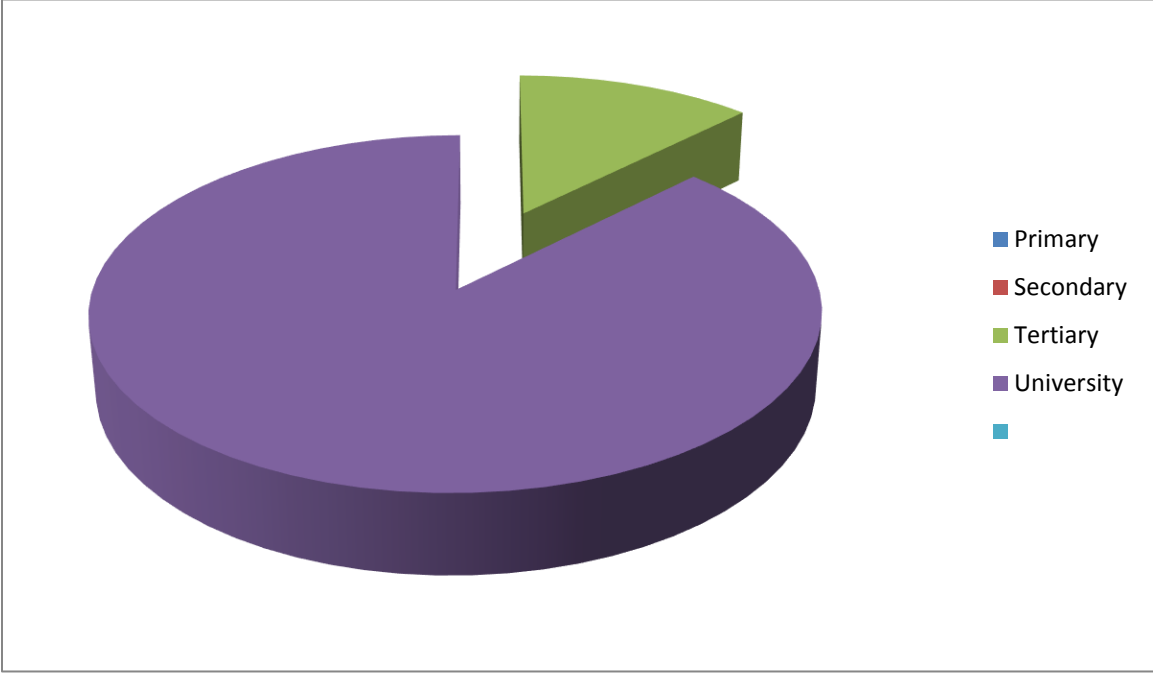
Level of education of respondents ranged from primary, secondary, Tertiary and University. This study hunted to establish the education levels of the respondents from, YARID employees and the findings were as below;

**Table 4.7 showing education level of respondents**

Level of education	Frequency	percentage
Primary	0	0
secondary	0	0
Tertiary	1	16.7
University	5	83.3
Total	6	100

Source: Primary data

Diagram 4.2 a bar chart to diagrammatically show the level of education of YARID employees:



Source: Field data (2015)

The above diagram shows that majority of respondents had University education 83.3% compared to primary which had 0%, those who acquired Tertiary level education were 16.7% and those who acquired secondary education level were 0%.

Findings above show high levels of education in YARID employees since the highest level of 83.3% of employees are University graduates.

It also shows that very few or no one can get a job at YARID, when his level of education is below Tertiary education. Therefore those with University education stand a high chance of getting jobs at YARID.

**. Table 4.8: showing marital status of respondents**

Single	1
married	4
divorced	0
separated	1
Total	6

The study found out that 1 respondent was single and 4 respondents are married, none divorced and 1 separated. This therefore gives confidence to refugees since they are dealing with different persons with different characteristics as seen above

The above findings show low levels of conflicts among families since no one is divorced among all the respondents. It also shows peace among married people i.e. commitment to stay together.

Separation is only 1 among the 6 respondents and this could have been as a result of couples migrating to different directions during flight.

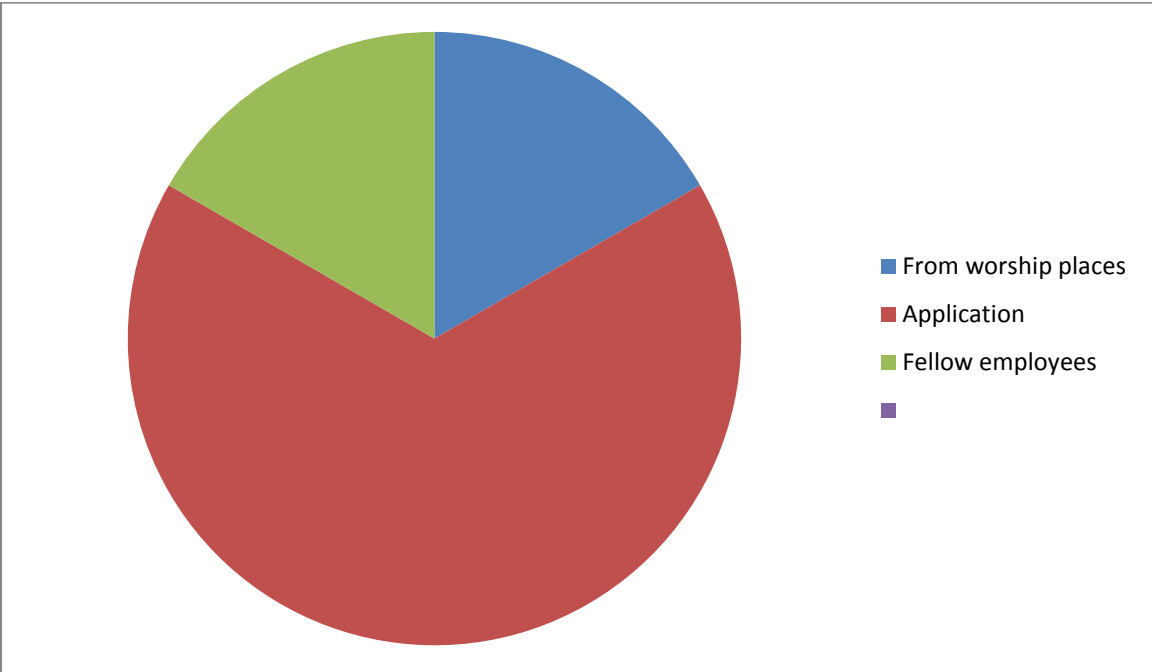
### **Selection of YARID employees**

**Table 4.9: showing how YARID employees were selected**



	Frequency	Percentage
From worship places	1	16.7
Application	4	66.7
Fellow employees	1	16.7
Total	6	100

Figure 4.3 showing how YARID employees were selected



Source: Field Data (2015)

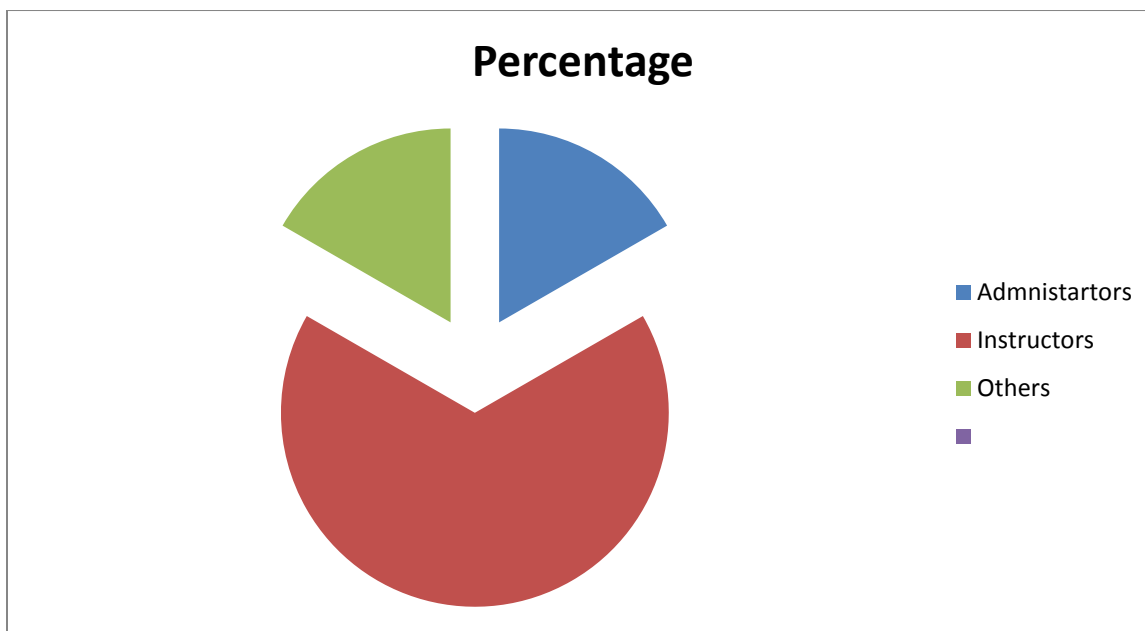
According to the findings made about the selection of YARID employees it was found out that 16.7% of YARID project employees were selected from worship centres, 66.7% applied for the Jobs and 16.7% were employed as a result of being informed by fellow employees. This therefore

implies that there is no biasness in recruiting YARID project employees hence offering their services with proficiency in ensuring self-reliance of refugees based on expertise in refugee issues.

**Table 4:10 showing Work done by YARID project Employees**

Type of work	Frequency	Percentage
Administrators	1	16.7
Instructors	4	66.7
Others	1	16.7
Total	6	100

**Figure: 4.4 showing Work done by YARID project employees**



**Source: Field data (2015)**

From the chart above, it is clearly indicated that different employees execute different duties, among which includes administration which holds 16.7% of the total number of employees, instructors hold 66.7% and other employees performing other duties occupy 16.7%.

The findings therefore show that instructors do more work than Administrators. It also shows that instructors are more active than administrators. It could also mean that instructors are assigned more duties.

**Table 4.11 showing the type of Technical and Vocational education Training (TVET) Skills imparted to Refugees**

<b>TVET skills</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Tailoring and designing</b>	<b>2</b>	<b>33.4</b>
<b>Computer repair and net working</b>	<b>1</b>	<b>16.7</b>
<b>English for Adult(EFA)</b>	<b>2</b>	<b>33.4</b>
<b>Business training</b>	<b>1</b>	<b>16.7</b>
<b>Total</b>	<b>6</b>	<b>100</b>

**Source: Field data (2015)**

Results in the table indicated the type of skills YARID project imparts to refugees, with 33.4% of employees indicating that refugees are taught Tailoring skills while 16.7% of employees indicated that refugees are taught computer repair and networking skills and 33.4% of employees made it clear that refugees are taught English language skills, while 16.7% of employees indicated that Refugees are taught Business skills.

The findings show that more people prefer designing and tailoring as a major Technical and Vocational education Training, because they love the services of designing and Tailoring. As a means of Communication, Refugees are forced to learn English.

**Table 4.12: showing the Number of Refugees skilled with Technical and Vocational education Training from 2008-2014.**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
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<b>10-30</b>	<b>0</b>	<b>0</b>
<b>30-50</b>	<b>2</b>	<b>33.3</b>
<b>51-70</b>	<b>1</b>	<b>16.7</b>
<b>71-90</b>	<b>2</b>	<b>33.3</b>
<b>91-110</b>	<b>1</b>	<b>16.7</b>
<b>Total</b>	<b>6</b>	<b>100</b>

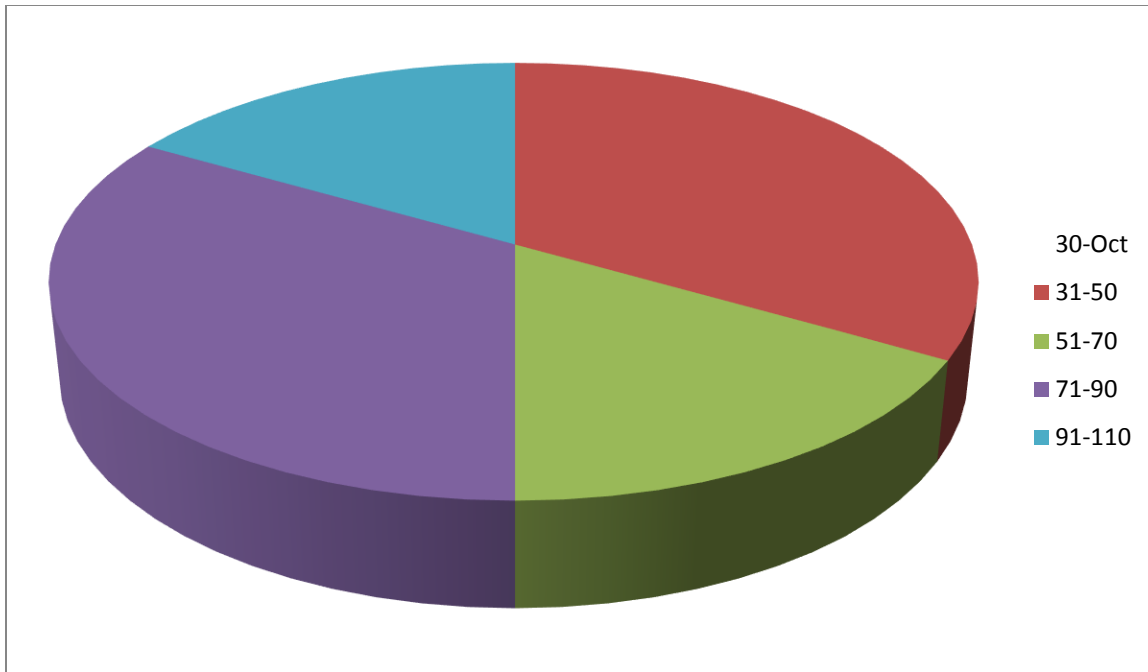
**Source: Primary data (2015)**

**This shows that at least people aged between (30-50) have skills in Technical and Vocational education Training as indicated with a percentage of 33%.**

**10-30, have little interest in TVET. This could be because they are thinking of acquiring white collar jobs, returning to their home countries or they are yet to make up their minds.**

**(91-110) could mean that by the time of their youthful age, they could have trained in TVET, could be the only kind of training that they could attain was TVET.**

**Figure 4.5: showing the Number of Refugees skilled with Technical and Vocational education Training (TVET) between 2008 and 2014**



**Source: Primary data.**

According to the diagram above, respondents indicated that the number of Refugees skilled with Technical and vocational education Training between 2007- 2014 were 30-50 and this bared a percentage of 33.3%, while other respondents indicated that the number of Refugees skilled with Technical and vocational education Training since this time were 51-70 and this carried a percentage of 16.7%, more so the rest of the respondents showed that the number of respondents skilled between 2007-2014 were 71-90 with a percentage of 33.3% and lastly to some respondents, the number of Refugees cited to have been skilled between the same period was indicated to be between 91-110 and this had a percentage of 16.7%.

We can therefore base on the data given by different respondents regarding the number of Refugees skilled with Technical and vocational education Training as seen above to conclude that different

number of Refugees have been skilled in Technical and Vocational education. However basing on our findings, we need to assess the contribution of this Training to self-reliance of Refugees.

**Table 4.13 showing type of Teaching Methods used to skill refugees**

Type of skills	Frequency	Percentage
Participatory	1	16.7
Demonstration	1	16.7
Lectures	1	16.7
Computer	1	16.7
Hands on	2	33.3
<b>Total</b>	<b>6</b>	<b>100</b>

**Source: Primary data.**

From the field findings regarding teaching methods used to skill refugees with Technical and Vocational education, we may boldly say that most refugees are skilled through hands on training.

The findings therefore show that there is more of practical work than Theory in their method of learning.

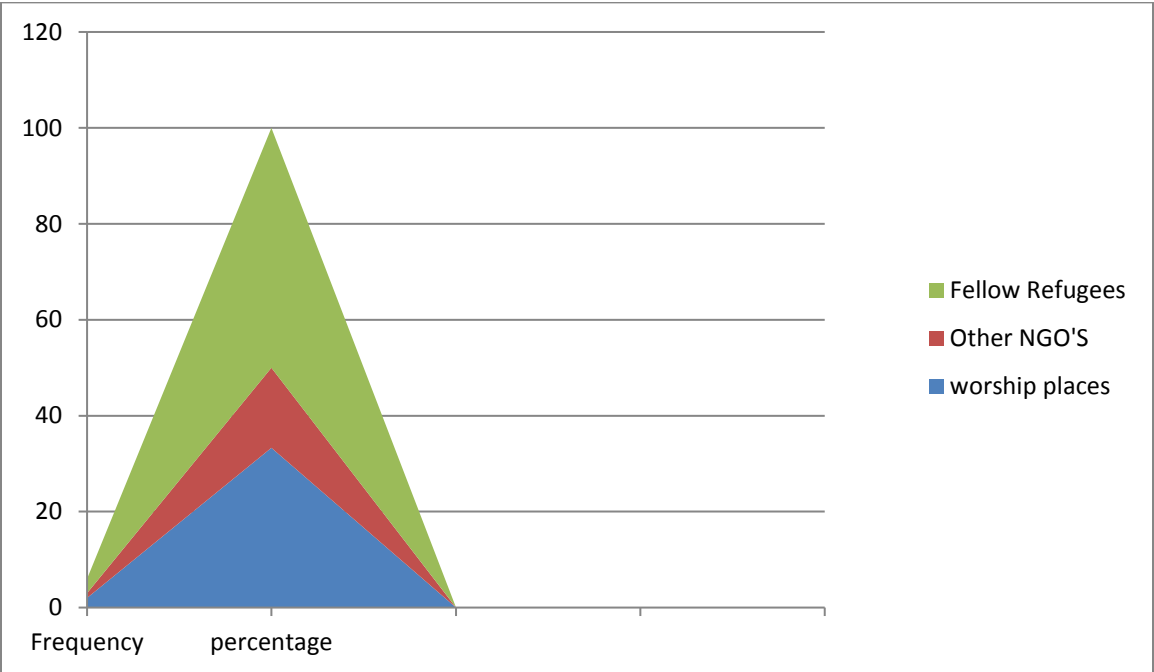
**Table 4.14: showing how Refugees Trained by YARID Project were selected**

Method of selection	Frequency	Percentage
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<b>Announcements in worship places</b>	<b>2</b>	<b>33.3</b>
<b>Announcement in other refugee NGO'S</b>	<b>1</b>	<b>16.7</b>
<b>Fellow refugee communities</b>	<b>3</b>	<b>50.0</b>
<b>Total</b>	<b>6</b>	<b>100</b>

Source: Primary data

Figure 4.6: representing the way how YARID Project selected refugees for training



Source: Primary data.

From the respondents we can conclude that YARID project selects Refugees for skilling in Technical and Vocational education Training through announcements in worship places with a

Percentage of 33.3%, while announcements in other Refugee NGO'S contribute to 16.7% of the selection and the highest number of refugees selected is through information from Refugee communities. This therefore means that as Refugees enter into any host country, they forge themselves into communities that unite them as fellow Refugees as a means of gaining a meaningful life away from home. Therefore a sign of oneness among Refugees i.e. communication is easy through Refugee committees.

It also shows that Refugees always commit their burdens to God through prayers, since announcements are heard from worship centres.

### **How YARID project gets the materials to use**

**Table 4.15:** showing how YARID project gets the materials to use

<b>Source of materials</b>	<b>frequency</b>	<b>Percentage</b>
Host Government/community	1	16.7
Other Refugee NGO contribution	3	50
Religious communities	1	16.7
Refugee contribution	0	0
Fundraising	1	16.7
Total	6	100

**Source: Primary data.**

**Table 4.14** above shows that host community/Government contributes 16.7% of the materials used by YARID project employees to skill refugees with Technical and Vocational education Training, while other Refugee NGO'S contribute to 50 % of the resources, Religious communities also contribute 16.7% of the resources and finally Fundraising contributes to 16.7% of the resources.

The findings indicate that Refugees are basically relying on other NGO Contributions for a source of Raw materials for their skilling.

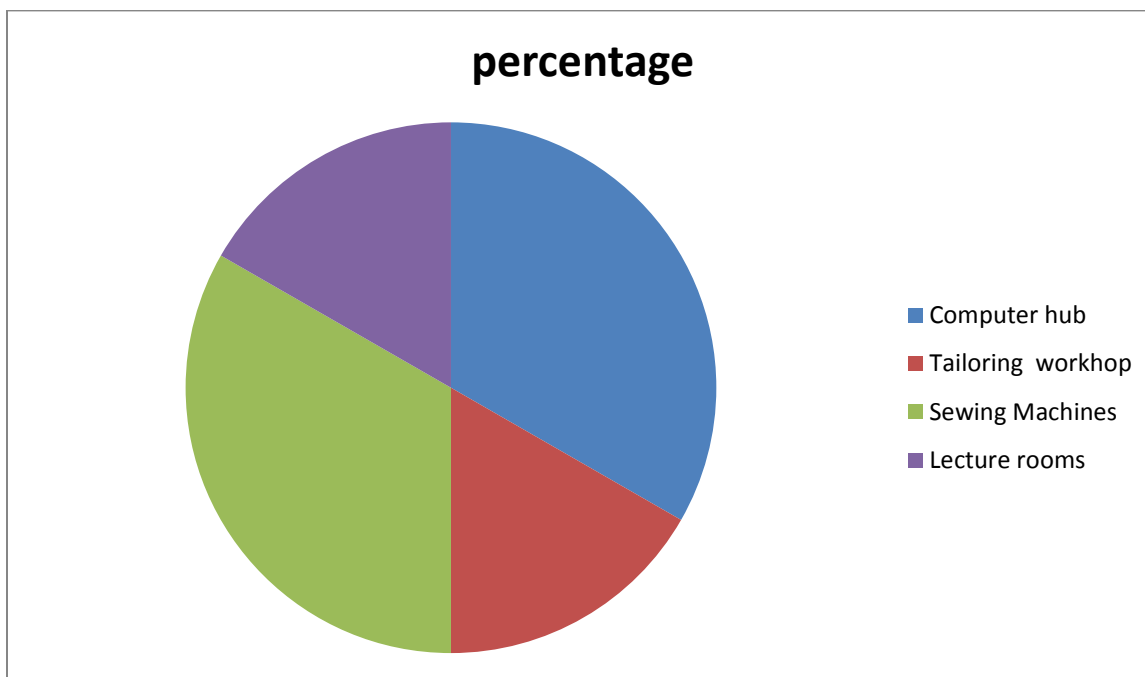


**Table 4.16 showing the facilities available at the training venues**

Teaching Facilities	Frequency	Percentage
Computer hub	2	33.3
Tailoring workshop	1	16.7
Sewing machines	2	33.3
Lecture rooms	1	16.7
<b>Total</b>	<b>6</b>	<b>100</b>

**Source: Primary data.**

**Figure 4.7: showing facilities available at Training Venue as indicated by respondents**



**Source: Primary data**

Figure above shows that 33.3% of respondents pointed out that Computer hub is one of the facilities used in skilling Refugees in Technical and Vocational education Training, while Tailoring workshop constituted 16.7% of the respondents Sewing machines were indicated by

33.3% of the respondents as one of the available skilling facilities and finally lecture rooms were indicated by 16.7% of the respondents.

This therefore indicates that there are less lecture rooms, few Tailoring workshops as compared to sewing machines and computer hub.

**Table 4.18:** showing Time for Training Refugees

Beginning and end of course	Frequency	Percentage
Morning-Afternoon	5	90
Afternoon-Evening	1	10
<b>Total</b>	6	100

**Source: Primary data.**

Table 4.18 above shows that majority of respondents indicated Morning to evening as the training time for Refugees in Technical and Vocational education Training (TVET) with 90% and 10% indicated Afternoon to evening as Training period for refugees.

Findings show that Refugees are more willing to learn in the morning-afternoon hours than Afternoon-evening hours. It could also be indicating that their level of understanding what they are taught is high in the morning-afternoon than in the Afternoon- evening.

**Table 4.19** showing Length of the courses

Length	frequency	Percentage
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<b>1-6 months</b>	<b>4</b>	<b>80</b>
<b>6-12 months</b>	<b>2</b>	<b>20</b>
<b>12 above</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>6</b>	<b>100</b>

**Source: Primary data.**

According to the table above 80% of respondents indicated that Technical and Vocational education Training Courses covers( 1-6 )months and 20% of respondents indicated that training takes 6-12 months, though no respondent indicated that the training takes 12 months and above.

This shows that Refugees take only short courses. Very few undergo a course that takes a full year. It therefore indicates that shorter courses are cheaper for them to learn. It also indicates that Refugees are not willing to spend also of time at school.

**Table 4.20: showing the award given to Refugees after Technical and Vocational education Training.**

<b>Award</b>	<b>Frequency</b>	<b>percentage</b>
<b>Certificate</b>	<b>6</b>	<b>100</b>
<b>Diploma</b>	<b>0</b>	<b>0</b>
<b>Degree</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>6</b>	<b>100</b>

**Source: Primary data.**

Table above 4.20: shows that majority of Refugees are awarded certificates after Technical and Vocational Training with 100% indicating that while 0% of respondents indicated that refugees are awarded Diplomas and also 0% of respondents showed that Refugees are awarded Degrees. Findings indicate that Refugee Training only ends at certificate level.

**Table 4.21: showing Pattern ship with other Refugee service providers in offering TVET**

<b>Other NGO's/Stake holder</b>	<b>Frequency</b>	<b>Percentage</b>
Xavier Project	2	33.3
JRS	2	33.3
PADEAP	1	16.7
OPM	1	16.7
Total	6	100

**Source Primary data**

From the respondents in the table above, it was clearly noted that YARID project patterns more with other Refugee service providers like Jesuit Refugee services, Xavier project as compared to Pan African Development Education and advocacy program (PADEAP) and Office of the Prime minister to offer Technical and Vocational education Training to Refugees.

It could also mean that Xavier project and JRS are friendlier to work with as compared to OPM and PAPEAP.

**Table 4.22 showing providers of Basics on how to teach Refugees**

<b>NGO'S/Stake holder</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Finish Refugee Council(FRC)</b>	<b>4</b>	<b>66.7</b>
<b>Office of Prime minister(OPM)</b>	<b>1</b>	<b>16.7</b>
<b>Other</b>	<b>1</b>	<b>16.7</b>
<b>Total</b>	<b>6</b>	<b>100</b>

**Source: Field study**

Results in table 4.22: above indicate that majority of respondents 66.7% showed that they receive basics on how to teach refugees in Technical and Vocational education Training from Finish Refugee Council (FRC) and 16.7% receive Refugee teaching basics from office of the prime

Minister while 16.7% of the respondents receive basics of teaching Refugees from other NGO's and Stake holders. This indicates that (FRC) is offering more Training assistance to YARID in TVET. It could be because they inject in more funds in Refugee Training than other Refugee Agencies

**Table 4.23: showing Languages Used during Technical and Vocational education Training**

<b>Language</b>	<b>Frequency</b>	<b>Percentage</b>
<b>English</b>	<b>2</b>	<b>33.3</b>
<b>Kiswahili</b>	<b>1</b>	<b>16.7</b>
<b>Both</b>	<b>3</b>	<b>50</b>
<b>Total</b>	<b>6</b>	<b>100</b>

**Source: Primary data**

Results in Table 4.23: above indicate that 33.3% of Respondents use English when Teaching Refugees in Technical and Vocational Training, while 16.7% use Kiswahili and 50% of respondents indicated using both Kiswahili and English while Training Refugees. This indicates that the issue of language affects Refugees while attaining TVET.

This shows that Refugee Trainees can understand easily when taught in mixed languages (English and Kiswahili) as compared to using only one of the two languages.

**Table 4.24: showing how YARID employees are inspired to efficiently perform their work.**

<b>Inspirations</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Extra pay</b>	<b>3</b>	<b>50</b>
<b>Exchange Visits</b>	<b>1</b>	<b>16.7</b>
<b>Refugee education Scholarships</b>	<b>2</b>	<b>33.3</b>
<b>Total</b>	<b>6</b>	<b>100</b>

**Source: Primary data.**

Results in the Table 4.24 above indicates that the respondents are inspired to perform their work through an extra pay presented by 50%, while other respondents are inspired to efficiently perform their work through exchange visits as indicated by 16.7% and others are inspired through Refugee education scholarships.

This therefore calls for more funding, which lead to extra will pay, scholarships and also more exchange visits.

**Table 4.25: showing who meets Costs of Training Refugees in Technical and Vocational education Training.**

<b>Costs of Training Refugees</b>	<b>Frequency</b>	<b>percentage</b>
<b>Host government</b>	<b>1</b>	<b>16.7</b>
<b>YARID</b>	<b>3</b>	<b>50</b>
<b>Churches</b>	<b>1</b>	<b>16.7</b>
<b>UNHCR</b>	<b>1</b>	<b>16.7</b>
<b>Total</b>	<b>6</b>	<b>100</b>

**Source: Primary data**

From the table above Respondents indicated that the cost of Training Refugees in Technical and Vocational education Training (TVET) is met by host government indicated by 16.7%, while 50% of the respondents indicated that they meet the cost of Training Refugees from YARID project and 16.7% of respondents showed that churches meet the cost of training Refugees and finally 16.7% of respondents showed that UNHCR meets the cost of Training Refugees in TVET. This shows that the cost of Training Refugee in TVET is an effort made by more than a single organisation/stake holder. However YARID does more of funding as compared to other NGO'S.

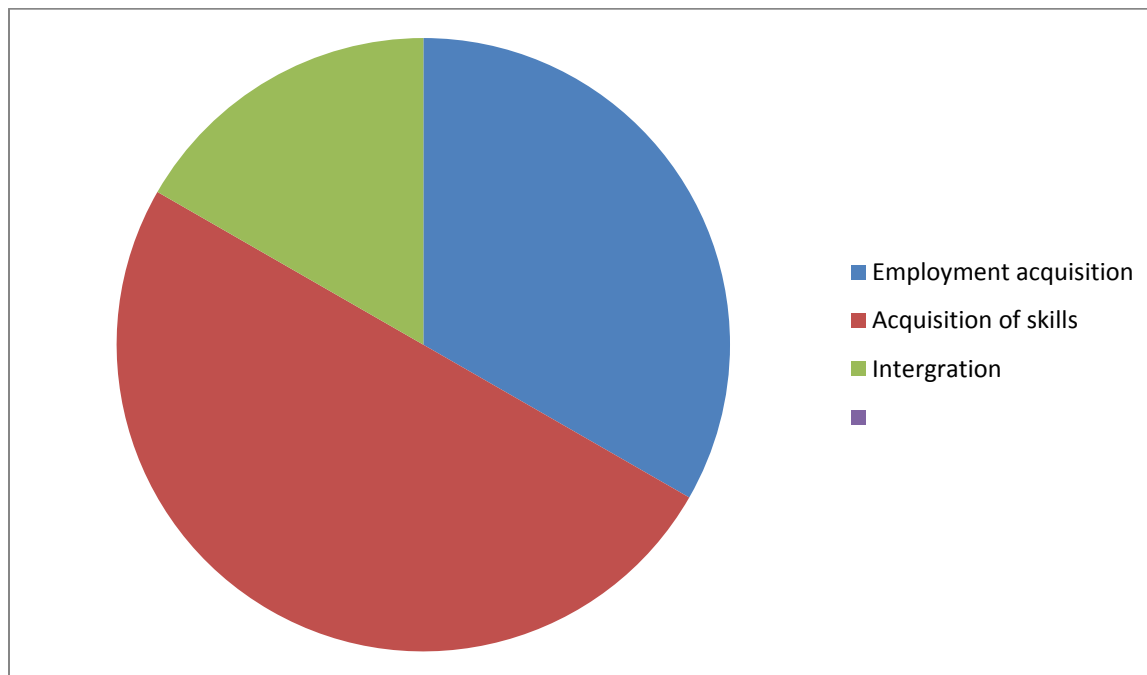
**Table 4.26** showing the Contribution of Technical and Vocational education Training to sustainable live hood

<b>Sustainable live hood</b>	<b>Frequency</b>	<b>Percentage</b>
Employment Acquisition	<b>2</b>	<b>33.3</b>
Creation of new jobs	<b>3</b>	<b>50.0</b>
Integration	<b>1</b>	<b>16.7</b>
<b>Total</b>	<b>6</b>	<b>100</b>

Source: Primary data

Findings show that TVET has created a positive impact through creation of new Jobs and reducing levels of unemployment among Refugees.

Figure 4.8: showing the contribution of Technical and Vocational education Training to sustainable live hood.



Source: primary data.

Figure shows 33.3% employment acquisition and 50% acquisition of new skills while integration holding 16.7%

**CHALLENGES ENCOUNTERED BY YARID PROJECT WHEN SKILLING REFUGEES IN TECHNICAL AND VOCATIONAL EDUCATION TRAINING (TVET)**

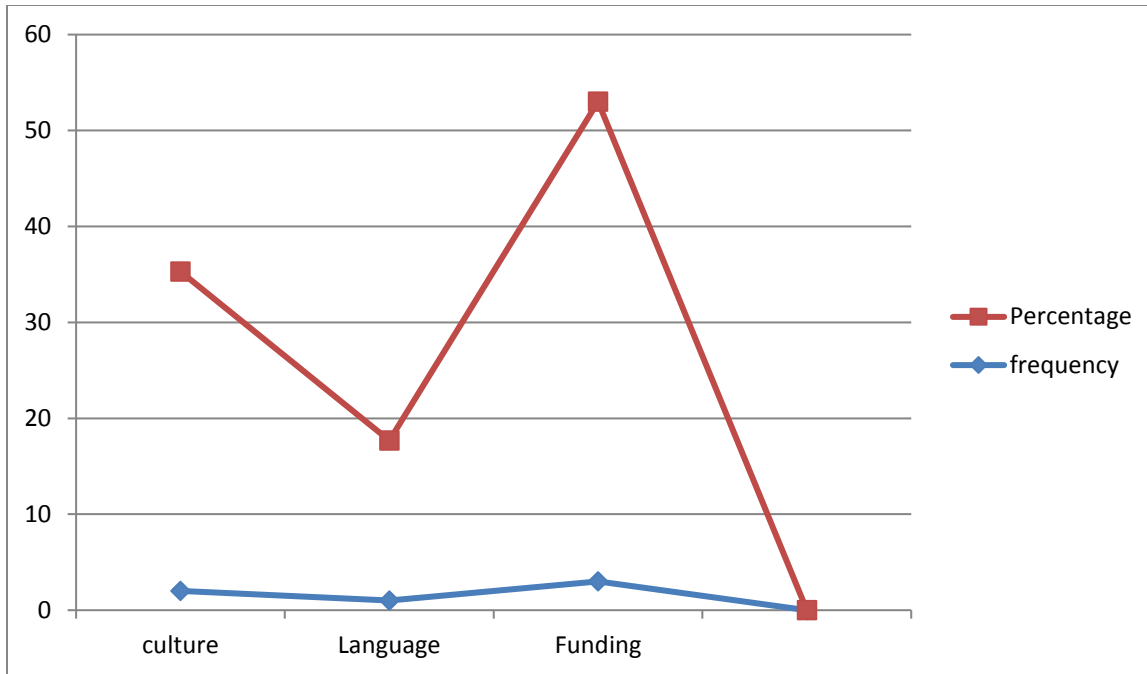
Table 4.27: showing the challenges encountered by YARID project when skilling Refugees in Technical and Vocational education Training (TVET)?

<b>Challenges</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Culture</b>	<b>2</b>	<b>33.3</b>
<b>Language</b>	<b>1</b>	<b>16.7</b>
<b>Funds</b>	<b>3</b>	<b>50.0</b>
<b>Total</b>	<b>6</b>	<b>100</b>

**Source: Primary data.**

**Figure 4.9: showing the challenges encountered by YARID in Technical and Vocational education Training to Refugees.**





**Source: Primary data.**

Figure 4.9: above shows that respondents are challenged by culture at a frequency of 2 at a percentage of 33.3%, while language affects TVET at a frequency of 1 and a percentage of 16.7% and Funding affects respondents in Technical and Vocational education Training at frequency 3 and at a percentage of 50.0%.

It therefore shows that Refugees are faced with inadequate funding which limits the activity of being skilled.

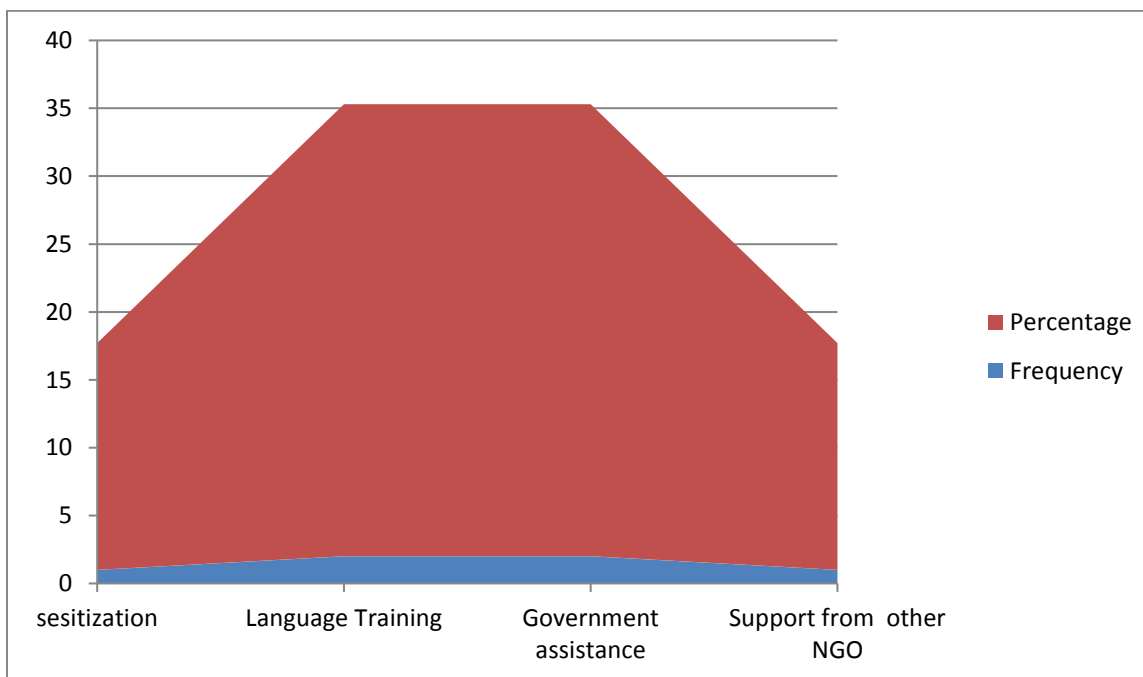
**Table 4.28: showing ways of encountering challenges of Technical and Vocational education Training.**

Encountering challenges	Frequency	Percentage
Sensitization	1	16.7
Language Training	2	33.3
Government assistance	2	33.3
Support from other NGO	1	16.7

**Source: Primary data.**

This means seeking more financial assistance from NGO's and government.

**Figure 4.10: Representing ways of encountering Technical and Vocational education Training challenges.**



**Source: Primary data**

From the respondents data presented in diagram above, it is indicated that respondents are faced with different challenges as seen above. However each of the challenges conveys a different frequency, with a different percentage. According to data given by respondents, sensitization of refugees occupies a frequency of 1, which is 16.7%, Language Training constitutes a frequency of 2, which is a percentage of 33.3%, Government assistance holds a frequency of 2 which is 33.3% of the ways of encountering challenges of Technical and vocational education Training and finally Support from other NGOs were indicated with a frequency of 1, which is 16.7% of the ways TVET challenges can be encountered.

### **Focus group discussion with Refugees still under Technical and Vocational education Training at YARID Refugee project.**

#### **Country of Origin for Refugees still under Technical and Vocational education Training**

Findings from the discussion carried out between Refugees still under Technical and Vocational education Training (TVET), it was found out that most of the Refugees under Training at YARID project were from Democratic Republic of Congo (DRC), Rwanda, Burundi and Tanzania. This therefore explains the reason as to why many of them cannot freely express themselves in English language, because these are French and Swahili speaking countries. Meaning that there are more people displaced from these countries to other countries, this could be because of political instabilities in these countries

#### **Age group of Refugees still under Technical and Vocational education Training**

The researcher found out that most Refugees still under Technical and Vocational education Training were between the age group of 20-35 years and a few others were 36 years and above, explaining the reason as to why majority do still have interest acquiring Technical and Vocational education skills as a means of becoming self-reliant. It also indicates that ages 20-35 are still willing to go back to school and are also the biggest population affected by political instability.

### **Gender of Refugees still under Technical and vocational education Training**

The findings from the discussion with Refugees still under Technical and Vocational education Training showed that, Refugees under English for Adult (EFA), Level 1 and level 2 were both male and female. At this level Refugees are still taught English language as a means of freely integrating into the host community since Uganda is an English speaking country. It's after English for adult that Refugees choose a carrier, either to join Business class in order to gain Business skills, Computer repair and networking or to join Women empowerment Program, which is basically Tailoring, and fashion design. It implies that both sex are affected by almost similar challenges during Migration.

### **How Refugees joined YARID project**

The researcher also found out that Refugees joined YARID project through fellow Refugees who informed them of the existing opportunities to gain Technical and Vocational education Training in English for Adults, Business skills, Computer repair and networking and Women empowerment(Tailoring).This shows that Refugees are willing to have others share a better life.

### **Time for attending Technical and Vocational education Training.**

According to the respondents, it was found out that English for Adult is attended by Refugees from Monday to Friday specifically from 8: 00am to 10:00am and computer repair and networking is only from Tuesday to Friday, 8:00am-10:00am.

The researcher found out that Women empowerment project conducts its classes from 11:00am - 1:30pm and then Business classes are held from Tuesday to Friday, from 11:30am to 1:30pm. This is basically because English class shares the same facilities with Business class. However this shows that Classes are only conducted during week days other than weekends, perhaps weekends are for resting or attending worship centres.

### **Reasons as to why Refugees still under Training enrolled for TVET**

The findings from the study showed that Refugees enrolled for TVET, in order to learn English language, to interact with other Refugees from similar country of origin and finally to learn new skills which would enable them earn a living.

### **Places for attending Technical and Vocational education Training.**

Refugees still under TVET revealed that their classes are conducted in two places depending on the nature of skills to be acquired. English for adults (EFA) classes and Business skills are conducted at the same hired church at Kevina and Tailoring and design under women empowerment is conducted at a place hired at Nsambya-Katwe near the fly over. This shows the kind of environment under which Refugees attain their Training/ lack of enough Training facilities.

### **Who Trains Refugees**

According to the Respondents ,YARID project has hired different instructors, Two instructors for English for adult level 1 and 2, one for Business skills and one for women empowerment and for the case of computer repair and networking, YARID Refugee project patterns with Xavier project to skill Refugees in that field using Xavier project Instructor.

### **Who meets costs for the Trainers?**

It was also found out from the respondents that YARID project meets the costs for the trainers, including transport and salaries.

### **Who Provides Training Materials?**

Respondents revealed that Training materials like books and sewing machines are provided by Finish Refugee council, it also provides a curriculum which is supposed to be followed through Refugee training. However YARID project also provides training material like sewing machines to supplement on those provided by Finish Refugee council, it also provides markers for writing on white boards.

Refugees also contribute 10,000 shillings monthly from their pockets; this is used to buy other materials in Training such as clothes (kitengi materials), threads, needles, servicing oil and for repairing sewing machines.

### **Who meets Costs for training Refugees?**

The meeting indicated that YARID project meets all the training costs for Refugees, it was therefore openly stated during the interview with Refugees still under training, that training under any level is completely free. Therefore Refugees receive free Technical and Vocational education Training skills freely from YARID project.

**Table 4.29: showing Level of education for Instructors**

Instructor	Level of education
English language level 1	Degree in Social studies
English language level 2	Degree in Developmental Studies
Business skills	Degree in Business studies
Tailoring	Certificate in Tailoring

**Source: primary data.**

From the meeting with the instructors, the researcher found out that instructors had different qualifications (see Appendices 5,6,7,8 and 12), however with a profound experience in handling Refugees, giving them the expertise to handle Refugees at Technical and Vocational education Training. This shows that Refugees are trained by qualified people/Instructors.

### **Award received by Refugees on Completing Technical and Vocational education Training.**

The study findings from focus group discussion, it was found out that Refugees receive a Certificate of completion for each level of Training completed. For instance when Refugees complete Education for adult level 1, a certificate is awarded to them, which qualifies them to attend level 2 and on completion of level 2, a certificate is awarded to Refugees, which qualifies them to join any skill of one's choice. However to those who fail to complete English language level 1 and 2, they may straight away join Training in particular skills of interest to avoid over training in areas where they do not pick any interest.

One Congolese Refugee lady under the age of 30-36 years had this to say in broken Luganda which I have interpreted to English;

*'English is too hard, however much I try to learn it, I cannot pick anything.*

*I think am too dull. However my interest is to learn tailoring and design,*

*. But am happy I can speak some luganda". Interview-YARID project Refugees (2015).*

### **Awarding of Refugees on completion of Technical and Vocational education Training**

Responses to who awards them those certificates on completion of Technical and Vocational education Training; through their instructors I was told that Finish Refugee council awards each one of them a certificate of completion.

### **Importance of this award to Refugees**

In Response to the discussions about the importance of the award they will get after completing Technical and Vocational education Training, all Refugees said "Jobs", meaning that it's that certificate that will enable them get jobs.

## Skills gained out of Technical and Vocational education Training (TVET)

**Table4.30** showing Skills gained out of Technical and Vocational education Training (TVET)

Training	Skills
English for adults level 1 and 2	Integration
	Fluency in English
	Read and write English
Business Training	Running a business
	Keep business books
	Dealing with people in business
Women empowerment(Tailoring)	Designing clothes
	Sewing/Tailoring
	Marketing finished products

**Source: Primary data FGD- YARID (2015)**

**See Appendices (6, 7,8,9,15,17,18,19,20 and 21)**

### **How Technical and Vocational education Training (TVET) skills will help Refugees to become economically independent**

Discussants pointed out the different ways in which the skills gained from Technical and vocational education Training will help them to become economically independent. Several responses were made by refugees among which included, get a job, start a business, pay my own rent, buy my own food, pay my kids school fees and buy them clothes, start a cafe and be able to speak English.

### **Influence of host government on Refugee Technical and Vocational education Training.**

From the focus group discussion, it was established that the host government has provided



Refugees with security enabling them to stay with the host community peacefully, without any fears of being discriminated and at the same time enabling them acquire technical and Vocational education Training in a peaceful environment. It was also observed during focus group discussion that Refugees were under a peaceful study environment because they were not conflicting with the host community.

### **Challenges affecting Refugees in acquiring Technical and vocational Training.**

From the focus group discussion, it emerged that different challenges arise on acquiring Technical and Vocational education Training and these included; Reading materials, several refugees complained of lacking reading materials to help them practice reading English language, for instance when asked by their instructor to always practice reading newspapers, one Tanzanian Refugee under training was quoted saying in Kiswahili, "*Hakuna pesa kununua karatsi ya kusoma*" Meaning *he does not have any money to buy any reading material.*

In the same way focus group discussion with Refugees under English for Adult Training, complaints like lack of money to buy books for writing in and pens for writing were heard from Refugees. This was actually observed under English for Adults level 1, when classes were conducted, a few refugees had reported in class without any book or pen and on several occasions the instructor was asking them to always have where to write whenever they will be attending the training.

The instructor, level 1 EFA, had this to say to Refugees under Training; "*make sure whenever you come to class, you have a book where to write and a pen for writing, because you need to revise and practice speaking whatever we learn in class. This is the only way you will master what we shall have learnt.*"

To the focus group discussion conducted with Refugees under business skill Training, the main challenge was failure to access money to start their own business. In his own words one of the

Refugees under Business Training had this to say in Kishwahili; “*Kufanya business Nzuuli, Sawuli ya kupaata pesa zinayo fanya business a zipo*” Meaning that business is good but getting money to start business is hard.

Refugees complained of many of their fellow Refugees who have completed Business training, but have since failed to setup their own businesses due to lack of start-up Capital. The researcher also found out that Refugees under YARID women empowerment program (Tailoring and designing), were challenged by; limited number of sewing machines; the number of women Training in Tailoring and design exceeds the number of sewing machines available and more so among the few available sewing machines some are in poor mechanical condition and money for repairing them is not available. However it was cited that YARID always tries its level to repair them though they constantly break down.

The respondents also pointed out that Training materials like clothes, threads, needles are also at times very few for instance materials like Kitengi(Traditional cloth), from which they make different designs of clothes have to be imported from Democratic Republic of Congo(DRC). It becomes a challenge in any case they do not have the money to import more materials.

The respondents also cited a challenge of language to a few of them who never underwent English for adult Training. Since many of the Refugees under YARID women Empowerment project are from Democratic Republic of Congo, Tanzania, Burundi and Rwanda, English is a challenge to them.

Refugees interviewed under YARID women empowerment program also noted a challenge of limited space for learning Tailoring and designing skills as compared to the available number of Refugees under Training.

Increasing high costs of living to Refugees, characterised with lack of employment due to lack of employable skills and language barrier, the standard of living to most Refugees has been affected. For instance refugees interviewed under focus group discussion complained of poverty. A lady under women empowerment program complained of attending training when she did not have any breakfast in the morning, since she did not have any money to buy breakfast that day

In her own words, she had this to say in her broken Luganda ; *“Enjaala enumma,simanyi oba nasobola Okutunga leero”*, meaning in English that *am hungry, am not sure whether I will be able to sew today.*

Generally since most of the refugees under training have not yet got skills to enable them start their own jobs, they generally depend on the little from service providers, this therefore pushes them to economise the little earnings they have as they try to devise means of sustaining themselves. It’s after Technical and Vocational education Training that Refugees are able to have a daily income by practicing the skills they gain in Tailoring, Business and computer networking and repair.

### **Interview schedule to graduates of YARID Technical and Vocational education Training (TVET).**

The researcher was able to interact with graduates of YARID project and these are mainly graduates from women empowerment project and they are tailors, making traditional Kitengi clothes at cooper complex in Kampala. According to the interview conducted with these graduates of YARID project, the following responses were gathered;

#### **Response on the country of Origin**

According to the responses that were made on the country of origin, it was found out that most of the Refugees who graduated from YARID project and currently running Tailoring shops at Copper complex in Kampala were mainly from Democratic Republic of Congo.

### **Age group of Respondents**

Respondents interviewed were found to be between the ages (30-40) years.

### **Gender of Respondents.**

Since most of the interviewed were graduates from YARID Women empowerment project, they are all women.

### **Time of graduation.**

The different respondents interviewed pointed out to the researcher that they graduated in different years ranging from 2010-2014.

### **Practical skills gained by graduates from YARID Technical and Vocational education Training.**

Graduates interviewed pointed out to have gained different practical skills from YARID Technical and Vocational education Training, among which included; designing and Tailoring.

### **How the skills have helped Refugees to become economically independent**

The researcher also found out from the interview with the refugees that the skills gained from YARID project has helped them to start their own Tailoring shops where they make Kitengi shirts, blouses and dresses, hence self-employment, earning Refugees a source of income. Others have earned themselves jobs in tailoring shops where they are employed to design and sew different clothes as a source of income to earn a living, hence becoming economically independent.

### **Improvement in life as a result of Technical and Vocational education Training**

In the interview with the respondents, they cited improvement in life as a result of Technical and Vocational education Training and this included; their ability to a monthly saving, mothers also reported that they can now pay school fees for their children, They also pointed out that they can meet any other cost in life which include, healthy costs ,rent, daily meals and even others are running side business in addition to designing and Tailoring, where they employ fellow refugees and Ugandan Nationals.

### **Importance of Technical and Vocational education Training to the output of Refugees.**

Graduates of YARID project reported to have gained skills in designing and Tailoring, which has enabled them to produce qualitative products that meet the market demand. Products like Kitengi dresses, shirts and browses are designed in such a way that they are always in line with what the market demands at that particular time. Graduates also pointed out the skills gained in speaking English language, which has enabled many to freely communicate to the available market. For instance one Congolese woman pointed out that she sales her finished Kitengi outfit to a white lady who exports them to America.

It was also noted from the interview that graduates of YARID Technical and Vocational education Training can now integrate freely with the local community, where they source other materials for tailoring.

A graduate of TVET said that she is able to get threads and Kitengi materials from Ugandans who import them from Hong Kong and she pays later when she gets the money, enabling her to constantly produce outfits for sale to her regular customers even when she does not have money to buy Kitengi materials.

### **Influence of host government to Refugees when practicing Technical and Vocational education Training Skills**

From the respondents, it was learnt that the host government has provided Refugees with a conducive peaceful environment that has enabled them to freely practice the skills learnt in Technical and Vocational education Training.

However graduates complained of high licensing charges from Kampala Capital City Authority (KCCA).Such charges have left Refugees with little profits from their output.

### **Challenges affecting Refugees who graduated from YARID project in Technical and Vocational education Training.**

In the Interaction between Refugee graduates of YARID project and the researcher, it was realised that Refugees are faced with many challenges including; high costs of renting shops, high licensing charges from KCCA, instability in dollar rates, shortage of market for finished products, imported poor standard materials(kitengi).

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS**

## Introduction

This chapter draws inferences from the collected facts after an analytical or experimental study. It shows the findings in order to establish continuity in research through linking results of this study with those of another and establishment of explanatory concepts. It is therefore concerned with relationships within the collected data, partially overlapping analysis. It is therefore through this chapter that factors that seem to explain what has been observed by the researcher in the course of the study can be better understood and it also provides room for further research..

### (A)(i) Response Rate

A total of 8 questionnaires were distributed to employees of YARID project but 6 usable questionnaires were returned making a response rate of 75% which according to Bailey (1999) is tolerable in social research because he states that the slightest acceptable response rate is 40%.

**Table 4.3: Response rate**

Item	Number of respondents	Percentage
Properly filled questionnaire	6	75
Rejected questionnaire	2	25
Total number of questionnaires distributed	8	100

### Source: Data Analysis

**Table 4.3** specifies that of the total number of 8 questionnaires distributed, 6 were properly filled by the respondents and 2 were rejected due to the fact that time would not allow them respond to the questionnaire. The response rate of 75% properly filled questionnaires shows that respondents were ready and willing to respond to the questions in the research.

### (ii) Background information of the respondents

Respondents were asked to indicate their gender to give a picture on the nature of respondent's gender who responded to this study.

### **(iii) Gender of respondents**

Respondents were asked to indicate their gender in order to give a picture on the nature of respondent's gender who responded to this research. The information was collected from questionnaires filled by the respondents themselves and results are as presented below:

**Table 4.4 showing the gender of the respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Female</b>	<b>2</b>	<b>33.3</b>
<b>Male</b>	<b>4</b>	<b>66.7</b>
<b>Total</b>	<b>6</b>	<b>100</b>

**Source: primary data (2015)**

The above Table 4.4 shows that the majority of respondents were male with a percentage of (66.7%) while female constituted (33.3%) suggesting that most of the respondents were dominated by male as compared to female at YARID project.

The fact that more male featured in the research, could have been due to the fact that during migration, male are one of the most vulnerable group as compared to female and Male are always more active in any society as compared to Female.

### **(iv) Age groups of respondents**



Respondents were asked to indicate their age group in order to determine the range of ages of the respondents that were dealt with in the study and the findings were presented in the table below:

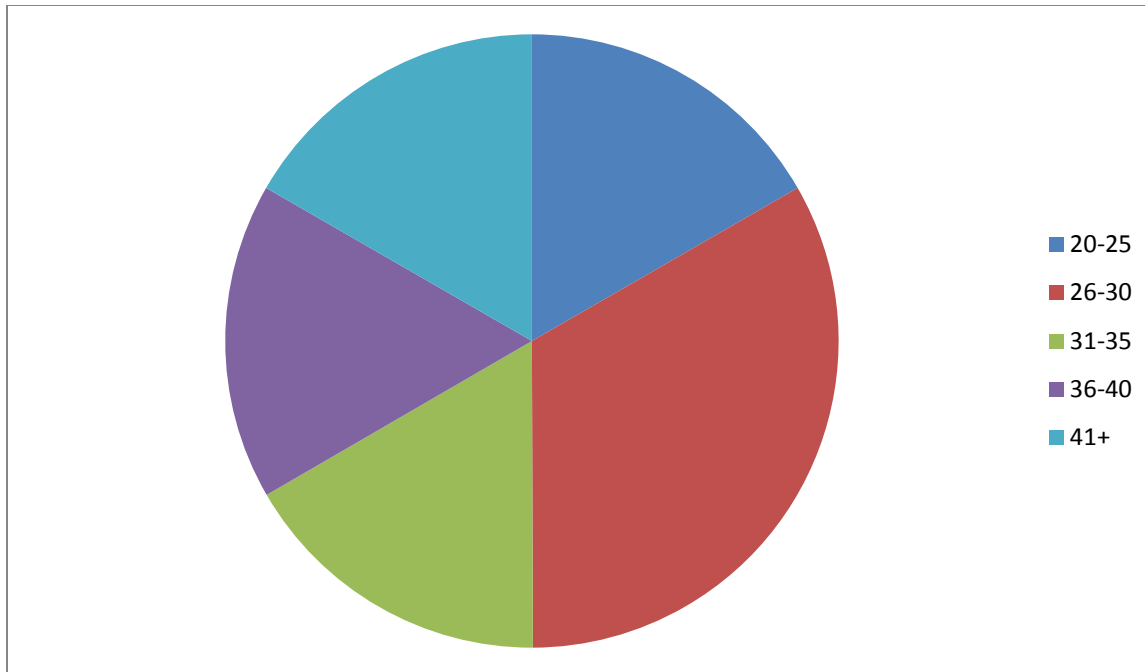
**Table 4.6 showing age group of respondents**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
<b>20-25</b>	<b>1</b>	<b>16.7</b>
<b>26-30</b>	<b>2</b>	<b>33.3</b>
<b>31-35</b>	<b>1</b>	<b>16.7</b>
<b>36-40</b>	<b>1</b>	<b>16.7</b>
<b>40+</b>	<b>1</b>	<b>16.7</b>
<b>Total</b>	<b>6</b>	<b>100</b>

**Source: primary data(2015)**

**Ages (26-30) had the highest percentage (33.3%) of respondents and these are basically youth. This indicates that most migrants are youth within that age, who are normally migrating in search of greener pastures (economic migrants), ready to learn and their level of activeness is high, i.e. they normally participate in politics which is a source of conflicts in most countries that leads to migration.**

**Diagram 4.1 showing age group of Respondents**



**Source: Primary data (2015)**

Diagram 4.1 above shows that respondents between 20-25 years had a percentage of 16.7%, 26-30 years had a percentage of 33.3% and were the biggest group, 31-35 years weighed 16.7% while 36-40 years carried 16.7% and finally 41+ years also was at 16.7%. This showed that the kind of respondents who deal with refugees in skilling them in Technical and Vocational education Training range from the age of 20-25 years to 40+ years. Hence this is vital in that the service provider will not discriminate refugees on basis of age.

**(v) Level of Education of the Respondents**

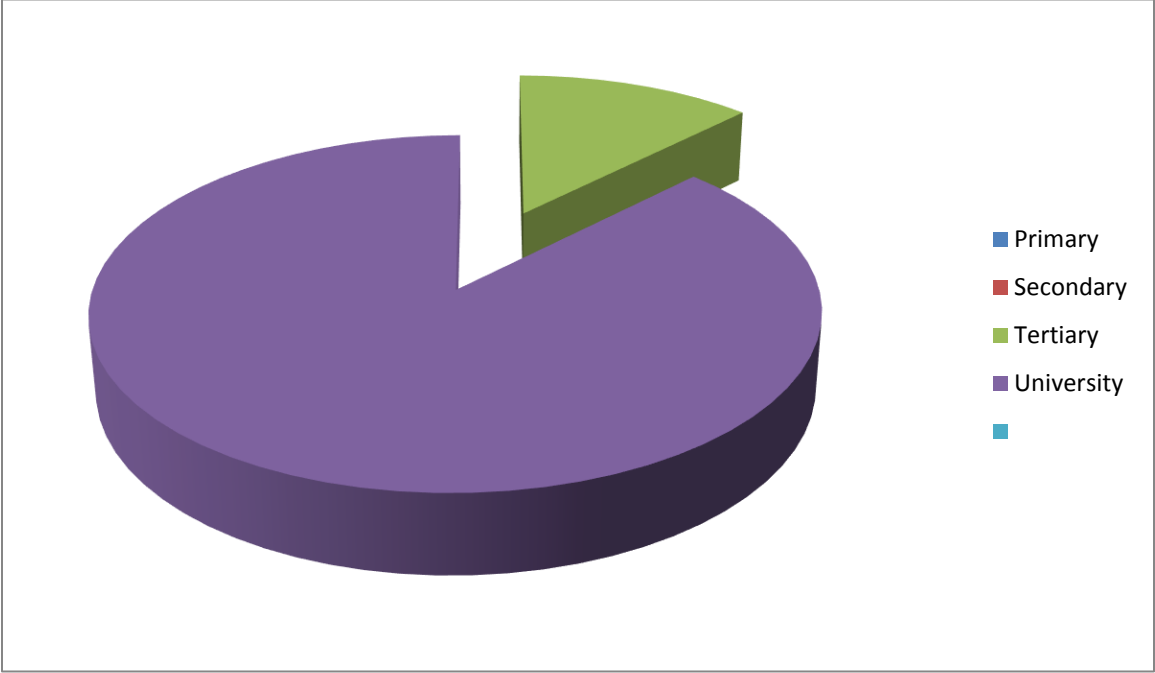
Level of education of respondents ranged from primary, secondary, Tertiary and University. This study hunted to establish the education levels of the respondents from, YARID employees and the findings were as below;

**Table 4.7 showing education level of respondents**

Level of education	Frequency	percentage
Primary	0	0
secondary	0	0
Tertiary	1	16.7
University	5	83.3
Total	6	100

Source: Primary data

Diagram 4.2 a bar chart to diagrammatically show the level of education of YARID employees:



Source: Field data (2015)

The above diagram shows that majority of respondents had University education 83.3% compared to primary which had 0%, those who acquired Tertiary level education were 16.7% and those who acquired secondary education level were 0%.

Findings above show high levels of education in YARID employees since the highest level of 83.3% of employees are University graduates.

It also shows that very few or no one can get a job at YARID, when his level of education is below Tertiary education. Therefore those with University education stand a high chance of getting jobs at YARID.

**(vi) Marital status of respondents was also investigated as shown in table below;**

**. Table 4.8: showing marital status of respondents**

Single	1
married	4
divorced	0
separated	1
Total	6

The study found out that 1 respondent was single and 4 respondents are married, none divorced and 1 separated. This therefore gives confidence to refugees since they are dealing with different persons with different characteristics as seen above

The above findings show low levels of conflicts among families since no one is divorced among all the respondents. It also shows peace among married people i.e. commitment to stay together.

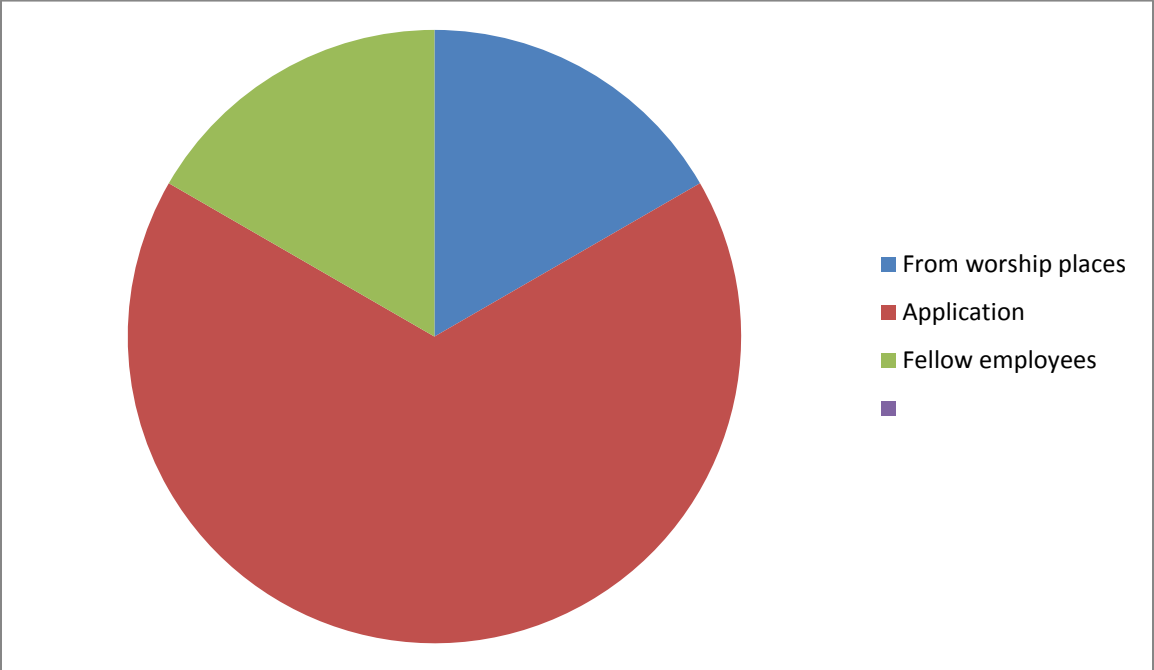
Separation is only 1 among the 6 respondents and this could have been as a result of couples migrating to different directions during flight.

**(vii) Selection of YARID employees**

**Table 4.9: showing how YARID employees were selected**

	Frequency	Percentage
From worship places	1	16.7
Application	4	66.7
Fellow employees	1	16.7
Total	6	100

Figure 4.3 showing how YARID employees were selected



Source: Field Data (2015)

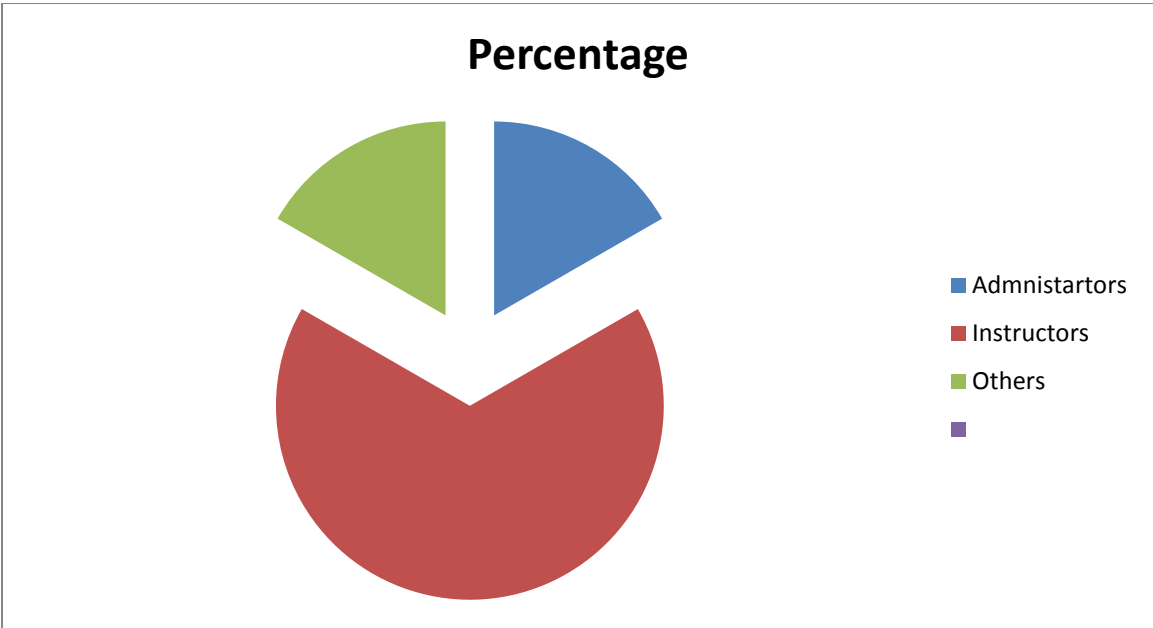
According to the findings made about the selection of YARID employees it was found out that 16.7% of YARID project employees were selected from worship centres, 66.7% applied for the Jobs and 16.7% were employed as a result of being informed by fellow employees. This therefore

implies that there is no biasness in recruiting YARID project employees hence offering their services with proficiency in ensuring self-reliance of refugees based on expertise in refugee issues.

**(viii) Table 4:10 showing Work done by YARID project Employees**

Type of work	Frequency	Percentage
Administrators	1	16.7
Instructors	4	66.7
Others	1	16.7
Total	6	100

**Figure: 4.4 showing Work done by YARID project employees**



**Source: Field data (2015)**

From the chart above, it is clearly indicated that different employees execute different duties, among which includes administration which holds 16.7% of the total number of employees, instructors hold 66.7% and other employees performing other duties occupy 16.7%.

The findings therefore show that instructors do more work than Administrators. It also shows that instructors are more active than administrators. It could also mean that instructors are assigned more duties.

**(viii) Table 4.11 showing the type of Technical and Vocational education Training (TVET) Skills imparted to Refugees**

<b>TVET skills</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Tailoring and designing</b>	<b>2</b>	<b>33.4</b>
<b>Computer repair and net working</b>	<b>1</b>	<b>16.7</b>
<b>English for Adult(EFA)</b>	<b>2</b>	<b>33.4</b>
<b>Business training</b>	<b>1</b>	<b>16.7</b>
<b>Total</b>	<b>6</b>	<b>100</b>

**Source: Field data (2015)**

Results in the table indicated the type of skills YARID project imparts to refugees, with 33.4% of employees indicating that refugees are taught Tailoring skills while 16.7% of employees indicated that refugees are taught computer repair and networking skills and 33.4% of employees made it clear that refugees are taught English language skills, while 16.7% of employees indicated that Refugees are taught Business skills.

The findings show that more people prefer designing and tailoring as a major Technical and Vocational education Training, because they love the services of designing and tailoring. As a means of Communication, Refugees are forced to learn English.

**(ix) Table 4.12: showing the Number of Refugees skilled with Technical and Vocational education Training from 2008-2014.**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
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<b>10-30</b>	<b>0</b>	<b>0</b>
<b>30-50</b>	<b>2</b>	<b>33.3</b>
<b>51-70</b>	<b>1</b>	<b>16.7</b>
<b>71-90</b>	<b>2</b>	<b>33.3</b>
<b>91-110</b>	<b>1</b>	<b>16.7</b>
<b>Total</b>	<b>6</b>	<b>100</b>

**Source: Primary data (2015)**

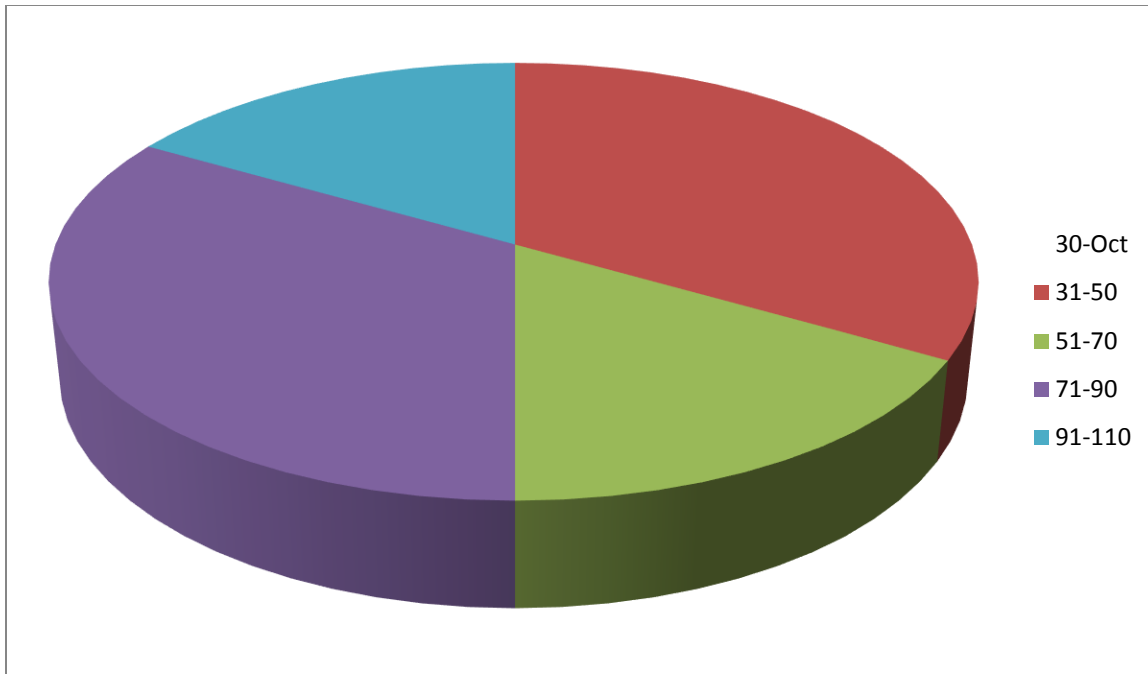
**This shows that at least people aged between (30-50) have skills in Technical and Vocational education Training as indicated with a percentage of 33%.**

**10-30, have little interest in TVET. This could be because they are thinking of acquiring white collar jobs, returning to their home countries or they are yet to make up their minds.**

**(91-110) could mean that by the time of their youthful age, they could have trained in TVET, could be the only kind of training that they could attain was TVET.**

**Figure 4.5: showing the Number of Refugees skilled with Technical and Vocational education Training (TVET) between 2008 and 2014**





**Source: Primary data.**

According to the diagram above, respondents indicated that the number of Refugees skilled with Technical and vocational education Training between 2007- 2014 were 30-50 and this bared a percentage of 33.3%, while other respondents indicated that the number of Refugees skilled with Technical and vocational education Training since this time were 51-70 and this carried a percentage of 16.7%, more so the rest of the respondents showed that the number of respondents skilled between 2007-2014 were 71-90 with a percentage of 33.3% and lastly to some respondents, the number of Refugees cited to have been skilled between the same period was indicated to be between 91-110 and this had a percentage of 16.7%.

We can therefore base on the data given by different respondents regarding the number of Refugees skilled with Technical and vocational education Training as seen above to conclude that different

number of Refugees have been skilled in Technical and Vocational education. However basing on our findings, we need to assess the contribution of this Training to self-reliance of Refugees.

**(x) Table 4.13 showing type of Teaching Methods used to skill refugees**

<b>Type of skills</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Participatory</b>	<b>1</b>	<b>16.7</b>
<b>Demonstration</b>	<b>1</b>	<b>16.7</b>
<b>Lectures</b>	<b>1</b>	<b>16.7</b>
<b>Computer</b>	<b>1</b>	<b>16.7</b>
<b>Hands on</b>	<b>2</b>	<b>33.3</b>
<b>Total</b>	<b>6</b>	<b>100</b>

**Source: Primary data.**

From the field findings regarding teaching methods used to skill refugees with Technical and Vocational education, we may boldly say that most refugees are skilled through hands on training.

The findings therefore show that there is more of practical work than Theory in their method of learning.

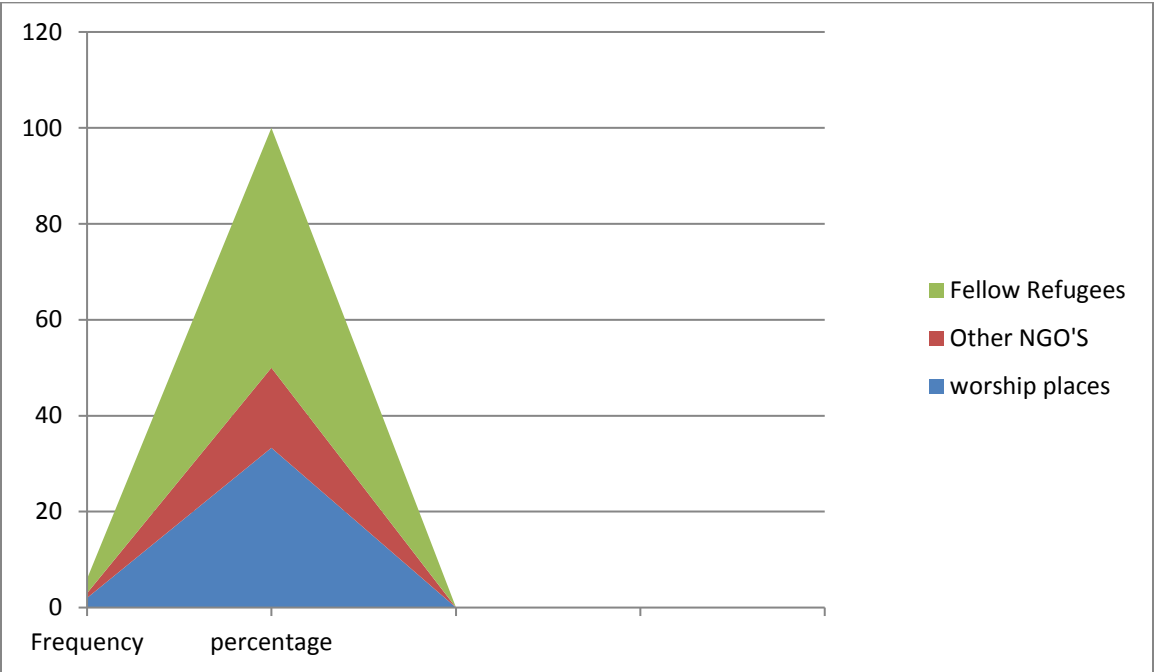
**(xi) Table 4.14: showing how Refugees Trained by YARID Project were selected**

<b>Method of selection</b>	<b>Frequency</b>	<b>Percentage</b>
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<b>Announcements in worship places</b>	<b>2</b>	<b>33.3</b>
<b>Announcement in other refugee NGO'S</b>	<b>1</b>	<b>16.7</b>
<b>Fellow refugee communities</b>	<b>3</b>	<b>50.0</b>
<b>Total</b>	<b>6</b>	<b>100</b>

Source: Primary data

Figure 4.6: representing the way how YARID Project selected refugees for training



Source: Primary data.

From the respondents we can conclude that YARID project selects Refugees for skilling in Technical and Vocational education Training through announcements in worship places with a

Percentage of 33.3%, while announcements in other Refugee NGO'S contribute to 16.7% of the selection and the highest number of refugees selected is through information from Refugee communities. This therefore means that as Refugees enter into any host country, they forge themselves into communities that unite them as fellow Refugees as a means of gaining a meaningful life away from home. Therefore a sign of oneness among Refugees i.e. communication is easy through Refugee committees.

It also shows that Refugees always commit their burdens to God through prayers, since announcements are heard from worship centres.

**(xii) How YARID project gets the materials to use**

**Table 4.15:** showing how YARID project gets the materials to use

<b>Source of materials</b>	<b>frequency</b>	<b>Percentage</b>
Host Government/community	1	16.7
Other Refugee NGO contribution	3	50
Religious communities	1	16.7
Refugee contribution	0	0
Fundraising	1	16.7
Total	6	100

**Source: Primary data.**

**Table 4.14** above shows that host community/Government contributes 16.7% of the materials used by YARID project employees to skill refugees with Technical and Vocational education Training, while other Refugee NGO'S contribute to 50 % of the resources, Religious communities also contribute 16.7% of the resources and finally Fundraising contributes to 16.7% of the resources.

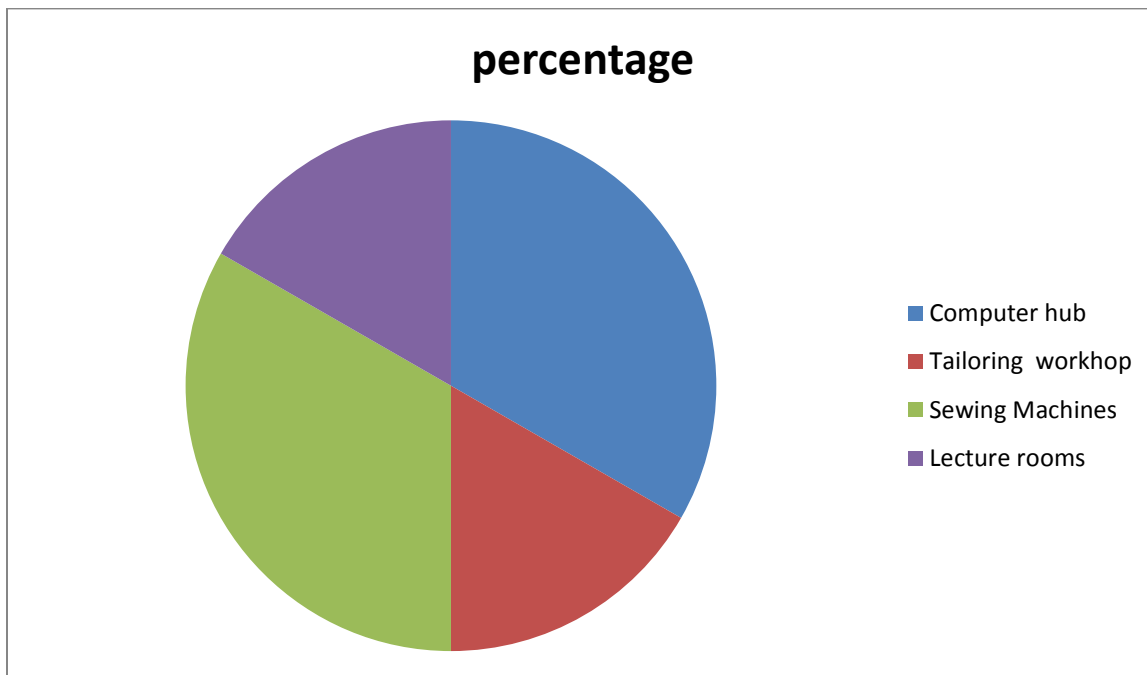
The findings indicate that Refugees are basically relying on other NGO Contributions for a source of Raw materials for their skilling.

(xiii) Table 4.16 showing the facilities available at the training venues

Teaching Facilities	Frequency	Percentage
Computer hub	2	33.3
Tailoring workshop	1	16.7
Sewing machines	2	33.3
Lecture rooms	1	16.7
<b>Total</b>	<b>6</b>	<b>100</b>

Source: Primary data.

Figure 4.7: showing facilities available at Training Venue as indicated by respondents



Source: Primary data

Figure above shows that 33.3% of respondents pointed out that Computer hub is one of the facilities used in skilling Refugees in Technical and Vocational education Training, while Tailoring workshop constituted 16.7% of the respondents Sewing machines were indicated by

33.3% of the respondents as one of the available skilling facilities and finally lecture rooms were indicated by 16.7% of the respondents.

This therefore indicates that there are less lecture rooms, few Tailoring workshops as compared to sewing machines and computer hub.

**(xiv) Table 4.18: showing Time for Training Refugees**

Beginning and end of course	Frequency	Percentage
Morning-Afternoon	5	90
Afternoon-Evening	1	10
<b>Total</b>	6	100

**Source: Primary data.**

Table 4.18 above shows that majority of respondents indicated Morning to evening as the training time for Refugees in Technical and Vocational education Training (TVET) with 90% and 10% indicated Afternoon to evening as Training period for refugees.

Findings show that Refugees are more willing to learn in the morning-afternoon hours than Afternoon-evening hours. It could also be indicating that their level of understanding what they are taught is high in the morning-afternoon than in the Afternoon- evening.

**(xv) Table 4.19 showing Length of the courses**

Length	frequency	Percentage
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<b>1-6 months</b>	<b>4</b>	<b>80</b>
<b>6-12 months</b>	<b>2</b>	<b>20</b>
<b>12 above</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>6</b>	<b>100</b>

**Source: Primary data.**

According to the table above 80% of respondents indicated that Technical and Vocational education Training Courses covers( 1-6 )months and 20% of respondents indicated that training takes 6-12 months, though no respondent indicated that the training takes 12 months and above.

This shows that Refugees take only short courses. Very few undergo a course that takes a full year. It therefore indicates that shorter courses are cheaper for them to learn.

It also indicates that Refugees are not willing to spend also of time at school.

**Table 4.20: showing the award given to Refugees after Technical and Vocational education Training.**

<b>Award</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Certificate</b>	<b>6</b>	<b>100</b>
<b>Diploma</b>	<b>0</b>	<b>0</b>
<b>Degree</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>6</b>	<b>100</b>

**Source: Primary data.**

Table above 4.20: shows that majority of Refugees are awarded certificates after Technical and Vocational Training with 100% indicating that, while 0% of respondents indicated that refugees are awarded Diplomas and also 0% of respondents showed that Refugees are awarded Degrees.

Findings indicate that Refugee Training only ends at certificate level.

**(xvi)Table 4.21: showing Pattern ship with other Refugee service providers in offering TVET**

<b>Other NGO's/Stake holder</b>	<b>Frequency</b>	<b>Percentage</b>
Xavier Project	2	33.3
JRS	2	33.3
PADEAP	1	16.7
OPM	1	16.7
Total	6	100

**Source Primary data**

From the respondents in the table above, it was clearly noted that YARID project patterns more with other Refugee service providers like Jesuit Refugee services, Xavier project as compared to Pan African Development Education and advocacy program (PADEAP) and Office of the Prime minister to offer Technical and Vocational education Training to Refugees.

It could also mean that Xavier project and JRS are friendlier to work with as compared to OPM and PAPEAP.

**(xvii) Table 4.22 showing providers of Basics on how to teach Refugees**

<b>NGO'S/Stake holder</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Finish Refugee Council(FRC)</b>	<b>4</b>	<b>66.7</b>
<b>Office of Prime minister(OPM)</b>	<b>1</b>	<b>16.7</b>
<b>Other</b>	<b>1</b>	<b>16.7</b>
<b>Total</b>	<b>6</b>	<b>100</b>

**Source: Field study**

Results in table 4.22: above indicate that majority of respondents 66.7% showed that they receive basics on how to teach refugees in Technical and Vocational education Training from Finish Refugee Council (FRC) and 16.7% receive Refugee teaching basics from office of the prime

Minister while 16.7% of the respondents receive basics of teaching Refugees from other NGO's and Stake holders. This indicates that (FRC) is offering more Training assistance to YARID in



TVET. It could be because they inject in more funds in Refugee Training than other Refugee Agencies

**(xviii) Table 4.23: showing Languages Used during Technical and Vocational education Training**

<b>Language</b>	<b>Frequency</b>	<b>Percentage</b>
<b>English</b>	<b>2</b>	<b>33.3</b>
<b>Kiswahili</b>	<b>1</b>	<b>16.7</b>
<b>Both</b>	<b>3</b>	<b>50</b>
<b>Total</b>	<b>6</b>	<b>100</b>

**Source: Primary data**

Results in Table 4.23: above indicate that 33.3% of Respondents use English when Teaching Refugees in Technical and Vocational Training, while 16.7% use Kiswahili and 50% of respondents indicated using both Kiswahili and English while Training Refugees. This indicates that the issue of language affects Refugees while attaining TVET.

This shows that Refugee Trainees can understand easily when taught in mixed languages (English and Kiswahili) as compared to using only one of the two languages.

**(xix) Table 4.24: showing how YARID employees are inspired to efficiently perform their work.**

<b>Inspirations</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Extra pay</b>	<b>3</b>	<b>50</b>
<b>Exchange Visits</b>	<b>1</b>	<b>16.7</b>
<b>Refugee education Scholarships</b>	<b>2</b>	<b>33.3</b>
<b>Total</b>	<b>6</b>	<b>100</b>

**Source: Primary data.**

Results in the Table 4.24 above indicates that the respondents are inspired to perform their work through an extra pay presented by 50%, while other respondents are inspired to efficiently perform their work through exchange visits as indicated by 16.7% and others are inspired through Refugee education scholarships.

This therefore calls for more funding, which lead to extra pay, scholarships and also more exchange visits.

**(xx) Table 4.25: showing who meets Costs of Training Refugees in Technical and Vocational education Training.**

<b>Costs of Training Refugees</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Host government</b>	<b>1</b>	<b>16.7</b>
<b>YARID</b>	<b>3</b>	<b>50</b>
<b>Churches</b>	<b>1</b>	<b>16.7</b>
<b>UNHCR</b>	<b>1</b>	<b>16.7</b>
<b>Total</b>	<b>6</b>	<b>100</b>

**Source: Primary data**

From the table above Respondents indicated that the cost of Training Refugees in Technical and Vocational education Training (TVET) is met by host government indicated by 16.7%, while 50% of the respondents indicated that they meet the cost of Training Refugees from YARID project and 16.7% of respondents showed that churches meet the cost of training Refugees and finally 16.7% of respondents showed that UNHCR meets the cost of Training Refugees in TVET. This shows that the cost of Training Refugee in TVET is an effort made by more than a single organisation/stake holder. However YARID does more of funding as compared to other NGO'S.

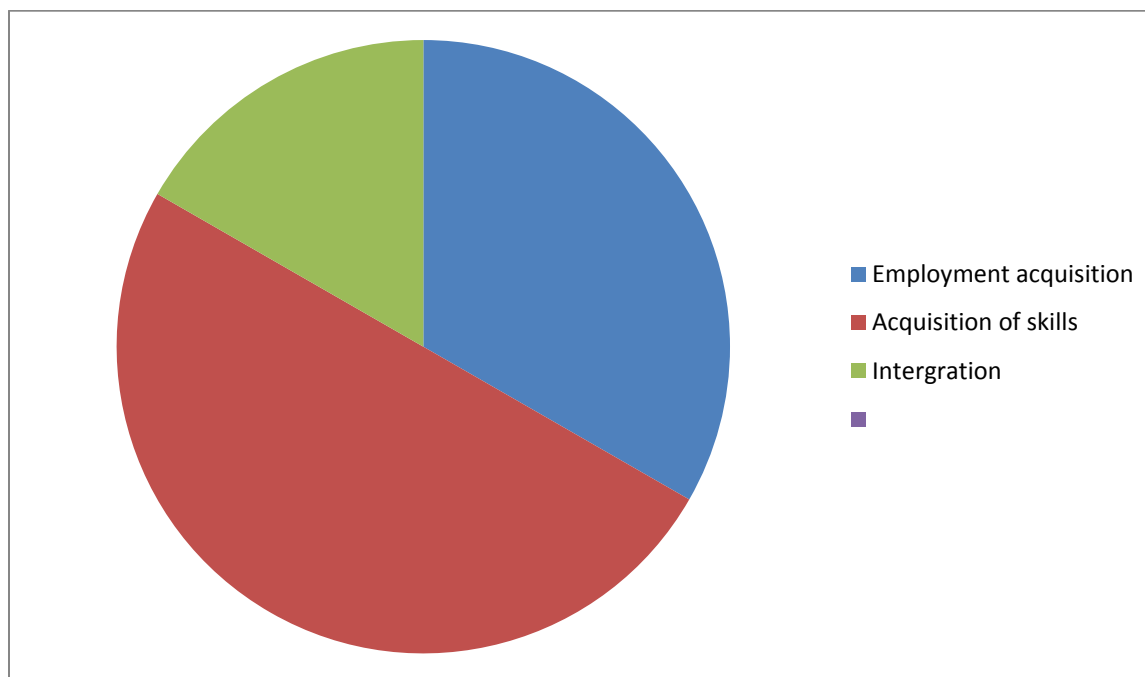
**(xxi)Table 4.26** showing the Contribution of Technical and Vocational education Training to sustainable live hood

<b>Sustainable live hood</b>	<b>Frequency</b>	<b>Percentage</b>
Employment Acquisition	<b>2</b>	<b>33.3</b>
Creation of new jobs	<b>3</b>	<b>50.0</b>
Integration	<b>1</b>	<b>16.7</b>
<b>Total</b>	<b>6</b>	<b>100</b>

Source: Primary data

Findings show that TVET has created a positive impact through creation of new Jobs and reducing levels of unemployment among Refugees.

Figure 4.8: showing the contribution of Technical and Vocational education Training to sustainable live hood.



Source: primary data.

Figure shows 33.3% employment acquisition and 50% acquisition of new skills while integration holding 16.7%

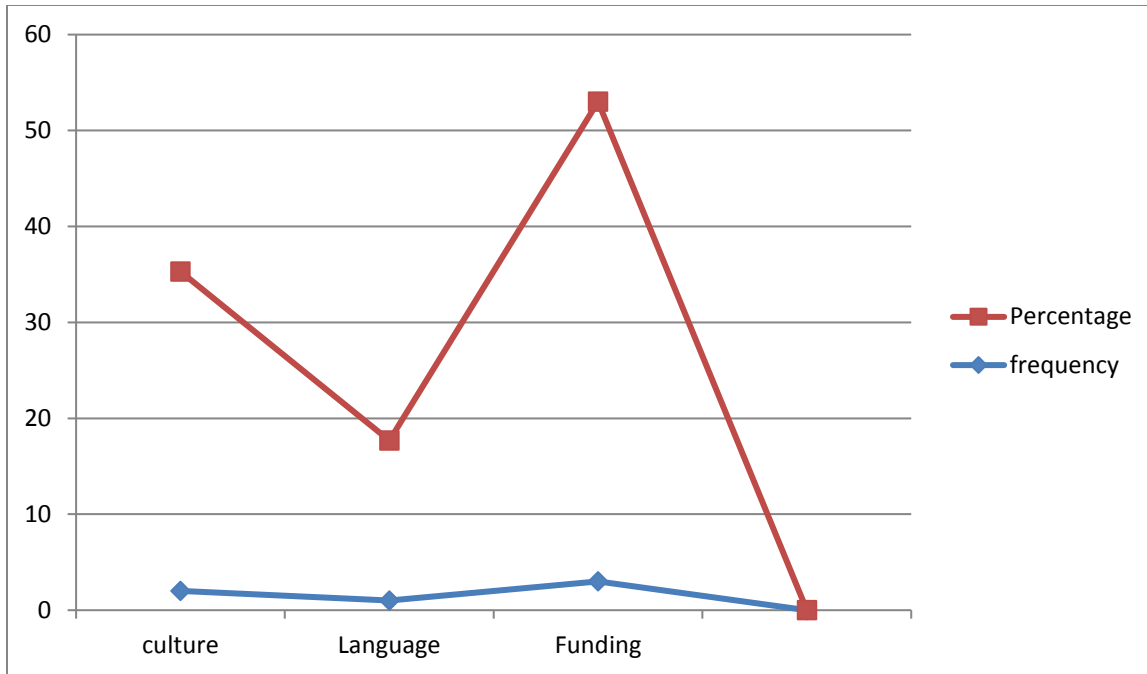
**(xxii) CHALLENGES ENCOUNTERED BY YARID PROJECT WHEN SKILLING REFUGEES IN TECHNICAL AND VOCATIONAL EDUCATION TRAINING (TVET)**

Table 4.27: showing the challenges encountered by YARID project when skilling Refugees in Technical and Vocational education Training (TVET)?

<b>Challenges</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Culture</b>	<b>2</b>	<b>33.3</b>
<b>Language</b>	<b>1</b>	<b>16.7</b>
<b>Funds</b>	<b>3</b>	<b>50.0</b>
<b>Total</b>	<b>6</b>	<b>100</b>

**Source: Primary data.**

**Figure 4.9: showing the challenges encountered by YARID in Technical and Vocational education Training to Refugees.**



**Source: Primary data.**

Figure 4.9: above shows that respondents are challenged by culture at a frequency of 2 at a percentage of 33.3%, while language affects TVET at a frequency of 1 and a percentage of 16.7% and Funding affects respondents in Technical and Vocational education Training at frequency 3 and at a percentage of 50.0%.

It therefore shows that Refugees are faced with inadequate funding which limits the activity of being skilled.

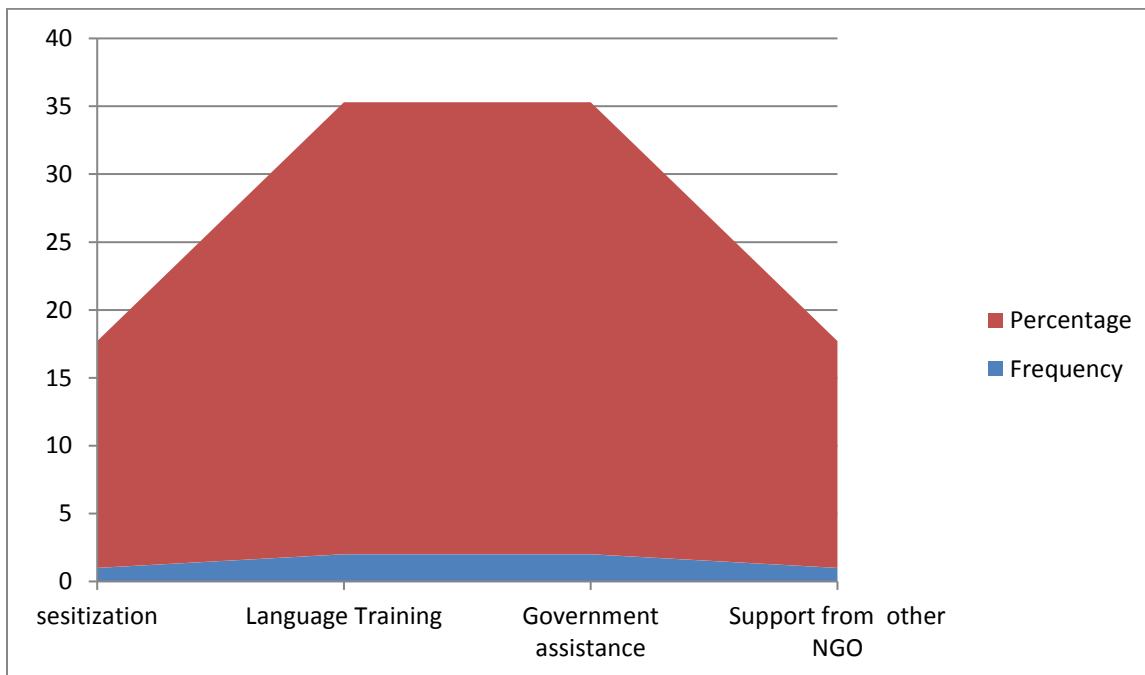
(xxiii) Table 4.28: showing ways of encountering challenges of Technical and Vocational education Training.

Encountering challenges	Frequency	Percentage
Sensitization	1	16.7
Language Training	2	33.3
Government assistance	2	33.3
Support from other NGO	1	16.7

Source: Primary data.

This means seeking more financial assistance from NGO’s and government.

Figure 4.10: Representing ways of encountering Technical and Vocational education Training challenges.



Source: Primary data

From the respondents data presented in diagram above, it is indicated that respondents are faced with different challenges as seen above. However each of the challenges conveys a different frequency, with a different percentage. According to data given by respondents, sensitization of refugees occupies a frequency of 1, which is 16.7%, Language Training constitutes a frequency of 2, which is a percentage of 33.3%, Government assistance holds a frequency of 2 which is 33.3% of the ways of encountering challenges of Technical and vocational education Training and finally Support from other NGOs were indicated with a frequency of 1, which is 16.7% of the ways TVET challenges can be encountered.

**(B) Focus group discussion with Refugees still under Technical and Vocational education Training at YARID Refugee project.**

**(i) Country of Origin for Refugees still under Technical and Vocational education Training**

Findings from the discussion carried out between Refugees still under Technical and Vocational education Training (TVET), it was found out that most of the Refugees under Training at YARID project were from Democratic Republic of Congo (DRC), Rwanda, Burundi and Tanzania. This therefore explains the reason as to why many of them cannot freely express themselves in English language, because these are French and Swahili speaking countries. Meaning that there are more people displaced from these countries to other countries, this could be because of political instabilities in these countries

**(ii) Age group of Refugees still under Technical and Vocational education Training**

The researcher found out that most Refugees still under Technical and Vocational education Training were between the age group of 20-35 years and a few others were 36 years and above, explaining the reason as to why majority do still have interest acquiring Technical and Vocational education skills as a means of becoming self-reliant. It also indicates that ages 20-35 are still willing to go back to school and are also the biggest population affected by political instability.

### **(iii) Gender of Refugees still under Technical and vocational education Training**

The findings from the discussion with Refugees still under Technical and Vocational education Training showed that, Refugees under English for Adult (EFA), Level 1 and level 2 were both male and female. At this level Refugees are still taught English language as a means of freely integrating into the host community since Uganda is an English speaking country. It's after English for adult that Refugees choose a carrier, either to join Business class in order to gain Business skills, Computer repair and networking or to join Women empowerment Program, which is basically Tailoring, and fashion design. It implies that both sexes are affected by almost similar challenges during Migration.

### **(iv) How Refugees joined YARID project**

The researcher also found out that Refugees joined YARID project through fellow Refugees who informed them of the existing opportunities to gain Technical and Vocational education Training Business skills, Computer repair and networking and Women empowerment (Tailoring). This shows that Refugees are willing to have others share a better life.

### **(vi) Time for attending Technical and Vocational education Training.**

According to the respondents, it was found out that English for Adult is attended by Refugees from Monday to Friday specifically from 8: 00am to 10:00am and computer repair and networking is only from Tuesday to Friday, 8:00am-10:00am.

The researcher found out that Women empowerment project conducts its classes from 11:00am - 1:30pm and then Business classes are held from Tuesday to Friday, from 11:30am to 1:30pm. This is basically because English class shares the same facilities with Business class. However this shows that Classes are only conducted during week days other than weekends, perhaps weekends are for resting or attending worship centres.

### **(vii) Reasons as to why Refugees still under Training enrolled for TVET**



The findings from the study showed that Refugees enrolled for TVET, in order to learn English language, to interact with other Refugees from similar country of origin and finally to learn new skills which would enable them earn a living.

**(viii) Places for attending Technical and Vocational education Training.**

Refugees still under TVET revealed that their classes are conducted in two places depending on the nature of skills to be acquired. English for adults (EFA) classes and Business skills are conducted at the same hired church at Kevina and Tailoring and design under women empowerment is conducted at a place hired at Nsambya-Katwe near the fly over. This shows the kind of environment under which Refugees attain their Training/ lack of enough Training facilities.

**(ix) Who Trains Refugees**

According to the Respondents ,YARID project has hired different instructors, Two instructors for English for adult level 1 and 2, one for Business skills and one for women empowerment and for the case of computer repair and networking, YARID Refugee project patterns with Xavier project to skill Refugees in that field using Xavier project Instructor.

**(x) Who meets costs for the Trainers?**

It was also found out from the respondents that YARID project meets the costs for the trainers, including transport and salaries.

**(xi) Who Provides Training Materials?**

Respondents revealed that Training materials like books and sewing machines are provided by Finish Refugee council, it also provides a curriculum which is supposed to be followed through Refugee training. However YARID project also provides training material like sewing machines to supplement on those provided by Finish Refugee council, it also provides markers for writing on white boards.

Refugees also contribute 10,000 shillings monthly from their pockets; this is used to buy other materials in Training such as clothes (kitengi materials), threads, needles, servicing oil and for repairing sewing machines.

**(xii) Who meets Costs for training Refugees?**

The meeting indicated that YARID project meets all the training costs for Refugees, it was therefore openly stated during the interview with Refugees still under training, that training under any level is completely free. Therefore Refugees receive free Technical and Vocational education Training skills freely from YARID project.

**(xiii) Table 4.29: showing Level of education for Instructors**

Instructor	Level of education
English language level 1	Degree in Social studies
English language level 2	Degree in Developmental Studies
Business skills	Degree in Business studies
Tailoring	Certificate in Tailoring

**Source: primary data.**

From the meeting with the instructors, the researcher found out that instructors had different qualifications (see Appendices 5,6,7,8 and 12), however with a profound experience in handling Refugees, giving them the expertise to handle Refugees at Technical and Vocational education Training. This shows that Refugees are trained by qualified people/Instructors.

**(ix) Award received by Refugees on Completing Technical and Vocational education Training.**

The study findings from focus group discussion, it was found out that Refugees receive a Certificate of completion for each level of Training completed. For instance when Refugees complete Education for adult level 1, a certificate is awarded to them, which qualifies them to attend level 2 and on completion of level 2, a certificate is awarded to Refugees, which qualifies them to join any skill of one's choice. However to those who fail to complete English language level 1 and 2, they may straight away join Training in particular skills of interest to avoid over training in areas where they do not pick any interest.

One Congolese Refugee lady under the age of 30-36 years had this to say in broken Luganda which I have interpreted to English;

*‘English is too hard, however much I try to learn it, I cannot pick anything.*

*I think am too dull. However my interest is to learn tailoring and design,*

*. But am happy I can speak some luganda”. Interview-YARID project Refugees (2015).*

#### **(xi) Awarding of Refugees on completion of Technical and Vocational education Training**

Responses to who awards them those certificates on completion of Technical and Vocational education Training; through their instructors I was told that Finish Refugee council awards each one of them a certificate of completion.

#### **(xii) Importance of this award to Refugees**

In Response to the discussions about the importance of the award they will get after completing Technical and Vocational education Training, all Refugees said “Jobs”, meaning that it's that certificate that will enable them get jobs.

#### **(xiii) Skills gained out of Technical and Vocational education Training (TVET)**

Table 4.30 showing Skills gained out of Technical and Vocational education Training (TVET)

Training	Skills
English for adults level 1 and 2	Integration
	Fluency in English
	Read and write English
Business Training	Running a business
	Keep business books
	Dealing with people in business
Women empowerment(Tailoring)	Designing clothes
	Sewing/Tailoring
	Marketing finished products

**Source: Primary data FGD- YARID (2015)**

**See Appendices (6, 7,8,9,15,17,18,19,20 and 21)**

**(xiv) How Technical and Vocational education Training (TVET) skills will help Refugees to become economically independent**

Discussants pointed out the different ways in which the skills gained from Technical and vocational education Training will help them to become economically independent. Several responses were made by refugees among which included, get a job, start a business, pay my own rent, buy my own food, pay my kids school fees and buy them clothes, start a cafe and be able to speak English.

**(xv) Influence of host government on Refugee Technical and Vocational education Training.**

From the focus group discussion, it was established that the host government has provided

Refugees with security enabling them to stay with the host community peacefully, without any Fears of being discriminated and at the same time enabling them acquire technical and Vocational education Training in a peaceful environment. It was also observed during focus group discussion

that Refugees were under a peaceful study environment because they were not conflicting with the host community.

**(xvi) Challenges affecting Refugees in acquiring Technical and vocational Training.**

From the focus group discussion, it emerged that different challenges arise on acquiring Technical and Vocational education Training and these included; Reading materials, several refugees complained of lacking reading materials to help them practice reading English language, for instance when asked by their instructor to always practice reading newspapers, one Tanzanian Refugee under training was quoted saying in Kiswahili, "*Hakuna pesa kununua karatsi ya kusoma*"

*Meaning he does not have any money to buy any reading material.*

In the same way focus group discussion with Refugees under English for Adult Training, complaints like lack of money to buy books for writing in and pens for writing were heard from Refugees. This was actually observed under English for Adults level 1, when classes were conducted, a few refugees had reported in class without any book or pen and on several occasions the instructor was asking them to always have where to write whenever they will be attending the training.

The instructor, level 1 EFA, had this to say to Refugees under Training; "*make sure whenever you come to class, you have a book where to write and a pen for writing, because you need to revise and practice speaking whatever we learn in class. This is the only way you will master what we shall have learnt.*"

To the focus group discussion conducted with Refugees under business skill Training, the main challenge was failure to access money to start their own business. In his own words one of the Refugees under Business Training had this to say in Kiswahili; "*Kufanya business Nzuuli, Sawuli*

*yakupaata pesa zinayo fanya business a zipo*” Meaning that business is good but getting money to start business is hard.

Refugees complained of many of their fellow Refugees who have completed Business training, but have since failed to setup their own businesses due to lack of start-up Capital. The researcher also found out that Refugees under YARID women empowerment program (Tailoring and designing), were challenged by; limited number of sewing machines; the number of women Training in Tailoring and design exceeds the number of sewing machines available and more so among the few available sewing machines some are in poor mechanical condition and money for repairing them is not available. However it was cited that YARID always tries its level to repair them though they constantly break down.

The respondents also pointed out that Training materials like clothes, threads, needles are also at times very few for instance materials like Kitengi(Traditional cloth), from which they make different designs of clothes have to be imported from Democratic Republic of Congo(DRC). It becomes a challenge in any case they do not have the money to import more materials.

The respondents also cited a challenge of language to a few of them who never underwent English for adult Training. Since many of the Refugees under YARID women Empowerment project are from Democratic Republic of Congo, Tanzania, Burundi and Rwanda, English is a challenge to them.

Refugees interviewed under YARID women empowerment program also noted a challenge of limited space for learning Tailoring and designing skills as compared to the available number of Refugees under Training.

Increasing high costs of living to Refugees, characterised with lack of employment due to lack of employable skills and language barrier, the standard of living to most Refugees has been affected. For instance refugees interviewed under focus group discussion complained of poverty. A lady

under women empowerment program complained of attending training when she did not have any breakfast in the morning, since she did not have any money to buy breakfast that day

In her own words, she had this to say in her broken Luganda; *“Enjaala enumma, simanyi oba nasobola okutunga leero”*, meaning in English that *am hungry, am not sure whether I will be able to sew today.*

Generally since most of the refugees under training have not yet got skills to enable them start their own jobs, they generally depend on the little from service providers, this therefore pushes them to economise the little earnings they have as they try to devise means of sustaining themselves. It's after Technical and Vocational education Training that Refugees are able to have a daily income by practicing the skills they gain in Tailoring, Business and computer networking and repair.

### **(C) Interview schedule to graduates of YARID Technical and Vocational education Training (TVET).**

The researcher was able to interact with graduates of YARID project and these are mainly graduates from women empowerment project and they are tailors, making traditional Kitengi clothes at cooper complex in Kampala. According to the interview conducted with these graduates of YARID project, the following responses were gathered;

#### **(i) Response on the country of Origin**

According to the responses that were made on the country of origin, it was found out that most of the Refugees who graduated from YARID project and currently running Tailoring shops at Copper complex in Kampala were mainly from Democratic Republic of Congo.

#### **(ii) Age group of Respondents**

Respondents interviewed were found to be between the ages (30-40) years.

**(iii) Gender of Respondents.**

Since most of the interviewed were graduates from YARID Women empowerment project, they are all women.

**(iv) Time of graduation.**

The different respondents interviewed pointed out to the researcher that they graduated in different years ranging from 2010-2014.

**(vi) Practical skills gained by graduates from YARID Technical and Vocational education Training.**

Graduates interviewed pointed out to have gained different practical skills from YARID Technical and Vocational education Training, among which included; designing and Tailoring.

**(vii) How the skills have helped Refugees to become economically independent**

The researcher also found out from the interview with the refugees that the skills gained from YARID project has helped them to start their own Tailoring shops where they make Kitengi shirts, blouses and dresses, hence self-employment, earning Refugees a source of income. Others have earned themselves jobs in tailoring shops where they are employed to design and sew different clothes as a source of income to earn a living, hence becoming economically independent.

**(viii) Improvement in life as a result of Technical and Vocational education Training**



In the interview with the respondents, they cited improvement in life as a result of Technical and Vocational education Training and this included; their ability to a monthly saving, mothers also reported that they can now pay school fees for their children, They also pointed out that they can meet any other cost in life which include, healthy costs ,rent, daily meals and even others are running side business in addition to designing and Tailoring, where they employ fellow refugees and Ugandan Nationals.

**(ix) Importance of Technical and Vocational education Training to the output of Refugees.**

Graduates of YARID project reported to have gained skills in designing and Tailoring, which has enabled them to produce qualitative products that meet the market demand. Products like Kitengi dresses, shirts and browses are designed in such a way that they are always in line with what the market demands at that particular time. Graduates also pointed out the skills gained in speaking English language, which has enabled many to freely communicate to the available market. For instance one Congolese woman pointed out that she sales her finished Kitengi outfit to a white lady who exports them to America.

It was also noted from the interview that graduates of YARID Technical and Vocational education Training can now integrate freely with the local community, where they source other materials for tailoring.

A graduate of TVET said that she is able to get threads and Kitengi materials from Ugandans who import them from Hong Kong and she pays later when she gets the money, enabling her to constantly produce outfits for sale to her regular customers even when she does not have money to buy Kitengi materials.

**(x) Influence of host government to Refugees when practicing Technical and Vocational education Training Skills**

From the respondents, it was learnt that the host government has provided Refugees with a conducive peaceful environment that has enabled them to freely practice the skills learnt in Technical and Vocational education Training.

However graduates complained of high licensing charges from Kampala Capital City Authority (KCCA).Such charges have left Refugees with little profits from their output.

**(ix) Challenges affecting Refugees who graduated from YARID project in Technical and Vocational education Training.**

In the Interaction between Refugee graduates of YARID project and the researcher, it was realised that Refugees are faced with many challenges including; high costs of renting shops, high licensing charges from KCCA, instability in dollar rates, shortage of market for finished products, imported poor standard materials(kitengi).

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECCOMENDATIONS.**

## **Introduction**

Findings, recommendations and suggestions presented in this chapter are drawn from the presentation and analysis given in chapter four, discussions from chapter five and the field knowledge by the researcher during data collection. Therefore, the chapter begins by looking at the findings, recommendations and then goes ahead to advance strategic recommendations for further researchers and scholars.

### **(A) SUMMARY**

The study was intended to establish the contribution of Technical and vocational education Training (TVET) to self-reliance of refugees and YARID project located at Nsambya Ggogonya, Kampala district was taken as a case study. Employees of YARID project were questioned by use of a questionnaire, Refugees still studying were also put under focus group discussion and Refugees who completed/Graduated from YARID project were also interviewed and observed.

### **(B) Findings.**

Findings from the study indicated that YARID trains Refugees in employable skills, ranging from English Speaking and writing as seen at YARID English for Adult level 1 and 2 and women skilling in designing and Tailoring at women empowerment project.

The researcher also found out that there is need for more funding of Technical and Vocational education Training in terms of availing Refugees under skilling with a good study environment in terms of good permanent classes and also availing training materials like Sewing machines where skills are learnt.

It was also learnt from the findings that through Technical and Vocational education Training, Refugees have improved in Life. They can save, pay their own rent and even meet any other dues in life without any assistance from service providers. This therefore has encouraged self-reliance among Refugees.

Findings also indicated that Refugees have gained skills that have led to job creation. For example Refugees produce finished products like Kitegi's (Shirts, dresses etc.), this has helped to reduce the level of unemployment and over reliance on service providers.

The study also found out that there is gender balance among trainees at level 1 and level 2(English for Adult).However when it comes to tailoring, focus is put on women.

From the findings, it was also clear that regardless of the efforts of YARID and its stakeholders to skill Refugees through training, the process is still faced with a number of challenges among which includes, limited facilities for training, insufficient training materials, language barrier, limited training space and worst of all poverty among Refugees, rendering them lose their concentration in Training.

### **(C) RECCOMENDATIONS**

UNHCR should seriously consider the issue of Technical and Vocational education Training as a means of self-reliance to both urban Refugees and Refugees in settlements, in order to equip most refugees with skills and knowledge that can enable them supplement on the services received from any service provider. This will also enable them integrate easily with the local communities and also earn them a source of Income, which will lender them self-reliant.

The study also calls for further support to those few Non-governmental organizations that play a similar role like that of YARID, in skilling Refugees. Such organizations may be supported financially and materialistic. This will enable them to have a favourable study environment to Refugees under Technical and Vocational education Training, hence increasing the number of enrolments.

There is always need to sensitize Refugees on the importance of training in Technical and Vocational education and the benefits expected out of the skills gained from the training so as to encourage more enrolments.

There is need to encourage skilled volunteers who may help in hands on Training and skilling Refugees in different fields like carpentry, construction, mechanics, art and design, welding and cookery. This will help skill more refugees, without taking them through class, which may be cumbersome to them due to language barrier.

There is need to encourage gender balance in particular fields of Training. For example in Tailoring. Women under, women empowerment project are skilled with tailoring skills which may at the same time be vital to men as well.

#### **(D) Areas for further Research**

The study calls for further research to be carried out in the following areas.

.Given the fact that women are one of the most vulnerable persons in flight of refugees, there is need to establish the ratio of women to men in acquiring Technical and Vocational education Training as a means of self-reliance.

.The study also calls for further research into YARID study environment and its consequence on Refugee participation in Technical and vocational education Training as a means of self-reliance, because due to limited resources, YARID classes may be are conducted in an environment that is not conducive for Refugees to freely enrol for Technical and Vocational education Training under YARID project.

The study also calls for further research on attempts that can be made to address the challenges that is being faced by Refugees that prevent them from participating in Technical and vocational



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## Appendix1

### QUESTIONNAIRE FOR YARID PROJECT EMPLOYEES:

Dear respondent this study is proposed to assess the contribution of Technical and vocational education Training to self-reliance of refugees basing on YARID project. The purpose of the study is purely academic and answers you provide will be treated with the highest confidentiality. **Kindly give the right answer!**

#### Section A. Personal Bio data

##### 1. Gender

Gender	Response
Male	
Female	

##### 2. Age group of respondent

Age group	Response
20-25	
26-30	
31-35	
36-40	
40+	

##### 3. Country of Origin.....

##### 4. Level of education

Level of education	Response
Primary	
Secondary	
University	

## 5. Marital status

Single	
Married	
Divorced	
Separated	

6. How were you selected to work for YARID project?

From worship places	
Application	
Fellow employees	

7. What work do you do for YARID project?

Administrators	
Instructors	
Counselor	
other	

## Impact of Technical and Vocational education on the attainment of knowledge and employability skills

8. What type of TVET skills do you impart to refugees?

Tailoring and design	
Business skills	
Art and design	
Computer repair and networking	



9-How many Refugees have you skilled with Technical and vocational education Training from 2008-2014

10-30	
30-50	
50-70	
70-90	
90-110	

10 What type of teaching methods do you use?

Participative	
Lectures	
Examination	
Hands on	

11. How did you select the refugees to whom you are training?

Announcement in churches	
announcement on radio/TV	
Fellow refugees	

13. How do you get the materials to use?

Government	
Other NGO contribution	
Church leaders	
Refugee contribution	
Assistance from host community	
Fundraising	

14. What facilities do you have at the training venue?

Computer lab	
Workshop	
Sewing machines	
Art room	

15. When does training begin and when does it end?

Morning-Afternoon	
Afternoon-Evening	
Weekend	

16. How long is the course?

1-6 months	
6-12months	
12+months	

17. What language do you use during TVET training?

English	
Kiswahili	
Both	

18. How are you employees of YARID project inspired to continue with the work?

Promotion	
Extra pay	
Free new refugee skills	
Subsidized loans	
Exchange visits	

19. Who meets the costs of Training Refugees in TVET?

Host government	
UNHCR	
Xavier project	
Church	

**The contribution of Technical and Vocational education Training on live hood sustainability of Refugees**

20. How has refugee live hood changed as a result of acquiring TVET?

Acquired new skills	
Started small business	
Able to depend on self	

**The relevance of Technical and Vocational education Training to productivity economic growth and development of Refugees.**

21. Do you think refugees are economically growing as a result of TVET?

YES	
NO	

22. Do you think refugees are able to independently rely on their own after TVET without any NGO support?

YES	
NO	

**Challenges that affect Refugees in attaining Technical and Vocational education Training**

23. What Challenges do you encounter when instilling TVET to refugees?

Culture	
Language	
Funds	

24. How do you think those challenges can be encountered?

Sensitizing refugees about the value of TVET	
Language training	
Government assistance	
Support from other NGOs	

**Thanks for your response!**

## **Appendix 2**

### **INTERVIEW TO GUIDE FOCUS GROUP DISCUSSION FOR STUDENTS STILL UNDER TECHNICAL AND VOCATIONAL EDUCATION TRAINING (TVET) AT YARID PROJECT:**

Dear respondent am a student of Uganda Martyrs University Lubaga, pursuing a graduate course in Refugee and migration studies. As part of my course, am required to do research and write on a specific topic, on the contribution of Technical and Vocational education Training to self-reliance of Refugees. I have decided to use YARID project as my Case study.

My study will constitute 5 groups with each group consisting of 9 persons.

Each one of you will is expected to freely contribute towards this study. The information you will avail me with will be useful to my course and to other persons who may find it useful.

I thank everyone for having come and having accepted to give in the necessary response. Thank you for having been part of the focus group discussion and feel free to speak freely and ask where you need more clarity.

The Information you give will be treated with utmost confidentiality and professionalism.

**1. What is your country of origin?**

**2. What is your age group? 20-25,**

26-30

31-35

36-40

40+

**3. Gender of students still under TVET?**

- 4. When did you join YARID project for TVET?**
- 5. How did you get to know YARID project?**
- 6. When do you attend the training?**
- 7. Why did you enroll for TVET?**
- 8. Where do you attend the training?**
- 9. Who does the training?**
- 10. Which practical abilities do you gain out of TVET?**
- 11. How will those abilities help you to become economically independent?**
- 12. Level of education of Trainer?**
- 13. What award do you receive when you complete your course?**
- 14. Who awards you?**
- 15. How important is that award?**
- 16. What improvement in life do you expect to result from TVET?**
- 17. How important is TVET to your output?**
- 18. How does the host government influence your TVET?**
- 19. Is there any challenge that affects your TVET study?**
- 20. How do you think the challenge mentioned above can be solved?**

Thank you for your support!!

### Appendix 3

#### **INTERVIEW SCHEDULE FOR REFUGEES WHO GRADUATED IN TECHNICAL AND VOCATIONAL EDUCATION TRAINING (TVET) FROM YARID PROJECT.**

Dear respondent am a student of Uganda Martyrs University Lubaga, pursuing a graduate course in Refugee and migration studies. As part of my course, am required to do research and write on a specific topic, on the contribution of Technical and Vocational education Training to self-reliance of Refugees. I have decided to use YARID project as my Case study. The purpose of this study is academic and the responses you provide will be treated with utmost confidentiality and professionalism

I thank you for having accepted to be part of this interview.

2. What is your country of origin? -----

3. What is your age group? 20-25,

26-30

31-35

36-40

40+

4. What is your Gender?

Male

Female

5. What is your marital status?

6. When did you attend the training?

7. Which practical skills did you gain out of TVET?

8. How have those skills helped you to become economically independent?
9. Have you gained any improvement in life as a result of TVET?
10. How important is TVET to your output?
11. What economic well-being are you getting from TVET skills?
12. How does the host government influence you when practicing the skills from TVET?
13. Is there any challenge that affects you in practicing the skills you gained from TVET?
14. How do you think the challenge mentioned above can be solved?

## **Appendix 4**

### **Observation Checklist for both Refugees still under Technical and Vocation Education Training and graduates from YARID project.**

- 1- Location of the facility from which Refugees study**
- 2- Observation of instructors while conducting classes.**
- 3- Observation of Refugees when they are studying in class**
- 4- Refugee attention towards training from instructors.**
- 5- Available teaching facilities.**
- 6- Number of Refugees under Technical and vocation Education Training.**
- 7- Products produced by Refugees still under Technical and Vocational education Training.**
- 8- General appearance of Refugees who graduated from YARID project**
- 9- Products produced by Refugees who graduated.**
- 10- Market response to products produced by Refugees who graduated from YARID project.**
- 11- Appearance of working place for Refugees who graduated from YARID project.**



## Appendix 5



**Source: Primary**

**English for Adult level 2 instructor (Mr. Elvis Wanume), standing in front of the classroom where Training is conducted.**

**Ref. Table 4.29.**

**Appendix 6**

**Source: Primary data**

**Refugees under English for Adult level 1 under Training.**

**Photo taken from behind (order from the instructors), reason some Refugees are sensitive to photos as a security measure for their lives.**

**Ref. Table 4.27.**

**Appendix 7**



**Source: Primary data**

**Refugees under English for Adult level 2, attending their Training.**

**Ref. Table 4.16.**

**Appendix 7**



**Source: Primary data 2015**

**Active participation for Refugees under English for Adults level 2**

**Ref. Table 4.13.**

**Appendix 8**



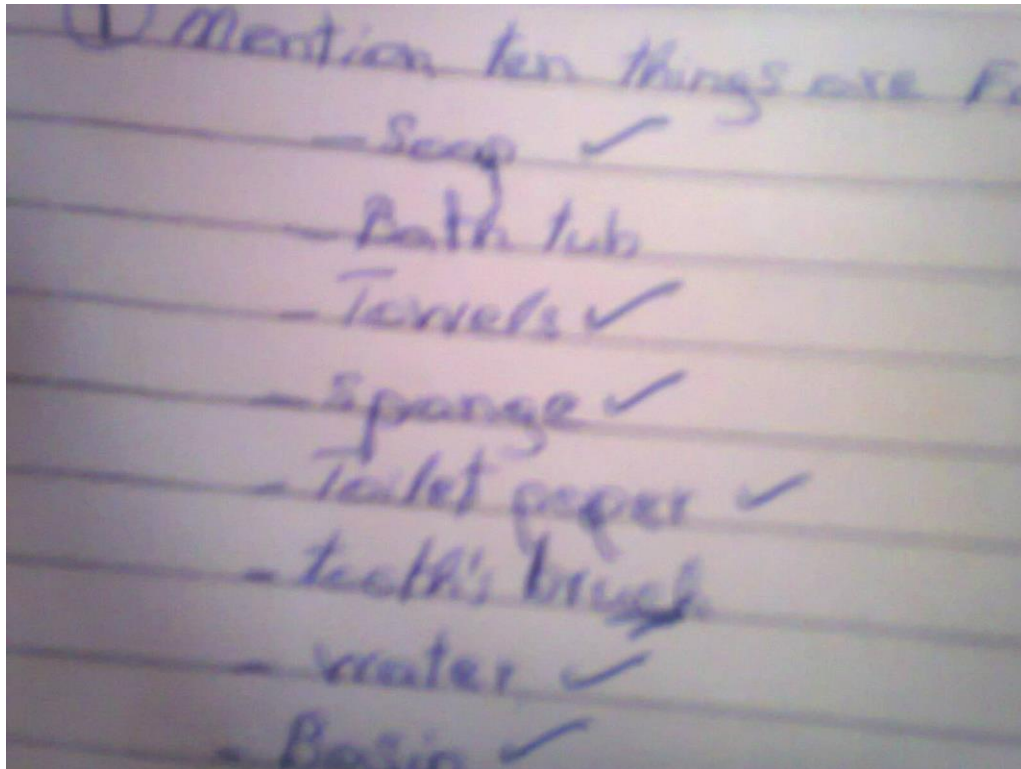
**Source: Primary data 2015**

**English for Adults level 1 and 2 sharing a training room, with each level facing in the different direction.**

**Ref. Table 4.27**



## Appendix 9

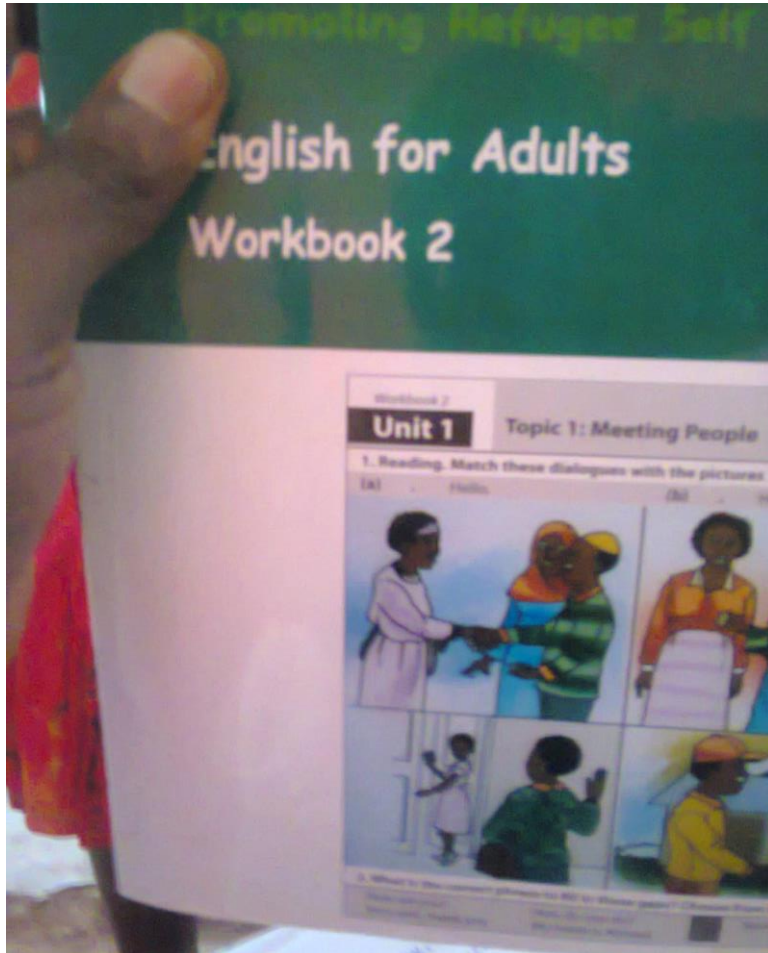


Source: Primary data

Some of the works written in books by Refugees under English for Adults

Ref. Table 4.30.

## Appendix 10



Source: Primary data 2015

English for Adults workbook 2, for Refugees under English for Adults Training level2

Ref: Table 4.16.



Appendix 11



**Young African Refugees for Integral Development (YARID), Women empowerment project, training centre.**

**Source: primary data 2015**

## Appendix 12



**Source primary data 2015**

**An instructor (Ms Joseline Namkhul) for YARID Women empowerment Project, one of the founders of YARID project, with 5 years' experience in Training Refugees in Tailoring.**

**Level of education relevant to training of Refugee: Certificate in Tailoring.**

**Appendix 13**



**Source: Primary data 2015**

**One of the sewing machines at YARID women empowerment project**

**Ref. Table 4.16**

**Appendix 14**



**Source: Primary data 2015**

One of the materials (Kitengi) from which Refugees make Shirts, blouses and skirts.

**Appendix 15**

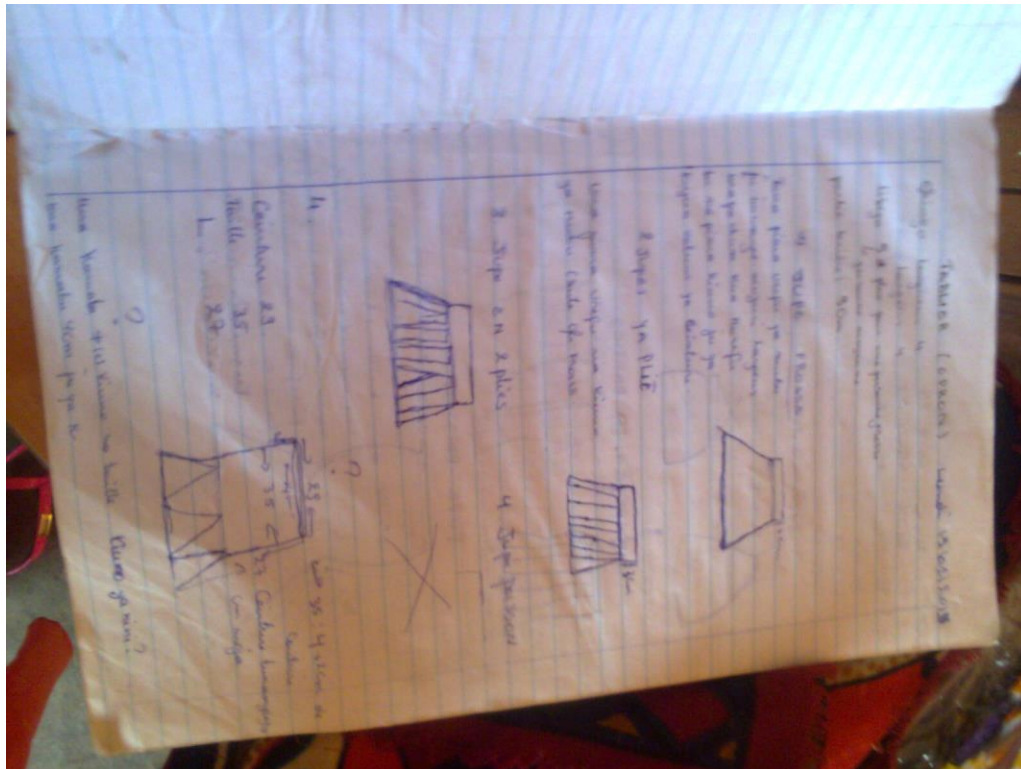


**Source: Primary data 2015**

One of the Refugees under YARID women empowerment project, leaning on the sewing machine that had broken down.

**Ref. Table 4.27**

## Appendix 15



Source: Primary data 2015

Art and design for different clothes drawn in books by Refugees under YARID women empowerment project.

Ref. Table 4.30

## Appendix 17

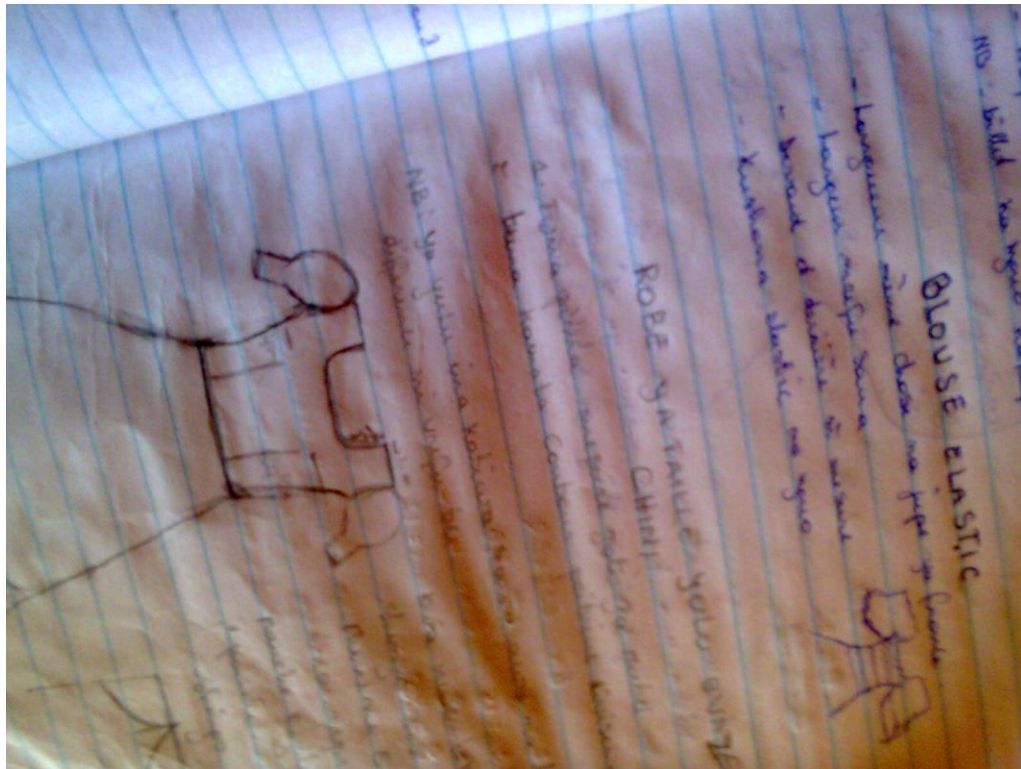


**Source: primary data 2015**

A design of a dress in one of the books for a Refugee under YARID Women empowerment project.

**Ref. Table 4.30**

## Appendix18



**Source: Primary data 2015**

A blouse designed by Refugee under YARID women empowerment project.

**Ref. Table 4.30**



## Appendix 19



**Source: primary data 2015**

A Refugee graduate woman practicing the skills learnt from Technical and Vocational education Training (TVET) from YARID women empowerment project.

**Ref. Table 4.30.**

## Appendix 20



**Source: primary data 2015**

A Refugee fitting on one of the outfits which was completed by Refugee graduates.

**Ref. Table 4.30**

## Appendix 21



Source: Primary data 2015

A Refugee graduate of YARID women empowerment project smart in one of the completed blouses.

Ref Table 4.30.



