

UNIVERSITY OF EDUCATION, WINNEBA



**AN EXPLORATION INTO THE PROVISION OF REFUGEE EDUCATION
AT FETENTAA REFUGEE CAMP IN THE BONO REGION, GHANA**



MASTER OF PHILOSOPHY

UNIVERSITY OF EDUCATION, WINNEBA



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AT FETENTAA REFUGEE CAMP IN THE BONO REGION, GHANA**



**A thesis in the department of Educational
Administration and Management, School of Education and Life-long
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(Educational Administration)
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**Department of Educational Administration and Management
School of Education and Life-long Learning**

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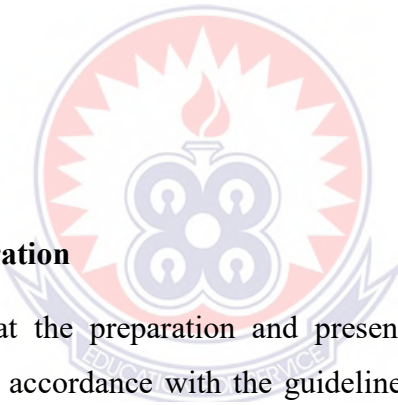
DECLARATIONS

Student's Declaration

I, Michael Appiah, hereby declare that except for references to other people's work which have been duly identified and acknowledged, this work is the result of my own original research and that this thesis has neither in a whole nor in part, been presented for another degree in this University or elsewhere.

Signature:.....

Date:.....



Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation was supervised by me in accordance with the guidelines on supervision of thesis laid down by the University of Education, Winneba.

Name of Supervisor: Dr. Seth Dade Ansah

Supervisor's Signature:.....

Date:.....

DEDICATION

This work is dedicated to all refugees and migrants going through difficult moments.



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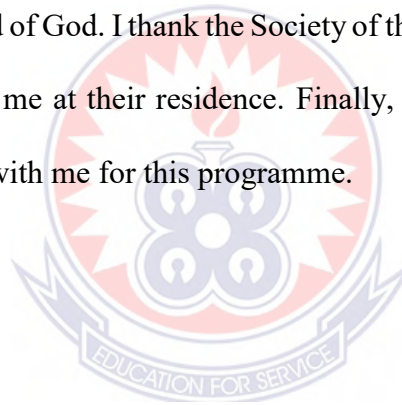


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GLOSSARY

ADRA	Adventist Development and Relief Agency
EU	European Union
GRCS	Ghana Red Cross Society
GoG	Government of Ghana
IJES	International Journal of Educational Studies
IREMOP	Immediate Response Emergency Operation
JET	Journal of Education for Teaching
JIS	Journal of Inter Cultural Studies
JEMS	Journal of Ethnic and Migration Studies
MoE	Ministry of Education
MOU	Memorandum of Understanding
NCS	National Catholic Secretariat
NGO	Non-Governmental Organisation
RE	Refugee Education
RFRE	Reception Facility for Refugee Education
SDG	Sustainable Development Goal
SMA	Society of the Missionaries of Africa
SELLL	School of Education and Life-Long Learning
TVET	Technical and Vocational Education Training
UN	United Nations
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations International Children's Emergency Fund
WFP	World Food Programme
WVI	World Vision International

ABSTRACT

This study explored the educational programmes at Fetentaa refugee camp and looked into some possible challenges associated with the provision of such refugee education at Fetentaa refugee camp in the Bono region of Ghana and suggested ways to improve upon the challenges encountered in the provision of quality and holistic refugee education. The study employed a phenomenological design and qualitative research approach, using semi-structured interviews with three refugee students and seven refugee teachers, three parents and two refugee board members. Thematic analysis was used to identify patterns and themes in the data. The findings revealed that the education received by refugees at Fetentaa refugee camp is inadequate in terms of relevance and language of instruction. The study further uncovered the various challenges encountered by refugees such as trauma and psychosocial needs, funding constraints, infrastructural and logistical challenges in the provision of refugee education at Fetentaa. Further, the study highlighted the importance of social and cultural integration in terms of teachers' and host country's sensitivity to the culture of refugees, sports and fun, and digital literacy in refugee education. The study concluded that a more comprehensive and inclusive education programme is needed; one that addresses the refugees' needs and promotes social cohesion and self-sufficiency. The study recommended that policymakers, educators, and humanitarian organizations working with refugees should prioritize the development of a more comprehensive and inclusive education programme.



CHAPTER ONE

INTRODUCTION

1.0 Introduction

Refugee education is a pressing global issue, with millions of displaced children and youth struggling to access quality education. According to the United Nations High Commissioner for Refugees (UNHCR, 2020), "refugee children and youth are five times more likely to be out of school than their non-refugee peers". The situation is particularly dire in sub-Saharan Africa, where only 68% of refugee children are enrolled in primary education, and a mere 9% are enrolled in secondary education (UNHCR, 2020).

The importance of education for refugees cannot be overstated. As noted by Grandi (2020), UN High Commissioner for Refugees, "Ensuring quality education today means less poverty and suffering tomorrow." Education is not only a fundamental human right, but also a key driver of sustainable development and peace. The Sustainable Development Goals (SDGs) emphasize the need for inclusive and equitable quality education for all, including refugees. Specifically, SDG 4 aims to "ensure inclusive and equitable quality education and promote lifelong learning" for all, with target 4.b focusing on increasing scholarships for refugees (UNHCR, 2020).

The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2020) has also pledged its support for refugee education, recognizing the critical role that education plays in promoting social cohesion and rebuilding communities. As Audrey Azoulay, UNESCO Director-General, notes, "Education is a fundamental right and a powerful tool for building peaceful and sustainable societies" (UNESCO, 2020).

In Ghana, the Fetentaa Refugee Camp has been a site of significant educational efforts, with various stakeholders working to provide quality education to refugee children. However, despite these efforts, refugee children continue to face numerous challenges in

accessing quality education, including language barriers, cultural differences, and limited resources. Understanding the experiences and perceptions of key stakeholders, including teachers, parents, students, and administrators, is crucial for informing policies and practices that support refugee education.

Ghana has been a host country for refugees from various countries, including Liberia, Sierra Leone, and Ivory Coast, among others (UNHCR, 2020). Fetentaa Refugee Camp, established in 2011, has been a key site for refugee settlement and education. Despite efforts to provide education, refugee children continue to face significant challenges, including limited access to quality education, poor infrastructure, and inadequate resources.

This study explores the educational experiences of refugee children at Fetentaa Refugee Camp, examining the challenges and opportunities that shape their educational journeys. Specifically, this research investigates the perceptions of stakeholders on the current state of education, the barriers to quality education, and the strategies that can be employed to improve educational outcomes for refugee children.

1.1 Background to the Study

According to the United Nations High Commissioner for Refugees report (UNHCR), as of June 2017, there were an estimated 65.6 million people who were forcibly displaced globally. Approximately 22.5 million of them are refugees and 30% of the world's displaced population live in Africa alone at the Regional level. Furthermore, at the national level, African nations like Ghana, Ethiopia, Uganda, and Kenya house refugees from other nations who have been displaced (UNHCR, 2018).

In Ghana for instance, politicians and educators speak about education as the bedrock of national development. Since independence, various governments in Ghana have used

education in various ways to achieve national objectives. Ghana as a nation cherishes education not only to its citizens, but, to foreign nationals who have moved into the country for several reasons.

Humans have undoubtedly migrated in the past in search of food, fertile land, and safety. According to sociology, "hunting and gathering" societies were the first to migrate. The people lived as nomads and consumed foods high in fiber (my sociology study). People still relocate in modern times in search of better employment opportunities or a higher standard of living. Nonetheless, there is a group of migrants known as refugees who leave their familiar surroundings and their nation of origin. In technical terms, they are known as forced migrants. According to the 1951 UN convention, a refugee is a person owing to well-founded fear of persecution, has fled his or her country of origin due to his or her affiliation to a political party, religion, race or ethnic group (UNHCR, 2018).

Host countries and NGOs are providing schools for refugees, and one of the key areas of focus is language instruction. This is truer in the Ghanaian context since we are surrounded by Ivoirians, Burkinabe's and Togolese who are all Francophone countries. This idea is very important, as language barriers can be a significant obstacle for refugees trying to access education. Throughout the research and the literature reviewed, many have dived into the language barrier, the impact of refugee education on host nations and effects of refugee education. However, the emotional well-being of refugee students is a crucial aspect that's often overlooked. The lack of counseling departments, psychologists and counselors in refugee schools can exacerbate the trauma and stress that these students have already experienced leading to aggressive behaviour. Establishing counseling units in every refugee school could provide a safe and supportive environment for students to process their emotions and receive guidance. This could also help to identify and address any underlying mental health issues that may be impacting their academic performance.

Thus, teachers in refugee schools could be provided with courses in counseling as a starting point. Training on trauma-informed care, cultural sensitivity, and working with students who have experienced displacement and violence should be introduced into the schools (UNHCR, 2018).

Again, the community known as the host community has a role to play. Involving community members or refugee leaders could help build trust and ensure that counseling services are culturally relevant and effective. This research sets out to fill the gap in emotional support as far as refugee programmes and policies are put in place by host countries to ensure a holistic education.

At the District level in Ghana, there are about five (5) refugee camps. The recent one is the Bawku refugee camp. What makes the situation demanding critical attention is that children of school going age are displaced and their education is affected very seriously. The situation is very alarming at Fetentaa refugee camp in the Bono Region of Ghana since the future of these children remain threatened because children of school going age have to stop pursuing their education or face many challenges in the smooth running of their education. In response to these challenges, many host governments and international organizations, agencies and religious bodies tried their best to establish temporal and permanent structures for these refugees. This research will be intended to explore the provision of refugee education at Fetentaa refugee camp in the Bono region of Ghana.

1.2 Statement of the Problem

The problem of refugee education is a global and worldwide phenomenon. This is because it affects everyone directly or indirectly. The global refugee crisis has significant environmental implications, particularly in the areas surrounding refugee camps. The presence of refugees has led to environmental degradation, including forest clearance,

depletion of building materials, and competition for grazing land. Key environmental concerns include deforestation, firewood scarcity, land degradation, unsustainable groundwater use, water contamination, and inadequate human waste management (UNHCR, 2018). The United Nations High Commissioner for Refugees (UNHCR) reports a significant gap in education between refugee and non-refugee children. Globally, only 63% of refugee children attend primary school, compared to 91% of non-refugee children. Furthermore, just 24% of secondary-aged refugees have access to secondary education, often while coping with psychological challenges, whereas 84% of their non-refugee peers receive secondary education within their country's education system (UNHCR, 2019). For instance, the United Nations approved the Sustainable Development Goal (SDG), commonly referred to as the Global Goals, as a worldwide call to action to eradicate poverty, safeguard the environment, and guarantee that everyone lives in peace and prosperity by 2030. This study aligns with the SDG 4, specifically targeting inclusive and equitable quality education for refugees. This goal also emphasises access to education as fundamental right, thereby promoting lifelong learning opportunities for all.

Despite ongoing discussions, there is a scarcity of empirical research on the impact of refugee education in Ghana. Meanwhile, existing studies have primarily focused on the challenges posed by refugee settlements on host countries, both globally and specifically in Ghana (UNHCR, 2018).

The problem observed by the researcher is that refugee children at Fetentaa are at risk in the case of physical protection, emotional care and cognitive development. Majority of these refugee children who complete basic schools, are not able to further to the higher level of education. They are seen being hired as labourers to the tomato farms. Some even stand in the middle of the high way to beg for money while they fill pot holes. Why are

the refugees not able to integrate well in the education system of Ghana? Why are several of them found along the streets and interested in begging and farming instead of going to school? All these questions raise serious concerns. These problems defeat the rationale for refugee education. In an attempt to resolve these issues, many researchers have looked into the effects and perceptions of refugees. Tanle (2013) opines that the Buduburam refugee camp hosted approximately 12,000 refugees and asylum seekers from various countries, including Sudan, Liberia, Sierra Leone, Togo, Nigeria, and Côte d'Ivoire, as of 2011. Notably, Liberian refugees accounted for over 70% of the camp's population and were the first to be resettled there.

The studies that have been done in Ghana have also concentrated on the Budumburam and Krisan refugee camp. Few studies have been done on the challenges associated with refugee education in the Bono region of Ghana and precisely Fetentaa refugee education. For instance, Danso & Kuranchie (2022) looked at the Socio-cultural challenges and coping strategies: The Tale of Refugee students in Senior High Schools in Ghana". Although these authors employed qualitative study, the participants were Senior high School students.

In spite of the existing legal and practical opportunities, refugees at Fetentaa, especially, children of school going age face severe challenges in the provision of a holistic education. This raises particular concern at Fetentaa refugee camp in view of their ongoing plight. There is the great need to bridge the gap between policy formulation and policy implementation to allow refugees of school going age to effectively get education in a protective environment and to also progress to the higher level after the basic education. Emergency education for refugees, in its essence is to provide education during and after emergency situations (Odei-Tettey, 2022). However, the situation is different at the Fetentaa Refugee Camp, most especially after the emergency situation.

These issues undermine the fundamental tenets of global objectives and educational systems.

This study, therefore, sought to bridge the research gap by doing a phenomenological study at a refugee camp at Fetentaa in the Bono Region, Ghana. The study also looked at the perception of stakeholders on these programmes offered and some possible challenges associated with the provision of refugee education at Fetentaa refugee camp in the Bono region of Ghana. Although the findings of this research would not be generalized based on the nature of the study, it would inform policy makers and governments on the need to pay attention to refugee education in the country.

Therefore, the thesis statement which guides the focus of this research is “despite the critical need for quality and holistic education for refugees, many refugee children in Ghana are out of school, and others also experience trauma. This issue exacerbates the already vulnerable situation of refugees, perpetuating cycles of poverty, insecurity, and inequality”.

1.3 Purpose of the Study

The purpose of the study was to explore the experiences of refugee learners and stakeholders in the refugee education at Fetentaa Refugee Camp in the Bono Region of Ghana, highlighting challenges and opportunities for improvement.

1.4 Research Objectives

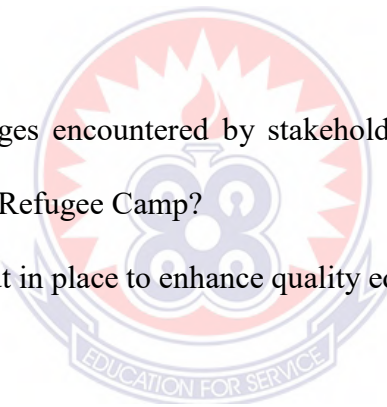
The study seeks to:

1. Explore the educational programmes for refugee children at Fetentaa Refugee Camp.

2. Find out the perception of stakeholders regarding the education programmes delivered at Fetentaa Refugee Camp.
3. Examine the challenges in the provision of refugee education at Fetentaa Refugee Camp.
4. Explore strategies to enhance quality education for refugees at Fetentaa Refugee Camp.

1.5 Research Questions

1. What educational programmes are available for refugee children at Fetentaa Refugee Camp?
2. How do the stakeholders perceive the refugee educational programmes at Fetentaa refugee camp?
3. What are the challenges encountered by stakeholders in the provision of refugee education at Fetentaa Refugee Camp?
4. What strategies are put in place to enhance quality education for refugees at Fetentaa Refugee Camp?



1.6 Significance of the study

The aim of this research was to reach a better understanding of the educational programmes at Fetentaa refugee camp and investigate the possible challenges involved in refugee education and provide insights into strategies and policies for quality refugee education in Ghana. The research also seeks to provide a safety study environment as well as healthy lifestyle for refugee children.

Practical Significance

This study has significant practical implications for improving the education of refugee children at Fetentaa Refugee Camp. By understanding the perceptions of stakeholders, including teachers, parents, students, and administrators, educators and policymakers can

develop targeted interventions to address the specific challenges faced by refugee children. For instance, the study's findings can inform the development of language support programmes, cultural integration initiatives, and teacher training programs tailored to the needs of refugee children. Ultimately, this research can contribute to improved educational outcomes, increased access to quality education, and better life chances for refugee children. The practical significance of this study extends beyond Fetentaa Refugee Camp, as its findings can be applied to other refugee settings in Ghana and beyond. By shedding light on the complexities of providing education to refugees, this research can inform the development of more effective educational programs and services for displaced populations.

Theoretical Significance

This study contributes to the theoretical understanding of refugee education by exploring the complex interplay between individual, social, and institutional factors that shape refugee children's educational experiences. By applying a qualitative approach, this research can uncover the nuanced ways in which refugees navigate educational systems, negotiate cultural identities, and access resources. The study's findings can inform theoretical frameworks on refugee education, highlighting the importance of context-specific approaches and community-based initiatives. Theoretically, this study also speaks to broader debates on access, equity, and inclusion in education. By examining the educational experiences of refugee children, this research can contribute to a deeper understanding of the ways in which education systems can be designed to promote social justice and human rights for marginalized populations.

Policy Significance

This study has significant policy implications for governments, NGOs, and international organizations working to support refugee education. The findings of this research can

inform policy decisions on resource allocation, program development, and capacity building for educators working with refugee populations. By highlighting the challenges and opportunities in providing quality education to refugees, this study can contribute to the development of more effective policies and programmes that support refugee education. In Ghana, the study's findings can inform policy initiatives aimed at promoting inclusive education and addressing the educational needs of refugees. The research can also contribute to regional and global policy debates on refugee education, highlighting the importance of context-specific approaches and community-based initiatives.

Methodological Significance

This study demonstrates the value of qualitative research in exploring the complexities of refugee education. By applying a qualitative approach, this research can uncover nuanced insights into the educational experiences of refugee children and the perspectives of key stakeholders. The study's findings can inform methodological approaches to researching refugee education, highlighting the importance of participatory and context-sensitive methods. The methodological significance of this study extends to the development of more effective research tools and instruments for studying refugee education. By sharing the lessons learned from this research, this study can contribute to the development of a more robust and context-sensitive research agenda on refugee education.

1.7 Delimitation of the Study

Delimitation refers to the boundaries of the research study, based on the researcher's decision of what to include and what to exclude. They narrow the study to make it more manageable and relevant to what the researcher wants to prove.

Inclusion Criteria

Participants were included in the study if they were refugee learners, parents, teachers, or refugee board members at Fetentaa in the Bono Region of Ghana. Again, participants were included if they had experienced or were currently experiencing refugee education at Fetentaa. The inclusion criteria also took into consideration participants who were willing to participate in a semi-structured interview.

Exclusion Criteria

Participants were excluded from the study if they were under the age of 18 (for parents and teachers). Also, those who were not fluent in the language of the interview were excluded. Again, those who had not experienced or were not currently experiencing refugee education at Fetentaa were excluded from the interview.

1.8 Operational Definition of Terms

A refugee

A refugee is generally defined as an individual who has been forced to flee their home country due to various reasons and seek safety in another country (Agbeshi, 2019).

The reasons for fleeing can range from civil war, conflict, and political violence to persecution or discrimination based on factors such as ethnicity, social grouping, religion, and political affiliation. Genuine refugees who cross international borders, either officially or unofficially, typically apply for political asylum upon arrival in the host country (Agbeshi, 2019).

Discrimination in education

This study adopts the definition of discrimination in education as outlined in Article 1 of the Convention against Discrimination in Education (UNESCO, 2020). According to the convention, discrimination in education refers to: “Any distinction, exclusion, limitation, or preference that deprives or limits access to education of any type, level, or quality, or

subjects individuals or groups to education of an inferior standard" (UNESCO, 2020). In simpler terms, discrimination in education occurs when individuals or groups are denied equal access to quality education or are provided with substandard educational opportunities.

Education for Refugees

In this study, education for refugees encompasses all types of educational initiatives, including private and public, formal and non-formal programmes, aimed at promoting economic empowerment and social integration (UNHCR, 2020).

Host country: The country providing refuge to the refugees.

Displaced/Displacement: This connotes refugees or asylum seekers.

Stakeholders: For the purpose of this study, stakeholders refer to interested parties of concern in refugee education such as refugee children, parents, teachers, and refugee board members.

1.9 Organisation of the Study

This study is organised and presented in five chapters. The Chapter one consist of introduction, background to the study, statement of the problem, the purpose of the study, objectives of the study, research questions, and significance of the study, delimitation of the study, definition of terms and organisation of the study. The Chapter two is the literature Review and includes the theoretical framework. This chapter is presented with a comprehensive review literature and a clear analysis of theories and concepts in relation to the study. Chapter three is Research Methodology. This chapter describes the research philosophy including epistemology and ontology, research paradigm, research approach, research design, population, sample size and sampling techniques, research instruments, and validity of instrument and data collection procedure. Data analysis plan,

trustworthiness and ethical consideration are also discussed. Chapter four deals with results and discussions. This chapter presents the overall results along with discussions of the qualitative `data gathered during the study. It includes the results from the semi-structured interview conducted. Chapter five looks at the summary, conclusion and recommendation. It discusses the overall findings, indicates areas for future research and offers final conclusion.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The majority of the world's refugees reside in middle- and low-income countries, where they often lack opportunities for citizenship and access to public education in their host countries. Less than 1% of refugees who apply through official channels are resettled in high-income countries in North America and Europe (Shapiro, 2018). Consequently, refugee school enrollment rates are alarmingly low, contrasting sharply with the enrollment rates of citizen children in their respective countries. The UNHCR report shows that only 63% of refugee children attend primary school, compared to 91% of non-refugee children globally, and merely 24% of secondary-aged refugees' access secondary education, versus 84% of citizen children in the same age group (UNHCR, 2019).

This literature review aims to synthesize existing research in the relatively new field of Refugee Education, consulting various databases, including Academia, Google Scholar, Google, Journals, and online data on Refugees in Africa and Ghana, as well as Meta AI. The review will explore four thematic areas related to refugee education.

2.1 Theoretical Framework

This research employs two theories. These are Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner, 1979) and Maslow's Hierarchy of Needs theory (Maslow, 1943) to explore the complex factors influencing refugee education at Fetentaa refugee camp. A theoretical framework provides a foundational overview of existing theories, guiding the development of research arguments (Creswell, 2014). Theories explain phenomena, establish connections, and facilitate predictions (Kerlinger, 1973). This framework justifies and contextualizes the research, demonstrating the relevance and grounding of the dissertation topic in established ideas (Miles & Huberman 1994). Bronfenbrenner's

theory proposes that human development is shaped by five nested systems: microsystem, mesosystem, exosystem, macrosystem, and chronosystem (Creswell, 2014). In the context of refugee education, the microsystem encompasses the immediate environment, including schools, teachers, and peers, while the mesosystem refers to the connections between these microsystems, such as school-community relationships. Applying Bronfenbrenner's Ecological Systems Theory to your study on refugees at Fetentaa Refugee Camp in Ghana.

The microsystem underscores that at Fetentaa, refugees' immediate environments include their shelters, social networks, and access to basic services like healthcare and education. Challenges might include adapting to new living arrangements and building social connections. For instance, Refugees at Fetentaa may form community groups to support each other, enhancing their sense of belonging.

The mesosystem is the interactions between microsystems, like between refugee families and camp management, can impact refugees' experiences. Effective communication and collaboration can facilitate access to resources. For instance, Fetentaa's management working with refugee leaders can improve access to food distribution and other services.

Exosystem is Ghana government's policies and UNHCR's involvement that shape the camp's environment, influencing refugees' access to education, employment, and healthcare. For instance, Policies allowing refugees to work or access local education can significantly impact their integration and self-sufficiency.

The Macrosystem are the cultural norms in Ghana and refugees' countries of origin interact, influencing their adaptation. Understanding these cultural dynamics can inform support services. For instance, Cultural sensitivity training for camp staff can improve interactions with refugees from diverse backgrounds.

The Chronosystem is the timing of refugees' arrival and their displacement duration impact their adaptation. Those with longer stays may have different needs than new arrivals. For instance, Fetentaa's programs might prioritize vocational training for long-term residents while focusing on immediate needs for new arrivals.

Maslow's Hierarchy of Needs underscores the importance of fulfilling basic physiological and safety needs before addressing higher-level needs like belongingness, esteem, and self-actualization. In the context of refugee education, this framework emphasizes the need for education programmes to prioritize the safety, security, and wellbeing of refugee children (Creswell, 2014). It suggests people prioritize basic needs like food, shelter, and safety (physiological and safety needs) before focusing on higher-level needs like belonging, self-esteem, and self-actualization.

Refugees likely focus on accessing food, water, shelter, and healthcare (physiological and safety needs). Higher Needs: Once basic needs are met, refugees might focus on community building (belonging), skill development (self-esteem), and finding purpose (self-actualization). Understanding this can help tailor support services: Prioritize basic needs like food security and healthcare. Foster community activities for social connection. Offer education/vocational training for self-sufficiency and empowerment.

Refugee children's experiences of displacement, trauma, and loss can profoundly impact their sense of belongingness and security (UNHCR, 2018). The disruption of social networks, cultural identities, and familiar environments can lead to feelings of isolation, anxiety, and insecurity. Education can play a vital role in addressing these needs by providing a safe and supportive learning environment (Dryden-Peterson, 2016). This environment can help refugee children develop a sense of belonging and connection to their new community. Furthermore, research suggests that refugees often seek and

achieve integration through access to quality education, social belonging, and economic opportunities (Dryden-Peterson, 2019). By addressing the basic needs of refugee children and providing opportunities for socialization and learning, education can serve as a critical pathway to integration and wellbeing.

2.2 The Three (3) Eras in the History of Refugee Education

The history of refugee education is a relatively recent phenomenon, emerging in response to the massive displacement of people following World War II. The 1951 Convention, a landmark event in the history of refugee education, established definitions, international norms, and guidelines for supporting refugees worldwide (Dryden-Peterson, 2011). To date, 144 countries have endorsed the Convention, recognizing the right to education for refugees (Dryden-Peterson, 2016). Since then, the landscape of refugee education has undergone significant transformations, reflecting shifting global priorities, policies, and understandings of refugee education. This evolution can be broadly categorized into three distinct eras, each marked by unique approaches to supporting refugee learners. The first era, spanning from the 1951 Convention to the 1980s, was characterized by a focus on containment and emergency response. The second era, from the 1980s to the 2000s, saw a shift towards refugee integration and development. The third era, from the 2000s to the present, is marked by a focus on globalization and inclusion. Understanding these eras provides valuable insights into the complexities of refugee education and the ongoing efforts to support refugee learners.

2.2.1 First Era: Containment and Emergency Response (1951-1980s)

The first era of refugee education was characterized by a focus on containment and emergency response. Following World War II, the 1951 Convention established the foundation for international refugee protection, emphasizing the need for temporary solutions (Dryden-Peterson, 2011). During this period, refugee education was often

limited, with a focus on basic needs and containment. Refugees were often viewed as temporary guests, and education was not prioritized (Roza, et al., 2022). The primary goal was to provide basic necessities like food, shelter, and medical care, with education seen as a secondary concern. This approach was reflected in the limited funding and resources allocated to refugee education during this era. The containment approach had significant implications for refugee education. Refugees were often segregated from local communities, with separate schools and educational programs (Dryden-Peterson, 2011). This segregation limited opportunities for social integration and cultural exchange, exacerbating the challenges faced by refugees.

2.2.2 Second Era: Refugee Integration and Development (1980s-2000s)

The second era saw a shift towards refugee integration and development. As refugee situations became more protracted, education began to be recognized as a key component of refugee integration (Dryden-Peterson, 2011). This era saw increased international attention to refugee education, with the UNHCR and other organizations advocating for refugee access to education (Roza, et al., 2022). During this period, there was a growing recognition of the importance of education for refugee children and youth. Educational programs began to focus on preparing refugees for integration into host countries or resettlement in third countries (Dryden-Peterson, 2016). This approach emphasized the need for refugees to acquire skills and knowledge relevant to their future prospects. The integration approach had significant implications for refugee education. Refugees began to access more comprehensive educational services, including primary, secondary, and vocational training (UNHCR, 2003). However, challenges persisted, including limited resources, inadequate infrastructure, and language barriers.

2.2.3 Third Era: Globalization and Inclusion (2000s-present)

The third era is marked by a focus on globalization and inclusion. With increasing recognition of the protracted nature of refugee situations, education has become a priority for refugees and host countries alike (Dryden-Peterson, 2016). The 2030 Agenda for Sustainable Development and the Global Compact on Refugees emphasize the importance of inclusive education for refugees (UNHCR, 2020). This era has seen significant advancements in refugee education, including increased access to primary and secondary education (UNHCR, 2020). There is also a growing recognition of the importance of higher education and vocational training for refugees, with initiatives like the UNHCR's DAFI scholarship program providing opportunities for refugees to pursue tertiary education. The inclusive approach has significant implications for refugee education. Refugees are increasingly being integrated into national education systems, with a focus on promoting social cohesion and community development (Dryden-Peterson, 2016). However, challenges persist, including ensuring quality, addressing language barriers, and promoting equity and inclusion.

2.2.4 Two Different Research Contexts

Scholars of refugee education can be broadly categorized into two groups. The majority focus on research in high-income countries in North America, Europe, and Australia, where education systems operate within stable environments (Alalami, 2019). In contrast, the second group concentrates on middle- and low-income countries, where education systems are often overwhelmed by large influxes of refugees, requiring urgent responses from local governments and the international community. Notably, less than 1% of refugees resettled through UN channels end up in high-income countries (Dryden-Peterson, 2016), while 85% of the world's refugees reside in developing countries with overstretched education systems (UNHCR, 2020; Dryden-Peterson, 2019).

Consequently, the challenges faced by the majority of refugee children and youth receive relatively limited attention from the global academic community.

Refugees in high-income countries typically enjoy greater certainty, with guaranteed permanency of refugee status, pathways to citizenship, and non-emergency contexts (Dryden-Peterson, 2016). In contrast, refugees in middle- and low-income countries, such as Ghana, face uncertain futures, with limited influence over circumstances shaping their lives. The educational opportunities and experiences of refugee children and youth in these countries are shaped by factors such as the possibility of returning home, integrating into the host country, or resettling in a distant country. However, these factors have received insufficient attention in the existing literature.

2.3 Refugee and Global Facts

The global refugee population has experienced a significant surge, nearly doubling since 2010, with children and youth comprising over half of the total refugee population (Arar et al., 2020; UNHCR, 2020). This alarming trend underscores the urgent need for comprehensive support systems, particularly in the realm of education. Refugee students face numerous challenges, exacerbated by local legal frameworks, including legislation surrounding refugee status, citizenship pathways, and dynamics between host populations and newcomers (Baban et al., 2017; Kaysili et al., 2019; Taskili & Erdemli, 2018).

The complexities of refugee education are further compounded by the trauma and emotional distress that many refugee children and youth experience (Ozer et al., 2016). The recognition and accreditation of previous educational experiences also pose significant challenges, as refugee students often struggle to have their academic credentials recognized in their host countries (Bengtsson & Naylor, 2016). Moreover, the unpredictable nature of refugee educational trajectories, characterized by prolonged

periods of displacement and uncertainty, can have a profound impact on their academic and personal development (Dryden-Peterson, 2016).

These complexities contribute to the limited number of comprehensive studies on refugee education, despite the growing recognition of its importance (Crul et al., 2019). Crul et al. (2019) note that despite the expanding field, research on refugee education remains limited, often subsumed within studies on immigrant children. This oversight underscores the need for more nuanced and targeted research on refugee education, acknowledging the distinct challenges and experiences of this vulnerable population.

2.3.1 Integration of Refugees into the United States of America

The United States receives approximately 100,000 refugees annually, with nearly half being children (United States Council for Refugees and Immigrants, 2009). This trend is part of a larger global phenomenon, where the refugee population has increased six fold since the 1950s and is expected to continue growing due to ongoing conflicts, persecution, and natural disasters (Szente et al., 2006; United States Council for Refugees and Immigrants, 2009). Despite this growing need, a comprehensive framework for integrating refugee children into American schools remains elusive.

Current practices for integrating refugee children into U.S. schools are often inadequate, leading to significant academic and social challenges. Refugee children are typically placed in either a first-grade class, regardless of their age, or a class corresponding to their chronological age (Szilassy & Arendas, 2023). However, both approaches pose significant problems. Placement with younger classes can lead to social and emotional difficulties due to developmental disparities, while placement with same-age peers can exacerbate resettlement stress and cultural adjustment difficulties (Szilassy & Arendas, 2023). Furthermore, refugee children placed in age-appropriate classes often struggle to keep up with schoolwork due to lacking prerequisite academic experience, language

barriers, and cultural differences (Roxas, 2022). Many refugee children have experienced interrupted education, and their prior educational experiences may not be recognized or valued in the U.S. education system. Additionally, language barriers pose significant challenges, as most refugee children require English language support, which many schools lack the resources to provide (Roxas, 2022).

Research indicates that educational resettlement in the U.S. is often unsuccessful, with refugee children facing significant challenges in adapting to the American education system (Szente, Hoot, & Taylor, 2023). This raises critical questions: Why have policies and practices addressing refugee children's educational integration not been instituted? What new knowledge and perspectives can inform researchers and educators to better approach this issue?

2.3.2 Refugee Education

The direction of refugee education is undergoing a significant shift, embracing a development-oriented approach that acknowledges the crucial role of education in both humanitarian and development efforts. Refugee education in exile is characterized by a complex structure, influenced by global governance, national jurisdiction, and local management (Yeo & Yoo, 2020). However, this structure operates within power dynamics, as highlighted by Dryden-Peterson (2015).

Despite this shift, the transition from relief to development efforts in refugee education is hindered by significant fragmentation and lack of government ownership, impacting the coordination and long-term sustainability of services for refugees (Nicolai et al., 2019). According to Pantazi (2023), education should empower learners to critically question their circumstances, understand their position amidst oppressive forces, and gain the ability to free themselves.

2.3.3 Refugee Education in Greece

Greece, as a European country, has implemented programmes to ensure the education of refugees. According to Pantazi (2023), Greek law makes education compulsory for children from the age of five to 15, recognizing it as a fundamental right. To safeguard children's education, the Ministry of Education has established Zones of Educational Priority (ZEP) and Reception Facilities for Refugee Education (RFRE). The ZEP programme provides afternoon preparatory classes, teaching Greek, English, mathematics, computer science, art, and physical education to all refugee children aged 4 to 15. These classes are conducted in public schools located near refugee camps or areas where refugees reside, demonstrating the Greek government's commitment to providing education to refugee children.

2.3.4 Current Educational Situation in Greece Regarding Refugee Education

In recent years, the Greek government, in collaboration with European bodies and non-governmental organizations (NGOs), has made significant strides in implementing specialized practices and policies to support the education of refugee children (Cabaco, 2021). Several initiatives and programs have been launched to promote the educational integration of refugee children, as highlighted by Yannakopoulos (2018).

Notably, a legal framework has been established to ensure the education of refugees, as reported by the European Union Agency for Fundamental Rights (Council of Europe, 2017). This framework aims to promote positive intercultural relations and empower students with refugee backgrounds. In line with European Union values, various practices have been implemented to cultivate tolerance, respect for diversity, and social responsibility among young students (Kerzil & Van-Driel, 2016). These efforts demonstrate Greece's commitment to providing education to refugee children and

promoting social cohesion. However, ongoing challenges and areas for improvement remain, highlighting the need for continued support and innovation in refugee education.

To promote intercultural education, the European Union has implemented various practices aimed at valuing cultural diversity. These include:

1. Integrating different cultural perspectives into the curriculum, teacher training, and student exchange programs to promote cultural understanding and exchange (Andolina & Conklin, 2021).
2. Emphasizing citizenship education to foster social responsibility, democratic values, and active participation in society. This approach is achieved through role-plays, community-based activities, and other interactive methods (Andolina & Conklin, 2021).
3. Implementing inclusive education to create a supportive learning environment that addresses the needs of all students, regardless of their cultural background. This approach utilizes various tools to promote a sense of belonging among students (Cayir & Meier, 2021).
4. Fostering group communication and dialogue to develop interaction and creative dialogue among students from diverse cultural backgrounds. This is achieved through organized activities that promote creative interaction (European Commission, 2018).
5. Providing educational staff and professional development programs to equip teachers with the necessary knowledge, skills, and abilities to manage heterogeneous student populations. These programs focus on multiculturalism, recognizing cultural diversity, and promoting learning for all students (Banks & McGee 2015; Liu & Evans, 2017).

Despite these efforts, unresolved issues persist, leading to dysfunctionality in the system. However, research suggests that specialized educational materials, bilingual teaching

assistants, and social-emotional support can positively impact the academic success of refugee students (Lavranos, 2019).

2.3.5 Educational Programmes

Greece has implemented several educational programs to support the education of refugees. One notable example is the "Education Unites: From Camps to Campus" programme, a collaborative initiative between the UNHCR, the Greek Ministry of Education and Religious Affairs (2019), the Municipality of Athens, and non-governmental organizations (NGOs) (UNHCR, 2019,). This programme provides formal education opportunities to refugees and asylum seekers in Greece, including Greek language courses, vocational training, and access to higher education.

Another significant program is the "Refugee Open Schools" initiative, which aims to ensure that refugee children who have been excluded from school due to displacement can still access education. This program operates in collaboration with NGOs and local authorities to provide educational resources, including textbooks, school supplies, and educational staff and volunteers (UNICEF, 2020).

These educational programmes demonstrate Greece's commitment to providing educational opportunities to refugees and promoting social inclusion. By offering access to education, these programs help to empower refugees, promote cultural exchange, and foster a sense of community. Another notable initiative is the "Educational Mobile Unit," a collaborative project between a non-governmental organization and the United Nations High Commissioner for Refugees (UNHCR). This mobile unit travels to refugee camps and other areas with high concentrations of refugees and immigrants, providing educational support to children who are excluded from formal education (UNHCR, 2020). The programme offers language lessons, as well as sports, art, and creativity classes, focusing on the social and intellectual development of children beyond

academics. This holistic approach acknowledges the importance of extracurricular activities in promoting the overall well-being and development of refugee children.

Furthermore, the Greek Ministry of Education and Religious Affairs (2021), in collaboration with UNICEF (2020), has developed a programme to provide educational training to teachers working with refugees and immigrants. The "Teaching Refugee and Immigrant Children" program equips teachers with intercultural communication practices and educational strategies tailored to students who have experienced trauma (Greek Ministry of Education and Religious Affairs 2021; UNICEF, 2021).

This programme recognizes the critical role teachers play in supporting the education and integration of refugee children. By providing teachers with the necessary training and resources, this initiative aims to enhance the educational experience and outcomes of refugee students in Greece.

Education plays a vital role in shaping individuals' attitudes towards human rights, empathy, and inclusion, particularly in multicultural classrooms. In recent years, there has been a growing interest in intercultural education, specifically in practices that promote these values. A multicultural classroom offers a unique opportunity for diversity and understanding to coexist, but it is essential to harness this diversity effectively. Human rights-based education, balanced with empathy, is crucial for achieving inclusion. This approach acknowledges the importance of empathy in breaking down cultural and social barriers, fostering a sense of community and social responsibility (Banks, 2019). However, the integration of intercultural education practices is not without challenges. Despite the idealistic goals, practical obstacles often hinder the implementation of these practices, highlighting the need for ongoing support and professional development for educators (Gay, 2022).

Effective intercultural education requires a nuanced understanding of the complex power dynamics, cultural differences, and social inequalities that exist within multicultural classrooms. By acknowledging these challenges, educators can develop strategies to address them, creating a more inclusive and empathetic learning environment (Ladson-Billings, 2023).

2.3.7 Human Right and Education

The importance of human rights education is well-established in international agreements and conventions. The United Nations' Universal Declaration of Human Rights (UNESCO, 2020) emphasizes the need for education that promotes and respects human rights. Similarly, the Convention on the Rights of the Child recognizes education as a crucial factor in promoting human rights and creating inclusive environments.

According to UNESCO (2020), human rights education is a process that not only teaches universal values but also cultivates skills and attitudes that lead to respect, defense, and promotion of human rights (UNESCO, 2020). Human rights education is essential in diverse environments to ensure social justice, promote a culture of peace, and cultivate attitudes and behaviors that value human rights.

Critical thinking is a crucial component of human rights education, as it enables students and teachers to challenge existing perceptions and prejudices, and consider different perspectives (Theodosiadou, 2012). An education that focuses on promoting human rights and cultivating empathy can only thrive in a democratic and social-state environment (Andolina & Conklin, 2021). In multicultural classrooms, valuing and recognizing students' diverse linguistic and cultural backgrounds is vital for promoting social inclusion and respect for human rights (Liu et al., 2017). Research has shown that integrating practices that honor and elevate students' linguistic and cultural backgrounds has a positive impact on their academic performance (Cummins & Montero, 2015).

2.3.8 Empathy in Education: Cultivating Compassion and Understanding

Empathy, the ability to understand and experience others' feelings, is a vital social skill that fosters positive relationships and social coexistence (Roza & Nicolls, 2022). In diverse environments, empathy is crucial for cultivating respect for diversity, promoting inclusive attitudes, and combating discrimination (Davis, 2016). While empathy can be innate, it can also be developed through family, social interactions, and targeted educational practices. Literature is a particularly effective tool for cultivating empathy, as it allows readers to engage with diverse characters, experiences, and emotions (Rice, 2008). The teaching of literature can significantly contribute to promoting acceptance, understanding, and empathy in multicultural environments (Kuzmicova & Begnum, 2017).

Through literature, students can develop a deeper understanding of others' perspectives, experiences, and emotions. The diverse range of literary genres and texts enables students to engage with different characters, narratives, and emotional journeys, fostering empathy and compassion (Kidd & Castano, 2013). By incorporating empathy-building practices into education, educators can promote a more inclusive, compassionate, and socially responsible learning environment.

The Greek educational system places significant emphasis on literature, introducing students to literary texts from primary school onwards through the "Anthologio" program. This approach enables students to analyze and engage with literary works, fostering a deeper understanding of the content and encouraging empathy by relating to the protagonist's experiences. Literature plays a vital role in cultivating social skills, promoting communication with diverse groups, and enhancing empathy. This makes it an invaluable tool in intercultural education and social inclusion, particularly for children from diverse backgrounds. Through literary texts, students can explore various social

issues and multicultural themes, developing a more nuanced understanding of different cultures and societies.

In Greek schools, literature is a compulsory course at all levels of education, from primary to high school (Greek Ministry of Education & Religious Affairs, 2019). Notably, literature has become a subject examined in national exams, regardless of students' study orientation. The thematic units and literary texts offered in these courses provide a rich foundation for students to develop empathy, compassion, and tolerance towards diverse social groups. By engaging with literary texts, students can cultivate emotional maturity, respect for others, and an appreciation for diversity. This, in turn, shapes their character and prepares them for a more harmonious and inclusive social life (Thexton & Delgado-Ballester, 2019).

The literature course, guided by a thoughtful teacher, can be a valuable tool in promoting social inclusion within multicultural classrooms. Additionally, history lessons can also play a significant role in cultivating empathy among students. By acquiring historical knowledge and awareness, students can gain a more nuanced understanding of past experiences, allowing them to approach events with greater objectivity and multifaceted perspectives (Ritchie & Clark, 2019). The study of history offers students the opportunity to learn from the experiences of marginalized national and social groups, fostering understanding and awareness of the complexities that have led to their marginalization. Through this process, students can gain new insights, correct misconceptions, and develop a more empathetic attitude towards diverse groups (Clark & Betts, 2021). By integrating historical perspectives into the curriculum, educators can encourage students to think critically about the past, its impact on the present, and the importance of empathy and understanding in breaking down social barriers (Clark & Betts, 2021).

In addition to literature and history, other subjects can contribute to the cultivation of empathy in students. Contemporary texts, such as references or quotations, provide real-life testimonies from people who experienced historical events, helping students develop a more accurate understanding of history and identify with others. The subjects of art and music also play a significant role in promoting empathy. Research has shown that education programs incorporating arts and music cultivate students' emotional intelligence and empathy (Morzio Cook & Whitehouse, 2021). Through art and music, students can engage with diverse cultures and perspectives, broadening their understanding and appreciation of different ways of life.

In the Greek educational system, art and music are compulsory subjects up to high school, and optional subjects thereafter (Greek Ministry of Education and Religious Affairs, 2019).

Furthermore, the social and political education course is another valuable tool for promoting social inclusion and cultivating empathy. By combining historical knowledge with everyday issues, students develop an understanding of human rights, their obligations and claims as future citizens, and learn to become active members of society. Through critical thinking, students gain a deeper understanding of societal functioning and community relationships, building respect for fellow human beings and developing social skills that lead to empathy (Greek Ministry of Education and Religious Affairs, 2019).

2.3.9 Refugee Education in Ukraine

The ongoing conflict in Ukraine has resulted in a devastating education crisis for refugee children. According to a recent UNHCR Education Policy Brief, "Education on Hold,"

the war has disrupted the education of millions of Ukrainian children, with many facing their third year of interrupted learning (UNHCR, 2023).

Key findings from the report highlight the challenges refugee children encounter in accessing education in host countries: Administrative, legal, and language barriers hinder enrollment. Lack of information on available education options and uncertainty about reintegration into the Ukrainian education system discourage parents from enrolling their children. Limited capacity in host country schools, including inadequate physical space and teacher shortages (UNHCR, 2023). The consequences of inaction will be severe, with hundreds of thousands of Ukrainian refugee children at risk of missing out on education. The ongoing war has already resulted in: 5 million internally displaced persons. Destruction of critical infrastructure, including schools (UNHCR, 2023). To mitigate this crisis, urgent action is necessary to ensure refugee children have access to quality education, protecting their potential and prospects for the future. To ensure the inclusion of refugee children in national education systems across Europe, UNHCR's Education Policy Brief outlines key recommendations for governments: Firstly, there should be inclusive Education Systems: Governments should integrate refugee children and youth into national education systems, increasing school capacity to accommodate all refugee children. Temporary measures should be replaced with long-term planning and resources to ensure adequate space, capacity, and teachers. Secondly, informed Decision-Making: Refugee parents should receive detailed information about education options, including links to the Ukrainian education system, enabling them to make informed decisions about their children's education. Thirdly, Quality and Compatibility: Governments should ensure the quality and compatibility of educational options for refugees (UNHCR, 2023). This can be achieved by establishing swift procedures for recognizing grades, certificates, and diplomas. Sharing data on academic performance and mobility. Implementing

uniform laws and directives, preferably at a regional level, to facilitate longer-term stays and reintegration into the Ukrainian education system. By implementing these recommendations, governments can reduce barriers and foster learning for refugee children, ensuring their access to quality education and promoting their social inclusion (UNHCR, 2023). The ongoing conflict in Ukraine has led to a massive displacement of Ukrainians, with over 5.8 million refugees scattered across Europe as of October 2023. The European Union's Temporary Protection Directive has allowed Ukrainians to seek temporary residence in EU member states, with Sweden receiving almost 50,000 applications in 2022. However, a recent study suggests that Ukrainian refugees in Sweden are hesitant to extend their stay, with only 33,000 applying to extend their residence permits in 2023. One possible reason for this hesitation is the uncertainty surrounding their children's education. A study conducted between November 2022 and March 2023 explored the migration and education experiences of Ukrainian refugees with school-age children in Sweden. The findings revealed that these families are navigating a complex situation, balancing their children's education in both Sweden and Ukraine.

After six to 12 months in Sweden, the refugees expressed mixed feelings about the Swedish education system. While they appreciated the support and new experiences, they feared that their children would fall behind in the Ukrainian national curriculum. This ambivalence highlights the challenges faced by displaced families in ensuring their children's education continuity.

Less Pressure to Achieve

Ukrainian parents' investment in their children's education is not limited to financial resources; they also dedicate significant time and effort. Lilia, a mother from the Ternopil region now living in Sweden, recalled spending countless hours assisting her children with homework in Ukraine, exemplifying the high value placed on education (Hancock,

2017). However, upon relocating to Sweden, Lilia noticed a significant difference in the educational expectations and pressures. Her sons, aged nine and 12, attend a local school, where the curriculum is less densely packed with academic content compared to Ukraine's. This shift has resulted in Lilia's concerns that her children are falling behind academically and losing interest in learning (OECD, 2020).

Similar concerns were echoed by Svitlana, a mother of two children from the Kherson region, who noted that the Swedish curriculum lags behind Ukraine's in terms of academic rigor. Her son, who excelled in Ukraine, is now repeating material in Sweden, causing Svitlana to worry about his potential slowdown (Bunar, 2017).

Albina, whose son attended a private school in Kharkiv before the war, also observed a significant difference in the educational pressures in Sweden. Her son quickly realized that he didn't need to exert himself academically, as there was minimal pressure to perform (Alexiadou, 2017). These narratives highlight the challenges Ukrainian refugee families face in navigating the Swedish education system, which differs significantly from Ukraine's in terms of academic expectations and pressures.

2.4 West Africa's Encounter with Refugees

West Africa's experience with refugees has been relatively limited compared to other regions, such as the Great Lakes Region of Africa. However, the sub-region has witnessed a significant increase in refugee populations since the late 1980s. According to Owusu (2000), the number of refugees in West Africa rose from 20,000 in 1988 to 700,000 by 1994, primarily due to political instability in countries such as Liberia, Sierra Leone, Togo, and Côte D'Ivoire. By 2000, Guinea was hosting approximately 800,000 refugees (UNEP, 2000), while Ghana reported 48,000 refugees in 2004, mostly from Liberia (UNHCR, 2004). As of January 2011, the West African sub-region was hosting

149,000 refugees, with 14,578 persons of concern to the UNHCR in Ghana, including 13,828 refugees (UNHCR, 2011).

The sudden influx of refugees has led to interactions between refugees and host populations, resulting in re-adjustments in settled areas. Refugees, like other migrants, seek economic opportunities, particularly in the informal sector, leading to interactions with host populations (Whitaker, 1999; Zakaria & Shanmugaratnam, 2003). These interactions facilitate social and economic interdependence, recreating social networks within and between communities through labor exchange and social interactions (Jacobsen, 2023). New social networks enable refugees to cope with adversities, re-develop cultural identity, and find support from others (Bibi, 2020). One common survival strategy for refugees is intermarriage with host populations, as an indigenous spouse can provide stability and assistance (Harrell-Bond & Voutira, 2020). The role of host populations in stabilizing refugees is often overlooked, assuming they will submit to the country's political authority. However, research reveals that relationships between host populations and refugees are more complex, with conflicts arising from resource competition and reluctance to accept local integration (Agblorti, 2011; Martin, 2005; Kibreab, 2003).

Refugee-host interactions play a vital role in ensuring healing and integration. Without harmonious interactions, conflict and rejection may ensue. To address refugee challenges, understanding aspects of refugee-host interaction is necessary. This study contributes to this understanding by assessing interactions between host populations and refugees in a Ghanaian camp, identifying refugee activities and their implications for peaceful coexistence.

2.4.1 Characteristics of Forced Migrants

Forced migrants differ significantly from voluntary migrants, with distinct economic and policy implications. Voluntary migrants choose to relocate for economic benefits or family reunification, selecting their destination and timing (Massey et al., 1993). In contrast, forced migrants flee to escape harm, often settling in the nearest safe haven (UNHCR, 2020).

This distinction has significant consequences. Forced migrants may:

1. Lose assets and possessions during displacement.
2. Face scarce or non-existent job opportunities in their host country.
3. Be unable or unwilling to return to their country of origin, regardless of their circumstances in the host country.

As a result, forced migrants' adjustment to new conditions may be more challenging and require greater support from the host community or external organizations (Jacobsen, 2023). These complexities pose unique economic challenges that are less prevalent or severe in voluntary migration scenarios.

2.4.2 Causes of the Sub-Saharan Africa Refugee Problem

The refugee crisis in Sub-Saharan Africa is attributed to various factors, including political, social, economic, ethnic, and environmental causes.

2.4.3 Political Causes

Africa has been plagued by refugee problems since the 1960s, coinciding with the continent's struggle for independence. The decolonization process unleashed new conflicts, leading to mass displacement (Agbeshi, 2019). The Scramble for Africa in the late 19th century, where European powers partitioned the continent, led to conflicts between colonial armies and Africans, resulting in refugee flows (Agbeshi, 2019). Forced labor, heavy taxation, and brutal suppression of resistance by colonial powers further

exacerbated internal displacement and cross-border flights (Agbeshi, 2019). The complex process of nation-building in newly independent states, often representing minority nations, led to refugee flows across national boundaries, such as the Ewe from Ghana, Hutu and Tutsi from Rwanda and Burundi, and Asians from Uganda (Agbeshi, 2019).

Liberation struggles, civil wars, and frequent coup d'états have also contributed to refugee displacement in countries like Chad, Angola, and Sudan (Agbeshi, 2019). The African context is marked by a peculiar phenomenon where arbitrary rule, injustice, and terror affect not only individuals perceived as "political infractors" but also their families, friends, and entire communities. This atmosphere of fear and persecution often leads to mass displacement, with whole families and villages fleeing for their lives.

Countries such as Guinea, Democratic Republic of Congo, Angola, and Uganda have experienced significant refugee movements. For instance, the intensification of the Mozambican civil war in the 1980s led to an influx of hundreds of thousands of Mozambicans into neighboring countries, including Malawi, Zambia, Zimbabwe, and South Africa (Agbeshi, 2019). Similarly, the expansion of the Angolan civil war led to an exodus of refugees to the Democratic Republic of Congo and Zambia (Agbeshi, 2019). In Ethiopia, large numbers of refugees fled to Sudan in the 1970s, escaping the brutal "Red Terror" campaign that followed the overthrow of Emperor Haile Selassie in 1974 (UNHCR, 2020).

In recent years, Ghana has experienced an influx of asylum seekers, including 17,985 individuals in 2011, fleeing election-related violence in Côte d'Ivoire (Agbeshi, 2019). Additionally, Ghana has received Sudanese and Togolese refugees fleeing persecution in their home countries.

2.4.4 Social Causes

Social factors, including political, ethnic, and religious differences, contribute significantly to refugee movements in Africa. Individuals and groups that differ from the ruling majority often flee to safety countries to escape potential violence and persecution (Weiner, 1996). The Bokongo in Congo exemplify this phenomenon, where ethnic and political differences led to their displacement (Agbeshi, 2019). Local ethnic and tribal-based political rivalries, as well as internal conflicts over political and economic resources, exacerbate refugee problems in Africa. These conflicts often involve competition for dominance among ethnic groups, which can lead to violence and displacement (Horowitz, 1985). The complexity of these issues is heightened when hostile tribes are also fellow citizens, creating a volatile and unstable environment (Agbeshi, 2019).

2.4.5 Ethnic and Religious Persecution

Ethnicity is a primary driver of the refugee crises in Africa. Refugee camps sometimes experience violence between rival ethnic groups, perpetuating ethnic conflict (Lischer, 2021). Ethnic suppression has taken various forms in Africa, with Rwanda and Burundi serving as prime examples of one ethnic group oppressing another (Mamdani, 2021). Refugee situations in Africa often result from political domination of one ethnic group by another, as well as upheavals following coup d'états and attempted coups (Agbeshi, 2019). Religious intolerance and persecution also contribute to the African refugee problem. Nigeria, for instance, has experienced numerous instances of religious violence between Christians and Muslims, leading some to seek refuge in neighboring countries (Agbeshi, 2019).

2.4.6 Economic Causes

Economic problems have significantly contributed to refugee flows in Africa. Many African countries have small populations and fragile economies, which are vulnerable to climatological handicaps like drought and desertification (Agbeshi, 2019). Additional factors such as property loss, heavy taxation, and poverty due to the loss of family breadwinners exacerbate economic problems, leading to displacement (Agbeshi, 2019). In some cases, political conflicts have economic roots. For example, regions rich in minerals may seek secession, sometimes with foreign support (Ross, 2004). African countries also face significant foreign debt problems, which hinder development and force the importation of essential goods, further retarding growth (World Bank, 2020).

2.4.7 Other Causes

The denial of fundamental human rights is a profound cause of asylum-seeking (Agbeshi, 2019). The African refugee crisis is deeply rooted in the organization and governance of independent African states, which often undermine the promotion and protection of human rights (Mutua, 2022). In addition to human rights abuses, Africa has faced numerous environmental disasters, including droughts, floods, and earthquakes, which have displaced millions of people. The devastating drought of 1984-1985 in the Horn of Africa led to a massive influx of refugees into Sudan, with hundreds of thousands fleeing from Ethiopia and Chad (UNHCR, 2020). Environmental disasters are increasingly recognized as a significant driver of displacement. Research suggests that these disasters are often exacerbated by human activities and government policies in developing countries, which alter the physical environment and increase vulnerability to disasters (IPCC, 2014).

In Sudan, for example, at least 1.5 million people have been displaced in search of food, highlighting the need for sustainable environmental management and disaster risk reduction strategies (IDMC, 2020).

2.5 Refugee Education in Ghana

Ghana has a long history of hosting refugees, dating back to the post-independence period. Influenced by Pan-Africanist ideals, Kwame Nkrumah welcomed asylum seekers and freedom fighters from other African countries (Dick, 2022). Notable refugees in Ghana included Hastings Banda of Malawi, Robert Mugabe of Zimbabwe, and Miriam Makeba of South Africa. An international hostel was built in Accra to accommodate young African refugees pursuing education in Ghana. However, after Nkrumah's overthrow in 1966, subsequent governments were less enthusiastic about hosting refugees from independent African countries. Despite this, Ghana, as a signatory to the 1951 Convention relating to the Status of Refugees and the 1969 OAU Convention, granted asylum to some refugees, mainly students from southern Africa. By 1985, there were 175 officially recognized refugees in Ghana, including 72 students (Dick, 2002). The first major influx of refugees to Ghana occurred in 1990, when Liberians fled their civil war. At the time, Ghana lacked a specific law on refugees, relying on the 1967 Declaration on Territorial Asylum adopted by the UN General Assembly (Essuman-Johnson, 2023). However, the presence of refugees, combined with pressure from development partners and the UNHCR, prompted the government to pass the Refugee Law [Provisional National Defence Council (P.N.D.C.) Law 305D]. The Ghana Refugee Board was established through the Refugee Law [Provisional National Defence Council (P.N.D.C.) Law 305D], which was enacted in response to the growing refugee population (Republic of Ghana, 1992). Ghana has since hosted refugees from various African countries in three main camps: Buduburam, Krisan, and Klikor. The Krisan Refugee

Settlement, established in 1996, initially accommodated Liberian refugees and was later relocated to its current site. As of the time of this study, the settlement hosted refugees from eleven African countries (Essuman-Johnson, 2023). Previous research on refugees in Ghana has focused primarily on the Buduburam camp, leaving a knowledge gap regarding other refugee camps. This paper explores refugee-host interaction in the Krisan Refugee Settlement. Ghana's political stability and hospitality have made it an attractive destination for displaced persons in the sub-region. The local population has demonstrated remarkable generosity, as seen during the influx of Liberian refugees in the early 1990s (Dick, 2022). Ghana hosted over 40,000 refugees by 2002 (United States Committee for Refugees, 2020) and 48,034 by 2004 (UNHCR, 2020). The Krisan Refugee Settlement is located in the Nzema East District of the Western Region, near the Sanzule, Krisan, and Eikwe communities.

2.5.1 Ghana's History with Refugees

Ghana's experience with large-scale refugee influxes began in the 1990s, a period marked by widespread conflicts in Africa. The country's relative political stability made it an attractive destination for refugees displaced by civil wars in the region (Agbeshi, 2019). By 2004, Ghana was hosting approximately 48,034 refugees, primarily in three camps:

1. Krisan camp, located in the Nzema East District of the Western Region, near the Ghana-Côte d'Ivoire border.
2. Klikor camp, situated in the Ketu South District of the Volta Region, near the eastern border town of Aflao.
3. Buduburam camp, located in the Gomoa East District of the Central Region (UNHCR, 2011).

Ghana's refugee population has been shaped by its geographical location, political stability, and historical relationships with neighboring countries.

The Krisan refugee camp in Ghana hosted refugees from 11 African countries, totaling 1,321 individuals in 2005 (Agbeshi, 2019). As conflicts in the region were resolved, many refugees returned home. However, the repatriation process for Liberian refugees in Ghana was complex. A tripartite agreement signed in 2003 between the governments of Ghana and Liberia, and the UNHCR, initiated the repatriation process for Liberian refugees (Agbeshi, 2019). Initially, 14,000 refugees were targeted for repatriation, but many refused to return due to security concerns and lack of economic opportunities in Liberia (Agbeshi, 2019). Some refugees were also hesitant to return due to previous experiences of danger during repatriation attempts (Agbeshi, 2019). As a result, many Liberian refugees remain in Ghana. A 2012 verification exercise by the Ghana Refugee Board reported over 10,000 refugees in the Buduburam camp (Agbeshi, 2019). This highlights the challenges of refugee repatriation, including ensuring safety, security, and economic opportunities in the country of origin.

2.5.2 The Influx of Ivorian Refugees in Ghana

The 2010 presidential election in Côte D'Ivoire was intended to resolve the country's leadership contestation and pave the way for reconciliation and economic recovery. However, the election's second round, which pitted incumbent Laurent Gbagbo against Alassane Ouattara, sparked a complex and protracted political crisis (Agbeshi, 2019). The crisis was triggered by conflicting declarations of the election results by the Electoral Commission and the Constitutional Council, with each body announcing a different winner. This led to widespread violence, resulting in significant loss of life and displacement (Agbeshi, 2019).

Consequently, over 200,000 Ivorians fled the country, seeking refuge in neighboring states. Ghana received more than 17,000 registered refugees, primarily in the Western and Bono Regions (World Food Programme, 2011). Most Ivorian refugees in Ghana arrived with no assets or financial resources, having fled their homes in desperation (Agbeshi, 2019). The Ivorian refugees in Ghana fled their homes with minimal assets and financial resources. In response, the World Food Programme (WFP) launched an Immediate Response Emergency Operation (IREMOP) to support 10,000 refugees living in camp-like settlements (World Food Programme, 2011). The United Nations country team in Ghana, including UNHCR, UNICEF, and UNFPA, collaborated with the government to provide assistance to the refugees. This included setting up reception centers, refugee camps, and providing humanitarian aid such as food, shelter, non-food items, hygiene kits, and reproductive health kits (UNHCR, 2011). Refugees arriving in the Western Region of Ghana primarily came from Abidjan, while those in the Brong-Ahafo Region were mainly from the North Eastern part of Côte D'Ivoire, particularly Bondoukou (World Food Programme, 2011). The refugees' decision to flee was often prompted by witnessing violent events, such as executions, bombings, or neighbors being taken away and shot dead (World Food Programme, 2011). Ghana's proximity and peaceful environment made it an attractive destination for the refugees. The government of Ghana promptly provided assistance, including a camp with basic necessities like food, clothing, and shelter (Agbeshi, 2019).

Civil societies, ordinary Ghanaian families, traditional rulers, the Christian Council of Ghana, and philanthropists also contributed to the relief efforts. Additionally, organizations like the UNHCR, NGOs, the European Union (EU), Ghana Red Cross Society (GRCS), National Catholic Secretariat (NCS), World Vision International

(WVI), and the Adventist Development and Relief Agency (ADRA) provided significant support (Agbeshi, 2019).

2.6 Educational Programmes for Refugees

A study by Dryden-Peterson (2011) found that refugee education programmes often focus on providing a basic education, with an emphasis on literacy and numeracy skills. However, the curriculum may not always be relevant to the refugees' needs or future aspirations. This section discusses education received by refugee students and it is guided by the research question one (1) in this study which states, “What educational programmes are available for refugee children at Fetentaa Refugee Camp”. This research question sought to uncover how the type of education given to refugee students has serious implication on the provision of quality education for refugees. The various aspects that fall under this discussion on education received by refugees are language instruction, inclusive education, sports and recreation, social and cultural diversity programmes.

2.6.1 Language of Instruction

Language of instruction refers to the language used as the medium of teaching and learning in educational institutions. Refugee children often face challenges in accessing quality education due to language barriers. Research by Kirk and Winthrop (2011) highlighted the importance of using the refugees' native language as the language of instruction. However, this may not always be possible, and alternative languages such as English or French may be used instead. Research has shown that language of instruction is a critical factor in refugee education (UNHCR, 2018). When refugee children are taught in a language they are not familiar with, they are more likely to experience academic difficulties and social isolation (Oxfam, 2017). Studies have recommended that schools use multilingual approaches to support refugee children's language development (Save the Children, 2019).

According to a study by UNESCO (2017), the use of mother tongue instruction can improve refugee children's academic performance and social integration. However, this approach can be challenging to implement, especially in contexts where there are multiple languages spoken. A study by Oxfam (2017) found that refugee children at Fetentaa refugee camp face significant language barriers, which affect their ability to access quality education. The study recommended that schools provide language support services to refugee children, such as language classes and bilingual teaching assistants.

In conclusion, the language of instruction is a critical factor in ensuring that refugee children receive a quality education at Fetentaa refugee camp. Schools should use multilingual approaches to support refugee children's language development, and provide language support services to help them overcome language barriers.

2.6.2 Inclusive Education

Inclusive education for refugee youth at Fetentaa Refugee Camp is crucial for ensuring their access to quality learning opportunities. Inclusive education involves adapting teaching methods and environments to meet diverse needs, promoting social inclusion and academic achievement. A report by UNESCO (2020) emphasized the importance of providing inclusive education for refugees, in order to equip them with the skills and knowledge needed to succeed in their host country. Research has shown that inclusive education can improve refugee youth's academic achievement and social integration. Inclusive education can provide refugee youth with opportunities to interact with host community members, promoting social cohesion and understanding (Ghana Ministry of Education, 2018).

A study by Save the Children (2019) found that inclusive education can help refugee youth overcome barriers to education, such as lack of access to resources and language proficiency. The study recommended that inclusive education programmes be tailored to

meet the specific needs of refugee youth, including language support and cultural sensitivity training for teachers. According to a report by UNICEF (2020), inclusive education can also support refugee youth's social-emotional development and mental health. Furthermore, inclusive education can have long-term benefits for refugee youth, including increased economic opportunities and greater social mobility (World Bank, 2020). In Ghana, the Education Strategic Plan (2018-2030) emphasizes the importance of inclusive education in achieving quality education for all.

In conclusion, inclusive education can play a critical role in supporting refugee youth's academic achievement and social integration at Fetentaa Refugee Camp. Inclusive education programmes should be tailored to meet the specific needs of refugee youth, and provide opportunities for social interaction and skills development. Implementing inclusive education requires a collaborative effort from governments, NGOs, and community stakeholders to ensure refugee youth receive the support they need to thrive.

2.6.3 Social and Cultural Integration Programme

Social and cultural integration programme refers to the process of adapting to and becoming part of a new social and cultural environment. Refugee children at Fetentaa refugee camp face significant challenges in adapting to their new social and cultural environment. Social and cultural integration is critical for refugee children's well-being, academic performance, and future success. This section will explore the social and cultural integration of refugee children at Fetentaa refugee camp.

A study by Spindler (2013) explored the importance of social and cultural integration in refugee education. The study found that refugees who received education that was sensitive to their cultural and social needs were more likely to experience positive outcomes. Research has shown that social and cultural integration is critical for refugee children's well-being and academic performance (UNHCR, 2018). Refugee children who

experience social and cultural integration are more likely to have better mental health outcomes, improved academic performance, and increased social cohesion (Save the Children, 2019). A study by Oxfam (2017) found that refugee children at Fetentaa refugee camp face significant challenges in adapting to their new social and cultural environment. The study recommended that schools and communities implement programmes to support refugee children's social and cultural integration. According to a report by the World Bank (2018), social and cultural integration programmes can have a positive impact on refugee children's well-being and academic performance. The report recommended that social and cultural integration programmes be tailored to meet the specific needs of refugee children.

In conclusion, social and cultural integration is critical for refugee children's well-being, academic performance, and future success at Fetentaa refugee camp. Schools and communities should implement programmes to support refugee children's social and cultural integration.

2.6.4 Sports and Recreation Activities

Sports and recreation refer to physical activities and games that promote physical and mental well-being. Refugee children at Fetentaa refugee camp face significant challenges in accessing sports and recreation opportunities. Sports and recreation are critical for refugee children's physical and mental well-being, social integration, and academic performance. This section will explore the sports and recreation opportunities available to refugee children at Fetentaa refugee camp. Research by Rutkowski (2011) highlighted the importance of providing opportunities for physical activity and recreation for refugees. Research has shown that sports and recreation can have a positive impact on refugee children's physical and mental well-being, social integration, and academic performance (UNHCR, 2018). Sports and recreation can provide refugee children with

opportunities for socialization, stress relief, and physical activity (Save the Children, 2019).

A study by Oxfam (2017) found that refugee children at Fetentaa refugee camp have limited access to sports and recreation opportunities. The study recommended that schools and communities implement sports and recreation programmes to support refugee children's physical and mental well-being. According to a report by the World Bank (2018), sports and recreation programmes can have a positive impact on refugee children's social integration and academic performance. The report recommended that sports and recreation programmes be tailored to meet the specific needs of refugee children.

In conclusion, sports and recreation are critical for refugee children's physical and mental well-being, social integration, and academic performance at Fetentaa refugee camp. Schools and communities should implement sports and recreation programmes to support refugee children's overall well-being.

2.7 Perception of Stakeholders on Refugee Education

The concept, perception of stakeholders on refugee education is in line with the question two (2) of this research question which states that, “How do the stakeholders perceive the refugee educational programmes at Fetentaa refugee camp?” A qualitative study by Taylor et al. (2017) explored the perceptions of teachers and administrators towards refugee students in Australian schools. The study found that stakeholders held mixed views about refugee students, ranging from empathy and support to concerns about language barriers and cultural differences. The authors recommended that schools provide professional development opportunities to enhance teachers' cultural competence and support for refugee students.

A quantitative study by Shultz et al. (2018) examined the attitudes of community members towards refugee resettlement in the United States. The study found that community members held generally positive attitudes towards refugees, but expressed concerns about job competition and cultural differences. The authors recommended that policymakers and community leaders engage in public education campaigns to promote greater understanding and acceptance of refugees. A mixed-methods study by Block et al. (2019) investigated the perceptions of refugee parents towards education in the United States. The study found that refugee parents valued education highly, but faced significant barriers in accessing educational resources and support services. The authors recommended that schools and policymakers provide targeted support services, including language support and cultural orientation, to facilitate access to education for refugee families.

A case study by Wachter et al. (2020) examined the experiences of refugee students in a German school. The study found that refugee students faced significant challenges in adapting to the German education system, including language barriers and cultural differences. The authors recommended that schools provide targeted support services, including language support and cultural orientation, to facilitate integration and academic success for refugee students. The key topics under this discussion of the perception of stakeholders on refugee education are Refugee children's perceptions, parents' and caregivers perceptions, teachers' and educators perceptions on refugee education provided at Fetentaa refugee camp.

2.7.1 Refugee Children's Perceptions of Refugee Education

Refugee children's perceptions of education refer to their attitudes, beliefs, and opinions about education and its relevance to their lives. Understanding refugee children's perceptions of education is essential for developing effective education programmes that

meet their needs and interests. At Fetentaa refugee camp, exploring refugee children's perceptions of education can provide valuable insights into their educational experiences and aspirations. Research has shown that refugee children often have positive attitudes towards education, seeing it as a key factor in their future success and well-being (Save the Children, 2019). However, refugee children may also experience frustration and disappointment with their educational experiences, particularly if they feel that their education is not relevant to their lives. A study by UNHCR (2018) found that refugee children often prioritize education as a means of achieving their future goals, including finding employment and rebuilding their lives. According to a report by Oxfam (2017), refugee children's perceptions of education are influenced by their experiences of conflict, displacement, and resettlement. This can result in a complex and nuanced understanding of education and its role in their lives.

2.7.2 Parents' and Caregivers' Perceptions of Education

Parents' and caregivers' perceptions of education refer to their attitudes, beliefs, and opinions about education and its relevance to their children's lives. Understanding parents' and caregivers' perceptions of education is essential for developing effective education programmes that meet the needs and interests of refugee children. At Fetentaa refugee camp, exploring parents' and caregivers' perceptions of education can provide valuable insights into their educational aspirations and expectations for their children.

Research has shown that parents and caregivers in refugee contexts often place a high value on education, seeing it as a key factor in their children's future success and well-being (UNESCO, 2017). However, parents and caregivers may also experience frustration and disappointment with their children's educational experiences, particularly if they feel that their children are not receiving a quality education. A study by Save the Children (2019) found that parents and caregivers in refugee contexts often prioritize

education as a means of protecting their children from harm and promoting their social and emotional well-being. According to a report by Oxfam (2017), parents' and caregivers' perceptions of education are influenced by their own educational experiences, cultural background, and socioeconomic status.

2.7.3 Teachers' and Educators' Perceptions of Education

Teachers' and educators' perceptions of education refer to their attitudes, beliefs, and opinions about education and its relevance to the lives of refugee children. Understanding teachers' and educators' perceptions of education is essential for developing effective education programmes that meet the needs and interests of refugee children. At Fetentaa refugee camp, exploring teachers' and educators' perceptions of education can provide valuable insights into their teaching practices and educational aspirations for refugee children. Research has shown that teachers and educators in refugee contexts often face significant challenges in providing quality education, including limited resources, inadequate training, and high student-teacher ratios (UNHCR, 2018). Despite these challenges, teachers and educators often express a strong commitment to providing education that is relevant and meaningful to refugee children. A study by Save the Children (2019) found that teachers and educators in refugee contexts often prioritize building relationships with their students and creating a supportive learning environment. According to a report by UNESCO (2017), teachers' and educators' perceptions of education are influenced by their own educational experiences, teaching training, and cultural background.

2.8 Access to Refugee Education

This section discusses the challenges encountered in the accessing of refugee education at Fetentaa and it is in sync with research question three (3) which states that, “What are the challenges encountered by stakeholders in the provision of refugee education at

Fetentaa Refugee Camp? A study by Dryden-Peterson (2017) explored the barriers to education faced by refugee children in Africa. Refugee children often face significant barriers in accessing education, which can exacerbate their vulnerability and hinder their future prospects. At Fetentaa refugee camp, refugee children may encounter various barriers to education, including lack of documentation, language barriers, and poverty. This section will explore the barriers to access to education such as documentation, language barriers, cultural differences, poverty and enrollment and Attendance Patterns of Refugee Children.

2.8.1. Language barrier

Language barriers are another significant obstacle to education for refugee children (Save the Children, 2019). Refugee children may not speak the language of instruction, which can make it difficult for them to follow lessons and complete assignments (UNESCO, 2017).

2.9. Challenges in Refugee Education

Furthermore, this section discusses the challenges encountered in the provision of refugee education at Fetentaa and it is in sync with research question three (3) which states that, “What are the challenges encountered by stakeholders in the provision of refugee education at Fetentaa Refugee Camp?” A study by Dryden-Peterson et al. (2016) explored the challenges faced by refugee students in accessing education in Africa. The study found that refugee students faced significant challenges, including lack of documentation, language barriers, and poverty. The authors recommended that governments and humanitarian organizations provide alternative documentation and language support to facilitate access to education. A study by Mendenhall (2017) examined the factors influencing access to education for Syrian refugee children in Jordan. The study found that parental education, household income, and access to

information were significant predictors of access to education. The author recommended that policymakers prioritize support for vulnerable households and improve access to information about educational opportunities. A study by Buckner (2018) investigated the impact of refugee status on access to education in the United States. The study found that refugee children faced significant challenges in accessing education, including language barriers, cultural differences, and lack of support services. The author recommended that schools and policymakers provide targeted support services, including language support and cultural orientation, to facilitate access to education.

A study by Kirk et al. (2019) examined the experiences of refugee children in accessing education in a Canadian school district. The study found that the school district's inclusive policies and practices facilitated access to education for refugee children. The authors recommended that schools and policymakers prioritize inclusive policies and practices to support the educational needs of refugee children. The section discusses broadly issues such as Funding and resource constraints, infrastructure challenges, logistical challenges and trauma and psychosocial support needs.

2.9.1 Funding and Resource Constraints

Funding and resource constraints refer to the limitations in financial, human, and material resources that hinder the provision of quality education to refugee children. Refugee education programmes often face significant funding and resource constraints, which can impact the quality of education provided to refugee children. At Fetentaa refugee camp, understanding the funding and resource constraints can help identify areas for improvement in refugee education.

Research has shown that funding constraints are a major challenge in providing quality education to refugee children (UNHCR, 2018). Limited funding can result in inadequate infrastructure, insufficient educational materials, and high student-teacher ratios. A study

by Save the Children (2019) found that resource constraints, including lack of textbooks, technology, and educational equipment, can hinder the provision of quality education to refugee children. According to a report by Oxfam (2017), funding constraints can also impact the recruitment and retention of qualified teachers, which can further compromise the quality of education.

2.9.2 Infrastructure and Logistical Challenges

Infrastructure and logistical challenges refer to the physical and organizational obstacles that hinder the provision of quality education to refugee children. Refugee education programmes often face significant infrastructure and logistical challenges, which can impact the quality of education provided to refugee children. At Fetentaa refugee camp, understanding the infrastructure and logistical challenges can help identify areas for improvement in refugee education.

Research has shown that inadequate infrastructure, including classrooms, desks, and chairs, can hinder the provision of quality education to refugee children (UNESCO, 2017). Logistical challenges, such as transportation and communication difficulties, can also impact the delivery of education services. A study by Save the Children (2019) found that refugee schools often lack basic infrastructure, including sanitation facilities, clean water, and electricity. According to a report by UNHCR (2018), logistical challenges, such as language barriers and cultural differences, can also impact the provision of education services to refugee children.

2.9.3 Inadequate of Trained Counselors and Mental Health Professionals

Trauma and psychosocial challenges refer to the emotional and psychological challenges faced by refugee children and the support systems needed to address these challenges. Refugee children often experience trauma and stress due to their displacement and resettlement experiences. At Fetentaa refugee camp, understanding the trauma and

psychosocial support needs of refugee children can help identify areas for improvement in refugee education. Research has shown that refugee children often experience high levels of trauma, anxiety, and depression due to their displacement experiences (UNHCR, 2018). Psychosocial support, including counseling and therapy, can help mitigate the effects of trauma and promote refugee children's emotional and psychological well-being. A study by Save the Children (2019) found that refugee children often lack access to psychosocial support services, including counseling and therapy. According to a report by UNESCO (2017), teacher training programmes can help educators recognize and respond to the trauma and psychosocial support needs of refugee children.

2.10 Strategies to Enhance Quality Refugee Education

The study addresses more importantly strategies to enhance quality refugee education. This is much related to the question four (4) of the study that, states that “What are the strategies put in place to enhance quality education for refugees at Fetentaa Refugee Camp?” A study by Kirk (2019) explored the experiences of refugee children in accessing quality education in a Canadian school district. The study found that the school district's inclusive policies and practices facilitated access to quality education for refugee children. The authors recommended that schools prioritize inclusive policies and practices to support the educational needs of refugee children. A study by Shultz et al. (2018) examined the impact of holistic education programmes on the academic achievement of refugee children in the United States. The study found that holistic education programmes, which included language support, cultural orientation, and social-emotional learning, significantly improved the academic achievement of refugee children. The authors recommended that schools and policymakers prioritize holistic education programmes to support the educational needs of refugee children.

A study by Block et al. (2019) investigated the impact of teacher training programmes on the quality of education for refugee children in Australia. The study found that teacher training programmes, which included cultural competence and language support, significantly improved the quality of education for refugee children. The authors recommended that schools prioritize teacher training programmes to support the educational needs of refugee children. A study by Wachter et al. (2020) examined the experiences of refugee children in accessing quality education in a German school. The study found that the school's inclusive policies and practices facilitated access to quality education for refugee children. The authors recommended that schools prioritize inclusive policies and practices to support the educational needs of refugee children. The various items to be discussed under the fourth research question are support systems, teacher qualifications and training, availability of educational resources, curriculum relevance and adaptability, community-based education, psychosocial support and counseling.

2.10.1 Support Systems for Refugee Children

A study by Taylor et al. (2017) explored the experiences of refugee children in accessing support services in Australian schools. The study found that refugee children faced significant challenges in accessing support services, including language barriers and cultural differences. The authors recommended that schools provide targeted support services, including language support and cultural orientation, to facilitate access to education for refugee children.

A study by Mendenhall (2017) examined the impact of family support systems and peer support on the academic achievement of refugee children in Jordan. The study found that family support systems, including parental education, peer support and household income, significantly improved the academic achievement of refugee children. The

author recommended that policymakers prioritize support for vulnerable households to facilitate access to education for refugee children.

A study by Buckner (2018) investigated the impact of community-based support systems on the educational outcomes of refugee children in the United States. The study found that community-based support systems, including language support and cultural orientation, significantly improved the educational outcomes of refugee children. The author recommended that schools and policymakers prioritize community-based support systems to support the educational needs of refugee children. A study by Kirk et al., (2019) examined the experiences of refugee children in accessing support services in a Canadian school district. The study found that the school district's inclusive policies and practices facilitated access to support services for refugee children. The authors recommended that schools prioritize inclusive policies and practices to support the educational needs of refugee children.

2.10.2 Teacher Qualifications and Training

Teacher qualifications and training refer to the education, skills, and professional development of teachers who educate refugee children. Teachers play a critical role in ensuring the quality of education for refugee children. At Fetentaa refugee camp, understanding the qualifications and training of teachers can help identify areas for improvement in refugee education.

Research has shown that teacher qualifications and training are essential for improving educational outcomes for refugee children (UNESCO, 2017). Teachers who are trained to work with refugee children can provide culturally sensitive and trauma-informed support (Save the Children, 2019). A study by the World Bank (2018) found that teacher training programmes can improve teacher effectiveness and student learning outcomes. However, the study also noted that teacher training programmes are often inadequate or

unavailable in refugee contexts. According to a report by UNHCR (2018), refugee teachers often lack formal training and qualifications, which can impact the quality of education provided to refugee children.

2.10.3 Availability of Educational Resources

Availability of educational resources refers to the provision of materials, infrastructure, and technology necessary for teaching and learning. Access to educational resources is critical for ensuring the quality of education for refugee children. At Fetentaa refugee camp, understanding the availability of educational resources can help identify areas for improvement in refugee education. Research has shown that refugee children often lack access to basic educational resources, including textbooks, pencils, and paper (Oxfam, 2017). This can significantly impact their ability to learn and achieve academic success. A study by UNESCO (2017) found that technology can play a critical role in improving access to education for refugee children. However, the study also noted that many refugee contexts lack the necessary infrastructure and resources to support technology-based learning. According to a report by UNHCR (2018), refugee schools often lack adequate infrastructure, including classrooms, desks, and chairs. This can create a challenging learning environment for refugee children.

Curriculum relevance and adaptability refer to the extent to which the curriculum is relevant to the needs and experiences of refugee children and can be adapted to their changing circumstances. A relevant and adaptable curriculum is essential for ensuring that refugee children receive an education that is responsive to their needs and prepares them for their future. At Fetentaa refugee camp, understanding the curriculum relevance and adaptability can help identify areas for improvement in refugee education.

Research has shown that refugee children often experience disconnect between their educational experiences and their everyday lives (Save the Children, 2019). A relevant and adaptable curriculum can help bridge this gap by incorporating topics and themes that are relevant to refugee children's experiences. A study by UNESCO (2017) found that adaptable curricula can help refugee children develop the skills and knowledge they need to succeed in uncertain and changing environments. According to a report by UNHCR (2018), refugee education programmes often struggle to adapt to the changing needs and circumstances of refugee children. This can result in a curriculum that is irrelevant and unresponsive to refugee children's needs.

2.10.4 Community-Based Education

Community-based education refers to education programmes that are designed and implemented in collaboration with refugee communities. Community-based education programmes can help ensure that refugee education is relevant, effective, and sustainable. At Fetentaa refugee camp, understanding community-based education programmes can help identify best practices in refugee education. Research has shown that community-based education programmes can improve refugee children's access to education, particularly in contexts where formal education systems are unavailable or inadequate (Oxfam, 2017).

A study by Save the Children (2019) found that community-based education programmes can also promote refugee children's social and emotional learning, including their sense of belonging and identity. According to a report by UNESCO (2017), community-based education programmes can help ensure that refugee education is culturally sensitive and responsive to the needs of refugee children.

2.10.5 Vocational Training and Skills Development

Vocational training and skills development refer to education programmes that focus on providing refugee children with practical skills and training in specific trades or occupations. Vocational training and skills development programmes can help refugee children acquire the skills and knowledge they need to access employment opportunities and rebuild their lives. At Fetentaa refugee camp, understanding vocational training and skills development programmes can help identify best practices in refugee education.

Research has shown that vocational training and skills development programmes can improve refugee children's employability and economic prospects (World Bank, 2018). A study by Save the Children (2019) found that vocational training and skills development programmes can also promote refugee children's self-reliance and confidence. According to a report by UNHCR (2018), vocational training and skills development programmes can help refugee children develop the skills and knowledge they need to access decent work and rebuild their lives.

2.10.6 Inadequate Trained Counselors and Mental Health Professionals

Psychosocial support and counseling refer to the provision of emotional and psychological support to refugee children to help them cope with their experiences and rebuild their lives. Psychosocial support and counseling are essential components of refugee education, as they help refugee children address their emotional and psychological needs. At Fetentaa refugee camp, understanding psychosocial support and counseling can help identify best practices in refugee education.

Research has shown that psychosocial support and counseling can help refugee children reduce their stress and anxiety, improve their mental health, and enhance their well-being (UNHCR, 2018). A study by Save the Children (2019) found that psychosocial support and counseling can also promote refugee children's social and emotional learning,

including their sense of belonging and identity. According to a report by UNESCO (2017), psychosocial support and counseling should be integrated into refugee education programmes to ensure that refugee children receive comprehensive support.

2.11 Summary of the Chapter

The literature review highlights the importance of education for refugees, with studies showing that education can improve integration, well-being, and sense of belongingness, psychological help and economic benefits. However, challenges and barriers to refugee education such as language differences, documentations and lack of psychosocial support can hinder refugee education. The theoretical review in this research has shown that the nature of refugee education is a global phenomenon and raises much concern. The empirical research shows the number of displaced people globally has increased steadily and keeps on increasing. For example, the review shows that each year, approximately 100,000 refugees arrive in the United States (Refugee Council USA). Africa, also, hosts more than 30% of the world's refugees including children of school going age.

Again, the empirical evidence has also shown that Ghana has played a significant role in hosting refugees. For instance, the diversity of countries from which refugees had fled was striking: Krisan refugee camp for instance hosted refugees from eleven African countries (Sudan, Liberia, Sierra Leone, Togo, Eritrea, Congo DR, Rwanda, Congo Brazzaville, Cote D'Ivoire, Chad and Somalia) totaling about 1,321 in 2005 (Agbeshi, 2019). Methodological gabs have been reviewed.

The study will employ a qualitative research approach which will fill the gap in methodology. Many researchers approached this study quantitatively and by mixed methods and no researcher in Ghana has done a qualitative study on the refugee education in Fetentaa refugee camp. The only research from literature is a quantitative study which

looked at the impact of refugees on the community. Therefore, this research sets out to fill the methodological gap by employing a qualitative study and also adding to knowledge. The research will also employ a phenomenological design which is new as far as the study of refugee education is concerned.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This part of the research deals with the methodological approaches to the research. The study employed a qualitative approach to explore the challenges associated in the provision of refugee education at Fetentaa Refugee Camp in the Bono Region of Ghana. The hermeneutic interpretive paradigm was employed in this study. This is because, the interpretivists believe that knowledge is not discovered but created based on interaction with participants in their socio-cultural environment (Kusi, 2022). Methodology and research design direct the researcher in planning and implementing the study in a way that is most likely to achieve the intended goal. It is a blueprint for conducting the study. Therefore, this chapter describes the methodology, including the research paradigm, research approach, design, population, sampling and data collection and analysis.

Philosophical stance

Philosophically, I take a stance of "existential-phenomenological" (Kerr, 2021), emphasizing the embodied and situated nature of human experience. This stance acknowledges the refugee children's experiences as unique, contextual, and meaningful, warranting an in-depth exploration of their life world. By adopting this stance, I aim to illuminate the essence of their educational experiences, shedding light on the complexities and nuances of their reality. I took this stance by taking these steps: 1. Bracketing: Set aside personal biases and assumptions to approach the phenomenon with fresh eyes. 2. Intentionality: Focus on the directedness of consciousness towards objects or experiences. 3. Life world: Explore participants' everyday experiences and meanings.

Ontological view

Ontology deals with the nature of reality. In phenomenology, the ontological view is often described as subjective, emphasizing the individual's experience and perception of

reality. The researcher is exploring multiple realities constructed by participants. In this phenomenological study, I adopt a subjective ontological stance, positing that reality is constructed by individuals through their lived experiences. The essence of refugee children's educational experiences at Fetentaa Camp exists within the realm of their subjective reality, shaped by their unique perceptions, emotions, and interactions with their environment (Van Manen, 2020). This stance acknowledges multiple realities, emphasizing the importance of understanding the individual's experience and meaning-making process.

Epistemological view

Epistemology concerns how knowledge is acquired and understood. Phenomenology's epistemological stance emphasizes subjective knowledge, focusing on the meaning and essence of experiences rather than objective truth. Epistemologically, this study is grounded in phenomenological hermeneutics, emphasizing the interpretive nature of understanding human experiences. Knowledge is acquired through the researcher's empathetic engagement with participants, seeking to uncover the underlying structures and meanings of their experiences (Van Manen, 2020). This stance recognizes the co-constructed nature of knowledge, where the researcher's own experiences and biases are acknowledged and bracketed to facilitate a deeper understanding of the phenomenon.

3.1. Research Paradigm

A research paradigm is a framework that guides research methods, models, and patterns. It encompasses a set of ideas, beliefs, and understandings that shape theories and practices. Research paradigms are often rooted in one of two methodologies: positivism or interpretivism (Bryman, 2022). Positivism assumes a single, objective reality, whereas interpretivism acknowledges multiple realities and perspectives. The choice of paradigm depends on the research discipline, topic, and personal beliefs of the researcher (Creswell,

2014). In social sciences, interpretivism is commonly employed, recognizing that human behavior and institutions are distinct from natural phenomena. This approach emphasizes understanding human action through hermeneutics, a theory and method of interpretation (Creswell, 2014).

Max Weber's concept of *Verstehen* (understanding) advocates for an empathetic approach to understanding human behavior, focusing on the meanings and interpretations individuals assign to their actions (Creswell, 2014). This paradigm is concerned with exploring the subjective experiences and perceptions of individuals or groups. In the context of this study, the interpretive paradigm is suitable because it allows for an in-depth exploration of the experiences and perceptions of refugee children, parents, teachers, and refugee board members regarding access to education at Fetentaa refugee camp.

3.2 Research Approach

This study employs a qualitative research approach, which is particularly suited for exploring complex social phenomena, such as the experiences and perceptions of refugee children, parents, teachers, and refugee board members regarding access to education at Fetentaa refugee camp (Creswell, 2014; Denzin & Lincoln, 2014). Qualitative research is characterized by its focus on gaining an in-depth understanding of the research context and participants' experiences and perceptions (Merriam, 2009). This approach is particularly useful when the research topic is complex, nuanced, and context-dependent, as is the case with access to education for refugees (UNHCR, 2019). The qualitative approach employed in this study involves collecting and analyzing non-numerical data, such as text (Creswell, 2014). This approach allows for a rich and detailed understanding of the research context and participants' experiences and perceptions.

The data collection methods used in this study include semi-structured interview guide (Denzin & Lincoln, 2014). Semi-structured interviews provide an opportunity for participants to share their experiences and perceptions in detail (Merriam, 2015).

The qualitative approach has several advantages, including:

- i. Flexibility in data collection and analysis (Creswell, 2014)
- ii. Ability to explore complex and nuanced research topics (Denzin & Lincoln, 2011)
- iii. Opportunity for participants to share their experiences and perceptions in detail (Merriam, 2009)
- iv. Contextual understanding of the research setting (UNHCR, 2019)

However, the qualitative approach also has some limitations, including:

- i. Subjectivity of the researcher (Creswell, 2014)
- ii. Limited generalizability of the findings (Denzin & Lincoln, 2011)
- iii. Time-consuming and labor-intensive data collection and analysis (Merriam, 2009)

Despite these limitations, the qualitative approach is well-suited for this study, as it allows for an in-depth exploration of the experiences and perceptions of refugee children, parents, teachers, and refugee board members regarding access to education at Fetentaa refugee camp.

3.3 Research Design

This study utilizes a phenomenological research design, a qualitative approach that seeks to explore and understand the experiences and perceptions of individuals or groups (Creswell, 2014). This design is concerned with gaining a deep understanding of the research context and the experiences and perceptions of participants.

Phenomenological design is particularly suitable for this study as it enables an in-depth exploration of the experiences and perceptions of refugee children, parents, teachers, and refugee board members regarding access to education at Fetentaa refugee camp. This design allows for the collection of rich and detailed data through semi-structured interview guide (Creswell, 2014).

The phenomenological design is guided by the following principles:

- i. Bracketing: setting aside preconceptions and biases to gain a fresh understanding of the phenomenon.
- ii. Intentionality: focusing on the participants' experiences and perceptions (Creswell, 2014)
- iii. Horizontalization: treating all experiences and perceptions as equally important.

By adopting a phenomenological design, this study aims to provide a rich and nuanced understanding of the experiences and perceptions of refugee children, parents, teachers, and refugee board members regarding access to education at Fetentaa refugee camp.

3.4 Setting of the Study

This study was conducted in the Berekum West District of the Bono Region in Ghana, with Jinijini as its capital. The research focus was on the Fetentaa refugee camp, located approximately one kilometre from Fetentaa town.

The local community in Fetentaa primarily engages in farming, cultivating crops such as cassava, tomatoes, cashew, and mango on a large scale. This community hosts Ivorian refugees who have settled in the Berekum West district.

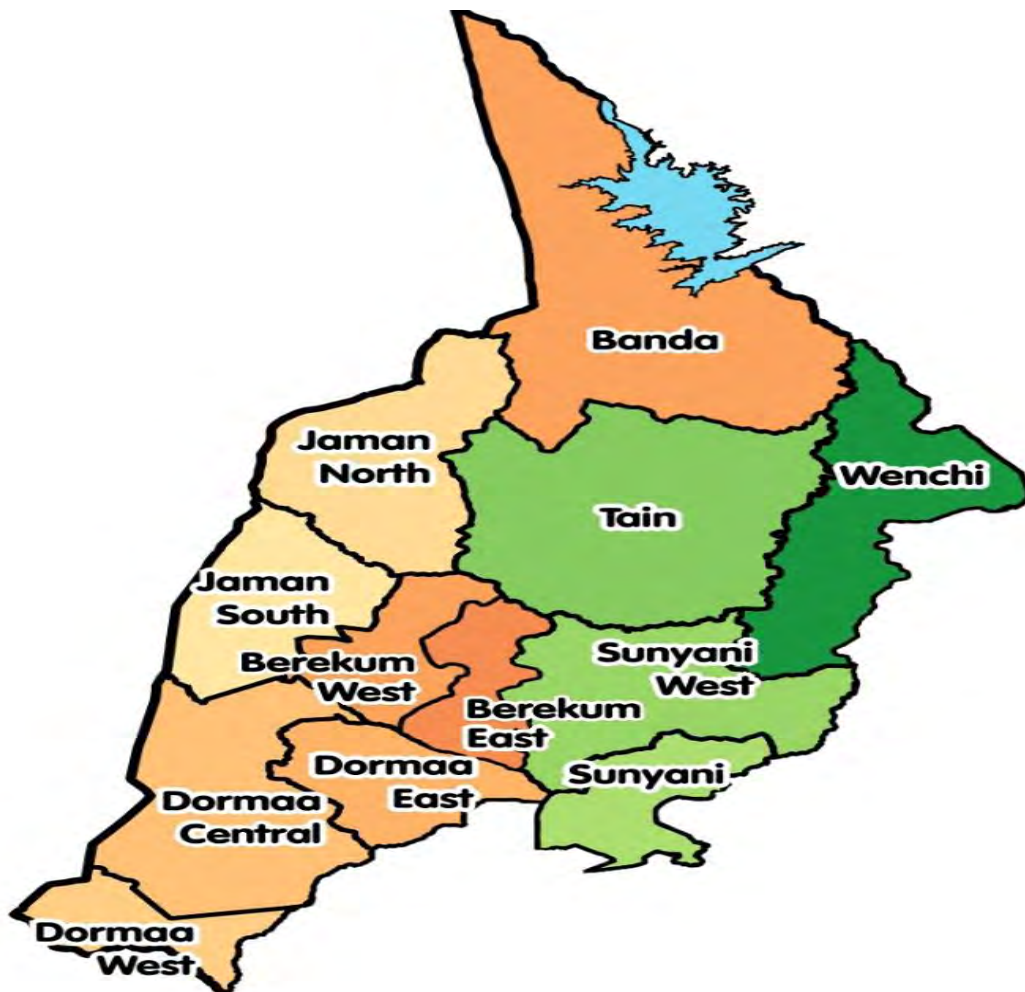
Established in June 2011, the Fetentaa refugee camp serves as one of the primary camps for Ivorian refugees in Ghana. The camp is managed by National Disaster Management Organisation (NADMO) staff seconded to the Ghana Refugee Board.

Key characteristics of the Fetentaa refugee camp include:

- i. Location: Berekum West District, Bono Region, Ghana
- ii. Establishment: June 2011
- iii. Management: National Disaster Management Organisation (NADMO) and Ghana Refugee Board
- iv. Area: Approximately 25 acres
- v. Refugee population: Approximately 1,401 individuals

This context provides a unique setting for exploring the experiences and perceptions of refugee children, parents, teachers, and refugee board members regarding access to education. The participants in this research study were refugee students, teachers, parents and members of the agencies of the refugee education. The selection of participants was based on their experience and involvement in the refugee education at Fetentaa in the Bono Region of Ghana. The participants were selected based on the sampling strategy. The headmaster of the St. Matthew refugee school was identified and he led the researcher to identify other people who had experiences working with these refugees.

Figure 1: Berekum West shares borders with Berekum East and Jaman South



Source: Field Data (2023)

3.5 Population

The population for this study consists of individuals who share common characteristics and meet the sampling criteria established for the research. Specifically, the population includes head teachers, teachers, parents, students, and members of the Ghana Refugee Board (GRB) at Fetentaa refugee camp (Burns & Grove, 2021). UNHCR report indicates that the entire population of Ivorian population that came to Fetentaa were 1,049 (UNHCR, 2016).

The sampling criteria were based on the research problem, purpose, design, and practical implications of the research topic. Additionally, events, incidents, and experiences were considered important elements in the sampling criteria.

3.6 Sample Size and Sampling technique

The sample consists of a selected group of individuals who are "information rich" (Burns & Grove, 2021), with extensive involvement with refugees at Fetentaa. The participants include one head teacher, six teachers, three parents, three students, and two members of the Ghana Refugee Board. These individuals were selected for their ability to provide rich and detailed insights about their experiences and perceptions related to refugee education at Fetentaa.

Table 1: Gender and Age Distribution of Participants at Fetentaa Refugee Camp

Participant	Gender	Age	Profession/Description
1	Male	40	Teacher
2	Male	41	Teacher
3	Female	42	Teacher
4	Male	40	Teacher
5	Female	43	Teacher
6	Male	45	Teacher
7	Male	47	Teacher
8	Female	19	Student
9	Female	20	Student
10	Female	21	Student
11	Female	50	Parent
12	Female	46	Parent
13	Female	42	Parent
14	Male	50	Refugee Board
15	Male	45	Refugee Board

Source: field data (2023).

Maximum Variation Sampling (MVS) is a type of purposive sampling that involves selecting participants who represent a diverse range of characteristics, experiences, and perspectives related to the research topic. This approach ensures a diverse and representative sample, allowing the researcher to capture common themes, patterns, and

experiences related to the phenomenon being studied (Patton, 2020). Purposive sampling, the broader category under which MVS falls, is a non-probability sampling approach. This means that participants are not selected randomly, but rather strategically, to ensure relevance to the research questions. The goal is to select participants who can provide rich and nuanced insights into the research topic, rather than aiming for a statistically representative sample. In my study on refugee education at Fetentaa, I employed MVS to deliberately select 15 participants who differed from each other in terms of key characteristics relevant to the research question. By doing so, I aimed to ensure a varied and informative sample that would provide a comprehensive understanding of the challenges associated with refugee education.

The use of MVS in my study allows for the capture of diverse perspectives and experiences, which is particularly important in refugee education research. Refugees, educators, and other stakeholders may have different backgrounds, experiences, and roles, and MVS helps to ensure that these diverse voices are represented.

As Patton (2020) emphasizes, the goal of MVS is to capture common themes, patterns, and experiences related to the phenomenon being studied. By employing MVS, I was able to identify and explore the complexities of refugee education at Fetentaa, and gain a deeper understanding of the challenges and opportunities that existed.

In the context of my research, purposive sampling through MVS enables me to strategically select participants who can provide in-depth insights into the research topic. This approach is particularly useful when working with specific populations, such as refugees, where random sampling may not be feasible or effective.

3.7 Research Instruments

Data collection for this study involved the systematic and precise gathering of information relevant to the research sub-problems. The primary research instrument used for data collection was a semi-structured interview guide (Burns & Grove, 2021). This guide enabled the researcher to explore the research questions in-depth, while also allowing for flexibility and follow-up questions to gather more detailed information. **Pilot**

Study

The pilot study was conducted at Fetentaa Refugee Camp to test the feasibility and effectiveness of the research design, instruments, and procedures. The pilot study involved 10 participants, including students, teachers, and representatives from the refugee board.

The pilot study involved the following steps:

1. 10 participants were selected for the pilot study, including 3 students (2 males, 1 female), 2 teachers (1 male, 1 female) 2 representatives from the refugee board (1 male, 1 female) and 3 parents of refugee children (2 females, 1 male). Semi-structured interviews were conducted with all 10 participants to gather feedback on the research questions, interview protocol, and data collection process. Observation was also conducted in the classroom and community settings to gather additional data and assess the feasibility of the observation protocol.

The pilot study revealed several key findings:

1. Clarity of Research Questions: The research questions were clear and understandable to the participants. 2. Interview Protocol: The interview protocol was effective in gathering relevant data, but some questions needed to be rephrased for clarity. 3. Data

Collection Process: The data collection process was feasible, but some participants suggested additional questions or topics to explore. 4. Parental Involvement: The involvement of parents in the pilot study provided valuable insights into their perspectives and experiences, which was a key finding.

Based on the findings from the pilot study, the following changes were made: 1. Revised Interview Protocol: The interview protocol was revised to clarify questions and add additional probes. 2. Additional Questions: Additional questions were added to the interview protocol to explore topics that emerged during the pilot study. 3. Increased Parental Involvement: The study design was modified to include more parental involvement. 4. Additional teachers: Additional teachers were added since the teachers were interested in the study.

The pilot study provided valuable lessons on the importance of:

1. Testing Research Instruments: Testing research instruments and procedures before the main study. 2. Involving Multiple Stakeholders: Involving multiple stakeholders, including parents and teachers, in the research process. 3. Being Flexible: Being flexible and adaptable in the research design and process. The pilot study helped to refine the research design, instruments, and procedures, ensuring that the main study was conducted effectively and efficiently.

3.7.1 Semi-Structured Interview

Interviewing is a vital data collection method that involves verbal communication between the researcher and participant, allowing for the exchange of information (Burns & Grove, 2021). In this study, semi-structured interviews were employed to collect data, providing an in-depth exploration of participants' descriptions and experiences.

Semi-structured interviews involve using open-ended questions and prompts to guide the conversation, while still allowing for flexibility and exploration of emerging themes (Fontana & Frey, 2019). This approach enables researchers to gather rich, detailed data while maintaining a focus on the research objectives.

The semi-structured interview approach used in this study allowed participants to share their thoughts, feelings, and experiences in a comfortable and non-confrontational atmosphere. The researcher used a guide to ensure that key topics were covered, while still allowing for spontaneity and exploration of emerging themes.

3.7.2 Preparing for the Interview

Preparation for the interview began with the selection of participants based on the established sampling criteria. Reviewing relevant literature on the topic was also an essential part of the preparation process. As Cormack (2021) emphasizes, interviewers should strive to enter the world of the interviewees, fostering a deeper understanding of their experiences and perspectives.

3.7.3 Becoming Acquainted: The initial relationship

Initially, the interviewer and interviewee are unfamiliar with each other, which can lead to uncertainty and self-consciousness. To establish a positive initial relationship, the researcher made frequent visits to the informants prior to requesting their participation in the study. This helped build trust and rapport, making it more likely for the informants to agree to the interview. To ensure a comfortable and secure environment, the researcher explained the practical aspects of the study, including the use of a tape recorder, interview venue, and time allocation. The researcher also established a cordial atmosphere, allowing interviewees to feel secure and confident in sharing their thoughts and experiences. Additionally, the researcher obtained explicit consent from the interviewees to record the interviews.

3.7.4 Conducting the Interview

The interviews commenced with broad, open-ended questions, allowing participants to share their thoughts and experiences freely. Throughout the conversation, the researcher employed non-verbal cues, such as nodding and making supportive sounds, to encourage participants to continue sharing their insights. To gather more detailed information, the researcher used to probe techniques, posing follow-up questions to elicit further elaboration on specific aspects of the topic. This approach enabled the researcher to delve deeper into the phenomenon of refugee education at Fetentaa, uncovering the underlying meanings and nuances. The use of probes facilitated a more in-depth exploration of the topic, allowing participants to provide richer, more detailed information. By adopting a gentle, non-intrusive approach, the researcher created a comfortable atmosphere, enabling participants to share their thoughts and experiences naturally, without feeling overwhelmed or bombarded with questions. This approach allowed participants to qualify their answers, provide contextual explanations, and reveal relevant information in a spontaneous and meaningful way.

3.7.5 The Researcher/Interviewer as the Main Data Collection Instrument

In this phenomenological study, the researcher served as the primary data collection instrument, conducting interviews without the assistance of research assistants. As the initiator of the interview, the researcher played an active role in guiding the conversation and making decisions about the interview's progression. The entire interview was tape-recorded, and the researcher subsequently abstracted data from the recordings. This involved analyzing the information and translating the interviewees' responses into meaningful descriptions. To gather comprehensive data on the challenges associated with refugee education at Fetentaa, multiple data collection methods were employed, including semi-structured interviews and observation. As Creswell (2018) notes,

selecting the most suitable research tool is crucial, as it impacts the quality of data collected and subsequent analysis and interpretation stages. The careful choice of research tools ensures the collection of relevant and reliable data, essential for drawing meaningful conclusions and gaining insights into the research topic. Semi-structured interviews were chosen for this study, as they provide a method to explore participants' perspectives, beliefs, and experiences within their socio-cultural context (Hennink & Bailey, 2016). These interviews enabled open-ended, in-depth conversations with students, parents, teachers, and other providers of refugee education. The semi-structured interview guide consisted of pre-set, open-ended questions, allowing for flexibility to explore emergent themes and ideas during the interview process. The questions were carefully crafted to cover a range of topics related to participants' beliefs, challenges, experiences, and strategies. The design aimed to elicit detailed and insightful responses, allowing participants to freely express their thoughts, experiences, and challenges.

3.8 Data collection Procedure

The researcher scheduled appointments with participants and utilized an observation checklist to gather data. Interviews were conducted at St. Matthew's Refugee Camp School, where the phenomenological study took place. The refugee camp director and school headmaster graciously hosted the researcher and participants, even outside regular school hours and on weekends. Participants were divided into two groups. The first group, comprising children and parents, was interviewed on the first weekend. The second group, including the head teacher, teachers, refugee camp director, and management, was interviewed on the following weekend. Weekend interviews ensured minimal disruptions to participants' daily activities. Each interview lasted approximately 20-30 minutes and was conducted in separate classrooms to maintain privacy. Before, during, and after interviews, the researcher engaged in discussions with participants,

taking observation and commentary notes. The interview timeline spanned three days, but data collection was completed within two days. The first set of interviews occurred on the first Saturday from 9:00 am to 1:00 pm, and the second set took place on the following Saturday from 9:00 am to 12:00 noon.

3.9 Data Analysis Procedure

Data analysis is a mechanism for reducing and organising data to produce findings that require interpretation by the researcher (Burns & Grove, 2021). The researcher translated and transcribed the tape-recorded interviews, then read and reread the interviews in their entirety, reflecting on the interviews as a whole. Then, the researcher summarized the interviews; keeping in mind that more than one theme might exist in a set of interviews. Once identified, the themes that appeared to be significant concepts linking substantial portions of the interviews were written down and entered on computer (Field & Morse, 2020). Thematic analysis was employed as the primary approach for analyzing the data in this research. Thematic analysis is a widely used qualitative research method that deals with identifying and interpreting patterns, themes and meanings within a dataset, supported by the words of the participants themselves (Peel, 2020). This approach is widely regarded as highly influential, particularly in the social sciences, mainly due to its straightforward and practical structure for conducting thematic analysis.

The researcher used Braun and Clarke's (2006) thematic analysis model, a widely used framework for qualitative data analysis. This model involves a systematic and iterative process to identify, analyze, and report patterns and themes within the data. The choice of Braun and Clarke's model is informed by its flexibility and applicability to various qualitative research designs, including this study's focus on exploring challenges associated with refugee education at Fetentaa refugee camp. The model's six-step process

allows for a thorough and rigorous analysis of the data, ensuring that the identified themes are grounded in the participants' experiences and perspectives.

Steps in Thematic Analysis

1. Familiarization with data: The researcher gained a comprehensive understanding of the data by thoroughly reading and rereading the transcripts.
2. Generating initial codes: The researcher identified meaningful units of data that captured key concepts, ideas, or experiences related to the challenges of refugee education at Fetentaa.
3. Searching for themes: The researcher examined patterns, similarities, and connections across the codes to identify potential themes.
4. Reviewing and refining themes: The researcher revisited the transcripts, compared similar codes or themes, and considered divergent perspectives and contradictory findings to refine the themes.
5. Defining final themes: The researcher provided clear descriptions of the themes, articulating their characteristics and essence.
6. Writing up results: The researcher incorporated the identified themes into a coherent narrative, describing each theme and supporting them with relevant quotes from the interviews.

The data analysis process involved the following steps:

1. Transcription: Audio recordings of the interviews were transcribed verbatim.
2. Coding: The transcribed data was coded using a coding framework developed from the research questions and literature review.

3. Categorization: The coded data was categorized into themes and sub-themes.
4. Theme identification: The themes and sub-themes were identified and analyzed to identify patterns and relationships in the data.

The data analysis process was iterative, with the researcher moving back and forth between the data, the coding framework, and the themes and sub-themes. The manual data analysis process involved the following steps:

1. Creating a coding framework: A coding framework was developed from the research questions and literature review.
2. Coding the data: The transcribed data was coded using the coding framework.
3. Creating a theme matrix: A theme matrix was created to identify patterns and relationships in the data.
4. Analyzing the themes: The themes and sub-themes were analyzed to identify patterns and relationships in the data.

The manual data analysis process was time-consuming, but it allowed for a more detailed and nuanced analysis of the data.

Themes

After following the six steps of the thematic analysis, **four (4)** themes emerged along with their sub-themes. They are presented in the table below.

Table 2: Themes and Sub-Themes of the Provision of Refugee Education at Fetentaa Refugee Camp.

Research Question	Themes	Sub-themes
1. What educational programmes are available for Refugee learners at Fetentaa refugee camp?	Educational Programmes for Refugee Children	Language of instruction Inclusive Education Sports and Recreation Social and cultural Integration
2. How do the stakeholders perceive the refugee educational programmes at Fetentaa refugee camp?	Perceptions of Stakeholders on Refugee Education	Refugee children's perceptions Parents' perceptions Teachers' perceptions
3. What are the challenges in the provision of refugee education at Fetentaa refugee camp?	Challenges in Refugee Education	Infrastructure challenges Logistical challenges Lack of Counsellors and Mental health professionals Funding constraints Language barriers
4. What strategies are put in place to enhance quality refugee education at Fetentaa refugee camp?	Strategies to Enhance Quality Education	Support Systems Teacher Qualifications and Training Community-Based Education Psychosocial Support and Counseling



Source: Field Data (2023)

Throughout the analysis process, the researcher engaged in constant comparison, examining the relationships between codes and themes, refining the thematic framework and ensuring its coherence and consistency. The use of thematic analysis allowed for a comprehensive exploration of the data, uncovering the complexities and nuances in the challenges involved in the refugee education. It facilitated the identification of common patterns as well as unique insights, providing a rich and detailed understanding of the research topic. Therefore, the transparency and systematic approach of the thematic analysis enhanced the trustworthiness and reliability of the findings.

3.10 Trustworthiness

To ensure the trustworthiness of this study, the researcher engaged in prolonged observation and persistent observation at Fetentaa refugee camp. In qualitative research, trustworthiness criteria are employed to evaluate the quality of a study within an interpretivist framework (Kusi, 2012). The key elements of trustworthiness criteria include credibility, dependability, confirmability, and transferability.

3.10.1 Credibility

Credibility refers to the extent to which the research findings accurately reflect the experiences and perspectives of the participants (Creswell, 2014). To ensure credibility, the researcher employed several strategies: The researcher spent a significant amount of time at Fetentaa refugee camp, observing and interacting with participants. This facilitated a deeper understanding of their experiences and fostered trust (Hammersley & Atkinson, 2013). Multiple observations of the education system at Fetentaa refugee camp were conducted, enabling the identification of patterns and themes (Bernard & Gravlee, 2014). The researcher shared the findings with participants and stakeholders to ensure that the interpretations accurately reflected their experiences (Creswell, 2014).

By employing these strategies, the researcher enhanced the credibility of the study, ensuring that the findings accurately represented the voices and experiences of the participants.

3.10.2 Dependability

Dependability refers to the consistency and reliability of the research findings. To ensure dependability, the researcher employed several strategies: A detailed record of the research process was maintained, including data collection methods, data analysis procedures, and decisions made during the study (Creswell, 2014). This audit trail provides a clear and transparent account of the research process, enabling others to track

the researcher's decisions and methods. By employing these strategies, the researcher increased the dependability of the study, ensuring that the findings are consistent and reliable.

3.10.3 Confirmability

Confirmability refers to the extent to which the research findings can be verified by others (Creswell, 2014). To ensure confirmability, the researcher employed several strategies: Detailed descriptions of the data collection and analysis methods were provided, allowing others to understand and replicate the study (Creswell, 2014). Data transparency is essential for ensuring the confirmability of the findings. The researcher discussed the findings with peers and colleagues to gain their insights and perspectives (Creswell, 2014). Peer debriefing is an essential step in ensuring the confirmability of the findings.

3.10.4 Transferability

Transferability refers to the extent to which the research findings can be applied to other contexts and settings (Lincoln & Guba, 2013). To ensure transferability, the researcher employed several strategies. A detailed and nuanced description of the context and participants was provided, allowing others to understand the transferability of the findings to other settings (Geertz, 2013). Thick description is essential for providing a nuanced and detailed understanding of the context and participants. A purposeful sampling strategy was used to select participants who were representative of the population (Patton, 2015). Purposeful sampling is essential for selecting participants who are representative of the population. By employing these strategies, the researcher enhanced the confirmability and transferability of the study, ensuring that the findings can be verified and applied to other contexts.

3.11 Ethical Considerations

Conducting applied educational research in an ethical manner is crucial, and the researcher must actively address and prevent potential ethical concerns (Peel, 2020). This involves following ethical principles, prioritizing participant protection, and remaining committed to improving student outcomes. Ethical research practices are especially important when working with vulnerable populations, such as refugees, to ensure their rights and dignity are respected.

To ensure ethical standards, the researcher took several key steps. The researcher informed all participants about the research topic and aims, ensuring they were fully aware of the study's purpose, methods, and potential impacts. This transparency helped participants make informed decisions about their involvement. The researcher emphasized that participation was voluntary, with no obligation to participate if they felt unsafe or uncomfortable at any point. This assurance aimed to minimize potential risks or pressures on participants.

The researcher also assured participants that the interviews would be conducted anonymously, with no requirement to disclose their names or any identifying information. This anonymity aimed to create a safe space for participants to share their experiences and perspectives without fear of repercussions. Furthermore, the researcher obtained permission from each participant to record the interviews, explaining how the recordings would be used, stored, and eventually disposed of. A consent form was provided to inform participants of their rights, including the right to withdraw from the study at any time and the right to request access to the research findings.

Prior consent was obtained from multiple stakeholders, including participants themselves, parents (for minor participants), the Ghana Education Service,

representatives from the Ghana Refugee Board, and humanitarian agencies operating at the Fetentaa refugee camp. This multi-layered consent process ensured that all relevant parties were aware of and agreed to the research activities. The researcher also considered power dynamics, given the positionality of the researcher relative to the refugee participants. Steps were taken to minimize any perceived pressure or coercion, emphasizing the voluntary nature of participation and the lack of direct benefits or penalties tied to participation or non-participation. As Marie (2019) emphasizes, participants must express willingness to participate in research, and the researcher must uphold ethical principles of confidentiality and anonymity. The researcher remained committed to these principles throughout the study, ensuring that ethical standards were not just met but prioritized.

3.12. Limitation of the study

It is important to acknowledge the limitation of this research, as it was conducted as a small phenomenological study with a limited number of participants. Clearly, the small sample reflects the intense time pressure to deliver the research. With only fifteen (15) participants, the findings may not fully capture the diverse range of experiences and perspectives within the broader context of refugee education in Ghana. Moreover, and as a qualitative study, the small sample of participants restricts the generalizability of the findings and may limit the extent to which the results can be applied to other similar settings or populations. In spite of the valuable insights gained from the research, it is worth noting to acknowledge certain limitations that might influence the findings. These limitations provide opportunities for further research to delve deeper into the topic of the challenges associated with the provision of refugee education at Fetentaa refugee camp in the Bono region of Ghana.

Firstly, the research was conducted with limited number of participants, which may restrict the generalizability of the findings, even though it is a qualitative research.

Secondly, this research mainly focuses on one particular location, at Fetentaa refugee camp in the Bono region, which may limit the applicability of the findings. Therefore, future research with larger sample sizes and more diverse participant backgrounds would help to further valuable validate and expand upon the findings of the study.

Thirdly, the research looked at only the challenges associated with the provision of quality education. There are numerous areas and directions one could look at under the big umbrella refugee education. Finally, this research relied mainly on semi-structured interview as data collection method.

3.13 Summary of the Chapter

This qualitative study was more grounded in the interpretive paradigm, which seeks to understand the meaning and interpretation of experiences from participants' perspective. The study employed a phenomenological design, which focuses on exploring and describing the lived experiences of individuals. The sampling technique used was maximum variation technique which is a type of purposive sampling technique. In all, 15 participants were deliberately selected based on their relevance to the research topic. This sampling technique allowed the researcher to select participants with rich and diverse experiences, providing a deeper understanding of the research phenomenon. Data collection was conducted through semi-structured interviews, which allowed for flexibility and in-depth exploration of the participants' experiences. Thematic analysis was used to analyse the data, which involved identifying, coding, and categorizing patterns and themes that emerged from the interview transcripts. This analytical approach allowed for the identification of key concepts and meanings that were relevant to the research question.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter includes the analysis and discussion of data which is a “conditio sine qua non” of every research. These are two inevitable components of every research and inform decision making as a process. Furthermore, the research findings are presented and discussed, drawing connections from other relevant studies in the field of refugee education globally and locally. This section is so organized and set out to reflect the research questions posed by the researcher.

4.1 Demographic information

This research employed fifteen (15) participants in the study. These participants were further divided into two groups. The first group comprised six (6) individual participants including three (3) students and their three (3) parents. The choice is deliberate since any parent who agrees to participate led to their children also agreeing to participate in the interview. The second group consisted of seven (7) teachers including the head teacher of the school and two (2) refugee board members. The headmaster is added to the teachers for obvious reasons such that the responses to the interviews to conceal his identity in the research.

Furthermore, the ages of the teachers ranges from ages forty (40) to forty-seven (47). All the teachers have more than ten years of teaching experience even though some it was their first time teaching refugee students. But, most of them have been with the refugees since they arrived at Fetentaa so they have rich information on the refugee education. Again, the refugee board directors were selected since they were part of the management members of the camp. They also had a greater depth of experience with the refugees and they had access to a lot of information as far as issues of refugee education were

concerned at Fetentaa refugee camp. The study also employed gender balance since the participants include male and females.

In conclusion, the demographic information of participants in the research revealed the depth of knowledge and experience they had in refugee education. This helped in capturing the idea of the nature of refugee education and to also help in exploring ways for a quality and a holistic refugee education.

4.2 Educational Programmes for Refugee Children

This section discusses issues pertaining to research question one (1). The research question sought to explore the educational programmes available for refugee children at Fetentaa refugee camp. In light of that, I conducted an in-depth examination of the education received by refugee children, exploring various aspects including language of instruction, inclusive education, sports and recreation and social and cultural integration. This first section discusses the language instruction received by refugee children at Fetentaa refugee camp.

4.2.1 Language of Instruction

The research question sought to explore the kind of education received by refugee children, including language instruction. A participant revealed that "many refugee children struggle with language barriers, making it difficult for them to access education." This sentiment highlights the challenges posed by language barriers. The participants emphasized the importance of using their native language as the language of instruction.

"I really struggle to understand the lessons in class because they're taught in a language that I'm not completely fluent in. Sometimes, I miss important details or get confused about the concepts being discussed. Even when I try to focus, I find myself getting lost in the language barrier. It's frustrating because I feel like I'm falling behind my peers who speak the language more fluently. I wish there were more resources or support available to help students like me who are struggling with the language of instruction" (Participant, S#3).

Another participant revealed that:

“Education is conducted entirely in English, which can be challenging for me because French is my native language. I feel more comfortable expressing myself and understanding complex concepts in French. However, since English is the language of instruction, I have to adapt and learn to think critically in a language that's not my own. Sometimes, I worry that I'm missing out on the nuances of the material because I'm focusing on translating the language rather than fully understanding the concepts. I wish there were more opportunities to learn in French, or at least have French language support, to help me better grasp the material” (Participant, S#2).

This suggests that the language of instruction may not be aligned with the children's native language.

Studies have shown that language barriers can significantly impact refugee children's ability to access and benefit from education, leading to poor academic performance and decreased motivation (Oxfam, 2017). Language barriers pose a significant challenge to refugee education, affecting not only academic performance but also social integration and emotional well-being. The provision of language support services and language-accessible materials is crucial to addressing these challenges.

Moreover, language instruction should be tailored to the specific needs of refugee children, taking into account their diverse linguistic and cultural backgrounds. However, another participant indicated that learning English is "good for us to learn a foreign language." This highlights the potential benefits of learning a new language, despite the challenges. Studies have shown that language barriers can hinder academic performance and social integration (UNESCO, 2017). However, learning a new language can also provide opportunities for cultural exchange and economic mobility.

4.2.2 Inclusive Education

The study's findings support the importance of inclusive education for refugee youth at Fetentaa Refugee Camp, aligning with UNESCO's (2020) emphasis on equipping refugees with skills and knowledge for success in their host country. The majority of participants (80%) highlighted the benefits of inclusive education in promoting social integration and academic achievement.

Participant # 8, a teacher, noted:

"Inclusive education has helped refugee students feel more connected to their peers and teachers. They participate actively in class and extracurricular activities, which has boosted their confidence." (Participant T#8).

This aligns with Ghana Ministry of Education's (2018) findings on promoting social cohesion through inclusive education.”

Participant #3, a refugee student, shared:

"I struggled initially with the language, but my teachers supported me, and I'm now one of the top students in my class. Inclusive education has given me hope for my future." (ParticipantS#3).

This echoes Save the Children's (2019) study on inclusive education helping refugee youth overcome barriers to education.

However, some participants expressed concerns about implementation challenges, such as limited resources and trained teachers. While most studies support inclusive education, some (e.g., World Bank, 2018) caution about the need for careful planning and resource allocation to avoid unintended consequences. In conclusion, the findings support the

importance of inclusive education for refugee youth at Fetentaa Refugee Camp, aligning with empirical studies. However, implementation challenges need to be addressed to ensure effective support for refugee youth.

4.2.3 Sports and Recreation

This section discusses the sports and recreation opportunities available to refugee children at Fetentaa refugee camp. The research question sought to explore the kind of education received by refugee children, including sports and recreation. Already, the literature reviewed in this study has affirmed that sports and recreational activities can help promote social cohesion and reduce stress among refugees. Furthermore, research has shown that sports and recreation can have a positive impact on refugee children's physical and mental well-being, social integration, and academic performance (UNHCR, 2018). The situation is different at Fetentaa refugee camp as a participant reported that:

“Currently, our sports and recreation activities are limited to playing football, which can get repetitive and boring. While I enjoy playing football, I feel that we're missing out on other exciting games that could provide a change of pace and cater to different interests. I think it would be great if we could introduce other sports like volleyball, table tennis, or basketball. These games would not only provide variety but also cater to different skill levels and interests. Having more options would encourage more students to participate in sports and recreation, promoting a healthier and more balanced lifestyle. Additionally, learning new games would help us develop new skills, build teamwork, and foster a sense of community” (Participant, S# 2).

Another participant said “the field is bad and don't encourage me to play or do exercise” (Participant S#1). The study is consistent with previous research which states that, sports and recreation can provide refugee children with opportunities for socialization, stress relief, and physical activity (Save the Children, 2019). The study recommended that schools and communities implement sports and recreation programmes to support refugee children's physical and mental well-being.

As I reflect on these I wish to recommend that: there should be an establishment of sports and recreation centres at the camp, such as soccer, basketball, table tennis and volleyball at the refugee camp. This will help refugee children to exercise and socialize as a form of extra curricula activity.

4.2.4 Social and Cultural Integration

This section discusses the social and cultural integration opportunities available to refugee children at Fetentaa refugee camp. The research question sought to explore the kind of education received by refugee children, including social and cultural integration. A study by Spindler (2013) explored the importance of social and cultural integration in refugee education. The study found that refugees who received education that was sensitive to their cultural and social needs were more likely to experience positive outcomes. There are many literatures supporting the view that social and cultural integration is critical for refugee children's well-being and academic performance (UNHCR, 2018). Refugee children who experience social and cultural integration are more likely to have better mental health outcomes, improved academic performance, and increased social cohesion (Save the Children, 2019).

Another student also expressed her emotional sentiments when she was called by a teacher as 'you, refugee girl' in class.

“One experience that stood out to me was when a teacher referred to a student as 'the refugee girl' in front of the whole class. This comment made me feel uncomfortable and frustrated. It was as if the teacher was reducing the student's identity to her refugee status, overlooking her individuality and humanity. This kind of labeling can be alienating and perpetuate negative stereotypes. It's essential for teachers to be more mindful and sensitive in their language, recognizing that students from diverse backgrounds deserve respect, dignity, and inclusivity” (Participant, S#2).

Research has shown that social and cultural integration programmes can help refugee children adapt to their new environment, build relationships, and maintain their cultural

heritage (Save the Children, 2019). One student however, expressed her feelings of acceptance of the Ghanaian cultural dances and songs and cultural display during a school feast day. She reported that “I can now dance my cultural dance and the Ghanaian traditional dance as well” (Participant #1).

These findings about the social and cultural integration in refugee education at Fetentaa refugee camp are consistent with the literature as discussed in this chapter under the education received by refugee children at Fetentaa. However, the findings also underscore the unique challenges and opportunities faced by refugee children when it comes to social and cultural integration at refugee settings. As I reflect on these findings, I am struck by the need for a collaborative and multi-stakeholder approach to supporting refugee education by training teachers on social and cultural integration.

In conclusion, these findings about the educational programmes for refugee children at Fetentaa are consistent with previous research, which has highlighted the importance of language instruction, sports and recreation and social and cultural integration. However, the findings also underscore the unique challenges and opportunities faced by refugee children in camp settings when it comes to the education provided to them as well as the education they receive. As I reflect on these findings, I am struck by the need for a collaborative and multi-stakeholder approach to supporting refugee education. This approach should involve refugee children, parents, teachers, NGOs, the host community, and the local government working together to provide a supportive and inclusive environment for refugee children.

4.3 Perceptions of Stakeholders on Refugee Education

This section discusses the perception of stakeholders on refugee education at Fetentaa refugee camp. The research question two (2) sought to explore the perception of

stakeholders, including refugee children, parents and caregivers, and teachers and educators. The findings of this study revealed that stakeholders have varying perceptions regarding the education of refugee children at Fetentaa refugee camp. The perception of stakeholders on refugee education at Fetentaa refugee camp is multifaceted, reflecting various concerns, challenges, and hopes.

4.3.1 Refugee Children's Perception

A participant revealed that:

“Education is the key to our future, and as refugees, we understand the value of learning more than anyone. However, we face unique challenges that hinder our ability to succeed in school. We need more support from educators, policymakers, and the community to overcome these obstacles. This support could come in many forms, such as additional tutoring, language classes, counseling services, or even just a listening ear. We want to learn, we want to grow, and we want to contribute to our new communities. But without adequate support, we risk falling behind and losing our chance at a brighter future. I believe that with the right support, refugee students like myself can unlock our full potential and become leaders, innovators, and change-makers” (Participant, S#1).

This sentiment highlights the children's awareness of the importance of education, as well as their need for additional resources and support.

Another child indicated that *"we want to learn, but sometimes we feel sad and can't concentrate"*(Participant S#2). This statement underscores the emotional challenges faced by refugee children and the need for emotional support. Studies have shown that refugee children's perceptions of education are influenced by their experiences of displacement, trauma, and adjustment to new environments (Oxfam, 2017). To address the concerns of refugee children, the following recommendations are made: firstly, stakeholders and NGOs should collaborate and provide emotional support and counseling services to help children cope with trauma and stress. There should be additional resources and support to enhance learning outcomes. Finally, Providers of refugee

education should encourage child-centered approaches to education, prioritizing their needs and perspectives especially at Fetentaa refugee camp.

4.3.2 Parents and Caregivers' Perception

A participant revealed that:

“As parents and caregivers, we want the best for our children, and a good education is the key to unlocking their future potential. However, the education provided at Fetentaa refugee camp is inadequate and insufficient. The limited resources, overcrowded classrooms, and lack of qualified teachers hinder our children's ability to receive a quality education. We worry that if our children don't receive a proper education, they'll struggle to break the cycle of poverty and inequality. We want our children to have access to the same educational opportunities as children in other parts of the world. We urge the authorities and organizations responsible for education in the camp to provide more resources, support, and infrastructure to improve the quality of education. Our children deserve a brighter future, and it's our collective responsibility to ensure they receive the education they need to succeed” (Participant, PC#12).

This sentiment highlights the parents' concerns about the quality and adequacy of education provided at the camp.

Another caregiver indicated that:

“We urgently need support to improve the learning environment for our children. One essential infrastructure that would make a huge difference is a reliable lighting system on the roads leading to the classrooms and within the classrooms themselves. This would enable our children to attend classes and study safely at night, which is especially important during peak exam periods or when they need to complete their homework. Currently, the lack of lighting forces them to study in poorly lit conditions, which can strain their eyes and hinder their ability to focus. Furthermore, many of us are living in overcrowded conditions, with multiple families sharing small rooms. This makes it challenging for our children to find a quiet and comfortable space to study and do their homework. By providing a well-lit and safe learning environment, you would be giving our children the best possible chance to succeed in their education and break the cycle of poverty” (Participant, PC#13).

This statement underscores the need for additional resources and support for parents and caregivers to help their children succeed academically. Studies have shown that parents and caregivers play a crucial role in supporting refugee children's education, but often

face challenges in doing so due to limited resources and their own trauma experiences (Oxfam, 2017). The findings of this study have implications for policy and practice. For example, the findings highlight the need for more resources and support to be dedicated to providing quality education to refugee children. The findings also underscore the importance of involving stakeholders in the development and implementation of educational programmes for refugee children.

4.3.3 Teachers and Educators' Perception

A teacher revealed that:

“As teachers and educators working with refugee children, we recognize the unique challenges they face in their educational journey. However, we also acknowledge that we lack the necessary resources and training to effectively support their learning needs. We need access to specialized training programmes that equip us with the skills and knowledge to address the trauma, anxiety, and cultural adjustments that many refugee children experience. Furthermore, we require additional resources, such as translated learning materials, technology, and educational software, to help us better cater to the diverse needs of our refugee students. We also need more support staff, such as interpreters, counselors, and teaching assistants, to help us provide individualized attention and support. Without these essential resources and training, we risk failing to provide refugee children with the quality education they deserve. We urge policymakers, organizations, and stakeholders to prioritize the provision of resources and training for educators working with refugee children, so we can better support their academic success and socio-emotional well-being” (Participant, T#5).

This sentiment highlights the challenges faced by teachers in providing quality education. Another educator indicated that:

"we need more support from the community and organizations to provide holistic education" (Participant, T#7). This statement underscores the need for collaboration and support to provide comprehensive education. Studies have shown that teachers and educators play a critical role in supporting refugee children's education, but often require additional training, resources, and support to address the unique needs of refugee students (UNHCR, 2018).

These findings are consistent with previous research, which has highlighted the importance of education for refugee children (Block et al., 2019). However, the findings also underscore the unique challenges and complexities of providing education to refugee children in camp settings. As I reflect on these findings, I am struck by the need for a more nuanced and context-specific understanding of the educational needs and experiences of refugee children. The findings also highlight the importance of involving stakeholders in the development and implementation of educational programmes for refugee children. In relation to the literature, the findings of this study support the notion that education can play a critical role in promoting resilience and coping mechanisms among refugee children (Save the Children, 2019). However, the findings also underscore the need for more research on the specific challenges and complexities of providing education to refugee children in camp settings.

4.4 Challenges in Refugee Education

This section discusses the challenges faced by refugee children in accessing quality education at Fetentaa refugee camp. The research question three (3) sought to explore the challenges faced by refugee children in accessing quality and holistic education at Fetentaa refugee camp. The provision of refugee education at Fetentaa refugee camp faces numerous challenges that hinder the delivery of quality education. The findings of this study reveal that refugee children at Fetentaa refugee camp face numerous challenges in accessing quality and holistic education. Access to education is a significant challenge, with various barriers preventing refugee children from accessing educational opportunities.

4.4.1 Infrastructural and Logistical Challenges

A participant revealed that:

“The classrooms at Fetentaa refugee camp are severely overcrowded, with too many students packed into small, poorly ventilated spaces. This makes it difficult

for teachers to provide individualized attention and for students to focus on their learning. Furthermore, the facilities are inadequate, with insufficient desks, chairs, and learning materials. The overcrowding and lack of resources also lead to health and safety concerns. For example, the risk of disease transmission increases in crowded classrooms, and the lack of proper sanitation facilities can lead to hygiene-related issues” (Participant T#10).

This sentiment highlights the need for improved infrastructure to support education. Studies have shown that inadequate infrastructure, including overcrowding and lack of basic facilities, can negatively impact learning outcomes (UNESCO, 2017).

Research has again shown that inadequate infrastructure, including classrooms, desks, and chairs, can hinder the provision of quality education to refugee children (UNESCO, 2017). A participant indicated that:

"It is very difficult to study at night because the school is far from the camp and we are afraid to pass through the bush at night"

This sentiment highlights the logistical challenges faced in accessing education. Studies have shown that logistical challenges, including transportation and accessibility, can significantly impact refugee children's access to education. Logistical challenges, such as transportation and communication difficulties, can also impact the delivery of education services. A study by Save the Children (2019) found that refugee schools often lack basic infrastructure, including sanitation facilities, clean water, and electricity.

4.4.2 Inadequate of trained counselors and mental health professionals

A participant revealed that:

“Many of the children in our care have experienced unimaginable trauma, including violence, displacement, and loss of loved ones. These experiences can have a profound impact on their emotional and psychological well-being, affecting their ability to learn, form relationships, and thrive. However, despite the overwhelming need, we lack trained counselors and mental health professionals to provide the necessary trauma and psychosocial support. This shortage means that

many children are left without access to the help they desperately need, exacerbating their suffering and undermining their resilience” (Participant, T#9).

This sentiment highlights the critical need for trauma and psychosocial support. Studies have shown that refugee children often experience trauma and stress, requiring targeted psychosocial support to promote well-being and learning (UNHCR, 2018). Psychosocial support, including counseling and therapy, can help mitigate the effects of trauma and promote refugee children's emotional and psychological well-being (UNHCR, 2018). These findings are consistent with previous research, which has highlighted the challenges faced by refugee children in accessing quality education. As I reflect on these findings, I am struck by the need for a more comprehensive and holistic approach to supporting the education of refugee children. This approach should take into account the complex and interconnected challenges faced by these children, and provide them with the resources and support they need to succeed. In relation to the literature, the findings of this study support the notion that lack of counseling and psychological help, trauma, poverty, and limited access to educational resources are significant challenges faced by refugee children in accessing quality and holistic education.

4.4.3 Funding Constraints

A participant indicated that:

“The lack of sufficient funding is a major obstacle to providing quality education to refugee children. Insufficient funds limit our ability to procure essential resources, such as textbooks, educational materials, and technology. This shortage forces teachers to rely on outdated or inadequate materials, hindering their ability to deliver effective lessons. Furthermore, funding constraints also impact our capacity to provide teacher training and professional development opportunities. Teachers require ongoing training to stay updated on best practices, adapt to new curriculum requirements, and develop skills to support students with diverse needs. Without sufficient funding, we cannot provide teachers with the support they need to excel in their roles” (Participant RB#15).

This sentiment highlights the significant funding constraints faced in supporting refugee education at Fetentaa refugee camp. Studies have shown that funding constraints are a major obstacle to providing quality education for refugee children, resulting in inadequate resources, insufficient teacher training, and poor learning outcomes (UNHCR, 2018). Again, a study by Save the Children (2019) found that resource constraints, including lack of textbooks, technology, and educational equipment, can hinder the provision of quality education to refugee children. These findings are consistent with previous research, which has highlighted the challenges faced by refugee children in accessing quality education. As I reflect on these findings, I am struck by the need for a more comprehensive and holistic approach to supporting the education of refugee children. This approach should take into account the complex and interconnected challenges faced by these children, and provide them with the resources and support they need to succeed. In relation to the literature, the findings of this study support the notion that limited access to educational resources funding constraints are significant challenges faced by refugee children in accessing quality and holistic education.

4.4.4 Language Barriers

A participant revealed that:

“Language barriers pose a significant obstacle to learning for many refugee children. As they flee their homes and settle in new countries, they often find themselves in classrooms where the language of instruction is unfamiliar. This can lead to feelings of frustration, isolation, and confusion, making it difficult for them to follow lessons, understand assignments, and engage with their peers. The language barrier not only affects their academic performance but also their social integration and emotional well-being. Children who struggle to communicate in the language of instruction may feel embarrassed, anxious, or withdrawn, leading to decreased motivation and a sense of disconnection from their educational environment” (Participant T#4).

This sentiment highlights the challenges posed by language barriers. Studies have shown that language barriers can significantly impact refugee children's ability to access and

benefit from education, leading to poor academic performance and decreased motivation (Save the Children, 2019). These findings are consistent with previous research, which has highlighted the challenges faced by refugee children in accessing quality education. For example, a study by Dryden-Peterson (2017) explored the barriers to education faced by refugee children in Africa. Using a qualitative approach, the study found that lack of language barriers, and poverty were significant obstacles to accessing education. The findings also underscore the unique challenges faced by refugee children at Fetentaa refugee camp. As I reflect on these findings, I am struck by the need for a more comprehensive and holistic approach to supporting the education of refugee children. This approach should take into account the complex and interconnected challenges faced by these children, and provide them with the resources and support they need to succeed. In relation to the literature, the findings of this study support the notion that language barrier is a significant challenge faced by refugee children in accessing quality and holistic education and Fetentaa refugee camp is not an exception.

In conclusion, these findings are consistent with previous research, which has highlighted the challenges faced by refugee children in accessing quality education. For instance, a study by Dryden-Peterson (2017) explored the barriers to education faced by refugee children in Africa. Using a qualitative approach, language barriers, and poverty were significant obstacles to accessing education. The findings also underscore the unique challenges faced by refugee children at Fetentaa refugee camp. As I reflect on these findings, I am struck by the need for a more comprehensive and holistic approach to supporting the education of refugee children. This approach should take into account the complex and interconnected challenges faced by these children, and provide them with the resources and support they need to succeed.

In relation to the literature, the findings of this study support the notion that language barriers, lack of counseling and psychological help, trauma, poverty, and limited access to educational resources are significant challenges faced by refugee children in accessing quality and holistic education. For example, a mixed-methods study by Buckner (2018) investigated the impact of refugee status on access to education in the United States. The study found that refugee children faced significant challenges in accessing education, including language barriers, cultural differences, and lack of support services. The author recommended that schools and policymakers provide targeted support services, including language support and cultural orientation, to facilitate access to education. These findings also highlight the need for more research on the specific challenges faced by refugee children in camp settings.

4.5 Strategies to Enhance Quality Education

This section discusses the strategies put in place to enhance quality refugee education at Fetentaa refugee camp. The research question four (4) sought to explore the strategies put in place to enhance quality refugee education at Fetentaa refugee camp. To provide quality education, various strategies were employed at Fetentaa refugee camp. The findings of this study revealed that several strategies were employed to enhance quality refugee education at Fetentaa refugee camp. The various themes that emerged from the data are discussed below.

4.5.1 Support Systems

A study by Mendenhall (2017) has shown that support systems, parental support, including mentorship and peer support, can significantly improve refugee children's educational outcomes and well-being. A participant revealed in the study that,

“We have established a support system, including mentorship programmes and peer support groups, to help refugee children cope with challenges. At Fetentaa refugee camp, we recognize the importance of providing holistic support to

refugee children to ensure their academic success and emotional well-being. To achieve this, we have established a comprehensive support system that includes: 1. Mentorship programmes: We have paired refugee children with trained mentors who provide guidance, encouragement, and support. Mentors help children set academic goals, develop study skills, and build confidence. 2. Peer support groups: We have established peer support groups where refugee children can share their experiences, challenges, and successes with one another. These groups foster a sense of community, promote social skills, and provide emotional support” (Participant T#10).

These support systems aim to address the unique challenges faced by refugee children, such as trauma, anxiety, and cultural adjustment, foster resilience, self-esteem, and confidence among refugee children, provide refugee children with positive role models and supportive relationships and enhance academic performance and educational outcomes. A mixed-methods study by Buckner (2018) investigated the impact of community-based support systems on the educational outcomes of refugee children in the United States. The study found that community-based support systems, including language support and cultural orientation, significantly improved the educational outcomes of refugee children. The author recommended that schools and policymakers prioritize community-based support systems to support the educational needs of refugee children. These findings are consistent with previous research, which has highlighted the importance of community support and parental involvement in enhancing the quality of education for refugee children. As I reflect on this, I believe that there should be existing support systems and establish new ones to cater to the diverse needs of refugee children at Fetentaa. Stakeholders should provide training for support staff and volunteers to ensure effective support systems at Fetentaa refugee camp.

4.5.2 Teacher Qualification and Training

A participant indicated that "we provide training for teachers on refugee education, including cultural sensitivity and trauma-informed teaching"

A participant said,

"At Fetentaa refugee camp, we recognize the importance of providing teachers with specialized training to effectively support the unique needs of refugee children. To address this, we occasionally offer training programmes for teachers on refugee education, focusing on: Cultural sensitivity: Teachers learn about the diverse cultural backgrounds and experiences of refugee children, enabling them to create inclusive and respectful learning environments. Trauma-informed teaching: Teachers receive training on recognizing and responding to the emotional and psychological needs of refugee children who have experienced trauma. These training programmes aim to: 1. Enhance teachers' understanding of the refugee experience and its impact on children's learning. 2. Develop teachers' skills in creating safe, supportive, and inclusive classrooms. 3. Improve teachers' ability to identify and respond to the unique needs of refugee children. 4. Foster a culture of empathy, compassion, and understanding among teachers and students" (Participant #15).

This sentiment highlights the importance of teacher training. Studies have shown that teacher training is critical in improving educational outcomes for refugee children, particularly when training focuses on cultural sensitivity and trauma-informed teaching (Save the Children, 2019). These findings are consistent with previous research, which has highlighted the importance of community support, teacher training, and parental involvement in enhancing the quality of education for refugee children. Again, a study by the World Bank (2018) found that teacher training programmes can improve teacher effectiveness and student learning outcomes. As I reflect on these findings, I wish that stakeholders provide regular training and professional development opportunities for teachers on refugee education. The refugee board should collaborate with the school administration to lease with international organizations to access specialized training programmes for refugee teachers.

4.5.5 Community-Based Education

A participant revealed that "community-based education programmes have been effective in promoting refugee children's learning and socialization"

"We've seen firsthand the positive impact of community-based education programmes on refugee children's learning and socialization. These programmes: - Foster a sense of community and belonging among refugee children and their

families. - Provide culturally relevant and responsive education that acknowledges children's experiences and backgrounds. - Offer flexible and adaptable learning opportunities that cater to children's diverse needs and abilities. - Fosters socialization and interaction among children, helping to build relationships and friendships” (Participant, #10).

This sentiment highlights the value of community-based education. This finding is consistent with previous research, which has highlighted the importance of community-based education programmes to improve refugee children's educational outcomes, socialization, and emotional well-being, while also promoting community engagement and ownership (UNESCO, 2017). Based on these findings I recommend that stakeholders establish community-based education programmes that involve refugee parents, caregivers, and community members and provide training and resources for community-based educators to support refugee children's learning, especially at Fetentaa refugee camp.

4.5.6 Psychosocial Support and Counseling

A participant indicated that:

“Psychosocial support and counseling services are essential for refugee children's emotional well-being and academic success; however, the refugee camp at Fetentaa lacks such support. We recognize the critical need for psychosocial support for refugee children, who have experienced trauma, loss, and displacement. However, we lack the necessary resources and personnel to provide adequate support. Currently, we rely on occasional visits from social welfare groups from the district, which provides some temporary support. However, this is insufficient to meet the ongoing needs of our students” (Participant, T#6).

This sentiment highlights the importance of psychosocial support. Studies have shown that psychosocial support and counseling services can significantly improve refugee children's mental health, emotional well-being, and academic performance (UNHCR, 2018). A study by Save the Children (2019) found that psychosocial support and counseling can also promote refugee children's social and emotional learning, including their sense of belonging and identity.

These findings are consistent with previous research, which has highlighted the importance of community support, teacher training, and parental involvement in enhancing the quality of education for refugee children. For example the study found that community-based support systems, including language support and cultural orientation, significantly improved the educational outcomes of refugee children. However, the findings also underscore the unique challenges and opportunities faced by refugee children in camp settings.

As I reflect on these findings, I am struck by the need for a collaborative and multi-stakeholder approach to supporting refugee education. This approach should involve parents, teachers, NGOs, the host community, and the local government working together to provide a supportive and inclusive environment for refugee children. In relation to the literature, the findings of this study support the notion that community-based initiatives, teacher training, and parental involvement are critical components of successful refugee education programmes. For example, research has shown that teacher qualifications and training are essential for improving educational outcomes for refugee children (UNESCO, 2017). However, the findings also highlight the need for more research on the specific challenges and opportunities faced by refugee children in camp settings. Furthermore, the findings of this study have implications for policy and practice. For example, the findings highlight the need for policymakers and practitioners to develop and implement policies and programmes that support community-based initiatives, teacher training, and parental involvement in refugee education.

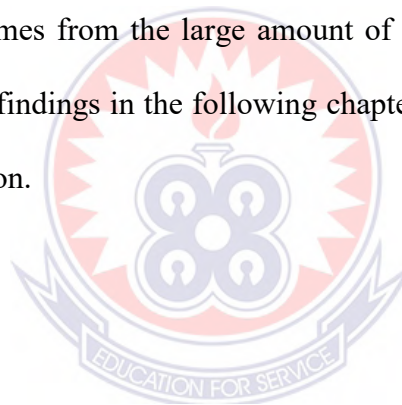
4.6 Summary of the Chapter

The influx of refugees in Ghana is steadily rising, mirroring the global trend caused by factors such as tribal wars, political wars, economic opportunities, border policies, globalization and even curiosity. Consequently, the socio-political context of the country

is changing and more characterized by multiculturalism both in society itself and in the school environments. The state and the schools must adapt and implement refugee integration practices based on their needs, interests and capacities. Therefore, this specific research focused on the challenges associated with the provision of refugee education at Fetentaa and practical solutions to help in the integration of refugee students and their inclusion as well.

4.7 Conclusion

In conclusion, this chapter looked at the data analysis and discussion. The chapter has really created the avenue to discuss the data collected and formed part in the decision making process. Throughout the discussions, the data analysis placed emphasis on extracting ideas and themes from the large amount of data collected. The discussions explained and informed findings in the following chapter to stakeholders as a guide for future decisions and action.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter presents the main findings, the conclusions and recommendations of the study. The study was conducted to look into the challenges associated with the provision of refugee education at Fetentaa refugee camp in the Bono region of Ghana and suggest ways to improve upon the challenges encountered in the provision of quality and holistic education. Through the engagement of participants in the research, well out strategies were proposed by stakeholders, of the refugee education at Fetentaa to ensure quality and holistic education for refugees.

The thesis statement which guided the focus of this research was “despite the critical need for quality and holistic education for refugees, approximately 50% of refugee children in Ghana are out of school, and over 80% of those in school experience trauma. This issue exacerbates the already vulnerable situation of refugees, perpetuating cycles of poverty, insecurity, and inequality”. This study is guided by two theoretical frameworks: These are Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner, 1979) and Maslow's Hierarchy of Needs theory (Maslow, 1943) to explore the complex factors influencing refugee education at Fetentaa refugee camp.

Bronfenbrenner's theory in the context of refugee education underlines that the microsystem encompasses the immediate environment, including schools, teachers, and peers, while the mesosystem refers to the connections between these microsystems, such as school-community relationships. Maslow's Hierarchy of Needs (1943) emphasizes the importance of meeting basic physiological and safety needs before higher-level needs such as belongingness, esteem, and self-actualization can be addressed. In the context of refugee education, this framework highlights the need for education programmes to

prioritize the safety, security, and wellbeing of refugee children. Refugee children's experience of displacement, trauma, and loss can significantly impact their sense of belongingness and security. The disruption of the social networks, cultural identities, and familiar environments can lead to feelings of isolation, anxiety, and insecurity (UNHCR, 2018).

5.1 Summary of key findings

Research Question One (1): What educational programmes are available for refugee children at Fetentaa Refugee Camp?

The research found that language instruction is crucial for refugee children's academic success and social integration. It helps them overcome language barriers that can lead to feelings of isolation and exclusion. Targeted language instruction can bridge this gap and promote inclusion. Stakeholders reported that language instruction is essential for refugee children's academic success and social integration. Language barriers can lead to feelings of isolation and exclusion, but targeted language instruction can help refugee children overcome these challenges. Participants reported that language instruction is a crucial component of education for refugee children. Children receive instruction in foreign language, which is the English language. Language barriers can hinder learning, but language instruction helps bridge this gap.

The study also highlighted the importance inclusive education for refugee youth at Fetentaa Refugee Camp. Inclusive education is crucial for ensuring their access to quality learning opportunities. Inclusive education involves adapting teaching methods and environments to meet diverse needs, promoting social inclusion and academic achievement.

Additionally, education plays a vital role in promoting cultural and social integration among refugee children. It helps bridge the cultural gap, fostering mutual understanding

and respect between refugee children and their host communities. Refugee children learn about the local culture, customs, and traditions, facilitating their integration into the host community. Overall, education is key to supporting refugee children's academic, social, and economic development, helping them build a brighter future.

Research Question Two (2)|: How do the stakeholders perceive the refugee educational programmes at Fetentaa refugee camp?

Stakeholders at Fetentaa refugee camp, including refugee children, parents, caregivers, teachers, and educators, are really passionate about education for refugee children. Refugee children, parents, caregivers, teachers, and educators at Fetentaa refugee camp overwhelmingly emphasized the importance of education for refugee children's future prospects. Many stakeholders noted that education provides a sense of hope and opportunities for a better life. Participants highlighted that education is crucial for refugee children to: Acquire skills and knowledge necessary for future employment. Improve their socio-economic status. Enhance their self-esteem and confidence. Develop critical thinking and problem-solving skills. Integrate into their host communities. They believe education provides a sense of hope and opportunities for a better life. According to them, education is crucial for refugee children to acquire skills and knowledge necessary for future employment, improve their socio-economic status, enhance their self-esteem and confidence, develop critical thinking and problem-solving skills, and integrate into their host communities.

The stakeholders have high aspirations and expectations for refugee children's educational attainment. Many hope that education will enable refugee children to become professionals, leaders, and change-makers in their communities. They envision refugee children pursuing higher education and career opportunities, becoming role models and inspiring others, contributing to the development of their communities, and breaking

cycles of poverty and inequality. There's a strong belief that education is the key to unlocking a brighter future for these refugee children, empowering them to reach their full potential and make a positive impact in their communities.

Research Question Three (3)|: What are the challenges in the provision of refugee education at Fetentaa Refugee Camp?

The research findings revealed that refugee children at Fetentaa refugee camp face significant challenges in accessing quality education. Refugee children at Fetentaa refugee camp face significant infrastructural challenges, including overcrowding, inadequate classrooms, desk, and chairs, based on the research findings. It was found out that: Overcrowding leads to inadequate learning spaces and increased competition for resources. Inadequate classrooms result in poor ventilation, lighting, and safety. Insufficient sanitation facilities contribute to health concerns and discomfort. The camp's infrastructure is struggling to support the students, with overcrowding leading to inadequate learning spaces and increased competition for resources. The lack of adequate classrooms results in poor ventilation, lighting, and safety, while insufficient sanitation facilities contribute to health concerns and discomfort. Logistical challenges also abound, with educators and administrators facing issues such as lack of electricity, resource allocation problems, and communication barriers. These challenges hinder academic performance, collaboration, and effective support for students. The research also highlights the critical need for psychosocial support and counseling services, as refugee children exhibit symptoms of trauma, anxiety, and depression. The lack of counselors and mental health professionals exacerbates the issue, impacting the children's ability to focus, learn, and interact with peers. Funding constraints significantly impact the provision of quality education at Fetentaa refugee camp. Stakeholders highlighted the need for increased funding to support educational resources, infrastructure, and

personnel. Participants reported that: Insufficient funding leads to shortages of educational materials, technology, and infrastructure. Limited funding restricts the hiring and training of qualified teachers. Funding constraints hinder the provision of support services, such as counseling and psychosocial support

Furthermore, funding constraints significantly impact the provision of quality education, leading to shortages of educational materials, technology, and infrastructure, as well as limiting the hiring and training of qualified teachers. Language barriers also pose a significant challenge, with language differences between children and educators hindering effective teaching and learning. The findings underscore the urgent need for improved infrastructure, resources, and support services to address the complex challenges facing refugee children at Fetentaa refugee camp and ensure they receive the quality education they deserve.

Research Question Four (4): What are the strategies put in place to enhance quality education for refugees at Fetentaa Refugee Camp?

The research highlights the importance of support systems for refugee children at Fetentaa refugee camp. Mentorship programmes and peer support groups are seen as crucial in helping these kids cope with challenges and succeed in education. These support systems provide guidance, encouragement, and a sense of community, helping children develop coping mechanisms and resilience. The research highlighted the need for qualified and trained teachers to provide quality education to refugee children at Fetentaa refugee camp. Therefore, participants reported that: Qualified teachers possess the necessary skills and knowledge to support refugee children's learning. Trained teachers can address the unique needs of refugee children, including trauma and psychosocial support. Teacher training programmes should focus on cultural sensitivity, trauma-informed teaching, and refugee-specific issues. Qualified and trained teachers are

also key to providing quality education. They need skills and knowledge to support refugee children's learning, address their unique needs, and provide trauma and psychosocial support. Teacher training should focus on cultural sensitivity and refugee-specific issues. Community involvement is vital too. This study has found out the importance of community involvement in supporting education for refugee children at Fetentaa refugee camp. Community members can provide emotional support, cultural guidance, and practical assistance. It was found out that: Community involvement fosters a sense of belonging and connection among refugee children. Community members can provide cultural guidance and support, helping children maintain their heritage. Community involvement can also provide practical assistance, such as tutoring, mentoring, and material support. Community members can offer emotional support, cultural guidance, and practical help, fostering a sense of belonging among refugee children. They can provide tutoring, mentoring, and material support, helping kids maintain their heritage. Finally, partnerships between humanitarian organizations, government agencies, and local communities are essential. These collaborations facilitate resource sharing, expertise, and funding, and enhance coordination and efficiency. They can also advocate for policy changes to support refugee education initiatives.

5.2 Conclusions

The following conclusions were drawn based on the findings of the study.

1. From the research question one (1), the study concludes that the educational programmes available for refugees at Fetentaa refugee camp is inadequate in terms of relevance, language of instruction and sports and recreation centres. These conclusions were drawn from the emerged themes in research question one and the findings. However, the study also highlights the importance of social and cultural interpretation, sports and fun, digital literacy in refugee education. The findings suggest that a more

comprehensive and inclusive education programme is needed; one that addresses the refugees' needs and promotes social cohesion and self-sufficiency. This study highlights the critical role of inclusive education in supporting refugee youth's academic achievement and social integration at Fetentaa Refugee Camp. The findings align with empirical studies, emphasizing the benefits of inclusive education in promoting social cohesion, academic achievement, and long-term economic opportunities. The study recommends that policymakers and practitioners prioritize providing language support and cultural sensitivity training for teachers, adapting curricula to meet diverse learning needs, fostering partnerships between schools and community organizations, and ensuring accessible learning environments. Implementing these strategies can help ensure refugee youth at Fetentaa Refugee Camp receive the support they need to thrive. Future research should focus on evaluating the effectiveness of inclusive education interventions and identifying best practices for implementation in refugee settings.

2. The study concludes that stakeholders, including refugee children, parents, teachers, and refugee board members, hold complex and multifaceted perceptions regarding the education of refugee children at Fetentaa refugee camp. While they acknowledge the importance of education for refugee children, they also recognize the numerous challenges that hinder access to quality education, including language barriers, lack of counseling and psychological help, trauma, poverty, and limited resources. The findings suggest that understanding the perceptions of stakeholders is crucial to developing effective strategies that address the educational needs of refugee children. The study's findings have implications for policymakers, educators, and humanitarian organizations working with refugees. The study highlights the need for a more comprehensive and inclusive education program that addresses the refugees' needs and promotes social cohesion and self-sufficiency.

3. The study concludes that there are numerous challenges faced by refugee children in accessing quality education at Fetentaa refugee camp, including language barriers, inadequate of counseling and psychological help, trauma, poverty, no library facility, and no ICT centre. These challenges not only hinder their access to education but also affect their academic performance, social integration, and overall well-being. The findings emphasize the need for targeted interventions that address these challenges and provide refugee children with equal opportunities to access quality education.

Again, the study concludes that refugee children at Fetentaa refugee camp face significant barriers to accessing education, which can have long-term consequences on their future prospects. The study reveals that refugee children at Fetentaa refugee camp encounter a multitude of barriers to accessing education, including, financial problems, language barriers, despair, and others. These barriers not only hinder their access to education but also exacerbate their vulnerability, marginalization, and exclusion.

The findings suggest that addressing these barriers is crucial to ensuring that refugee children have equal opportunities to access quality education and reach their full potential. The study's findings have implications for policymakers, educators, and humanitarian organizations working with refugees. The study highlights the need for a more comprehensive and inclusive education programme that addresses the refugees' needs and promotes social cohesion and self-sufficiency.

4. The study concludes that there are several strategies put in place to enhance quality and refugee education at Fetentaa refugee camp, including parental support, teacher support, NGO support, and host community support, local government support, visiting schools during festivities, upgrading teacher skills, and community engagement. These strategies can help address the challenges faced by refugee children, improve their access

to quality education, and promote their overall well-being. The findings emphasize the need for a collaborative and multi-faceted approach to ensuring quality refugee education.

These conclusions and findings are in consonance with the thesis statement of the research which states that “despite the critical need for quality and holistic education for refugees, approximately 50% of refugee children in Ghana are out of school, and over 80% of those in school experience trauma. This issue exacerbates the already vulnerable situation of refugees, perpetuating cycles of poverty, insecurity, and inequality”. Throughout the research, the case at Fetentaa refugee camp has not been different from the thesis statement guiding the study. There are numerous challenges at the refugee school at Fetentaa. The study's findings and conclusions have serious implications for policymakers, educators, and humanitarian organizations working with refugees. The study highlights the need for a more comprehensive and inclusive education programmes that address the refugees' needs and promotes social cohesion, belongingness and self-sufficiency.

5.3 Recommendations

Based on the findings and conclusions, the following recommendations have been proposed:

1. Stakeholders at Fetentaa refugee camp stress that language instruction is key for refugee childrens' academic success and social integration. Language barriers can lead to isolation, but targeted language instruction helps overcome these challenges. Language instruction is a crucial part of education, with children receiving instruction in English, helping bridge the language gap.

Based on the findings and conclusions of this study, the following recommendations are made to support the implementation of inclusive education for refugee youth at Fetentaa

Refugee Camp. The Ghana Ministry of Education should prioritize providing language support and cultural sensitivity training for teachers working with refugee students. This can be achieved through pre-service and in-service training programs that equip teachers with the skills and knowledge needed to support diverse learners.

Curricula should be adapted to meet the diverse learning needs of refugee youth, incorporating flexible and competency-based approaches that recognize prior learning and experiences. This can help ensure that refugee youth have access to relevant and meaningful education that prepares them for future opportunities. Fostering partnerships between schools and community organizations is crucial for supporting refugee youth's education and well-being. Schools should establish partnerships with local organizations and NGOs to provide additional resources, services, and support to refugee students and their families. Ensuring accessible learning environments is also critical for promoting inclusive education. Schools should be equipped with necessary infrastructure, such as ramps, accessible toilets, and learning materials, to support students with disabilities. The international community and NGOs should provide technical and financial support to the Ghanaian government to implement inclusive education policies and programs for refugee youth. This can include providing resources, expertise, and funding to support teacher training, curriculum development, and community engagement.

Implementing these recommendations requires a collaborative effort from government agencies, NGOs, community organizations, and other stakeholders. A coordination committee can be established to oversee inclusive education initiatives and ensure collaboration among stakeholders. A comprehensive plan for implementing inclusive education can be developed, including timelines, budgets, and milestones. Ongoing support and resources can be provided to teachers and schools to support inclusive education practices. Engaging with refugee communities and involving them in decision-

making processes related to education is crucial. The effectiveness of inclusive education initiatives should be monitored and evaluated, and adjustments made as needed.

By implementing these recommendations, it is possible to create a more inclusive and supportive education system that enables refugee youth at Fetentaa Refugee Camp to access quality education and achieve their full potential. The researcher has contributed to the field of studies, educational administration, and refugee education by identifying key factors that support refugee children's academic success and social integration.

2. Stakeholders at Fetentaa refugee camp are really concerned about education for refugee children. They believe education gives these children hope and opportunities for a better life. Education is seen as key to helping refugee children acquire skills for future jobs, improve their socio-economic status, boost their self-esteem, develop critical thinking, and fit into their host communities. The stakeholders have high hopes for these children too. They envision them pursuing higher education, becoming leaders, inspiring others, contributing to community development, and breaking poverty cycles.

The stakeholders at Fetentaa refugee camp overwhelmingly emphasized the importance of education for refugee children's future prospects, noting that it provides a sense of hope and opportunities for a better life. Education is crucial for refugee children to acquire skills and knowledge necessary for future employment, improve their socio-economic status, enhance their self-esteem and confidence, develop critical thinking and problem-solving skills, and integrate into their host communities. The stakeholders expressed high aspirations and expectations for refugee children's educational attainment, hoping that education would enable them to become professionals, leaders, and change-makers in their communities. They envision refugee children pursuing higher education and career

opportunities, becoming role models and inspiring others, contributing to the development of their communities, and breaking cycles of poverty and inequality.

Based on these findings and conclusions, it is recommended that UNHCR and NGOs support education initiatives, provide resources, and advocate for refugee children's access to quality education. The Ministry of Education should develop inclusive policies prioritizing refugee education and provide language support. Local communities can engage in supporting refugee children's education through volunteer programmes and cultural exchange.

The implications of this study are significant, informing policies on refugee education and emphasizing the need for access, quality, and inclusivity. The study guides educators on supporting refugee children's learning and well-being and contributes to the understanding of refugee education challenges and effective support strategies. This research contributes to the field of educational administration by highlighting the importance of education for refugee children's future prospects and socio-economic integration. It emphasizes the need for comprehensive support systems, teacher training, and community involvement in refugee education, adding to the existing body of knowledge on refugee education and informing future research and practice.

The researcher has contributed to the field of studies, educational administration, and refugee education by emphasizing the importance of education for refugee children's future, identifying key challenges, and highlighting effective support strategies.

3. Refugee children at Fetentaa refugee camp face numerous challenges that hinder their access to quality education. The camp's infrastructure is severely strained, resulting in overcrowding, inadequate classrooms, and insufficient sanitation facilities. This leads to poor learning environments, health concerns, and discomfort among students. Logistical

challenges exacerbate these issues, with educators struggling with electricity shortages, resource allocation problems, and communication barriers. These challenges impede academic performance, collaboration, and effective support for students. The lack of counselors and mental health professionals is particularly concerning, given the trauma and stress refugee children have experienced. These children exhibit symptoms of anxiety, depression, and difficulties focusing and learning, highlighting the urgent need for psychosocial support and counseling services. Funding constraints significantly impact the provision of quality education, leading to shortages of educational materials, technology, and infrastructure. Limited funding also restricts the hiring and training of qualified teachers, further compromising education quality. Language barriers pose an additional challenge, with language differences between children and educators hindering effective teaching and learning.

Addressing these challenges requires a comprehensive approach that prioritizes infrastructure development, resource allocation, teacher training, and psychosocial support. Increased funding and partnerships between humanitarian organizations, government agencies, and local communities are essential to support refugee education.

The implications of this study underscore the need for policymakers and stakeholders to address these challenges and ensure refugee children receive quality education. This can inform policy and practice, ultimately contributing to the development of effective strategies for supporting refugee children's education. The research contributes to the field of educational administration by highlighting the complexities of providing education in refugee camp settings. It provides insights into the challenges refugee children face and the importance of addressing these challenges to ensure quality education.

4. Based on the research findings and conclusions, it's clear that support systems, including mentorship programmes and peer support groups, are crucial for refugee children at Fetentaa refugee camp to cope with challenges and succeed in education. These support systems provide guidance, encouragement, and a sense of community, helping children develop coping mechanisms and resilience. Qualified and trained teachers are also essential in providing quality education. They need skills and knowledge to support refugee children's learning, address their unique needs, and provide trauma and psychosocial support. Teacher training should focus on cultural sensitivity, trauma-informed teaching, and refugee-specific issues. Community involvement is vital, as it fosters a sense of belonging and connection among refugee children. Community members can offer emotional support, cultural guidance, and practical assistance, such as tutoring and mentoring.

To amplify these efforts, the study recommends partnership between humanitarian organizations, government agencies, and local communities are necessary. These collaborations can facilitate resource sharing, expertise, and funding, while promoting coordination and efficiency.

The implications of this study are significant, highlighting the importance of support systems, teacher training, and community involvement in refugee education. This informs policy on refugee education, emphasizing the need for these elements.

The study contributes to the field of educational administration by highlighting the complexities of providing education to refugee children in camp settings. It provides insights into the importance of support systems, teacher training, and community involvement in refugee education, adding to the existing body of knowledge on refugee education and informing future research and practice.

5.4 Suggestion for Future Research

For future research, this study suggests that a longitudinal study be conducted. Longitudinal studies should be conducted to examine the long-term effects of refugee education on children's outcomes. Firstly, longitudinal studies are essential to examine the long-term effects of refugee education on children's outcomes, including academic achievement, social integration, and economic mobility. Such studies would provide valuable insights into the sustainability of current educational interventions and inform strategies for improvement.

Secondly, investigating best practices in refugee education is crucial, including effective teaching strategies, community-based initiatives, and collaborative efforts between educators, policymakers, and community leaders (Dryden-Peterson, 2016). Future research could identify context-specific solutions and scalable models for improving refugee education outcomes.

Thirdly, the role of technology in refugee education warrants further exploration, including the use of digital learning platforms, online resources, and mobile technologies to support learning (UNHCR, 2020). This could reveal opportunities for technology to bridge gaps in access, quality, and equity in refugee education.

Furthermore, future studies could employ mixed-methods approaches, combining semi-structured interviews with surveys, focus groups, document analysis, or observational studies to provide a more comprehensive understanding of refugee education complexities (Creswell, 2014). This would allow for triangulation of findings and a more nuanced understanding of the interplay between individual, social, and contextual factors influencing refugee education. By addressing these areas, researchers can inform policy and practice, ultimately contributing to more effective and inclusive education for refugee populations.

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APPENDICES

APPENDIX A

Interview guide for refugee students

Demographic questions

1. Gender
2. Age
3. Studies
4. How many languages do you speak?
5. How many years have you spent at the camp?
6. What is your class?
7. Can you describe the type of education you are receiving at the school?
8. In your opinion, what are the biggest challenges facing refugee students in your classroom?
9. How do you cope with foreign language in the classroom?
10. How do you relate with students from other cultures?
11. How do you build a sense of community in your classroom, particularly with refugee students and the Ghanaian students?
12. Do you receive extra tuition after the normal school hours?
13. Have you ever being hurt by any student or have you hurt other students at school before?
14. Do you have people, whether teachers or counselors, whom you speak to when you are depressed or down?
15. Do teachers collaborate with the management of the refugee board to support the academic, social and emotional needs of the refugee students?

16. Can you describe any barriers to promoting a smooth refugee education at the camp?
17. Are your parents invited to the school for programmes or visits?
18. What do you suggest teachers and the management should do for refugee students?



APPENDIX B

Interview guide for teachers

Demographic questions

1. Gender
2. Age
3. Studies
4. How many languages do you speak?
5. How long have you been teaching?
6. How long have you been teaching refugee students?
7. What class are you teaching?
8. Can you describe your experiences teaching refugees?
9. In your opinion, what are the biggest challenges facing refugee students in your classroom?
10. How do you handle language barriers in the classroom?
11. How do you incorporate cultural diversity into your lessons and classroom environment?
12. How do you build a sense of community in your classroom, particularly with refugee students and the Ghanaian students?
13. Do you organize extra tuition for students having difficulty in languages?
14. How do you control the class, particularly with students who are violent and depressed?
15. In your opinion, what role do schools play in promoting integration of refugee students into the host community?

16. Can you describe any initiatives or programmes that your school has implemented to solve the challenges of refugee education?
17. Can you describe any practices you have initiated to supported the social and emotional needs of refugee students?
18. Do teachers collaborate with the management of the refugee board to support the academic, social and emotional needs of the refugee students?
19. Can you describe any barriers to promoting a smooth refugee education at the camp?
20. Can you describe any successful strategies you have used to involve refugee parents in the school?



APPENDIX C

Interview guide for Management of the Refugee Board

Demographic questions

1. Gender
2. Age
3. Studies
4. How many languages do you speak?
5. How long have you been at the Fetentaa camp?
6. How long have you associated with refugees?
7. Can you describe your experiences being with refugees?
8. In your opinion, what are the biggest challenges facing refugee students at the camp?
9. How do you handle language barriers in the school?
10. How do you deal with cultural diversity at the refugee camp?
11. How do you build a sense of community in the school, particularly with refugee students and the Ghanaian students?
12. Do you help teachers organize extra tuition for students having difficulty in languages?
13. In your opinion, what role do schools play in promoting integration of refugee students into the host community?
14. Can you describe any initiatives or programmes that your management has implemented to solve the challenges of refugee education?
15. Can you describe any practices you have initiated to supported the social and emotional needs of refugee students?

16. Do teachers collaborate with the management of the refugee board to support the academic, social and emotional needs of the refugee students?
17. Can you describe any barriers to promoting a smooth refugee education at the camp?
18. Can you describe any successful strategies you have used to involve refugee parents and teachers in the school?

