

# 5th World Conference on Teaching and Education



08-10 December 2022

Berlin, Germany

## **The Challenges and Lessons from Refugees in West Nile, Uganda; an Assessment of Uganda's Devolved Education Policy on Education Emergency Response for Violence Affected Population**

**Habib Maliamungu**

Islamic University in Uganda

### **Abstract**

This article aims to provide an empirical assessment of how devolutionary educational practices affect emergency education, performance, and learning outcomes for refugees in West Nile. The Great Lakes Region is rife with protracted armed conflict, which disrupts educational services for refugees. When armed conflicts occur, education patterns are altered, learning is disrupted by forced migration, the destruction of learning facilities, or conscription of learners by armed groups. Host countries and humanitarian organizations ensure that the victims of violence, primarily children, continue to learn. The "integrated education services policy" for refugees is Uganda's devolved education policy, which is embedded in the country's generous "refugee policy." The policy shifts the emphasis from emergency education for refugees to long-term education service provision. This is based on the fact that the majority of refugees who arrive in the country are children who live longer. The complementary theory of devolution is used in this study to assess how local governments, the central government and education aid organizations can provide education for refugees in a sustainable manner through education integration policy. By examining the liberal education perspective and the broader scope of Ugandan education policy, the study moves away from the single thought of education being provided for refugees by aid organizations and instead recommends a diversity of approaches as Ugandan practices.

**Keywords:** Devolved Education Policy, Education Emergency, integrated education, Violence-affected Population