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Evaluation of the effect of Education service interventions on re-integration of ex-combatant children in Haute-Kotto Prefecture of the Central African Republic.

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ABSTRACT

Children who are without their parents, as a result of death or displacement, are more vulnerable than those living with their families, and at greater risk of recruitment into armed forces or armed groups. Cut off from a familiar environment, they are often full of uncertainty, about their future and the whereabouts of their loved ones. In these circumstances, joining armed forces or armed groups may be one way of acquiring some sort of protection and social status; it may also be the only means of survival. Some children may join an armed group to fight for a cause or to be among their peers. Others are forcibly abducted from their families. The purpose of the study was to evaluate the effect of Education service interventions on re-integration of ex-combatant children in Haute-Kotto Prefecture of the Central African Republic (CAR). The study objective was to evaluate the effect of Education Service interventions on re-integration of ex-combatant children in Haute-Kotto Prefecture of the CAR. The study employed a descriptive survey design in which data were collected through questionnaires and interviews from 101 respondents. The study indicated that education provision affects protection of ex-combatant children in Haute-Kotto Prefecture of the CAR by 18.6%. The study concluded that Education Services delivery need to be developed to better suit the protection of ex-combatant children in the education environment. The study further concluded that the status of the education service can induce the re-integration of ex-combatant children in the communities of Haute-Kotto Prefecture of the CAR. This study recommended for more diversified interventions regarding the education services delivery in order to boost protection of ex-combatant children in schools since this was quite poor and there is need for establishment of more schools and provision of scholastic materials to enable the ex-combatant children' well-being in schools.

Keywords: Education, service, interventions, re-integration, ex-combatant and children

INTRODUCTION

More than one African in five lives in a country that is fighting a war, and nearly 20 countries have experienced civil war since 1960. The continuing conflicts that ravage the African continent represent a heavy social and economic

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burden. During a war, most of the country's resources tend to be diverted away from development and towards supporting the conflict. War is estimated to cost \$1bn per year in Central Africa, without counting the cost of aiding refugees, which is estimated to be about \$500m in the region" [1]. Most African countries that have experienced violent armed conflicts are characterized by wide gaps in power, and resource distribution, both vertically among different classes, and horizontally among people belonging to different religions, ethnicities, clans, races, and regions. A close look at the historical and structural contexts of some of the major theatres of African civil wars and conflicts, for instance in Sierra Leone, Somalia, Sudan, Liberia, Rwanda, Republic of Congo; including the Central African Republic; all indicate that undemocratic governance was a major causal factor. Analyzing the Somali case, one scholar argues that poor governance has been the root cause of the war situation that has prevailed in Somalia since 1991 [2]. Education is able to reduce discrimination through enabling ex-combatant children with and without disabilities to grow up together. Education provides ex-combatant children with skills to allow them to become positive role models and join the employment market, thereby helping to prevent poverty. [3] even [4] contends that the best way to improve education for ex-combatant children is to improve the education sector as a whole. [5] contend that education interventions is line with World Bank paper notes which states that it reduces welfare costs and future dependence especially among the ex-combatant children during and after war. It reduces current dependence and frees other household members from caring responsibilities, allowing them to increase employment or other productive activities. The ideas of [5] who argued that education interventions also increase children's potential productivity and wealth creation which will in turn help to alleviate poverty. These reveal that the interventions of health nature available are not effective and sufficient for the people's services.

[6], argued that children who are ex-combatants with low educational attainment than other children which leads to lower economic status. A World Bank paper, Disability, poverty and schooling in developing countries and situations of war, argues that the schooling gap between children with and without disabilities starts at Grade 1 and then widens throughout schooling. United Nations Education Social Cultural Organization [7] on the other hand reveal that one of the important exit routes out of poverty is identified as formal education, especially where it improves the quality of labour, but due to discrimination and stigmatization, the chances to access education and employment are very restricted for people with disabilities. This means that the disabled poor are likely to remain poor, as are their children. The situational prevalence reveals an utmost environment that supporting the education will enhance social welfare of children. Education interventions can reduce discrimination against children especially in the previous war situations. Education, particularly inclusive education, is able to reduce discrimination through enabling children with and without disabilities to grow up together. Education gives children with disabilities skills to allow them to become positive role models and join the employment market, thereby helping to prevent poverty. [8], contends that the best way to improve education for children with disabilities is to improve the education sector as a whole. In countries where teachers are untrained, working with large class sizes and few resources in structurally unsafe classrooms, pragmatic context-specific and cost-effective decisions are necessary.

Purpose of the Study

The purpose of the study was to evaluate the effect of Education service interventions on re-integration of ex-combatant children in Haute-Kotto Prefecture of the Central African Republic (CAR).

Research Question

The following research question was tested: What is the effect of Education Service interventions on re-integration of ex-combatant children in Haute-Kotto Prefecture of the Central African Republic?

Geographical Scope

The study was carried out in Haute-Kotto Prefecture because most of the main armed groups' headquarters are located in this region or Prefecture. Additionally, it is in this same Prefecture that several children have joined and thereafter separated with armed groups, for reintegration [9]. Haute-Kotto Prefecture is also the largest of the 16 Prefectures within CAR which is located in the east of the country [9]. The choice of Haute Kotto is due to the presence many ex-combatant children in the area hence the need for establishing the social support.

Time Scope

The conceptual focus took into account data from 2017 to 2020; this is because it is in period whereby the United Nations High Commission for Refugees documented the highest impact of conflict in CAR. Over 6,000 internally displaced persons and 480,000 refugees, most of whom were ex-combatant children and women [10]. Since it is academic research and given the time limits to submit the thesis Report; data collection, analysis and report writing was expected to be completed mid-October 2021 after the proposal presentation was approved. However, due to the governments' lockdown policy to avoid the spread of Covid-19 Virus in the community, the research delayed and did not meet the time framework.

Conceptual Scope

The study primarily focused on the influence of social interventions on re-integration of ex-combatant children in Haute Kotto Prefecture of the CAR. In this regard, the social interventions were viewed in terms of Family support interventions, Health service interventions and Education Service interventions. These social interventions were investigated against re-integration of ex-combatant children, which was the Dependent Variable in this study. Re-integration of ex-combatant children was addressed specifically, in terms of the provision of food, family acceptance, community re-integration and right to economic integration. [11], contends that social interventionism is an action which involves the deliberate intervention of a public or private organization into social affairs for the purpose of changing them. In other words, it is a deliberate attempt to change society in some way, "an alteration of the social structure". [12], contend that social interventions are programs designed to deliver social benefits and develop human capital of specific target groups (referred to as beneficiaries). Social interventions can be any of the following: social welfare, safety net, and social protection. While each of these has its own definition and unique characteristics, they are sometimes interchanged unknowingly.

METHODOLOGY

Research Design

The researcher used descriptive cross sectional survey research design that focused on investigations which was majorly quantitative to collect and analyze data in order to describe the specific phenomenon in its current trends, current events and linkages between different factors at the current time. The study was connected to social interventions and reintegration of ex-combatant children. Descriptive research design was used because it enables the researcher to generalize the findings to a larger population. The researcher was based on both quantitative and qualitative approaches. The combination of Qualitative and quantitative research approaches helped the researcher to develop a mix of relevant tools to give a dynamic and contextual understanding of the problem under investigation. The main goal of the qualitative research approach was obtained from in-depth descriptions and an understanding of actions, events and expressions of words as indicated in [13].

Research Population

The targeting population in this research work comprised the individuals that were selected randomly from Haute-Kotto Prefecture especially (25) Government officials, (25) humanitarian representatives (such UNICEF, UNHCR, etc), (25) United Nations multidimensional integrated Stabilization Mission in Central African Republic (MINUSCA) agents, (35) ex-combatant children and (25) Focus groups or community members from the area of investigation. These individuals were selected randomly among a targeting population estimated to 135 individuals as described in the following table:

Table 1 Showing the description of the population distribution

N/s	Categories of the population	Target population
	MONUSCA agents	25
	Humanitarian representatives	25
	Ex-combatant children	35
	Government officials	25
	Focus groups or community members	25
Total		135

Source: Survey research, 2020

Sample Size

The sample size is determined using Slovenes formula, i.e., $n = N/1+N(e)^2$: Where; n is the sample size, N is the Target population, e is at the level of significance (0.05). The formula arrives at a sample size of 100 respondents as follows: $n = 135/1+135(0.05)^2 = 101$ respondents.

Table 2. Showing the description of the sample size distribution

N/s	Categories of the population	Target population	Sample Size	Sampling techniques
	MONUSCA agents	25	19	Random sampling
	Humanitarian representatives	15	11	Purposive sampling
	Ex-combatant children	35	25	Random sampling
	Government officials	15	11	Purposive sampling
	Focus groups or community members	45	34	Random sampling
Total		135	101	

Source: Survey research, 2020

Sampling Techniques and Procedure

The researcher used two sampling techniques namely purposive sampling and Random sampling of which were used to select the targeting population and purposive sampling which was used to select the sample size in this research study that is to say (11) Government officials, (11) Humanitarian representatives (such UNICEF, UNHCR, etc.), whereas random sampling was used on (19) United Nations multidimensional integrated Stabilization Mission in Central African Republic (MINUSCA) agents, (25) ex-combatant children and (34) Focus groups or community membersto participate in the study to whom an interview instrument were applied to collect data of which a questionnaire was used to collect data.

Data collection Methods

In mixed methods approach, the researcher used different tools to collect data on the same topic as was clearly highlighted in [14]. In this study, the researcher developed two separate tools: one for each level of the data collection process (Quantitative and qualitative). Broadly, the researcher also made use of both primary and secondary data collection methods. Survey research collections methods for this study included: questionnaires, interviews; and Focused Group Discussions (FGDs) while the secondary data collection methods involved the review of Literature, reports from the UN, and Civil Society Organizations.

Questionnaires

A Self-administered questionnaire was developed to guide the quantitative data collection process. Questionnaires were developed based on the review of literature, research objectives, and theoretical framework. The researcher developed a structured questionnaire with items based on a five-point likert' point style (strongly agrees, agree, undecided, disagree, and strongly disagree. The researcher also took for other tools which have been used by other investigators in related studies and selectively adapted some of the questions that deemed to be appropriate for this study. Most of the questionnaire items were close ended and worded in such a way that the participants were limited to specified mutually exclusive response options. Close options were facilitated coding and statistical analysis of data. As pointed out by [15]. Once the questionnaires were designed, pretested, and amended, they were delivered to the participants for data collection. The researcher delivered the self-administered questionnaire to the participants and collected them in the period ranging between one to two weeks. This period was given participants enough time to answer the questions.

Interviews

The structured interview involved the use of formal and written questions, which questions was asked face to face with interactions between the researcher and the participants. Questions was asked orally; in the form they appeared on the interview schedule and the responses were recorded both in audio and writing. Before the interviews, the researcher explained the purpose and procedure for the interview; and requested for permission to use an audio tape recorder. The interviews were conducted at the respective offices or residences of the participant depending on the nature of participants. The interview guide was developed based on the theoretical framework, literature review, and the objectives of the study. The structured interview guide was meant to solicit in depth information about social Interventions and reintegration of ex-combatant children. By probing and repeating, the researcher elicited more useful information regarding the subject of investigation.

Data Analysis

This section introduces the setup of the data process. It presented steps to be taken to structure and analyze the collected material. Because of the mixed quantitative and qualitative approach were used in this study, it was needing a combination of different methods in data analysis. Data from questionnaires were analyzed quantitatively using the Scientific Package for Social Scientists (SPSS). In contrast, data from interviews were analyzed using the thematic analysis in order to gain insights in reintegration process and mechanisms in Haute-Kotto Prefecture of CAR. As suggested by [16], jot notes were taken in the field and then turned into categorized notes, which were partially narrative. Data were categorized in accordance with the objectives of the study in order to create a systematic approach to analyzing it. Further, Thematic Content Analysis (TCA) was used to gain insight and to establish the relationship between social Intervention and reintegration of ex-combatant children in the Haute-Kotto Prefecture of CAR. The researcher established a set of categories and then compiled the information logically. The data were codified and organized according to the relevant themes. Respondents' views were then be analyzed, compared; and contrasted in line with the literature and objectives of the study.

Validity and Reliability of the Instrument

Validity of Research Instrument

To ascertain the validity of the questionnaire and interview guides, a pilot study was carried out. This was done by administering the two instruments onto a pilot group. This group was selected from the above categories of respondents (table 3.1) in Haute-Kotto Prefecture of CAR. The questionnaire was filled by both civil servants and businessmen. Here the questionnaire was given to experts to judge the validity of questions according to the

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objectives. After the assessment of the questionnaire, the necessary adjustments were made bearing in mind the objectives of the study. A minimum of 0.75 of Content Validity Index (CVI) was used to test validity of the research instrument. Then a CVI was computed using the following formula:

$$CVI = \frac{\text{No. of questions declared valid}}{\text{total No. of questions in the questionnaire}} = \frac{39}{50} = 0.78 \text{ or } 78\%.$$

This result is an outcome of a pretest made by the researcher on the consistency of data that provides answers to the research questions based on the objectives. According to [17], if tested results on the validity are equal or felt above the level of acceptance (0.75) was maintained. Since the CVI responds to this rule, the answers on the research questionnaire were reliable and consistent.

Reliability of Research Instrument

Reliability of the data collection instrument is the consistency of measurement and frequently assessed using a test-retest reliability method [18]. Reliability enabled the researcher to identify the ambiguities and inadequate items in the research instrument; where the instrument reliability is the dependability, consistency, or trustworthiness of a test. The test-retest technique was the measure, where questionnaires were administered to a group of individuals (according to the tested number) with similar characteristics as the actual sample. Tests were repeated at intervals of one week. The scores obtained from each test correlated to get the coefficient of reliability. If the Spearman's Rank Correlation Coefficient falls at an average of +1 to -1. A rs of +1 indicated a perfect association of variables, a rs of zero indicates no association between variables and a rs of -1 indicates a perfect negative association of ranks. The closer rs was to zero, the weaker the association between the ranks as reflected from the following formula:

$$P = \sum_d^n d^2$$

Whereby P: Spearman's Rank Correlation Coefficient, n: Selected sampling size and d: Number of cases tested.

Table 3. Showing the Correlation Coefficient

Variables	D	d ²
Health Service interventions	23	529
Education Service Interventions	20	400
Family support Interventions	17	289
Total	60	1,218

Source: survey data, 2022

Where d = difference between ranks and d² = difference squared.

We then calculate the following: $\sum_d^n d^2 = 1,218$

$$P = 1 - \frac{6 \sum_d^n d^2}{n(n^2 - 1)} = 1 - \frac{6 \times 1,218}{60(60^2 - 1)} = \frac{208,632}{215,940} = 0.97 \text{ to } +1$$

Yet, the Spearman correlation coefficient, r_s , takes values from +1 to -1. A r_s of +1 indicates a perfect association of variables, a r_s of zero indicates no association between variables and a r_s of -1 indicates a perfect negative association of ranks. The closer r_s is to zero, the weaker the association between the ranks. Therefore, it predicted that there was a relationship between social interventions and ex-combatant children reintegration that is to say social interventions impacted positively ex-combatant children reintegration in Haute-Koto Prefecture of the Central African Republic (CAR).

Ethical Considerations

The researcher made effort to adhere to ethical standards. Permission to undertake the study was obtained from the university. Further permission was obtained from the authorities of Haute-Kotto Prefecture of CAR before data collection. [19], indicated that every researcher was ethically sound in order to protect the participants from any physical or psychological harm and treat participants with respect and dignity. Further, before data collection, the researcher attempted to clarify the nature of the study. Participation in the study was, therefore, voluntary and based on informed consent. [20] and [16] posit that a critical issue in every study; is that participants should be granted informed consent.

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Limitations of the study

In view of the following threats to validity, the researcher claimed an allowable 5% margin of error at the 0.05 level of significance. Measures also were in order to minimize the threats to the validity of the finding of this study. Extraneous Variables that might be beyond the researcher's control was managed by the researcher trying to explicitly explain the real purpose of the study. The researcher emphasized the purpose of the study as only academic; hence requesting the participants to be unbiased in giving responses. The use of research assistants might bring about inconsistencies especially regarding some instrumentations in terms of time and administration, understanding of the items; as well as explanations given to the participants. To minimize this threat, research assistants were prepared through thorough orientations on prior to the actual data collection process.

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

Response Rate

The data from the study was from 75% from the respondents Even [21] as well as [22] suggests that a response rate of 50% is adequate when quantitative data is manually collected.

Table 4: Response rate

Questionnaires distributed	Questionnaires returned	Response rate
101	100	$\frac{100}{101} * 100\% = 99\%$

Source: Primary Data (2021)

The table above indicates that out of 101 questionnaires distributed, only 100 of them were returned and this implies that the response rate was 99% which is relatively good. This implies that the response rate was high.

Demographic characteristics of the respondents

The demographic information was deemed necessary because the researcher wanted to show that respondents with different profile characteristics were represented in the study implying that the findings were not only for a particular group or category of respondents.

Table 5: Demographic characteristics of respondents

Main category	Sub-category	Frequency	Percentage
Gender	Male	70	70
	Female	30	30
	Total	100	100.00
Marital status	Married	35	35
	Single	65	65
	Total	100	100.00
Education level	Primary	42	42
	Secondary	30	30
	Tertiary	28	28
	Total	100	100.00
Age of respondents	Below 20 years	55	55
	20-39 years	24	24
	40-59 years	12	12
	Above 60 years	9	9
	Total	100	100.00

Table 5 illustrates that in respect to gender, the males were 70 (70%) and female 30 (30%), this implies that the number of men was higher than that of women since men are usually the majority in military. This is because when fleeing, it is usually men who go with their ex-combatant children to the military. This is in line with [23] who

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noted that ex-combatant children continue to face risks to their lives, safety, security and dignity. They are disproportionately at risk of gross abuses of human rights, especially women and unaccompanied ex-combatant children. Furthermore, sexual and gender-based violence is widespread within the reintegration and recovery camp. Many ex-combatant children from minority clans suffer pervasive discrimination since they often lack vital clan protection and connections despite the existence of NGOs [24]. On the marital status of the respondents, the majority respondents were single who constituted 65(65%) of the respondents of the study while the married respondents were 35% respondents. The study findings from the study indicate that data was attained from both married and unmarried respondents, information on responsibility grounds is not doubted for the purpose of the study. With regard to education level, 42 (42%) were at primary school level, 30 (30%) were at secondary school level, 28 (28%) were at tertiary level. This implies that most of the respondents were relatively educated and thus they might be very well informed about protection of rights of ex-combatant children. The results indicate that the information was attained respondents across a wider education grid, it nevertheless implies that the data is attained from moderately informed respondents of the study. In the aspect of age of respondents, 55(55%) were aged between 20-39, 12(12%) were between 40-59 years and lastly, only 9 (9%) were above 60 years. This implies that the majority of the respondents were middle aged adults i.e., between 20-39 years. The results indicate that the information was attained from mature and understanding respondents, therefore information attained from the study is deemed fit for the study since the providers of the information are mature and understanding in nature.

Effect of education service intervention on reintegration of ex-combatant children in Haute-Kotto Prefecture of the CAR

The second research objective was to assess the effect of education service interventions on re-integration of ex-combatant children in Haute-Kotto Prefecture of the CAR. In order to fulfill the objective, the researcher first conducted a descriptive statistic of the study based on mean and standard deviations for education service interventions and thereafter conducted simple linear regression analysis to determine the effect of education service interventions on re-integration of ex-combatant children in Haute-Kotto Prefecture of the CAR.

Descriptive statistics of education service interventions in Haute-Kotto Prefecture of the CAR

Table 6: Descriptive statistics of education service interventions in Haute-Kotto Prefecture of the CAR

Statements	Mean	Std. Dev.	Interpretation
There are schools with services supported by the humanitarian organizations	2.697	1.390	Fairly good
The humanitarian providers give scholastic materials to ex-combatant children	2.905	1.414	Fairly good
The humanitarian provide support in education management	3.112	1.342	Fairly good
The humanitarian service providers have constructed schools in this area	3.002	1.245	Fairly good
Humanitarian providers have facilitated children with education supportive requirements	3.088	1.351	Fairly good
The humanitarian providers pay school fees for ex-combatant children	2.945	1.212	Fairly good
ex-combatant children support in the provision of educational emotional support	3.471	1.359	Fairly good
Overall means	3.031	.458	Fairly Good

Source: Field data survey, 2021

The study results concerning the education service interventions in Haute-Kotto Prefecture of the Central Africa Republic, based on the mean response, the average mean was 3.031, SD=.458 indicating that education provision provided to the ex-combatant children in CAR is quite fair. Although some response items present negative responses, the average reveal that education provision in Haute-Kotto Prefecture of the CAR has undergone some level. **There are schools with services supported by the humanitarian organizations, the mean responses were 2.697, the standard deviation was 1.390 interpreted as fairly good. The results from the study indicate that there are services given by humanitarian organizations.**

Secondly, the study sought to determine whether humanitarian providers give scholastic materials to ex-combatant children, the mean was 2.905, the standard deviation was 1.414 interpreted as fairly good. The findings indicate that there is humanitarian sector in combating the ex-combatant soldiers. On whether the humanitarian provide support

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in education management, the mean was 3.112, the standard deviation was 1.342 interpreted as fairly good. The findings indicate that education support in management is generally in fair mode.

On whether, there is humanitarian service providers have constructed schools in this area, the mean response was 3.002, the standard deviation was 1.245 interpreted as fairly good meaning that the humanitarian services for the schools are basically occurring in the schools sector. Humanitarian providers have facilitated children with education supportive requirements, had the mean of 3.088, the standard deviation of 1.351 interpreted as fairly good meaning that the humanitarian facilities for the children are in supportive education. On whether the humanitarian providers pay school fees for ex-combatant children, the mean response was 2.945, the standard deviation was 1.212 interpreted as fairly good. The findings in the study indicate that the humanitarians pay school fees for some children. Finally, on whether ex-combatant children support in the provision of educational emotional support, the mean response was 3.471, the standard deviation was 1.359 interpreted as fairly good meaning that there is provided for emotional support to the children in the schools. The questionnaire responses are in agreement with those of the interview responses as:

One of the officials of UNICEF agent who was interviewed argued that:

“One of the strategies adopted by their organization towards Education Services delivery provided to ex-combatant children in Haute-Kotto Prefecture of the CAR was the education program with the collaboration of the local government which aimed to eradicate illiteracy from Haute-Kotto Prefecture.”
(UNICEF, Field Supervisor, 2021)

Furthermore, according to interview session with a top authority in charge of education in Haute-Kotto Prefecture of the CAR, he reported that:

“I am greatly informed about the poor state of the ex-combatant children within this community, and therefore I and the rest of the team of humanitarians, are working tirelessly to overcome the rampant denial of ex-combatant children on their rights to education since we have less support from the CAR Government CAR government.”
(Haute-Kotto Prefecture of the CAR Coordinator, 2021)

Regression analysis on education service intervention and re-integration of ex-combatant children in Haute-Kotto Prefecture of the CAR

Table 7: Regression analysis on education service intervention and re-integration of ex-combatant children in Haute-Kotto Prefecture of the CAR

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.186 ^a	.035	.032	.46011

a. Predictors: (Constant), Education provision

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.804	1	2.804	13.245	.000 ^b
	Residual	78.119	369	.212		
	Total	80.923	370			

a. Dependent Variable: re-integration of ex-combatant children

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.748	.104		26.400	.000
Education service intervention	.143	.039	.186	3.639	.000

a. Dependent Variable : ex-combatant children

b. Predictors: (Constant), Education provision

The Regression Model was used as follows:

$$y = a + b_1x_1 + b_2x_2 + b_3x_3$$

Where: y = DV (Dependent Variable= ex-combatant children), a=Constant (0.005), b= Beta, x=Independent variables (IVs)

X₁=Education Services delivery

X₂= Housing services

X₃= Health services

y=ex-combatant children

Source: Field data survey, 2021

Results in table above regarding the effect of education service interventions on re-integration provided to the ex-combatant children in Haute-Kotto Prefecture of the CAR present the R-square value of .186. The value indicates that education provision affects protection of ex-combatant children in Haute-Kotto Prefecture of the CAR by 18.6%. The presence of the error estimate reveals that .46011= is the closer scatter of data. The ANOVA table reveals that there was a significant effect of education provision on re-integration provided to the ex-combatant children in Haute-Kotto Prefecture of the CAR, and the Sig value of 0.020 indicates that there was a significant effect between education provision and Economic re-integration provided to the ex-combatant children in Haute-Kotto Prefecture of the CAR. Concerning the coefficients, the study reveals that both coefficients of significance are below the level of significance with the constant at 000 and that of education provision was at 0.000. The results imply that there is a significant effect of education provision on Economic re-integration provided to the ex-combatant children. The researcher rejects the null hypothesis and concluded that there was a significant effect of education provision and Economic re-integration provided to the ex-combatant children in Haute-Kotto Prefecture of the CAR. It means that improving the state of education provision can enhance ex-combatant children in Haute-Kotto Prefecture.

DISCUSSION

The study established the education provision had an effect one-integration provided to the ex-combatant children in Haute-Kotto Prefecture of the CAR. These findings indicated that there was a significant effect education provision on protection of ex-combatant children of which was weak, and its significance was definite. These findings are backed by previous research studies that undertook to establish a similar purpose to that of [25] contend that education provision helps in decreasing the welfare costs and future dependence. It reduces current dependence and frees other household members from caring responsibilities, allowing them to increase employment or other productive activities. The ideas of [25] and World Bank concur with the ideas of [26] who contend that education provision also increases ex-combatant children's potential productivity and wealth creation which will in turn help to alleviate poverty and finally [27] argued that inclusive education relates to accessibility to education and quality of education. Social organizations unveil that integrated education tends to focus more on ex-combatant children with disabilities attending school whereas inclusive education focuses more on ensuring that all ex-combatant children with disabilities are able to access on educational service delivery. Additionally, [28] argued that there are two basic options for tackling disability issues through mainstreaming the issues across our work and through

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targeted projects that specifically aim to increase the number of ex-combatant children with disabilities completing school. At the outset it is important to assess the country context and develop program options that are sensitive to that context. Even [28] further reveals that ensuring compliance with education provision. In countries where governments have signed up to international conventions, advisers can use these obligations to influence change in country.

CONCLUSION

The study based on the first objective concluded that education provision had a significant effect on protection of ex-combatant children in Haute-Kotto Prefecture of the CAR. The study concluded that Education Services delivery need to be developed to better suit the protection of ex-combatant children in the education environment. The study further concluded that the status of the education service can induce the re-integration of the children from ex-combatants in the communities of Haute-Kotto Prefecture of the CAR.

RECOMMENDATION

- i) The study recommends for more diversified interventions regarding the Education Services delivery in order to boost protection of ex-combatant children in schools since this was quite poor.
- ii) Consider temporary alternative mechanisms for delivering education, such as alternative learning sites, shifts, summer schools or evening classes, and temporary learning spaces.
- iii) There is a need to support the reestablishment of educational facilities and, where in a position to do so and provision of scholastic materials to enable the ex-combatant children' well-being in schools.

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