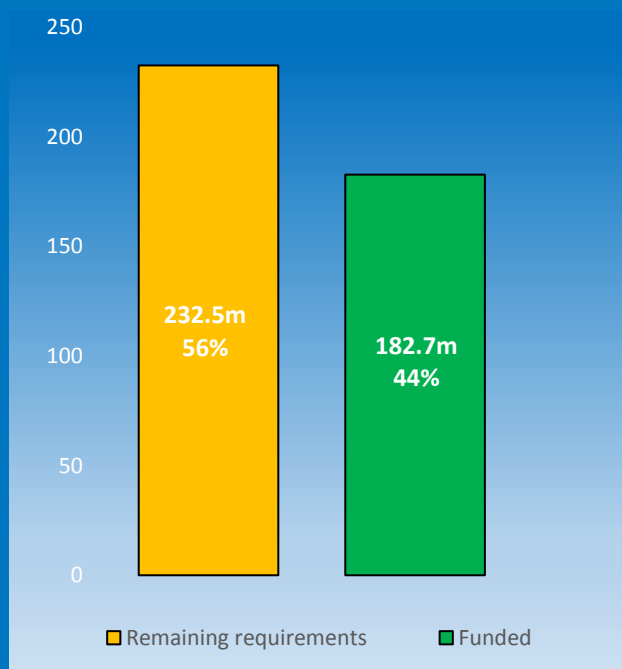


Key Figures

232,838 (66%)	Number of refugee children attending Primary School
21,023 (15%)	Number of refugee children attending Secondary School
BOYS:GIRLS PRIMARY 70%:60% SECONDARY 20%:10%	Percentage of Refugee boys and girls attending primary and secondary school education

Funding



Bicycles outside a school in Kiryandongo © Hanlon, UNHCR

Achievements (School Term 1: February to April 2019)

Activity	Reached Term 1 2019	2019 Target
Average Number of Pupils to Teacher	1:81	1:53
Number of refugee & host community children enrolled in pre-primary (* 10 settlements and urban), primary and secondary school (12 settlements) and urban	386,534	457,241
Number of refugee & host community children accessing Pre-Primary Education at Settlement level (10 settlements)	52,350	93,812
Number of refugee & host community children enrolled in Primary Education at Settlement level	321,189	323,784
Number of refugee & host community children enrolled in Secondary Education at Settlement level	29,228	34,645
Number of refugee children enrolled in 23 Primary Schools in Urban Kampala with highest refugee population	2,722	NA

Construction Activities

- The provision of additional learning spaces and gender sensitive WASH facilities at primary and secondary levels remains a significant need in all refugee settlements. Education partners are working to remove this barrier to children accessing education in a safe, conducive environment with the appropriate facilities.
- In West Nile, a joint partner monitoring of classroom construction sites took place at Yacha and Equatoria primary in Imvepi settlement as well as Amuru and Wanguru in Rhino camp, involving 35 participants including; District Education Officer (DEO), DIS, Office of the Prime Minister (OPM), School Management Committees and Parent Teacher Associations SMC/PTA, Odupi and Oriama sub county officials, Partners Winde International in Uganda (WIU), ACAV, Norwegian Refugee Council (NRC) and the school administration.
- In Adjumani, the construction sites for 2 blocks of 6 classrooms in Agojo primary school and 2 blocks of semi-permanent classrooms in Ayilo 1D, were handed over to the contractors to commence construction.
- In Imvepi, to address the issue of congestion, two classroom blocks were constructed in Amuru and Wanguru primary schools with 18 latrine stances. At Emmanuel primary school, 1 block of semi - permanent shelter for menstrual hygiene management was completed and is awaiting handover. Further, 4 institutional Ventilated Improved Pit latrines in the primary schools of Katiku, Ariaze, Ofua III and Ofua 2 are waiting to be handed over.

Teacher Training and Recruitment

- In Adjumani, total enrolment in the 32 schools increased from 40,248 in February to 42,825. 35,906 are refugee children (15,430F/20,476M). The average daily attendance of pupils currently stands at 88.6%. In response, WIU employed an additional 34 classroom assistants, 24 trained teachers, 15 Deputy Head teachers, 7 Head teachers in UNHCR supported schools.
- The Jesuit Refugee Service (JRS) has begun implementation of a new 2-year project with focus

on peace building activities in secondary schools across Adjumani. As part of this project a teacher training in Peace Building to understand the operation of Peace Clubs in other Secondary Schools has taken place. This will complement existing efforts supporting school peace clubs by Lutheran World Federation (LWF) and the Danish Refugee Council (DRC).

- In Rhino, 231 teachers (88F/143M) were trained on psychosocial support, positive discipline, child safeguarding and child protection (including referral pathways). The training also provided teachers with additional guidance on application and follow-up monitoring of appropriate referral pathways in their schools and communities.
- In Lamwo, partners trained 15 teachers (4F/11M) on data collection. This was aimed at taking them through data collection tools to ensure quality and reliable data from the schools.
- In the Mid-West, WIU, staff from the District Education Office, UNHCR and OPM interviewed 47 candidates for vacant and new positions for primary and secondary teachers, teaching assistants, laboratory attendant, internet assistant and youth trainers. This recruitment is expected to boost the human resources in the education sector and reduce pupil/student to teacher ratios that are currently high both in primary schools and at Kiryandongo High school (KHS).
- There are currently, 43 Persons with Specific Needs (PSNs) (13F/30M) from Rhino and Imvepi settlements studying in 3 specialized inclusive schools both for deaf and blind children. Four parents were supported to visit their children in school during the month.

Vocational Training

- In Adjumani, WIU with funds from ENABL is to implement a 12 months Vocational Skills development project targeting refugees and nationals on a 70/30 basis; with 35 beneficiaries each from 6 settlements (Pagirinya, Nyumanzi, Maaji I, Maaji II, Ayilo I, and Ayilo II) and 210 beneficiaries in total.
- In the South-West, a vocational skills graduation was held for 607 trainees in Rwamanja settlement on 28 March 2019. 35 are diploma holders in

entrepreneurship and 572 are qualified with certificates in hair dressing, tailoring, sandal making, motorcycle repair and black smith courses. The occasion was officiated by ICT Minister; Frank Tumwebaze and other guests from Kamwenge district.

- There has been an increase in the number of vocational students enrolled at Nakivale VTC from 341(253 refugees, 88 host community) last month to 478 (384 refugees; 159F/225M, and 94 nationals; (70M/24F) the increase is attributed to increased mobilization of youth in the community.
- In a bid to foster peaceful co-existence between host community and refugees, Rwamwanja secondary school hosted zonal coca cola football competitions with participants from host communities and refugees.

Distribution of education supplies, learning materials and hygiene kits

- The four Community Secondary Schools in Adjumani (Maaji SS, Nyumanzi SS, Pagirinya SS and Lewa SS) received 460 pcs of toilet paper; 1082 bars of soap; 2,274 packets of sanitary materials; the distribution has reached 505 girls.
- In Palabek, scholastic and instructional materials were distributed to the two secondary schools; 4,448 counter books and 1,112 pens were given to the students and chalk, book shelves, scheme books given to teachers for lesson preparation. Enrolment in the schools is 1,179 children. 929 are refugees (208F/721M) and 250 (73F/177M) host community children. ECD learning materials were distributed to the 9 learning centres in the settlement. The enrolment in these centres is currently 4,608, comprised of 4,046 refugee children (1,984F/2,062F) and 563 (288F/275M) host community children. The learning centres have reached 84% of the targeted children aged 3-5 years.
- In Lamwo, emergency sanitary materials (10 cartons pads, 100 knickers, 23 buckets) were distributed to all primary schools to improve hygiene and promote girl child education.
- In Yumbe, UNHCR partner FCA distributed learning materials for secondary and primary schools and 1,925 text books (Pupils books, Teachers guide, and supplementary readers) to 7

Accelerated Education Primary schools to reduce the pupil book ratio.

- In Imvepi settlement, inter-class hygiene and sanitation competitions were conducted in all the eighteen primary schools where International Aid Services (IAS) has interventions. Awards provided were meant to encourage and motivate other pupils to adopt good hygiene and sanitation practices. In addition, the competitions included sensitization on good personal hygiene practices and demonstrations on how to wash hands with soap / ash. IAS also supported hygiene and sanitation in the 18 schools through distribution of 90 spades, 144 metallic buckets, 90 rakes, 180 pairs of gumboots, 360 hand gloves, 90 hard brushes and 90 soft brushes, 36 wheel barrows and 180 slashes 90 hand hoes.

Early Childhood Development

- In Lamwo (Palabek), WIU continued to register new pupils upon their arrival at the settlement reception centre and guiding them to enrol in nearby schools in their zones of allocation; 2,343 (1,130F/213M) new children have registered for Early Childhood Education (ECD) at the Lokung Reception Centre in the last three months.

Accelerated Education Programme

- To improve the implementation of the Accelerated Education Programme (AEP) education partners conducted a number of training and orientation sessions for teachers. In Yumbe Finn Church Aid (FCA) trained teachers on the new AEP curriculum (8F/24M), to ensure teachers' knowledge and ability to deliver quality services to children. Also in West Nile, AEP teachers were trained on the revised AEP curriculum, topics for training included an overview of the AEP curriculum, life skills and values, SNE barriers, and instructional strategies. There are currently 1,500 children (695F/805M) attending AEP in the 5 schools offering the programme.

Needs & Challenges

- **Quality and Skills Levels of Teachers:** Teachers play an essential role in delivering effective quality education and their training and ongoing support and professional development is of vital importance to bring about sustainable improvements in the quality of education. However, overall in Uganda,

teacher competency levels are low with only 19% having the minimum acceptable knowledge on Senior Four English and Mathematics tests¹. Teachers also scored very poorly in pedagogical knowledge with an average score of just 28% and only 7% of the tested teachers scoring 50% or higher. Another assessment based on direct school observations and interviews reveals that of all Primary Two (P2) classes (children generally aged between 7 to 8 years) observed, 46.5% of schools had a P2 teacher who had not attended any in-service training within the last two years².

- **The pivotal role that teachers play in both student learning and student well-being is even more pronounced in refugee contexts.** Yet, teachers receive very limited support in the face of extremely challenging teaching conditions and in highly complex learning spaces. Managing large, often multi-grade and multi-lingual classes, understanding the different needs of girls and boys who may be suffering trauma, and teaching children whose mother tongue is different from their own, prove incredibly challenging.
- Additionally, being able to **support new arrivals, bring individual children up to the expected age-appropriate learning level, support young mothers, and understand the needs of children from different backgrounds** all require high levels of competence for which most teachers are not well (if at all) prepared.
- While numerous studies recommend the need to provide teachers with quality professional development - both pre-service and in-service - support to teachers in the settlements is limited and of varied quality.
 - **Improved teacher professional development** in-service opportunities and ongoing coaching/mentoring are urgently required.
 - **Teachers must also be provided with ongoing support for their own well-being and motivation** (including appropriate accommodation and mentoring) to ensure they are able to effectively support their learners.
- **Response to violence and the protective role of school:** Schools serve as a primary and critical platform for the identification of children who are at

any form of violence and risk including physical, psychological, emotional, sexual violence, neglect and negligent treatment. Teachers and Classroom Assistants have a particular role in this process as they are the ones who have daily contact with the child at school, create a protective and safe learning environment, and can identify children in need of additional protection and targeted support. School leaders and teachers must be supported to ensure that schools and classrooms are safe and secure environments that promote the mental, physical and psycho-social well-being of its students.

- **Increased access to secondary education opportunities:** The trend within the whole of Uganda of high dropout among girls at upper primary is also true for refugee children. Only 10% of refugee children progress to secondary school with girls' enrolment being a third of that of their male counterparts at 33%. Only 18% of the host community secondary school aged children in the refugee hosting districts are enrolled in secondary schools, which is lower than the national average of 27.1%. Many newer Settlements cannot cover the science subjects due to a lack of equipped and functional laboratories and subject specialised teachers.
- **Opportunities for post-primary alternative education and life-skills education** are largely lacking with limited alternatives for youth engagement in vocational skills training. This is the age-group that is either high-risk in terms of anti-social behavior or, with access to education and quality skills training, be the group to lead, innovate and build strong foundations of peace in their home countries.
- **Additional learning spaces at primary and secondary levels:** As referenced in the Education Response Plan for Refugees and Host Communities in Uganda (ERP), a need for just over 3,000 classrooms at primary level will contribute toward bringing the teacher: pupil ratio in line with Uganda's national standard of 1:53. West Nile indicators still show one teacher to 119 students on average. Although children may be accessing learning, they are unlikely to be actually learning in these kinds of environments. If existing classroom

¹ UNICEF Country Programme Action Plan (2016 – 2020). 2015.

² "Are Our Children Learning (2016)?". Uwezo Uganda Sixth Learning Assessment Report. December 2016.

space can be more innovatively managed through the double-shifting and capacitated with appropriate levels of qualified education personnel, working with a refugee classroom assistant and qualified Ugandan teacher model, these gaps may be slightly reduced.

- **Out of School Children and Youth:** The number of refugee children out of school remain high with 96,131 (56%) children not participating in learning at the pre-primary level, 149,806 (39%) not enrolled in nor attending school at the primary level and 139,899 (89%) of children aged between 14-17 years not enrolled at secondary level.

Strategies

- **Improve the Pupil Teacher Ratio** (rather than pupil: classroom ratio) by employing more teachers so as to connect more children to learning and to ensure quality learning. This strategic decision is important to ensure the educational access of more children while maintaining and improving the quality of learning in the long term.
- **Strengthen absorption capacity of GoU primary & secondary schools:** increase pupil: teacher ratio targets and double shifting in target schools. If existing classroom space can be more innovatively managed through the double-shifting and capacitated with appropriate levels of qualified education personnel, working with a refugee classroom assistant and qualified Ugandan teacher model, these gaps may be slightly reduced. This does not take away, however, from the need to increase the capacity of existing schools through rehabilitation efforts and to construct new schools which service both refugee and host community children.
- **Provide alternative non-formal learning pathways for over-age and out-of-school children and youth** such as vocational training/skills building. A comprehensive education response to cater for the education needs across the education lifecycle needs to more robustly incorporate flexible learning pathways for over-age learners who will not return to mainstream education. Another pathway includes Accelerated Education Programmes (AEP) which is a key intervention within the ERP with AEP standards and guidelines in the process of being developed and endorsed by

the MoES.

- **Continuity of support to District-level Education personnel and Inspectors:** District Education Offices are under a lot pressure to ensure quality learning and standards are taking place and being met in schools. UNHCR needs to continue to support the District and the schools in delivery and monitoring of quality education. This is currently being done through joint planning, joint supervision, sharing of information and engagement in the district-level ERP development process currently taking places across those Settlements in West Nile.
- **Girls' Education & Children with Disabilities:** The attendance of girls in school, in particular through appropriate WASH facilities (gender segregated latrines), and the recruitment and training of female teachers. There are also activities to ensure girls have a positive experience of education, such as promoting increased awareness of safeguarding issues in schools. For children with disabilities, the Plan calls for appropriate support activities, and will ensure that all learning environments are accessible for those with disabilities.
- **Innovation and Piloting for Increased Access to & Quality of Learning Opportunities:** UNHCR continues to support and encourage the development and piloting of innovations for the improvement of and increased access to education within schools, classrooms and communities. Examples of innovation include the use of double-shift, the application of Information and Communication Technologies (ICTs) for learning, addressing socio-emotional and psycho-social issues for refugee children and teachers, innovative but low cost pedagogies, use of children's spoken languages, and drawing on persons from the community as assistant teachers, especially for over-sized classes as well as to provide in-class language support to refugee children. These innovations seek to break new ground in providing high quality education, improved protection, resilience and child wellbeing, and learning outcomes at a reasonable cost.

Partners: Ministry of Education and Sports (MoES), Windle International Uganda (WIU), Finn Church Aid (FCA), Jesuit Relief Services (JRS) and Inter Aid Uganda (IAU), UNICEF

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