



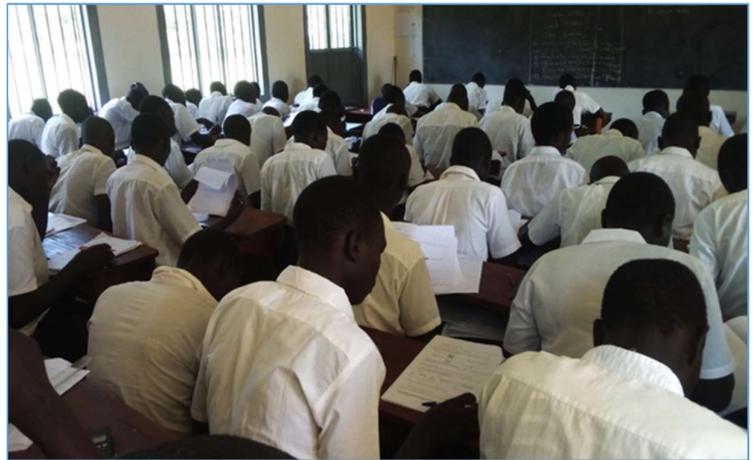
Key Figures

252,735 (76%)	Number of refugee children attending Primary School
17,544 (15%)	Number of refugee children attending Secondary School
BOYS: GIRLS PRIMARY 54%:46%	Percentage of Refugee boys and girls attending primary and secondary school education
SECONDARY 68%:32%	

Overview

UNHCR's education programme reinforces access, quality and continuity of learning pathways for refugee and host community children. UNHCR works with the Ministry of Education and Sports (MoES) at national level, and with the education functions of District Local Government (DLG), to improve education systems to better plan and respond to the educational needs of children. Guided by the Education Response Plan (ERP), and aligned with the Government of Uganda's Education Sector Strategic Plan (ESSP) for 2017-2020 under the broader Comprehensive Refugee Response Framework (CRRF), the UNHCR programme plans to ensure improved learning outcomes for increasing numbers of refugees and host community children, adolescents and youth in Uganda.

UNHCR Monthly Protection Update Education December 2019



Secondary school students at Rhino Camp High school doing end of year exams in a congested classroom. Such is a common scenario in most of the settlement schools © UNHCR Arua

Achievements (Term III: May September - December 2019)

Activity	Reached Term II 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	318,708	323,784
Number of refugee & host community children enrolled in Secondary Education at Settlement level	27,985	34,645
Number of refugee children enrolled in 23 Primary Schools in Urban Kampala with highest refugee population	3,376	NA

Key Highlights

- In 2019, refugee Primary school enrolment increased from 69% in term I to 76% in term III representing a 7% increase. The gender parity ratios remained 54% male and 46% female of the school going age population. The refugee and national enrolment rates are currently 80%-20% of total children enrolled at primary level respectively. At secondary level enrolment rate remained at 15% with only 13% Male and 07% Female enrolled of the school going age population.

Missions

- A mission from the Global Partnership for Education (GPE) visited Uganda from 13th to 14th December 2019. The GPE is one of the donors supporting the government of Uganda with funding for education. The mission met with UNHCR, the Education partner and refugee children. The children are beneficiaries of education/life skills services in Kampala. The team interacted with the children who shared the challenges faced in accessing education in Kampala. Some of the challenges faced include few secondary schools and high costs in available schools. The Mission also visited the refugee Christmas market at one of the urban community centres.
- Nakivale settlement hosted an ECHO/ UNHCR mission during the reporting period. The mission sought to monitor the progress and identify the challenges related to the accelerated learning program and Education Cannot Wait project implemented by NRC and War child Holland consortium. The mission also visited Rubondo Primary school. With the noticeable progress, ECHO committed to continue supporting the project aimed at increased enrolment of learners and improvement of the quality of education.

Edu-Tech

- 07 (2F/5M) representatives (01 UNHCR, 01 Learning Equality (LE), and 04 Secondary Science and Mathematics Teachers (SESEMAT) from Uganda participated in the Kolibri FLY regional workshop in Kigoma, Tanzania from 16th -18th December 2019. The objective of the workshop was to provide strategic alignment and scaling of best practices, inclusive of and extending beyond consolidating connected education. The workshop also sought to maximize impact and sustainability by providing the LE/UNHCR participants and programme managers from Tanzania, Uganda and Kenya with a collaborative opportunity to frame forward planning for Kolibri site project management, coach tool updates, promising practices for implementation and scale across East African programme contexts.
- In Nakivale, Hello World Uganda, a UNHCR operational partner set up computer Hubs at Ruhoko and Rubondo primary schools. The Hubs are intended to provide free wireless internet to the teachers to support them in

searching for academic content on the internet. The objective is to increase on the quality of education provided to the refugee and host community children.

- A mission from the World bank (WB) carried out an assessment of jobs and skills in refugee and hosting communities in Adjumani district. The mission findings shall contribute to the preparation of Uganda Secondary Education Expansion Project (USEEP). Key findings by the mission included the high potential and need for vocational skills training in Adjumani especially in the area of crop agriculture.

Coordination:

- A consultative stakeholders' meeting under the auspices of Development Response to Displacement Project (DRDIP) was conducted at Rwamurunga Community secondary school to assess the school's infrastructural development status as a basis for soliciting support from DRDIP in 2020. The school prioritized their infrastructural needs as follows; the multi-purpose hall, a Science Laboratory, Computer Lab, a 4-classroom block, the Administration block, and teachers' accommodation. The school administration was requested to immediately share a comprehensive report with the district technical committee for review.

Post-Secondary, Tertiary, Vocational and University Education

- In Kyaka II, 216 trainees sat for the Directorate of Industrial Training (DIT) exams in various disciplines including Motorcycle and Bicycle repair, Hair dressing, catering and Agricultural Vocational Education. The trainees were also assessed on computer skills. 45 successful participants were enrolled for the MONDO digital competences pilot training program planned to end in January 2020. In a bid to enhance employability of trainees, Finn Church Aid (FCA) continued to source for potential employers to employ the graduates. 45 job placements were secured and will be taken up by the trainees upon graduation and certification.

Needs & Challenges

- **Quality and Skills Levels of Teachers:** In Uganda, teacher competency levels are low with only 19% having the minimum acceptable knowledge on Senior Four English and Mathematics tests.¹ 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 years.²

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

² Are our children learning (2016)? Uwezo Uganda Sixth Learning Assessment Report. December 2016.

- **The pivotal role that teachers play in both student learning and student well-being is more pronounced in refugee contexts.** 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 critical platform for the identification of children at risk of abuse. Teachers and Classroom Assistants have daily contact with children and can identify those in need of additional support. Schools must be supported to ensure a safe and secure environments for children
- **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 behaviour 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 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 learning in these kinds of environments. 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.

- **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

1. **Improve the Pupil Teacher Ratio (rather than pupil: classroom ratio)** by employing more teachers to connect more children to learning and 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.
2. **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.
3. **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 Ministry of Education and Sports.
4. **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 place across those Settlements in West Nile.

5. **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.
6. **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.

Education 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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