

UNHCR Uganda Monthly Update

Protection - Education

September 2018

Key Figures

237,923 (61%)	Number of refugee children attending Primary School
17,257 (12%)	Number of refugee children attending Secondary School
Boys:Girls Primary 53%:47% Secondary 70%:30%	Girls to Boys attending Primary and Secondary Education
75,126 (44%)	Number of refugee children attending Pre-Primary

September Developments



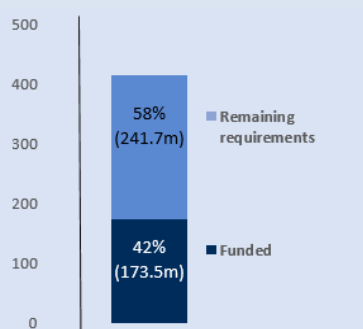
The Education Response Plan for Refugees and Host Communities in Uganda (ERP) was launched in Kampala on 14 September 2018 by the Minister for Education and Sports, Her Excellency Mrs. Janet Museveni, the First Lady of Uganda. This Plan is the first of its kind worldwide and represents a huge policy step forward for refugee education globally. Speaking at this Launch Event, as above, included the Minister for Education and Sports; Alex Kakooza (Permanent Secretary MoES); Minister Hilary Onek (Minister for Relief, Disaster Preparedness and Refugees), Aggrey Kibenge (Under Secretary MoES), Rosa Malango (UN Resident Coordinator), Joel Boutroue (UNHCR Representative); Jennie Barugh (Former Head of DFID), Yasmine Sherif (Global Director of Education Cannot Wait) and refugee teacher, Dumba Lawrence David from Bidibidi Settlement in Yumbe District. Representation at the Launch also included local government, local and international organisations and Embassies.

Achievements (Term 2: January to June 2018)

Activity	Reached Term 2	2018 Target
Average Number of Pupils to Teacher	236	220
Number of refugee & host community children enrolled in pre-primary, primary and secondary school at Settlement level	422,171 (330,306 & 91,865)	457,241
Number of refugee & host community children accessing Pre-Primary Education at Settlement level	88,562 (75,126 & 13,436)	93,812
Number of refugee & host community children enrolled in Primary Education at Settlement level	306,762 (237,923 & 68,839)	323,784
Number of refugee & host community children enrolled in Secondary Education at Settlement level	26,847 (17,257 & 9,590)	34,645
Number of refugee children enrolled in 23 Primary Schools in Urban Kampala with highest refugee population	2,745	NA

Funding

UNHCR total requirements: USD 415.2 m





The Plan sets out a vision where all refugee children, as well as host community children, have access to quality learning at all levels, including pre-primary, primary, secondary and non-formal education. The ERP targets children and youth in 12 refugee-hosting districts in Uganda where more than half a million children are currently out of learning and out of school. This Plan was developed by a government-led task team, with the support of UNICEF and UNHCR, pulling together development and humanitarian sector experts to support Uganda’s education response to the refugee influx and meet the needs of all in the refugee hosting districts. The ERP, which is aligned with Uganda’s broader education sector strategy, is meant to include refugees into the broader strategy for education for Uganda. The process of consultation and consensus building undertaken in the development of the ERP is recognised as a global model, learnings from which could essentially inform the next **Education and Sports Sector Strategic Plan (2020-2025)** for Uganda, including other national sector plans currently under development. A process paper on the development of the ERP is now published, “**Process to Develop the Education Response Plan for Refugees and Host Communities in Uganda**”, and is available at the following link: https://www.unicef.org/uganda/resources_21927.html



Minister for Education and Sports and First Lady, HE Janet Museveni making the ceremonial signing of the ERP and greeting UNHCR Representative, Joel Boutroue and Education Cannot Wait's (ECW) Global Director, Yasmine Sherif

Expanding Post-Primary Opportunities in Refugee Hosting Districts: UNHCR and World Bank



Secondary-school aged girls currently out-of-school in Ayilo I settlement, Adjumani District cite cost, workload (domestic chores; farming), protection risks when travelling to and from school, attitudes of parents & caretakers on the value of education for girls and the girls’ monthly menstrual cycle as all prohibitive factors keeping them either out of the classroom OR in the classroom however at risk of dropping out.

On the 11th to 14th September 2018, the World Bank and UNHCR conducted a joint pre-appraisal mission to Adjumani and Moyo districts for the Secondary Education and Expansion Project (SEEP) currently under preparation. The mission sought to have a better understanding of the profiles of secondary school-aged children, their educational needs and constraints impeding their participation, learning conditions and environment, in order to better inform the design of the Refugee and Host Community component of the Project. Although SEEP will cover 52 districts with an enrolment rate below 20%, this specific project component targets 11 refugee hosting district, with Urban Kampala as the 12th district under discussion for inclusion, and will align to the ERP. Aspects around *language, psychosocial support, accelerated and other non-formal post-primary education pathways of which include skills training interventions, child mothers seeking to return to post-primary as second chance learners, digital learning and the cost of education* as a barrier are all considerations during this design phase. It’s recognised the traditional post-primary education model won’t sufficiently address nor serve this cohort of learners. Flexible approaches within the formal system are also being discussed in close consultation with the MoES which could influence, for example the school timetable and scheduling. More than twenty (20) focus group discussions (FGDs) with primary and secondary school-aged children and girls, both in and out-of-school, parents and teachers from both the refugee and host communities, were conducted.

The project will be financed at an estimated cost of US\$150million (with an estimated **US\$60million** financing the refugee and host community component (US\$50million drawn from the IDA-18 refugee sub window) with a likely commencement date in late-2019.

Teacher Motivation and Retention

Teacher motivation is tied to a number of factors, some of which include their working and living conditions. An intervention, such as setting up a structure in which to accommodate teachers in close proximity to the school, can be a direct contributor to improved teacher retention and motivation. This, in turn, positively impacts learner retention and achievement. A dearth in teacher housing, particularly in remote settings across the Settlements, can be one amongst other drivers pushing teachers, particularly female teachers who are in short supply yet in high demand, out of the classroom and out of the profession, altogether.

In West Nile, UNHCR and its partner Windle International in Uganda (WIU) worked with a number of community-based primary schools in **Imvepi Settlement in Arua District** and in **Palabek Settlement in Lamwo District** to facilitate meetings between School Management Committees (SMC) and Parent Teacher Associations (PTA). The main objective being to more concretely articulate the roles and responsibilities of the PTA/SMC and ensure that members play an active role in their respective school's development. School governance structures, when capacitated and supported, provide strong school-based oversight and monitoring when it comes to aspects around educational access and quality. Community mobilisation and outreach are more easily and effectively facilitated when these school-based structures are in place and functioning. In Imvepi, the SMCs & PTAs resolved to mobilise parents to actively support community schools by providing labour. To this end, they will lay bricks for the construction of teachers' houses of which the lack has presented a major and persistent gap. These 'good practices' in community-based support to education need to be more robustly shared across districts and settlements.

As part of an effort to improve the reading culture in settlements, UNHCR is working with Arua's Muni University to promote the creation of a reading club at Imvepi Secondary School. The club has started developing interactive materials, such as a collection of hand-made books, in order to incorporate reading into community empowerment activities to be carried out in primary schools and villages. This activity is in line with the donation of books and bookshelves made by the *Good Steward Global Initiative and Books for Africa* to benefit children in refugee settlements.

In Yumbe, UNHCR, OPM and Education Partners successfully opened school for Term 3. With support from UNHCR, education partners with District Local Government were fully engaged in *Back to School* campaigns. Teachers, Head Teachers and School Management Committee members were all engaged in term planning meetings at the school-level to ensure a successful start to the new term on 17th September 2018.



In Mid West, in Kiryandongo, UNHCR supports the running of Accelerated Education programmes to provide over-age and/or out of school children and youth with an opportunity to return to learning. 17-year old Atim Josephine is a Level 3 Accelerated Education (AEP) student at Victoria Primary School and hopes to re-enter formal schooling next year, entering P8. Atim is a young mother having married at the age of 14 in South Sudan. In 2016 during the crisis, Atim fled to Uganda with her family. She'd always wanted to become a policewoman from a very young age. It was not only the police uniform that fascinated her but also the desire to do something positive for her people. **In Kyangwali**, thirty (30) students are enrolled in tailoring and garment cutting skills training at the Kasonga Youth Centre run by UNHCR partner Action Africa Help Uganda (AAH).

Atim Josephine, Victoria Primary School, Kiryandongo Settlement, Mid-West
@UNHCR / D. Aslam Khan

"I saw how vulnerable women and children were when we were fleeing South Sudan after our villages were attacked by armed men. I want to provide protection to women and girls from harm and I can do it better when I join the police force."

There are no formal vocational training centres in Kyangwali, coupled with limited scholarship opportunities. Also in **Kyangwali**, a joint inter-agency *Back to School* campaign targeting young mothers' return to school initiated the motto, "*Go back to school, stay in school, finish school; am a teenage mother, am in school, what*

about you?"

In South West, in Kyaka II, UNHCR's partner Windle International Uganda (WIU) completed three blocks of nine (9) classrooms at Mukondo Primary School and sixteen (16) gender-segregated temporary latrine stances with funding from *Educate a Child*. Two (2) dormitories at the Bujubuli Secondary School were handed over to the school by UNHCR through African Initiatives for Relief and Development (AIRD). In an effort to increase enrolment and attendance in schools, *Go Back to School* campaigns were conducted in nine zones to create awareness on the importance of education.

Needs & Challenges

Adolescents and youth (15 to 24 years old) account for **33%** of the refugee population in Uganda. The majority of youth, however, are over-aged and out of school and suffer from the lack of appropriate learning and employment opportunities. In addition, **57%** of the school-aged children are out of school. In addition to the barriers to accessing education, refugee and affected host community children face further challenges to remain in school. Dropout rates are high at upper primary resulting in low transition to secondary school, especially for girls¹. There is also a low survival rate¹ of **32% from P1 to P7 levels** and a low P7 completion rate¹ of **61.5%**¹.

The shortage of secondary schools, in particular near children's homes and the requirement for refugee children to pay certain fees to access government-funded secondary schools, create additional barriers to continuing education after primary level. Many young people are significantly older than the age expected at their appropriate grade level – they are considered overage, and experience additional barriers in accessing, participating in and learning at school.

Child labour and early marriage have been identified as additional barriers to overage/adolescent children accessing school. Inside the classroom, overage pupils often face stigmatisation which can lead to drop-out.

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 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.

Conducting direct implementation of construction activities in the Urban has been a challenge - namely following up with the schools, with our urban partners and with Kampala City Council Authority - who are ultimately responsible for schools within the urban location. However, meetings and reviews have taken place and the project will be completed within 2018. Additionally, following a suspension of activities across all sectors, our urban partners have only been fully operational since April 2018. Therefore, implementation of payment of fees and child protection activities within schools are not fully completed. Though not a challenge as such, there has been a delay in the support to teacher assistants

Strategies

1. **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.
2. **Strengthen absorption capacity of GoU primary & secondary schools:** increase pupil: teacher ratio targets & 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 MoES.

4. **Continuity of support to District-level Education personnel:** District Education Offices are under a lot of pressure to ensure quality learning and standards are 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. **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.
6. **Community participation and protection:** Protection must be considered and integrated into education activities from the outset. Integral to this is meaningful engagement and participation of parents, authorities, education personnel and other education stakeholders in prioritising quality education for their children. Parent-led school feeding, the set up and support to school management committees and parent teacher associations are all integral to establishing meaningful community engagement.



Sixteen-year-old Mukola Miriam is from the host community in Kiryandongo in Midwestern Uganda. Mukola dropped out of school to give birth. She is now back in school through the Accelerated Education Programme, after which she plans to transition back to formal school to resume her studies in P7. Photo ©UNHCR/Y. Tukundane

UNHCR co-leads the Inter-Agency Education in Emergencies Working Group with the Ministry of Education and Sports and Finn Church Aid at the national level and with the MoES at the district level. UNHCR works to ensure the complementarity of interventions benefiting refugee and host community children and youth. UNHCR is represented at the national-level on the Education Response Plan (ERP) Steering Committee.

Partners: Ministry of Education and Sports (MoES), Windle International Uganda (WIU), Finn Church Aid (FCA), Jesuit Relief Service (JRS), AAR Japan, Action Africa Help Uganda (AAH), Inter Aid Uganda (IAU).