

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

October Developments



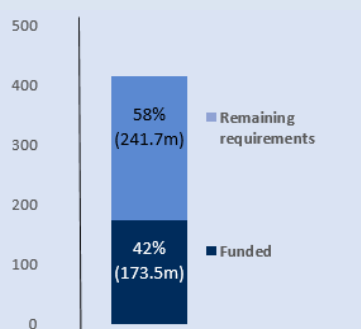
Protection at the Heart: UNHCR hosted a DFID mission to Yumbe District in October 2018 with DFIDs Social Development/Children in Conflict team. Their interest was to better understand how integration of psychosocial support through education programming is being done in refugee settings. Head Teacher of Alaba Primary School in Bidibidi Settlement, Dumba Lawrence David, met with DFID during their visit. Dumba is a South Sudanese refugee and leading a school with over 3,000 children enrolled from both the refugee and host communities. Dumba spoke of the pivotal role teachers' play in student learning and well-being yet teachers also need ongoing support. *"School leaders and teachers must be supported to ensure our schools and classrooms are safe and secure environments that promote the mental, physical and psycho-social well-being of our students".*

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

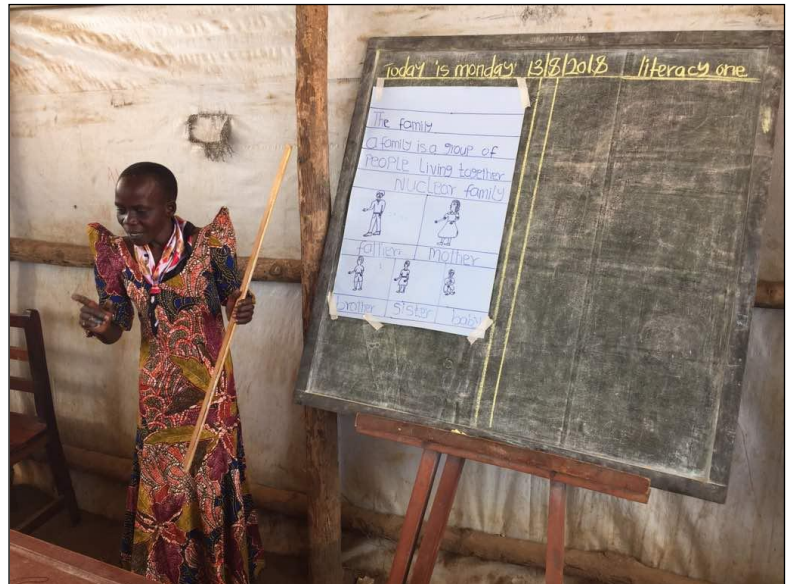




As part of their mission, DFID also requested UNHCR's support in facilitating a national-level roundtable consultation of **Education, Child Protection and Mental Health and Psycho-social Support (MHPSS)** practitioners. Over twenty-five (25) practitioners from across all three areas of expertise enthusiastically participated with representation from MHPSS-focused organisations such as **Transcultural Psychosocial Organisation (TPO), Strong Minds Uganda** and **Tutapona** and from Child Protection and Education actors such as the **International Rescue Committee (IRC), Finn Church Aid** and **War Child Canada**. Although national and local-level co-ordination groups exist for Child Protection, Education and MHPSS, co-ordination across (and between national and local) needs to be strengthened. This DFID-driven event presented a rare opportunity whereby all actors collectively came together to speak across education, protection and MHPSS.

DFID's interest, as a main donor to the *Education Cannot Wait (ECW)* global funding platform, is to see stronger co-working across these domains to encourage more comprehensive programming toward greater protective outcomes for children. Reflections from DFID's field mission to Bidibidi Settlement were shared back to the Roundtable and across most points, there was a general consensus around the following. This is not to say it's not already being done by partners however the degree and quality to which it's being done naturally varies.

- **Reinforced the idea that teachers (refugee and host) play a critical role in promoting MHPSS in schools.** Teachers needed to be better equipped to do this, as well as how to both make and prioritise referrals (and referrals to whom). Psychological distress amongst children can be seen by teachers as 'bad behaviour' rather than an issue requiring support which can impact referral rates.
- **School-based child protection mechanisms should be in place at the school-level** at a very minimum and that,
- **Effective referral systems do need to be in place** and if not, then should be part of a greater multi-sector co-ordination effort.



Kejebere Primary School in Bidibidi Settlement, Zone -2, Yumbe District, Uganda. Photo ©UNHCR/Y. Tukundane

Documentation from this event is available for circulation from UNHCR. Since this roundtable event, UNHCR has revived its chairing of the Inter-Sectoral Co-ordination meeting which presents an important opportunity to convene technical leads across sectors. Whether a sub-team mechanism for Child Protection, Education and MHPSS would help bolster co-ordination efforts is up for consideration. What is clear is the appetite to collaborate!



In **West Nile in Yumbe District**, UNHCR, together with OPM and Refugee leaders, are currently supporting Windle International Uganda to select the eleven (11) refugees (allocation quota for Bidibidi) to benefit from the 2018/2019 DAFI Higher Education scholarship opportunity. This follows the circulation of the scholarship advertisement in which 222 applications were received, 44 from female applicants and 178 male. Since October, thirty-three (33) applicants were shortlisted and interviews began by 30th October 2018.

Bidibidi Shortlisting Selection Committee, October 2018 Photo ©UNHCR/Y. Tukundane

In Adjumani and Lamwo, a similar 2018/2019 DAFI scholarship selection process was underway with UNHCR, OPM, Windle International in Uganda (WIU) and refugee leaders finalising the selection of recommended candidates. In total, **ten (10) refugees** from the Adjumani settlements and **nine (9)** from Palabek settlement in Lamwo District have been recommended for scholarships with a 50 :50 gender balance across all shortlisted candidates.

Also in Adjumani, UNHCR and partners successfully completed the construction of two (2) blocks of ten (10) stance latrines at **Agojo South Primary School in Agojo Settlement**. In Adjumani District, there's a total of twenty (20) secondary schools, five (5) of which are community-initiated with UNHCRs support. **Nyumanzi Secondary School** in Nyumanzi Settlement is one such community based school with an active leadership and school management committee driving to see their school become one that is UNEB-certified and coded. In September, the Nyumanzi Secondary School hosted the World Bank SEEP /UNHCR mission team and laid out their plans to complete construction of a three-classroom block (nine (9) classrooms) to accomodate the upper secondary students (S5 and S6) and some of the lower secondary students from S1 to S4. This month, construction was completed creating space for the upper secondary learners to progress to Senior 5 without having to leave or move across the Settlement. A plan for teacher supply was already in place and once the space had been created, the school was ready to move forward.

In Mid West in Kiryandongo, UNHCR convened a meeting in October to discuss the transition of Kiryandongo Secondary School from being fully supported by UNHCR to managing its own school management independently of UNHCR and partners. The meeting was attended by the District Education Officer, implementing partner Windle International in Uganda, OPM and the School Management Committee (SMC) and it was agreed to constitute a Board of Governors (BoG) to be entrusted to manage the affairs of the school. The 2019 Academic Year DAFI scholarship selection was also being undertaken in the Mid West with UNHCR, OPM and its implementing partner Windle International in Uganda (WIU) carrying out a joint shortlisting and interview process. Of the thirty-four (34) applicants, twelve (12) were shortlisted and interviewed to fill the allocation quota of four (4) slots. In Kyangwali, there are currently seventeen (17) refugee students (12 male and 5 female) who are undertaking DAFI scholarships and in Kiryandongo, twenty-nine (29) refugee students who are under scholarship which is below 1% of those who are of tertiary-going age. In Kyangwali, there is no formal vocational training centre however through the Kasonga Youth Centre, tailoring and garment cutting is being offered of which a total of thirty (30) students are currently enrolled in October. There is no structured pathway, however, to help graduates transition to job opportunities or workplace experience and this something to be further explored



In South West across the four settlements, UNHCR continues to provide support to thirty-one (31) of the eighty (80) Primary Schools, support to one (1) of the four (4) Secondary Schools and support to three (3) Vocational Training Centres (VTCs) in Nakivale, Rwamwanja and Kyaka II, which is currently under construction. In **Isingero District in Nakivale Settlement** in October, there were increases in average attendance from 79 to 83% attributed to end of term examinations at the primary level and a minimal increase in attendance at secondary from 69 to 70%, also attributed to exams. In **Nakivale Secondary School**, a refugee- hosting GoU school, of the 1,219 children attending, 401 are from the host community and 818 from the refugee community.



With only one secondary school in a Settlement as vast as Nakiavale, children are walking up to documented distances of forty (40) kilometres a day to reach school and return home. The community in Rubondo at the far end of Nakivale Settlement is interested in investing in secondary education as there's currently no post-primary option for those learners graduating from Rubondo Primary School and within that catchment areas, host and refugee children. The community has mobilised funds and been given land by OPM to begin construction with the aim of opening Senior 1 and Senior 2 at the start of the new 2019 academic year.

Students of Nakivale Secondary School (above) the selected site of Rubondo Community Secondary School in Nakivale Settlement, October 2018 Photo ©UNHCR/J.Achiro & L. Strickland

A Living Story: Community Library & Reading Club Imvepi Secondary School, Arua District



Early in August 2018, after an interchange of ideas and conversations with staff members from the *Good Steward Global Initiative GSgi and MUNI University* in Arua District, the team received a donation of approximately 3,000 reference books, 9 bookshelves and 1 book displayer to create the first **Community Library at Imvepi Secondary School**. The ultimate vision was to establish a **student-led and owned Reading Club** that targeted in-school and out-of-school youth who, in turn, would be engaged to promote reading in Primary Schools and communities, nearby.

With the donation received in mid-September, a Mobile Library (from metal boxes) was born and during this same time, the Reading Club was also formed comprising to date of 15 students, 4 teachers (Ugandan and Refugee) and 1 member representation from UNHCR and its implementing partner WIU. A draft Standard Operating Procedure and Code of Conduct was also drafted by Club members which outlines the kinds of activities and approach the Club would adopt and take forward. These documents are all available for sharing.

- **The library is accessible to all and is free.** There are ground rules to be respected as per any other library!
- In October, the attendance register shows 45 weekly users, of whom 30 are refugee students and members of the community and 15 from the host community
- **Teacher membership and participation are important.** Ugandan teachers have said they are learning more, through Club activities, about the culture, beliefs and traditions among the refugee students and finding similarities and differences between the cultures.
- **Local resource creation is central to the Club's methodology around literacy development, story telling and wider community engagement and interest in reading.** Book creation is part of a 'Living Stories' collection of which the first story is titled 'Our African Culture' and the second book underway, 'The Star. An African Story'. The key concept is that these books are living and constantly evolving and being added to by club and community members. Some stories are being drafted in English and others in mother-tongue. Recycled carton boxes were used to create front and back covers.



In November, the **Imvepi Reading Club and Community Library** will start outreach activities to Settlement primary schools and carry out 'reading aloud' activities with children. A training has been provided to youth members in how to **read aloud to the public and interact with small children in order to keep them engaged**. Projection of voice, tone and use of eyes and gestures are some of the skills being transferred to these youth to better equip them to mobilise, entertain and engage community and younger learners around storytelling, reading and literacy.

There is tremendous potential around the model born and developed in Imvepi that needs to be shared - **LOUDLY!** - to **motivate, inspire and initiate** the set-up of other community libraries and reading clubs. Connecting clubs across Settlements and through storytelling and story creation could be a powerful message of peace, tolerance and literacy.

Needs & Challenges

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.

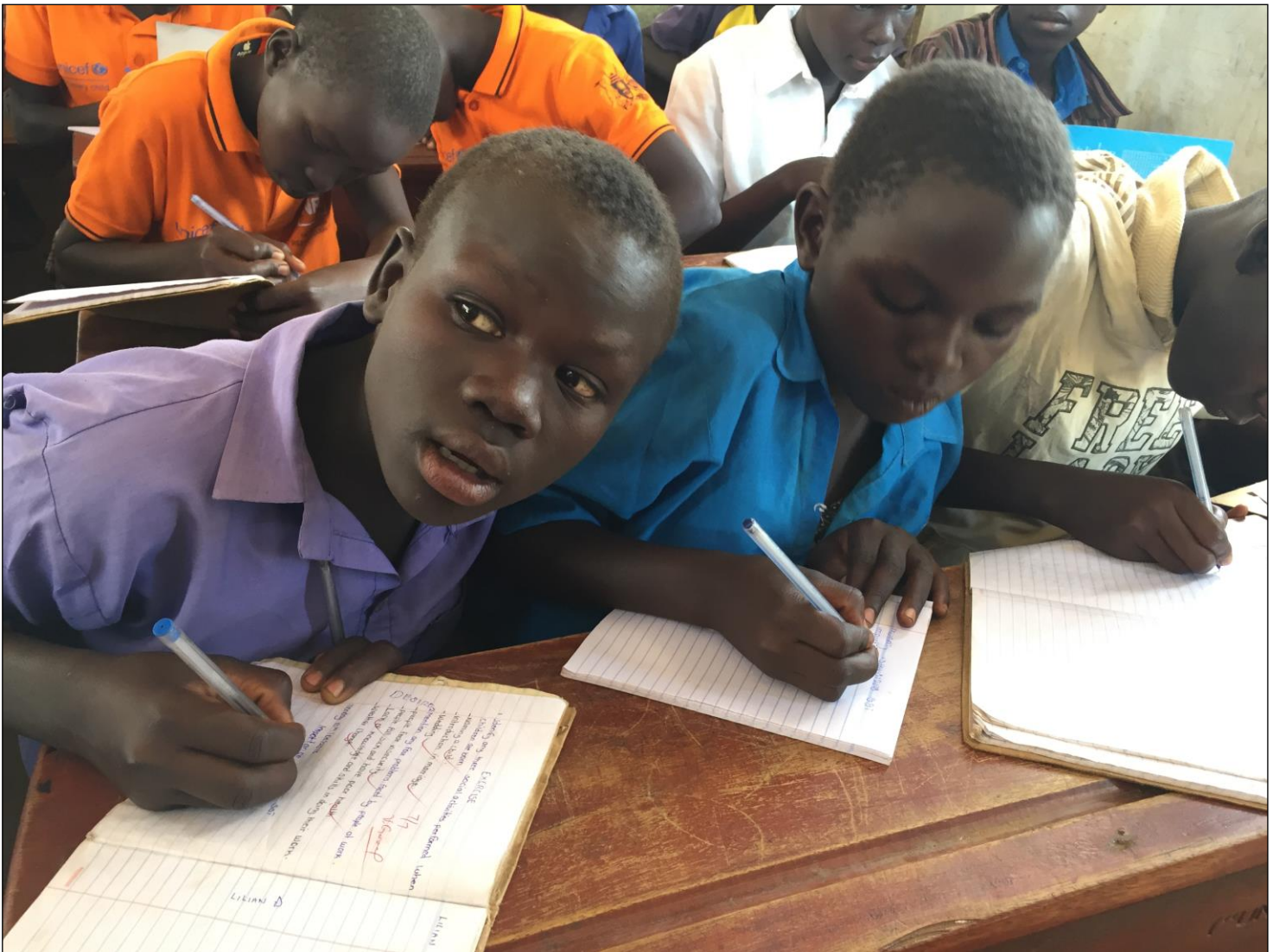
Conducting direct implementation of construction activities in the Urban has been a challenge - namely following up with the schools, with our urban partners and with Kampala City Council Authority - who are ultimately responsible for schools within the urban location. However, meetings and reviews have 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 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.
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 its 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.



Kejebere Primary School in Bidibidi Settlement, Zone -2, Yumbe District, Uganda. Photo ©UNHCR/Y. Tukundane

UNHCR co-leads the Inter-Agency Education in Emergencies Working Group with the Ministry of Education and Sports (MoES) 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 Services (JRS) and Inter Aid Uganda (IAU).