

UNHCR Uganda Monthly Update

Protection - Education

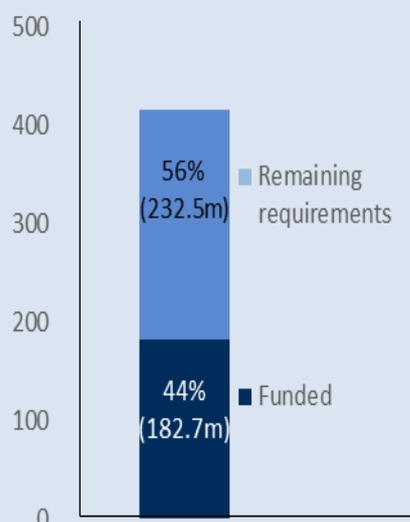
November 2018

Key Figures

244,184 (61%)	Number of refugee children attending Primary School
17,538 (12%)	Number of refugee children attending Secondary School
Boys:Girls Primary 53%:47% Secondary 70%:30%	Boys to Girls attending Primary and Secondary Education
79,691 (44%)	Number of refugee children attending Pre-Primary

Funding

UNHCR total requirements: USD 415.2 m



November Developments



Achievements (Term 3: September to December 2018)

Activity	Reached Term 3	2018 Target
Average Number of Pupils to Teacher	1:109	1:83
Number of refugee & host community children enrolled in pre-primary, primary and secondary school at Settlement level	435,409 (341,413 & 93,996)	457,241
Number of refugee & host community children accessing Pre-Primary Education at Settlement level	93,309 (79,691 & 13,618)	93,812
Number of refugee & host community children enrolled in Primary Education at Settlement level	316,295 (244,184 & 72,111)	323,784
Number of refugee & host community children enrolled in Secondary Education at Settlement level	25,805 (17,538 & 8,267)	34,645
Number of refugee children enrolled in 23 Primary Schools in Urban Kampala with highest refugee population	2,745	NA

- Both in-school and out-of-school children expressed considerable challenges paying (a) **school fees** to attend schools (UGX 290,000 for non-Ugandans, UGX 390,000 for Ugandans). Those living far away from the nearest school expressed an additional and considerable financial challenge of covering dormitory expenses.
- All FGDs highlighted the need to improve children's **social and emotional skills** and provide **psychosocial guidance and support** to respond to past traumatic experience and difficult living conditions.
- All FGDs highlighted a need to provide opportunities for secondary school-aged children to develop **vocational skills**. These skills were not only considered to help improve future job prospects of children and young people but also to allow them to contribute to the financing of school-related costs, e.g fees; registration; uniforms; scholastic materials. The idea to administer short-term vocational skills programmes as a form of school-based **income generating activities (IGA)** was overall positively received across all the Focus Groups. To some degree, this is happening with some schools running small-scale programmes through 'Educate!' to encourage school-based entrepreneurship and financial literacy. There is definitely scope and an appetite to build on existing initiatives within the SEEP design.

World Bank/UNHCR/MoES Mission for Secondary Education (cont'd)

During this mission, the World Bank, UNHCR and the MoES consulted on planned activities under the SEEP design in refugee hosting districts, of which includes Urban Kampala (scope of work under SEEP for Urban still under discussion and design). Synergies were also explored around how to most effectively address, through SEEPs design, the fundamental challenges faced by refugee and host community youth in the context of *access and transition to post-primary learning opportunities* (formal & non-formal). In addition, how aspects around *language and curriculum of the country of origin, the language of instruction and a child's socio-emotional skills and psycho-social condition* were influencing *access, retention and overall learning outcomes*. The mission team also took the opportunity to administer a **pre-pilot assessment** of secondary-school-aged children's socio-emotional skills which will later be integrated in a *Household Survey of*



Learning Needs on Refugee Hosting Districts, to be administered between December 2018 and January 2019.

Next steps leading into 2019 with the World Bank and UNHCR, in addition to the December/January Household survey, includes the MoES-administered baseline survey in refugee hosting districts and completion of the Refugee Component of the SEEP Project Appraisal document. The joint World Bank-UNHCR team also administered a pilot assessment end-November 2018 in collaboration with the UNHCR Sub Office and Field Office teams in Mbarara and Nakivale/Oruchinga, respectively. The same pilot assessment was also facilitated in Urban Kampala in November, generously hosted by **Old Kampala Secondary School**. A number of Focus Group Discussions (FGDs) were conducted during the November mission with in-school and out-of-school secondary school aged refugee and host community children, as well as with teachers and parents, in Oruchinga and Nakivale Settlements in Isingiro District and in Urban Kampala. Some of the findings from Isingiro have been shared in the box above.

Integrating GBV Prevention and Response into Education Programming: SGBV Mainstreaming Workshop

During the SGBV Prevention, Mitigation and Response Mainstreaming workshop in Hoima (12th to 16th November) UNHCR Kyangwali's Education Focal Point represented the sector at the workshop and helped identify key priority and action areas across all Settlements for Education which, in turn, informed a draft National Action Plan for Education.

SGBV-related risks associated with **access to and physical safety of learning environments** emerged as an area of priority concern, particularly in the context of incidences of sexual assault and harassment perpetrated against girls traveling long distances to and from school. **Actions to maximise physical safety in and around education environments** and minimise GBV-related risks were presented of which included **safety mapping of at-risk areas, provision of adequate lighting and building on existing community based mechanisms** to conduct safety patrols of potential risk areas in and around schools. School-based SGBV is complex and includes different manifestations of physical, sexual and/or psychological violence, such as sexual abuse and harassment, coercion, assault and rape.



In West Nile, Primary Leaving Examinations (PLE) were successfully conducted with 2,206 refugee candidates having sat for the PLE in registered Exam Centres across the Settlement. UNHCR also participated in a survey, spearheaded by World Vision International and covering all refugee hosting sub-counties in the District, to determine root causes for an increasing number of refugee and host community children being out of school and out of learning. **In Rhino Camp**, a total of 1,655 refugee candidates sat for the PLE, 407 refugee candidates from Imvepi and 42 refugee candidates from Lobule. In addition, the community library project, as reported in UNHCR's October Thematic Monthly, was launched in an additional three (3) primary school of Awa, Tori and Lanya. Books were

distributed and a similar approach to that modelled by the Reading Club in Imvepi Secondary School is being undertaken to generate an excitement and enthusiasm in schools and their respective communities around reading, storytelling and story creation. In **Adjumani**, Parent Teacher Associations in primary schools across the Settlements received training on their roles and responsibilities, involvement and participation and their relationship with other school-based governance mechanisms, the School Management Committee and the Board of Governors.

In the Mid-West, 630 refugee candidates registered and sat for the PLE. In Kyangwali, UNHCRs implementing partner Windle International in Uganda (WIU) in partnership with the World University Services Canada (WUSC) launched the Student Refugee Program (SRP) sponsorship. The program will give a unique opportunity to refugees to undertake higher education in Canada and addresses an existing gap in access to tertiary / vocational and university education for refugees. The number of placements under this sponsorship opportunity is yet to be determined.

In South West, the Sub Office and Field teams from Nakivale and Oruchinga Settlements hosted the joint mission by the World Bank, UNHCR and the MoES.

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.

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

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

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.

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 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.



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).