



## Key Figures

<b>261,095</b> (72%)	Number of refugee children attending Primary School
<b>17,544</b> (12%)	Number of refugee children attending Secondary School
<b>BOYS: GIRLS</b> <b>PRIMARY</b> <b>54%:46%</b> <b>SECONDARY</b> <b>68%:32%</b>	Percentage of Refugee boys and girls attending primary and secondary school education

## 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 July 2019



Students at Itula SS in Palorinya settlement revising © Matthew James Swift, UNHCR.

### Achievements (Term II: May - August 2019)

Activity	Reached Term II 2019	2019 Target
Average Number of Pupils to Teacher	1:81	1:53
Number of <b>refugee &amp; host community</b> children enrolled in pre-primary (* 10 settlements and urban), primary and secondary school (12 settlements) and urban	386,534	457,241
Number of <b>refugee &amp; host community</b> children accessing Pre-Primary Education at Settlement level (10 settlements)	52,350	93,812
Number of <b>refugee &amp; host community</b> children enrolled in Primary Education at Settlement level	261,095	323,784
Number of <b>refugee &amp; host community</b> children enrolled in Secondary Education at Settlement level	27,985	34,645
Number of <b>refugee children</b> enrolled in 23 Primary Schools in Urban Kampala with highest refugee population	3,376	NA

## Construction Activities

- In Bidibidi settlement in Yumbe, CRS with funding from Education Cannot Wait (ECW) commenced the construction of classroom blocks, teacher's housing units and latrines in two community primary schools (Kena Valley and Koro) in the settlement and one school in the host community (Lokopio). These are expected to improve the learning environments in the schools.
- As part of community support towards education, parents of learners in Emmanuel Primary School in Arua are constructing a staff room for teachers. The teachers were previously sitting under trees due to a lack of space. UNHCR supported with roofing material, timber and iron sheets while the community are providing labour and additional construction materials.

**Missions:** Kyempango Primary School in Rwamwanja hosted the leader of the opposition in Parliament together with other Members of Parliament. The purpose of the mission was to observe education activities in the refugee settlement. The team encouraged learners to concentrate on studies and respect teachers as one way to prepare for a good future.

## Education Response Plan and other Coordination activities:

- ARUA, KOBOKO, YUMBE, MOYO and ADJUMANI: As part of the review process of the Education Response Plan (ERP), the ERP secretariat and Ministry of Education and Sports (MoES) with the support of UNHCR, FCA, and UNICEF conducted regional level ERP consultation with relevant Education actors in West Nile. The 03-days consultations were attended by the District Education Officers, District Planners, District Engineer, Chief Administrative Officers (CAO), Local Councillors, refugee representatives, representatives from Core PTCs, UNHCR Partners and Operational Partners and UNICEF. The objectives were to: Re-orient education actors and District Local Government staff on the ERP, provide updates on the review process of the ERP, identify the key issues, challenges, priorities and the next steps of the ERP pending the district level planning processes, the active participation of education partners will ensure the delivery of high-quality education to refugee and host community population.

## Education sector Working Group meeting

- In Adjumani, Education counterparts from the District Local Government office and UNHCR convened the monthly Education WG meeting that was also attended by NGO partners from the refugee response program in Adjumani. Among the issues discussed include the urgent need to ensure registration of refugee community schools as national examination centres, identification of mechanisms for retention of trained refugee teachers, high school dropout rates and the need for UNHCR and partners to identify funds to take up the school feeding program in 13 primary schools under the responsibility of Adjumani district, this is as a result of a notification by the operational partner AMREF exiting the operation in August 2019. Maintaining the school feeding program is essential to avoid an increase in school dropout rates.
- ARUA: Two Education Sector Working Group Meetings were conducted on 23<sup>rd</sup> and 25<sup>th</sup> July 2019 in Imvepi and Rhino camp respectively to get updates on achievements, challenges and recommendations in implementing education activities in schools. The meetings were attended by 36 people drawn from UNHCR, OPM, WIU, World Vision International, AAR Japan, Save the Children, ZOA, CAFOT, OXFAM, PLAN Int, Harvestors, PAG, IAS, DEO representative, TAN, NRC, Palm Corps, HIS-Sickles International Missions (HIM), Local government (Parish Chief Rigbo & Sub county Chief Uriama) in Imvepi and Rhino camp settlement. All education partners particularly AEP Section, agreed to setting one examination for all learners within the refugee settlement as an initiative to build the capacity of all the teachers in examination assessment skills.
- In Oruchinga, Child protection/Education Sector Working Group meetings were conducted to discuss pertinent issues, harmonize and coordinate activities related to education and child protection. In attendance were WIU, HIJRA, WCC, NRC, Tutapona, head teachers of all the schools, OPM and UNHCR.

## Teacher Training and Recruitment:

- Palabek-Lamwo: With Funding from Education Cannot Wait (ECW), a total of 15 Teaching Assistants were recruited/hired from within the refugee community by Street Child and APCO in Palabek.

- Arua: WVI conducted a 5-day (15th-19th July 2019) learning material replication training for 283 (181F, 102M) Parents and caregivers from 8 ECD centers in Imvepi. The rationale for this training was teach parents skills of learning and playing material creation for program sustainability beyond project phase out. The idea is for them to be able to use locally available resources within the community to support learning for the development of their children as opposed to relying on donor support which is not long lasting.

### Primary Education

- Oruchinga: As part of efforts to improve the performance of learners, Parents of learners in P4-7 at Rwamurunga P/S held a meeting and unanimously agreed to contribute UGX 5,000 per child to support remedial teaching and examinations. The meeting was attended by 178 parents (60M, 98F).
- Kiryandongo: MFT members participated in a one-day national consultative workshop regarding the plans to implement the Double Shift School System (DSSS). Among the participants were headteachers, Centre Coordinating Tutors, DEO Kiryandongo, DIS Kikuube, UNHCR Kampala and Kyangwali although most of them from West Nile, Kyangwali and Palabek. The outcomes of the workshop included recommendations to better implement the DSSS, lessons learnt from the pilot DSSS, roles and responsibilities of various stakeholders and next steps of the DSSS in various areas. It was generally agreed that the DSSS should be handled on a case by case basis, is to be temporary in nature and is generally context specific. It was noted that in Palabek DSSS is a success which was attributed to lots of team work, hard work and cooperation among the teachers. It was also observed and emphasized that DSSS should be implemented in lower classes because of higher numbers, efforts to improve the foundations of the children in order to enable them to perform better in higher classes are ongoing.

### Vocational Training:

Rwamwanja: FCA in partnership with the Directorate of Industrial training (DIT) a department in Ministry of Education, science and technology directorate conducted the final assessment for 248 trainees; 149 Refugees (82M, 67F) and 99 Nationals (55M, 44F)) at the BTVET

centre. This is to assess the skills and competency a trainee has attained from the six months training at the BTVET centre. The trades assessed by DIT included: Tailoring and garment cutting, Hairdressing and cosmetology, Metal fabrication, (black smith), mechanics (motorbike and bicycle repair and maintenance) and Sandal making.

### Supporting Quality, Access and Inclusion

- DAFI scholarship awards selection of 2019 beneficiaries: Overall, 50 refugee students (17 Female and 33 Male) were selected to benefit from the DAFI scholarship programmes 2019. The selection was conducted by joint teams comprising of UNHCR, OPM, WIU, DEO Protection partner and Germany Embassy (for Kyaka II, Kiryandongo and Kampala). The desire for scholarships remains huge among the youth considering that 781 (183F and 598M) applied and 150 (119M and 31F) were shortlisted and underwent the interviews.

Selected DAFI Beneficiaries by settlement

Settlement	Male	Female	Total
Nakivale	2	2	4
Oruchinga	0	1	1
Rwamwanja	2	0	2
Kyaka II	3	0	3
Bidibidi	5	2	7
Kyangwali	2	1	3
Kiryandongo	1	2	3
Lamwo	2	0	2
Imvepi	2	0	2
Rhino	3	3	6
Palorinya	4	1	5
Adjumani	5	3	8
Lobule	1	0	1
Kampala	2	1	3
	34	16	50

- Additionally, Windle International Uganda in partnership with World University Services of Canada conducted Oral interviews for 47 (20 F and 27 M) refugees from settlements in Uganda to benefit from Students' Refugee Programme (SRP) education- resettlement scholarships in Canada. A total of 160 refugees attended the pre-selection written assessment from which the 47 students were shortlisted for the oral interviews.
- In Oruchinga, the best performing student from Rwamurunga SS has secured a scholarship for one year through WIU's collaborative efforts with

American Refugee Committee (ARC) at Nganwa High School where he is pursuing his A-Level.

- Yumbe: The “Walking School Bus” is piloting ICT in Education in Bididi Refugee settlement. The pilot involves introducing digital learning in 2 primary schools and secondary school with the main aim of improving access to quality learning. The major pilot is being conducted in Twajiji Primary school in zone 1. The school received ICT equipment like laptop computer, tablets, projectors and some internet connectivity. Teachers have been trained on using this equipment to access digital learning content that is relevant to the curriculum and the lessons they deliver. Other benefiting schools are Alaba p/s and Yoyo ss.

### **Menstrual Hygiene management:**

- In Oruchinga, as a measure to ensure girls’ safety and hygiene, WIU engaged UWESO for donation of a 10,000-liter water tank that was fixed at the girls’ dormitory at Rwamurunga secondary school.
- With support from EMESCO Development Foundation, WIU distributed 5,472 out of 8,400 Packets of disposable sanitary towels to a total of 2,070 girls within the reproductive age in 12 primary schools which was aimed at promoting menstrual health management and improvement on the school sanitation.
- In Imvepi, Plan international trained a total of 57(15F, 42M) teachers on menstrual hygiene management in Agomvususu-10 Emvenga-11, Oriajini-27, and Kiraodaku-10. Training materials were provided to all the 04 schools.

### **Support to learners with Special Needs (SNE):**

- ARUA: ZOA conducted functionality assessment for children with disability in 8 primary schools (Ofua III, Wanguru, Ariaze, Yelulu, Tika, Katiku and Hope). In total 373 children with disability were assessed with 205 girls and 168 boys with various impairments (physical, hearing, visual, mental, epilepsy and multiple).
- Additionally, the Xavier Project assessed 70 (29F/41M) children with cerebral palsy in the three zones of Imvepi settlement. Cerebral palsy is a movement disorder causing inability to perform movement due to lack of muscle strength, muscle-coordination or excessive tightness of the muscles. At the same time, the Uganda National Association of Cerebral Palsy and Xavier project through the project aimed at enhancing the quality of education

of children with cerebral palsy held a workshop to sensitize parents and community members the concept of physiotherapy. A total of 72(67F/5M) parents were trained at CARE community center in zone 2, village 10. The main objective of the training was to build the capacity of the parents on how to properly handle children with cerebral palsy in terms of their education and medical needs.

### **Early Childhood Development:**

- UNICEF through WIU provided/ distributed ECD kits to 8 centers in Rwamwanja; Mahani, St. Pual, Excel, Kataryeba White Academy, Nteziryayo, Exodus and Global ECD. This was aimed at providing access to indoor play materials and learning aids. Additionally, 111 (44M/67F) ECD care givers from Rwamwanja attended a week-long training organized by UNICEF at Canon Apollo Core PTC – Fort portal. The training was intended to equip care givers with basic knowledge on handling children especially in a refugee setting and also to understand the learning framework and ECD policies.
- YUMBE: Voluntary Services Organization (VSO) has joined Bidibidi to work in collaboration with the district local government, UNHCR, OPM and Lodonga PTC to increase access to inclusive, quality and equitable early childhood care and education for 3-5 year old children in the refugees and hosting communities targeting 5,320 girls and boys including children with disabilities by establishing 10 ECD centres in zone 3, recruiting and training 90 caregivers on ECCE curriculum/learning framework delivery as well as Conducting community awareness on the role of caregivers and the value of ECCE.

### **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. 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.

- **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 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 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 places 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.

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 District Local Government (DLG) and the Office of the Prime Minister (OPM) 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), UNICEF.

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