

UNHCR Uganda Monthly Update

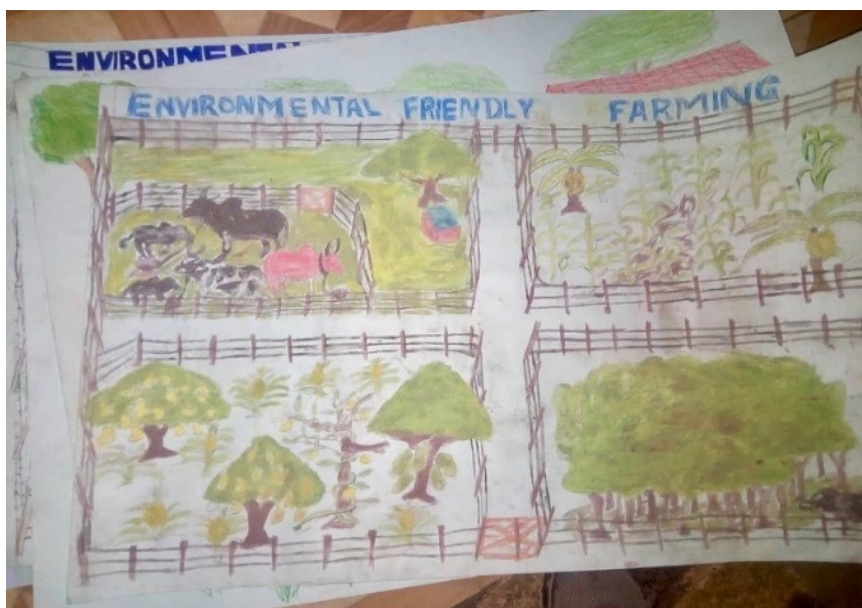
Protection - Education

September 2019

October 2019 Developments

Key Figures

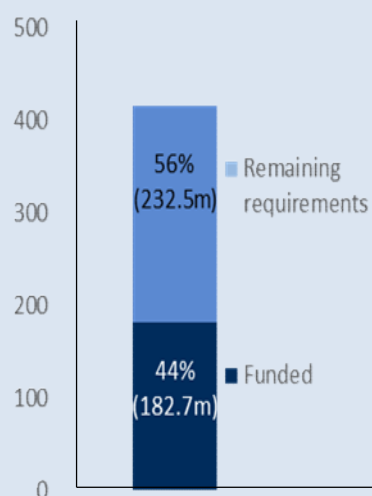
261,095 (72%)	Number of refugee children attending Primary School
17,544 (15%)	Number of refugee children attending Secondary School
Boys:Girls	Refugee Boys to Girls attending Primary and Secondary Education
Primary 54%:46%	
Secondary 68%:32%	



Class project work made by AEP learners demonstrating good environmental practice. (Yumbe)

Funding

UNHCR total requirements: USD 415.2 m



Achievements (Term II: February to June 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	261,095	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 general highlights:

Steady increase in attendance was observed in October 2019 as compared to September when the school term had just opened. Average attendance recorded across the settlement schools was over 70%. Some of the learners still absent themselves due to several reasons that include among others; engagement in agriculture, funerals, food collection during GFD, parenting lapses and heavy rains. Teacher's daily attendance remained at over 80% attendance rates.

Education Response Plan (ERP) costing module workshop was conducted in Hoima from 22nd – 24th October 2019 for 13 refugee hosting districts. The workshop was to train the district teams on ERP costing and enable them to develop and complete their prioritized district specific costed plans. The workshop that was facilitated by UNHCR and UNICEF was attended by participants from Ministry of Education (MoE), KCCA, Office of the Prime Minister (OPM), implementing and operational partners, refugee representatives, and district teams that included among others Education Officers, District Planners.

Missions:

UNHCR SO Mbarara hosted a mission comprising of UNHCR Head of Education and Livelihood sectors from HQ and Senior Education Officer from Kampala. The team visited Nakivale Vocational Training Centre, a secondary school and three livelihoods project with the aim of establishing how the skills training of youths in the settlement and other education pathways links to livelihoods programs.

A team of two researchers from UNHCR Denmark were on mission to Kyangwali settlement to understand in-depth the challenges in access to post primary education. The researchers held focus group discussions with both in and out of school youth and with key informants from both UNHCR and other Education actors. The biggest problems noted include: infrastructure as a barrier, few scholarships for the disadvantaged youth who cannot barely afford school fees and Refugee girls who often face multiple social and cultural restrictions and the risks of GBV and harassment.

West Nile (Arua, Yumbe and Adjumani) hosted Irish Aid and KFW missions during the reporting period. The

interest of the Irish Aid mission was on usage of instructional materials in schools while KFW mission was meant to follow up on the projects implemented using KFW funding.

Education Bridging programmes:

In a related development, WIU Kyangwali hosted and supported the British Council language research team that was collecting data on language resilience in 08 supported primary schools of Kasonga, Kinakyeitaka, Maratatu, Malembo, Nyamiganda, Kentomi, Ngurwe and Rwenyawawa. The data collection exercise was preceded by a two days training for the data collection and three days of data collection.

CBI in Education:

FCA and Danish Refugee Council in Kyaka with funding from ECHO distributed unconditional cash to 424 HHs out of 901 HHs targeted for 2019. The Education in Emergency (EiE) funds is to increase access to education for children out of school and enable parents and caregivers meet the children's educational needs.

Construction and infrastructure development:

Infrastructure:

In Lamwo, operational partner Street Child begun the construction of 8 classrooms at Cannan Primary and 3 classrooms at Progressive primary to ease congestion in these two highly populated schools in Palabek settlement. In Adjumani, construction of 2 blocks of 3 classrooms each with an office begun at Boroli Junior Primary School and Ayilo Secondary School through education partner, Windle International Uganda.

Teacher recruitment and training:

In Kyangwali recruitment of 22 additional trained teachers was conducted by WIU with the support of District Education Officials, RWC and UNHCR. The recruitment is expected to reduce the current teacher to pupil ratios that are high.

In Yumbe an orientation training was conducted for 30 teachers in 20 primary schools on practical inclusive practice and 10 days sign language teacher training to empower teachers with communication skills for children with hearing difficulties and providing teachers with skills and knowledge of providing total

World Teacher's Day:

On 17th October 2019, Imvepi settlement led by WIU and joined by other education partners, successfully organized the World teachers' day celebrations. The teachers across all the levels were facilitated to celebrate the belated day under the theme: Young teachers, future of profession. 200 (133M; 67F) participated in the celebrations including teachers, partner representatives and invited guests. The teachers received inspirational speeches from different guests including the settlement manager WIU Imvepi, UNHCR, OPM and the guest of honour (the Arua District Sports Officer who represented the DEO). Whereas in Rhino camp, it was celebrated on the 25th October 2019, it took place in Yoro P/S with some 150 teachers and stakeholders participated in the celebration. The teachers were encouraged to go back for further studies since the government of Uganda is proposing for Degree holders at Primary levels, their opportunity to upgrade is now. The UNHCR representative emphasized that teachers should handle children well while in school as education is a protection tool and children spend most of their time in school.

ECCD

With funding from UNHCR, WIU procured and distributed 101 ECD plastics chairs and 06 ECD tables to Maratatu primary school in support to ensure dignity for ECD learners in the school for effective teaching and learning of learners in the school.

Cocurricular activities:

WIU in partnership with Tennis for all conducted a series of tennis trainings between 22nd and 30th October 2019. The trainings targeted both in and out of school youth and children. While the children and youth in school participated in the afternoon sessions. The trainers were Carla Suarez Navarro and Freddie Santos Garcia being supported by Vincent Muwereza.

In Yumbe 04 children, 04 parents and 02 teachers were facilitated by Humanity and Inclusion to participate in the national symposium in which 01 child from knowledge land was selected as key participant in the children's parliament representing Bidibidi at the national level.

Secondary

WIU equipped a new girl's dormitory at Rhino Camp High School with 145 pieces of mattresses. The support is aimed at strengthening the retention of girls in schools as this will reduce cost of buying requirements for girls wishing to join the boarding section.

Vocational and Tertiary Education:

In Kyaka II, FCA supported a three-week internship placement of 212 (110M, 102F) trainees out of the 250 enrolled trainees in various places to enable learners practice the skills gained during the training. A total of 38 of the enrolled trainees did not undertake internship.

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 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 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.

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 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 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.

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 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), UNICEF.

Contact: Vick Ikobwa (IKOBWA@unhcr.org)