



SUMMARY REPORT ON JOINT INTERAGENCY ASSESSMENT

EDUCATION IN EMERGENCIES;
WEST NILE SETTLEMENTS

FEBRUARY 2014

I. INTRODUCTION

A total of **64,548 South Sudanese refugees** have arrived in Uganda since 16 December. OPM with support from UNHCR is recording refugees in the proGres database using biometric registration before they are relocated to settlements for longer-term assistance.

Arua has received **9,013 individuals** in 1,842 households since 16 December. Out of this number Ocea reception centre (RC) is accommodating **3,903** South Sudanese refugees. All new arrivals at the RC are being recorded with biometric registration which to date has captured 8,869 individuals in 1,810 individuals.

Adjumani has received a total of **46,874** refugees since 16 December. Out of this number Dzaipi transit centre (TC) is accommodating about **11,176** individuals in 2,196 households. Nyumanzi RC is accommodating **6,733** individuals in 1,561 households while the remaining refugees have been relocated to other settlements. Nyumanzi settlement now hosts 22,063 individuals while Baratuku has 2,290 individuals. In Adjumani biometric registration begun at Nyumanzi RC on 25 January. So far, **11,867** individuals in 2,690 households have been verified in the database.

Kiryandongo has received a total of **8,661** individuals in 1,802 households since 16 December. Out of this number, Kiryandongo reception centre is accommodating **3,222** South Sudanese refugees. To date **7,863** individuals in 1,681 households have been captured in the biometric registration database.

Northwest: Congolese

Koboko District, the total population of Congolese refugees captured in the biometric registration is **3,006** individuals in 764 households. In Waju II TC, the population is 1,744 individuals in 531 households. Recently the Congolese refugees have been relocated to settlements as follows: Waju - 626 Individuals in 103 households; Andologo - 408 Individuals in 81 households; and Adranga - 228 Individuals in 49 households

In order to get a better understanding of the situations, a joint inter-agency assessment mission on education in emergencies (EiE) was conducted from 20 to 24 January 2014 in four different settlements including **Arua, Adjumani, Koboko** and **Kiryandongo**. The assessment team was comprised of representatives from the **Ministry of Education and Sports (MoES)**, **United Nation High Commissioner for Refugees (UNHCR)**, **United Nations Children Fund (UNICEF)**, **Adventist Development and Relief Agency (ADRA)**, **Forum for Education NGOs in Uganda (FENU)**, **Jesuit Refugee Services (JRS)**, and **Windle Trust Uganda (WTU)**. At the field, the team was joined by **District Local Government Officials** and the **Office of the Prime Minister** Representatives as well as **African Development Corps (ADC)** in Kiryandongo, **Save the Children International (SCI)** and **World Vision (WV)** in Adjumani.

A separate report was drafted for each location outlining the findings and recommendations. The intention of this document therefore is to provide a quick summary of the general findings and should be read alongside the specific district reports. It should also be noted that based on the findings a general plan has been drafted. The proposed plan seeks to offer a broader framework for a coordinated interagency response. At the outset the team wishes to underscore the specificity of each of the four locations as well as each of the existing schools visited. Further, the team noted and seeks to point out that in all the schools visited, there was a varying demonstration of prior knowledge and experience in hosting refugee children from Southern Sudan. It is therefore incumbent upon each and every intervening agency to base their detailed plans on past experiences; lessons learnt on what worked best and what need to be done differently as would be best articulated by the respective school administrators. For instance, the team observed that rather than prescribing a general approach to language, the specific schools should be supported in advancing the most appropriate medium of instruction especially in lower classes based on representation of the learners enrolled.

We further noted that despite the general inadequacies observed in all the schools visited, there existed goodwill, a general positive attitude of the community towards hosting refugees and integrating them within the existing schools. Moreover it is important to know that there are teachers among the refugee population and all state holders seemed keen to engage them to support the learning process. Finally in our interaction with the district local

government officials we observed demonstrable knowledge of the issues affecting education. While this was so, resource constraints was listed as the key inhibitor; the desperate need for additional teachers, maintenance and expansion of education infrastructure which their current budgets cannot accommodate. This is however central to what must be done to guarantee access to, and enjoyment of right to education for the children among the recently arrived refugee population.

II. REFUGEE ACCESS TO EDUCATION PRIOR TO THE INFLUX

Refugee education was integrated and delivered through the local government structures, and administered through the DEO's office in Arua, Adjumani and Kiryandongo refugee settlements. In Adjumani settlement, there are 15 primary schools within the refugee hosting sites, and 4 secondary schools all these schools were visited during the assessment as well as 1 ECD center. These facilities are spread out across the 6 sub-counties. In Rhino and Imvepi camps in Arua, the team visited a total of 19 primary school, one secondary school and ECDs centre, it is however important to note that at the moment there is no refugee at Imvepi. In kiryandong the team visited 5 primary schools and 2 ECD centers as well as two secondary schools one private the other community owned.

There were no education activities in Koboko district targeted at refugees, however during the briefing with the district the assessment team was informed of existence of 65 primary, 6 secondary and an additional 10 private schools. The team visited two schools close to the settlement site.

III. COMMON CHALLENGES

1) Access

It was observed that many school structures are dilapidated, inadequate and need significant renovation including; classrooms, latrines and teacher accommodation. Existing structures, latrines in particular, do not fully accommodate teachers and children with special needs. With the current influx of refugee children, more classrooms and latrines need to be built, expansion of the education infrastructure will include renovation works and in some areas establishment of new learning sites. Moreover, existing schools lack child friendly spaces and ECDs. In locations with existing ECDs, they are mainly community owned, insufficiently resourced and operates at ad hoc basis due to resource constraints. Additionally, limited water sources within school premises including inadequate water harvesting and lack of hand washing facilities will hinder refugee children's access to education. Within the settlements there was uneven distribution of secondary schools. It was also noted that high dropout rate, especially among girls remained urgent concern and was mainly caused by poverty, early marriage, teenage pregnancy, child labor, long distance to school and lack of parental support for education as they prioritize household needs over education due to generalized poverty.

2) Quality

Inadequate number of teachers was a critical gap that was identified in all locations. Associated with this is an acute need for female teachers with most school only having one. In lower primary for example in Arua, the average teacher-pupil ratio is 1:100 this seemed to be the case across most of the schools visited. Lack of sufficiently trained teachers in special needs education was noted in all four locations. Inadequate supply of scholastic materials, especially textbooks for core subject. Desks as well as lack of learning materials for children with special needs. Lastly, lack of school feeding also hinders children's consistent school attendance.

3) Protection

A number of protection concerns were also identified, and lack of female teachers was noted to increase girls' vulnerabilities to protection risks (e.g. SGBV) which would be best addressed by female teachers. Further the absence also deny girls the opportunity to associate with female teachers as role models who can provide guidance and counseling. Schools also lack play materials and child friendly spaces with outdoor playing facilities. In some locations the classrooms lacked lightening arresters and well-established perimeter fence posing further risks. Lack of reliable water sources and proper sanitary facilities exposes learners and teachers to potential public health risks.

IV. NOTABLE LOCATION SPECIFIC CONCERNS

In Rhino Camp and Imvepi refugee settlements, access to education may be restricted if the district decides to uphold the ban on creation of temporary learning facilities. It is expected that the policy will have a significance impact on education in emergency interventions should it be upheld. Additionally, limited financial and logistical capability of the District Education Office to undertake the statutory school inspection was highlighted. Further, in Arua the district engineering team need to address the structural design for the school facilities; there is widespread cracking of buildings; even those that appeared relatively new.

In Adjumani district, it was mentioned that teachers required additional skills to address issues related to HIV/AIDS, trauma, violence, guidance and counseling. While this was not widely mentioned in the other sites it is an area that will require close attention to ensure delivery of a conflict sensitive curriculum. Practice of corporal punishment was also mentioned.

In Koboko district, quality education was not fully achieved due to specific issues such as inadequate instructional materials. As the schools had no previous experience hosting refugees, there were concerns that teachers may lack knowledge and skills in handling refugee children's specific needs associated with their experiences.

V. GENERAL RECOMMENDATIONS

Following are the recommendations based on the assessment:

- Recruitment, placement and payment of teachers; shall include both Refugees and National teachers
 - Identification training and placement of ECD caregivers this shall include a sustainable incentive scheme
- Procurement and distribution of assorted scholastic materials
- Considerations for all WASH elements in schools
- Determination of appropriate training package for the various school personnel; teachers, SMCs, PTAs
- Execution of developed training plan
- Renovation/Establishment of learning spaces/classrooms
 - Promote cost sharing with communities in renovation of existing learning spaces as well as establishment of temporary learning spaces whichever is applicable
 - Promote cost sharing with communities to renovate/construct teacher housing unit as appropriate
- Procurement and distribution of school furniture; teachers chairs, tables desks and book shelves
- Back to school stay in school campaigns
- Establishment of recreation facilities; sports equipment; indoor and outdoor
- Community mobilization, involvement and participation in the learning process of their children

Advocacy related activities

- Engagement of district local governments /MoES/public service on reviewing teacher ceiling especially in refugee hosting areas
- Policy dialogues on issues that impact on access to education; such as Arua DLG on the ban on temporary structures, provision of midday meals, assessment and certification
 - Parents obligation towards their children education; provision of midday meals, access to education and retention of learners