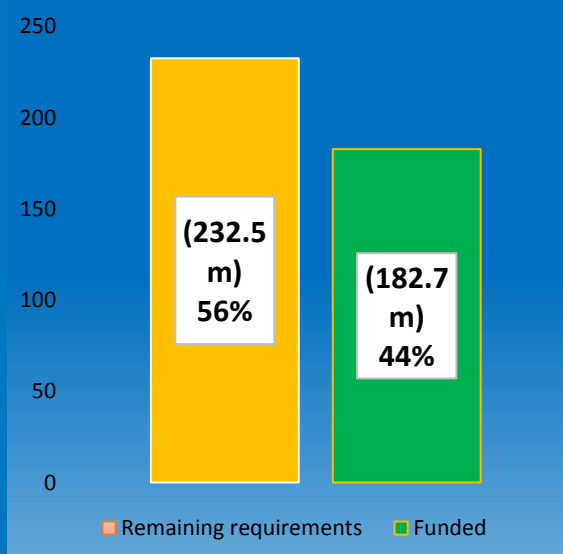


Key Figures

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



Refugee children of Panyadoli ECD with their parents and caretakers in graduation attire on 04 Dec 2018. Photo by WIU

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

Adolescents and youth assessment



©Hanlon, UNHCR. Youth engaging in focus group discussions.

- The assessment of formal and non-formal learning opportunities and protection needs of adolescents and youth in refugee and host community began in December with focus group discussion and key-informant interviews being completed in Koboko, and Moyo and beginning in Kampala. The study will capture the critical elements of well-being, resilience, and connection (to self and community), which are integral to developing strategies to support adolescents and youth.

Meeting with First Lady and Minister of Education and Sports Hon Janet Museveni.

- UNHCR was invited to State House for a meeting with the First Lady and Minister of Education Janet K. Museveni to receive a report and hear feedback from a MoES team who conducted a verification exercise in West Nile. The focus of the exercise was activities implemented under ECW's First Response Window. Overall the report was positive, but noted some gaps in coordination and adherence to standards in terms of construction.
- The Honourable Minister gave the go-ahead for the roll out of the multi-year funding, also from ECW, and highlighted the need for education activities and actors in Uganda to have improved monitoring and coordination of our efforts, more evidence, more detail and overall more value for money in terms of quality education and learning.

Monthly Development

Arua

- Training in Special Needs and Inclusive Education (SNIE) initiated by UNHCR and was technically supported by the Special Needs Inspector/Officer of Arua district plus 02 special needs teachers from Eruba school for the Deaf in Arua. 184 teachers and caregivers from ECD, Primary and Secondary schools, in 03 settlements of Rhino camp, Imvepi and Lobule in Koboko district attended. Teachers had shared with the UNHCR Education Arua, that they needed training to better support and integrate children with special learning needs in their schools. This training will improve the capacity of teachers to identify, assess, refer and teach children with disabilities at school level and improve the quality of teaching and learning in schools.
- In Imvepi settlement 21 members of the Examination Board were trained on item writing; assessment in teaching and learning; preparation of marking guides and systems marking and development of scoring guides. The need for this training was identified by the Examination Board Members themselves who wished to refamiliarise with the practice of exam setting for lower classes. The facilitators were tutors from Lodonga PTC in Yumbe.

Yumbe



Photo © UNHCR: Newly constructed Ayivu Primary school in Zone 5

- The handing over ceremony of Ayivu Primary school in Zone 5 of Bidibidi Settlement was attended by Yumbe District Local Government, Catholic Relief Service (CRS), UNHCR, OPM, school administration, parents, students and the host community. The school was constructed by CRS and comprises of 03 blocks of 09 fully furnished classrooms, 1 administrative block, also fully furnished and 10 units of teacher's accommodation.

02 blocks of 10 stances of toilets for pupils were also constructed. Speakers took the opportunity to encourage parents and community members to enrol and retain their children in school, particularly girls.

- The construction of 2 blocks of 06 semi-permanent classrooms at Yangani Primary school by AAR Japan has been completed. This will provide more space to accommodate the primary and the planned secondary school intended to start in 2019 in this location. There are ongoing school repairs in zone 2, of 05 temporary primary schools (Koro p/s, Kodeje p/s, Kejjebere p/s, Kenya Valley and Mulondo p/s. These repairs will help in ensuring a safe learning environment is provided for pupils when school resumes in 2019.
- As it is the end of the school year, UNHCR together with partners monitored closure of both primary and secondary schools to ensure furniture and other assorted school property were kept in lockable rooms for safety.

Adjumani

- The handover of teacher accommodation was done in Borolo, Alere and Maaji settlements. Providing accommodation for staff near the school is an incentive to attract and keep qualified teachers. It also helps to improve on teachers' attendance and motivation thus help to improve on the quality of the education.
- In Lamwo, UNHCR distributed teacher furniture - tables, chairs and flags - to teachers across 7 primary schools and a secondary school in Palabek settlement. Without such basic furniture, teachers resort to sitting on the ground while trying to plan classes or correct student's work. Provision of improves the working conditions of the teachers, and the dignity of the person and the role.

Kiryandongo

- In Kiryandongo, an end of year meeting was held with the headteachers of 6 of the 7 primary schools from within the settlement. The meeting discussed issues of recruitment and replacement of teachers, parents' contribution to their children's education, sustainability of the school feeding programs and the need for tree planting in schools. It was agreed at the meeting that all education stakeholders would be

consulted and updated on issues and achievements within the schools.

- As part of the go back and stay in school, bill boards around the settlement were painted with pictorial messages of "Go back to school and stay in school". This is part of the campaign/strategy to send messages to the community on the importance of taking children to school.
- Ematong Primary School was featured in a story profiling peaceful co-existence, and how the students engage in peaceful strategies to resolve minor conflicts in school.

Mbarara

- Construction of girls' dormitories and water harvesting system at the Rwamwanja Secondary School was started and is progressing well. The construction of chain link fence, incinerator and installation of 05 solar lighting system at also Rwamwanja Secondary School has commenced.
- At the BTVET Centre, work on the terrazzo floor for the computer block and installation of the rainwater harvesting system has begun. Building of the retaining wall has begun. Construction of a valley dam 60ft by 150ft length and 13ft deep is also underway. It is envisaged that the dam will be used for cooking, drinking and for demonstration gardens at the VTC.

Needs & Challenges



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- **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 14% 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

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

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

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).

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