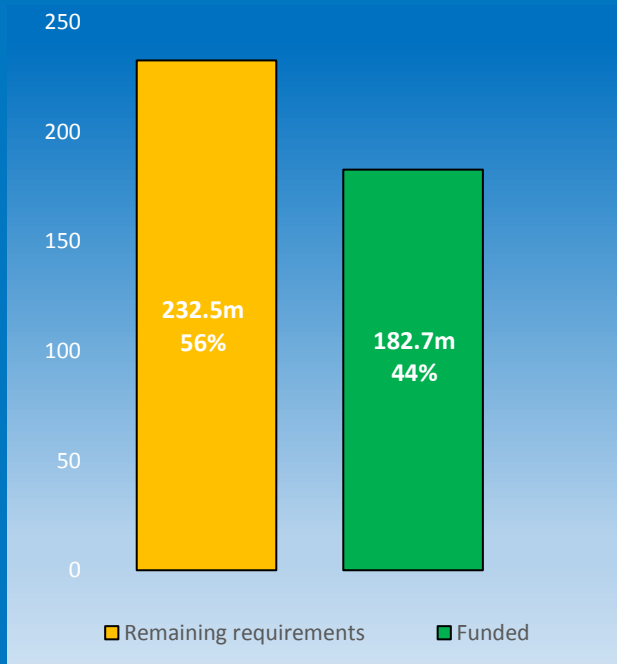




## Key Figures

232,838 (66%)	Number of refugee children attending Primary School
21,023 (15%)	Number of refugee children attending Secondary School
BOYS:GIRLS PRIMARY 70%:62%	Percentage of Refugee boys and girls attending primary and secondary school education
SECONDARY 20%:10%	

## Funding



## UNHCR Monthly Protection Update Education April 2019



Storms caused the roof of Kinakyeitaka Primary School in Kyangwali to be blown off.

### Achievements (Term 1: February to April 2019)

Activity	Reached Term 1 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	321,189	323,784
Number of <b>refugee &amp; host community</b> children enrolled in Secondary Education at Settlement level	29,228	34,645
Number of <b>refugee children</b> enrolled in 23 Primary Schools in Urban Kampala with highest refugee population	2,722	NA

**Construction Activities:** *Parent's contribution and community commitment to education is evident through construction in a number of locations this term. This is a very good practice which should be encouraged in all locations.*

- In Arua, the construction of 7 units of temporary teachers' houses in Awa Primary School is ongoing. The 7 units are being supported by parents through Parent Teacher Association (PTA) funds contributed per child per term. Construction is almost complete on 2 blocks of 9 stances of ventilated improved pit (VIP) latrines at Lanya Primary School realized through funding support from ZOA and MALTESER.
- In Kyangwali, the primary school in Maratatu and Kinakyeitaka had part of the roofs of the school blocks blown off during a windy storm which will require renovation before commencement of term 2.
- In Adjumani and Palabek, the construction of 2 classrooms blocks funded by UNHCR is ongoing in Agojo primary school. In Ayilo 1B primary school repairs and maintenance of school doors and windows is being done using the school development fund from Ayilo's PTA and School Management Committee (SMC). At Ogili Secondary school, construction of 1 block of three permanent classrooms with office annex is at the roofing stage, and plastering is ongoing on all the gables.
- In Rwamwanja, 8 classroom tents received from UNICEF will target ECD centres and primary school classrooms with the highest numbers of children, as a short-term solution to reducing congestion. In a bid to create a safe learning environment, parents of Mahega primary school are fencing the school premises.
- In Kyaka II, Windle International Uganda (WIU) in conjunction with Education Cannot Wait (ECW) consortium team conducted a joint monitoring of ECW projects. Under the ECW project, construction works on 5 permanent drainable latrines at Kakoni and Kaborogota primary schools respectively are on-going. Likewise 2 blocks of a 3 classrooms and teacher accommodations are on-going in both Kaborogota and Kakoni.
- 20 tents from UNICEF to be used as temporary classrooms of ECD centres and lower primary level

classes, have been received and will be installed in Term II.

### **Support supervision involving district inspectors of schools**

- **Yumbe:** In-depth/clinical supervision by the district inspectorate department was conducted in 18 schools across 5 zones. Inspectors paired and carried out full-day holistic inspections, and wrote a comprehensive report with general findings and recommendations that will be basis for futures support and supervision exercises.
- **Adjumani:** in partnership with the district inspector of schools (DIS), our partners WIU conducted an assessment in 5 community schools to assess their status and capacity for Uganda National Examinations Board (UNEB) Centre re-allocations.

### **Teacher Training and Recruitment**

- **Yumbe:** UNHCR together with Finn Church Aid (FCA), The Office of the Prime Minister (OPM) and Districts conducted interviews to recruit teachers for both primary and secondary schools. This started with the display of adverts in 5 zones, to which 856 applicants applied for the 109 positions (10 in secondary and 99 in primary). The District education Officer (DEO), UNHCR and OPM will be involved in the final selection process for transparency.
- **Adjumani and Palabek.** 18 (7F/11M) trained teachers were recruited and deployed to 04 schools in Palabek
- In Adjumani, 47 teachers comprising of 21 nationals (12M/6F) and 3 refugee trained teachers (2M, 1F, and 26 teaching assistants, all refugees (20M, 06F), were deployed. The induction was conducted by Senior Education Officer, District Inspector of Schools Adjumani and UNHCR Education focal person who facilitated a session on the Code of Conduct for Humanitarian workers. Futhermore 7 Headteachers (5M/2F) and 15 Deputy Head Teachers (2F/13M) were deployed to 14 primary schools.
- **Nakivale:** 48 newly recruited teachers and a school guard were oriented by UNHCR and OPM on the Child safeguarding policy, Code of conduct, and approach to Education in Humanitarian Response.

- **Kyaka II:** A total of 44 teachers were engaged in support and supervision in a bid to provide professional guidance to teachers to uphold best practices in teaching and improve performance of the learners. This support and supervision was carried out by partners, by District personnel and Centre Coordination Tutors.
- **Rwamwanja** Support and supervision focusing on schemes of work, lesson plans, lesson notes and content delivery was conducted for 12 teachers.

### Primary Education

- **Nakivale;** 05 primary schools closed in Nakivale at the end of 2018 due to inadequate financial sustainability. As a result there was a further increase in enrolment in the remaining 38 primary schools, 11 of which are supported by UNHCR. In these 11 schools average attendance in April increased to 84% (17,389) from 83% due to increased support and supervision extended to schools.
- In collaboration with Hunger Fighters Uganda (HFU), a Pupils' feeding program was piloted at Misyera primary school in April. A total of 107 pupils had subscribed to the program.
- **Oruchinga,** the average Pupil's attendance in the 4 supported primary and private schools was 95% (5,699) which is an increase from 5,630 last month, majorly due to increased community sensitization and new schools opening in the settlement.

### Secondary Education

- **Nakivale:** Average attendance in April increased to 89% (921) from 68% (905) in March due to increased support and supervision extended to the school by WIU.
- The Students' Business Club at Nakivale S.S emerged as the best in the Regional Students' Business Club. In May, the students will participate in the National Students' Business Club competitions at Nsambya Sharing Hall in Kampala. This will enable the students to further develop and showcase their creative and entrepreneurial works at the National level.
- A meeting was conducted at Nakivale S.S for 58 parents of students in candidate classes (S.4 and S.6) to discuss the academic performance of the students

and their registration for Uganda National Examinations Board (UNEB) Examinations.

- **Oruchinga:** Enrolment and attendance at Rwamurunga Community Secondary School has increased since end 2018 to 358 students from 246 with 96% attendance rate. This increase calls for more classroom structures and other education facilities to improve capacity, and maintain student's enthusiasm for learning.
- **Adjumani:** JRS are following up the equating process for 15 schools for a total of 157 students. The process is ongoing and clear guidelines for this exercise going forward is being sought from UNEB (Uganda National Examinations Board).

### Vocational Training

- Nakivale VTC increased enrolment to 493 from 478 at the beginning of the semester. However, there is a need to increase the average attendance which currently stands at 41%. Of the 493 enrolled 100 are nationals and 393 are refugees with an overall male female breakdown of 291 male and 202 female, enrolled.
- The VTC Secured a Uganda Business and Technical Examinations Board (UBTEB) centre number for Nakivale VTC ensuring students can now be examined within the centre.
- An inception meeting for the Agri-Business Course Training at Nakivale Vocational Training Centre was held. The training will be conducted by WIU in conjunction with Arizona State University for a period of two months starting from 29 April 2019.
- **Rwamwanja:** FCA continued to support 340 youths (211 refugees and 129 Nationals), (138 Females and 202 Males) with vocational skills at the Business Technical and Vocational Education and Training (BTNET) centre and the Community Based Training Centres with training in the different trades including, tailoring and garment cutting, blacksmithing, sandal making, mechanics, fruit growing, hair dressing etc.
- To further support the impact of newly acquired skills, English lessons have been introduced alongside computer skills to help youths market their products/business skills. 40 such youth were passed out after 3 months training in ICT skills in partnership with NGO MONDO (NGO from

Estonia).

- The second and last Tuesday of every month, Rwamwanja organizes general seller and buyers' markets. Trainees in black smith and welding sections attended the market day with 22 charcoal stoves and 20 cash boxes "piggy banks" each at UGX 10,000 and UGX 2,000 respectively. At the end of the day, 16 stoves were sold. Proceeds will be used to buy more learning materials for instructing students at the VTC.
- **Kyaka II** FCA procured 150 plastic chairs as a contribution to the VTC which is severely lacking in basic furniture.
- **Adjumani and Palabek** completed the selection processes of 28 (22M/6F) vocational students enrolled at Don Bosco vocational school in Palabek. These will be supported for 9 month until they sit for their final DIT examination
- JRS advertised 50 scholarship vacancies for vocational training. The population are youth refugees from all settlements in Adjumani.
- **Arua** Caritas continues to support 98 (13F 85M) in a number of courses in Omugo Technical Institute.

### Supporting Quality, Access and Inclusion

- **Yumbe:** End of term one exams were conducted in the 44 schools in the 5 zones to ensure every learner goes through an assessment to enable teachers gauge the progress with curriculum coverage.
- **Registration of candidates and equating papers was carried out by FCA.** FCA provided identity cards to facilitate the process of equation of documents for 450 students from across the secondary schools, issues of forgeries of academic documents are still existing two students papers were denied from UNEB.
- **Adjumani:** Medical assessments were conducted with MTI for 9 children (5M/4F) and recommended for educational support. The recommendation from MTI is a prerequisite for any PSN to get educational support to join specialize schools that caters for their disability.
- **Arua:** 43 children with special needs (30 M and 13 F) from both Rhino camp and Imvepi settlements are being supported to study in specialized schools in Eruba PS, Ediofe Girls p/s and Arua Demonstration PS.

- **Nakivale:** Eight teachers from 05 primary schools were engaged on syllabus coverage, and preparation for the assessment of learners, and the overall promotion of quality teaching and learning within the classroom.
- A general parents' meeting in the 11 primary schools aimed at the empowerment of the parents to financially contribute towards the end of Term one 2019 examinations for their children. Parents were required to contribute UGX 1,500 to facilitate examinations process at primary school level; this will strengthen the participation of parents in the education of their children.
- **Oruchinga:** welfare visits to children with special needs enrolled in St. Hellen's and Tukore Invalids schools were conducted.
- **Rwamwanja:** Kinyinya School for the Deaf where PSN children from Rwamwanja study was visited, to monitor progress and welfare of the 23 supported children. The school has employed the recommended school nurse during a previous visit to ensure wellbeing of the pupils.
- **Kyaka II:** Transition rate for pupils who sat PLE in 2018 were compiled. 74% of the learners joined secondary education, 2% joined vocational training institutes, 11% dropped out of school, 3% were resettled together with their families and 10% is unknown.
- WIU in conjunction with Bujubuli secondary school verified 53 (34M, 19F) Orphans and other Vulnerable Children (OVCs) in Senior 1 and 12 (7M, 5M) in Senior 5 aimed at identifying OVC students for scholarship advocacy.

### Support for co-curricular activities

- **Yumbe:** A total of 5 Secondary Schools out of 6 were supported to participate in the ball games tournament for 2019. Valley View SS emerged the overall winners. .
- **Nakivale:** A total of 44 debate sessions were conducted in the 11 supported primary schools. This co-curricular activity has improved the reasoning capacity of pupils, built confidence, and improved their public speaking skills. Inter-class games competitions at Nakivale P/S were also conducted.
- In **Adjumani**, A total of 465 pairs of boys' uniforms and 140 girls' uniforms were distributed in time for

schools sports competitions.

- **Kyangwali:** 8 supported schools were facilitated to participate in school athletics competitions in the settlement, with a subsequent team of 36 participants selected to take part in the district athletics competition.
- **Rwamwanja:** Inter-house debate competitions were conducted at Mahega primary school; and, refugee and host community pupils were selected to represent Katalyeba Nkoma Town Council at Kibaale East County level athletics.

### Early Childhood Development

- **Nakivale:** 07 ECD centres closed due to a lack of sustainable financial resources. 43 remain ECD centres in Nakivale, with an average attendance in April of 91% up from 60% in March.
- **Oruchinga:** increased community engagement means shows the average daily attendance of children at ECD centres in Oruchinga is at 96% (1899 children).

### Needs & Challenges

- **Quality and skills Level of Teachers:** Teachers play an essential role in delivering effective quality education. Their training and professional development is critical in bringing about sustainable improvements in quality of education.
- **Improved teacher professional development** in-service opportunities and ongoing coaching/mentoring are urgently required.
- **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 Teachers and Classroom Assistants have a particular role in this process.
- **Increased access to secondary education** is a critical need and gap with less than 16% of 14-17 year old refugees enrolled in secondary education
- **Opportunities for post-primary alternative education and life-skills education** are largely lacking with limited alternatives for youth engagement in vocational skills training.
- **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

### Strategies

- **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.
- **Strengthen absorption capacity of GoU primary & secondary schools:** increase pupil: teacher ratio targets and double shifting in target schools.
- **Provide alternative non-formal learning pathways for over-age and out-of-school children and youth** such as vocational training/skills building. 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.
- **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.
- **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.

#### 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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