



Key Figures

261,095 (72%)	Number of refugee children attending Primary School
17,544 (12%)	Number of refugee children attending Secondary School
BOYS: GIRLS PRIMARY 54%:46% SECONDARY 68%:32%	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 June 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 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

Construction Activities

- In Kyangwali, a joint team comprising WIU, OPM and the Kikuube District Engineer handed over 6 classrooms and 15 latrines at Maratatu primary school and 3 classrooms and 10 latrine stances at Kentomi Primary school constructed by WIU with funding from Education Cannot Wait (ECW). Additionally, Action against Hunger (ACF) is constructing 6 latrine (3 for girls and 3 for boys) in Maratatu Primary School to improve sanitation.
- Catholic Relief Services (CRS) convened an interagency meeting to break ground for the construction of new classroom blocks at Maratatu Primary School. Together with WIU, CRS also assessed several staff houses within the 8 primary schools supported by WIU in an effort to renovate and improve on the welfare of the teaching staff.
- LWF and Raising Gabdho Foundation (RGF) constructed improved energy saving cooking stoves at Kinakyeitaka and Kasonga Primary Schools which use briquettes and a reasonable amount of firewood.
- With funds from DRDIP, 3 schools (2 primary and 1 secondary) in Lobule settlement have been supported with new classrooms (2 blocks of 3 classrooms with an office) constructed to improve the physical learning environment. The package includes desks (18 per class), water tanks, and 4 blocks of 5 stance latrines. Padrombu secondary school received an Administration block, laboratory and a 5 stance teachers' latrine block. This has enabled the school to be considered by UNEB as an exam sitting centre.
- In Rhino Camp, the construction of one block of 3 classrooms in Komoyo and Ariaze Primary schools, funded by FCA under Education Cannot Wait (ECW) has greatly reduced congestion and improved the physical learning environment for improved learning outcomes.
- PLAN International Uganda has commenced construction of 4 classroom blocks (3 classrooms each) in 2 schools in Rhino Camp; Kiriadaku, and Emvenga, as well as 2 schools in the host community (Agomvususu and Oriajini primary schools). 2 blocks of 5 stance latrines are also being constructed in each of the 4 schools.
- NRC handed over construction of 2 blocks of 3 classrooms each with ECHO funding to improve the classroom gaps in Accelerated Education Programme (AEP) hosting schools. The additional

classroom construction is expected to absorb the AEP learners who are mainstreaming into formal system after completion of the AEP cycle.

Coordination

- As part of the process to review the Education Response Plan (ERP), the ERP secretariat and Ministry of Education and Sports (MoES) with the support of UNHCR, FCA, Save the Children and UNICEF conducted regional level ERP consultation with relevant Education actors in the Southwest (Kamwenge, Kyegegwa, Isingiro, and Mbarara) and Midwest (Kiryandongo, Kikube, Hoima). The consultations that were conducted between 24 - 27th June 2019 included the participation of 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 of the consultation was to; re-orient education actors and District Local Government staff on the Education Response Plan, Provide updates on the review process of the ERP, identify key issues, challenges and priorities related to education at the district level and describe the next steps of the ERP district level planning process. This will be followed by the district level planning process in which education partners will actively participate to ensure the delivery of high quality education to refugees and the host community.
- NRC launched a 5 year project 'Education and Displacement Study in Arua District'. The project will study the impact of AEP intervention in West Nile and will be implemented by PRIO in partnership with Accelerated Education Working Group, Makerere University and NRC. 50 participants attended the launch.
- NRC held a one day introductory meeting for Peer Coaching Model in Imvepi for school administrators where AEP Centres are accommodated. The meeting was attended by 36 (28M/8F) participants and it was recommended that the peer coaching model should be replicated to cover all schools in Imvepi and not only AEP hosting schools.
- A meeting to review the progress of the Library club in Imvepi Secondary School was attended by Good Steward Global Initiative, Muni University, UNHCR, Imvepi SS administration, and WIU. An

additional 2,323 pieces of assorted library books were received to increase access to reading materials and improve the reading culture among the community of Imvepi settlement. At the time of the monitoring, 988 (708M/280F) users had accessed the library since the beginning of the year. Of the 988, 708 (512M/196F) are daily users who read in the library and 280 (196M/84F) borrow books.

- In Rwamwanja, community members supported new arrivals (who were relocated from Adjumani to Rwamwanja) to enable them pursue education in Mahani primary school, through the contribution of 20 pieces of pens, 12 dozens of exercise books, and 6 boxes of pencils.
- In Oruchinga, Mind Leaps - an NGO operating at the settlement that reaches out to youths through “dance therapy” - has supported 5 secondary school students to return to school by providing tuition and uniforms. Additionally, 49 youths have been supported to go back to school in 4 primary school (Rwamurunga -32; Kajaho -14; Kayenje - 02; and Kibwera -01). The learners were provided tuition, uniforms and with scholastic materials.

Teacher Training and Recruitment:

- On 29th June in Adjumani, Jesuit Refugee Services (JRS) with support from TPO conducted a teacher’s training on Mental Health and Psycho Social Support attended by 51 (18F/34M) teachers.
- In Kiryandongo, UNHCR trained 12 (3F/9M) newly recruited Staff from Give Directly on refugee protection and the Code of Conduct.
- In Kyaka II, WIU supported a 03 day training for teachers on thematic curriculum and continuous assessment of learners. The training was facilitated by the Centre Coordination Tutors, District Inspector of Schools and the District Senior Education Officer. 139 (86M/53F) trained teachers and school administrators participated.

Primary Education

- 983 (688M/295F) refugees and national pupils from Imvepi were registered to sit for Primary Leaving Examinations (PLE), from which 102 were Ugandan and 368 were learners from the AE programme.
- In Rhino camp, 2,168 learners (1245 refugees: 344 nationals) were registered for PLE. Additionally, 579 learners from the AEP section were supported by NRC, FCA and SCI to be registered for PLE. In

Koboko, 58 learners were registered for PLE and 30 for lower secondary – UCE.

- Preparations are underway for the celebration of 10 years of existence of Nakivale Primary School. Tentatively, the celebrations will be conducted in September 2019 and stakeholders will be called upon to support the school in the construction of a main hall.

Secondary Education

- The Ministry of Education and Sports completed the licensing of Ofua Secondary School in Rhino camp. It is anticipated that registration will be completed by February 2020 to enable Senior four candidates sit their final examinations from the school. It should however be noted that the license number was given on condition that a main hall for examinations and laboratory are constructed, and single seater chairs for candidates of year 2020 are procured.
- Padrombu SS in Lobule settlement in Koboko district received their centre number from UNEB. Senior Four candidates will be able to write their final examination from the school. This was made possible following construction of a well-equipped laboratory, administration block, 06 classrooms and teachers’ latrine.
- 103 (17F/86M) candidates comprising of 93 refugees and 10 nationals from Imvepi Secondary School were registered for the Uganda Certificate of Education (UCE).
- An assortment of 315 units of science laboratory equipment were distributed to Yikuru and Imvepi secondary schools to facilitate teaching and learning of science subjects.
- WIU completed the registration of 97 (83 refugees and 14 nationals) candidates to sit for UCE exams at Palabek SS. Registration fees for the 83 refugees were fully paid supported by UNHCR.
- With funds from UNHCR, 757 refugee students were registered for UCE Examinations in Adjumani. 157 of these were supported to successfully equate their documents.
- In Rhino camp, 168 (150 Refugees, 18 nationals) candidates were registered for UCE and 08 (1F/7M) for UACE – Upper secondary.

Vocational Training and online learning.

- The school administration of Nakivale SS, Principal of the Vocational Training Centre (VTC) and parents conducted meeting aimed at sensitizing

parents on the significance of the Vocational program. In attendance were 468 (80 national; 52M/28F) and 388 refugees. Parents and their children (Senior One) were sensitized on the importance of vocational skills training of their children.

- 35 certificates were presented to refugees from Kyangwali who completed various online courses from top world universities through the Coursera platform. The certificates recognized achievements in various disciplines including: Public Health in Humanitarian Crisis, Learning Programs for Volunteer Health Workers, Project Planning and Management, Peace and Conflict Resolution, Computer Programming, Journalism and Mass Media, Modern Agricultural Practices among others.

Supporting Quality, Access and Inclusion

- A total of 364 PSNs (20 Palabek, 85 Kiryandongo, 75 Adjumani, 184 Yumbe/Bidibidi) were supported to return to various schools in Masindi, Gulu, Kitgum and Adjumani.
- In Oruchinga, during monitoring at Kajaho primary school and Tukore Invalids' primary school, it was established that there is a need to upgrade the deaf unit (infrastructure) at Kajaho.
- During the world refugee day celebrations in Kyempango Primary School in Rwamwanja, 8 (6M/2F) of the best 2018 PLE performers from the settlement schools were provided with scholastic materials as a way of encouraging them to study and remain in schools.
- In response to issues of congestion in classes and the high teacher :pupil ratio, parents and community members of Komoyo primary school in Rhino camp settlement resolved to implement Double shift (DS) system on 31st May 2019. The decision was backed by a learning visit conducted by representatives of Komoyo PS, on 6th June, to Longamere PS (which has implemented DS for more than a year now). UNHCR and other education actors are working towards more widespread support and adaptation of the double shift school system in the coming terms, once the draft guidelines are approved by relevant bodies within MoES.

Support for co-curricular activities

- 16 refugee students from Bidibidi were selected to represent Yumbe district in national competitions held in Soroti district from 6-12th June. The refugees were selected following participation in the district post primary athletics competitions conducted to select the district team.

Early Childhood Development:

- Reductions in ECD enrolment/ attendance were highlighted in Kyangwali and Palabek. In Palabek, the reduction was associated with phasing out of the feeding programme in all of the ECD centres which were formerly supported by the Don Bosco Mission. In Kyangwali, the increased rate of absenteeism is as result of heavy rains in the settlement.
- With support from UNICEF, 32 (20F/12M) caregivers from the community and private ECDs were trained on community child care programme in Oruchinga. A certificate of completion on the training will be awarded to each of the caregivers.
- Construction of ECD classroom blocks at Happy Angel's in Zone 3, Imvepi is ongoing by WVI. Additionally, 3 tents were provided to support children. UNICEF has also supported World Vision with 10 tents to support the centres that lack classes and those that have greater number of children including Happy Angels, Future Generation, and Hope for Children and New Hope
- In Rwamwanja, 08 school tents donated by UNICEF to create more learning space were successfully mounted at Nkoma C.O.U, Nteziryayo, Mahega and Mahani ECD centres. While this has to some extent improved children to caregiver ratio, it has also stretched the number of teachers needed to support the extra classes created.

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 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 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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