



## Key Figures

261,095 (72%)	Number of refugee children attending Primary School
21,117 (15%)	Number of refugee children attending Secondary School
BOYS: GIRLS PRIMARY 76%:68%	Percentage of Refugee boys and girls attending primary and secondary school education
SECONDARY 19%:10%	

## 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 September 2019



Pupils at Siripi primary school attending classes at the beginning of the school term.  
Photo@ Windle International Uganda (WIU)

### Achievements (Term II: May - September 2019)

Activity	Reached Term II 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	261,095	323,784
Number of <b>refugee &amp; host community</b> children enrolled in Secondary Education at Settlement level	27,985	34,645
Number of <b>refugee children</b> enrolled in 23 Primary Schools in Urban Kampala with highest refugee population	3,376	NA

## Key highlights

- Schools officially opened on 16<sup>th</sup> September for term III. Low attendance rates were registered within the first two weeks of the school term with locations such as Kyangwali registering rates as low 36% ECD and 26% in week one. The low attendances were attributed to among others; engagement in agriculture, funerals, food collection during GFD and parenting lapses. Teachers attendance on the other hand was high at the opening of the school term with most locations and schools registering over 80% attendance rates. In Imvepi, teacher's attendance was reported at 90.9%. UNHCR and partners continued to conduct community awareness sessions with parents, community leaders and teachers to encourage learners to come to schools.
- Selection of Education partners for 2020 Education programme implementation was completed. As part of the process, consultative meetings were conducted with UNHCR Field and branch office technical teams and partners. Two partners; Windle International Uganda and Finn Church Aid (FCA) have been selected as the UNHCR implementing partners. WIU will Implement entire education programme in Imvepi, Rhino, Adjumani, Lamwo, Kiryandongo, Nakivale, Oruchinga and Primary and ECD section for Palorinya settlement while FCA on the other hand will Implement the entire education components in Kyaka II, Rwamwanja, Yumbe and components of Secondary and tertiary/Vocational in Palorinya. Koboko District Local Government will continue to implement education in Lobule refugee settlement. UNHCR and partners are expected to commence the PPA developments.
- The Education Response Plan (ERP) costing model training workshop and UNHCR/UNICEF internal meeting was conducted in Hoima. The Costing Model training sought to orient district technical teams from Education and Planning section of how the costing of individual district ERP will be done and equip the teams with the required skills. The UNHCR/UNICEF meeting on the other hand aimed at enhancing coordination, sharing strategies for education and fostering an in-depth understanding of the UNHCR-UNICEF Letter of Understanding regarding education coordination.

## Construction and infrastructure development

- ARUA: Windle International Uganda (WIU) renovated the classroom that was burnt at Komoyo primary school in August by unknown people. This will enable the staff resume using the room as a store and/or as an office as they used to do.

## Scholarships

- In Bidibidi, WIU together with UNHCR, OPM, FCA and Refugee leaders conducted interviews to select beneficiaries for the Sister of St Joseph scholarship program. Under this program, 10 students have been selected to undertake certificate and diploma courses in

nursing, plumbing and teaching in institution within the West Nile region.

## Teacher recruitment and training

- WIU with support from OPM, UNHCR and Odupi Sub-County officials participated in the selection interview for 6 teachers (3 primary and 3 Secondary) and 3 security guards in a bid to fill vacant positions created by the absorption of some teachers into the government scheme. Additionally, in Yumbe (Bidibidi), FCA, UNHCR and the District Education Officer conducted induction sessions for 10 newly recruited science teachers to fill gaps left by teachers who joined government scheme. The key issues covered during the induction included among others; UNHCR 9 Core principles relating to PSEA, Child safe guarding, professional teacher's code of conduct and FCA policies. The purpose of the induction was to capacitate teachers with knowledge on rules and policies governing the teaching profession as well as humanitarian service in a bid to safe guard against breach of policies and compromising safety.
- Similarly, in Adjumani, 321 teachers received training on curriculum planning and gender pedagogy in 24 schools, including in 16 government and 8 settlement schools. The trainings were held between 9<sup>th</sup> -13<sup>th</sup> September and organized by AVSI. The Luigi Giussani institute of higher education facilitated the training. Further, AVSI conducted training for 16 teachers on early reading and grade maths in World View and Aywe primary schools respectively. AVSI also donated various assistive devices to 16 PSNs including 13 spectacles, 3 pairs of orthopaedic boots while 1 refugee was referred to Apac Hospital for cleft-lip palate surgery.

## ECCD

- In Kiryandongo, 25 caregivers (2M/23F) were trained on how to manage multi-lingual and multi-age classes. The training was conducted with support from the District Inspector of Schools. The training was aimed at ensuring that the care givers are in position to support every child during ECCD activities. Caregivers were also supported to develop an action plan to ensure incorporation of the acquired knowledge in their day-to-day activities. These included; revising their class rules, mapping out the most used languages in their respective centres and designing instructional materials to cater for multi- lingual setting.
- Similarly, in Oruchinga 18 caregivers (5M/13F) were trained at the Bishop Stuart Core PTC. The care givers were trained in community childcare to equip them with skills in parenting to enable them sensitize parents to support early childhood education and also acquire methods of handling and teaching children.

## Primary Education

- The 10-year anniversary of Nakivale Primary School was celebrated on 26<sup>th</sup> September. The event was co-organized by the school and education partner, WIU. The event was attended by UNHCR, OPM, partners,

parents, teachers and pupils of the school. The school enrollment currently stands at 2,076 pupils in primary and pre-primary sections including refugees and Nationals. The school seeks to fundraise for a multipurpose hall.

#### Special Needs Education (SNE):

- 336 learners (322 in primary section and 14 secondary section) with Special Needs Education were supported to return to various SNE schools in Masindi, Arua, Gulu and Yumbe. The learners were supported with tuition fees, transport and assortments of personal effects and scholastic materials. Prior to reporting back to school for term III, home visits were conducted to encourage parents to support their children with basic personal effects such as soap, pocket money etc.
- In Kyangwali, WIU in partnership with special Olympics Uganda and UNICEF distributed sports kits to all schools in the settlement to support inclusion sports in schools especially kids with intellectual disabilities. Each school received a volley ball kit, football kit, basketball kit among other items which will support co-curricular activities in schools and development of talents targeting specifically children with disabilities.

#### Secondary

- On 10th September 2019, WIU delivered 70 double decker beds to the girls' dormitory at Rhino Camp High school. WIU plans to procure and supply 145 mattresses to this dormitory to enable girls have access to boarding facilities to reduce the distance they walk to school and related protection risks surrounding their accommodation in the neighboring community.
- In Kyaka II, due to heavy rains, one of the teachers' accommodation blocks at Bujubuli SS collapsed destroying teachers' property. No one was physically harmed.
- In Yumbe, 17 orphaned and vulnerable Children enrolled in secondary schools outside the settlement were supported to return back to school for term III.

#### Vocational and Tertiary Education

- In Kyaka, Sweswe Vocational Training Centre constructed with funding from Australia for UNHCR was inaugurated on 19th September 2019. The inauguration was graced by the Deputy High Commissioner for Australia, Australia for UNHCR Representative, Kyegegwa District Local Government, OPM, the UNHCR Representative, the Head of the UNHCR Mbarara sub-office, and Finn Church Aid. The inauguration was witnessed by community representatives, NGO Partners in Kyaka II, learners, trainers and staff of the VTC.

#### 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.<sup>1</sup> 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.<sup>2</sup>
- **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

<sup>1</sup> UNICEF Country Programme Action Plan (2016 - 2020). 2015

<sup>2</sup> Are our children learning (2016)? Uwezo Uganda Sixth Learning Assessment Report. December 2016.

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 Ministry of Education and Sports.
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.

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