



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% SECONDARY 19%:10%	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 November 2019



Secondary school students at Rhino Camp High school doing end of year exams in a congested classroom. Such is a common scenario in most of the settlement schools © UNHCR Arua

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 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

Education Can't Wait (ECW):

The UNHCR Country Representative and education team held a meeting with the First Lady/Minister of Education and Sports to update on UNHCR's support to education in the refugee hosting districts in Uganda. Key milestones highlighted included among others establishment of the ERP Secretariat, payment of salaries for 4021 teachers, as well as activities to enrol more students and achieve better learning outcomes. UNHCR's 2020 plans for increased support and strengthened coordination with the district local government were welcomed by the First Lady, as she stressed the role of planning and coordination by all education actors to ensure effective, efficient and accountable activities to bring maximum education benefits to children in the refugee hosting districts.

Joint Monitoring

- The Ministry of Education and Sports officials with support from the ERP secretariat, partners and UNHCR conducted on-site joint verification of activities implemented by Education Cannot Wait (ECW) partners in Adjumani, Lamwo, Rwamwanja, Kyaka II, Kyangwali, Nakivale and Oruchinga. This was one of the key recommendations made by the First Lady/Minister of Education and Sports during the meeting with Technical Ministry officials, UNHCR representative and Education teams as well as the ERP Secretariat. The Joint verification sought to validate the report shared by the Consortium Management Unit. The teams visited activity sites, held discussions with stakeholders and learners. In Adjumani, preliminary findings of the mission highlighted delays in implementation of the overall projects thereby affecting the benefit time for persons of concern.

Primary Leaving Examinations (PLE)

- 10,640 (96.3%) learners of the 11,046 (8903 refugees and 2143 Nationals) who registered for Primary Leaving Examinations (PLE) successfully sat their PLE on 4th and 5th November 2019. The general attendance rates for the national examinations was good across the settlements with average of 96.3%. i.e. 99.3% for Adjumani/Lamwo, 98% Kyaka II, 98% Oruchinga, 97% Imvepi, 96% Rwamwanja, 94% Nakivale, Bidibidi, Palorinya, 98.4% Kiryandongo, 97.6% Kyangwali, 97.7% Rhino. 3.7% of the learners did not show up owing to numerous reasons including child marriage, medical reasons, spontaneous returns, resettlement, death and children opting for other education options such as vocational skills training, UNHCR through her partners supported the district education Offices with transport for distribution of examinations, provided meals for the learners, to enable candidates sit for the examinations in emotionally favorable environment, UNHCR supported the candidates with transport, scholastics materials (pens and mathematical sets) and feeding.

- Similarly, the Uganda Certificate of Education (UCE) and Uganda Advanced Certificate of Education (UACE) examinations commenced during the reporting period. Due to absence of UNEB sitting centre numbers in most settlement secondary schools, learners had to be transported to schools outside the settlement. An arrangement that is costly because it involves transportation and feeding of students for the duration of the assessment. It is therefore recommended that the school is supported in getting a UNEB centre number to reduce exam related expenses. For instance, students of Ofua and Imvepi SS, due to lack of UNEB sitting centre number, were transported to Rhino camp SS and Ogoko Seed school to write their final exams.

Early Childhood Development (ECD)

- Transitional and continuous assessment of learners at the ECD level was conducted during the period across all the ECD centres with some learners successfully graduating and transitioning to Primary One (P.1) for the year 2020. In Adjumani and Lamwo approximately 5,021 pupils (2,514M/2,507F) successfully graduated to P1 for 2020 compared to 1,034 registered 2019. This implies and anticipated strain on the already limited infrastructure and capacity of the primary schools. Like in other locations there is need to enhance the capacity of the primary schools to be able to absorb the new learners enrolling in the primary section.
- Key obstacles experienced in regard to access to early childhood education included among others heavy rains that lead to high absenteeism rates in locations such as Kyangwali, Nakivale, Oruchinga, Kyaka II and Rwamwanja, dilapidated state of some of the ECD centres affecting teaching and learning, lack of feeding programmes at the centres there by discouraging children from attending and limited number of trained caregivers.
- In a bid to enhance access to Early Childhood Education, in Rwamwanja three newly constructed ECDs; peace and happiness, Buguta and Kikurura constructed by FCA with funding from UNICEF were completed and handed over to the community for management.
- In Rwamwanja, Right to Play organized and conducted four day "play based learning" training for 39 caregivers. The training was aimed at emphasizing the use of play and games using RCA (Reflect, Connect and Apply) approach to improve teaching methodology in ECD education sector by 2020. The caregivers during the training acquired skills on how to use the environment to come up with locally made play materials. Due to limited funding, the training covered only 10 ECDs under the support of right to play while the other 14 ECDs were left unsupported. RTP plans to roll out the training to the remaining 14 ECDs in 2020.
- In Kyaka II, WIU in conjunction with Right to Play (RTP), Children On The Edge Africa (COTEA), Kyegegwa District Local Government (KDLG), Youth Imitative

Development Africa (YIDA) UNHCR and OPM conducted joint monitoring to eight ECD centres, supported by YIDA and COTEA. These included, Youth initiative- Sweswe, Tuungane, Mother care, Humura, Jesus Cares, Buliti A and B and Angels 'care all in Itambabiniga Zone. The key findings included but not limited to; some centres having a high pupil to caregiver ratio, lack of ECD learning frameworks, inadequate hand washing facilities and clean water for drinking, improper use of classroom registers, lack of visitors books, one latrine stance being shared by both female and male learners, lack of instructional materials and play kits, unfriendly terrains, vandalism of ECD materials among others. Recommendations included; management of ECD centres to be taken up by the community through Centre Management Committees and the lead caregivers in the centres. Joint monitoring will continue, and findings shared in the sector and main platforms like inter agency coordination meetings in a bid to attract support from other partners, capacity building of Centre Management Committees on their roles and responsibilities is key to improve their performance.

Vocational Skills Training

- UBITEB examinations and Directorate of Industrial Training (DIT) assessments were successfully conducted in Nakivale VTC, Rwamwanja VTC, Moyo Technical Institute, Moyo Community Polytechnic and Mother Annetta Centre. At Nakivale Vocational Training Centre (VTC) 28 (23M/5F) candidates sat their UBITEB examinations. This was the first time UBITEB examination were being hosted at the VTC following the acquisition of an examination centre number. Examinations were for National Certificates in; Fashion and Garment Design, Building Construction, Block Laying and Concrete practice, Automotive Mechanics, Electrical Installations System, Agriculture and Tailoring.
- On 06th November 47 (25M/22F) vocational trainees from Adjumani settlements sat their DIT examinations at Moyo Technical Institute, Moyo Community Polytechnic and Mother Annetta Centre. On 18th November, the 47 trainees were placed for one-month internship programmes within Adjumani town. The trainees were each provided an initial start-up kit to support them during the internship, with the remaining material expected to be issued upon completion of the internship. The District Education Officer, OPM and UNHCR staff witnessed the handover process.
- Similarly, on 29th November, the Directorate of Industrial Training (DIT) assessed 85 trainees in Rwamwanja VTC to test their skills and competencies following completion of six months of training. An additional 250 will have their DIT assessment in February 2020. The 250 (100 Nationals & 150 Refugees) trainees were supported by Finn Church Aid to go for one month's industrial training. The trainees were supported with accommodation, transportation and personal effects. In Rwamwanja, the

certified DIT trainings have helped 497 youth to get formal employment with various organizations and private enterprises within and outside Rwamwanja.

- To further strengthen the relationship between the private sector, parents and FCA, a networking and coordination meeting was held at the BTNET centre on 23rd November bringing together 65 stakeholders. This kind of interaction helps the FCA team and parents prepare trainees appropriately for the job market thereby increasing their chances of formal and informal employment in and around the settlement. Parents pledged to support their trainees with the little they have but also requested FCA to help them look for more funders to support with start-up kits.

Post-Secondary/ University Education

- Selection of additional 50 (35M/15F) beneficiaries to benefit from 2019 DAFI University scholarships was conducted during the reporting period. The selection was conducted by a panel comprising of WIU (Education partner), UNHCR, OPM and refugee representatives. Beneficiaries were selected through review of the waiting/reserve list following the July 2019 selections while in other locations where there were no beneficiaries on waiting lists new selections were conducted. The demand for University and post-secondary education opportunities remain high across the locations. Currently there are an additional 23 (20 male and 03 Female) on University scholarship reserve lists.

Settlement Location	NATIONALITIES				Total
	DRC	RWA	SSD	SOM	
ADJUMANI			8		8
BIDIBIDI			7		7
IMVEPI			2		2
KIRYANDONGO			3		3
KYAKA II	3				3
KYANGWALI	1		2		3
LAMWO			2		2
LOBULE			1		1
NAKIVALE	1	3			4
ORUCHINGA		1			1
PALORINYA			5		5
RHINO CAMP			6		6
RWAMWANJA	2				2
URBAN-Kampala	1		1	1	3
Total	8	4	37	1	50

Ed-Tech

- As part of the Can't Wait to Learn (CTWL) programme, War Child Holland with funding from ECW installed a solar power system at Rwamurunga primary school and handed over 41 computer tablets to kick start the programme. It was observed that 30 of the tablets had

faulty charging systems and as such some were returned and are to be replaced by the partner.

Update on learning facilities (construction, current state of classrooms and administration block)

- The unpredictable weather patterns characterized by heavy rains greatly affected educational infrastructure especially the old and temporary ones. In Kyaka II, heavy resulted in the collapse of one of the teachers' accommodation blocks at Bujubuli SS destroying most textbooks, beddings and other personal properties. The teachers however managed to escape unharmed. Similarly, in Arua, Yumbe and other locations school infrastructure was destroyed.
- In a bid to improve teaching and learning conditions, WIU with funding from UNHCR has started upgrading two temporary classroom structures at Ofua II and Katiku primary school. The structures were in a dilapidated state as they had out lived their life span. The upgrade includes reinforcement with metallic poles and bamboo walling.



Dilapidated classroom at Ofua II Primary School to be upgraded

- Commissioning of the newly constructed Science Laboratory at Kyangwali Secondary school was conducted on 6th November 2019. Construction was funded by the People of Japan through the Japanese Embassy in Uganda. The event was graced by His Excellency, the Ambassador of Japan to Uganda and other stakeholders who included; OPM, UNHCR, Kikuube and Hoima District local governments, partners and refugee representatives.
- Similarly, NRC completed the construction of one block of three classrooms at Eden primary school in Rhino Camp to improve the learning environment of the learners. Previously, the learners have been studying under a weak temporary structure.
- In Kyaka II, OXFAM with funding from ECHO completed construction and handover of five blocks of drainable latrine stances in five primary Schools; Bwiriza, Mukondo, Kakoni, Kinyinya and Byabakoora Primary Schools. The intervention is expected to enhance sanitation and hygiene in these primary schools.
- 72 pieces of three-seater desks were procured and distributed in 03 primary schools in Lamwo to improve the desk: pupil ratio.

Improving Girl Child Education

- With the main purpose of understanding how education for girls can be better supported, Jesuit Refugee Service (JRS) conducted a field gender analysis in 05 settlements where the organization is supporting community secondary schools i.e. Ayilo 1, Maaji 2, Nyumanzi, Olua 1 and Pagirinya. Observations, focus groups discussions and interviews were conducted with RWCs, block and religious leaders, women representatives, BOG/PTA of the Secondary Schools, and parents of girls out of school. Field work was finalized on 28 November and a presentation to partners and community members on the results is scheduled for February 2020.

Teacher recruitment and training

- Save the children with funding from ECHO conducted recruitment interviews for 100 primary school teachers in Kyangwali for 2020 programme implementation. The recruited teachers will be deployed in Kasonga, Maratatu, Kinakyeitaka and Rwenyawawa primary schools to support the double shift school programme which will be fully rolled out at the beginning of 2020.
- In Bidibidi, UNHCR, with support from the district education office and FCA conducted a Code of Conduct refresher training for teachers on teachers' code of conduct, UNHCR code of conduct, FCA code of conduct and basic principles of child protection in a bid to ensure safety in schools. 1015 teachers were trained from Primary and Secondary schools within the settlement; this was in response to the increased rates of SGBV incidents that were school related.
- Teachers in Need (TIN), an Education Consultancy firm trained 21(11M/10F) teachers at Nakivale Secondary School. The training focused on the teachers' code of conduct, effective methods of teaching and learning, and the practices of a competent teacher in a school. This is expected to increase the quality of education provided to the refugee and host community male and female learners at the school.
- On 23rd and 24th November 2019, AAR Japan conducted a two days capacity building workshop for 30 (6F/24M) career teachers in Imvepi settlement at Inyau primary school. The trainings covered the roles and responsibilities of career teachers, overview of career growth and development in settlement context, opportunity exploration, barriers, attitude and self-evaluation. All participants came up with annual action plans to be implemented in 2020 as the new academic year commences.
- WIU conducted child protection and safeguarding training of teachers in Nteziriyayo, Kyempango, Mahega, Nkoma and Rwamwanja primary schools. This was intended to equip teachers with knowledge and skills of protecting and promoting children's rights and how-to safeguard themselves against the deliberate abuse of children's rights. 107(70M/37F) teachers were trained

and tasked to disseminate the information to pupils in their respective schools.

- WIU conducted an advocacy survey assessment in the 07 supported schools through self-administered questionnaires, FGDs and one on one interviews. The survey was intended to identify the gaps in schools especially in terms of capacity of the teachers who are working with the children that are affected by emergencies caused by conflicts. In the survey, it was observed that many teachers have not received psychosocial training and trauma handling which may be negatively impacting on their performance as they work with some of the traumatized children.

Education Working group meeting

- The November 2019 Education coordination meetings were conducted across all the settlement locations. In Rwamwanja, the meeting was hosted at the District Education Office (Kamwenge). Key issues discussed centered around coordination among partners to enhance complementarity and avoiding over laps in education programming, rollout of double shifting, steps, procedure/ guidelines on the registration of vocational, secondary, primary and ECD institutions, education gaps, efficiency ratios, advocacy for funds from other partners and strategies for improvement on learning outcomes.

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.¹ 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.²
- **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.

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

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

- **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.

Education 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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