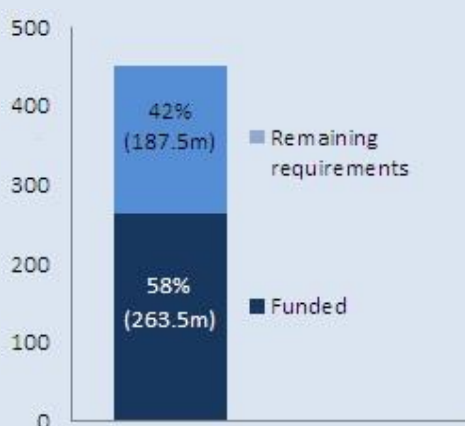


Key Figures

223,506 (62%)	Number of children attending Primary School
12,956 (12%)	Number of children attending Secondary School
Boys:Girls Primary 53%:47% Secondary 70%:30%	Girls to Boys attending Primary and Secondary Education
54,208 (34%)	Number of children attending ECD

Funding

UNHCR total requirements: USD 451 m



August Developments

- First Lady and Minister of Education and Sports' Tour of Refugee Settlements: 28th & 29th August to Yumbe and Arua Districts:** The First Lady and Minister of Education and Sports Hon. Janet K. Museveni made a tour of refugee settlements to monitor the delivery of education services among refugee and host communities in the West Nile sub-region, to Bidibidi in Yumbe and Rhino Camp in Arua. UNHCR's Representative accompanied the Minister on this mission where the Minister commissioned the Bidibidi Health Centre funded by UNHCR, Twajiji Primary School also funded by UNHCR through Finn Church Aid and Barakala Primary School, a government-school funded by the Norwegian Refugee Council. In Arua, sites visits were made to Ofua Secondary School, OCEA Vocational Skills training Centre and Ocea Primary School where the First Lady met with students, teacher and local district authorities. The Minister for Disaster Preparedness and Refugees, Hon. Onek, represented the First Lady in the Mid-West in Kiryandongo/Panyadoli. The First Lady expressly saw this mission as a means of better understanding the situation on the ground through her own eyes and to understand key priorities in enhancing the equitable access to quality education for all across refugee hosting districts. This is all in positive lead-up to the September Launch of the Education Response Plan for Refugees and Host Communities in Uganda.



First Lady and Minister of Education and Sports with Refugees Minister Hon. Hillary Onek (right), Refugees State Minister Hon. Musa Ecweru (far left) and UNHCR Representative in Uganda Mr. Joel Boutroue (left) while visiting Balakara Primary School in Bidi Bidi Refugee Settlement in Yumbe District in August, 2018

Achievements: January to August 2018

Activity	Reached Term 1	2018 Target
Number of Pupils to Teacher	236	220
Number of children accessing ECD services	54,208	93,812
Number of ECDC providing integrated ECD Services	200	424
Number of Pupils enrolled in Primary Education	223,506	323,784
Number of pupils enrolled in Secondary Education	12,956	34,645



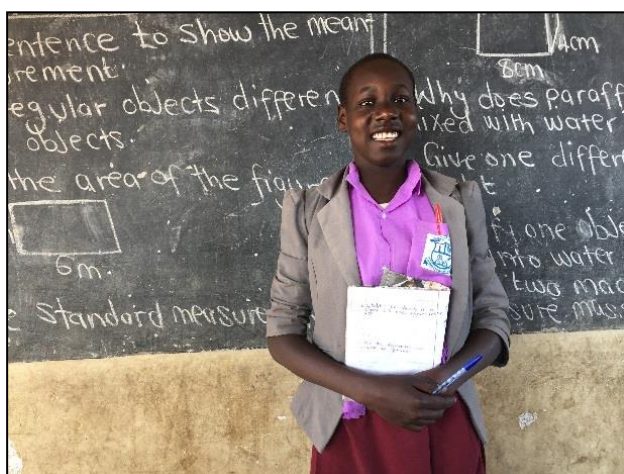
In West Nile:

- UNHCRs Arua Education, Child Protection and SGBV teams and the District Education Office collaborated in the development and delivery of teacher trainings on **innovation in the teaching and learning process** and in **effective teaching and curriculum management**. Teachers in *Lobule Refugee Settlement* and the *Omugo Zone* of Rhino Camp participated.

The Innovations training emphasised local materials development and resource creation, as well as empowering parents, teacher and caregivers with the skills and knowledge to help manage a child's successful transition from home-based schooling, to pre-primary and into primary. Local materials creation is strongly endorsed and supported by the Ministry of Education and Sports for the pre-primary cohort, as well as strengthening the capacities of parents and caregivers to lead on the early childhood education of their children. Learning materials for numeracy and literacy in the form of flash and letter cards, shape cards and counters made from sticks all contributed toward the creation of a fantastic, affordable and easily replenished local materials learning kit.

Continuous professional development training was also delivered to 82 teachers and head teachers and addressed child protection in schools and mainstreaming and respecting the rights of children. In addition, training in the basic principles and complaints mechanisms relating to Protection from Sexual Exploitation and Abuse (PSEA) in Schools.

- **In Arua**, UNHCR, FAO and WFP with *ABI Zonal Agricultural Research Development Institute ABIZARDI* has launched a pilot project in Rhino High Camp Secondary School in order to enhance the link between livelihoods and education towards improving quality of education.



Also in Rhino Settlement, UNHCR conducted a Menstrual Hygiene Management (MHM) assessment in order to ascertain the preference of adolescent refugee girls regarding reusable and disposable pads, distribution modality and identify challenges related to MHM. The result of the assessment was analysed in August and will be shared in September 2018. Messaging to be reinforced during distribution includes topics **around sexual rights and reproductive health** and ensuring **continuity of school attendance during a girl child's cycle**

Christina Manas, Baratuku Settlement, Adjumani

Photo ©UNHCR/D.A.Khan

Christina Manas, a 13-year-old South Sudanese refugee girl studies in P5 at Baratuku settlement in Adjumani District in northern Uganda. Her dream is to become a pilot and travel the world one day. She fled her village, Bahr-al Gazal, in South Sudan with her aunt in 2016

- **In Moyo: Youth Consultation and Youth Engagement Strategy:** 100 youth from the four Zones in Palorinya Settlement (Base Camp, Zone I, II and III), including 20 Ugandan nationals, participated in a four-day consultative meeting to discuss issues affecting the youth population of Palorinya and to share experience.

Each day was allocated to 25 youth from each Zone to foster active participation and contribute meaningfully towards the development of a Youth Engagement strategy paper for the Moyo Sub Office. Sessions were moderated by UNHCR Associate Protection Officer and the Senior District Probation Officer with experience in Youth engagement, with the support of UNHCR, OPM and the Lutheran World Federation (LWF) protection team. On 26th September, the Moyo Sub Office is hosting another Youth Conference to share back outcomes and findings to all stakeholders at the Settlement-level for 2019 planning purposes and to also help inform and progress the Moyo-level Youth Engagement Strategy

Palorinya Refugee Settlement currently hosts a population of **166,025** individuals including **47,875** (F=25068, M= 22807) youth aged 15-24 years forming 29% of the total population. Discrimination, marginalisation and hardship of forced displacement has increased the susceptibility of youth to exploitation and negative influences. Whilst young men are particularly vulnerable, adolescent girls and young women who are already marginalised, isolated and at a greater risk of sexual violence are increasingly affected. The unique capacities and needs of youth are under-served and under-addressed. Youth needs are often not well understood and they can fall between-the-gaps of child and adult programming. In Palorinya, there are few humanitarian organisations (LWF/WIU) with recreational programmes

specifically targeting youth and there is often no or limited funding available earmarked for more beneficial programmes such as vocational skills training and Income Generating Activities for their direct benefit.

- **In Moyo**, *Better World Uganda* representatives, in conjunction with the District Local Government, OIM, UNHCR and indle International Uganda (WIU), handed over fourteen (14) newly constructed classrooms at Budri Community Primary School to the School Management Committee and Board of Governance on 9th August 2018. This significant expansion will somewhat relieve classroom congestion and facilitate access to learning for an approximate total of 2,158 children. Operating double-shifting, the additional space will reduce the pupil teacher ratio from approximately 154 :1 to 77 :1 which, in turn, should positively impact student retention and achievement. In Moyo, a total of 173 classrooms in 21 Primary Schools are recorded this month to be hosting approximately 30,000 learners. To move more closely toward the national standard of 53 :1, an additional classroom requirement of 412 is approximated.

In Mid West

- **Kiryandongo**: Currently only 29 students are sponsored for tertiary education which is below 1% of the tertiary going-age refugees youth. There is a need to identify sponsorship and/or distance learning opportunities to connect more students to higher education and equip them with critical skills and knowledge to successfully compete in the job market and to enhance their livelihoods opportunities.
- **Kiryandongo**: A total of 109 students of Panyadoli Secondary School were confirmed to be registered for the Directorate of Industrial Training (DIT) final exams 2018. Practical and theory lessons were successfully conducted and students demonstrated a good command of taught skills. Challenges included a lack of safety gear and equipment, especially for the motor vehicle department.

In South West:

- **Rwamwanja**: In an effort to improve the quality of education in the South West, UNHCR, Windle International Uganda (WIU) and Japan International Corporation Agency (JICA) conducted a joint monitoring visit to Rwamwanja Secondary School where key gaps were identified, including limited accommodation for teachers, lack of laboratories, limited text books, and a lack of internet services for those students taking computer courses.
- **Rwamwanja**: Continued work this month with education stakeholders was done to improve access to education in the region with both classroom construction in Kyaka II where partner WIU is constructing 3 blocks of 9 semi-permanent classrooms under the Educate a Child Grant. In addition, as a means of reducing monthly attrition rates of girls, training by AFRIPads (U) Limited was provided to girls at both primary and secondary schools in Rwamwanja Refugee Settlement in Kamwenge District in how to use reusable sanitary pads. Additional awareness is being provided to girls in menstrual hygiene management to encourage continuity of attendance during the menstrual cycle period

Needs & Challenges



Kejebere Primary School in Bidibidi Settlement, Zone -2, Yumbe District, Uganda ©UNHCR/D.A.Khan

Menstruation Matters: Missing School: In Uganda, the stigma of menstruation, a low level of awareness among girls, boys and the wider community, lack of sanitation facilities, affordability of menstrual supplies and access to accurate information can lead to an adolescent girl missing school. Four to five school days each month equates to as much as 20% of the academic year intentionally lost due to menstruation. This means, per term, a girl child student may miss up to eight (8) days of study.

School absenteeism can lead to poor academic performance and learning achievement and heightens the risk of drop out. This, in turn, can increase an adolescent girl's risk to the likelihood of early initiation to sex with associated risks of HIV, early pregnancy, teenage pregnancy with its associated maternal health complications,

and further limiting their future career and economic opportunities¹. UNHCR and its partners work across its sectors, Education, Protection and WASH, to help contribute to improved menstrual health, hygiene management and awareness raising among school-going adolescent girls and their community. Improved access to clean water points and disposable facilities within primary and secondary schools, help to strengthen school-based support mechanisms for girls, support to the formation of groups, such as Girls' Education Movement (GEM) clubs, sensitisation of boys to support girls and the important mentoring role senior female teachers' play in this process.

¹ Study on Menstrual Management in Uganda (2016) The Netherlands Development Organisation (SV)/International and Water Sanitation Centre



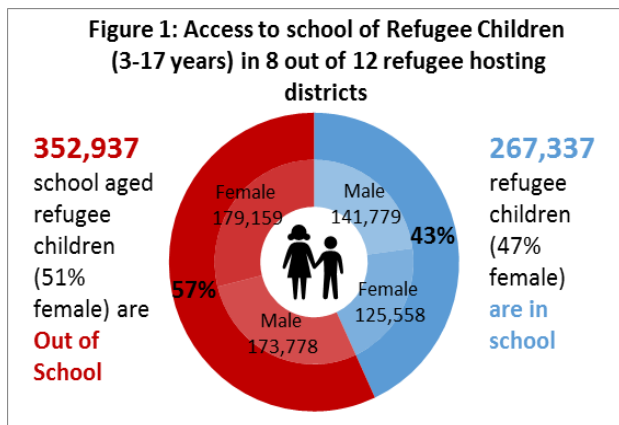
Sixteen-year-old Mukola Miriam dropped out of school to give birth to a baby-boy. She is now back in school through the Accelerated Education Programme, after which she will be able to transition back to the mainstream schooling to resume her studies in grade seven. Victoria Primary School in Kiryandongo Refugee Settlement, South West Photo ©UNHCR/Y. Tukundane

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 high-risk in terms of anti-social behavior; or with access to education and quality skills training, be the group to lead and innovate and build strong foundations of peace in their home countries. In Moyo, limited education opportunities for unaccompanied and separated children for secondary and tertiary education are among the biggest gaps reported this month

Limited access to post-primary schools and livelihoods expose adolescent girls to risks of child marriage and also prompt recourse to survival sex; increasing vulnerability to sexual and other forms of exploitation and abuse.

Educational enrolment rates are often lower for refugee girls, due to: less value placed on the education of girls; pressure to drop out of school to undertake domestic duties and care for younger siblings. Widely documented gender disparities in access to, and control of, productive and financial resources inhibit agricultural productivity and small business activities for women

Figure 1: Access to school of Refugee Children (3-17 years) in 8 out of 12 refugee hosting districts



Children, adolescents and youth make up the highest population bracket among the displaced populations in Uganda. About 57% of school-aged refugee children are out of school, the majority of whom are girls at 51%. Adolescents and youth (14 to 24 years old) account for 33% of the refugee population in Uganda. The majority of whom are over-aged, out of school and suffer from a lack of appropriate learning and employment opportunities. The school enrolment rate remains comparatively high among children aged 6–12, while children have limited access to secondary-level education (11% refugee children and 18 % host children) significantly lower than the national average.²

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.

² Education Response Plan for Refugees and Host Communities in Uganda, September 2018

4. **Continuity of support to District-level Education personnel:** 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 & encourage the development and piloting of innovations for the improvement of and increased access to education within schools, classrooms and communities. The use of double-shifts, the application of 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.
7. **Community participation and protection:** Protection must be considered and integrated into education activities from the outset. Integral to this is meaningful engagement and participation of parents, authorities, education authorities and other education stakeholders in prioritising quality education for its children. Parent-led school feeding, the set up and support to school management committees and parent teacher associations.

UNHCR co-leads the Inter-Agency Education in Emergencies Working Group with the Ministry of Education and Sports at the national and district levels and works to ensure the complementarity of interventions benefiting refugee and host community children and youth. UNHCR is represented on the national-level Education Response Plan (ERP) Steering Committee.

Partners: Ministry of Education and Sports, Windle International Uganda (WIU), Finn Church Aid (FCA), Jesuit Relief Service (JRS), AAR Japan, Action Africa Help Uganda, Inter Aid Uganda.