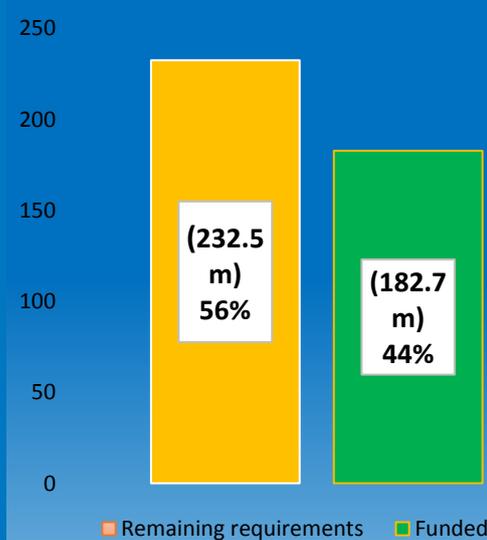


Key Figures

244,184 (61%)	Number of refugee children attending Primary School
17,538 (12%)	Number of refugee children attending Secondary School
BOYS:GIRLS PRIMARY 53%:47% SECONDARY 70%:30%	Boys to Girls attending Primary and Secondary Education
79,691 + (44%)	Number of refugee children attending Pre-Primary

Funding



Achievements (Term 3: September to December 2018)

Activity	Reached Term 3	2018 Target
Average Number of Pupils to Teacher	1:109	1:83
Number of refugee & host community children enrolled in pre-primary, primary and secondary school at Settlement level	435,409 (341,413 & 93,996)	457,241
Number of refugee & host community children accessing Pre-Primary Education at Settlement level	93,309 (79,691 & 13,618)	93,812
Number of refugee & host community children enrolled in Primary Education at Settlement level	316,295 (244,184 & 72,111)	323,784
Number of refugee & host community children enrolled in Secondary Education at Settlement level	25,805 (17,538 & 8,267)	34,645
Number of refugee children enrolled in 23 Primary Schools in Urban Kampala with highest refugee population	2,745	NA

NOTE: Enrolment figures for Term 1 2019 will be shared in March

HOIMA

Kyangwali

- In Kyangwali, the academic year started with increased enrolment in primary education. Enrolment is still ongoing and currently a total of 15,762 pupils are enrolled in all primary schools in the settlement. Increased enrolment is attributed to the introduction of double shift sessions at Maratatu Primary School (P/S) which has a total enrolment of 6,923 learners as at end of February. The overwhelming numbers coupled with the limited structures is impacting negatively on the classroom to pupil ratio which is at; 1:1045 against the standard of 1:53. Likewise, the teacher pupil ratio is 1: 524 below the standard of 1:53. Advocacy with stakeholders to create two additional infant schools in Maratatu and Kavule to reduce on numbers is ongoing.



Pupils of Maratatu primary school gathered for assembly.



Primary 1 students at Maratatu p/s attending lessons

- A total of 120 Orphans and Vulnerable Children (OVCs) were selected to receive from scholarships to enroll in Kyangwali Secondary School (S.S.) 80% of these completed their primary leaving examinations in 2018 while the 20% are continuing students.
- The enrolment in secondary education in Kyangwali S.S is 789 (392 refugees and 397 Nationals). Notably, only 392 of the 6,427 refugee children aged 14-17yrs eligible for secondary education are enrolled in Kyangwali SS. The reasons the majority are not enrolled include the limited number of scholarships available and the distance of the secondary school from the settlements. Another secondary school is very much needed in Kyangwali Settlement, and there are recommendations that such a secondary school should also incorporate vocational skills, similar to that of Panyadoli SS in Kiryandongo.
- The Kyangwali Youth Community Technology Access (CTA) Centre enrolled 40 students (12 nationals and 28 refugees) who are undergoing training in IT skills.

Kiryandongo

- In Kiryandongo, SCI (Save the Children International) held meetings with caregivers at all ECD centres. Major issues for discussion included: display of quality instruction and learning aids, display of ECD monthly enrolment data, attendance, and documentation and child protection. These issues are reiterated with a view to ensuring every staff at the center is well equipped with these early childhood development concepts.
- Uganda Certificate of Education (O level) results were released. A total of 172 students sat exams at Panyadoli Secondary School. 92% of these students qualified to join the next level of learning. It is important to note that 132 (76.7%) of these students were sponsored by UNHCR.
- Registration for Senior One is ongoing at Kiryandongo High School, a total of 150 students have registered so far. The school that was initiated by UNHCR, provides an alternative for refugee and host community children who

performed well in Primary Leaving Examinations (PLE) but have no financial capacity to join other secondary schools to access quality education at subsidized fees. The main challenge however the lack of classrooms to accommodate the incoming senior one students.

- A refugee student who is preparing for upcoming contemporary music competitions in Kenya, was given support on how best to present herself and her art form, by WIU's theater trainer.

ARUA

- BRAC Uganda, under the Master Card project, offered 25 scholarships to refugee students who have completed and passed the National Ordinary Level (O-Level) examinations and are eligible to transition to Upper Secondary (Advanced Level) or technical training. Despite the short notice, together with Sub Office (SO) Yumbe, UNHCR managed to identify 24 students: 5 (5M) from Imvepi, 7 (6M/ 1F) from Rhino Camp, 4 from Lobule (4M) and 8 (6M/2F) from Bidibidi. UNHCR is now advocating for increase and expansion of scholarships to Moyo and Adjumani.
- In a bid to boost the involvement and participation of the District Local Government (DLG) in coordination of education activities, under the Right of Use Agreement, SO Arua handed over to Arua DLG Department of Education a Toyota land cruiser vehicle to support the oversight, coordination and inspection of school activities in the settlement and surrounding communities.
- Construction of 7 blocks of teachers houses (one block of 5 units) with support of AAR Japan targeting 35 beneficiary teachers in Imvepi SS (15 units) and Unity Progressive primary school (20 units) was completed.
- Two additional secondary schools are now operational in Imvepi and Omugo settlements to enhance access to secondary education. They were constructed by FCA under Education Cannot Wait (ECW) funding.
- Cyber School of Technology Solution trained science teachers from Rhino High School on digital science, and the 'Virtual Lab' a platform for extraction and presentation of visual examples and explanations of laboratory experiments.

- NRC ran training on psychosocial support, positive discipline, child safeguarding and child protection (including referral pathways) to 171 teachers (71 AEP & 100 host).

YUMBE

- **UCE 2018 results:** Out of 556 students that sat for the examinations, 5 passed in first grade. The overall pass rate was calculated at 62%. This was majorly attributed to increased monitoring and support supervision as well as improvement in the learning environment as a result of recruitment of teachers and construction of classrooms in some zones such as zone 3 and 5. It was worth noting that there is a lack of laboratories in schools to teach science subjects. This has compromised performance in the laboratory based science subjects.

Partner & Zone	Div 1	Div 2	Div 3	Div 4	Div 9	Div X	Total
Windle Trust (1-2)	4	16	70	90	32	5	339
FCA (3-4)	1	12	29	88	42	2	174
AAR Japan (5)	0	5	8	22	8	0	43
Total	5	33	107	200	82	7	556

- **Site visit & construction of classrooms under CRS:** UNHCR, CRS, the District Education Office, RWC, LC and the school administrators of Kena Valley primary school participated in the site assessment and handover from the land owner to CRS for construction works to commence with funding from Education Cannot Wait (ECW). The project package is comprised of 5 blocks of 3 classroom block, 10 units of teachers' accommodation, 12 latrine stances, hand pump, a perimeter fence and solar light post. The project is expected to start by March 2019. The partner has developed a school plan in consultation with the school administration.
- **Support to Special Needs Education (SNE):** Apo Army boarding primary school was supported to operationalize the 'special needs in education' section to accommodate children who

were initially enrolled in schools in Arua. 88/200 children with special needs have been supported. Selection and identification of children who require SNE is ongoing. The school officially opened on 18th February.

- **Yangani Secondary School:** FCA advertised, shortlisted, interviewed and recruited 24 secondary school teachers that were posted to operationalize Yangani SS in zone 5. Some teachers were posted to fill gaps in the existing schools based on subject areas. This initiative will increase access to Secondary education.
- **Monthly education working group meeting:** Yumbe conducted the education working group meeting with all partners in the sector and shared achievements and planned activities for the year with focus on preparations for the beginning of Term 1 2019. Partners agreed to embark on joint back to school campaigns that were conducted throughout the 5 zones during the final days of the school holidays.
- **Head teachers' meeting:** UNCR, OPM and the District Education Office attended a head teachers' meeting organized by FCA at Federicus Hotel. Major issues were raised in line with accountability, discipline, child protection, performance improvement, data collection and timelines for sharing different data sets, school management and activities to be implemented in term one 2019. The meeting was attended by 38 Primary and 6 secondary school head teachers.

MBARARA

- Discussions at the Sub Office Mbarara between Programme, the education focal point and WIU yielded results in releasing funds from within the existing budget (including savings) to bridge critical gaps in the area of tuition and support to children with specific needs accessing specialised education outside the settlements. The budget will be used to cover tuition in three secondary schools and examination fees for pupils and students.
- Consultative meetings were held in three refugees' hosting districts of Isingiro, Kamwenge and Kyegegwa with education partners- Windle International Uganda, Finn Church Aid, UNICEF and District Local Governments (Education Office). The sessions aimed at obtaining

information required for developing PPAs that will be signed by DLGs and the Uganda Ministry of Education and Sports.

- In Rwamanja, FCA enrolled 250 youth trainees for vocational skills training at Rwamwanja BTVET centre. Disciplines include tailoring, black smith, sandal making, agriculture, mechanics and hair dressing, aiming to enhance income generation through self-employment.
- Monthly education coordination meetings were held in Nakivale and Oruchinga settlements.
- RWC refugee leaders in Nakivale participated in a selection session for students eligible for 2019 UNHCR/WIU secondary and vocational scholarships, held together with OPM, UNHCR and WIU.
- In Oruchinga, WIU conducted a stake holders meeting to fundraise on the proposed construction of Michinga Primary school through community initiatives.

ADJUMANI

- In preparation for the opening of Term 1 WIU distributed teacher instructional materials - 320 lesson plan books, 320 schemes of work books, pens, Manila paper etc to all the nine primary schools and ECDs, under the instructional materials. Cleaning materials were also were distributed to schools to promote hygiene and ensure quality learning environment.
- Up to 27,973 exercise books, 5,972 pens, 4,658 pencils were distributed to 6,993 learners. Provision of such materials, not only enable children to participate in class, but further motivates them to stay in school.
- WIU transported 60 PSNs (37 Boys, 23 Girls) from various settlements in Adjumani District to Gulu, Mother-Theresa and Pakele Girls primary schools for the beginning of first term 2019, in order for PSN pupils to access specialized education in special needs schools.
- 25 youths are currently enrolled in vocational skill training under JRS. Internship places were found for all the 25 vocational students and agreements were signed with the various internship providers. Business start-up kits were distributed for 22 students in the following courses: 9 carpentry, 4

motor vehicle, 5 tailoring and 4 hair dressing.

Identified Needs and Remaining Gaps

- Inadequate classrooms in all the ECDs (e.g. at Awich ECD centre 700 pupils are being accommodated in 2 classrooms leading to a ratio of 1:350). Learners in some schools resort to having lessons under trees for example in Emmanuel and Lanya PS in Imvepi settlement
- Inadequate latrines and WASH facilities in all the ECD centers in Palabek. Yikuru Secondary School in Imvepi settlement currently only has 4 functional latrines serving both male and female students as well as teachers and non-teaching staff.
- Lack of school feeding program is affecting attendance and enrolment at school at all levels
- Inadequate teachers' accommodation remains a big challenge resulting in teachers' absenteeism and late reporting for duty.
- Non functionality of secondary schools (lack of laboratories, libraries, administration blocks among others) In Rwamwanja, there is a need to purchase at least 20 more tailoring machines, as the 5 tailoring machines available for 95 trainees is inadequate.
- An inadequate water supply in Kabahinda, Ruhoko, Rubondo, and Nyarugugu primary schools was reported. Nsamizi and UNHCR are following up to solve this matter.



Good Practice: Mobile Mentoring as a component of Continuous Professional Development (CPD) for teachers

In 2015, Teachers College-Columbia University (TC) and Finn Church Aid (FCA) joined forces for the Refugee Education Amplify Challenge, a global competition funded by DFID and developed by IDEO.org, UNICEF and UNHCR. The challenge was: How might we improve education and expand learning opportunities for refugees around the world? TC and FCA proposed a sustained, integrated approach to supporting teachers through in-person training workshops, using the Teachers in Crisis Contexts (TiCC) materials, peer coaching and mobile mentoring. In terms of the mobile mentoring, TC developed a curriculum focusing on the same four competency areas as the TiCC training – Pedagogy, Curriculum and Planning, Child Protection, Wellbeing and Inclusion, and Teachers' Role and Wellbeing – to ensure continued, relevant learning.

The mobile mentoring (M-mentoring) consists of selecting teachers from the schools, and putting them into WhatsApp groups of 6-8 teachers and are assigned to a Global Mentor (an education specialist who can be anywhere in the world, but who has experience from education in this region) who provides online practical support. The mentors connect with the mentees (teachers from the refugee settlement schools) over WhatsApp on a regular basis to provide follow up support, building on prior training, share personal experiences, offer teaching tips and resources, and problem-solve.

Reach of the Good Practice in Uganda

The M-mentoring component of teacher continuous professional development was introduced in Pagirinya refugee settlement in Adjumani District in 2017, as a pilot for 60 selected teachers in three schools.

This was then followed by the phase II of M-mentoring for 45 teachers of the Maaji II and III schools also in Adjumani. After that, 15 teachers of Chinyi, Belameling and Yenga Primary schools in Palorinya Refugee Settlement in Moyo district were added, thus reaching a total of 120 teachers so far.

Achievements from the Pilot in Uganda

The prototype piloted in the Pagirinya schools provided a number of achievements and lessons, established through: a questionnaire; school based interviews of teachers which OPM and CCTs participated in based on the training modules, and direct classroom observations.

Achievements for M-mentoring Participants:

- Class room management by teachers has improved in the three schools. This was particularly reflected in the way they attended to the needs of children without discrimination.
- The teachers were able to use various approaches to promote critical thinking among learners that was age appropriate.
- Regular assessment of learners through exercises, quiz, questions, home work and other methods during and after every lesson ensured effective learning.
- The teachers exhibited knowledge of child protection and referral pathways.
- Pedagogy has been embraced by the teachers through this program in terms of regular lesson planning and schemes of work, follow up and implementation of the curriculum.
- Positive discipline has been embraced by the teachers as a result of the corporal punishment trainings conducted by FCA and WIU (Windle International Uganda).
- The teachers were able to gain skills from their mentors and this has continued to help them improve on their teaching and interaction with the learners.

Challenges Encountered

- Not all the teachers from the schools were given opportunities to participate in the mobile mentoring programme as it only targeted 120 teachers so far.
- Poor network coverage in some locations, especially Maaji II and III refugee settlements. Network challenges sometimes hamper timely interaction between the mentors and mentees.
- Malfunctioning phones and knowledge gaps on applications of IT sometimes delay the operation, as most of the teachers are from disadvantaged background.
- Although the Over The Top (OTT) Tax on social media was introduced in Uganda in July 2018, putting an additional UGX 200 per day charge on the user when it comes to WhatsApp use, this hasn't been as prohibitive as initially thought.

Lessons Learnt

- Involvement of CCTs in the WhatsApp groups in addition to co-facilitating in the training workshops was a key lesson learnt as this builds on their primary role of providing support supervision to teachers and bridges the gap of limited physical interactions with teachers due to the wide geographical coverage and number of schools and teachers they are supposed to cover.
- There is need to have coordination with and involvement of key education partners to appreciate the concept and benefits of M-mentoring as a tool for teachers' Continuous Professional Development (CPD) in challenging environments such as the refugee settlements.

Partners:

Ministry of Education and Sports (MoES), Windle International Uganda (WIU), Finn Church Aid (FCA), Jesuit Relief Services (JRS) and Inter Aid Uganda (IAU), and UNICEF.

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