



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 August 2019



EACI colleague sits with learners in one of the overly crowded classrooms at Maratatu Primary School in Kyangwali Refugee Settlement. Photo@ 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

- **Arua:** Two units of staff accommodation houses were commissioned at Odobu primary school on 23 August 2019. The units were constructed with funding from Development Response to Displacement Impacts project (DRDIP) under the OPM. This will enable four more teachers to be accommodated at school so that they have more contact hours with the learners. OPM, UNHCR, Arua district local government, Sub county officials, parents, teachers and pupils attended the ceremony.
- WIU completed construction of an incinerator for the girls' dormitory at Rhino Camp High school in Arua which will help with proper disposal of used sanitary pads. Process of procuring 70 double decker beds for this dormitory is going on so that WIU can provide boarding facilities to the girls in term three. This will reduce the risks associated to walking long distances to and from school and renting outside in the community.
- **Mbarara- Rwamwanja:** As part of collaboration and advocacy, ADRA supported renovation of incinerators and boys' dormitory in Rwamwanja Secondary School and completion of two block 120 capacity dormitory that had been under construction through parents' and teachers' contributions since 2013 but had remained incomplete due to limited funding. In addition, ADRA provided 52 beds for the dormitories. The completed works and beds were handed over to the school in a function officiated by the Chairman LC V Kamwenge district in attendance were partners, the Rwamwanja SS Board of Governors (BoG) and PTA members, Katalyeba Town Council, District Officials, host and refugee community.
- **Palabek and Adjumani:** With funds from UNHCR, WIU Completed construction of 2 blocks of 10 stances drainable latrine for both girls and boys with a provision of changing rooms at Palabek Ogilli SSS. This will promote safe learning environment of both girls and boys by reducing the students to latrine ratio from 1:79 to 1:35.
- Construction of two semi-permanent classroom blocks (6 classrooms) at Ayilo 1D primary school in Adjumani is ongoing. The semi-permanent classrooms are currently 85% complete. The remaining areas include building the thrashes apron, levelling the verandas and painting.

Missions

- Educate a Child Initiative (EACI) accompanied by UNHCR staff from HQ and RO Kampala conducted a filming mission to Kyangwali refugee settlement from 12 - 16 August 2019. The purpose of the mission was to gather content to be used at the EAC global summit to be conducted toward the end of the year. The team conducted recorded/ filmed interviews with; 2 male and 2 female learners from Kentomi and Kineyeikitaka Primary schools who dropped out of school but were supported to re-enroll, 02 head teachers, 02 Village Education Committee member, UNHCR head of field

office Kyangwali and OPM settlement Commandant. Key gaps highlighted during the mission included among others; insufficient and dilapidated education infrastructure in some schools, overcrowded classrooms, under the tree classrooms, high efficacy ratios and limited visibility for projects implemented using EAC funding.

Education sector Working Group meeting

- All settlements/ Locations: In a bid to strengthen coordination and information sharing, Education Working Group meetings (EWG) were conducted across all the settlement locations. During the meetings the partners shared updates related to achievements, challenges/gaps, planned activities and areas of collaboration. Key cross cutting issues from the meeting included among others; need to strengthen coordination to avoid duplication and enhance effective use of limited resources. adoption of double shift learning,

Technology in Education

- Kampala, Adjumani and Moyo: As part of UNHCR's Connected Learning Programme, UNHCR with funding from Google facilitated the Kolibri platform training for 39 (29male and 10 Female) participants who included 33(25male and 8 female) SESEMAT Regional and National trainers from Moyo, Adjumani and Kampala and 06 (04 Male and 02 Female) partners staff. The trainees will be expected to support the Kolibri rollout at the schools and Champions teacher's trainings slated for 5th and 6th September in Adjumani. Kolibri is an open-source educational platform developed by Learning Equality, especially designed to provide offline access to a curated, openly-licensed educational content library, with tools for pedagogical support for use in low-resource and low connectivity contexts.
- **Kyangwali:** The Coursera for Refugees learning program total enrolment stands at 84 with a course completion rate of 40% which is much higher than the global rate of 29%. The most popular courses being; Public Health in Humanitarian Crises, Project Planning and Management, Nutrition and life-style in pregnancy, Programming for everybody (Getting started with python), Conflict resolution & Journalism. UNHCR and WIU field teams embarked on reaching out to individual learners who have not been active or dropped out of the program. Through engagements with the learners it was established that in most cases the dropout is due to lack of regular access to internet and /or devices to do the course.

Teacher Training and Recruitment

- A two-day (19-20 August 2019) refresher training on pedagogy was provided to 25 teaching staff (10 instructors, 10 assistant instructors and 5 ICT assistants) at the Rwamwanja VTC to further enhance their capacity in delivering skills to trainees aimed at

improving quality of teaching and learning and boosting teaching staffs' confidence.

Primary Education

- Kiryandongo: On 26 & 27th August 2019, WIU in partnership with Save the Children hosted UNEB examiners to support the P7 candidates through question approach sessions. The aim of question approach is to uplift standards and update the pupils and teachers on new changes of standard setting modalities, it also aimed at helping candidates get accustomed to new settings since it will be their first time to sit national exams. 311 candidates from Bidong (60), Victoria (35) Panyadoli (125) and Ematong (91) attended the sessions.
- WIU conducted follow up with ICRC on the issue of transmission of Primary 8 results for S3 South Sudanese students who sat the exams from Uganda at the heart of the emergency. This is to ensure that they are received and equated before the end of 2019 to facilitate the registration of the learners for the 2020 Uganda Certificate of Education (UCE) examinations as a requirement. ICRC has already done the necessary documentation and they promised to support in transmitting certificates to Uganda as long as their relatives in South Sudan cooperate and act fast.

Vocational Training

- Arua: Graduation of 76 (34 refugees & 42 nationals) trainees from Youth Skills Development Centre at Siripi was conducted on 14 August 2019 having been successfully assessed by the Directorate of Industrial Training (DIT) Kampala from 26 to 27 June 2019.
- Palabek and Adjumani: With support from UNHCR additional 20 vocational students have been selected in Palabek and will be enrolled into vocational education at the start of the new school term. Adjumani; 49 (22F/27M) students are being sponsored for vocational courses in 3 different institutions.
- Additionally, in Adjumani, with support of European Union through Enabel, WIU conducted Vocational Skills training of 105 Refugees and Host community's youth including girls at Maaji and Agojo settlements in 5 trades of Bakery, Cookery, Metal fabrication, Hair dressing and tailoring.
- Rwamwanja: A total of 250 (159 Refugees: 88F/71M and 91 host members: 50F/41M) additional trainees have been enrolled in Rwamwanja VTC hence achieving the 680 targets for the year 2019. They have enrolled for skills training as follows: 60 tailoring, 50 hairdressing, 50 motorcycle and bicycle repair, 30 sandals making, 30 AVET and 30 Black Smith welding and reported for training on 5th August 2019. Activities to mark orientation week included; information sharing by partners on the services offered in the settlement and how trainees can access those services. UNHCR discussed Prevention of Sexual Exploitation and Abuse

(PSEA), Code of Conduct (CoC), Feedback Referral and Response Mechanisms (FRRM), Non-discrimination, livelihoods and linkages relevant to having skills, rules and regulations at the centre.

Supporting Quality, Access and Inclusion

School feeding

- Adjumani: AMREF supported 7 primary schools in Ayilo I and II with 152 bags of Fortified Maize Flour and 334 bags of Corn Soya Blend to support school feeding program at the schools. This encouraged retention of learners in schools.; and attendance of learners; in the supported schools the average daily attendance of the learners was 97.6% as compared to the SO average daily attendance which was 83.2%.
- Arua- Rhino: Germany Cooperation (GIZ) constructed an institutional energy saving kitchen at Rhino Camp high school and Ofua SS with two ovens each. They as well provided each school with two big saucepans which will be used for preparing meals for the students in the two schools.

Accelerated Education Programming (AEP):

- A total of 227 in AEP centres supported by NRC and 15 by FCA have transitioned to formal primary section. The tracer study conducted by FCA in May 2019, revealed total of 15 learners transitioned from formal education (10 joined primary and 5 vocational). Transition happens mainly at the end of the school year, and so this is expected to be updated at the start of next school year. The average age of the AEP learners is 18 years, and so their transition to primary is minimal as they are significantly over aged compared to the pupils in the primary schools they are transitioning into.

Menstrual Hygiene management

- A two days training on Menstrual Hygiene Management (MHM) was conducted by ZOA for 20 female primary school teachers in Imvepi refugee settlement. The purpose of the training was to build the capacity of the teachers to effectively manage the menstrual hygiene of the girls in the seven primary schools in which ZOA implements ECW project in the settlement. In the same month of August, 481 girls in Imvepi refugee settlement were trained by ZOA for two days on menstrual hygiene management so they can better manage the menstrual hygiene and avoid the problem of absenteeism girls used to have during their menstrual periods.

Support to learners with Special Needs (SNE)

- **Rwamwanja:** A total of 700 Tom shoes donated by UNHCR were distributed by WIU to 700 (402M/298F) vulnerable children in all the 7 supported primary schools in Rwamwanja refugee settlement. The distribution targeted children from Primary 1 to 3 with an aim to enable protect children from accidents caused

by rocks and other sharp objects on their way to and from school and while around the school environment.

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.
- **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

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

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

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.

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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