THE

UNHCR UGANDA STRATEGY FOR

REFUGEE EDUCATION

2013-2016

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1 EXECUTIVE SUMMARY

The UNHCR Uganda Strategy for Refugee Education 2013-2016 attempts to address the gaps in the delivery of educational programming at all levels and to identify solutions that can facilitate increased, accelerated provision of inclusive quality education. Its development has been guided by inputs from ongoing analysis undertaken by the country office, field visits and by the participants at the workshop 'Working Together to Achieve Education for All Refugees' held in Kampala in September 2012. Attended by a wide range of stakeholders engaged in refugee education, participants included senior officials from the Ministry of Education and Sports (MoES), members of the NGO and refugee community, teachers, PTA and SMC members and refugee scholars pursuing university education through the Albert Einstein German Academic Refugee Initiative (DAFI) program. More background research can be found in the "Supporting Document for Strategic Planning[1]" for refugee education in Uganda.
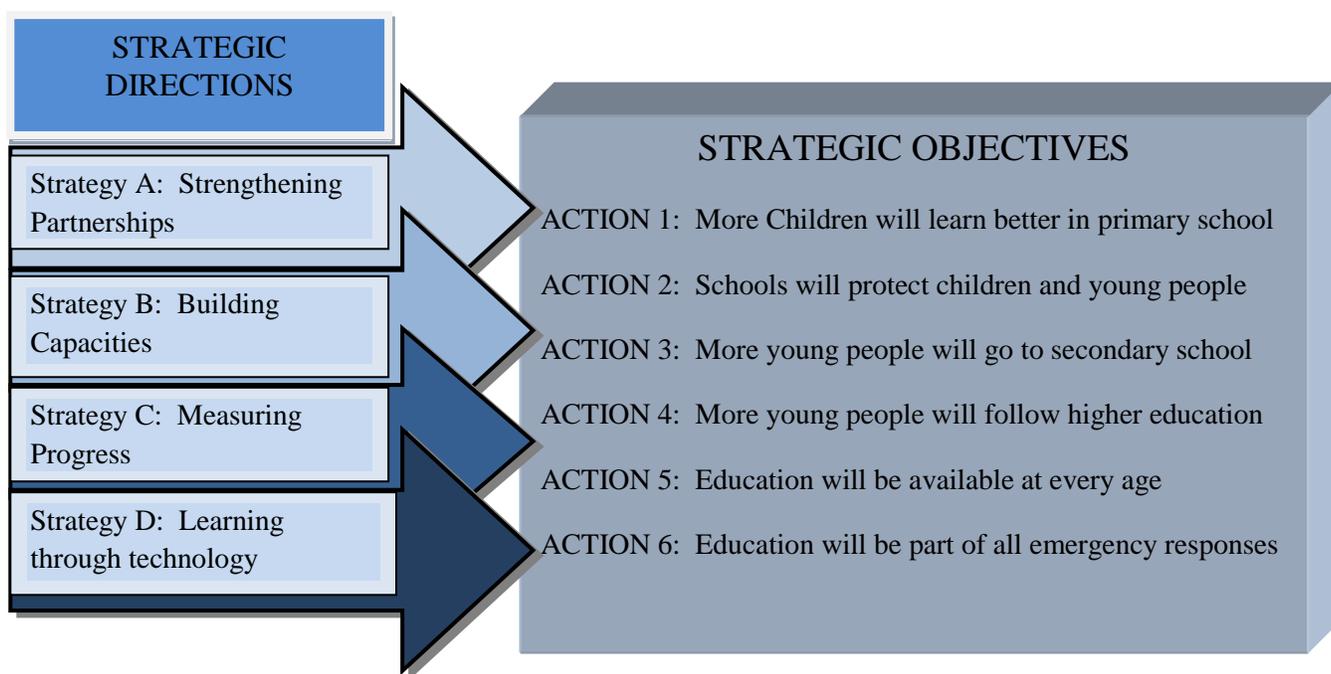
The Strategy is guided by UNHCR's Global Education Strategy, which is itself informed by the EFA goals, the MDGs, and the INEE Minimum Standards. In particular, since refugee education in Uganda is mainstreamed into the Ugandan educational structures, it is important that the strategy for refugee education is harmonized with the Ugandan Education Sector Strategic Plan (ESSP). Above all, these strategic directions must align with the fundamental protection needs both for refugees living in the settlements in Uganda, and for those living in Kampala.

This Strategy will enable UNHCR and partners (both implementing and operational) to work and plan better together to

> Improve access to and provision of inclusive quality education for refugees
> in order that every child, young person and adults can realize his/her right to education and achieve his/her full potential.

Strategic Directions for the Ugandan Strategy for Refugee Education

The following schema illustrates how the four strategic directions drive forward the achievement of the six strategic objectives in this strategy.

STRATEGIC DIRECTIONS	STRATEGIC OBJECTIVES
Strategy A: Strengthening Partnerships	ACTION 1: More Children will learn better in primary school
Strategy B: Building Capacities	ACTION 2: Schools will protect children and young people
Strategy C: Measuring Progress	ACTION 3: More young people will go to secondary school
Strategy D: Learning through technology	ACTION 4: More young people will follow higher education
	ACTION 5: Education will be available at every age
	ACTION 6: Education will be part of all emergency responses

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[1] "Supporting Document for Strategic Planning[1]" for refugee education in Uganda contains additional background information which complements the Strategy.

The Ugandan Strategy for Refugee Education has purposefully followed the UNHCR Global Education Strategy to set out its **Strategies, Actions and Objectives**.

Strategic Approach A: Partnerships will ensure quality and protective education

UNHCR Uganda has a long standing positive working relationship with the Ministry of Education, particular at district levels. Refugee children, like Ugandan children, have access to free universal primary education and now secondary, since the government introduced the Universal Secondary education policy. Notwithstanding there are still a number of barriers prohibiting children from accessing and enjoying their full rights to education. To further mainstream refugee education into the government systems, UNHCR will:

1. Have regular monthly meetings with the Ministry of Education and Sports at the national level in order to position refugee education on to the government agenda
2. Attend the monthly Education Donor Partners meetings at the national level
3. Establish a monthly coordination meeting[2] with a number of partners at the national and district levels who are working directly or indirectly with refugees
4. Work with technical expertise in education, such as FHI360, UNICEF and other local and regional bodies specialized in education
5. Ensure that UNHCR and UNICEF sign a letter of understanding to collaborate on refugee education
6. Develop an annual joint UNICEF/UNHCR work plan and ensure monthly coordination meetings ensue
7. Establish regular structures and activities at the school level such as SMCs and extra-curricular activities which will ensure community participation

Strategic Approach B: Training will strengthen staff and partner capacity

UNHCR Uganda will

1. Work closely with partners to provide guidance and leadership
2. Encourage staff and IPs to follow training opportunities as they arise. For example, seeking access to other trainings by other agencies should be one option; another is to follow online training through UNHCR's global distance learning site.
3. Facilitate teachers and administrators to participate in INSET trainings at the Teacher Training colleges and Universities
4. Explore every opportunity to find appropriate training for partners and teachers/principals working at the school and classroom levels

Strategic Approach C: Measuring progress will strengthen learning results

Accountability and measuring progress form the basis of this strategy. Data and management of data and information is central to taking management decisions, understanding the realities of community participation and knowing what is going on in the classroom. Performance management at the school level and the classroom level reinforce good practices and provide essential indicators of how the educational system is performing. Formative and summative assessments at the school level help both students and parents know performance levels and can also serve as markers for good school outcomes. UNHCR will

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[2] This recommendation was proposed by OPM during the visit of UNHCR's Senior Management in July 2012 and was strongly endorsed by the partners who attended the workshop to develop this strategy.

1. Assist government schools to improve their own assessment procedures
2. Support district education inspectors to provide technical assistance to schools
3. Establish effective school community management committees to oversee school effectiveness
4. Ensure that Education Management Information is collected and submitted regularly (not only to UNHCR, and partners, but also to the government system)
5. Establish a methodology that helps principals, inspectors, heads and teachers use educational data more effectively
6. Apply an agreed upon set of standard indicators to measure progress

Strategic Approach D: Innovative use of technology will expand education opportunities

Young refugees are eager to learn using technology as evidenced by the CTA established in Nakivale. Much more aggressive efforts need to be made to bring technology to the settlements as well as to the urban populations. E-books may be the solution for a community library. UNHCR will

1. Look for additional ways to enhance e-learning through on-line courses
2. Explore the possibility to offer evening computer courses at the new Vocational centre in Nakivale
3. Seek options for the use of technology in other settlement locations and in Kampala

The four strategies above will be the building blocks to support the implementation of the following six Actions as set out below. Recommendations for each of the Actions are provided at the end of the document.

Action 1: More children will learn better in primary school

Objective 1: Improve learning achievement in primary school

The strategy takes into consideration why children are not learning and proposes the following recommendations to improve the quality of education: improved working conditions for teachers, increased teaching and learning materials, enhanced reading culture, and improved learning assessments.

Action 2: Schools will protect children and young people

Objective 2: Ensure that schools are safe learning environments for refugee girls and boys and young people

Children and young people will be drawn to schools if they are safe and secure. A number of actions have been identified to protect children and make education inclusive: child-centered teaching methods will be employed; psychosocial support provided; attention to girls' education prioritized; and teacher codes of conduct employed.

Action 3: More young people will go to secondary school

Objective 3: Increase access to formal secondary education opportunities for young refugees

While the new Universal Secondary Education (USE) policy promotes access, many refugee children face significant challenges such as: the $700 USD costs and significant distance to secondary schools. A variety of strategies are being proposed under this objective to increase

the opportunities for young people to attend secondary education, such as the public private partnership (PPP) as an option to USE.

Action 4: More young people will follow higher education courses

Objective 4: Improve access to higher education opportunities for young refugees. Access to higher education for refugees is prohibitive due to the major costs, and having the requisite entry requirements. Under this objective, ways to increase access to higher education for refugees, through identifying a broader range of scholarships as well as finding a way to provide open distance learning opportunities are being proposed.

Action 5: Education will be available at every age

Objective 5: Ensure that opportunities for education are lifelong and available according to need

The need to offer education programmes to refugees that provide lifelong learning such as alternative learning courses, life skills, adult literacy, technical/vocational education, is critical for young people whose formal schooling has not been realized. Early childhood education also falls within this objective and is considered a key strategy to ensure that children are better prepared and schools are ready for children to enter and stay in primary school. Since this objective covers a wide range of education initiatives, it is necessary that a structured implementation approach is followed.

Action 6: Education will be part of all emergency responses

Objective 6: Provide access to education opportunities as early as possible during an emergency

The recent influx of refugees from the Democratic Republic of Congo (DRC) and the instability in the region has created a new emergency context for Uganda. A number of recommendations have been proposed such as creation of child friendly spaces, introduction of accelerated learning program or catch up classes so that young children, whether they are of early childhood, primary or secondary school-going age, will be immediately included in the operational planning and be provided their rights to education.

2013-2016 TARGETS

During the period beginning 2013 – 2016, with its partners, UNHCR will;

- Ensure a 5% p.a. increase in primary school enrolment of refugee girls and boys aged (6-13yrs)

- Ensure that at least 75% of girls and boys sitting primary school leaving examination obtain a pass grade ranging between grades I-III. Of the successful candidates not less than 70% transition to secondary schools

- Ensure that the 124 primary and 55 secondary schools attended by refugee children and young people meet safe learning environment standards.

- Double the number (from the current 147-294) of young people accessing tertiary education programmes at colleges and universities leading to degrees

- At least 50% of girls and boys aged 3-5 years have access to quality early childhood education.

- 40% of **eligible** young people (18-30yrs) participate in non-formal education and skills training programmes.

- % increase in enrolment in adult literacy programs especially for young women

- At least two national INEE coordination meetings held per year in collaboration with the ministry of education and sports

Way Forward – Commitments from Stakeholders

The Ugandan Strategy for Refugee Education 2013-2016 was a result of consultations and recommendations that were summed up during the Kampala Workshop in September 2012.

Collectively, the partners pledged their commitments, as we will:

1. Own the strategy
2. Involve all stakeholders at all planning levels
3. Lobby support from new partners
4. Build sincere and concrete partnerships
5. Share information – among all partners and across all levels
6. Participate collectively in the planning at all levels
7. Develop a comprehensive M & E programme to collect information and monitor progress
8. Prepare detailed annual implementation plans
9. Mobilize resources
10. Conduct a strategy review after every two years

2 PROBLEM STATEMENT

Refugees from the DRC, Rwanda, Burundi, Sudan, and Somalia have been fleeing to Uganda for the past 30 years from some of the most severe and protracted conflicts in history. In the late 1990's there was an extensive repatriation of the Rwandese; between 2007 and 2011 the majority of Sudanese returned to South Sudan. For a period of time, it seemed the inflow of refugees to Uganda had been abated and by mid-2011, the number of persons of concern to UNHCR in Uganda was relatively stable at some 150,000.

However, growing instability and fighting between rebel fighters and militia groups in eastern DRC has forced a new influx of refugees to Uganda. The refugee situation in Uganda is complex, growing in scale and has the potential to be protracted. Given the prevailing instability and volatility throughout the region, and particularly the armed conflicts in the DRC, Somalia and South Sudan, it is likely that the Government of Uganda will continue to welcome and host high numbers of refugees for some time.[3] Therefore, the issue of quality in educational access, programming and delivery are of paramount importance.

Over the years, UNHCR Uganda has been systematic in its approach to educational planning and has prioritized primary education. In addition, working closely with partners and the Ministry of Education and Sports, UNHCR has been able to improve opportunities for children and youth to access early childhood education, secondary and post-secondary levels. The Ugandan Government and UNHCR have a shared responsibility to protect refugees and meet their basic needs, including education. However year after year, due to limitations related to funding, staffing and material resources, it has been difficult to find adequate resources to address the short fall, leaving large numbers of children behind, out of school or failing to learn.

In Kampala, UNHCR depends on its implementing partner, InterAid Uganda (IAU), to take a lead in ensuring that refugee children in the urban areas of Kampala are attending school. A large part of their success to get children into schools has been through their advocacy programme with the refugees and through their collaboration with the Kampala City Council Authority (KCCA) implementing the government Universal Primary Education (UPE) programme. To date, 56 primary schools in Kampala have been identified and receive refugee children. IAU provides limited material and technical support and it also keeps records on those children attending primary school of refugee families <u>registered with them.</u> There is no information available on refugee families living in Kampala who are self-reliant and take up the responsibility of educating their children. Furthermore, there is no comprehensive education management and information system in place to have information and records on the coverage and quality of other levels education, such as early childhood secondary and post-secondary for refugees living in Kampala. Hence, it is difficult to pronounce that education for refugees is being adequately provided for – for this population in Kampala.

In the settlements generally, major challenges carry fundamental implications for refugee education; overall, there are too few schools (46 primary and 4 community secondary) in the settlements and within existing schools, there is a critical need for more classroom space, latrines, administration buildings, libraries and other basic facilities. Schools are far apart within the settlement, so children must travel significant distances to access education, which itself

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[3] World Food Programme; UNHCR; OPM. *Final report of the 2011 Joint Assessment of Refugees in Uganda*, p.23.

presents safety and security issues. There are issues of teacher supply and deployment. Teaching and learning materials, and learning environments are generally inadequate. There are severe constraints on refugee children being able to access secondary and vocational skills education, (largely due to an access and financial resource issue) and even more challenges to access higher education, (due to high costs). Levels of community support for education varies, particularly with regard to education for girls.

It is within this challenging context and given limited resources that UNHCR Uganda is calling upon its partners and other stakeholders to support refugee education through this proposed 4 year Ugandan Strategy for Refugee Education, alongside other existing education strategies for refugees in the country, this will ensure the much needed complementarities.
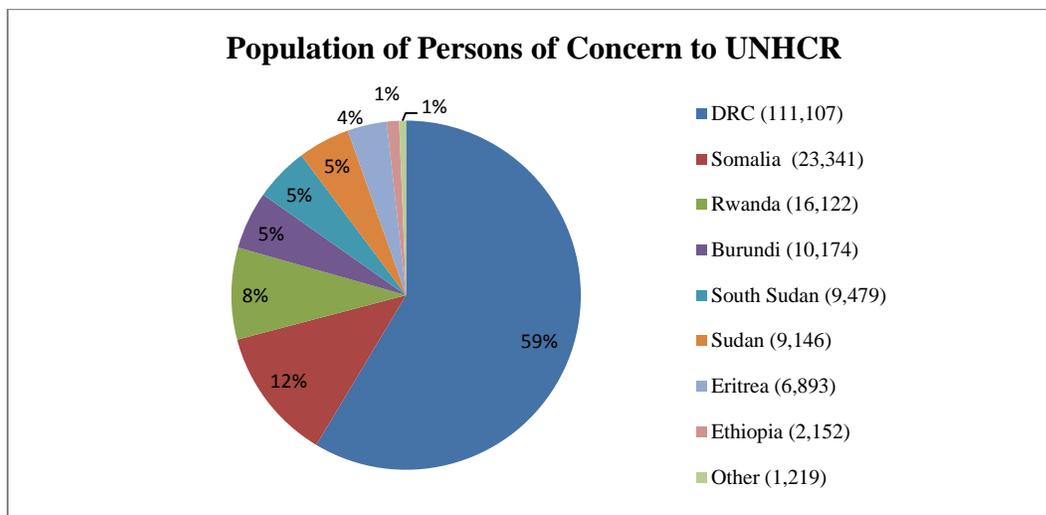
2.1 Numbers and countries of origin of refugee populations

The number of refugees and asylum seekers in Uganda has remained relatively stable over the last few years, with broadly equal numbers of new arrivals and repatriations. As of August 2012, there were 189,633 persons of concern to the High Commissioner for Refugees being hosted by Uganda.[4]

Congolese constitute the largest refugee population. Since 2011, there has been a steady increase in refugees from Democratic Republic of the Congo (DRC).[5] This trend is expected to continue, given renewed violence in eastern DRC, in particular intensified armed conflict in North Kivu province, on Uganda's north-west border.

The second largest group of refugees is Somali. In 2011, drought conditions in the Horn of Africa and a lack of food security, partly attributable to the on-going conflict within Somalia, resulted in famine and an unprecedented outflow of refugees, some of whom have come to Uganda.[6] Since January 2012, Uganda has also been receiving a persistent stream of new arrivals from South Sudan and Sudan. Numbers remain comparatively small. Ninety-eight per cent are from Jonglei State, and the majority is women and children.

See Figure 1 for a breakdown by country of origin of persons of concern to UNHCR in Uganda.

Population of Persons of Concern to UNHCR

- DRC (111,107) — 59%
- Somalia (23,341) — 12%
- Rwanda (16,122) — 8%
- Burundi (10,174) — 5%
- South Sudan (9,479) — 5%
- Sudan (9,146) — 5%
- Eritrea (6,893) — 4%
- Ethiopia (2,152) — 1%
- Other (1,219) — 1%

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[4] UNHCR. UNHCR Statistics August, 2012
[5] UNHCR Uganda Operations Plan 2013
[6] UNHCR. *Briefing Kit: the Urban Refugee Programme in Kampala: UNHCR Representation in Uganda, July 2012*, p.2.

Figure 1

2.2 Location of refugee populations

Altogether there are eight refugee settlements located across Uganda. The Government of Uganda has traditionally maintained that refugees who cannot support themselves should live in the settlements, where assistance is provided.

Large and increasing numbers of Ugandan nationals live among the refugees. They share access to facilities and services in the settlements, which directly impacts upon material conditions, as well as on the social and cultural complexity of refugee life in these locations. This situation has growing implications for the resources and capacity of the UNHCR and partners' refugee programmes, including education facilities and education programmes.

3 THE EDUCATION SYSTEM IN UGANDA

Uganda's education system has been available to refugees and asylum seekers since they began arriving in the country. For most of the refugees living in Uganda, they are mainstreamed into the formal system. Approximately less than ten out of one hundred refugees of school age may also access the private schools available.

This education strategy is built on the assumption that refugees will continue to be integrated into the Ugandan formal education system. More information on the MOES system can be found in a supplementary document to this strategy. The major policy thrust[7] for the Ministry of Education and Sports prioritizes access, equity, quality, relevance and efficiency; assuring universal access to primary education as well as post primary education with a view to achieving equitable access to education at all levels, and continuing support to Universal Primary Education (UPE), emphasizing reducing school dropouts among others. While the policy and goals of the system are noble, for a variety of reasons as cited in the sector performance review[8], the Government remains challenged to fulfill these goals, which in turn affect the quality of education on offer to the refugees and the nationals.

Notwithstanding, this Strategy for Refugee Education mirrors the government education system and its priorities set for primary, secondary and vocational/skills education. The strategic recommendations proposed will support and complement the work of the Government to improve its delivery of quality education.

4 PARTNERSHIPS IN REFUGEE EDUCATION IN UGANDA

The Government of Uganda (GoU), at both central and district level provides large-scale in-kind contributions to the refugee operation, notably the provision of land for settlements. UNHCR works in close partnership with GoU's main interlocutor, the Office of the Prime Minister (OPM). The administrative framework for Uganda's asylum policy and practice falls under the mandate of the Refugee Desk in the Office of the Prime Minister (OPM). The OPM is also the body in charge of refugee registration and refugee security within Uganda. UNHCR works at the local level with the district authorities under the decentralized government system, and specifically for education, through the District Education Offices (DEOs).

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[7] Revised Education Sector Strategic Plan(ESSP) 2007-2015; Uganda overall policy thrusts in the ESSP 2007-2015,p16
[8] The Ministry of Education and Sports Annual Performance Report (ESAPR), Uganda 2009-10, p36 & p41.

At national level, the MoES has convened coordination platforms such as the Education Consultative Committee (ESCC), which provides opportunity for policy dialogue in matters relating to education. Even though UNHCR is an active partner of the ESCC, the challenge for UNHCR is to get and keep refugee education concerns on the ESCC's very full agenda, which tends to be dominated by other government and donor priorities.

Alongside the government through the MoES, UNHCR plans to further strengthen its partnership with the Education Donor Partners (EDP), an education forum chaired by donors supporting education programmes in Uganda. The forum aims to promote partnership, cooperation and coordination on education matters with relevant governmental institutions, UN agencies, and national and international NGOs.

UNHCR Uganda works with three NGO implementation partners (IPs) that contribute to refugee operations both in cash and in kind. Working closely with district authorities, these partners take major responsibility for the implementation of specific programmes:

- **IAU** – InterAid Uganda implements education and other programmes for urban refugees, notably in Kampala.
- **WTU** – Windle Trust Uganda is responsible for education-related interventions and scholarships in four settlements in the South-West, and in Kampala.
- **AAH-I** – Action Africa Help International carries out education and multi-sectoral interventions in Kyangwali settlement in the Mid-West

As refugees are mainstreamed into the government education system, it is important to point out that UNHCR's principal partners in Kampala and for each of the settlements can be identified as follows:

Urban
- Kampala: Kampala City Council Authority (KCCA), IAU and WTU

South-West
- Nakivale: Isingiro District Local Government (IDLG-DEO) and WTU
- Oruchinga: Isingiro District Local Government (IDLG-DEO) and WTU
- Kyaka II: Kyegegwa District Local Government (KDLG-DEO) and WTU
- Rwamwanja: Kamwenge District Local Government (KDLG-DEO) and WTU

Mid-West
- Kyangwali: Hoima District Local Government (HDLG-DEO) and AAH-I

West Nile
- Adjumani: Adjumani District Local Government (ADLG-DEO)
- Rhino Camp: Arua District Local Government (ADLG-DEO)
- Kiryandongo: Kiryandongo District Local Government (KDLG-DEO)

Other key operational partnerships
Additionally, there are a number of organizations which also contribute significantly to refugee education in Uganda. Working closely with UNHCR, these organizations are considered operational partners, such as Jesuit Refugee Society (JRS), Finnish Refugee Council (FRC) Raising Voices, Pan African Development & Education Access Project (PADEAP), Young African Refugees for Integral Development (YARID), Refugee Law Project (RLP), Xavier Project, Hebrew Immigrant Aid Society (HIAS), World Vision, International Organization for Migration (IOM), Save the Children International (SCI), Forum for Education NGOs in Uganda (FENU) and Kampala-based refugee CBOs that provide non-formal education programmes, such

as literacy, skills development and life skills, including some with scholarship support. Although most of these organizations work in Kampala, some extend their work to the settlements.

UNICEF and UNHCR work hand in hand in emergencies, and also in areas where both agencies may be working on a particular policy initiative or specific area of concern such as girls' education. More recently, UNICEF and UNHCR are in the process of signing a Letter of Understanding in order to formalize their collaboration.

Under the UN Development Assistance Framework (UNDAF), UNHCR works in partnership with UN and other agencies on several UN joint programmes. One of these is the Joint Programme on Population (JPP) headed by UNFPA, with a component which supports the enrolment of refugee and Ugandan children in vocational/skills training. This programme is a partnership involving Government of Uganda, ten UN agencies, including UNHCR.

5   REFUGEE EDUCATION IN UGANDA

This section will provide an overview of refugee education in Uganda, including the major issues and gaps. More information and analysis at subsector level on refugee education in the four geographical areas --Kampala, the South-West, the Mid-West and the West Nile can be found in a background document which complements the strategy.

5.1 Overview of refugee education in Uganda: the current situation

Refugees can, in general, access education in Uganda under the same conditions as Ugandans. While there have been improvements in Uganda's education system in terms of access, particularly at primary level, and more recently in secondary with the new USE policy, published reports question the overall quality and performance resulting to unsatisfactory learning outcomes[9] such as reading and solving arithmetic problems on grade.

Efforts to improve the education for Ugandans continue to benefit the refugees and vice versa. Refugees have access to over 124 primary and 55 secondary schools in Uganda countrywide.

UNHCR establishes and equips education infrastructure, recruits and deploys teachers, and maintains overall management of the learning process targeting both refugee children and their host communities. UNHCR works closely with MoES, other government agencies and a range of in-country partners to implement a variety of interventions aimed at providing quality education to the refugee population throughout the country.

Of the total refugee population in Uganda, forty-three per cent or 81,867 refugees are of school age.[10]

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[9] "Are our children Learning" UWEZO Report 2011
[10] Ugandan Education Stats (Workshop Presentation) Aug 2012

POPULATION OF SCHOOL AGE REFUGEES; PRE-PRIMARY, PRIMARY & SECONDARY AS of MAY 01, 2012								
SETTLEMENTS	POPULATION OF REFUGEES AGED (3-5 YRS) ECD		ENROLMENT OF REFUGEES AGED (6-13 YRS) PRI SCH.		POPULATION OF REFUGEES AGED (14-17 YRS) SEC SCH.		GRAND TOTAL BY SEX		GRAND TOTAL
LOCATION	M	F	M	F	M	F	M	F	
NAKIVALE	3,542	3,477	7,499	7,545	2,613	2,561	13,654	13,583	27,237
ORUCHINGA	385	337	630	663	229	215	1,244	1,215	2,459
KYAKA II	931	1,017	2,097	2,132	878	790	3,906	3,939	7,845
ARUA	153	148	440	405	268	220	861	773	1,634
ADJUMANI	376	348	918	905	398	406	1,692	1,659	3,351
KAMPALA	1,501	1,487	3,948	3,817	2,458	2,443	7,907	7,747	15,654
KIRYANDONGO	189	179	522	540	287	240	998	959	1,957
KYANGWALI	1,639	1,656	3,089	3,054	1,081	1,097	5,809	5,807	11,616
RWAMWANJA	2,520	2,340	1,800	1,814	886	754	5,206	4,906	10,092
TOTAL	**11,236**	**10,989**	**20,943**	**20,875**	**9,098**	**8,726**	**41,277**	**40,588**	**81,865**

Table 1 UNHCR Data

Of this population:

- 27 per cent (22,225) are children who should be in early childhood development
- 51 per cent (41,818) are children who should be in primary schools
- 22 per cent (17,824) are children who should be in secondary schools or accessing some form of post-primary education.[11]

Conversely, there are 32% (7,072) of the children aged (3-5yrs) enrolled in early childhood education; 73 %(30,489) in primary schools and 16 %(2,800) in secondary education as shown below.

Enrolment data Table 2

ENROLMENT OF SCHOOL AGE REFUGEES; PRE-PRIMARY, PRIMARY & SECONDARY AS of October, 2012								
SETTLEMENTS	ENROLMENT OF REFUGEES AGED (3-5 YRS) ECD		ENROLMENT OF REFUGEES AGED (6-13 YRS) PRI SCH.		ENROLMENT OF REFUGEES AGED (14-17 YRS) SEC SCH.		GRAND TOTAL BY SEX		GRAND TOTAL
LOCATION	M	F	M	F	M	F	M	F	
NAKIVALE	1,290	1,355	4,590	4,272	105	87	5,985	5,714	11,699
ORUCHINGA	230	221	593	466	23	18	846	705	1,551
KYAKA II	148	149	1,689	1,354	65	125	1,902	1,628	3,530
ARUA	54	72	501	397	1	4	556	473	1,029
ADJUMANI	49	38	584	491	113	65	746	594	1,340
KAMPALA	279	208	3,929	3,559	513	430	4,721	4,197	8,918
KIRYANDONGO	141	139	675	659	131	80	947	878	1,825
KYANGWALI	343	356	2,235	2,271	590	447	3,168	3,074	6,242
RWAMWANJA	852	1,148	1,215	1,009	1	2	2,068	2,159	4,227
TOTAL	**3,386**	**3,686**	**16,011**	**14,478**	**1,542**	**1,258**	**20,939**	**19,422**	**40,361**

Table 2 UNHCR Data

To summarize, the following overview[12] of the educational situation for refugees underpins the Ugandan Strategy for Refugee Education:

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[11] Ugandan Education Stats (Workshop Presentation) Aug 2012

[12] This data is limited to refugees who are supported to obtain education or those studying within the settlement schools, individuals who are self-sponsored outside the refugee settlement are not captured.

Refugee children aged 6-13 not in school:	27%
Girls aged 6-13 not accessing primary education:	31%
Youth accessing alternative education:	10%
No of primary schools supported[13] by UNHCR:	50
No of refugee privately owned primary schools:	9
No of refugee community secondary schools within the settlements supported by UNHCR:	4
Available DAFI[14] scholarships in 2012 figures:	147
Average primary teacher/student ratio average (South West , Mid-West data only):	1:70
MoES teacher/student ratio (standard):	1: 53
INEE Minimum Standard for Education in Emergencies teacher/student ratio:	1:40
Classroom/student ratio average (South West , Mid-West data only):	1:100
Latrine/student ratio average (South West , Mid-West data only):	80
No of teachers supported by UNHCR:	279
Curriculum: Uganda National Curriculum	

In addition, key stakeholders identified the challenges and gaps in the provision of quality education for refugees under the broad categories below:

- *Access*: very long distances to schools/enrollment, retention and completion issues/valid academic documentation and equivalency from country of origin
- *Learning environment*: overcrowding/large classes/high teacher-student ratios (especially in lower classes)/language barriers/psychological abuse (including teacher-to-student)/learners with special needs/lack of lunches/prevailing corporal punishment/safety and security/poor or no extracurricular activities/ inadequate child protection
- *Teaching and learning*: lack of teaching and learning materials (textbooks) (including materials for play and extra-curricular activity)/curriculum quality/unsatisfactory assessment and monitoring of learning achievement and practical skills
- *Education workforce*: insufficient teachers/specialist subject teachers/lack of teacher accommodation/inequitable remuneration /absenteeism/motivation/retention of teachers
- *Retention and continuity*: high dropout rates in upper primary and secondary/lack of continuity between primary and secondary (especially retention of girls)/not enough parental support vs. livelihood issues/ inadequate post-primary education opportunities, including vocational training/lack of scholarship opportunities for post-secondary/prohibitive cost of higher education/ lack of awareness of available adult education, non-formal education/limited access to advanced English classes/career guidance
- *School facilities (primary & secondary)*: insufficient and inadequate classrooms, libraries and laboratory facilities/inadequate sanitation (water and latrines)/schools unable to accommodate children with disabilities and special needs
- *Social and cultural environment*: pervasive negative attitudes to and abuse of female children/poor school-community relationships/education not prioritized/child labour used to support food production / uneven cultural perceptions on the value of education

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[13] Provision of reference materials, establishment of school infrastructures, payment of teacher salaries and school management through partners

[14] Albert Einstein German Academic Refugee Initiative

- *Systemic issues*: unstructured early childhood education/insufficient community participation in the development and management of the education of refugee children/incomplete coding of schools /inadequate monitoring/insufficient support and supervision/major financial constraints/service providers face shortages of skilled personnel
- *Emergency responses*: coordination challenges/inadequate facilities/resource constraints (financial, human).

Since 2010, UNHCR focus has been on increasing enrolment and retention of refugee learners and improving education quality through the recruitment and deployment of teachers in collaboration with the district education offices. Efforts have been made to ensure all UNHCR supported and trained teachers are paid in accordance with the government salary scale. Infrastructure development, such as provision of classroom blocks, teacher accommodation and latrines has been prioritized. But even with this focus, data shows that these efforts to improve education for refugees still fall short.

Overcrowded primary classrooms where the teacher to student ratio is 1:100 makes it impossible to teach and improbable to learn.
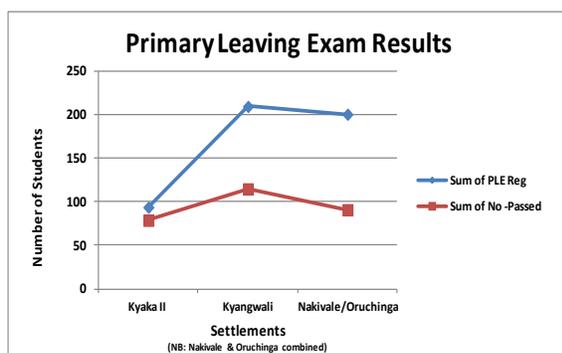

Figure 2

Retention and completion of *primary level* is a major issue, as illustrated for four of the larger settlements. Registration for the primary leaving examinations is low due to high dropout rates through P1 to P7, as well as the perception that a secondary education is unavailable and unaffordable.

Inadequate and insufficient infrastructure drives down enrolment, retention and achievement rates. Getting to school in the first place presents a number of problems. In Kampala young children face security issues getting to school; in the settlements which sprawl over 75 sq km, distance prevents children and teachers to reach the schools safely. Lack of adequate water and latrines, especially for girls, contributes to high dropout particularly at upper primary and secondary levels.

While a government policy on *inclusive education* and *education for children with special needs* has been developed, considerable investment is still needed to ensure that all children educational needs are responded to, Ugandans and refugees. There is presently a lack of suitably modified infrastructure, specialized teachers and appropriate teaching and learning materials.

Refugee children are chronically unable to access *secondary education*. The multiple barriers they face include the limited number of schools, classroom capacity and facilities (e.g. science laboratories and libraries), too few school places, high costs, teacher shortages, and the low value placed on education by communities and parents having different priorities (often linked with

livelihood issues).[15] Cultural practices (e.g. early marriage for girls) also impact on upper primary and secondary enrolment and retention.[16]

While the lack of *post-primary education* has widespread implications for young people, the situation of orphans, UAMs and children requiring special needs education is desperate in comparison with the situation of other young people.[17] This needs to be addressed through broad participation of implementers.

Inadequate resources have limited UNHCR's ability to support post-primary education.[18] The lack of access, retention and completion of secondary education naturally impacts severely on refugees' access to all forms of tertiary education, and in particular on access to university.

To date, access to *vocational skills training* remains mainly closed to the refugee population largely due to costs, very limited availability of scholarships/bursaries. Only limited assistance is available in the form of training grants under the UN Joint Programme on Population (UNJPP). The programme has benefited 160 people in the two years it has been in operation, 100 places for refugees and 60 for Ugandan nationals. An explicit objective of the government's strategy is to enhance access of disadvantaged target groups to skills development, noting in particular the need to promote female participation and persons with disabilities. The establishment of the Nakivale Vocational training Centre, and the development of the modularized courses was done in consistency with the provision of the Uganda Business, Technical and Vocational Education and Training (BTVET) strategy. Further any engagement in skills training to the refugees shall be guided by the provisions of the strategy with a long term goal of ensuring that the established facility benefits both the refugee and national population in this location.

Adult education opportunities are provided by a number of collaborating organizations working in Uganda. Their programmes include: literacy (FALP), English for non-English-speaking adults, and classes in other languages; business skills training; civic education for refugee leaders; youth leadership training (in one of the settlements); community media and computer training.[19]

In some locations community education structures such as school management committees (SMCs) and parent teacher associations (PTAs) exist. However, overall community participation is poor and supporting the learning process remains inadequate. More details on the existing context in each geographical location are found in the complementary background document to the strategy.

6   DEVELOPING THE UGANDAN STRATEGY FOR REFUGEE EDUCATION 2013-2016

6.1 UNHCR and United Nations' policies on education as a right

Education is both a human right and an international obligation. The United Nations Convention on the Rights of the Child – the most widely accepted human rights accord – specifies the right

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[15] UNHCR Focus
[16] UNHCR, Primary Education for Refugees in Uganda, April 2011.
[17] UNHCR Focus
[18] UNHCR, Primary Education for Refugees in Uganda, April 2011.
[19] Adult lit paper attached to front of FRC report: Mapping of organisations involved in urban refugee work in Kampala

of every child to education. Uganda is among the many States Parties to the Convention which have made further commitments (e.g., by committing to the Education for All Framework (EFA) and the Millennium Development Goals (MDGs)) to ensure all children realize their right to education. International conventions also require that education addresses issues of inequality, including gender disparity.

UNHCR policy is that education is "not only a basic human right but also an essential tool of protection" in emergency situations. [20] Safeguarding the right to education is, therefore, an essential strategy for ensuring the protection, human rights and wellbeing of refugees. UNHCR, working closely with its implementing and operational partners in Uganda, is committed to ensuring that refugees continue to enjoy education as a human right and as an indispensable means of realizing other human rights.

6.2 The process of developing the Ugandan Strategy for Refugee Education

In order to develop a joint, multi-year, multi-sectoral education strategy, UNHCR Uganda focused from mid-2012 on strategic engagement through consultations with a wide range of current and potential actors, partners and key stakeholders in refugee education, both within and beyond Kampala. This involved discussions in Kampala and in Nakivale, Oruchinga, Kyaka II and Kwangali settlements. This included focus groups and interviews with refugees, including with refugee teachers, students, scholarship awardees and graduates. Discussions were held with partners and stakeholders at government, organizational and community levels. Dialogue sessions and a strategic planning workshop ensured both actor-specific and universal input to strategy discussion and development. A key objective was to align the ideas of all actors through transparent and productive, fully participatory processes.

The commonly identified key gaps and challenges in current education programming are (for more details see p.12.)

- *Access*
- *Learning environment*
- *Teaching and learning*
- *School facilities*
- *Education workforce*
- *Retention and continuity*
- *Social and cultural environment*
- *Systemic issues*
- *Emergency response*

As part of the process, participants embarked on a SWOT scan of existing refugee education provision in Uganda in order to better understand the internal and external strengths, weaknesses, opportunities and threats of the local context. This exercise guided participants when choosing strategic interventions and recommendations for the education strategy.

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[20] *UNHCR Handbook for Emergencies*, 2007.

7 THE UGANDA STRATEGY FOR REFUGEE EDUCATION

The strategy focuses on the need to provide access to quality education for refugee children, young people and adults in order to develop the skills and knowledge that will enable them to become self-reliant and build a better future.

7.1 Strategic Directions for Ugandan Refugee Education

For the purposes of consistency and alignment with the Global Education Strategy and following a thorough review of refugee education in Uganda, this strategy will follow the same four strategic approaches. Not only are these four strategic approaches applicable and appropriate to apply to the Ugandan context, their use will also allow this strategy to tie into the global plan for the purposes of measuring impact.

Strategic Approach A: Strengthening Partnerships

The MoES needs to ensure that the government educational system can and does respond to the educational needs of all children. Although short-term solutions may be necessary in some emergency situations, these should be seen only as temporary measures to enable refugee children to be quickly mainstreamed into the formal education system. UNHCR and partners must make every effort to include and work very closely with the MoES and other government partners to ensure that refugees are indeed mainstreamed into Ugandan's education system.

While Uganda has always promoted a positive and egalitarian approach to access to education for refugees, the costs associated with education such as fees, examination charges, uniforms and other essentials may be prohibitive. Partners, schools and communities need to find joint solutions to manage these costs, so that young people are not denied their right to education. This may be in the form of extended community participation in the education of their children, such as supplying labour for the construction of schools and related premises, or contributing to school budgets by donating some of their crop production.

On a technical level, UNHCR needs to work closely with the government to address specific challenges that arise related to the curriculum and the language of instruction. With the recent influx of refugees from DRC, there is pressure to help young people transition from their previous learning contexts in their own language of instruction, to the language used in Ugandan schools. Uganda's official policy is for Ugandan schools to employ a 'thematic curriculum', meaning that schools are to instruct in the dominant language of the community for the first three to four grades. This is often challenging because communities can be so diverse that there is no dominant vernacular or there is no teacher who is able to instruct in the dominant vernacular. In these cases, the schools frequently revert to using English as the language of instruction, creating learning challenges for children from different linguistic backgrounds. For refugees and Ugandan children alike, this can contribute to low levels of learning, school dropout or failure. One possible solution is to identify refugee teachers who can teach in Kiswahili, French or their own vernacular. Another is to use educated adults as translators, classroom mentors and teaching aides to assist children transitioning from their mother tongue to this new linguistic context.

Another dimension of partnership rests with communities. Many families find themselves having to balance different priorities such as producing enough food to eat or finding other means to earn a livelihood. Children's labour is frequently included in a family's survival mechanism and this denies them the opportunity to attend school. Additionally, when schools are

found to be ineffective, teachers are absent, and classrooms are overcrowded, parents tend to devalue education. To enhance its value, refugee communities should make an increased effort to participate in the education of their children and themselves. This effort may take the form of school construction, being part of the PTA and SMCs, and playing a role in advocacy campaigns for education for all refugees. UNHCR must make every effort to facilitate community participation in the educational activities. To further mainstream refugee education into the government systems and to strengthen partnerships with government, NGOs and communities, UNHCR will:

1. Have regular monthly meetings with the Ministry of Education and Sports at the national level in order to position refugee education on to the government agenda
2. Attend the monthly Education Donor Partners meetings at the national level
3. Establish a monthly coordination meeting[21] with a number of partners at the national and district levels who are working directly or indirectly with refugees
4. Work with technical expertise in education, such as FHI360, UNICEF and other local and regional bodies specialized education
5. Ensure that UNHCR and UNICEF sign a letter of understanding to collaborate on refugee education
6. Develop an annual joint UNICEF/UNHCR work plan and ensure monthly coordination meetings ensue
7. Establish regular structures and activities at the school level such as SMCs and extracurricular activities which will ensure community participation

Strategic Approach B: Building capacities of partners and UNHCR staff

The challenges to implement an education programme effectively are numerous. The security and stability of a refugee community may be fragile; the human and financial resources limited; the technical capacities insufficient; and the infrastructure and materials resources unavailable. Consequently, these challenges place colossal demands on those few who are implementing the education programmes. UNHCR, partners and government will need to find creative solutions to the problems and be able to manage, monitor and measure programme impact. In order to improve education programme management, UNHCR Uganda will

1. Work closely with partners to provide guidance and leadership
2. Encourage staff and IPs to follow training opportunities as they arise. For example, seeking access to other trainings by other agencies should be one option; another is to follow online training through UNHCR's global distance learning site.
3. Facilitate teachers and administrators to participate in INSET trainings at the Teacher Training colleges and Universities
4. Explore every opportunity to find appropriate training for partners and teachers/principals working at the school and classroom levels

Strategic Approach C: Measuring progress

UNHCR currently lacks a comprehensive system for collecting and managing statistical data on refugee education. Existing information on key issues such as enrolment, retention, completion

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[21] This recommendation was proposed by OPM during the visit of UNHCR's Senior Management in July 2012 and was strongly endorsed by the partners who attended the workshop to develop this strategy.

and performance therefore remains incomplete. This challenge needs to be addressed. A dedicated information management system should be established and a systematic and reliable database developed. Capacity development of partners will be needed to enhance abilities required to collect the appropriate data and to analyze and interpret findings to improve policy development, planning, assessment and fundraising. Most importantly the system needs to complement the existing MoES EMIS while at the same time relate to the strategy and information needs of UNHCR. To measure progress, UNHCR will

1. Assist government schools to improve their own assessment procedures
2. Support district education inspectors to provide technical assistance to schools
3. Establish effective school community management committees to oversee school effectiveness
4. Ensure that Education Information is collected and submitted regularly (not only to UNHCR, and partners, but also to the government system)
5. Establish a methodology that helps principals, inspectors, heads and teachers use educational data more effectively
6. Apply an agreed upon set of standard indicators to measure progress

Strategic Approach D: Learning through use of technology

As part of the global world, refugees also need to be able to access the use of technology such as the internet and be able to use technology for learning, such as online courses, e-books and other computer assisted learning. The use of technology can offer ways to improve the quality of education programmes through teacher training courses; it can also be an excellent classroom tool to broaden the knowledge base. Technology provides an excellent opportunity for self-managed learning and to enroll in online courses linked to national and international universities. Young refugees are eager to learn using technology as evidenced by the CTA established in Nakivale. Much more aggressive efforts need to be made to bring technology to the settlements as well as to the urban populations. UNHCR will

1. Look for additional ways to enhance e-learning through on-line courses
2. Explore the possibility to offer evening computer courses at the new Vocational Centre in Nakivale
3. Seek options for the use of technology in other settlement locations and in Kampala
4. Use of short message services as an advocacy and mobilization tool
5. Link to existing innovations such as the UNICEF EDUTRAC, UREPORT e.t.c

These strategies will be the building blocks to support the implementation of the following six Actions as set out below. Recommendations for each of the Actions are provided at the end of the document.

7.2 Strategy Actions and Organizational Objectives

7.2.1 Vision and framework of the Ugandan Strategy for Refugee Education

The Ugandan Strategy for Refugee Education is framed by the six overarching Actions, the organizational objectives and strategic objectives of UNHCR's *2012-2016 Global Education Strategy* as represented in the framework below. Through extensive discussion, the workshop

teams identified and recommended the 'KEY ACTIVITIES (mapped over 4 years)' necessary to address the gaps in the delivery of the formal education and alternative education programmes.

Drawing from the key activities as mapped in the Strategy Matrix, and the overall objectives and targets, Ugandan education stakeholders and partners will jointly develop annual work plans based on the current context.

The strategy framework

STRATEGY A Strengthening Partnerships	STRATEGY B Building Capacities	STRATEGY C Measuring Progress	STRATEGY D Learning through Technology

The above four strategies will aim to support each of the six actions below.

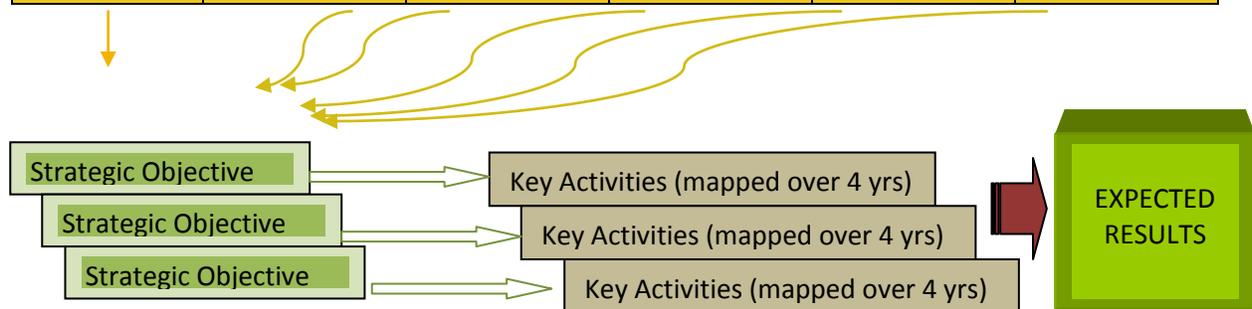| Action 1 More children will learn better in primary school	Action 2 Schools will protect children and young people	Action 3 More young people will go to secondary school	Action 4 More young people will follow higher education courses	Action 5 Education will be available at every age	Action 6 Education will be part of all emergency responses
Organizational Objective 1 Improve learning achievement for refugee children in primary school	**Organizational Objective 2** Ensure that schools are safe learning environments for refugee children and young people	**Organizational Objective 3** Improve access to formal secondary education opportunities for young refugees	**Organizational Objective 4** Improve access to higher education opportunities for young refugees	**Organizational Objective 5** Ensure that opportunities for education are lifelong and available to all according to need	**Organizational Objective 6** Provide access to education opportunities as early as possible during an emergency

Strategic Objective → Key Activities (mapped over 4 yrs)
Strategic Objective → Key Activities (mapped over 4 yrs)
Strategic Objective → Key Activities (mapped over 4 yrs) → EXPECTED RESULTS

Figure 3

The following representation illustrates an example of the Implementation Plan in a log frame format.

ACTION 1/ OUTCOME					MORE CHILDREN WILL LEARN BETTER IN SCHOOL				
Organisational Objective 1 :				Improve learning achievement in primary school					
Expected Result 1:									
Expected Result 2:									
Strategic Objectives	Key Activities	Baseline as of end of Oct 2012	Target (by end of 2016)	2013	2014	2015	2016	Indicator	Who leads (highlight in BOLD)
Increase access to primary education	Strengthen partnerships and collaboration among all key stakeholders (Gov't, refugees, parents, teachers, students, communities)			12 coordination meetings, with the district education authorities, IPs and Ops				No of meetings held % of stakeholders involved in joint action plan	
	Ensure schools have & use tools for monitoring enrolment, attendance & completion			Daily attendance records completed by C/mteacher				% of children aged 6-13 yrs enrolled in primary education	
				Attendance records compiled monthly by C/mteacher to determine attendance by child					
				No of children registered for and who sit the P7 exam				% of children aged 6-13 yrs completing primary education	
	Ensure licensing and coding of community schools								

Action / Outcome 1: More children will learn better in primary school
Objective 1: Improve learning achievement in primary school
- Ensure a 5% p.a. increase in primary school enrolment of refugee girls and boys aged (6-13yrs)

- Ensure that at least 75% of girls and boys sitting primary school leaving examination obtain a pass grade ranging between grades I-III. Of the successful candidates not less than 70% transition to secondary schools

1.1 Increase access to primary education

Problem description: Education of refugee children in Kampala is currently heavily dependent upon the government authorities through the UPE scheme. The data on retention and completion remains incomplete. Schools in the settlements are not sufficiently supported by all key stakeholders to ensure that quality education is being provided and that children are enrolled and learning. All schools need to monitor learning achievement more efficiently and more regularly. Campaigns need to be mounted to increase enrollment, retention and completion.

Recommendations for key activities

1.1.1. Strengthen partnerships and collaboration among all key stakeholders (Gov't, refugees, parents, teachers, students, communities)
1.1.2. Mobilize communities to participate in the delivery of quality primary education
1.1.3. Raise awareness on the importance of sending children to school among the refugees communities
1.1.4. Ensure schools have and use tools for monitoring enrolment, attendance and completion
1.1.5. Ensure licensing and coding of community schools; BRMS
1.1.6. Support parents initiated school feeding programmes

1.2. Strengthen teacher quality
Problem description: Concerns center on inclusive and special needs education (SNE) in the government schools. Only a few teachers have been trained in special needs. Teachers complain that they have not been adequately trained in the thematic curriculum and are unable to teach in the language of instruction of the majority of learners. In settlement areas this might be Kiswahili or French. Training in the thematic curriculum and teaching in the appropriate language of instruction is to be included in INSET and Pre-Service training. Although teacher appointment and training rests with the authorities, partnerships among the community, UNCHR partners and the District Education offices ought to be reinforced in order to support the quality of teaching. Quality education is a major issue for schools. Training in appropriate child-centered methodologies should be provided. The priority for this strategy is to meet the Ugandan standards of 1:53 teacher/student ratio, to enhance teacher pupil interaction.

Recommendations for key activities

1.2.1. Build teacher capacity by providing INSET refresher courses for trained & untrained teachers
1.2.2. Recruit additional teachers to reduce teacher/pupils ratios
1.2.3. Review & align teacher remuneration in line with the government standard
1.2.4. Provide adequate instruction materials
1.2.5. Equip the teachers with different language teaching skills (bilingual methods)
1.2.6. Support schools to develop, review and reinforce school policies and guidelines that aim at promoting teacher quality

1.3. Monitor learning achievement regularly

Problem description: Monitoring learning remains a critical issue. Tradition suggests that teachers are the only ones equipped to monitor learning, but other stakeholders need to be involved and trained in the monitoring process which goes beyond examinations and includes teaching methods and participatory feedback approaches. Guidance counseling can also help monitor learning but teachers should be trained in this methodology. Standard monitoring tools need to be developed that relate to the Ugandan curriculum and international standards for learning outcomes these should include formative evaluation that helps instruction, not just final test for grading. Older children and secondary school children can serve as role models and mentors for younger children and encourage primary school children to complete and enter secondary school.

Recommendations for key activities

1.3.1. Employ tools such as exams & structures such as meetings to carry out regular assessment in schools
1.3.2. Build the capacity of children to monitor their schools
1.3.3. Strengthen joint monitoring & supervision of school activities by all stakeholders. (parents, SMCs, PTAs)
1.3.4. Strengthen career guidance, counselling (psycho-social) skills among teachers
1.3.5. Introduce and support Early Grade Reading Assessments (EGRA) and mathematics on a pilot basis, working with partner such as UWEZO and other experts in collaboration with the MoES targeting learners who have studied at the school for a minimum of three consecutive years

1.4. Increase access to reading materials (teaching and learning materials)

Problem description: Schools suffer from a severe shortage of reading materials and teachers struggle with few teaching aids. Textbooks are either out of date or too few available to ensure learning. Reading materials in other languages are nonexistent. Materials that encourage participatory child-centered reading and learning should be made available in all the languages of instruction used in the classroom. Teachers need to be trained on how to develop and use locally made materials. This skill needs to be passed on to the children -, including increased writing of reading materials, especially in the languages of the refugees.

Recommendations for key activities

1.4.1. Provide reading materials in different languages i.e. Kiswahili and French.
1.4.2. Procure textbooks to support the current changes in the curriculum

1.4.3.	Acquire more instruction materials and supplementary readers
1.4.4.	Involve learners in generating local reading materials
1.4.5.	Ensure school libraries are equipped with books
1.4.6.	Promote reading e.g. Monitor Publication Ltd, Newspapers in Education

1.5. Enhance school governance

Problem description: School governance is neglected and is considered the responsibility of the education authorities alone. More involvement by parents, communities and children with identified roles is required to produce better results. Student school committees and student councils can become vehicles to raise student ideas, interests, and concerns for teachers and school management. Through enhanced governance structures, children and youth can begin to understand the concepts of self-governance, democracy and partnership and can learn how to better manage their own education goals.

Recommendations for key activities

1.5.1.	Ensure that each school has a governance structure in place
1.5.2.	Train Parents Teachers Association (PTAs) and School management committees (SMCs) & School Heads on good school management & governance
1.5.3.	Encourage involvement of parents and school management in the monitoring & supervision of school activities & performance
1.5.4.	Support student leadership clubs
1.5.5.	Establish student school committees
1.5.6.	Encourage exchange visits of PTA and SMC members to other schools

Action / Outcome 2: Schools will protect children and young people
Objective 2: Ensure that schools are safe learning environments for refugee girls and boys and young people

- Ensure that the 124 primary and 55 secondary schools attended by refugee children and young people meet safe learning environment standards.

1.6. Foster respectful and healthy relationships among teachers, learners and families

Problem description: Overcrowding/large classes/high teacher-student ratios (especially in lower classes)/language barriers/psychological abuse (including teacher-to-student)/learners with special needs/lack of lunches/prevailing corporal punishment/safety and security/poor or no extracurricular activities/ inadequate child protection. Safe, child friendly learning environments are fundamental to child development and learning. Schools need to protect and empower all children, and special support and facilities need to be put in place to address the needs of children with special needs, children living with HIV/AIDS, and girls. These support mechanisms go beyond the physical structures and include the emotional, mental and psychosocial needs. Teachers, students and communities should be trained on the concept of safe schools and gender equality in education. Ensure a code of conduct training is conducted in every school.

Recommendations for key activities

| 1.6.1. | Promote a safe child-friendly learning environment for all children |

1.6.2.	Mainstream a programme on SGBV, HIV/AIDS in all schools
1.6.3.	Promote measures to enrol & keep girls in schools
1.6.4.	Strengthen school hygiene & sanitation education
1.6.5.	Strengthen reproductive health education
1.6.6.	Promote peace building, non-violent conflict resolution, peer to peer support

1.7. Strengthen the ability of schools to promote social cohesion
Problem description: Pervasive negative attitudes to and abuse of female children/poor school-community relationships/education not prioritized/child labour used to support food production / different cultural perceptions on the value of education. Teachers, students and communities should be engaged in promotion of the concept of safe schools and gender equality in education. Extracurricular activities can contribute to school enrollment and retention. Co-curricular activities can teach children to look after and support other children, through the concepts of team building. Schools can be re-vitalized by being the centre of community activities, where social cohesion can develop. Education days with all members of the community and the children can be a powerful avenue to heighten the importance of education and strengthen parent/child relationships.

Recommendations for key activities

1.7.1.	Promote co-curricular activities in schools , e.g. music, dance, games, scouts & guides, volunteering, science fairs, debates & student clubs
1.7.2.	Support schools to hold events & regular meetings that bring together parents, teachers and learners (open day, speech day , education weeks etc)
1.7.3.	Promote community dialogue and peace building through community participation in school management and regular school events
1.7.4.	Advocate to ensure primary education is all inclusive, particularly for children with specific needs
1.7.5.	Advocate & fundraise for enrolment of children with special needs in specialized schools, according to need
1.7.6.	Provide specialized equipment for PWDs such as braille, cane, etc.

1.8. Strengthen the physical infrastructure of schools
Problem description: The conditions of most public schools are grim, suffer from neglect and are not conducive for learning. Funds through the UPE and USE schemes are meant to revitalize the schools, but often the amounts are negligible. Parents and communities have been contributing however much more support is still required. Refugee communities need to be mobilized to participate in the infrastructure development in the settlements, utilizing low cost options. Schools should be constructed/rehabilitated and equipped in a manner that is safe, child friendly and beneficial for all children, including children with special needs.
Schools and latrines should be constructed with ramps and rails to ensure inclusivity. Infrastructure is considered significant in this strategy and will be part of the annual plans for the next four years in order to reach even the GES standard of 1:45 teacher/student ratio when all primary children are enrolled.

Recommendations for key activities

Primary Schools

> 1.8.1. <u>Construct</u> schools (classroom blocks)
> 1.8.2. <u>Construct</u> latrines for girls and boys
> 1.8.3. <u>Construct</u> teachers' accommodation
> 1.8.4. <u>Construct</u> school library & administration block
> 1.8.5. Construct school walls and perimeter fences
> 1.8.6. <u>Rehabilitate</u> classrooms in schools
> 1.8.7. <u>Rehabilitate</u> latrines for girls and boys
> 1.8.8. <u>Rehabilitate</u> teachers' accommodation
> 1.8.9. <u>Rehabilitate</u> school library & admin block
> 1.8.10. Provide and modify relevant infrastructures for children with special needs in primary schools

Secondary Schools
Recommendations for key activities

> 1.8.11. Encourage community support in constructing secondary schools
> 1.8.12. Rehabilitate clrm blocks, teacher's accommodation, dormitories, latrines, admin & storage blocks, examination room, laboratories
> 1.8.13. Construct dormitories
> 1.8.14. Construct laboratories at secondary schools
> 1.8.15. Provide and modify relevant infrastructures for children with special needs in secondary schools

Action / Outcome 3: More young people will go to secondary school
Objective 3: Improve access to formal secondary education opportunities for refugee young people
- Of the successful PLE candidates not less than 70% transition to secondary schools

1.9. Support education systems to provide access for refugees to secondary education
Problem description: Access, retention and completion of secondary education for refugee children remains low, with a gross enrolment of 15.7%[22]. The costs are prohibitive at approximately USD 700 p.a. per student and remains out of reach for most refugee children. The Government USE scholarship scheme provides only a marginal amount of funding to secondary schools if they are licensed and implement the USE scheme under the Private Partnership Plan (PPP). Hence, there is a need to increase the number of scholarships for secondary education that can be invested at school level, allowing for more enrollments. The existing 'self-help' community secondary schools in the four settlements are also ill equipped, and depend on teacher compensation from the communities and the tuition fees paid through the scholarship scheme. Options for teacher accommodation are severely limited, and have led to absenteeism, high teacher turnover and a shortage of teachers. Attention must be paid to equity, covering girls, children with disabilities, and children with special needs, in the provision of scholarships.

Recommendations for key activities

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[22] Statistics of refugees accessing secondary education in the settlement schools and Kampala whose records are available. Records of self-sponsored refugees are unavailable.

> 1.9.1. Lobby government to increase the number of USE schools in the settlement areas accessible to refugees
> 1.9.2. Increase support for secondary school education through encouraging community support in constructing schools
> 1.9.3. Ensure licensing and coding of the community secondary schools
> 1.9.4. Ensure mentoring, career guidance and counselling services for learners
> 1.9.5. Increase awareness of secondary education opportunities available for refugees
> 1.9.6. Provide intensive English language classes for refugee children
> 1.9.7. Procure teaching & learning materials
> 1.9.8. Provide scholarships for merited students annually
> 1.9.9. Recruit and deploy qualified secondary teachers, including subject specialists

1.10. Enhance school governance

Problem description: This description is similar to 1.5 above. School governance is considered the responsibility of the education authorities alone. More involvement by parents, communities and children with identified roles is required to produce better results. Student school committees and student councils can become a vehicle to raise student ideas, interests, and concerns for teachers and school management. Through enhanced governance structures, children and youth can begin to understand the concepts of self-governance, democracy and partnerships and can learn how to better manage their own education goals. Student bodies, such as clubs and committees can help fund-raise for school events and school projects.

Recommendations for key activities

> 1.10.1. Ensure that each school has governance structures in place
> 1.10.2. Encourage inclusive stakeholder participation and feedback on school governance and school performance
> 1.10.3. Train PTAs and BOGs on issues such as school management, discipline, teacher support, improved pedagogy, regular monitoring, supervision, record keeping etc
> 1.10.4. Support student leadership clubs
> 1.10.5. Develop a 5 year strategic plan for each school/institution
> 1.10.6. Develop annual work plans through inclusive participation
> 1.10.7. Solicit and mobilize resources (human/ financial) for school governance

1.11. Provide certified accelerated learning programmes

Problem description: Accelerated learning programmes (ALP) are recognized internationally as a way to address the needs of young people who have missed out on school, dropped out or have lost years of education due to conflict situations. ALPs offer children a chance to make up lost education. Many times these adolescent or young adults are able to make up their primary education in the course of two to three years. The Ugandan government needs to certify these courses and facilitate the learners to sit the Primary Leaving Examination, so that they can proceed to secondary education or other tertiary education opportunities.

Recommendations for key activities

> 1.11.1. Create awareness about the available accelerated learning programmes (ALP)
> 1.11.2. Ensure all (ALP) are certified by the MOES

> 1.11.3. Work with NCDC to develop relevant curriculum for ALP
> 1.11.4. Provide career guidance and counselling for ALP learners
> 1.11.5. Train teachers working in ALP
> 1.11.6. Expand partnerships with organizations providing accelerated programmes e.g.
>   NRC and save the children

Action / Outcome 4: More young people will follow higher education courses
2. Objective 4: Improve access to higher education opportunities for refugee young people
    *   Double the number (from the current 147-294) of young people accessing tertiary education programmes at colleges and universities leading to degrees
    *   Double the number of young people (from the current 188-376) accessing post-secondary technical/vocational/para-professional training leading to certificates and diplomas

2.1. Expand and diversify tertiary scholarship programmes
Problem description: There are 147 (57F) scholars enrolled in various Universities in the country under the DAFI scholarship programme. Besides cost for university education being significantly high leaving out significant number of potential scholars, currently the Uganda National Examination Board (UNEB) has no mechanism of determining the equivalency for the DRC secondary level certificate "Diplome D'état". Young eligible students coming from DRC should be able to provide their academic records to enter any tertiary institution based on merit. As such UNHCR, working with the Ministry of Education and other partners such as UNICEF, needs to find a mechanism in order to support the equivalency and translation of these records. University study is costly and unless refugees are self-reliant, they have to rely on scholarships. An accelerated effort should be undertaken by partners to find other scholarships that might help refugee students' access tertiary education.

Recommendations for key activities
> 2.1.1. Provide support in equating and translating foreign academic documents to Ugandan equivalence
> 2.1.2. Encourage public/private partnerships & lobby individuals, education trusts, corporate, local and international NGOs for higher education scholarships for refugees
> 2.1.3. Sensitize refugee students on available funding opportunities for higher education & provide information on accredited institutions
> 2.1.4. Lobby institutions of higher learning to standardize school fees for refugees and nationals
> 2.1.5. Establish mentoring, career guidance and counseling services for students

2.2. Expand tertiary-level open and distance learning for refugees
Problem description: Another option for tertiary education is through open distance learning courses. However, this recommendation is predicated on the availability of internet services and cost. Scholarships will be required for students who wish to complete certified professional courses and diplomas. A major push is required by partners to find investors willing to establish CTA centres and strengthen ICT in the settlements. Kampala being a capital city, ODL would be accessible but might be out of reach for the refugees due to costs.

Recommendations for key activities

2.2.1. Provide information, raise awareness & advocate for places for refugees at accredited ODL institutions
2.2.2. Promote e.learning programmes by investing in ICT and sensitizing students about e.learning programmes
2.2.3. Identify, promote & provide scholarships that will support students studying through ODL courses
2.2.4. Promote the establishment of CTA centres in the rest of settlements & Kampala as is the case of Nakivale

2.3. Support para-professional training opportunities
Problem description: Courses for para-professionals are costly and also require academic credentials. Further research is necessary for partners to identify courses that may serve this purpose, such as training for teachers, nurses or healthcare workers. Early childhood training may also be one of these types of courses.

Recommendations for key activities

2.3.1. Ensure mentoring, career guidance and counselling services related to para-professional training opportunities
2.3.2. Provide English language & skills training for refugees to attain the required qualifications to access para-professional training
2.3.3. Identify institutions that provide para-professional training
2.3.4. Identify, promote & provide scholarships for para-professional training
2.3.5. Advocate for alternatives other than scholarships e.g. vocational studies & individual sponsorship schemes

Action / Outcome 5: Education will be available at every age
3. Objective 5: Ensure that opportunities for education are lifelong and available according to need
   - At least 50% of girls and boys aged 3-5 years have access to quality early childhood education.
   - 40% of **eligible** young people (18-30yrs) participate in non-formal education and skills training programmes.
   - At least 1000 adults enrolled annually in adult literacy programs with a special attention to young women

3.1. Increase access to community-based early childhood education
Problem description: The value of early childhood education needs to be discussed with refugee communities. ECD community based centres should be established on a needs basis and be able to demonstrate the value-added to communities for starting the education of their children at a young age. Research and assessments need to be undertaken to determine the best location for the ECD centres, either in the community or very closely linked to primary schools. These choices or models need to be tested within communities. The centres should follow the government ECD policy, utilize the ECD curriculum and engage a trained ECD specialist. In the absence of trained personnel, training should be the highest priority for any new ECD centre.

Recommendations for key activities

> 3.1.1. Strengthen existing community-based ECD centres in the settlements & Kampala
> 3.1.2. Establish new community-based ECD centres in the settlements & Kampala
> 3.1.3. Provide training to teachers on ECD pedagogy
> 3.1.4. Procure instructional and play materials & equipment for ECD centres
> 3.1.5. Establish ECD management committees in each centre to manage & monitor the quality of the ECD programme

3.2. Support young people to access non-formal and skills training programmes (in collaboration with Livelihoods)
Problem description: Many young people have either not had the chance to complete an academic education or have had no desire to be part of one. For these young people, participation in non-formal and vocational skills training programmes is preferable. These programmes may need to be combined with ALP, language training and basic life skills programmes in order to prepare the participants for employment. Coordination with the Livelihoods programmes is necessary to determine the current labour market needs and relevant required skills. All vocational skills training ought to be linked to the Ugandan policy of Skilling Uganda and the formalized BTVET system to ensure skills' training is credible.

Recommendations for key activities

> 3.2.1. Conduct needs assessments & market surveys to identify non-formal skills training and livelihood needs
> 3.2.2. Identify, collaborate and partner with accredited vocational skills training (VST) providers
> 3.2.3. Establish a network of organizations to improve the delivery of VST & non-formal education
> 3.2.4. Sensitize young people (career guidance) on the value of VST & non-formal education as a livelihood means
> 3.2.5. Provide vocational start up kits to young girls and boys who have completed VST, according to need
> 3.2.6. Work with partner organizations to establish a standardized curriculum for VST & non-formal education
> 3.2.7. Operationalize the Uganda national strategy on skilling Uganda as it applies to the refugee context

3.3. Expand access to adult literacy opportunities
Problem description: Adult literacy in the settlements requires more attention. For every literate mother, the chance of a better education for her children is ten-fold. Literate mothers pay increased attention to the health and welfare of their children and link education to being an investment in the child's future. FAL should be targeted and promoted in the settlements. In Kampala, campaigns should be mounted on the importance and value of literacy.

Recommendations for key activities

> 3.3.1. Create community awareness on the importance of the Functional Adult Literacy (FAL)
> 3.3.2. Network, collaborate and partner with stakeholders to establish & support FAL programmes in the settlements & Kampala
> 3.3.3. Introduce creative ways of providing incentives for the FAL Instructors
> 3.3.4. Strengthen the existing language trainings (English, French, Kiswahili) in the communities
> 3.3.5. Organize, promote and celebrate International Adult Literacy week

3.4. Integrate life skills into all educational training and programmes
   Problem description: Young children can benefit most from learning life skills – such as decision making, making choices, independent thinking, and critical analysis and adopting a healthy attitude about one's behavior. Life skills-based education enhances the quality of education by addressing issues relevant to the lives of learners, both boys and girls. At present, life skills is often applied to pertinent health and social issues which are not traditionally included in the academic curriculum and which demand the adoption of positive behaviors by young people (e.g., health, human rights, gender equality, peace). Youth leadership is a good example of a life skill.

   Recommendations for key activities
   > 3.4.1. Encourage teachers and children's clubs to develop a life skills programme for their schools
   > 3.4.2. Train children in life skills using methods from "communication for behavior change"

3.5. Support sports activities in formal and non-formal education
   Problem description: Sports, an essential facet of child development not only teaches children about life skills through sports but also about sports leadership and team collaboration. Sports bring children and communities together and contribute to a peaceful co-existence.

   Recommendations for key activities
   > 3.5.1. Encourage communities to establish sports fields
   > 3.5.2. Procure sports equipment for both schools and the community
   > 3.5.3. Train sports instructors & coaches
   > 3.5.4. Encourage & support girls and boys to participate in interschool, clubs, zone/village & national sports competitions

Action / Outcome 6: Education will be part of all emergency responses
4. Objective 6: Provide access to education opportunities as early as possible during an emergency
   - At least two national INEE coordination meetings held per year

   4.1. Improve preparedness and response capacity
   Problem description: The better prepared host communities are, the quicker a safe, identified response can be put in place to accommodate and adapt to an emergency. Contingency plans as set out in the INEE tool kit should be developed in order to be

prepared for a sudden change in relation to the provision of quality education for refugees. This change might be a new influx of refugees. Coordination with the government bodies at national and district level is necessary.

Recommendations for key activities

4.1.1. Update contingency plans and district development plans to include education as a life-saving response in emergencies
4.1.2. Update on a regular basis the database of agencies able to provide education in emergencies
4.1.3. Create sustainable awareness campaigns on disaster response and management in collaboration with MoES
4.1.4. Provide refresher training for emergency staff & teachers on psycho-social support to be provided in schools
4.1.5. Identify, train and equip emergency task forces with specialists in education in emergencies
4.1.6. Conduct joint mapping exercises in the settlements to identify existing social services such as schools, health centres, water points, access roads

4.2. Provide access to learning spaces / schools for refugee children
Problem description: As spelled out in the INEE tool kit, a set of interventions are vital for the welfare, security and stability of children during an emergency. Building on a needs assessment, and in consultation with the refugee community, a step by step approach to accommodating the educational needs of children should be implemented. Schools should be identified and encouraged to accept children immediately. Safe child friendly play and learning spaces need to be established. A mechanism to identify children who require special protection and psychosocial support should be put in place.

Recommendations for key activities

4.2.1. Construct temporary ECD centres, safe play areas, temporary schools and WASH facilities
4.2.2. Create awareness within the existing schools and communities to accommodate refugees during an influx
4.2.3. Rehabilitate schools, where necessary, that will receive refugee students

4.3. Improve interagency coordination in education response
Problem description: Interagency cooperation and coordination is vital in managing an effective emergency response. Partners with appropriate capacity and expertise in managing emergencies must be identified. Partners need to work together, identify and respect each organization's strengths and respond accordingly. An inter-agency education coordination committee, including national education authorities, with clear terms of reference must be put in place.

Recommendations for key activities

4.3.1. Identify the agencies involved in education in emergencies
4.3.2. Create an emergency education task force in any settlement receiving an influx of refugees

| 4.3.3. | Ensure regular interagency coordination meetings (weekly & monthly) involving all stakeholders in order to avoid duplication and encourage transparency |
| 4.3.4. | Conduct regular joint supervision and monitoring of education activities to ensure quality |

7.2.3 The Master Implementation Plan for the Strategy

A 4 year MASTER IMPLEMENTATION PLAN will be drawn up from the plans that are jointly developed by UNHCR and partners for each of the geographical locations. This actual plan will be managed as a separate document and will be used as the basis for monitoring progress.

8 Annex 1 Acronyms

AAH-I Action Africa Help-International
BTVET Business, Technical and Vocational Education and Training
CAR Central African Republic
CBO Community Based Organizations
CNA Comprehensive Needs Assessment
COPE Complementary Opportunities for Primary Education
CRC Convention on the Rights of the Child
CTA Computer Technology Access
DAFI German-language acronym for Albert Einstein German Academic Refugee Initiative
DEO District Education Office
DIP Division of International Protection
DOS Department of Operational Support
DPSM Division of Programme Support and Management
DRC Democratic Republic of Congo
ECD Early Childhood Development
EDP Education Donor Partners
EFA Education for All
EGRA Early Grade Reading Assessment
EMIS Education Management Information System
ESCC Education Sector Consultative Committee
FALP Functional Adult Literacy Programme
FENU Forum for Education NGOs in Uganda
FRC Finnish Refugee Council
GBV Gender Based Violence
GER Gross Enrolment Ratio
GES Global Education Strategy
GIZ Deutsche Gessellschaft fur Internationale Zusammenarbeit GmbH
GOU Government of Uganda
HIAS Hebrew Immigrant Aid Society
IAU InterAid Uganda
IDP Internally Displaced Person
INEE Inter-Agency Network for Education in Emergencies
INSET In-service Teacher Training
IP Implementing Partner
IRC International Rescue Committee
JRS Jesuit Refugee Service
KCCA Kampala City Council Authority

LOU Letter of Understanding
MDG Millennium Development Goals
MoES Ministry of Education and Sports
MoU Memorandum of Understanding
NER Net Enrolment Ratio
NGO Non-Governmental Organization
NRC Norwegian Refugee Council
OAU Organization of African Unity
ODL Open Distance Learning
OPM Office of the Prime Minister
OVC Orphans and Vulnerable Children
PADEAP PanAfrican Development & Education Access Project
PEP Peace Education Programme
PIASCY Presidential Initiative on Aids Strategy for Communication to Youth
PSLE Primary School Leaving Exams or **PLE** Primary Leaving Examinations
PTA Parent Teacher Association
RET Refugee Education Trust
RLP Refugee Law Project
SCI Save the Children International
SGBV Sexual and Gender-Based Violence
SLE Safe Learning Environment
SMC School Management Committee
SNE Special Needs Education
UNESCO United Nations Educational, Scientific and Cultural Organization
UNDAF UN Development Assistance Framework
UNFPA United Nations Population Fund
UNHCR United Nations High Commissioner for Refugees
UNICEF United Nations Children's Fund
UNJPP UN Joint Programme on Population
UPE Universal Primary Education
USE Universal Secondary Education
YARID Young African Refugees for Integral Development
YEP Youth Education Pack
WTU Windle Trust Uganda
WV World Vision