

Education and Displacement in Uganda

ADVOCACY BRIEF No. 2

Report of a Workshop
in Kyaka II Refugee Settlement
August 22 to 25, 2005

Education in Kyaka II

Kyaka II refugee settlement has changed dramatically over the past three years. At the end of December 2002, there were 1,242 refugees living in this settlement; by the end of 2003, the population had almost quintupled, to 6,175; in mid-2005, the population of the settlement was over 12,000. The primary schools in the settlement have also grown rapidly, accommodating the influx of refugees. Bujubuli Primary School, for example, had 347 pupils at the outset of 2003; by the middle of 2004, there were 911 pupils; and in June 2005, there were 1,272 pupils. Imagine: the population of the whole settlement in 2002 is, three years later, equal to the population of one primary school.

Refugees and Internally Displaced People (IDPs) often see education of their children as the principal way of ensuring a better future for their family. Just as importantly, education often plays a critical role in creating stability in the daily lives of displaced children. However, in environments like Kyaka II, education is often less than adequate at promoting either present or future stability.

Addressing Challenges in Kyaka II

Most everyone is good at identifying challenges. More important, though, is how to address those challenges. Advocacy workshops held in three refugee-hosting areas in Uganda—Kyaka II refugee settlement, Nakivale refugee settlement, and Kampala—involved stakeholders in planning the way forward. Participants included parents, pupils, teachers, community leaders, UNHCR staff, implementing partner staff, Office of the Prime Minister (OPM) staff, and Ministry of Education representatives (District Education Officers and District Inspectors of Schools).

The aims of these workshops were (1) to present findings from three years of research (available at www.mbeleni.org); (2) to collectively analyse the challenges identified with a focus on advocacy; (3) to train stakeholders at all levels in advocacy strategies; and (4) to develop a way forward for education in displacement in Uganda.

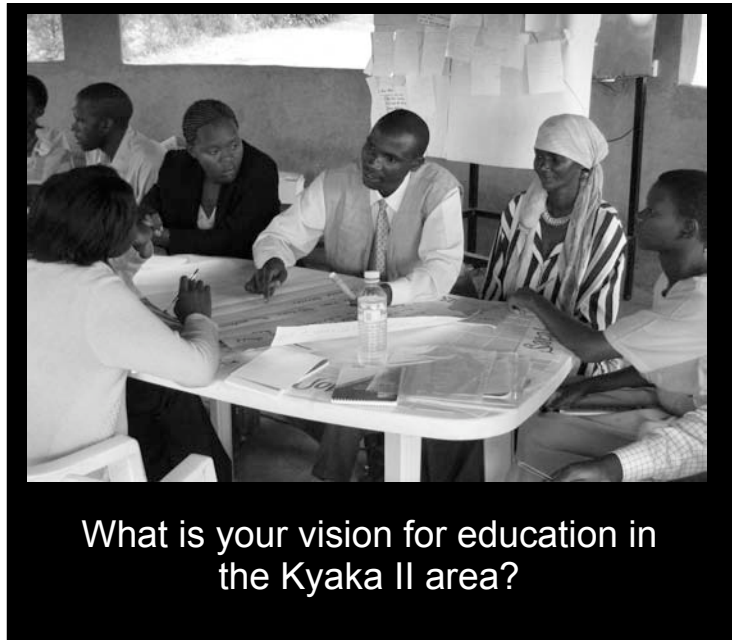
Ten overall priorities emerged from these workshops; they are outlined in “Education and Displacement in Uganda, Advocacy Brief No. 1: Challenges and Ways Forward.” Each site, however, also has its own specific concerns. In Kyaka II, the local stakeholders have worked collaboratively to chart a way forward with the goal of activating local, community-based resources to make education better for all children. Their visions and action plan are outlined on the following pages.



Vision

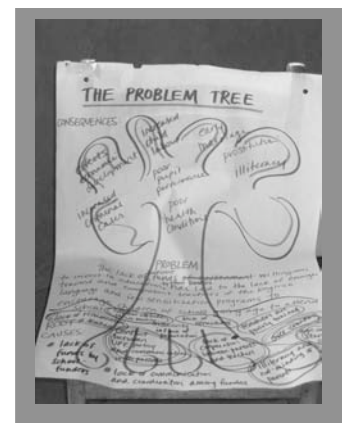
Our vision for education in the Kyaka II area is that...

- ◆ All children of school-going-age will be attending school;
- ◆ Both national and refugee children will be able to access education;
- ◆ Each school will have enough and qualified teachers;
- ◆ Education staff will be highly motivated in terms of salaries and conditions of work;
- ◆ Every school will have enough learning materials according to pupil enrollment;
- ◆ Structures will have been adequately built, eg. classrooms, latrines, teachers' accommodations;
- ◆ All children will have acquired the four language skills in English;
- ◆ We will have overcome the language barrier between teachers, pupils, and parents;
- ◆ We will have reduced the dropout rate, particularly due to early marriages among girls;
- ◆ Negative attitudes towards education among the parents will have changed to positive attitudes;
- ◆ School children (both primary and secondary) will be provided with lunch;
- ◆ All pupils will appear in school uniform;
- ◆ Our pupils/candidates will compete with children in urban schools;
- ◆ More secondary schools will have been built;
- ◆ Boarding schools will be built;
- ◆ There will be adequate communication facilities to promote positive learning, eg. roads, vehicles (for tours);
- ◆ All children will be able to access higher education to overcome the problem of unemployment;
- ◆ We will have achieved computerisation.



The Problem Tree

The challenges to education are thick and stubborn like the trunk of a tree; but there are also 'root' causes that feed the problems and 'branching' consequences that live off of them.



Priorities

Through the identification of priorities from the vision for education, the group developed the following problem statement to guide advocacy in the Kyaka II context:

The lack of sufficient funds and willingness to invest in education by school funders (government and UNHCR) has led to the lack of enough trained and competent teachers, particularly of the English language, and few sensitisation programs to encourage children of school-going-age to attend school.

Action Plan

A community meeting was held on August 25th 2005 at which the workshop participants presented the activities of the workshop and their action plan. Over 200 community members attended.

Long-term Goal:

We will have overcome the problems identified in the problem statement and have quality education for all refugee and national pupils.

Short-term Objectives:

1 Objective: To change poor attitudes toward education.

Task	Who	When	Where	How
1. Involve and educate parents	Busesire John and Aloysius Rwamafa, GTZ, PTA, and School Management Committee (SMC)	Beginning August 25 th ; on-going	At school level	School activities; meetings; seminars; teachers visiting parents at home
2. Involve and educate community	Teachers, GTZ, PTA, SMC, LCs, district leaders, religious leaders, women's organisations	Beginning August 25 th ; on-going	In community (at village level) and at schools	Activities; meetings; seminars; religious services; drama

2 Objective: To communicate Universal Primary Education (UPE) policy to parents.

Task	Who	When	Where	How
1. Organise a meeting for parents	Head teacher, who will invite District Education Officer (DEO) and District Inspector of Schools (DIS)	First week of third term (September 2005)	At school	Children inform parents; letters sent home; LCs mobilize; religious services
2. Reminders to pupils about the policy	Teachers	On-going	At school	School assemblies
3. Meetings for the community, especially parents of dropouts	Head teacher, SMC, local leaders, religious leaders, PTA	On-going; also during every school holiday	Churches, mosques, community centres, market places	Posters; religious services; meetings

3 Objective: To stop early marriages.

Task	Who	When	Where	How
1. Inform/remind parents of the law that children under 18 cannot marry	Local leaders, teachers, OPM, police	On-going, beginning next term (September 2005)	At school	General meetings with police invited
2. Parents encouraged to talk to children	Parents, mobilised by Kobusinge Scholastic	On-going	In school committees; in homes	Meetings; conversations
3. Children encouraged to protect themselves	Parents, teachers, pupils, mobilised by Mananu Rashele and Kezabu Rosert	On-going	Everywhere	Conversations promoting refusals to marry

4 Objective: To convince UNHCR to increase teachers' salaries.

Task	Who	When	Where	How
1. Report of the workshop	Sarah Dryden-Peterson	September 15	To UNHCR Geneva, Kampala, and Mubende	Typed and mailed
2. Lobby UNHCR Kampala	GTZ Staff from Kyaka II; Innocent Asimwe, Atwooki Imelda, Balikunda Félicien	Beginning October 1	Through GTZ Mubende	Targeting Simon Tesfaye, GTZ
3. Government advises UNHCR of government salary scales and the need to retain trained teachers	Rwebembera Godfrey, DIS	Beginning October 1	To UNHCR Mubende and Kampala	A letter

5 Objective: To convince UNHCR to sponsor both refugee and national teachers for training and up-grading.

Task	Who	When	Where	How
1. Write a proposal to show that nationals are teaching refugee pupils and need to be trained to promote quality	Busesire John	October	To UNHCR Kampala and Mubende	Written proposal

Resources

Interagency Network for Education in Emergencies (INEE)
www.ineesite.org

Global Information Networks in Education (GINIE)
www.ginie.org

International Institute for Educational Planning, UNESCO (IIEP)
www.unesco.org/iiep

“The Education Imperative: Supporting Education in Emergencies.” By Marc Sommers.
www.aed.org/ToolsandPublications/upload/EducationImperative.pdf

Refugee Law Project (RLP)
www.refugeelawproject.org

A New Weave of Power, People & Politics: The Action Guide for Advocacy and Citizen Participation.
By Lisa VeneKlasen with Valerie Miller. Description, training guide, and resources available at
www.fahamu.org

Education in the Creation of Stability for Refugee Children in Uganda: Reports on a Three-Year Study.
By Sarah Dryden-Peterson.
www.mbeleni.org

Workshop Participants

Bujubuli Primary School

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Kyegegwa, Kyenjojo, Uganda

- ◆ Busesire John, Deputy Head Teacher
- ◆ Aloysius Rwamafa, Teacher
- ◆ Annie Badibe, Teacher
- ◆ Kobusinge Scholastic, Parent
- ◆ Marie-Jeane Angeangu, Parent
- ◆ Kezabu Rosert, Pupil
- ◆ Mananu Rachel, Pupil

Refugee Welfare Committee

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Kyegegwa, Kyenjojo, Uganda

- ◆ Swithen Dutchman, Chairperson

District Education Office, Ministry of Education

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- ◆ Rwebembera Godfrey, District Inspector of Schools

Workshop Facilitators

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- ◆ Atwooki Imelda, Community Services & Education Coordinator Kyaka II
- ◆ Balikunda Félicien, Education Assistant Kyaka II

For other advocacy briefs on Education and Displacement in Uganda, log-on to www.refugeelawproject.org

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