

Education and Displacement in Uganda

ADVOCACY BRIEF No. 3



Report of a Workshop
in Kampala
August 29 to 31, 2005

Education in Kampala

Universal Primary Education (UPE) in Kampala continues to be less than universal, as access to education for children living in poverty is limited. Indeed, city schools charge school fees to cover expenses such as water, electricity, and living stipends for teachers.

For refugees and Internally Displaced People (IDPs) access is even more difficult. And yet displaced people 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 poor, urban environments like Kampala, education is often less than adequate at promoting either present or future stability.

Addressing Challenges in Kampala

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 Kampala, 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.



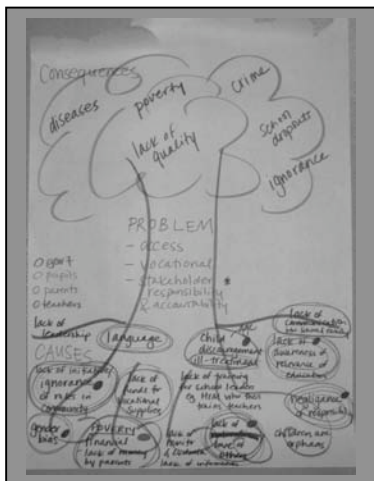
Vision

Our vision for education in the Kampala area is that...

- ◆ Education will be completely free;
- ◆ Education will be vocationalised;
- ◆ There will be enough infrastructure to promote proper learning in schools;
- ◆ The teacher-pupil ratio will be reduced;
- ◆ There will be better pay for teachers;
- ◆ Scholastic materials will be provided to pupils, eg. books, pens;
- ◆ The government will provide lunch for children;
- ◆ The major languages spoken in the region (English, French, and Kiswahili) will be taught in schools;
- ◆ English teaching will be intensified so that it is taught well;
- ◆ There will be community language centres and adult education centres;
- ◆ All stakeholders will be accountable for their responsibilities;
- ◆ There will be proper monitoring and evaluation of funds;
- ◆ Education will be able to meet the social and economic needs of the society/area.



What is your vision for education in the Kampala area?



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 Kampala context:

Education in Kampala is not free. Many children do not have access to school. Stakeholders (parents, pupils, teachers, government) are not accountable for their responsibilities to universal and quality education. In addition, vocational education is lacking.

Action Plan

Community meetings at which participants will present the activities of the workshop and their action plan are planned for September 24, 2005 (2pm) at Katwe Primary School in Katwe and October 1, 2005 (2pm) at Mirembe Primary School in Naiianankumbi. All are welcome to attend.

Long-term Goal:

With time, all refugees and nationals will have quality of life and a quality education, as defined in terms of access, stakeholder accountability, and vocational opportunities.

Short-term Objectives:

1 Objective: To involve all stakeholders in formulating laws, policies, and budgets.

<i>Task</i>	<i>Who</i>	<i>When</i>	<i>Where</i>	<i>How</i>
1. Participatory budgeting	Responsible: Head teacher at Katwe; School Management Committee (SMC) at Mirembe	Beginning of the next term (September 2005) at Katwe; beginning of 2006 at Mirembe	At school level	Consultations and meetings with head teacher, heads of department, staff, pupils, SMC and PTA
2. Increase communication about money between parents and schools	Parents, teachers, pupils, and SMC	Every term in parents' meetings; at management meetings and board meetings on a continuous basis	At school level	Assemblies; meetings; circulars; announcement; workshops; regular visits: parents visit school and teachers visit homes

2 Objective: All parents should contribute school fees for both boys and girls.

<i>Task</i>	<i>Who</i>	<i>When</i>	<i>Where</i>	<i>How</i>
1. Educate/sensitise parents	Head teachers, teachers, LCs, SMC, PTA, pupils; Mary Kengozi, Kissu Kipanga, and Grace Tusiime to take the lead	On-going	At home, through children; at religious services (churches, mosques); at school	Posters; meetings, religious teaching; media: radio and newspapers
2. Advocate for a law that requires girls' and boys' attendance at school	Government, teachers, SMC, PTA, LCs, RDCs; Sarah Dryden-Peterson to send report to National Council for Children	On-going; report to National Council for Children on September 16, 2005	In community; to government; to child rights groups	Lobbying government; meeting with LCs; reports to child advocates

3 Objective: Proper monitoring of funds

<i>Task</i>	<i>Who</i>	<i>When</i>	<i>Where</i>	<i>How</i>
1. Design/put in place a financial management/control system	Head teachers: Bwana Yeko and Grace Tusiime to take the lead; SMC treasurers, parents, teachers, bursars, Ministry of Education	Immediately in the third term (September 2005)	At school level	Guidelines for delivery and use of funds (money should go directly to the bank); budget followed closely; stakeholders trained in the system

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

Katwe Primary School

P.O. Box 71111
Clock Tower, Kampala

- ◆ Bwana Yeko, Head Teacher
- ◆ Mbago Robert, Teacher
- ◆ Miriam Alokim Etiu, Teacher
- ◆ Kengonzi Mary, Parent
- ◆ Nalukwago Victoria, Pupil

Mirembe Primary School/Kampala Urban Refugee Children's Education Centre (KURCEC)

P.O. Box 12716
Kampala

- ◆ Grace Tusiime, Head Teacher
- ◆ Pastor Kipanga Kissu, Parent
- ◆ Payaba Bahati, Former pupil (now at Katwe)

Workshop Facilitators

- ◆ Jacques Bwira, Kampala Urban Refugee Children's Education Centre (kurcec@yahoo.com)
- ◆ Sarah Dryden-Peterson, Harvard Graduate School of Education (sarah_dryden@post.harvard.edu)
- ◆ Kyohairwe Sylvia, independent researcher (bohbwba@yahoo.com)
- ◆ Moses C. Okello, Refugee Law Project (research@refugeelawproject.org)

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- ◆ R.M. Wafula, National Coordinator, Development Assistance for Refugee-Hosting Areas

The United Nations High Commissioner for Refugees and InterAid, UNHCR's implementing partner in Kampala, declined to participate in the workshop due to a policy of limited engagement with the Refugee Law Project.

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

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