

# Education and Displacement in Uganda

## ADVOCACY BRIEF No. 4

Report of a Workshop  
in Nakivale Refugee Settlement  
September 6 to 9, 2005



### Education in Nakivale

Nakivale refugee settlement is in a state of flux. Many Rwandese refugees were expected to leave the settlement through voluntary repatriation, but few have gone home. There are also new arrivals to the settlement. The increase in the population is not catered for in the budgets of the United Nations High Commissioner for Refugees (UNHCR) or its implementing partner. As a result, the infrastructure in the settlement is overloaded. For example, the numbers of pupils in primary schools was expected to decrease; however, the number of pupils at Kashojwa Primary School has gone up markedly over the past three years. In addition, land continues to be a contentious issue in the settlement and surrounding areas, with unresolved boundary disputes pending both in courts and between individuals on the ground. Tensions are high.

Despite these common difficulties, 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 Nakivale, education is often less than adequate at promoting either present or future stability.

### Addressing Challenges in Nakivale

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](http://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 Nakivale, 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 Nakivale area is that...

- ◆ There will be free and universal primary and secondary education;
- ◆ There will be two secondary schools;
- ◆ All refugees and nationals who qualify will have access to scholarships for secondary school;
- ◆ There will be a vocational school;
- ◆ There will be an increased number of trained teachers in nursery, primary, and secondary schools;
- ◆ There will be a hardship allowance/top-up for teachers;
- ◆ All schools will have enough infrastructure: classrooms, furniture, equipment, materials, books, staff housing, water tanks, latrines;
- ◆ There will be a school feeding program;
- ◆ A common language of instruction will be established;
- ◆ 90% of girl children will be enrolled in school;
- ◆ There will be only a 1% dropout rate;
- ◆ Children and parents will be sensitised about conflict resolution;
- ◆ All stakeholders will be fully accountable for their roles;
- ◆ Education will be of a high quality.



What is your vision for education in the Nakivale 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 Nakivale context:

Stakeholders are not fully accountable for their roles. In primary school, there is poor infrastructure in schools, no common language of instruction, and no equal access between genders. Secondary and vocational education are also lacking.

# Action Plan

A community meeting was held on September 9, 2005 at which the workshop participants presented the activities of the workshop and their action plan.

## 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: All stakeholders to act on their responsibilities regarding poor infrastructure in primary schools.

Task	Who	When	Where	How
1. Mobilise parents	Katengyero Benon and Mubirigi Oscar to take the lead	Mid-October 2005	At school and in community	Through LCs, zonal chairpeople, head teachers, School Management Committee (SMC), commandant
2. Collect labour, resources (bricks, water, beans, etc.), and/or money from parents to build foundations	Head teachers	October 2005	At school	Katengyero Benon and Mubirigi Oscar to meet with head teacher, arrange meeting with commandant and GTZ
3. Lobby UNHCR/GTZ to finish construction, eg. ironsheets	Mugumya Godfrey Willy to take the lead	When construction of the foundation has started	Kampala and Mbarara offices of UNHCR and GTZ	Letters, proposals, conversations

### 2 Objective: Sensitisation of parents on the importance of educating both boys and girls.

Task	Who	When	Where	How
1. Organise meeting	Irene Atuhurire to organise IMC representatives, parents, pupils, and dropouts	On-going, with added emphasis next month	At village level	Through existing International Medical Corps (IMC) structures
2. Hold a workshop	Irene Atuhurire to head committee; participants include dropouts and parents of pupils/dropouts	December, during school holidays	Community Centre	Through the committee: Tushemirirwe Beatrice, Kadogo Rasmus, Sengabi Alexanderson

### 3 Objective: To determine a common language of instruction in primary schools.

Task	Who	When	Where	How
1. Organise meetings	Tibahiganira Peter to mobilise parents, teachers, and pupils	Mid-October 2005	At settlement level	Replicate process conducted in workshop to come to decision

### 4 Objective: UNHCR and GTZ to organise funds for secondary education.

Task	Who	When	Where	How
1. Proposal explaining the need for secondary education	Bashir Michael to head committee of parents, teachers, pupils, and commandant	October 2005	At the camp level; meetings at Community Centre	Send proposal to UNHCR Kampala and Mbarara and GTZ Kampala and Mbarara
2. Follow-up on proposal	Bashir Michael	On-going	Kampala and Mbarara	Letters, conversations

### 5 Objective: Sensitising the community on the importance of vocational education.

Task	Who	When	Where	How
1. Organise meetings	Mugumya Godfrey Willy to invite the District Inspector of Schools to a meeting of parents, teachers, and pupils	Mid-October 2005	Kashojwa Primary School	Pupils to take invitations to the meeting to their parents

# Resources

Interagency Network for Education in Emergencies (INEE)  
[www.ineesite.org](http://www.ineesite.org)

Global Information Networks in Education (GINIE)  
[www.ginie.org](http://www.ginie.org)

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

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

Refugee Law Project (RLP)  
[www.refugeelawproject.org](http://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](http://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](http://www.mbeleni.org)

## Workshop Participants

### Kashojwa Primary School

P.O. Box 1757

Mbarara

- ◆ Mugumya Godfrey Willy, Deputy Head Teacher
- ◆ Bashir Michael, Teacher
- ◆ Natuhwera Abel, Teacher
- ◆ Katengero Benon, Parent
- ◆ Mubirigi Oscar, Parent
- ◆ Tushemerirwe Beatrice, Pupil
- ◆ Kadogo Rasmus, Pupil
- ◆ Sengabi Alexanderson, Former pupil

### United Nations High Commissioner for Refugees (UNHCR)

P.O. Box 391

Mbarara, Uganda

- ◆ Rehema Kauma, Protection Officer Nakivale

### GTZ

P.O. Box 10346

Kampala, Uganda

- ◆ Besigye Michael, Settlement Officer Nakivale
- ◆ Irene Atuhurire, Community Services & Education Coordinator Nakivale
- ◆ Tibahiganira Peter, Education Assistant Nakivale

### Workshop Facilitators

- ◆ Jacques Bwira, Kampala Urban Refugee Children's Education Centre ([kurcec@yahoo.com](mailto:kurcec@yahoo.com))
- ◆ Sarah Dryden-Peterson, Harvard Graduate School of Education ([sarah\\_dryden@post.harvard.edu](mailto:sarah_dryden@post.harvard.edu))
- ◆ Ekwamu John, Refugee Law Project ([training@refugeelawproject.org](mailto:training@refugeelawproject.org))
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