



EDUCATION TRANSFORMS SOCIETY



Windle
International
Uganda
Education Transforms Society

ANNUAL REPORT 2019





Dr Marangu Njogu, Windle International CEO (left) with Windle International Uganda's Executive Director, James Aryam (right) with the award for Best International Education Humanitarian NGO.

LIST OF ACRONYMS



NGO	- International Non-Government Organization
UK	- United Kingdom
WIU	- Windle International Uganda
UNHCR	- United Nations High Commission for Refugees
PoCs	- Persons of Concern
OPM	- Office of the Prime Minister
OVCs	- Orphans and Vulnerable Children
PSNs	- Persons with Special Needs
ECDs	- Early Childhood Development Centres
PLE	- Primary Leaving Examinations
UCE	- Uganda Certificate of Education
UACE	- Uganda Advanced Certificate of Education
AEP	- Accelerated Education Programme
VET	- Vocational Education Training
CTE	- Career and Technical Education
VTC	- Vocational Training Colleges
DAFI	- Albert Einstein Academic Refugee Initiative
SRP	- Student Refugee Program
WIK	- Windle International Kenya
DIS	- District Inspector of Schools
DEO	- District Education Officer
DRC	- Democratic Republic of Congo
RWC	- Refugee Welfare Council
CCTs	- Centre Coordinating Tutors

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ABOUT US

Windle International Uganda is part of Windle International, an INGO made up of independent charitable organisations based across East Africa and the UK. Together, we help over a million people to access quality Education across East Africa every year.

Started in 1977 with the establishment of Windle International Kenya in Nairobi by founder Dr Hugh Pilkington, we now operate in Kenya, Uganda, Sudan, South Sudan, Somalia and the UK. Together, we empower refugees and people affected by conflict to achieve their academic potential and contribute to sustainable development, by acting as a leading provider of quality Education and training.

Windle International Uganda was established in 1996 with the aim of promoting peace and development in communities. We provide access to quality education and training, we

advocate for the rights and needs of the people we serve, and we directly deliver programmes.

Over the last 23 years, we have supported thousands of young people affected by conflict in Uganda, and helped them transform into change makers in their countries of origin. We operate in all stages of Education, from running Early Childhood Development, to primary, secondary, post-graduate Education and Vocational Learning.

Our Education interventions help students to think creatively about development challenges, and promote self-realization.

We employ over 3,000 staff across 12 refugee settlements in 10 districts of Uganda.

Vision

Educated, Empowered and Inspired Young People

Mission

To promote peace and development in communities through provision and coordination of education and training for refugees and people affected by conflict.

A Message from the EXECUTIVE DIRECTOR



2019 was a very impactful year for the progress and operations of Windle International Uganda (WIU). Windle International Uganda was named the Best International Education Humanitarian NGO of the year at the Visionaries of Uganda Awards! The very existence of WIU continued to be justified in the persistent need for Quality Education with yet even more support from the Refugee and Host communities we serve. Refugee and Host Community Education is at the heart of change and development amongst these populations and for WIU to be providing this very essential service is not just humbling but also the much needed motivation to continuing serving.

As the years go by, we have not only improved our service but also grown in it. 2019 wasn't any different in growth and quality service. We managed to reach 27590 learners directly. We secured funding from the government of Belgium through Enabel to implement the Market Oriented Skills Development training to Refugee and Host Community Youth, and Young Women. This enabled us to empower out-of-school youth both refugees and host community and still remained in-line with our objective of skilling the youth through Vocationalisation of Secondary education. We did not stop at just skills but talent development as well in partnership with Artolution.

With unrelenting emphasis on quality, our settlement schools at both primary and secondary levels recorded improved pass grades at PLE, UCE and UACE as well as increased enrollment and retention rates. In an effort to address the problem of classroom congestion in our primary schools, WIU with funding from ECW constructed additional classrooms and extended the Double Shift Schooling System to schools like Maratatu Primary School in Kyangwali Refugee Settlement that is highly populated.

WIU in partnership with Arizona State University piloted Online University Study under the, Education for Humanity: Powered by Solar SPELL university wide initiative in Nakivale Refugee Settlement. The pilot intervention empowered refugee youth with agribusiness skills. WIU envisions scaling up the programme to other settlements. We also witnessed the growth of the Student Refugee Programme with more students identified to study and resettle in Canada. These programs alongside the running scholarship programmes made it possible for WIU to support more youth to access quality Higher Education.

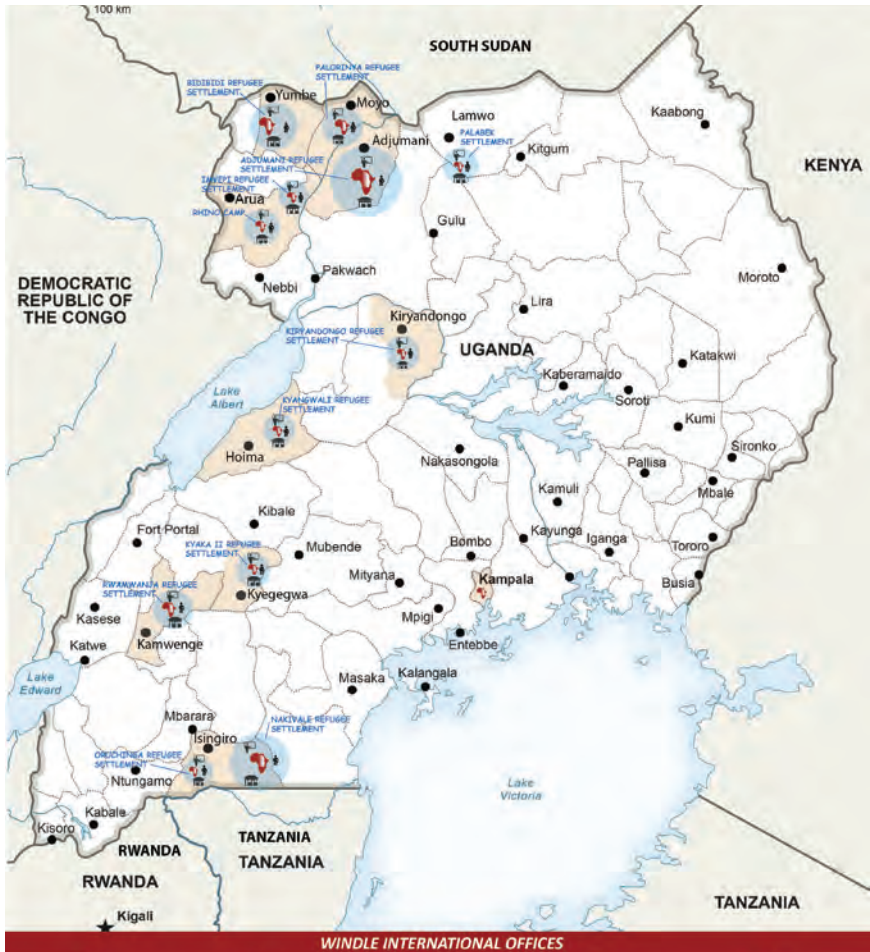
WIU together with other EiE partners and the government of Uganda through the Ministry of Education is leading in the development of the Double Shift Schooling Guidelines. WIU was also at the center of the Language for Resilience Research funded by the British Council.

All of this could not have been possible without the support of our partners, stakeholders and persons of concern for whom we remain grateful. We look forward to providing even more opportunities for access to quality Education and Training for our POCs.

A handwritten signature in black ink, appearing to read 'James Aryam'.

Mr James Aryam
EXECUTIVE DIRECTOR

OUR PRESENCE



WINDLE INTERNATIONAL OFFICES



Windle International Uganda
Windle House
Plot 128 Nagaya Close, Off Kawanda Road
PO Box 24230 Kampala Uganda



Windle Trust International
21a Oxford Road
Coventry, United Kingdom
CV4 7JH United Kingdom



Windle International Kampala
11a Amboseli, Kiwanga Road
PO Box 49227 00100 GPO
Nairobi Kenya

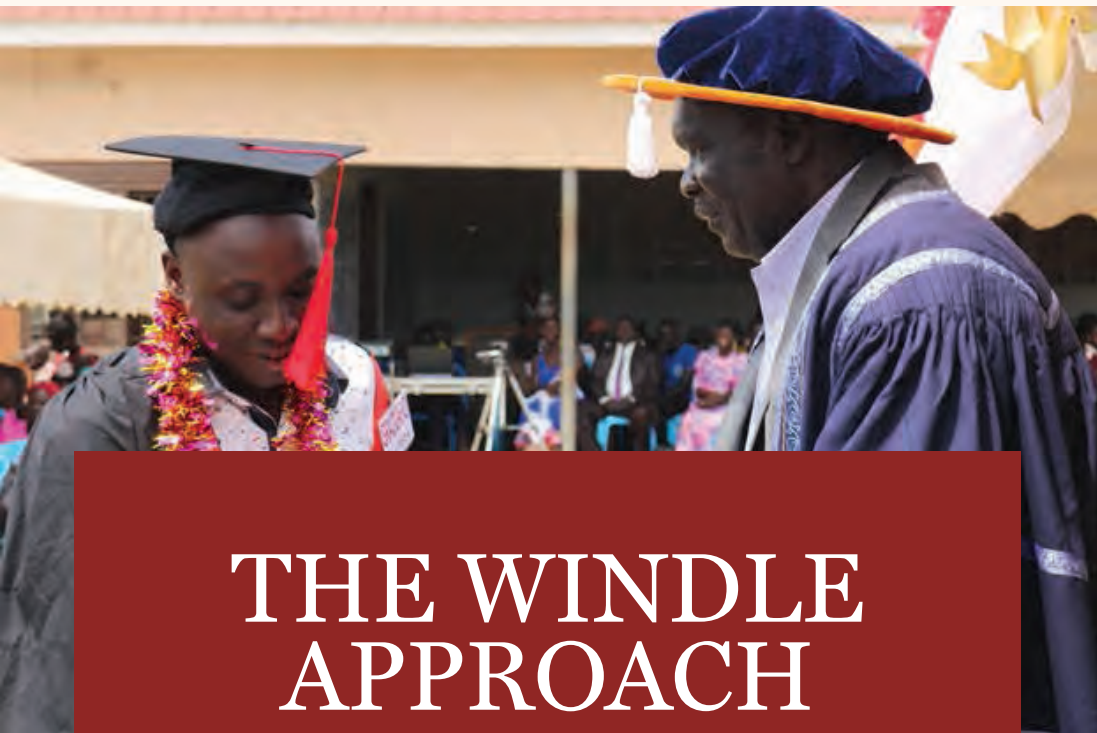


Windle Trust International
Julia Office
PO Box 12015
Harare Zimbabwe



Windle Trust International
Khartoum Office
Hill Centre, 3rd Floor, Church Road
PO BOX 218 Juba South Sudan





THE WINDLE APPROACH

For over 23 years, Windle International Uganda has been providing access to quality education to refugees and people affected by conflict. WIU aims at promoting peace and development in communities by providing and coordinating education and training for Persons of Concern (PoCs) through the five pillars of our strategic plan 2018 - 2022;

01 Education Management

Over the years, WIU has sustained partnership with UNHCR and the Government of Uganda through OPM to deliver quality Education to PoCs. The key intervention areas include establishing and managing Education institutions from Early Childhood Development, Primary, Secondary, Vocational and Tertiary levels.

02 Scholarships Management

WIU has continued to improve access to Education through scholarship management for higher Education, Orphans and Vulnerable Children (OVCs) and Persons with Special Needs (PSNs). For instance, over 2300 students have been supported to attain university Education in and out of Uganda.

03 Youth Engagement

WIU has adopted an approach of mainstreaming youth engagement in all activity programming. This strategy strives to tap into the Youth's greatest potential through talent identification & development, Vocational Skills Training and Lifelong learning initiatives.

04 Research, Advocacy and Policy Engagement

As a lead Implementing Partner in Refugee Education, WIU recognizes her role in advocating and influencing policy change. WIU has built her capacity in research and innovation to strengthen programming, resource mobilization, stakeholder engagement and overall improvement of access to Quality Education.

05 Institutional Management

WIU's commitment to promoting peace and development requires that she continues to evolve and expand as an institution. WIU explores the most effective and efficient systems and tactics of work that advance her goals and mission. This is envisaged to transform the organization into an even greater force in Refugee Education Management.



2019

HIGHLIGHTS

A close-up photograph of two young children in a classroom. One child, wearing a colorful striped shirt, is looking down at a book or paper. Another child is partially visible behind them, also focused on their work. The background shows stacks of books and other classroom materials.

Education Management

12
Refugee Settlements

34
Secondary Schools

100
ECDs

2
VTCs

157
Primary Schools

2
CTAs

Refugee and Host Community Education Management remains WIU's core area of work and below are the 2019 highlights from the various Education management activities.

1. EARLY CHILDHOOD DEVELOPMENT

Investing in the early years is not only in the best interest of children, it is also key to developing human capital. Uganda's future as a middle income country depends on providing the tools for upward mobility and building an educated and skilled workforce. ECD is the most efficient way to accomplish this goal.

For WIU investing in Pre-primary Education is our way of building a foundation that will set the pace for an able population for refugees upon repatriation and for host communities to be self-dependent.

In 2019 we continued to register make major strides in providing access to quality ECD Education for refugee and host community children aged 3-5 years in 11 refugee settlements within Uganda.



STATISTICS

ECDs	100
Caregivers	339
Learners	32,445
Latrine stances constructed	10
Temporary Kitchen Constructed	13



STATISTICS

Primary Schools	157
Teachers	2,880
Learners	247228
P7 Candidates	8760
Classrooms constructed	54
Latrine stances constructed	77
No. of new schools established	1
No. of Tukuls constructed	8



STATISTICS

Secondary Schools	13
Learners reached	11,233
Teachers	285
Classrooms constructed	06
O'Level Candidates	1,124
A'Level Candidates	99
No. of new schools established	1
Girls dormitory constructed	1
Latrine stances constructed	15

2. PRIMARY EDUCATION

Primary education is the incubator for the next generation of leaders, thinkers, and innovators.

At WIU providing access to quality Primary Education means creating safe learning environments and identifying and placing the most qualified and talented teachers and administration to nurture the next generation of leaders.

In 2019 we registered increased enrollment rates and great improvements in learners' performance which is an assurance of transition to the next levels of education

3. SECONDARY EDUCATION

Secondary education is a crucial level of education as it combines personal and skills development for children who are at life determining ages. It allows individuals to expand their choice and to improve personal and work-related skills whilst creating a pool of qualified people with the knowledge and skills to contribute significantly to economic development.

In 2019, WIU reached 11,233 learners directly in the 9 refugee settlements by providing safe learning environments, scholastic materials and capable human resource.

Examination Results 2019

Generally, examinations result for PLE, UCE and UACE were impressive with remarkable improvements as shown in the table below.

SUMMARY OF REGISTERED CANDIDATES 2019

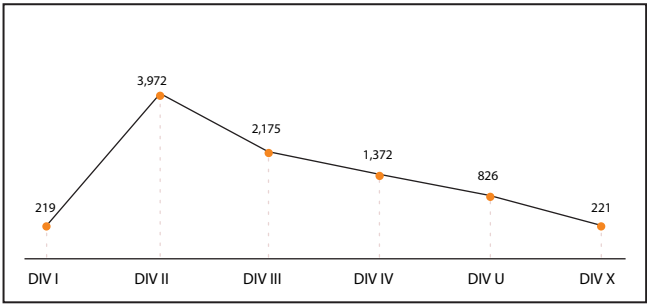
	Refugees			Host			TOT (R+N)
Level	Male	Female	Total	Male	Female	Total	
PLE	4914	2,126	7,040	948	751	1,699	8,739
UCE	492	232	724	222	178	499	1,124
UACE	39	16	55	19	16	35	90
PSN	8	15	23	0	0	0	23
AEP	19	4	23	0	0	0	23
G. TOTAL	5472	2,893	7,865	15,730	945	2,134	9,999

The breakdown of candidates registered includes;

1. Primary Leaving Examinations 8739 (7040 refugees and 1699 host) were main stream candidates,
2. PSN 23 (19 male 4 female) were registered for PLE
3. AEP 23 candidates from Kiryandongo,
4. UCE 1124 (724 Refugees and 400 nationals)
- 5.UACE 90 (55 Refugees and 35 Nationals)

GENERAL PASS RATE FOR PLE

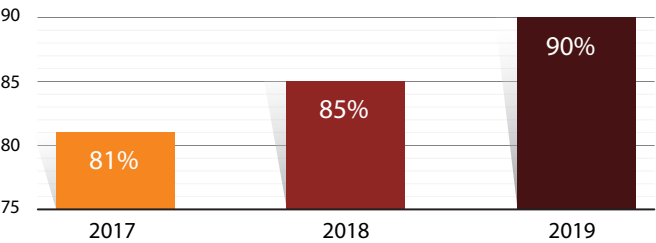
WIU 2019 PLE PERFORMANCE FOR ALL SETTLEMENTS



NOTE:
The figure above shows that:

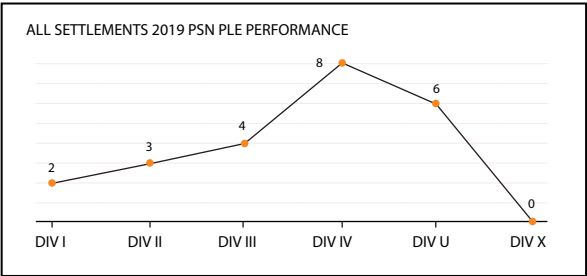
- 219 candidates passed in Div. I
- 3,972 passed in Div. II
- 2,175 passed in Div. III
- 1,372 passed in Div. IV
- 826 candidates failed
- 221 candidates did not sit for examinations.

PLE TREND ANALYSIS FOR THE LAST THREE YEARS



▲ Figure above shows continuous yearly improvement in performance by an average 4.5% within 3 years

PSN RESULTS FOR 2019

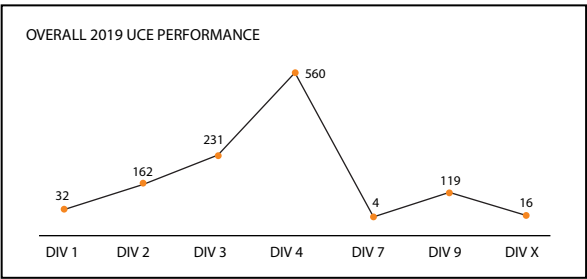


A total of 23 candidates were registered and sat PLE examinations

- 2 scored Div I
- 3 Div II
- 4 Div III
- 8 Div IV
- 6 candidates failed the examinations

They registered 73.9% pass rate.

UGANDA CERTIFICATE OF EDUCATION (UCE) RESULTS 2019

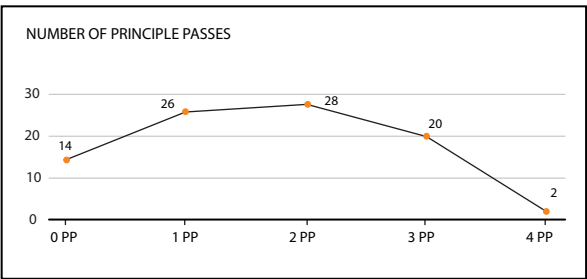


NOTE:

The figure above shows that:

- 32 candidates passed in Div 1
- 162 Div 2
- 231 Div 3
- 560 in Div 4
- 4 candidates in Div 7
- 119 candidates failed in Div 9
- 16 candidates missed examinations in Div X.
- The general pass rate was 89% for the 1108 candidates who sat examinations

UGANDA ADVANCED CERTIFICATE OF EDUCATION (UACE) 2019



- A total of 20 candidates scored 3 Principle Passes (PPs)
- 28 candidates scored 2 PPs
- 26 candidates scored 1 PP
- 14 candidates failed the examinations with 0 PP
- 2 candidates did not do examinations
- The pass rate stood at 84.1% of the 88 candidates who sat the examination.

4. VOCATIONAL SKILLS TRAINING

WIU has since 2017 championed Vocationalisation of secondary education to ensure that learners get a wholesome education including technical training. Two Vocational training institutes in Kiryandongo Refugee Settlement and Nakivale have since been established to this cause.

In 2019 therefore, 460 youth benefited from Vocational Training in VTCs in both in and out of the Refugee Settlements. The different trades of training included Brick laying, Agriculture, Tailoring, Motor cycle mechanics and Hairdressing amongst others.

Additionally, WIU secured funding from the government of Belgium through Enabel to implement the Market Oriented Skills Development training to Refugee and Host Community Youth, Girls and Young Women. This enabled us to empower 362 out-of-school youth both refugees and host community. They were trained and also furnished with startup kits to run their own enterprises that will eventually cause an economic and social boost to their communities. Vocationalisation of secondary education continues to increase school enrolment, improve retention, completion and transition rates to the next education levels.

Relatedly, a total of 172 youth accessed Information Communication Training at the two WIU managed Community Technology Access Centres (CTA) in Kiryandongo and Nakivale.

The challenge here remains limited infrastructure and high cost of startup kits that are very necessary if vocational training has to make impact on the lives of the PoCs.



▲ Trainees learning tailoring at Kiryandongo VTC

STATISTICS

3 VTCs	460 Learners
2 CTAs	172 Learners

5. INFRASTRUCTURAL DEVELOPMENT

Classrooms	57
Latrine Stances	102
Teachers’ accomodation units	8
Leveling Playground	3
10,000L Tank installed	1
Kitchens	13

Staff accommodation	2
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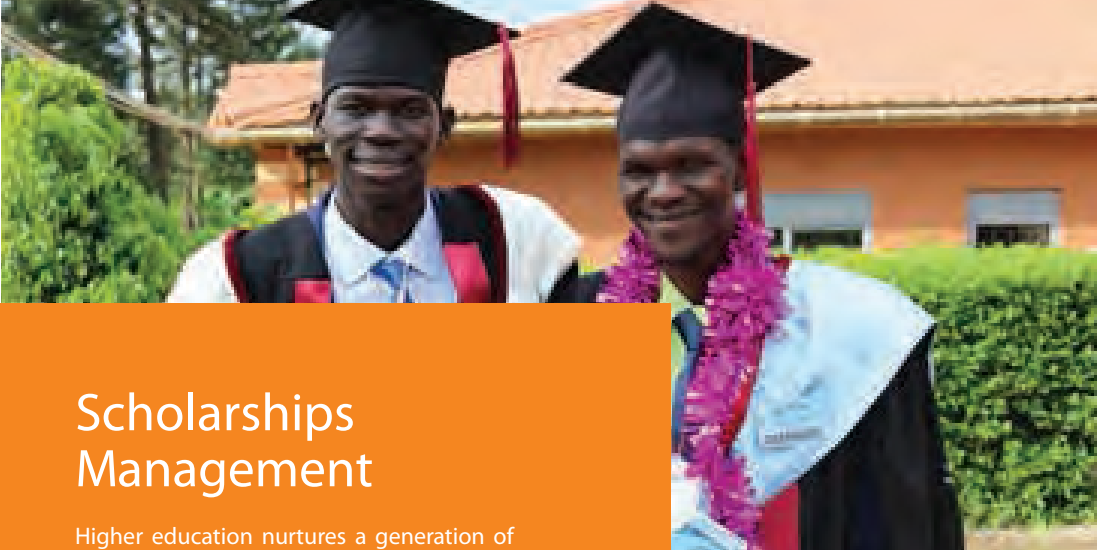
Two block of 5-stance
latrines newly built in
Kakoni PS



2 blocks of 3 permanent classrooms
built at Agojo Primary School in
Adjumani refugee settlement



Newly constructed teachers
accommodation units
at kakoni PS



Scholarships Management

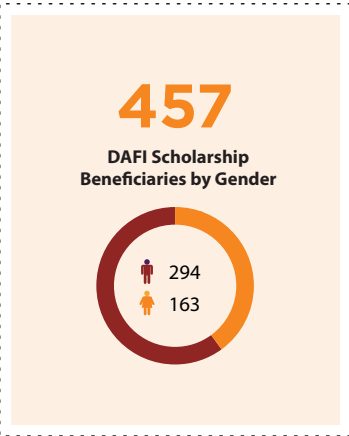
Higher education nurtures a generation of future change-makers that can take the lead in identifying solutions to refugee situations. WIU with support from her partners directly reached 2,685 students through scholarships for higher education, secondary and primary levels.

STATISTICS

DAFI	507
Student Refugee Programme	53
UK Masters Program	12
OVCS	1732
PSNS	381

DAFI SCHOLARSHIPS PROGRAMME

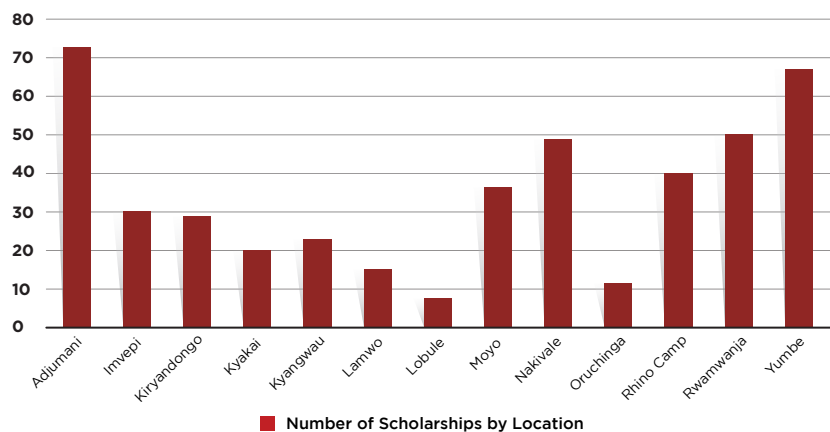
The DAFI programme for the 23rd year running supported 457 students to access quality higher education in universities and higher education institutions within Uganda 72 of whom graduated in 2019. The highest number of DAFI scholars are still South Sudanese nationals as they are the largest number of Refugees in Uganda.



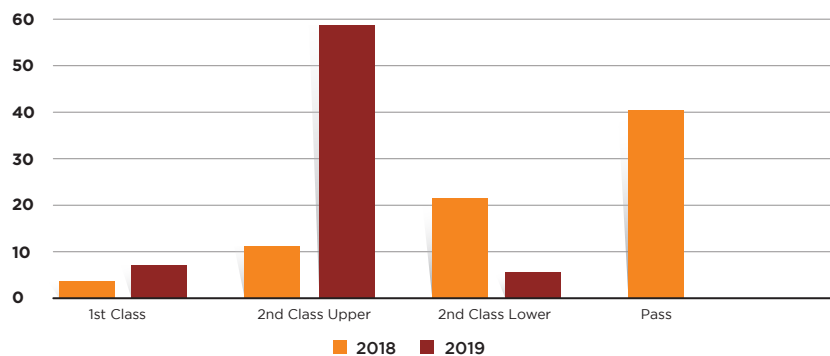


▶ 2019 DAFI Scholarship graduates from Nkumba University

NUMBER OF DAFI SCHOLARSHIPS AWARDED PER SETTLEMENT

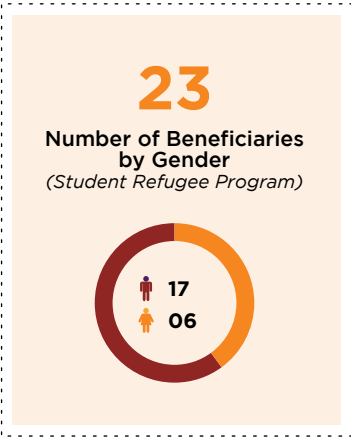


PERFORMANCE OF 2018 & 2019 DAFI GRADUATE COMPARISON



THE STUDENT REFUGEE PROGRAM

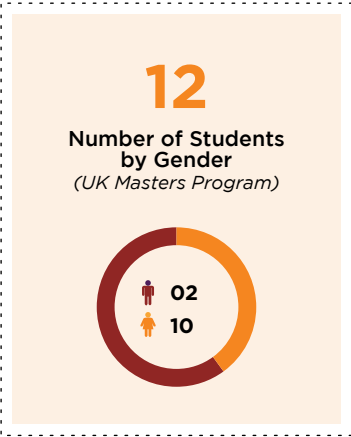
In 2019, WIU in partnership with the Canadian Government through WUSC extended the Student Refugee Program to offer higher education and resettlement opportunities to Canada. A total of 53 students were selected to travel and resettle in Canada, 23 Of whom left for Canada in August 2019. The SRP programme continues to grow with two more calls for application launched in 2019 alone.



◀ Cohort 1 of the SRP beneficiaries at their farewell ceremony

UK MASTERS' PROGRAM

The UK Master's Programme that was started in 2009 has to date supported over 100 students to pursue Master's degree programs in the UK. The program is specific to youth from the Northern, Eastern and Karamojong regions that were affected by the LRA insurgency. In 2019, 12 students were supported to go to different universities in the UK and 07 graduated with Master's degrees.



◀ Dr. Ephraim Kisangala, UK Masters Scholarship Programme briefing the Duchess of Cambridge Megan Markle at a meeting in the UK.

SCHOLARSHIPS FOR OVCS AND PSNS

WIU with support from UNHCR supported 1732 Orphans and Vulnerable Children(OVCs) and 381 Persons with Special Needs (PSNs) to access Secondary education in the settlements and specialized primary education in Special Needs schools outside the settlements.



1732 **OVCs**

(Orphans and Vulnerable children supported)

381 **PSNs**

(Persons with Special Needs supported)

Some WIU supported PSNs at Kinyinya School for the disabled in Kyegegwa district



Youth Engagement

WIU continues to put youth at the helm of its programming. Over 852 youth were reached through different youth activities.

Through Vocational skills training initiatives, WIU trained over 852 out-of-school youth in school to gain employability skills. Relatedly, in partnership with Artolution, WIU implemented an art project aimed at talent development in Bidibidi, Yumbe that reached over 200 members of the community aged between 6-35 years of age. Training such as these are aimed to equip youth with lifelong learning skills so that they are multi-faceted individuals in their communities.



▲ Youth painting one of the wall murals at Ariwa SS, Budibidi, Yumbe



Research, Advocacy & Policy Engagement

THE DOUBLE SHIFT SCHOOLING SYSTEM

In 2019, WIU continued to be at the frontline of pushing for change in the Education system. Specifically, WIU drafted the Double Shift Schooling Guidelines that are currently under review in the ministry of Education and Sports. These Double Shift Schooling system when enforced will help to solve the challenge of congestion in classrooms for many learners in areas with limited learning infrastructure. WIU is currently implementing this in Longamere P/S and Maratatu P/S that have high numbers of learners.

LANGUAGE OF RESILIENCE STUDY

WIU was at the center of the Language for Resilience Research funded by the British council. The research conducted in partnership with consultants contracted by British Council and Windle International Uganda was a deliverable by the Language Task team from EiE. The study focused at establishing the most appropriate language to use for teaching and learning in the multi-lingual refugee context.

Carried out in 24 refugee impacted primary schools, eight in each of three districts:- Kampala, Kyangwali and Imvepi refugee settlements. The key finding of the study on learning acquisition came out clearly.

Learners stated that they had found the best ways of learning English was through talking with friends, reading books and attending debates. Few said they had learnt from their teachers.

The study concluded with a range of recommendations that include; language policy and practice can be built around a bilingual approach in refugee impacted classrooms using the fact that most schools do have a dominant refugee language. It also suggests that teachers should be helped to learn the refugees' language and culture and the need to increase the availability of English Language reading materials.

WIU will continue to involve in these kinds of studies/research as a way of slowly making an impact on the general policy environment in Uganda and beyond.

FINDINGS OF THE STUDY

1. Learners stated that they had found the best ways of learning English was through talking with friends, reading books and attending debates. Few said they had learnt from their teachers.
2. There was an alarming shortage of good reading materials available in the schools however with school reporting as few as a few hundred books for a school of thousands.



Institutional Management

In 2019 WIU put a lot of focus on improving the quality of staff through capacity building in different aspects to enhance the staff's output to realize the overall strategic goals of the organization. The following trainings and workshop were carried out to this effect:

1. CHILD PROTECTION AND SAFEGUARDING POLICY TRAINING

WIU organized and run a three-day Manager's workshop that aimed to re-familiarize the staff members on the organization's policies and procedures as well as introduce and acquaint attendants with the concept of Child Protection and Safeguarding. As an institution that deals with children, it is important that Management and all staff understand their obligation and call to Protect and Safeguard all children that WIU serves. This was also an opportunity for the organization to remind all staff that WIU is a safe organization that has an "aware culture" where children/learners are empowered, & that does everything possible to prevent intentional and unintentional harm to children/learners, where children/learners are listened to, can speak out and feel safe.

Consequently, the Child Protection and Safeguarding policy and guidelines were created and cascaded to all other WIU staff members through in-house trainings.



▲ Agnes Wangechi from WIK introducing WIU managers to the concept of Child Protection and Safeguarding.

2. SAFETY AND SECURITY TRAINING FOR MANAGERS

Windle International Uganda was part of the Windle International Global Security training convened to discuss, deliberate on and validate the draft Global Security Framework for Windle International. The meeting was held in Nairobi, Kenya and attended by representatives from Windle International Uganda, Kenya, South Sudan, Somalia and UK.

This training birthed the WIU Safety and Security Framework that has been cascaded down to all staff. This has ensured that WIU offers a safe working environment for its staff and also is concerned about the Safety and Security of staff and other stakeholders



▲ WIU Kenya, Sudan and Somalia staff after the Security training in Nairobi, Kenya

3. ADVOCACY TRAINING

WIU knows and understands the value of an empowered employee. It is therefore in this regard that an Advocacy training for WIU management was implemented to arm managers with the skills and tactics to influence the change desired by advocating for better practices and policies. Consequently, the workshop participants were tasked to develop advocacy campaigns that will soon be rolled out.



▲ WIU Managers during the Advocacy training in Kampala



Auxillary Projects

Windle International Uganda implements projects with support from different funding partners to supplement its Education management efforts funded by UNHCR. The projects implemented in 2019 include;



MARKET ORIENTED SKILLS DEVELOPMENT FOR REFUGEES AND HOST COMMUNITY YOUTH AND YOUNG WOMEN

Windle International Uganda, in partnership with Uganda Manufacturer’s Association (UMA) and Young Women’s Christian Association (YWCA), with funding from EU -Skills Development Fund (SDF) through ENABEL conducted a vocational skills training for refugees and host Community youths in Kiryandongo and Adjumani refugee settlements. The project’s main objective was to enhance the productivity and entrepreneurial competitiveness of youth, women and girls’ in the area of vocational practice. This was achieved through a 3 months non-formal training of beneficiaries in 2 intakes in the following trades; Welding and Metal Fabrication, Cookery, Bakery, Tailoring and Hair Dressing.

The one-year training directly reached 360 youth, women and girls’ in the two settlements with participants trained and certified by the Directorate of Industrial Training, Ministry of Education and Sports. The participants were further supported to do workplace based training to ensure they have an understanding of the work environment and then furnished with start-up kits to start their own enterprises for economic viability and sustainable livelihoods.



▲ Trainees during a Metal work and Fabrication class



▲ Jubilant graduates after receiving their business start-up kits for tailoring

NUMBER OF TRAINEES	MALE		FEMALE	
	Nationals	Refugees	Nationals	Refugees
Welding & Metal Fabrication	15	31	0	2
Cookery	1	7	7	49
Bakery	9	8	14	20
Tailoring	3	6	20	52
Hair Dressing	3	7	35	71

SCHOOL FEEDING PROGRAMME WITH CONVOY OF HOPE

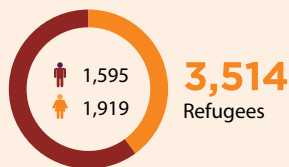
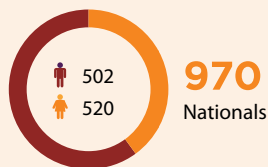
WIU with support from Convoy of Hope for the third year running implemented the school feeding programme in 29 ECDs in Rhino Camp, Palorinya & Imvepi Refugee settlements.

Through years of Education management in different refugee settlements in Uganda, WIU has learnt that addressing school feeding challenges goes a long way in improving enrolment, attendance and cognitive abilities of learners. It has been noted that children are not able to concentrate in the classroom due to hunger and some children not regularly attending school and even dropping out due to lack of food during the school day.

The feeding program has enhanced nutrition and child health and continues to contribute to increased learning and decreased morbidity for learners. School feeding also helped to keep children in school through enhancing enrolment and reducing absenteeism.

As a result, a 24% increase in enrolment (from 53% to 77%) was realised within all 29 schools benefiting from the program.

2019 ENROLMENT FIGURES IN THE SETTLEMENT



4,536
TOTAL ENROLMENT

CONSTRUCTION OF GIRLS' DORMITORY AT RHINO CAMP HIGH SCHOOL

With Support from several funding partners including the Parishioners of St. Paul's Church Cheam UK, BrightWell Foundation, Waterloo Foundation and the BigGive foundation, WIU constructed a girls Dormitory at Rhino Camp High School. Rhino Camp High School is the best performing secondary school in Rhino Camp Refugee Settlement. The school boasts of a population of 580 learners with 37% of whom are female learners that had to walk long distance daily to get to school hence high levels of absenteeism. The girls' dormitory will go a long way in reducing absenteeism of the girl child from school as their presence in school is now assured with the dormitory.



▲ Newly constructed girls dormitory at Rhino Camp H.S

ONLINE UNIVERSITY STUDY WITH ARIZONA STATE UNIVERSITY

Windle international Uganda in partnership with Arizona State University implemented the AGB250 Agribusiness: Economics of the Allocation of Resources Course in Nakivale Refugee settlement under the Education for Humanity: Powered by SolarSPELL university wide initiative.

The 12-week project that targeted at least 30 learners aimed at providing optimal access to a quality tertiary education to refugees, asylum seekers, displaced and host community learners through an off-line WiFi connection in a low resource area.

Education for Humanity: Powered by SolarSPELL is a university-wide initiative at ASU that addresses the critical barriers of connectivity and limited infrastructure that refugees face with access to education and technological resources. The initiative provides access to quality higher education course content using a learning management system that simulates the online experience over an offline WiFi hotspot. The learner accesses this content on the SolarSPELL via (offline) WiFi on their own device (computer, smartphone, phablet, or tablet). Content can then be downloaded to the learner's device so that it can be studied and reviewed even when not connected to the SolarSPELL. In deploying this technology and course delivery model, the SolarSPELL program has the potential to create access to quality higher education for motivated learners in places that have limited electricity and internet capabilities.

WIU is currently working to scale out the programme to other settlements in partnership with local universities within Uganda.



▲ Some of the ASU programme trainees undergoing instructions

COMMUNITY BASED PUBLIC ART TO PROMOTE RECONCILIATION AND HEALING

WIU in partnership with Artolution implemented a Community based art project to promote reconciliation amongst the refugee and host community members through children of school going age in Bidibidi Settlement,



Yumbe district

The programme aimed to build healthy, positive relationships among community members and give everyone an equal voice and power. Objectives of the programme included establishing a positive learning state, inspiring creativity, developing empathy and relationship skills, improving communication and physical agility, developing voice and speech projection and unlocking/encouraging personal expression.

EDUCATION MANAGEMENT
SUPPORT PROJECT FOR
REFUGEES AND HOST
COMMUNITIES

WIU with support from ECW implemented a project to extend education services to Refugees and Host Communities in Kyaka II and Kyamgwali Refugee settlements by improving educational infrastructure with the construction of 15 classrooms that led to an improvement in the pupil to classroom ratio to 1:91 which unfortunately did not last due to the arrival of new PoCs from DRC. The construction of these classrooms provided a more conducive learning environment and ensured the accessibility of the classrooms by persons with disabilities through construction of ramps thereby improving attendance.

10
day workshop

09
Artists

05
Film Team members

56 (25F & 31M)
Children aged 6-13 reached

15 (7M & 8F)
aged 18-35 reached

Over 200
Community members reached

03
Wall Murals created

15
Classrooms constructed

83
Pieces of Furniture

44
Latrine Stances

8
Staff Houses

358,470
Exercise Books

106,620
Pens

252,468
Pencils

3,700
Geometry Sets

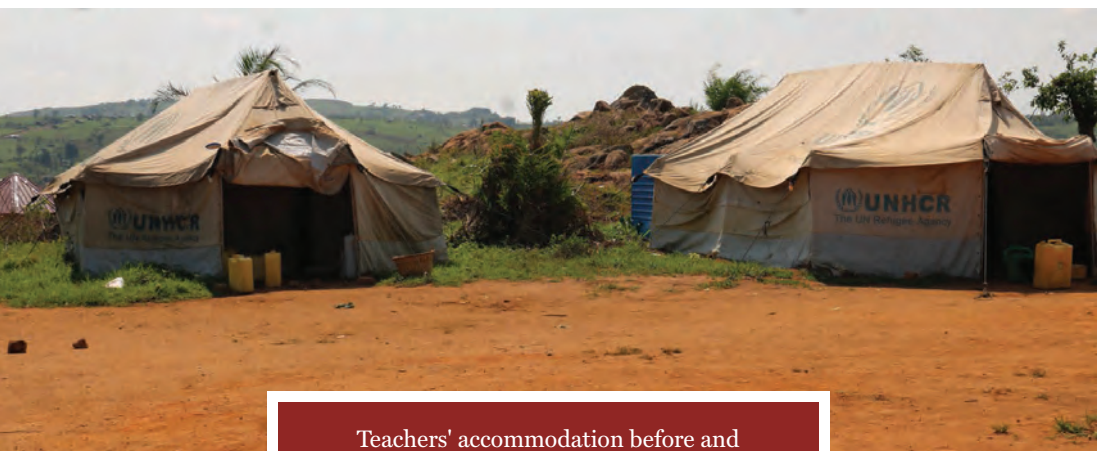
32,314 (17,133M, 15,181F)
(27,241R, 5,073N)
Learners reached

15
Teachers recruited & remunerated

277
Teachers trained

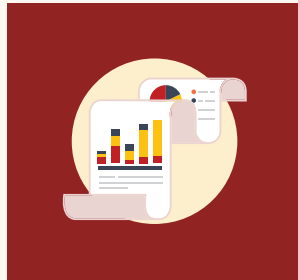


◀ Newly constructed 7-classroom block in Kakoni PS



Teachers' accommodation before and after ECW intervention





Financial Statement

WIU STATEMENT OF INCOME AND EXPENDITURE FOR THE YEAR ENDED 31 DECEMBER 2019

Details	Note	Residential Funds	Un mentioned Funds	Total	Total
		2019	2019	2019	2019
		Ushs	Ushs	Ushs	Ushs
Income					
UNHCR Grant Income	1	15,564,477,476	-	15,564,477,476	17,061,822,777
Other Income	1	4,613,270,555	3,286,681,597	7,899,952,152	13,579,111,399
Total Income		19,998,848,229	3,286,681,597	45,214,679,166	30,670,854,166
Expenditure					
Subsistence and International Travel	2.0	1,266,712,668	-	1,266,712,668	3,128,761,187
Construction, Equipment & Furniture	2.1	2,209,593,099	410,000	2,210,003,099	10,768,337,307
Tuition and related Expenses	2.2	6,437,694,463	6,467,250	6,447,695,713	5,817,310,081
Personnel Expenses	2.3	21,297,276,696	3,417,492,617	26,714,371,743	24,123,776,188
General Administration Costs	2.4	3,694,775,037	759,354,319	4,454,129,357	4,454,127,902
PR, Fundraising & Advocacy	2.5	695,360,515	302,789,486	998,150,001	698,651,591
Furniture and Equipment	2.6	711,553,484	1,586,614,294	1,898,167,778	-
Fuel, Logistics, Maintenance & Transport	2.7	712,500,499	232,598,660	945,099,159	-
Advocacy & Co-ordinator Activities	2.8	74,697,368	-	74,697,368	-
Refund to UNHCR	2.9	1,657,744,925	-	1,657,744,925	973,717,779
Exchange Gain/Loss	3.10	-	-	-	123,845,587
Total		39,243,266,295	5,812,366,666	44,215,272,563	30,160,355,066
Fund Balance		554,581,934	228,264,871	979,566,884	590,379,280

The statement of income and expenditure was approved by the Board on 14/01/2020 and signed on behalf of:

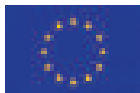

 Chairman Board


 Chairperson Finance, Audit & Risk



Windle International Uganda depends on donor funding to deliver her Education Management Programmes. A special thank you to all our donors, the governments, corporations, foundations and individuals who stand by our side in our commitment to creating access to quality education and whose financial contributions make our work possible.

THANK YOU





P.O.Box 24230, Kampala, Uganda
Plot 726 Off Mawanda Road, Kamwokya, Kampala, Uganda
+256 41 4 531142/8 | +256 393 260951
wiu.info@windle.org
www.windleuganda.org