



ANNUAL REVIEW 2012

Windle Trust
Uganda



17 years investing in education
for people affected by civil

Windle Trust Uganda believes education has the capacity to transform lives and promote peaceful and harmonious co existence among communities. We therefore work to help refugees, displaced people and others affected by conflict to access education and training, empowering them to make a positive contribution in their communities through leadership and socio-economic improvement.

WTU has been working in Uganda since 1996 and has been the largest provider of support for access to post-primary education and vocational training for war affected youths in northern Uganda. Windle Trust Uganda is part of the Windle International Family of Trusts with headquarters in Oxford, the United Kingdom. In Eastern Africa and the Horn of Africa Windle Trust has offices in Kenya, Ethiopia, the Sudan and Republic of South Sudan.

Elonga Deborah from St Peters Nsambya Senior Secondary, and Maombi Confiance, who attends Our Lady of Good Counsel secondary school in Gayaza. They are both scholarship recipients who have continually excelled in their schools.





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Achieving our goal of providing quality education services to refugees during early childhood, primary, secondary and tertiary level

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Capturing the journey of the programmes that made a difference in the life of the refugees we serve

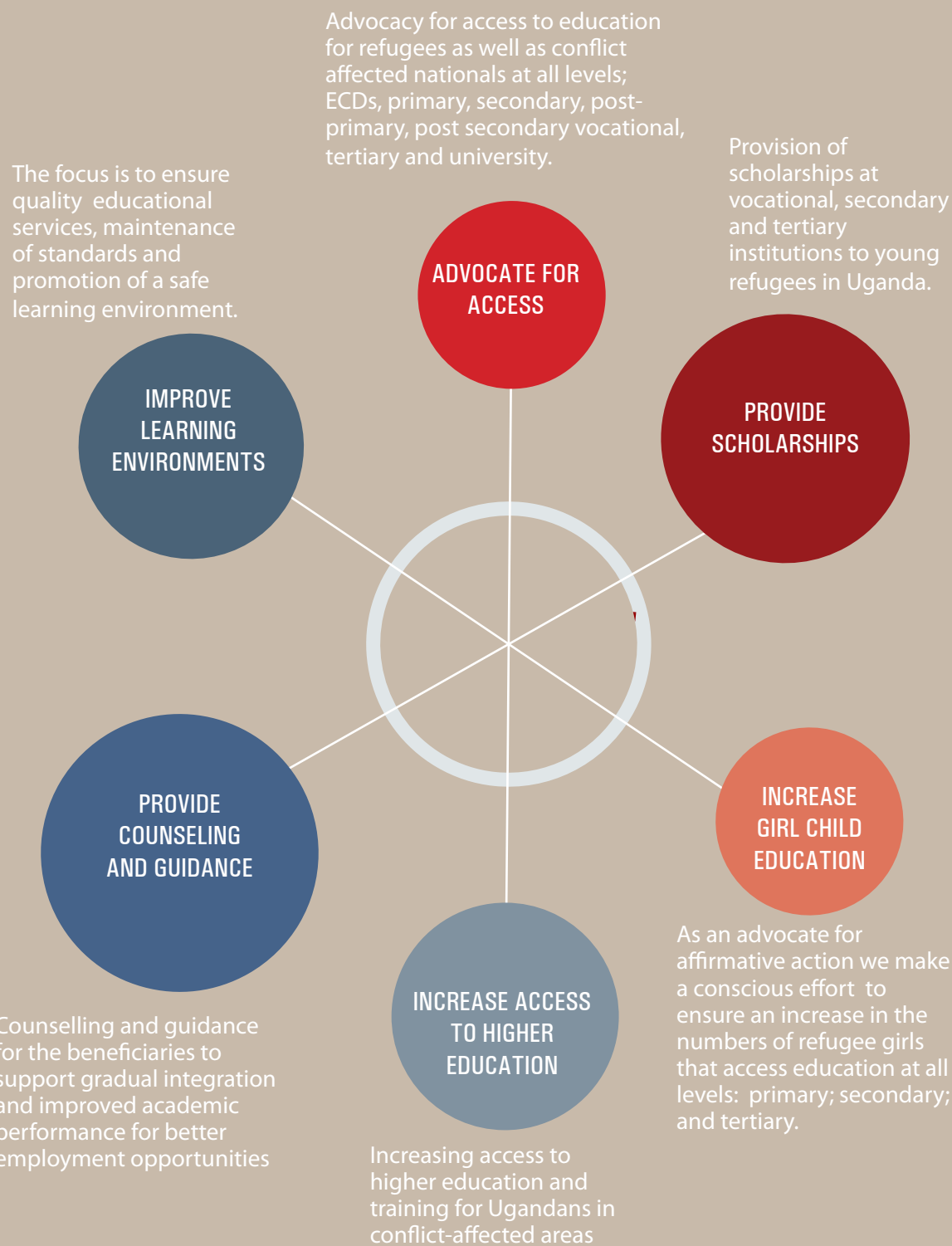
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Key lessons learned and practices worth emulating in the implementation of education programmes among refugee communities

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Cover picture: A group of students work on their mathematics at the school. UNHCR believes all refugee children should have access to education. ©UNHCR/F.NOY

We work to...

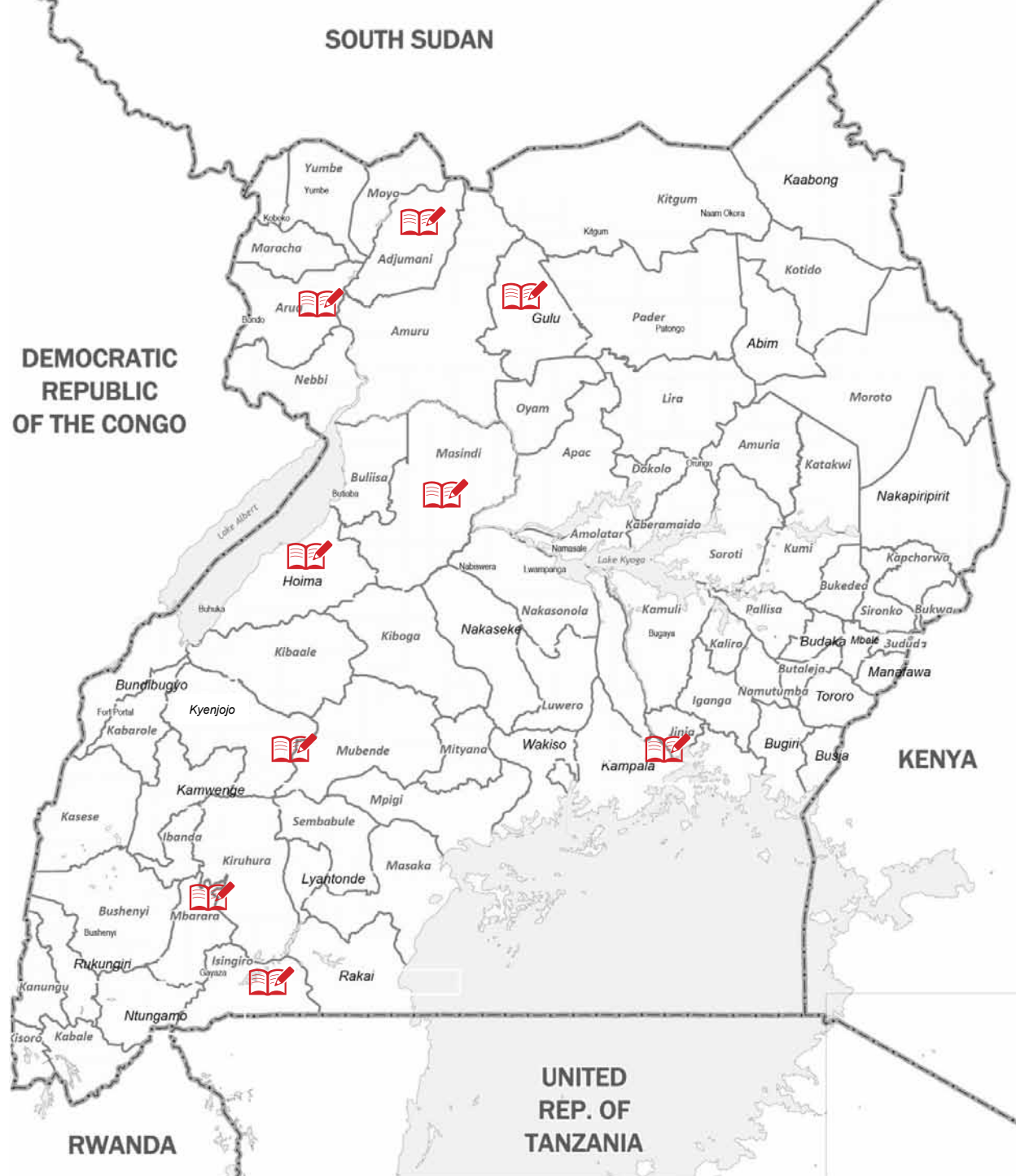


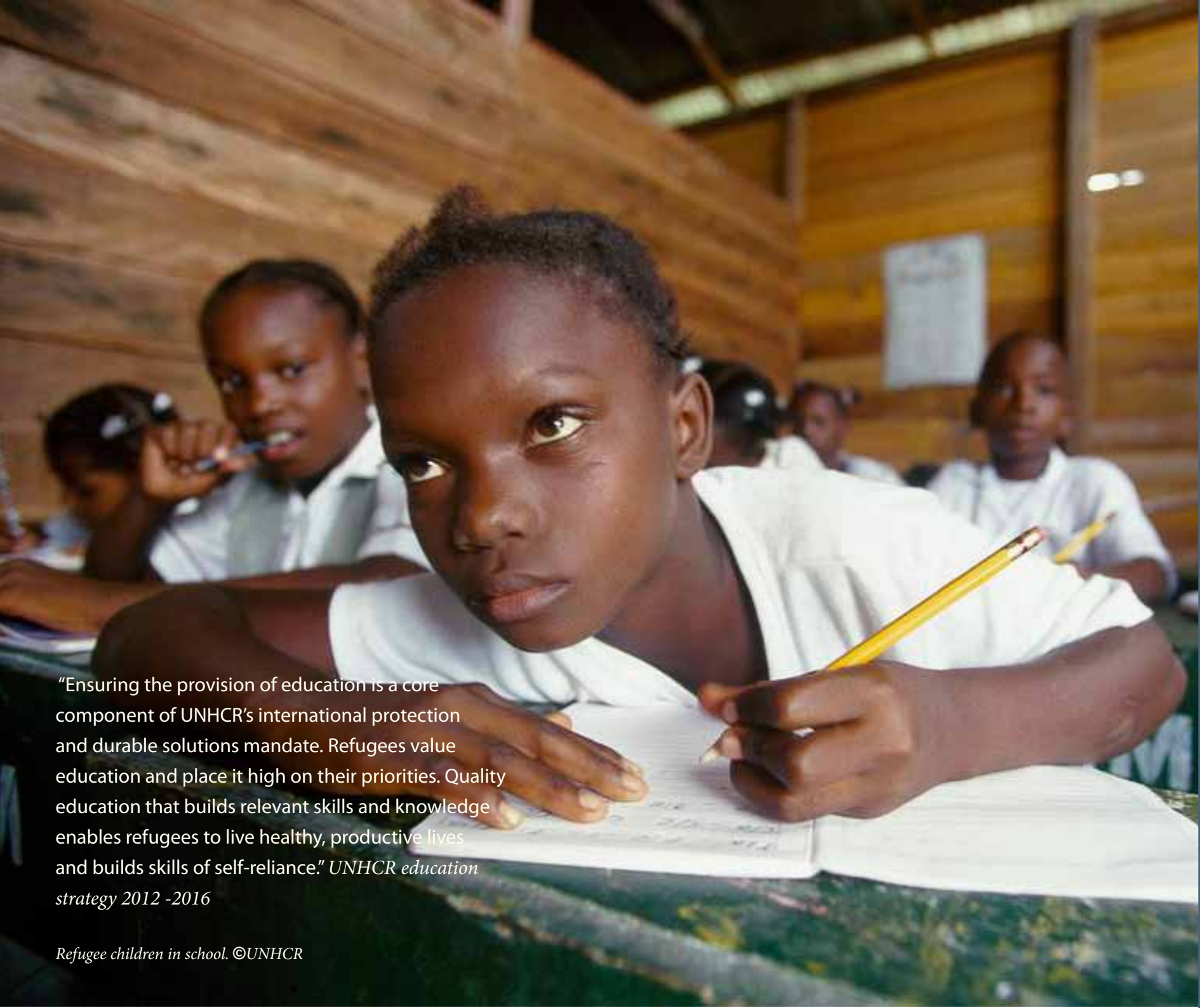


Windle Trust Uganda
areas of operation

Supporting partnerships

- UNHCR-United Nation High Commission for Refugees
- DAFI the university scholarship programme funded by the German Government
- DFID
- Ministry of Education, Uganda
- Educate!
- Embassy of the Kingdom of the Netherlands
- OPM - Office of the Prime Minister, Uganda Government





“Ensuring the provision of education is a core component of UNHCR’s international protection and durable solutions mandate. Refugees value education and place it high on their priorities. Quality education that builds relevant skills and knowledge enables refugees to live healthy, productive lives and builds skills of self-reliance.” *UNHCR education strategy 2012 -2016*



MESSAGE FROM THE EXECUTIVE DIRECTOR

For 17 years, we have had the privilege of witnessing education transform the lives of many young refugees displaced by civil war. Through no fault of their own, refugees often find their lives severely disrupted by the military wars that ravage entire nations or as in the case of Northern Uganda, the LRA rebel war which devastated the region. In spite of these tragedies many families prioritize education as a way out for their children.

As the lead education sector implementer for UNHCR, Windle Trust in Uganda has remained steadfast in its commitment to providing education and skill building opportunities to enable refugees develop their full potential. Through the generous support of The Kingdom of the Royal Netherlands Embassy, Windle Trust enabled more than 3000 survivors of the LRA war attain a high school education through the Acholi Bursary Scholarships (ABS). At the close of the project, students were further supported through the auspices of AVSI foundation to complete post-secondary education.

For students unable to go further than secondary school that would otherwise have been left out, funding from partners like DFID opened up post-secondary vocational training and startup resources that empowered students to start successful businesses.

We thank UNHCR, the Government of, communities and other development organizations with whom we have worked to enable refugees access quality education. To the refugees who have allowed us the opportunity to contribute to their courageous journey -we are forever inspired.

Finally to my colleagues, the WTU team and our outstanding board, I congratulate you and honor your commitment, time and talent. I look forward to our next steps together in implementing sustainable and comprehensive interventions.

James Aryam
Executive Director

THE DAFI ADVANTAGE: INCREASING ACCESS TO QUALITY POST SECONDARY EDUCATION

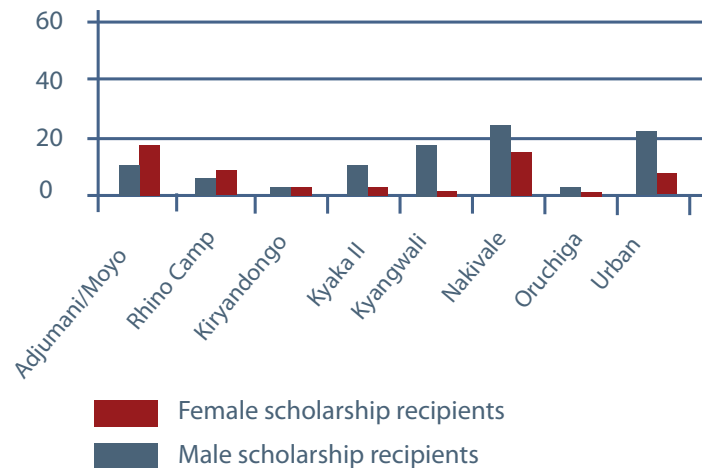
The Albert Einstein German Academic Refugee Initiative (DAFI) scholarship enables qualified refugees access post secondary/para professional, and university education at local universities. Through the support of the DAFI project under UNHCR, Windle Trust is enabling young refugees aged 18- 36 years access higher education and be better prepared for employment and leadership.

- WTU maintains a transparent and fair process in the selection of scholars by:
Creating awareness about available scholarships through community centers, schools, places of worship, alumni and other agencies working in the settlements. Successful candidates lists are posted publicly
- Partnerships with other stakeholders- government, UNHCR, Implementing partners, education specialists representatives from refugee communities in interviews to ensure selection of the right candidates and minimize duplication of services and wastage of resources
- Orientation at WTU offices and university faculties to ensure fair treatment and safety of DAFI scholars and regular monitoring visits to encourage academic excellence.

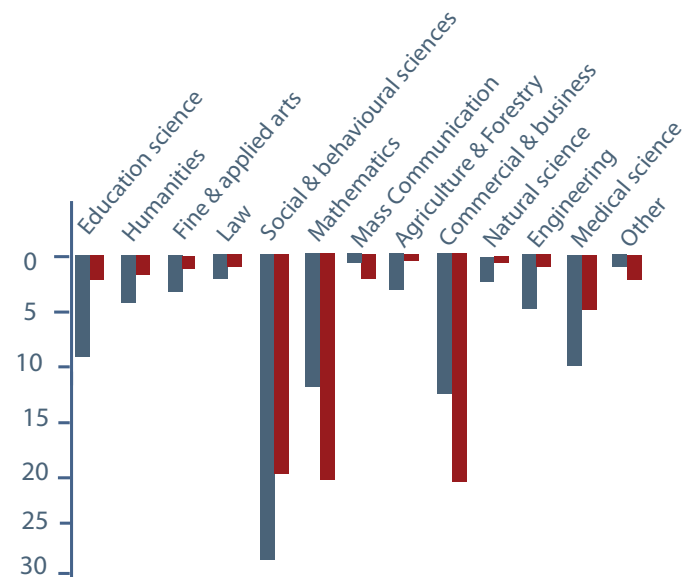
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scholarships awarded in 2012 for attendance of 12 universities across Uganda

Scholarships awarded across settlements



DAFI scholars by field of study





DAFI scholar, Kato Jacob, is a graduate of Information Technology, Makerere University

Universities attended by DAFI scholars

Makerere University Business School
Mbarara University of science and technology
Kyambogo University
Mulago paramedical school
Bugema University
Ndejje University
Nkumba University
Islamic University in Uganda
Kampala International University
Butabika School of Psychiatric Nursing
Uganda Christian University

6 promising practices that made a difference

- Equitable distribution of scholarships across all refugee settlements with focus on increasing female scholarship recipients
- DAFI scholars became star mentors and role models inspiring younger students especially girls to attend and stay in school
- Inclusiveness of scholarship awards with special consideration given to refugees with disabilities, single mothers, orphans, and other minority groups
- Academic support visits with DAFI scholars at universities and individual counselling provided by WTU to ensure good performance
- Scholars were encouraged to be socially responsible by offering voluntary services to refugee communities through university clubs
- Workplace readiness seminars and directly linking graduates to other implementing partners through updates on the human resource pool available.

EQUIPPING THE WORLD'S 2ND YOUNGEST POPULATION FOR SUCCESS: A UN JOINT PROGRAMME ON POPULATION INTERVENTION TO STRENGTHEN VOCATIONAL SKILLS AMONG YOUTH IN UGANDA

More than 50% of Uganda's population is below 18 years, the second youngest after Niger. The UN Joint Programme on Population (Investing in People) provides Basic Technical and Vocational Education Training (BTJET). The programme is implemented by a partnership between the United Nation Agencies in Uganda and the Government of Uganda to equip the large youth workforce in Uganda with the right skills for both self employment and entry into formal employment. A qualification in some vocational skills through an accredited institution would build their confidence as well as give them exposure to opportunities in a given area of specialisation.



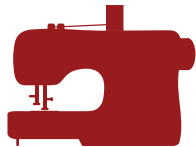
HOW WE STRENGTHENED THE YOUTH SKILL SET

158

We increased access. 158 youth both national and refugee were enrolled in vocational programmes at post primary and post-secondary under UNHCR support conducted in both English and Swahili for a minimum duration of 2 years.



We increased access for women. Almost half of the scholarships were awarded to women who have traditionally been left behind. This training can now help them fully participate in economic development due to the skills they acquire. Educated women are also more informed on reproductive health issues and are better equipped to offer health care as they are usually first line caregivers. This often translates often into educated, healthier homes and communities.



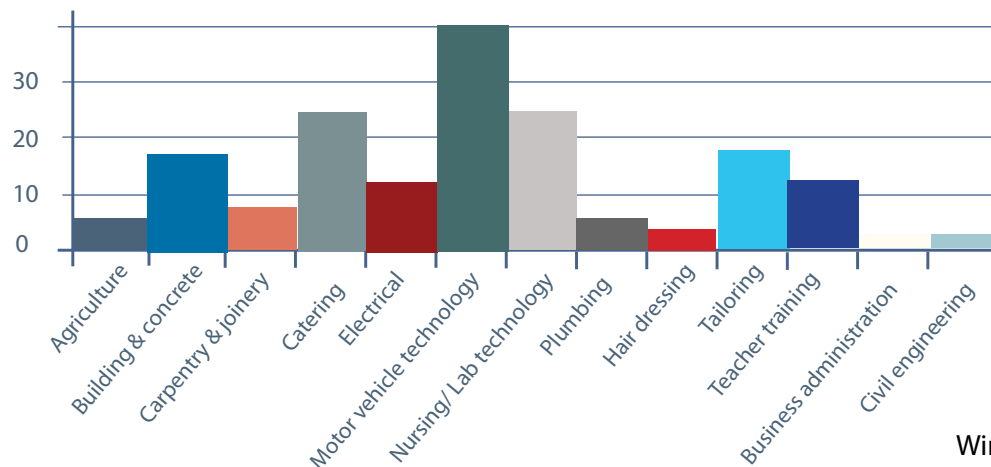
We improved skills excellence among beneficiaries ensuring all refugees from Nakivale, Kyangwali, and Kyaka II refugee settlements had completed their courses. Some of these graduates have been employed in settlement schools.



We provided essential equipment for vocational work. Start-up kits were given to trainees to enable them translate learned skills into practical self-employment. Tools included selective toolkits for carpenters, masons, mechanics, tailors, lab technicians, and caterers.

Tailoring is one of the favourites for the students in the UN JPP vocational programme

Vocational courses studied by JPP students



"THOSE THAT WORK TOGETHER": PARTNERING WITH THE EUROPEAN UNION TO TRANSFORM LIVES WITH VOCATIONAL SKILLS TRAINING IN NAKIVALE

Vocational skills can enable young people transform their socio economic status in a short period. Learning time is minimal and upon graduation and with adequate internship, young people can start earning from their skills. WTU advocates for post primary and post secondary vocational education as a cost effective and smart option for youth who are not able to continue with mainstream education. With the support of the European Union, the Nakivale Vocational Training Centre was established and has been successful in equipping students, both refugees and nationals with a range of relevant and competitive vocational skills. The vocational training center is open to both refugees and nationals and has provided modular training to 140 students to date.





Bricklaying is one of the key skills taught at the Nakivale Vocational Training Centre

Top, Helen Kulabako Kitimbo, WTU Programme Manager

RE-THINKING VOCATIONAL TRAINING: INSIGHTS OF WTU PROGRAMMES MANAGER

Of the total number of refugees that join Senior 1, only 50 % complete Senior 4 successfully and the numbers further reduce at Senior 6. The failure to attain secondary school certificates means that these young people become idle and frustrated, unable to qualify for any employment or further training. Many are forced to engage in casual labour where they are under paid as they have no technical skills to trade and as a result become vulnerable to risky behaviour.

A deliberate effort to provide access to relevant transferable skills training can add quality to the lives of young refugees. Skills in motorcycle repair, radio, mobile phone repair, computer maintenance and repair, knitting, animal husbandry, building and concrete work, plumbing, water pump repairs, and other such courses would not necessitate migration in order to find employment. Such skills are useful not only for refugees in their country of asylum, but on return to their home countries.

Presently the Ministry of Education in Uganda has a full-fledged department on Technical and Vocational Education and Training that has been tasked to design vocational courses in modules that can be examined and certifiable especially under informal training set ups. WTU leverages this by promoting initiatives to maximize the current opportunity to equip young people with vocational skills which can enable them earn a living within a short time.

Helen Kulabako Kitimbo, Programme Manager, Windle Trust Uganda

EVERY CHILD HAS THE RIGHT TO A QUALITY EDUCATION: INCREASING ACCESS TO QUALITY AND APPROPRIATE EDUCATION FOR VULNERABLE CHILDREN

Windle Trust is working to encourage behavior and attitude change among refugee families who believe that it is a waste of resources to send children with disabilities to school. Through our advocacy activities we are helping more children with disabilities access quality education at schools in their community.

- › Disability is a major cause of social exclusion. It may lead to marginalization in family, school and community.
- › Disability is both the cause and consequence of poverty.
- › Disabled people account for as many as one in five of the world's poorest.
- › Persons with disabilities are at high risk of becoming illiterate which often leads to restricted possibilities to higher education, employment and income.

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Children with special needs were supported to attend school

More than 90% of children with disabilities, who live in developing countries, do not attend school-UNESCO





*Right, A child draws a picture
at an ECD centre © UNHCR /
V. Vick*

*Left, Rwamwanja special needs
children with their parents*

OVERSEERS OF SERVICE DELIVERY: IMPROVING THE QUALITY OF EDUCATION PROVISION

Windle Trust, with funding from the UNHCR is involved in the direct management, support, supervision and monitoring of education services offered in the refugee settlements of Nakivale, Oruchinga, Kyaka II and Rwamwanja. Areas covered are; Early Childhood Development Centres (ECDs), primary and secondary schools and a vocational training institution. Our mission is to ensure that children and youth whose lives have been disrupted by conflict will have a strong academic foundation from childhood through to adulthood. Children of nationals in the proximity of ECD centres, primary and secondary schools are also welcome to attend the schools and this practice has widened community support for the schools.

Refugee secondary school students during a visit to Makerere University, one of Uganda's leading universities.

Retention of girls in school was improved through outreaches, reporting of cases of sexual abuse, provision of sanitary materials, separate toilet facilities for girls, mentoring sessions and exposure visits to urban areas to see successful female role models.



HOW WE ENSURE QUALITY SERVICE DELIVERY

- **Support supervision and training for teachers:** WTU supports the hire and timely remuneration of all teachers, regular support supervision to monitor teacher performance as well as continuing education opportunities for skills improvement through in-service courses. Teaching assistants are recruited from within the refugee communities with similar language, culture and experiences to offer translation services and psychosocial support to the learners.
- **Collaboration with district officials:** WTU facilitates support monitoring visits and school inspection conducted by the district officials (District inspector of schools and DEO) to assess the attendance of both the teachers and pupils, as well as quality assurance in education, aligned with Ministry of Education guidelines.
- **Community involvement:** Together with school administration, we work with representatives from the community to establish successful School Management Committees (SMCs) and Parent Teacher Associations (PTAs). Committee members are well respected persons from the community who are oriented on their role in the management of the schools. With their support the school is able to tap into community resources for development projects such as repair/construction of classrooms, monitor service provision and promote healthy relationships among learners, teachers and the community.
- **Safe, sanitary environments** are key in promoting a conducive learning experience and retention of girl children. We work with the schools to: secure child friendly physical settings with safe surroundings including lightning arresters to prevent any accidents during lightning storms; first aid training for teachers and distribution of kits; separate toilet facilities for boys and girls; teach safety, child rights and protection against physical and sexual abuse; and advocate for other forms of punishment rather than corporal punishment.
- **Quarterly partner and stakeholder meetings:** These are attended by community representatives (SMCs, PTAs), other service providers, implementing partners, and the district officials. These meetings bring key partners together to address challenges, highlight successes and identify collaborative ways to support the children. For example all partners play a role in monitoring school attendance in the communities during seasons when attendance goes down such as market days, harvesting seasons and food distribution days.
- **Infrastructure and educational supplies:** Schools are supplied with stationery and furniture including portable blackboards, desks, visual aids, instructional materials and textbooks to aid the teachers. Promotion of literacy and numeracy was enhanced through the Newspapers in Education (NiE) program.
- **Extracurricular activities** introduced on the school curriculum include sports, drama, and music which provide a platform to teach children competitive skills, reduce discrimination, provide for inter-district and interschool networking.

BROADENING HORIZONS: THE WTU STUDY ABROAD PROGRAM

For 15 years Windle Trust International (WTI) has managed a graduate scholarship enabling qualifying refugees and nationals to pursue a 1 year master's degree in various UK universities. From 1997 to 2005 this programme was exclusively for refugees. However in 2006, it was opened up to nationals specifically from Acholi land who had been victims of the prolonged Lords Resistance Army war.

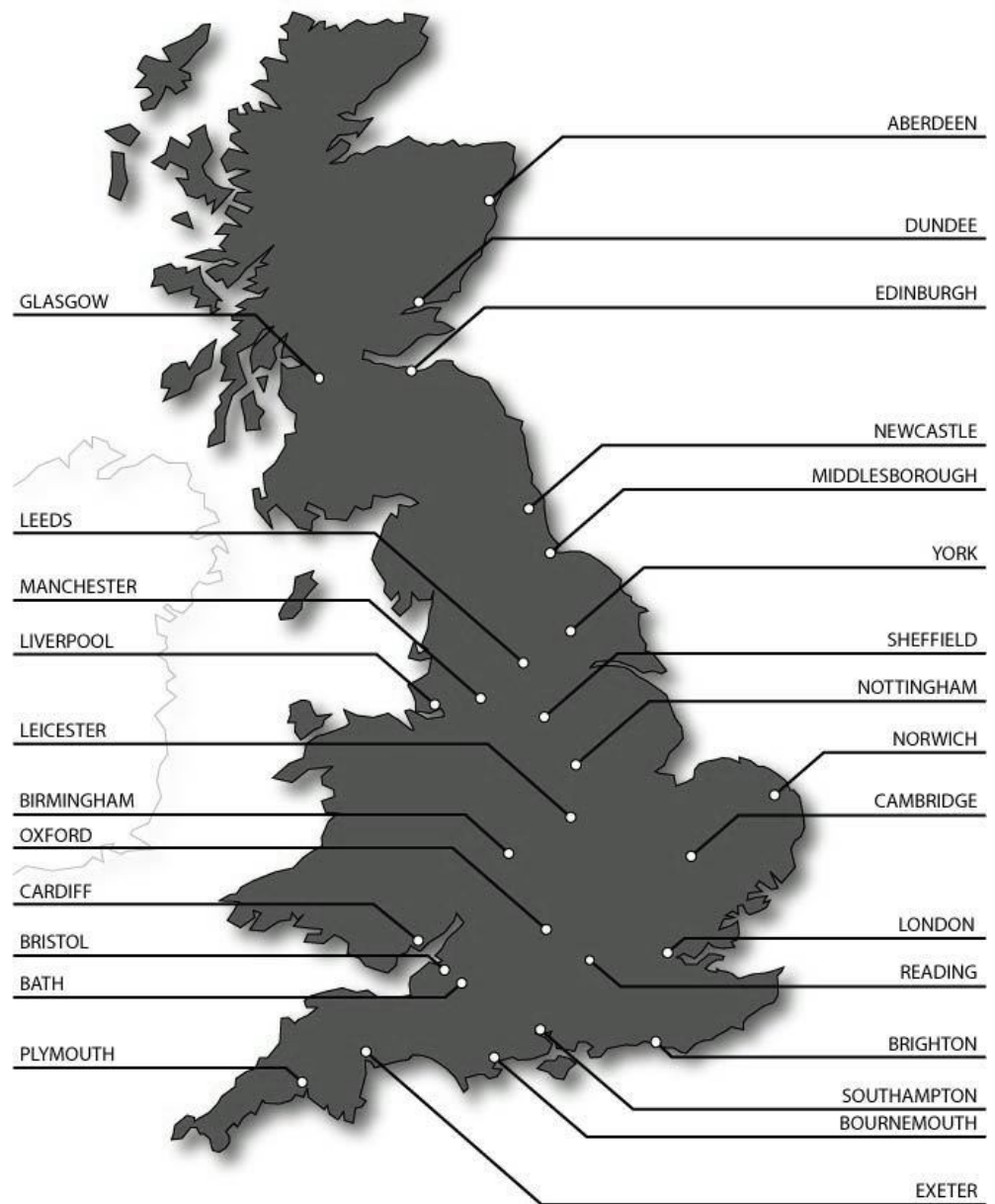
WTI has a working relationship with a number of universities in the UK and the Association for Commonwealth Universities as well as DFID. There is regular coordination between these agencies to ensure the actualization of every scholarships made available. On average WTU sends 5 – 8 students to the UK every year under the study abroad program.

Successful applicants are placed in leading UK Universities including; Manchester, Leeds, Reading, Liverpool, Newcastle, Glasgow Caledonian, Oxford Brooks, Bangor, Lancashire, Wolver Hampton, London School of Hygiene and Tropical Medicine among others.





Sabiti Magara is an alumnus of the University of Bath, UK, one of the universities hosting Windle Trust Uganda scholarship students.



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Students have participated in the Study Abroad programme since 1997 in different locations in the United Kingdom. Picture ©www.realuni.com

The stories

“After dropping out of a Human Medicine course in Bukavu University in Congo, my dreams were shattered, but thank God, the DAFI scholarship has enabled me to get back on my feet.”

Furaha Mushara, Biomedical Laboratory Technologist

An estimated 5.4 million people live in the Democratic Republic of the Congo.

In 2012 73 DAFI scholarships were awarded to 73 refugees from the DRC -only 10% of them were women. Furaha Mushara (25) is one of the beneficiaries of DAFI scholarships. She came to the Congo with her family when she was attending a medicine course at Bukavu University.

While few girl children, especially in rural areas, get past secondary education, Furaha's story is difficult for those who speak a language different from that spoken in their host country. Furaha has beaten all odds and today she is one of the few women biomedical technologists in the region. Furaha works at a manufacturing company in Kampala, Uganda which makes medical test equipment.

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logists in Uganda.
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s rapid diagnostic



Losuba Joseph, Presidential Advisor

Losuba Joseph (left) was once a refugee from South Sudan taking shelter in Uganda. Today he is the Director, Office of the Presidential Advisor on Diplomatic Affairs in the Office of the President, Government of Southern Sudan, Juba. As a DAFI scholar he graduated with a Bachelor's Degree in Ethics and Development Studies at Uganda Martyrs University.

On his experience as a DAFI scholar, Joseph says: "I believe in using the resources at our disposal to eradicate illiteracy at the rural household level in order to build a decent and dignified society. This is a noble task each beneficiary of DAFI has to continue to fight for in order to make a great difference in our developing world".

Kabeni Ndabananiye, the Entrepreneur

Kabeni Lokwa Ndabananiye is a refugee from the Democratic Republic of Congo living in the Nakivale settlement. A DAFI scholarship recipient, he graduated with a Bachelors Degree in Business Administration from Bugema University in 2011. While at the university, Kabeni started his first business trading in farm animals using his allowance. From his savings he was able to purchase two motorcycles that are currently used as taxis within the settlement. Motor cycles are a popular transportation method in Uganda and make for a profitable business in the settlements. Today Kabeni employs two young refugees to operate his transportation business which is useful for the community especially during medical emergencies. Because of his developmental ideas Kabeni was rated the best candidate for the post graduate scholarship for 2013/2014 academic year by the community.

Returning to serve refugee communities : DAFI scholars make a difference

For some former DAFI scholars, returning to help the communities where they were once refugees brings more fulfillment than seeking employment elsewhere. Abel Muhumuza (left, below, in orange shirt) once a refugee from Rwanda, now works as a Community Service Officer in Nakivale Refugee Settlement with GTZ. He graduated from Bugema University with a degree in Social Science and Social Administration.

Jackcilia Ebere was a refugee from South Sudan, where more than 2.5 million people have been displaced in one of the largest humanitarian crises globally. In 2002 Jackcilia graduated with a Law Degree from Makerere University and returned to South Sudan where she works with UNICEF as a child protection, Project Officer. "I love my job so much, working for children and women trying to make a difference in their lives, in my own country. The job is very challenging given the nature and circumstance of the country just emerging from war, but my commitment to serve my people keeps me going," says Jackcilia.



Abel Muhumuza explains instructions to refugees in Nakivale



Jackcilia Ebere (front row, middle) with colleagues in South Sudan

Priscilla Mania, Veterinary Doctor



Mania Priscilla a Sudanese female, Veterinary Doctor, Makerere University, 2010, already practicing her profession in Juba, South Sudan.

The DAFI scholarship remains the largest university scholarship program available to refugees in Uganda

Felicien Balikunda, Programme Assistant



Fleeing the Rwanda genocide of the nineties, Felicien Balikunda found himself at Oruchinga refugee settlement where he was enrolled in Buhungiro PTC and was able to teach part time at Kajiaho primary school in Oruchinga refugee settlement. He was later selected as a DAFI scholar through which he obtained

a Bachelor of Ethics and Development degree from Uganda Martyrs University. With this training Felicien secured a job with Uganda Red Cross Society in Kyaka II settlement for 2 years and later worked as an Education Assistant with GTZ. In 2005 Felicien was awarded a Windle Trust International scholarship and he was accepted to Wolverhampton University, UK where he graduated with a Master of Science in Development Training and Education. Felicien Balikunda is currently working with Minority Rights Group International in Kampala as a Global Advocacy Programme Assistant. Felicien regularly counsels other refugees with words of encouragement: "To other refugees out there please do not ever lose hope; pursue your heart's desires without giving up."

The stories



Sabeni Draru (names changed) from Democratic Republic of Congo was raped at 14 years and consequently dropped out of school until she delivered her baby. Sabeni has since returned to school in Senior one as her baby is now weaned.

THE HOPE SCHOLARS

For nearly 200 refugee students, who excelled academically at the primary level but could not afford secondary school fees, UNHCR provided scholarships, managed by WTU, to enable them attend secondary school. A significant number are orphans, children with disabilities and girls. We think of these students as the Hope scholars because they are the few of many thousands that now have hope of continuing their education.



Trainees on the WTU scholarship programme for former Internally Displaced People in Gulu



Confiance Maombi, from Democratic Republic of Congo lost his father at the height of the DRC conflict. Confiance and his mother fled to Uganda as refugees, earning a pitiful income tilling gardens and washing clothes in Gayaza a few kilometers outside Kampala city. After completing primary seven the family was not able to afford the fees for secondary school. Fortunately for Confiance, he qualified for a secondary school scholarship and is currently attending Our Lady of Good Counsel in Gayaza where he recently earned a school bursary for his outstanding academic performance.



These two best friends were once in an IDP camp before enrolling in senior five at Pope John Paul II S.S in Gulu under the WTU scholarship for secondary school.

Abateireine: Working together for a lasting business

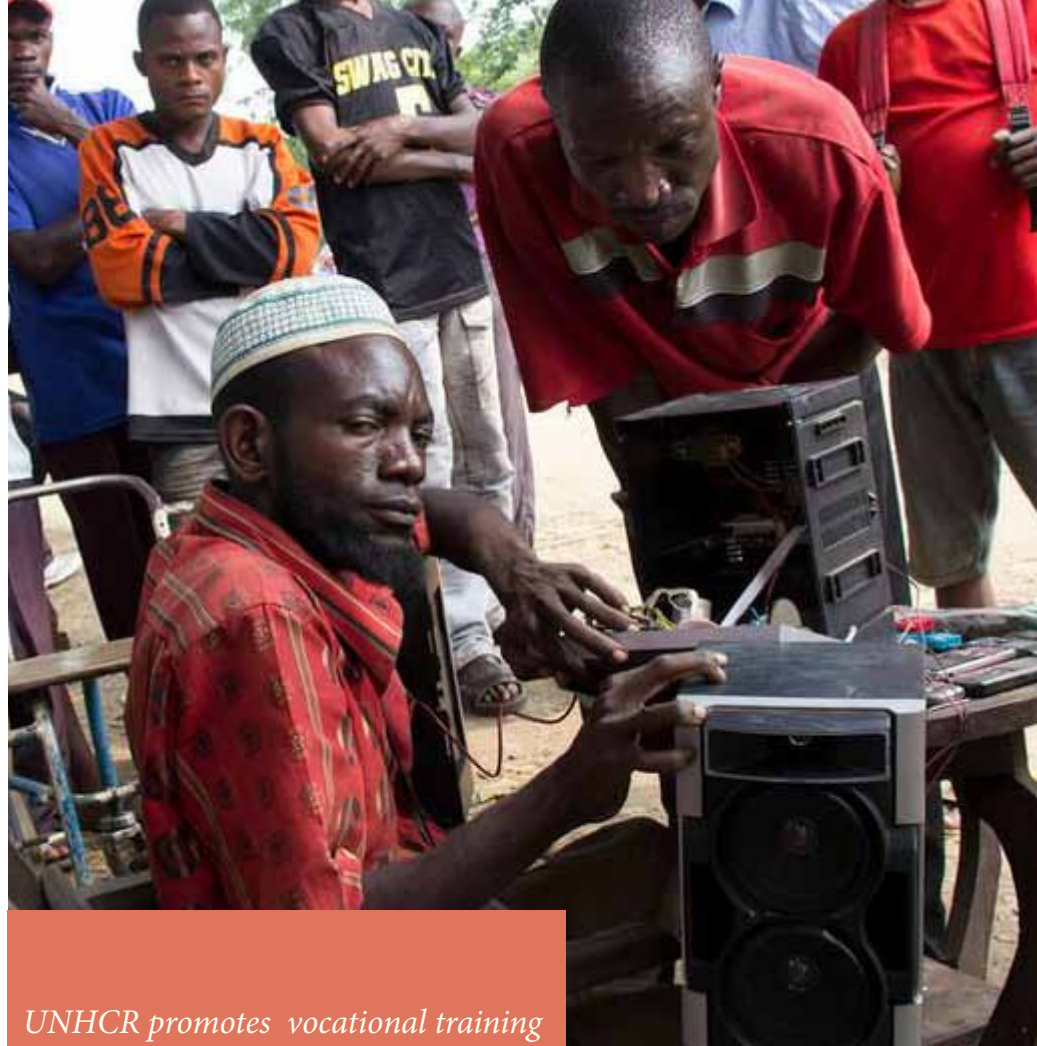


'Abateireine' (Those that work together) are graduates of Nakivale Vocational Training Centre. Upon graduation, a group of 5 refugee students from Rwanda and DRC decided to start their own tailoring business- Abateirene. Equipped with 4 sewing machines and other essentials they are well on their way to become a profitable business in Nakivale refugee settlement in Isingiro district.

"Right now we are saving every penny to buy an overlock machine, a knitting machine, cutting and knitting tables, a total of about 4 million UGX. This will enable us to be able to get bigger customers like the schools in the area. If we can make school uniforms and other things we will do well," says Kavugho Mapendo, the group secretary.

The Abateireine girls story could have easily been very different. Many female refugees without any money to pay for further training are left with few and difficult options. Marriage in exchange for dowry and in the worst cases sex for favours, often reinforces a vicious circle of poverty.

(Right) Members of Abateireine Irakarama Dalphine, Akoguteta Janviere, Mathiabo Henry, Kavugho Mapendo, Muhawenimana Ridia



UNHCR promotes vocational training in refugee settlements.

(Right) Adam Mugisho repairs a radio in the Bubukwanga Transit Centre. He earns well from his electronics repair business.

©UNHCR/K. McKinsey/ July 2013

ECD CENTRES

42 centres supported by
Windle Trust Uganda

8399 children supported to
enrol in ECD centres

PRIMARY

23 schools supported in 4
settlements

Primary school enrolment
increased to 64%

Improved academic
results for Primary Leaving
Examinations from 82.4% in
2011 to 91% in 2012

13,930 children supported
to enrol in school

1,472 desks provided

Pupil to textbook ratio
improved to 1:3

61% of teachers in primary
schools were recruited by
WTU

298 teachers received salary
support

70 PTAs and School
Management Committee
members trained

SECONDARY

1000 refugee girls and boys
supported at secondary
school in more than 46
schools

Gender ratio of scholarship
recipients 50:50

50 OVC supported with
school fees under the
PEPFAR fund

70 students supported
to access special needs
education

UNIVERSITY

250 students supported to attend University in 15 universities in Uganda

5-8 students receive WTU scholarships to attend universities in the UK under the study abroad programme annually

VOCATIONAL

2 vocational training schools established

250 students supported at vocational training centres

158 scholarships offered for vocational training

Highlights

- Teaching staff turnover rates reduced
- Classroom to pupil ratio improved in some schools to the government recommended 1:54 from a previous 1:125 in majority schools as new classrooms were constructed
- Staff houses constructed in each of the 4 settlements
- Reduced drop out rate
- Improved enrolment levels
- Teachers' absenteeism reduced
- School monitoring programmes improved
- School sanitation and hygiene improved through the distribution of hand washing items for example the male to female toilet ratio was 1:1
- 1150 OVCs and 55 Persons with Special Needs (PSNs) supported to stay in school
- More girls enrolled and staying in school

Timeline of success : How the Acholi Bursary Scheme foundation for future programmes

2006



Acholi Bursary Scheme conceived by Netherlands implemented to use secondary education as a means of reintegrating former LRA combatants into the community

Trauma counseling

Collaboration with Ministry of Health for girl child education community outreaches

Psychosocial skills training for focal teachers

3,577 students
70 schools



2008



1st baseline survey undertaken on enrolled students

10 students win University bursaries



Construction completed in 4 ABS partner schools (Classrooms, ECD dormitory, day care centre, workshop)

\$1500

Cost of educating a student through the last two years of secondary education (accommodation & feeding only)

2009

Academic excellence now considered a major selection criteria

Income generation training introduced

Reproductive health workshop for girls to stem school drop



Annual education cluster meetings fostered effective service delivery and included school administrators, district education authorities and other professionals involved in secondary and vocational education in Northern Uganda.



Michael Abwola spent 6 years in LRA captivity before escaping and joining the Acholi Bursary Scheme (ABS). "I never thought of anything like studies; when I came back from the bush I had lost hope and thought that I could just help my younger brothers and sisters to get an education, but Windle Trust has given me the biggest chance of my life. None of my blood relatives are able to pay my school fees.....I handle my scholarship from the ABS with care, like handling eggs."

On hearing her outstanding score on the difficult national exam that Ugandan students must take to graduate from secondary/high school, Fiona's family slaughtered a chicken to celebrate! The celebration chicken represents the successful end of a long and difficult journey for Fiona. By age 14, Fiona was already a child-mother. This, combined with the early death of her mother, made it impossible for Fiona to continue her education and her future looked bleak. Fiona's hope however, was restored when she received a scholarship from the Acholi Bursary Scheme. The scholarship provided her with school fees, a school uniform, scholastic materials and access to medical care. The ABS also provided financial assistance for Fiona's child, which made it possible for her aunt to take care of Fiona's son while Fiona was in school. Fiona is now the pride and joy of her family and a role model in her village.

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rough



2010

END OF ABS PROJECT

Uganda Certificate of Education graduates 1670

Uganda Advanced Certificate of Education graduates 886

Vocational training 526

Construction & furnishing completed in 6 ABS partner schools with 15 schools given class & dormitory furniture

2011



400 students yet to complete

UCE & UACE supported by AVSI

Additional 99 UCE & UACE graduates supported to post secondary, university and vocational training

\$1333

Cost of a 2 year vocational course per student

\$8

Cost of a single psychosocial counselling session

\$61

Cost of scholastic materials & uniforms per student



Pope John Paul (II) secondary school was one of the many schools that were devastated during the war in the North. The ABS works to improve the quality of education by supporting secondary and vocational partner schools with construction, provision of furniture, textbooks and science equipment, as well as psychosocial training for teachers working with war affected youth. ABS helped the school obtain and install a solar energy system which allows for earlier classes and later study hours to enable students catch up and prepare well for national exams. The head teacher attributes the school's success in national exams to the help from the ABS, "With the light we can now teach early in the mornings and students can study in the evenings, it's really made a huge difference to the lives of the students and to the exam results."

TOTAL PROJECT IMPACT

5,041 students supported

3,925 gained qualifications by 2010

Best practices

- › Transparency in selection and award of scholarships by advertising the opportunities widely within the settlements and involving refugee communities, government, educational institutions and UNHCR. This includes refugee representation in the interview panels which also helps in the identification of the most needy and vulnerable.
- › Affirmative action to ensure female beneficiaries are appropriately included in programmes at all levels (girls are admitted with lower grades at all levels) and schools are equipped to provide sufficient sanitary facilities.
- › Equitable distribution to ensure that all nationalities are represented among those who are qualified and awarded scholarships.
- › Special needs people like orphans, victims of Gender Based Violence, child mothers and the disabled, unaccompanied minors are all given a quota to ensure they are enrolled in school.
- › WTU works closely with each beneficiary to help them with school placements, guidance in selecting appropriate courses and counseling. Secondary school children are visited once every month during the school term.
- › All beneficiaries are encouraged to be members of the students club through which feedback to WTU is channeled and academic challenges resolved. Club members are also encouraged to contribute towards resources for the communities they live in for example tree planting and distribution of livelihood items to other refugee communities.
- › Close collaboration with other UNHCR implementing partners in service delivery for refugees both in the settlements and in the urban areas to avoid duplication of scholarships and resources.
- › Use of successful students as mentors back in the refugee communities to encourage increased enrolment, retention of girls in school and behaviour change among parents who feel that school is not beneficial for their children.

*Keeping girls in school is the
Windle Trust
of all our adv
©UNHCR*



*in school is important for
Uganda and a key focus
ocacy activities*

Opportunities for advocacy

Data from the Age Gender Diversity Mainstreaming report under UNHCR and Interaid Uganda Urban Refugee Project indicates that young refugee girls (age 14-24) resort to casual labour and survival sex work. Advocacy for increase in livelihood support alongside promotion of the importance of girl child education in the settlements needs to be stepped up. In 2012 only 28% of new scholarships at university were accessed by girls.

Language support for students who do not speak English is critical to improve their performance in school. For students from DRC, their academic certificates are not recognized in Uganda and therefore require translation before students can be admitted to the university, a costly exercise that discourages many applicants.

More vocational institutions are required within the settlements to absorb refugee youth and provide them with practical skills for employment.

Infrastructure support in terms of more classroom blocks and staff quarters can significantly improve teacher morale and reduce congestion in classes.



MESSAGE FROM THE BOARD CHAIR

Reflecting on the journey that Windle Trust in Uganda has taken in the last decade working with persons affected by conflict is sobering. From the Acholi Bursary Scholarship sponsored by the Royal Netherlands Embassy, a first of its kind that enabled thousands of survivors of the LRA war to attain a high school education and beyond.

The Albert Einstein German Academic Refugee Initiative (DAFI) scholarship and Windle Trust International have provided international opportunities for refugees to pursue post graduate opportunities, literally transforming the students' lives, their families, and communities. Today many of these are in positions of authority in their respective fields including governance.

Windle Trust Uganda has enhanced its expertise so that more holistic services are being provided in partnership with other agencies to help more refugees including girls, and those with special needs attend and complete school.

On behalf of the board of trustees I am privileged to thank all our partners- UNHCR, Albert Einstein German Academic Refugee Initiative (DAFI), AVSI, DFID, the Government of Uganda and the entire Windle Trust International network for providing the resources and support to accomplish this important work. We celebrate the WTU staff congratulate the Executive Director who has led these incredible efforts diligently. I honor my colleagues on the board for their steadfast guidance and finally to the refugees who have had the strength to overcome difficult circumstances and their lives, we salute you.

James Serufusa-Mukasa
Chair of the Board of Trustees

Children play during a morning break from classes at St Michael's school in Rwamwanja settlement. UNHCR believes new classrooms and teachers are urgently needed to meet the new needs.

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Windle Trust Uganda is enabling refugees and others affected by conflict to access education. The Trust is developing the professional skills essential to building peace. Windle Trust International and its partners, Windle Trust Kenya and Windle Trust Uganda, implement education programmes for refugees and internally displaced people in Sudan, Kenya and Uganda. In Ethiopia Windle Trust International works with its associate, the HPT (Ethiopia).