



WindleTrustUganda



**Towards holistic education
for children and youth
affected by conflict**

ANNUAL REPORT 2013

WINDLE TRUST UGANDA
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ACRONYMS: IDPs: Internally Displaced Peoples
IP: Implementing Partner
JPP: UN Joint Population Programme
UNHCR: United Nations High Commission for Refugees

WTU: Windle Trust Uganda
NPD: The Uganda National Development Plan
SDIP: Uganda Social Development Sector Strategic Investment Plan
CTA: Community Technology Access

ORGANIZATION OVERVIEW



Above: Pupils of Kikuura PS in Rwamwanja Refugee Settlement dance gratefully after receiving scholastic materials from WTU

Windle Trust Uganda believes education has the capacity to improve lives and transform communities. For refugees whose lives have been devastated, education can offer hope and empower students with the skills they need to achieve success and contribute to their community. These students often have multiple and interrelated problems, as such, Windle Trust is committed to more holistic service provision that connects students to other social services

they need to stabilize their lives. We are enabling refugees, displaced people and others affected by conflict to access education, vocational training and employment. In 2013 Windle Trust Uganda operated in Nakivale, Kampala, Rwamwanja, Oruchinga and Kyaka refugee settlements. The organization is part of the Windle Family of Trusts in Eastern Africa with headquarters in the United Kingdom. It has sister offices in most of the East African countries: Kenya, Ethiopia and the Republic of South Sudan.

Key activities



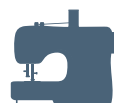
Scholarships: Provision of scholarships at vocational, secondary and tertiary institutions to young refugees in Uganda with special emphasis on girls



English language: Increasing access to training and employment opportunities for refugees through English language training



Girl child education: Encouragement to ensure refugee girls can access education at both primary and post-secondary levels



Vocational Skills: Increasing access to higher education and training at vocational level



Life skills: Strategies for improved employability of refugees.



Entrepreneurship: Building capacity of alumni to create employment opportunities.



Above: DRC Refugee School Children participate in a performance organized by Windle Trust (UNHCR Education IP) at the Uganda National Level World Refugee Day Event at Rwamwanja Refugee Settlement.

Focus on refugees, displaced people and others affected by conflict

Conflict is a major hindrance to education, with more than half of young people living in war zones unable to access primary education. UNHCR, the agency mandated to seek lasting and dignified solutions for refugees and IDPs, partners with organisations on the ground such as WTU to increase access to education for the Persons of Concern. Services are provided through Early Childhood Development Centres (ECDs), Primary Education, Secondary Education, Vocational Training, and Special Education services for persons with disability.

Windle Trust works as an education manager providing direct support, supervision and monitoring of education services offered in Early Childhood Development Centres, primary, secondary and Post-Secondary Schools in Nakivale, Oruchinga, Kyaka II and Rwamwanja settlements. 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. Nationals in the proximity of ECD centres and primary schools are

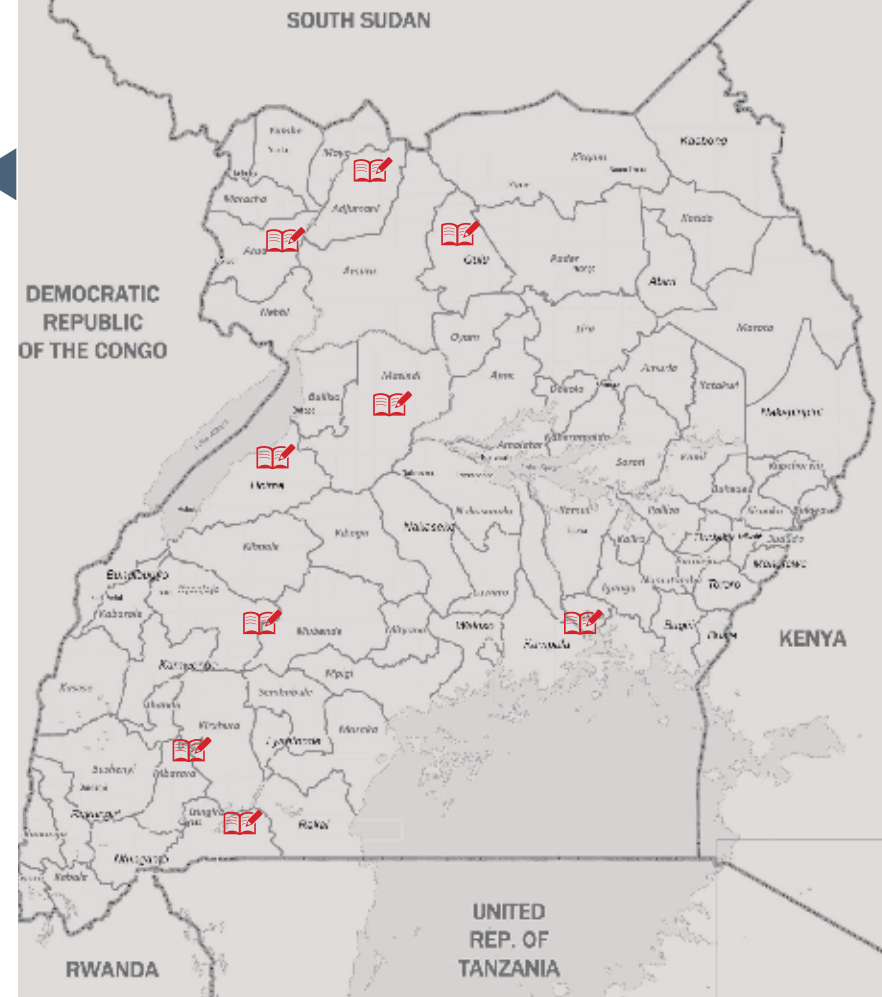
also welcome to attend the schools, a practice that has increased wider community support for the schools. Beyond classrooms, we work with other partners in the settlement to address nutrition, health, sanitation and other key need areas to facilitate successful learning. This approach has enabled us to build networks to enable our students to continue on to vocational training, entrepreneurship, apprenticeship, university including international education opportunities.

Windle Trust Uganda areas of operation

A Holistic Approach



“Beyond classrooms, we work with other partners to address nutrition, health, sanitation and other key need areas to facilitate successful learning”



WTU implements programs in partnership with the following agencies:

- United Nation High Commission for Refugees
- The DAFI funded by the German Government through UNHCR
- DFID
- Ministry of Education, Uganda
- Office of the Prime Minister, Uganda
- Waterloo UK
- Educate!
- Embassy of the Kingdom of the Netherlands



Message from the **EXECUTIVE DIRECTOR**

Dear Friends,

I am pleased to share with you our annual report for 2013. WTU's involvement in refugee education is motivated by the need to give every individual the opportunity to develop their full potential through education and training. In the case of Uganda, Windle Trust is the lead refugee education sector implementer for UNHCR. Here are some of the momentous achievements WTU has been able to build on in the past year:

Windle Trust- Post graduate scholarship in the UK;

Every year, in collaboration with Windle Trust International UK, qualifying refugees and Ugandan graduates are offered opportunities to study for post graduate scholarships in UK universities. These scholars

have returned to Africa and are positively contributing to her development.

University Undergraduate scholarship;

Through the support of DAFI programme through the UNHCR WTU has continued enabling young refugee students to access university education. This is the largest university programme available for refugees in Uganda. There are many amazing success stories that have been registered under this programme.

Secondary and Vocational Training;

Refugee children that complete primary education have few chances of accessing secondary education or vocational training. Together with our partners WTU has worked hard to provide refugee children with access

to post primary education and training through the provision of secondary and vocational training scholarships, support to settlement secondary schools and investment in a vocational training facility in Nakivale refugee settlement.

Education Management;

Our major objectives in education sector management are geared towards:

- Ensuring quality education for refugees across the continuum.
- Supporting, testing and certification of children.
- Enhancing provision of Early Childhood Development education.
- Supporting quality teaching and improving teacher morale.
- Sustaining enrolment and retention of refugee children in schools.

- Improving access to education for children with special needs.
- Increasing community participation in education management both in creating awareness and development of school infrastructures.

Finally, a big thank you to our partners; the UNHCR, The Government of Uganda at all levels, the community and the refugees for the wonderful working relationships. With your continued support, we are committed to fulfilling our primary mission: - to equip refugees and others affected by conflict in Africa to meet the challenges of development through providing access to education and training.

James Aryam
Executive Director



Message from the **BOARD CHAIR**

On behalf of the Board of Trustees, I am happy to share with you our 2013 Annual Report. We are grateful to our partners and donors who have continuously made it possible for us to serve the Persons of Concern and conflict affected Ugandans for over three decades.

We very much appreciate the support and encouragement from our other stakeholders, partners, both at Central and Local Governments with whom we work very closely to deliver educational services. Many thanks to our beneficiaries, the students, teachers and communities in and around refugee settlements.

To the people of northern Uganda who have just come out of the devastating insurgency- we have learnt many lessons from our interactions with you and the experience has helped shape our thinking on how we plan and execute our work.

Windle Trust believes that through Education, lives are transformed, communities are developed, livelihoods are improved and peace and harmony can be attained. In this report, we share with you our broad-based educational interventions among the refugee communities and disadvantaged Ugandans.

We also value the cooperation and support from the other Windle Trust families working in the United Kingdom, Sudan, South Sudan, Kenya and Ethiopia.

I commend my colleagues on the board of Trustees for the technical oversight and guidance to management. The Board is also most grateful to the Executive Director and his team for their commitment and hard work in delivering programmes and furthering the vision and mission of the trust, which has resulted in tremendous growth of our work in the past few years.

James Serufusa-Mukasa
Chair of the Board of Trustees

EDUCATION MANAGEMENT:

Assuring quality education for refugees across the continuum

1.1 Early Childhood Counts

Early years are also an opportune time to build the right foundations for successful academic, career and life success. Yet for refugee children these years have been compromised by conflict; as such, providing Early Childhood Education in refugee settlements is key in helping these children process the trauma that often comes with the refugee experience including war and the escape, and focus on learning and building new realities for the future in a safe environment.

ECDs in REFUGEE SETTLEMENT



Nakivale settlement has 27 ECDs

Oruchinga has three functional ECDs

Rwamwanja settlement has 20 ECDs (10 under SCI implementation and 10 community ECDs implemented by WTU/UNHCR)

Kyaka II has 15 ECDs supported by the community

“In the ideal world, childhood is a time to play and be happy under the safe watch of caring adults”



Above: Children being entertained at a primary school

Pupils of St Michael P/S in
Rwamwanja settlement jubilate
after receiving scholastic
materials.

1.2 Supporting quality teaching and improved sanitation

Instructional materials for pupils' early learning provided across all ECDs

Stationery provided for pupils

Bi- Monthly Support Supervision visits to improve quality of education and proper sanitation



UNHCR 2012-2016
Education Strategy Goal 1:

Quality: Improve
education access and
learning achievement
among refugee children,
focusing on the learning
environment, teaching
quality, early childhood
development and
accelerated learning
programmes.

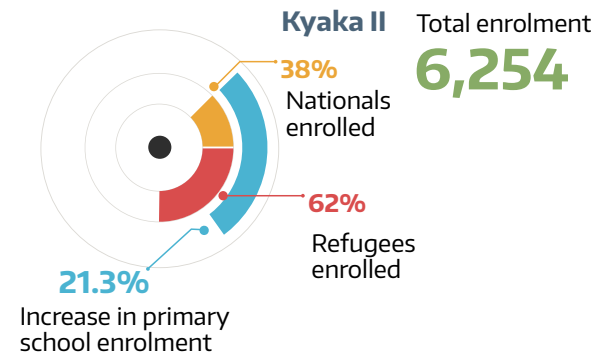
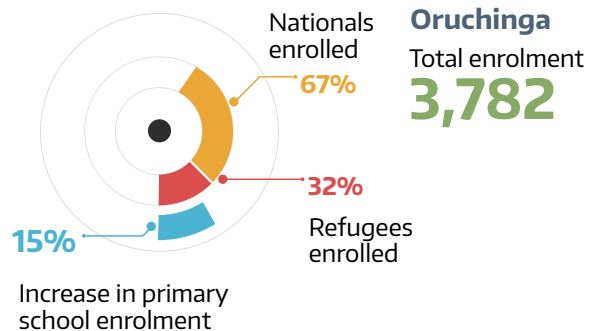
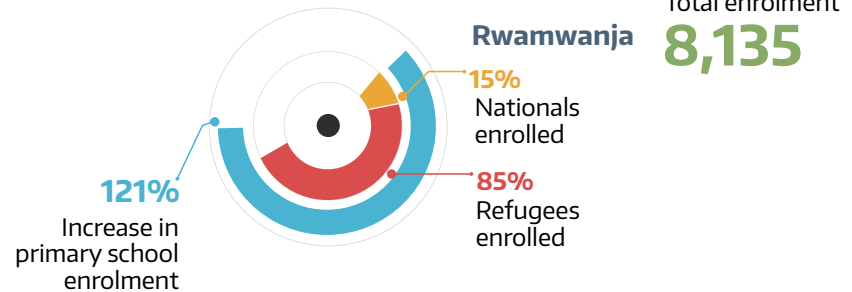
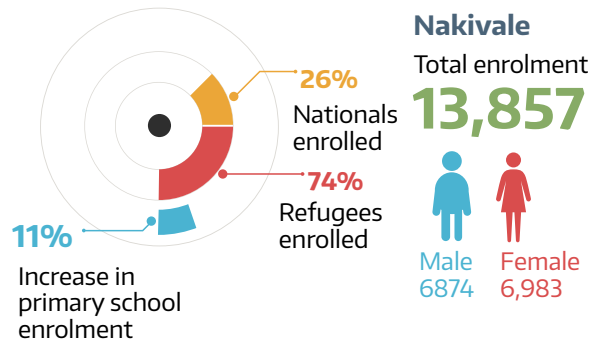
1.3 Improving enrolment and the quality of education for refugees

As families struggle to adjust to refugee life, education which is a basic right is vital to restoring hope, and dignity.

Quality primary education is therefore a crucial first step in the continuum of education to prepare refugees to contribute both to the rebuilding of their societies and achieving their own career success.



Increase in primary school enrolment (6-13 years) in the 4 settlements



Skill strengthening for teachers has translated into improved quality in classroom content. As a result of partnerships with Raising Voices-teachers are practicing positive discipline and methods, to assure a safe learning environment

1.4 Supporting testing and certification

Students in Uganda are required to take a national examination at the end of Primary Level 7, and receive the Primary Leaving Certificate as evidence of passing and completion. Achieving the certificate requires extensive preparation including tutoring which disadvantaged children are not able to afford. Windle Trust supported primary schools in the settlements to prepare and take the Primary Leaving Examination.

- **Procurement of examinations**
530 Primary 6 level pupils in Nakivale sat for the Promotional Examination in order to identify readiness and plan support for their Primary Leaving Examination in the final year.

A total of 305 students from the four settlements sat for the Primary Leaving Examination in 2013 with 202 from Nakivale (147M, 95F), 9 from Oruchinga (5M, 4F), 94 from Kyaka II (64M, 30 F) and 1 from Rwamwanja.

Partnership

In order to afford promotional examinations for Primary six pupils, WTU garnered commitment of parents who successfully contributed to their children's promotional examination.

Recruitment & Staff Support

4 incentive teachers hired.

19 UNHCR/WTU teachers received their salaries for this reporting period, the number of WTU teachers has been maintained and Government recruited 2 additional teachers.

Testing

- 405 (209M and 196 F) students were enabled to take the Primary Leaving Exam in 2013 and are awaiting their results
- End of term Examinations for P.3- P6 procured and completed by students in all primary schools

Quality Service Provision

School Supplies

- 4,276 assorted text books for lower primary were distributed to the 9 schools in Nakivale settlement
- Scholastic materials including work books and pens were procured and distributed to all students which promoted class attendance and student participation
- 354 copies of Monitor Excel in PLE were distributed to 9 schools in Nakivale
- 760 Children (M 271f 489) received Solar Lamps provided by UNHCR to help them with their homework in the evenings as there is no electricity

Child Protection- School clubs, Girl Empowerment Movement Clubs , scouting and girl guides clubs trained on child protection issues including their roles and responsibilities.

Teachers' Instructional Materials

- Procured and distributed in schools resulting in improvements in the quality of learning materials and content. Materials included planning books, manila cards, marker pens to primary schools

Staff Salaries

- 220 Teachers supported as follows:
- Monthly Salaries paid for 146 Trained UNHCR/WTU teachers,
- 20 incentive Teachers,
- 3 school guards
- 6 Government head teachers also received their monthly top up on wages for the 12 months.
- 54 Teachers are on government payroll
- Support Supervision provided regularly with the major focus on pupils' effective learning and teachers' attendance.

Special Education

- School fees were paid for 34 PSNs attaining special needs education. They were also provided basic school requirements at the beginning of every term.



Results

The 2013 Secondary school enrolment in Nakivale was 388 .

This is an increase from 360 students representing an 8% increase in secondary school enrolment. This is expected to increase much further with the provision of accommodation facilities.

In Nakivale SS the girl's dormitory has been completed and it is expected to increase the retention of refugee girls and nationals. Over 100 girls are expected to attend the boarding section in 2014.

Solar panels were installed at the secondary school in Nakivale,(the girls dormitory, classrooms, administration block).Students will be able to study in the evening to improve their performance.

The playground and the school compound was leveled and grass will be planted in the rainy season, the old water tank was reinstalled to be used by the girls in boarding section.

School fees and pocket money has been paid for all the 81 secondary school students on scholarship in Nakivale and Oruchinga (F33, M 48) which will support their staying in school.

78 secondary school –scholarship students participated in the annual students seminar in Mbarara at catholic social centre. Topics included drug abuse, exam multi practice, and the effects of SGBV on studies among others.

Salaries paid-The UNHCR/WTU teachers and Head teacher at Nakivale S.S received their monthly salaries throughout the year which improved teacher attendance.

Laboratory equipment and reagents for Nakivale S.S procured to enable children complete chemistry courses successfully.

WTU contributed to the exam registration fees for 5 refugee candidates in Oruchinga and 20 in Nakivale . One of the candidates (girl students)in their final high school year senior 6 was enabled to register for Uganda Advanced Certificate of Education examinations (UACE).

In Oruchinga, the enrolment at the secondary school was at 204 by end of 2013 (54 Refugees and 150 Nationals)

School clubs like PIASCY, Action for Child rights clubs, Debating Clubs, Reading clubs, Health/Sanitation Clubs, GEM clubs and Scouts have enhanced children's self-esteem and self-confidence, Clubs keep the children busy and active and healthy after school. The children are safe, they are engaged in learning and they are supervised by an adult

Winning Community Partnerships

Community involvement
In face of minimal resources;
parent involvement is key in
ensuring school operations.



Improving classroom ratios

Nakivale settlement

Parents built a three classroom block in Ruhoko up to roofing level and WTU supported them in the roofing, this is expected to bring the classroom ratio of P1-P3 which was 1:150 to approximately 1:55 in 2014.

In Nakivale P/S the plastering of a three classroom block was initiated by parents. In Rubondo and Kabazana Primary schools, parents have also started making bricks and plans are underway to put up 2 temporary classroom structures at the beginning of 2014 in each of the schools. Parents continue to contribute towards teachers' lunch in 8 schools.

At the secondary school in Nakivale teachers get additional allowance from PTA collection of 60,000 to 90,000 depending on their position.

Formation of Village Education Committees in Nakivale helped in community sensitization and follow ups of school drop outs. They are also very active in PTA meetings and linking the community with the schools. WTU will continue to work with these committees in 2014, however there is need to motivate them through provision of non-monetary materials like T/Shirts, Caps to increase their sense of belonging and recognition in the community.

Oruchinga- Kayenje II

Parents constructed a 2 classroom block which is now at roofing level, and

WTU hopes to support their efforts by roofing the building in 2014. Parents contributed towards teachers' lunch in 3 schools.

3 stakeholders meetings were conducted in both Nakivale and Oruchinga in each term to share achievements and review challenges. The stakeholders included district officials, RWCs, head teachers, IPs, SMCs and PTAs. This coordination mechanism helped in the implementation as challenges could easily be addressed.

Rwamwanja Settlement

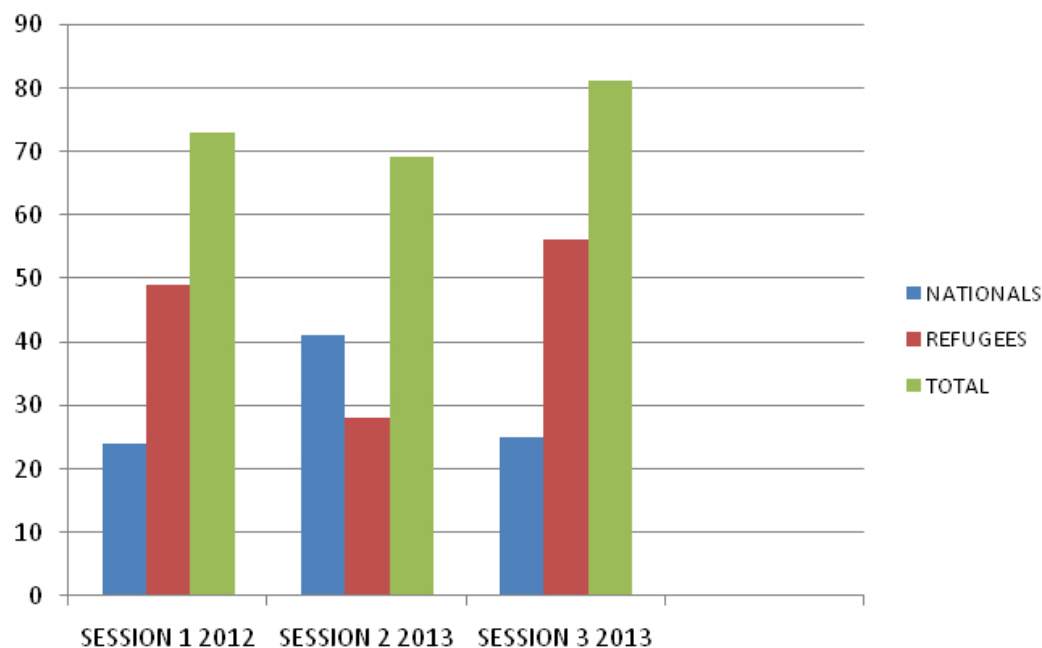
In Rwamwanja settlement, parents constructed a kitchen for the school to support the feeding program, in Mhani 3, one of the sections at the settlement temporary classrooms were constructed by parents; a barbed wire fence was also built by parents. In Kyempango parents contributed one million shillings to purchase items for the school feeding program.

In Rwamwanja, secondary school enrolment has increased from one student (PoC) in 2012 to 25 students (PoC) in 2013.

Kyaka Settlement

In Kyaka the parents in Bukere, Byabakoora have continued to support 5 teachers by contributing to their salaries. In Mukondo Primary school, parents pay for 1 additional teacher and in Angel care P/S, all the 10 teachers are paid by the community.

Enrolment from September 2012 to December 2013



Facing the impossibilities: Secondary School for Refugees

Refugee children that complete primary education have very few chances of accessing secondary education or post primary vocational training. Those that complete lower secondary education may not afford higher secondary education or post-secondary vocational training due to limited resources compared to the costs at this level of education. Reports from the refugee settlements country wide indicate that about 2000 refugee children complete primary school every year but only 30% of them study and complete lower secondary level. Only 20% of these complete higher secondary with even fewer able to afford and attend post-secondary institutions.

Refugees with foreign certificates face additional cost hindrances, as they have to pay for their documents to be both translated and equated to the Uganda education system. Even after getting these translated, however, students have to rely on the discretion of the respective institutions to either accept or reject their application.

WTU sent 37 certificates to the UNHCR for translation and equating to Ugandan Education system. This is a process that has to be done every year especially to register refugees for Uganda Certificate of Education (UCE) and Ugandan Advanced Certificate of Education (UACE)

81 students from Nakivale and Oruchinga on **secondary school scholarship**, most of them OVC and UAMs



All students on scholarship from Nakivale and Oruchinga were provided

transport allowances
UGX 40,000/= per term



An old **water tank** was installed, near the girls' dormitory, to improve hygiene, sanitation and reduce on time spent on fetching water outside school

WTU staff

visited students in boarding school twice a month. During the visits **school progress is discussed and students are counseled** and supported to succeed at school.



349 students attended a **career guidance** session at Nakivale S.S.



In Nakivale, the **playground** and the **school compound was graded** and paspulum grass will be planted

In Nakivale SS the girl's dormitory has been completed and it is expected to increase the retention of refugee girls and the nationals.

Over 200 girls

are expected to attend the boarding section in 2014. **The current enrolment is 349.**



Out of **54** refugees students in Oruchinga 21 received **solar lamps** to help them with their school



Solar panels were installed at the secondary school in Nakivale, (the girls dormitory, classrooms, administration block) to help students study and improve their performance.

A deliberate effort to enable refugees access secondary school is essential in preparing them for a successful and productive life.

Windle Trust places scholarship students in Community schools so that the scholars can benefit the larger community. For example fees for beneficiaries are paid promptly enable the beneficiary schools to pay teachers' salaries on time.



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

Investing in Vocational Training

Many refugees lack the education and skill set necessary to successfully engage in formal employment or entrepreneurial opportunities. Asylum seekers in particular, have very limited access to post primary scholarships because their status is not yet determined. In both asylum seeker and refugee communities the most common problem identified is the lack of opportunities for adolescents to continue their education beyond the primary level. The current education programmes focus on primary education with limited secondary school and post-secondary scholarships. There are no specific programmes designed to provide vocational and life skills training for young people.

Where opportunities for secondary education and vocational training are available, students must meet all related financial costs including school fees and training equipment. Since this remains unaffordable many young refugees are idle and therefore are both at high risk of engaging in risky behavior and are vulnerable to those who would like to exploit them.

Encouraging outcomes from Nakivale Vocational Training Institute

Nakivale VTC, enrolled 160 youth in 2013 in four courses:

Carpentry and joinery	20
Tailoring and cutting garments	60
Brick laying and concrete practice	29
Agronomy	51



Emerging Concerns:

In 2012 for example WTU received 367 applications for scholarship at secondary level country wide. 90% of these qualified to join secondary level but only 100 scholarships were awarded. Most of the settlements have community secondary schools which offer education at relatively affordable costs including Nakivale S.S in Nakivale, Rwamurunga Community school in Oruchinga. These schools do not operate to capacity because of lack of boarding facilities for students who come from distant places, inadequate science laboratories, and insufficient reagents, low number of teaching staff, insufficient classrooms, lack of accommodation for teachers and low remuneration which have compromised the delivery of education service by these schools and continue to perpetrate low enrolment.

Students who complete vocational training, now have the opportunity to quickly earn a living right in their community.

In Juru trading centre, the second batch of students who completed Carpentry and Joinery course in January 2013 were able to access a loan to start a carpentry business. The group is already earning UGX 30,000/= to 60,000/= weekly in profit.

"I came to Nakivale in 2010 but I could not continue with my studies as I was unable to communicate in English. I was told to start from P.5 in Nakivale Primary School yet I was supposed to be in senior 1. I lost interest in studies but I was happy when the VTC started, I knew I could achieve my dream with the skills I would gain. Because of the VTC I earn a living and feed my children. My fellow Burundian youth now look at me and admire my achievements"– **Group member**

Preparation for career success

Language classes in English, Swahili, communication, life skills building, business development and Occupational health are important in helping students succeed both at the center and later in their careers.

National Certifications

The first group of trainees from 2012 (69 Students) sat for DIT Modular exams in January 2013

Second group enrolled in 2013, 79 Students in July 2013 and were awarded National certificates. The third group of 81 students sat for DIT in December 2013.

Resource Mobilisation:

We build linkages with Ministry of Education to obtain scholarships and receive subsidies for students.

The Centre also generates income from renting out its facilities, sale of agricultural products and other supplies from the Carpentry department. To date the center has accrued almost 30 Million UGX. The VTC Carpentry department also generated money from contracts to supply furniture – at the end of the year the department was contracted to supply 100 desks to a school.

Building good will

WTU is intentional about maximising ventures that also benefits the host community (nationals).

For example, both nationals and refugees enjoy equal opportunities for training; out of the 81 who sat for DIT examination in December, 25 were nationals. This has gone along way in building good will in the host community where the center is located.



Above: World Refugee Day, Rwamanja Settlement. Picture © Bureau of populations, refugees and migration

Empowering vulnerable women

The tailoring course has enabled teenage mothers who dropped out of school and SGBV survivors return to school to gain a new lease on life. Plans are also underway to introduce other courses including hair dressing, catering and motor vehicle mechanics which Congolese refugees have expressed great interest in.

Accommodation Improvement

The dormitory was constructed under EU and WTU procured 55 Decker beds and 110 Mattresses for the Dormitory which will start operating in 2014.

School Board and Regulations

A fully fledged functional Board of Governors was formed; school rules and regulations were drafted and confirmed in a BOG Meetings in 2013. Center operations have been streamlined under the established guidelines.

School Equipment Maintenance

School machines are maintained through ongoing servicing across center departments with the support of WTU.

Emerging Concerns:

More than 20,000 children living in the camps do not make it to secondary school. While vocational training through the Nakivale VTC provides opportunities to equip those who are not able to complete the mainstream education system, the center capacity is only 100. In the last school session only 81 enrolled largely due to cost prohibitions especially accommodation, meals, negative attitudes to vocational training and limited course options for female students. For example, who were the majority of applicants interested in tailoring the maximum for this is 30 students.

INVESTING IN YOUTH:

The UN Joint Population Programme increases skill building through vocational training

For the last two years the UN Joint Population Programme (UNJPP) has enabled young people attend vocational training through a scholarship program, participate in apprenticeships and at graduation benefit from startup kits to help them establish their own enterprises. The program targets youth in their prime years of productivity between age 16 to 35.

Results

In 2 years-158 youth accessed vocational skills training-98 are refugees and 60 are nationals

In Arua 100 scholarships benefited 60 nationals and 40 refugees starting in 2012

In the South western region 58 students are already in their 2nd year of vocational skills training.

45 out of the first 58 graduates of the vocational skills training under UNJPP were given start up kits and have found employment. Their families and dependants enjoy better living standards.

"Before I joined St Peters Vocational Institute in Mubende, I was surviving at the mercy of friends"-
Ashanti

Ashanti, below, has learned the basics of electrical installations and provides services within the community

"Being an orphan I had no one to turn to", says Ashanti- "but luckily I was among the JPP beneficiaries and now I can earn between UGX 50,000-250,000 in a month from repairing household items and minor installation in staff houses at the base camp in Kyaka II Refugee settlement. I do not regret doing this course. My biggest victory is becoming self-reliant that at 21 years I am able to pay my younger brothers fees in Bujubuli Vocational Secondary school and ensure that he is well taken care of."





Vocational skills are acquired in a short period and with the right support including start up kits young people can quickly earn meaningful income. For refugees, vocational training can expedite local integration in the community which is desirable.

Graduates receive qualifications from accredited institutions which not only builds their confidence, it opens doors for additional training, specialization and more employment opportunities.

Promising careers

Between 2007 and 2009, UNHCR had not been able to fund vocational training which meant that many refugee youth who did not fit in the mainstream education system, and could not afford to pay for their training found themselves stranded. Without anything to do many young people were at risk of involvement with crime, addiction- alcoholism, prohibited drug use and trade. The situation changed in 2009 when vocational scholarships became available.

Baguma (right) is one of the young people, who participated in the vocational training and apprenticeship project in 2009. After he completed the training he became an apprentice in Motor Vehicle and Mechanics. Baguma obtained a bank loan (UGX500,000) and has been able to start up his own business- Baguma and Brothers, a repair and hardware workshop. He earns between UGX300,000-500,000/= a month.

Top: Building and concrete practice is a popular vocational course

Popular courses: nursing, primary teacher training, lab technicians, motor vehicle mechanics, carpentry and joinery, electrical installation, catering, tailoring and garment cutting Dress making and Tailoring, Building and Concrete Practice, among others.



Right: refugees from DRC dance during World Refugee day at Rwamwanja



What we have learnt

- Vocational training projects are more successful when they start with a needs assessment of market niches and growth prospects to avoid already saturated markets.
- Girls are often left out of traditional apprenticeship programmes so efforts for inclusion should be intentional and strategic.
- While most of the graduates are given start up kits; they are the non- typical vocational professions that do not have a start-up kit including Primary Teacher training and Psychiatric nursing that require more relevant start up support.
- Given the increase in youth (refugees, asylum seekers and nationals) that are completing primary and secondary school in the refugee settlements the need for additional funding for vocational training is important as these young people will most likely not all be absorbed in the system.
- Opportunities for training upgrade for those interested in them should be considered.

SPECIAL NEEDS EDUCATION:

Increasing access in low resource settings

The Uganda national education policy promotes inclusive education that fully supports the successful education of students with special needs. Some of the primary schools in the refugee settlements practice inclusive education for all children. Teachers in these schools are trained in special needs education with skills such as sign language.

These schools promote a non-discriminatory school environment however the need remains great. Windle Trust Uganda assessed 85 refugee children with disabilities but only 49 PSNS were enrolled. There were some disabilities which require special services (such as visual and hearing aides/supports) which are only available in some Kampala schools that WTU does not fund.

Results

- 49 children with special needs were enrolled in school and their tuition was paid. Some of the students were provided school supplies like hygiene items, exercise books, tooth paste, tooth brushes, Vaseline, pens, Pencils, Toilet papers, and Always sanitary pads while others were provided with solar lamps.
- A total of 39 children with special needs accessed education in schools with special needs facilities. They all had their second term school fees paid.
- In Oruchinga, a parents' meeting for all children with special needs was conducted to address concerns and promote positive parenting.
- Transport to and from boarding school provided
- 15 Children with special needs in Oruchinga received solar lamps provided by UNHCR.

Communication Technology Access

Doubling up for money and communication

Success

Internet cafe is popular with many refugees and asylum seekers communicating with their friends and families back home and all over the world.

720 people internet services user

.....

The CTA enables students to connect /network across the globe

A Skype session was conducted in which 14 pupils from Ruhoko P/S were able to communicate to pupils in Australia and share life experiences both at home and at school.

.....

Secretarial services are popular and generate profits to run the CTA

688 customers used secretarial services including; photo copying, printing, scanning and typing services.

.....

Students were trained in basic computer skills

377 students graduated- 200 turned up mainly because others had returned to their home countries, largest number since the CTA first started in 2012.

87 students completed their course and sat monthly examinations. They all passed and qualified for certificates of attendance.

15 CTA Staff and management were trained on curriculum development, reporting skills, advocacy and resource mobilization .

.....

“ Refugees are entitled to both education and communication”



CTA maintenance

Software updates and equipment (computers, printers, projectors) serviced, this ensured maintenance of the CTA computers

.....

Accreditation

Working with Management committees at the settlement, we initiated the accreditation process for the CTA. The district officials were invited to inspect and the team advised that the CTA be affiliated the Vocational Training Centre to formalise its operations. WTU plans to start the registration process in 2014.

The management committees are also planning to start a mobile money business which will also generate income for the CTA.

ACHOLI BURSARY:

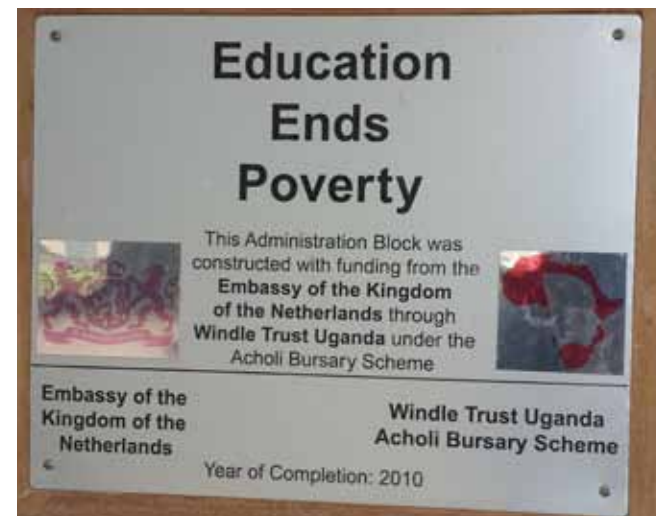
Scholarships for the best finalists

As the Acholi people started to rebuild their lives after the LRA war, education became a priority on the agenda. UNICEF indicated that by 2006, 250,000 children in northern Uganda had received no education at all and there were up to a quarter of a million orphans. The Acholi Bursary Scheme (ABS) project funded by the Royal Netherlands Kingdom implemented by Windle Trust sought to address these problems by providing scholarships for post-secondary and vocational training to equip these young adults with professional skills.

The ABS scholarship ended in 2010 but at the time there were some students starting their final year either at ordinary level or advanced level where they would qualify for a nationally recognized certificate. Windle Trust Uganda in 2011 decided to provide limited scholarship to some students who had performed very well in senior six and senior four in the national examination of 2010 to access vocational studies, secondary school education as well as pursue diploma and degree programmes.

Total number of beneficiaries sponsored in various programmes and completed their studies by 2014

Institution /School	Female	Male	Total
Secondary Education (A'L)	1	24	25
Vocational (Certificate)	10	3	13
Diploma courses	10	11	21
Degree students	10	14	24
Total	31	53	83



Pope Paul II Secondary School in Anaka was built by Windle Trust Uganda under the Acholi Bursary Scheme, complete with staff accommodation and student dormitories shown above.

Results

- 3 women are working as agriculture extension workers in Amuru, Nwoya and Gulu District respectively
- 1 currently works as laboratory technician in a clinic in Gulu district
- 3 are teaching in private schools in northern Uganda
- 1 works as electrician in a factory Kampala
- 1 works as a farm manager in a private farm in Gulu
- Others are volunteering with organisations in and around Gulu and other districts

22 out of 24 university students

will have completed their studies by mid June 2014 .

2 students

on 4 year engineering courses

will remain on programme up to June 2015.

THE DAFI SCHOLARS

Opportunities for University

The DAFI scholarship is the Albert Einstein German Academic Refugee Initiative that supports young refugees aged 18–36 years who are academically competent but are unable to pay university fees.

The DAFI scholarship programme in Uganda has supported more than

350 students since 1997

DAFI fits within the broader UNHCR strategy to empower refugees for self-reliance, work preparedness and leadership preferably in their country of origin and where not possible, the host country. Through the support of the DAFI project under UNHCR, Windle Trust is enabling young refugees from DRC, Somalia, Burundi, Rwanda, Eritrea, Ethiopia, Kenya and South Sudan access university education.

The DAFI scholarship remains the largest university scholarship program available to refugees in Uganda, enabling qualifying refugees access tertiary (post secondary/para professional) and university education at the same rates as residents. Uganda allows refugees to attend Government funded institutions at the same cost as residents as well as permits them to take any course they qualify for an advantage which is not common in other countries in the region. In 2013 there was an influx in the refugee population which led to an increase in the number of potential candidates for the DAFI university scholarship programme.

DAFI scholars graduate from Bugema University October 28th 2013.





Celina with her newborn daughter, below, Epa with bronze medal from the first competition

A **BRONZE MEDAL** FOR EPA NDAHIMANA



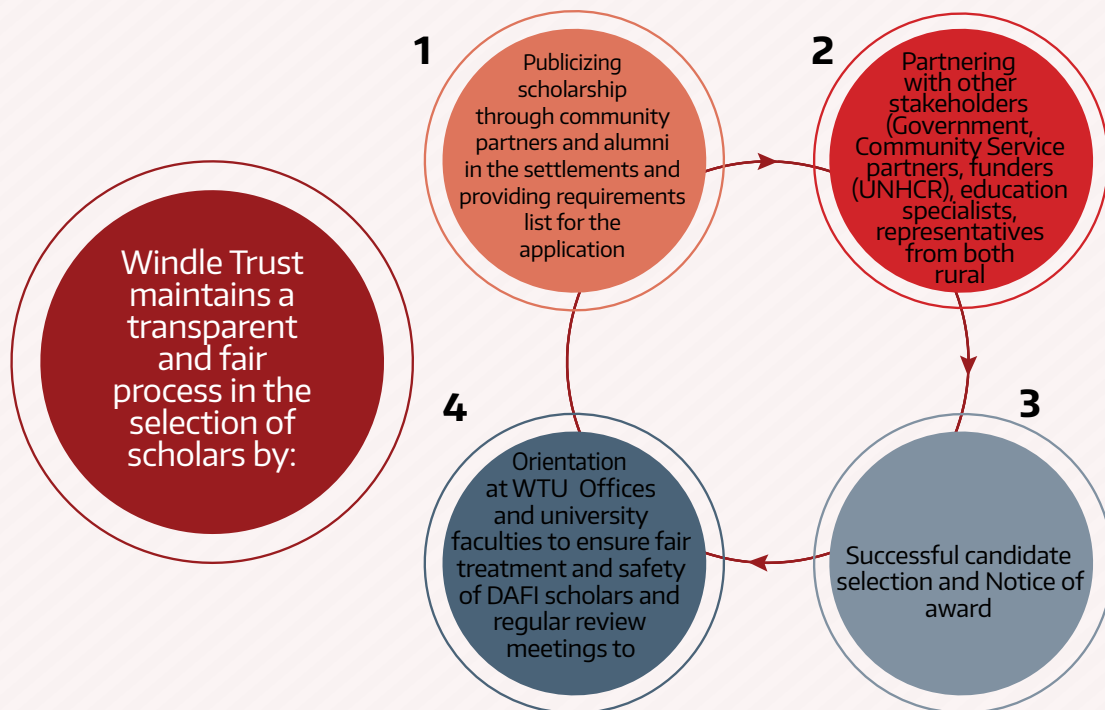
‘A DAFI HEROINE’: CELINA’S STORY

Although Celina was disabled as a child due to polio she was determined to study and became a DAFI scholar from 2000 until 2003 when she graduated with a second class upper degree from Makerere University Business School. In 2009 she was awarded a scholarship to pursue a Masters degree in Finance from the Glasgow Caledonian University, UK.

When she graduated, Celina was employed as an accountant at Oxfam GB (South Sudan). However, while on maternity leave she lost the job. Celina decided to start up a bakery in Juba and today she employs up to 20 people. Celina is a mother with a mission and her plan is to open up a chain of bakeries in Juba.

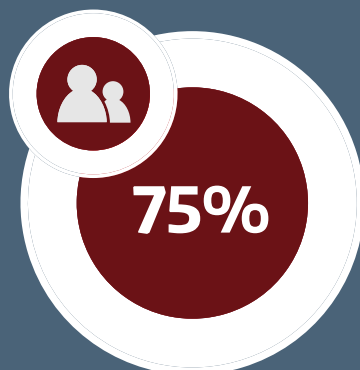
Epa is in his second year studying Ethics and Human rights at Makerere University, Kampala, Uganda. From Rwanda, he is one of the outstanding DAFI recipients. Epa was selected to represent his university at the Uganda National/International Humanitarian law Moot Court competition of October 2013 where he emerged second runner up and was awarded a Bronze medal. At a subsequent competition in an inter-university Human Rights and Ethics debate, Epa was selected to participate in a fully sponsored global conference on Human Rights in Budapest Hungary in June 2014.

The Windle Trust DAFI scholarship selection process



Inspiring Education

Role models in the refugee community at university level have inspired those in secondary school to work hard and qualify to attend university with the DAFI scholarship. This is in line with the Ministry of Education campaign “stay in school and complete school” to encourage younger refugees.



of DAFI scholars

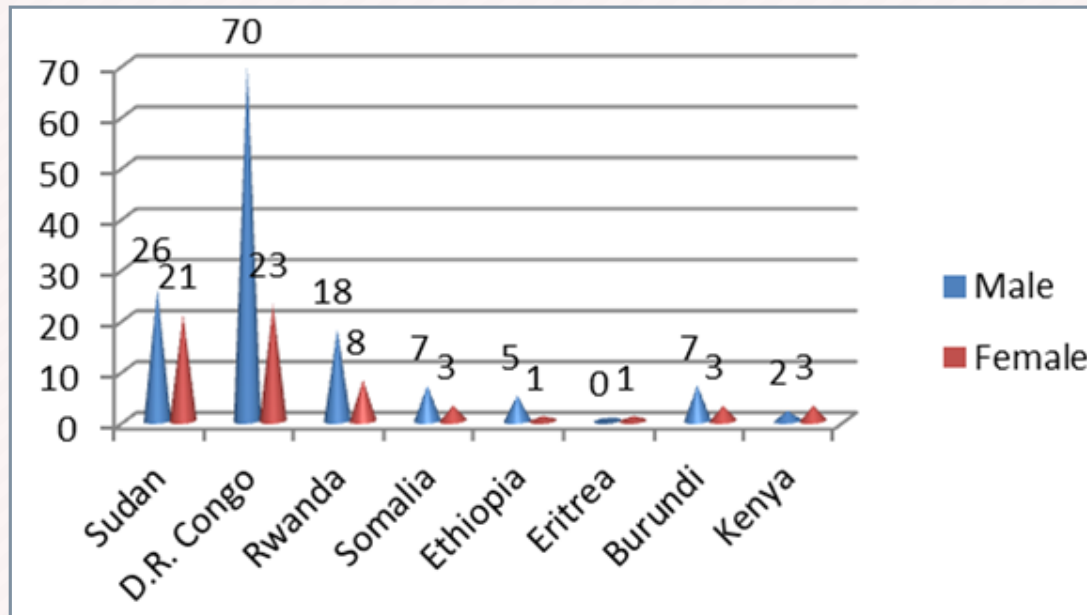
from South Sudan find employment in their home country within 6 months after graduation.

Diverse Opportunities

Scholarships are distributed across all the refugee settlements basing on population percentage vis a vis total refugee population. In addition we work on ensuring that all nationalities are represented equally as long as they meet the qualification criteria.



“... we work to ensure that all nationalities are represented”



DAFI scholars by country and gender 2013



WTU Officer Joyce Akujo during a visit in Nkumba University October 2013

Career preparation

WTU helps students prepare for their professional career including seminars on "CV writing and job search skills" which are not necessarily offered at university.



A training on performing a job search, provided by Wilson Wanyama, a consultant in Institutional and Business Development

Student support services

Visits to the universities are carried out twice every semester, where we meet the student in a group to discuss academic performance, social issues and university experiences.



DAFI beneficiaries in a group photo after the Annual Students Seminar in December 2013

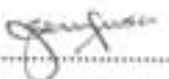
Annual students seminar

All DAFI scholars attend an annual meeting, which is an opportunity to learn and share experiences. The December 2013 meeting focused on three areas: "Cessation Clause under refugee Laws"; "Stress Management"; and "Addressing a new health threat-cancer". Speakers from UNHCR, Government and the public health sector were present to answer student queries. The seminar was attended by more than 80% of the students which was commendable as most of the students were working on their end of semester exams.

FINANCE AND ADMINISTRATION

7.0 STATEMENT OF FINANCIAL POSITION FOR WTU AS AT 31 DECEMBER 2013

Details	Notes	Restricted Funds	Un Restricted Funds	Total	Total
		2013	2013	2013	2012
		Ushs	Ushs	Ushs	Ushs
Noncurrent assets					
Property and Equipment	11.5	243,600,882	44,917,383	288,518,265	284,015,792
Current assets					
Receivables	11.6	15,805,380	0	15,805,380	23,785,166
Prepayments	11.7	9,543,632	0	9,543,632	0
Cash and cash equivalents	11.2	629,163,781	192,252,271	821,416,052	220,670,369
		654,512,793	192,252,271	846,765,063	244,455,535
Total assets		898,113,675	237,169,653	1,135,283,328	528,471,327
Financed by:					
Accumulated fund balance	11.9	26,590,260	43,565,995	70,156,255	67,529,624
Capital grant	11.10	243,600,882	44,917,383	288,518,265	271,042,903
		270,191,142	88,483,378	358,674,520	338,572,527
Current liabilities					
Payables	11.8	627,922,533	148,686,275	776,608,808	189,898,800
		898,113,675	237,169,653	1,135,283,328	528,471,327
		898,113,675	237,169,653	1,135,283,328	528,471,327



Board chairman



Finance & HR Chairperson


The accompanying accounting policies and notes presented on pages 15 to 22 form an integral part of the funds accountability statement.

8.0 STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER 2013

Details		Restricted Funds	Un Restricted Funds	Total	Total
		2013	2013	2013	2012
	Notes	Ushs	Ushs	Ushs	Ushs
UNHCR Grant income	11.1	4,278,158,615	235,544,344	4,513,702,959	4,611,533,944
Other income	11.1	346,003,074	392,892,596	738,895,670	166,349,406
Total Income		4,624,161,689	628,436,940	5,252,598,629	4,777,883,350
Expenditure					
Personnel costs	11.3	1,553,294,711	219,823,105	1,773,117,816	1,561,620,239
Operating expenses	11.4	3,069,666,978	407,187,204	3,476,854,182	3,218,813,383
Total expenditure		4,622,961,689	627,010,309	5,249,971,998	4,780,433,622
Surplus/(Deficit)	11.9	1,200,000	1,426,631	2,626,631	(2,550,272)
Presented by:					
Accumulated Fund b/d 2012		25,390,260	42,139,364	67,529,624	67,529,624
Surplus/(Deficit)		1,200,000	1,426,631	2,626,631	
As at 31 December 2013	11.9	26,590,260	43,565,995	70,156,255	67,529,624

The statement of comprehensive income was approved by the project management on

.....30/09/2014..... and signed on its behalf by:


.....

Board chairman


.....

Finance & HR Chairperson

BOARD OF TRUSTEES



L-R: James Aryam-Executive Director, Roger Northcott-Chairman Windle Trust International, Kedrace Turyagyenda-Member, Pius Mungoma Mwalye-Chairman Programme Committee, Joyce Butele-Member, James Serufusa Mukasa-Chairman Board of Trustees, Joel Dralega Anguyo, Jannet Opio-Chairperson Finance and HR Committee



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