



Windle Trust
Uganda



Annual Review 2015

**Inspiring Positive
Futures for Refugees
through Quality
Education**

"In the devastating context of global conflict and displacement, education gives hope to refugee children and youth to envision and build a secure future."

António Guterres,
former United Nations High Commissioner for
Refugees

Windle Trust Uganda is part of the Windle family of trusts in Eastern Africa with headquarters in the United Kingdom. The other Windle Trusts in the region are in Kenya, Ethiopia and the Republic of South Sudan.



WINDLE TRUST UGANDA

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Our vision

To be a leading provider of educational services to help ensure that all young people affected by conflict in Africa have the opportunity to develop their talents through education and training to contribute positively as leaders in their communities in the future.

Our mission

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

A new global agenda: Education First

"In some parts of the world, students are going to school every day. It's their normal life. But in other parts of the world, we are starving for education... it's like a precious gift. It's like a diamond..."

Malala Yousafzai, Nobel Peace laureate, education activist.

In 2015, the world welcomed a bold new plan for progress. Goal 4 of the 2030 Global Agenda for Sustainable Development recognises education as a transformative stand-alone goal among 17 Sustainable Development Goals (SDGs) that make up the new global agenda to end extreme poverty, fight inequality, and tackle climate change over the next 15 years. Windle Trust is part of the global commitment to effecting the right to education for everyone and is positioned to increase access to the full cycle of quality education for refugees.

WHERE WE WORK

West Nile

Arua – Rhino Camp

- 23,969 refugees
- 10 early childhood development centres
- 8 primary schools
- 1 secondary school

Adjumani refugee settlement

- 80, 109 refugees
- 24 early childhood development centres
- 24 primary schools

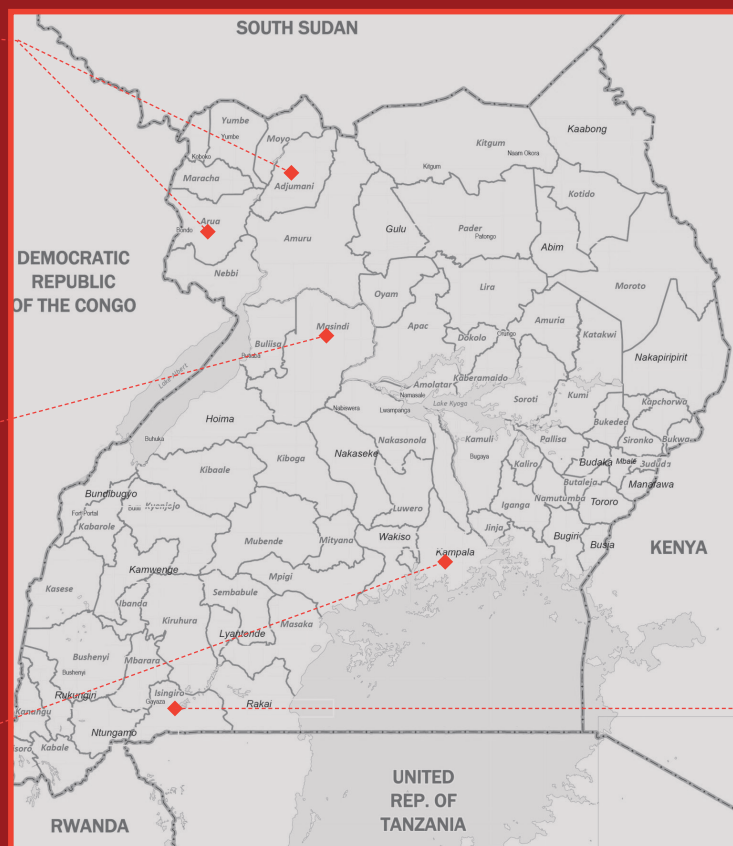
Western region

Kiryandongo refugee settlement

- 46,315 refugees, most of whom are South Sudanese
- 4 government primary schools
- 1 community primary school
- 5 early childhood development centres
- 1 community secondary school

Central region

Kampala



Southwestern region

Nakivale Refugee Settlement

- 75,149 refugees
- 44 ECDs
- 8 primary schools
- 1 secondary school
- 1 vocational training school
- Oruchinga
- 4,388 refugees
- 17 ECDs
- 3 primary schools
- 1 secondary school

Rwamwanja

- 51,325 refugees
- 22 ECDs
- 6 primary schools
- 1 secondary school
- 1 vocational training school

Kyaka II refugee settlements

- 19,781 refugees
- 21 ECDs
- 6 primary schools
- 1 secondary school

Over **13,000** +Refugee students targeted with our services. Students range from early childhood learners to university students

Since 1996, Windle Trust has sponsored hundreds of refugees in Uganda from conflict-affected countries such as **Rwanda, Sudan, Burundi, the Democratic Republic of Congo, Kenya, the Central African Republic, Ethiopia, and Eritrea.**

Windle Trust Uganda is the lead refugee education implementing partner of UNHCR, supporting access to quality education for thousands of forcibly displaced people

Strategies to enhance services: Teacher training and motivation, monitoring and supervision of services, scholarships for university students, vocational training, classroom construction, creating safe and sanitary environments, tuition and Scholastic materials support, community Involvement, peer support, examination fees and linkages to psycho-social and economic projects.

Partnering for Refugee Education

Windle Trust are education managers working across a continuum to maximise quality education experiences for refugees. The result – graduates that are better positioned to transform their lives and contribute to peace and development. We improved access to education at all levels with international and national partners:

- United Nations High Commissioner for Refugees (UNHCR)
- The DAFI Initiative sponsored by the German Government through UNHCR
- Department for International Development (DFID)
- Office of the Prime Minister (OPM)
- Ministry of Education, Uganda

Our work is anchored in the UNHCR's Education Strategy (2012-2016), which focuses on ensuring the provision of refugee education, not as a peripheral stand-alone service, but as a core component of UNHCR's protection and durable solutions mandate.



STARTING STRONG

Improvements in early childhood education for refugee children create hope and inspire possibility

"By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education" (Goal 4.2)

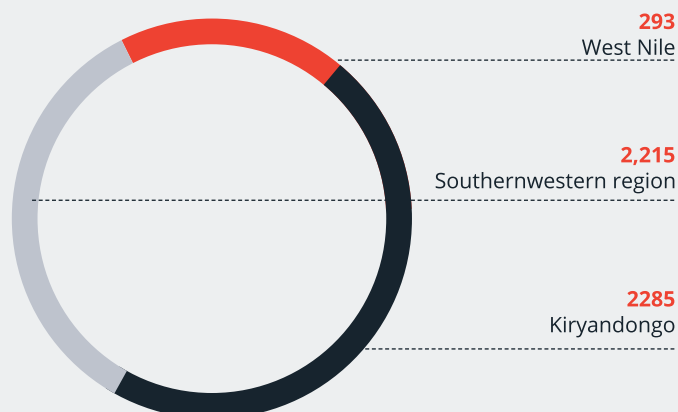
Safe, quality education, is a critical foundation for young children. For refugee children, early childhood education centres are a haven amidst chaos and provide an array of essential services in one place. We, therefore, monitor services across early childhood development centres (ECDs), providing performance improvement coaching and guidance to providers. This translates into increased confidence among caregivers and a growth in the numbers of children aged three to five participating in early childhood programmes.

RESULTS

Enrolment up

In 2015, enrolments grew across the 143 ECDs we support, meaning more children born who started out life in dire circumstances now have the chance to build happy and strong foundations.

New enrollments





Quality Service is Priority

Appropriate care for young children is priority. When centres come short, there is no compromise. In 2015, our recommendations led to the closure of four ECDs in Arua, over inadequate service standards. However, even with the closures, new enrolments of refugee children in the 10 remaining ECDs increased.



Equipping for Impact

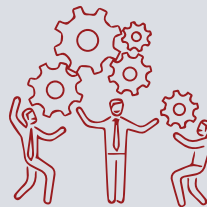
Good intentions are often undone by resource constraints. To address this challenge, we supplied ECD centres with essentials such as scholastic materials and utensils for their feeding programmes.



Child Friendly Spaces

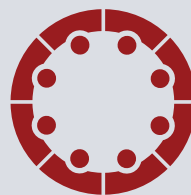
The ECD centres are fitted with Child Friendly Spaces. These are play centres that offer a haven for the children amidst the difficulty of being refugees. Child Friendly Spaces provide playgrounds, classrooms with qualified teachers and child specialists who help the children deal with the trauma that comes with being displaced. The classes create much-needed normalcy for the children while protecting them from abuse and neglect. Children are also fed nutritious meals and receive healthcare. A sanitary environment is maintained and all the child-friendly spaces have two-stance latrines with separate facilities for boys and girls.

Two new Child Friendly Spaces were constructed in Mahega Zone in the Rwamwanja settlement, while one was constructed in Arua.



Skill Building

To improve service delivery, care-givers were trained to create conducive learning environments for the children. A total of 138 caregivers (44 in Arua and 94 in the Southwestern camps) benefitted. To further support their work, we supplied the caregivers with instructional materials. We also supervised all our ECD centres and provided guidance on curriculum and general management.



Community Participation

Working with the community to maximise the use of ECDs has been a good practice. We helped establish management committees comprising caregivers, parents, and community leaders. Committee members include both nationals and refugees. The committees promote accountable leadership and maintenance of good service standards. Management committees were also equipped with information and skills to serve effectively. Training was organised by Windle Trust Uganda, Save the Children International and Touch Africa Now.

In Oruchinga, the community participated in the construction of ECD centres in the villages of Busheka and Rulongo.



PRIMARY FOUNDATIONS

Efficiency in education improves outcomes

"By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education, leading to relevant and effective learning outcomes"
(Goal 4.1)

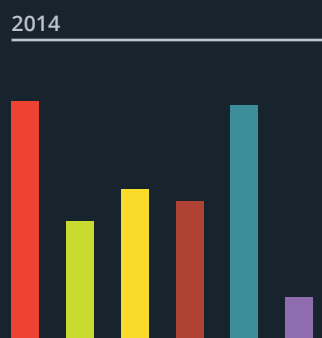
When efficiency standards are bettered, children's education foundations are strengthened and the potential for future education success improved.



Fig. 1

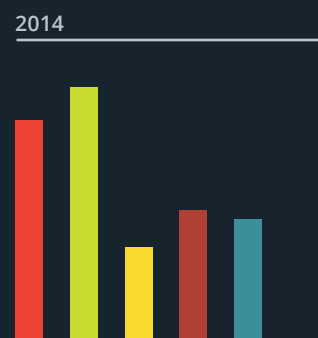
On the continuum of education, primary school is a significant part of formal education as it has the ability to influence attendance of secondary school and advanced learning. Windle Trust Uganda supports primary education for refugees through the provision of scholastic supplies, empowering teacher education, and promoting safe, and stimulating learning environments. Positive results emerge from a total quality approach and we collaborate with educators and communities to achieve success.

Adjumani



- Teacher pupil ratio - 1:61 from 1:84 in 2014
- Pupil desk ratio - 1:5 from 1:10 in 2014
- Pupils to classroom ratio - 1:90 from 1:184 in 2014
- Pupil to latrine stance ratio - 1:68 from 1:108 in 2014
- Teacher to accommodation ratio - 1:5 from 1:7 in 2014
- Pupil to text book ratio - 1:3 from 1:7 in 2014

Kiryandongo Fig. 1



- Teacher to pupil ratio - 1:57 from 1:73 in 2014
- The classroom to pupil ratio - 1:74 from 1:86 in 2014
- The desk to pupil ratio improved from - 1:3 from 1:7 in 2014
- The text book pupil ratio improved from - 1:5 from 1:7 in 2014
- The latrine to pupil ratio improved to 1:47 from 1:84 in 2014

"The children are happier because they are fewer at the desks and the rooms are bigger. They have more text books and at break time you can see the girls happy that they do not have to wait for the boys to finish before they can go to the toilet. They have their own toilets so it is easier."

Contributing to successful graduation for primary level students

Refugee populations are often confined to camps, and rely on refugee-exclusive schools with limited services. Given the limited resources refugees live on, preparations necessary to compete at national level are often out of reach. To remedy this, the UNCHR Education Strategy seeks to guarantee refugees the same rights to national education programmes as nationals. National examinations are a key feature of these programmes. We support refugee children to prepare and sit for these exams so that they are able to successfully transition to the next stage of their education.

Adjumani

- Exam printing machine procured to ensure costs are kept low for refugee children
- Supported printing of end of term exams for pupils from Primary 4 to Primary 7 in 24 schools
- 494 candidates sat the Primary Leaving Examination (PLE) because Windle Trust Uganda paid the exam fees.

Kiryandongo

- 374 students were supported to register for their Primary Leaving Examination (PLE).

Southwest

- Procured and monitored district mock examinations for 73 PLE candidates in the non-government aided primary schools of Mukondo, Byabakooro and Angel's Care.
- In Rwamwanja, we procured 100 sets of P7 district mock examinations for all the settlement primary schools. We also provided 100 P7 candidates with lunch and transportation during the two days of their final examinations.

Better teachers, better pupils

Goal 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states.

Poorly equipped teachers are unlikely to achieve positive learning outcomes. We improved teachers' output with training in innovative teaching methods and provision of instruction materials such as chalk, manila paper, curriculum books and lesson plan books. Teachers also received training in child protection. Regular support supervision of teachers was done to ensure they were present at work and were using improved instruction methods.

ADVANCING SECONDARY SCHOOL EDUCATION

Expanding opportunities for higher education through access to secondary school

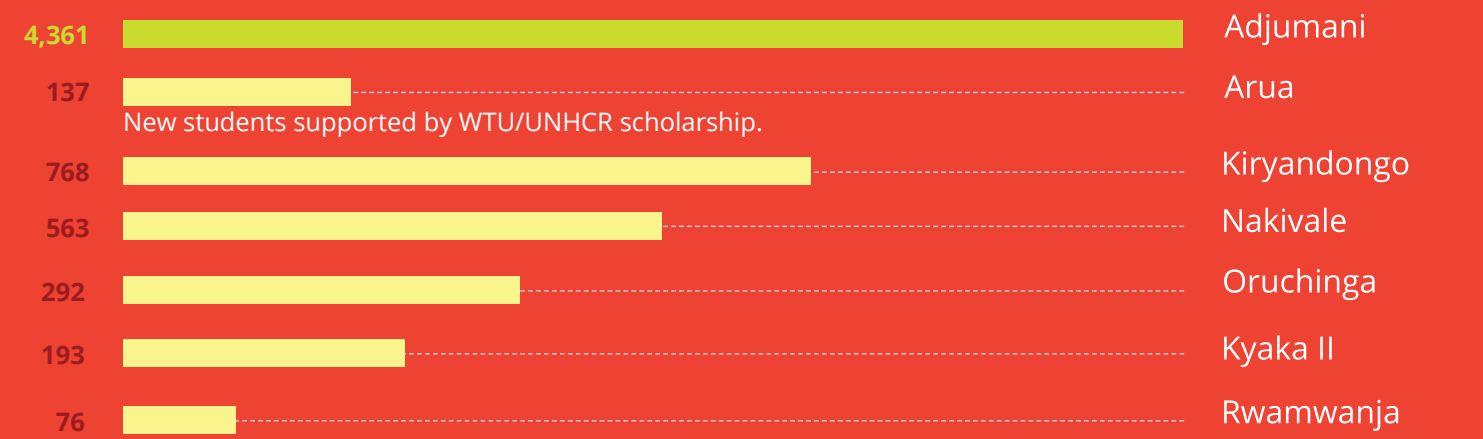
Fewer refugee children attend secondary school than any other level in the settlements where we work. Yet, completion of secondary school is pivotal for further education and better livelihood outcomes for refugees. The limited number of schools, socio-cultural pressures, and prohibitive costs are some of the major causes for the lower number of primary school pupils who transition to secondary school.

In 2015, we worked to improve access to secondary school education by increasing community awareness on secondary education, administering scholarships, supplying scholastic materials to students and facilitation of registration for national exams. We also made special effort to help girls enroll, stay and succeed at school.



Only about 25% of refugees worldwide are estimated to be in secondary school. (Source: UNHCR, 2014)

RESULTS Encouraging enrollment levels at secondary level



A new high school established

Rhino Camp High School, a community settlement school, was started and enrolled its first class - Senior 1. Started by the joint effort of the Office of the Prime Minister (OPM), UNHCR and Arua Local Governments, nine teachers were recruited for Rhino Camp High School and their salaries paid.

Examination support

- 100 students provided with Examination Registration fees in Adjumani to take the national UCE exam, which is a requirement to continue with advanced high school education and vocational training.
- UCE registration fees were paid for seven UCE candidates at Oruchinga
- Nakivale Secondary School successfully acquired a Uganda National Examinations Board centre number and the national O-Level examinations were for the first time done at the school.
- 60 students were registered for the examinations and 44 refugees provided with registration fees.
- 5 A-Level refugee students at Kyaka II were supported to take the Uganda Advanced Certificate of Exams.
- At Rwamwanja, Uganda certificate of Education fees were paid for 6 refugee candidates.

Building the infrastructure

- A three-classroom block with an office annex was constructed at Panyadoli in Kiryandongo.
- Construction of 4 Secondary School Classrooms and 3 blocks of latrines started in Wanyange; these promise to increase attendance.
- A three-classroom block was constructed at Nakivale Secondary School.
- A one-block boys' dormitory was constructed at the school, while a girls' dormitory was completed at Kiryandongo.
- A playground for the secondary school at Kiryandongo was expanded and graded, allowing more space for sports.
- A two-classroom laboratory block was also completed.

Enabling girls and other vulnerable children to attend and stay in school



Goal 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

"There are more than 500 million adolescent girls living in the developing world today. Every one of them can potentially help break the cycle of intergenerational poverty, with ripple effects multiplying across her society."

Anthony Lake, Executive Director of the United Nations Children's Fund (UNICEF)

The new UN global education goal announced in September 2015 commits all UN member states to provide free, equitable, quality education for all by 2030. But without specific commitments to provide secondary education to the most vulnerable girls for most girls education beyond very basic schooling is still a distant dream.

What we did about it

- 100 girls in Adjumani who had dropped out due to lack of school fees were counseled and their tuition paid which enabled them to return to school. They are beneficiaries of the UNHCR/WTU scholarship.
- In Rwamwanja, 72 girls who had dropped out returned to school.
- 70 girls had their tuition paid under the UNHCR/WTU OVC scholarship in Adjumani and Arua.
- 40 female teachers were recruited during the year to support retention of girls in schools and promote a safe learning environment for them across the four southwestern camps.
- 424 girls in Rwamwanja and Nakivale received sanitary kits. This meant they no longer had to skip school during menstruation.

Orphans and vulnerable children

- 4 career guidance sessions for orphans and vulnerable children were conducted in Adjumani. The sessions help vulnerable children to plan for a successful education experience.
- 360 orphans and vulnerable children received scholarships to study at Panyadoli Secondary School. They were also supported with scholastic materials.
- In Kyaka II, 75 orphans and vulnerable children under both regular WTU and PEPFAR scholarships were supported with basic scholastic materials.

Special needs

In situations of displacement, children with special needs are doubly vulnerable to exclusion from education as the highly specialised nature of special needs education limits its implementation in resource-challenged settings. In 2015, however, we made some gains in advancing special needs education.

- 14 children with disabilities from Oruchinga, 32 from Nakivale, 20 from Rwamwanja and 25 from Kyaka II were supported to access Special Needs Education in specialised schools. They were provided with tuition, basic necessities, uniforms and transportation. 5 children with special needs from Nakivale completed their Primary Leaving Examination.
- We supported an additional 36 children with special needs in Kiryandongo, bringing the total to 56.
- In West Nile, we enrolled 55 refugees (10 in Arua, 45 in Adjumani) to attend specialised schools and facilitated them with scholastic materials and personal requirements.
- We ensured that boarding school children with special needs were visited regularly by parents throughout the school year. We also arranged for parents' meetings at which their children's performance and needs were discussed and progress charts developed.



RESULTS

PARTNERING WITH TEACHERS

Teacher training

Teacher training
We stand side-by-side with educators, supporting skill strengthening to better position them to deliver a comprehensive and rich education for their students.

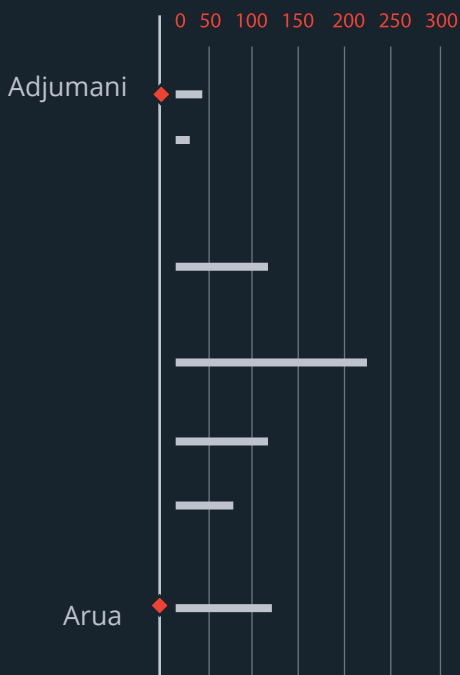


Nakivale Teachers ready for Football competition to commemorate World Teacher



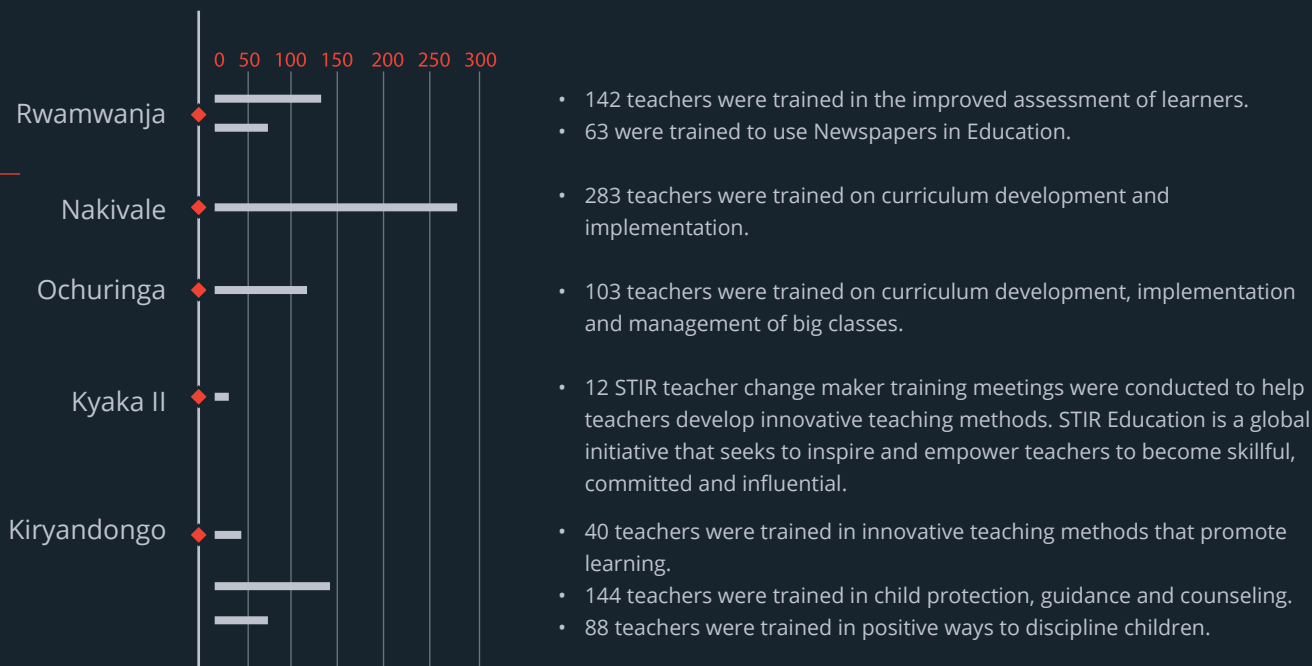
A SNAPSHOT OF OUR CONTRIBUTIONS IN 2015

Windle Trust focuses on improvements in strategic areas that produce total quality improvement



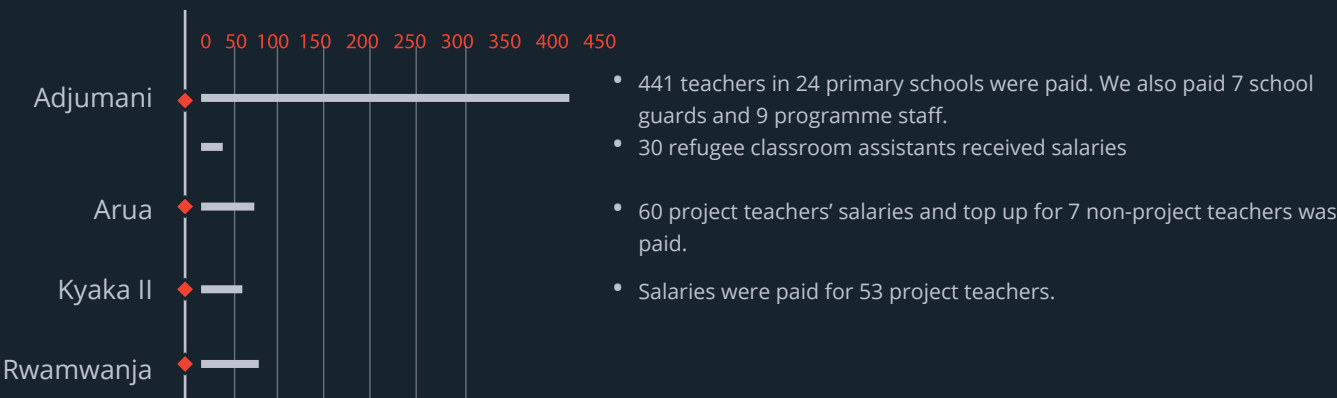
- 40 refugee classroom assistants were supported to enrol in Arua Core Primary Teachers' College to improve their skills in service delivery.
- 30 classroom assistants in community schools participated in learning focused on understanding the primary school curriculum, teachers' code of conduct and lesson preparation. These assistants play a major role in successful classroom experiences.
- 120 teachers were educated on Sexual and Gender Based Violence, its nature, dangers and prevention. Teachers were equipped with practical child protection skills to support the safety of the students in their care.
- 236 teachers were trained on creating and facilitating safe learning environments.
- 120 teachers were trained to use Newspapers in Education (NiE) to enable pupils gain a deeper and broader understanding of their country and world.
- 56 teachers were trained in sports and physical education in order to promote co-curricular activities that enrich learning.
- 129 teachers were trained on the primary school curriculum, effective lesson delivery and positive methods of child discipline.

Teacher training



Staff remuneration

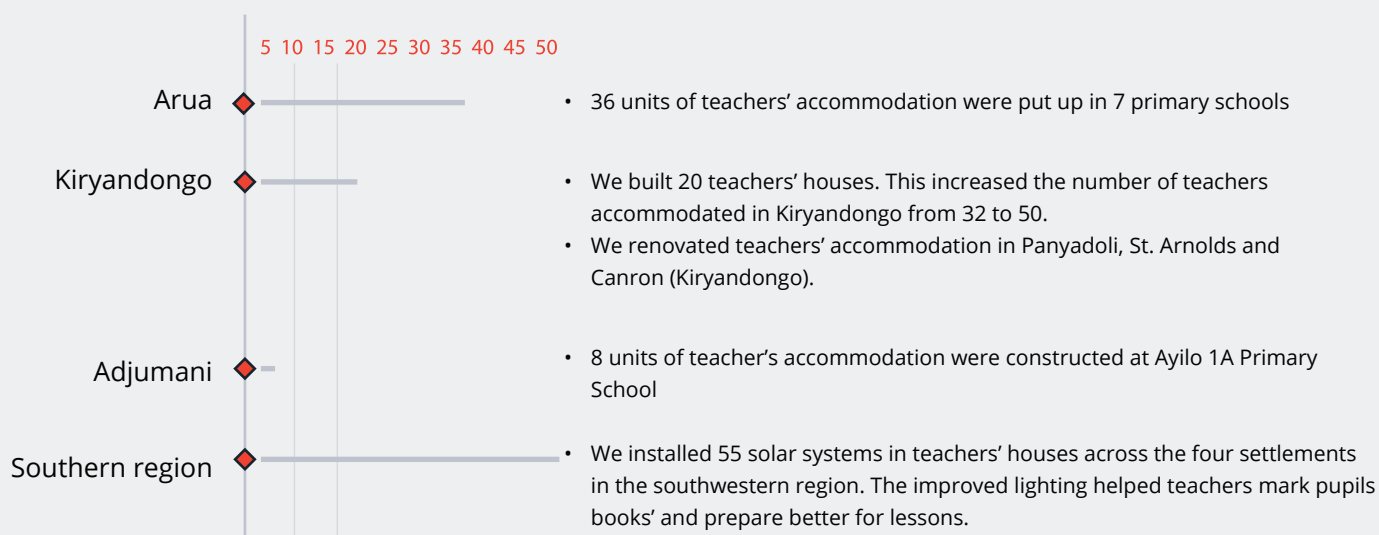
Teacher and school support staff pay is key in assuring the right staff are hired and kept. Windle Trust ensures that the education of refugee children is not compromised. We do this by supporting schools to pay their staff on time and consistently. Without this support, many refugee schools would not to afford to keep permanent staff and assure quality education experiences for their students.



Housing for teachers

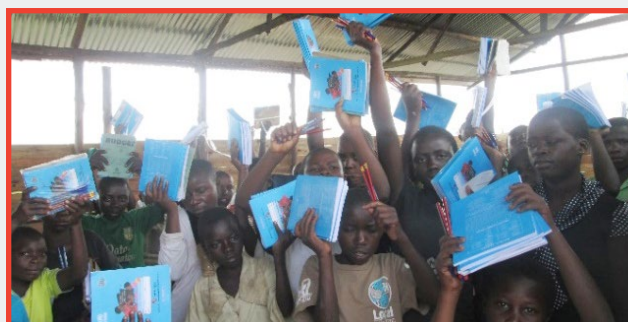
When teachers have accommodation near their schools, it is easy for them to get to class on time and reduce their transportation and living costs. In 2015, the education system nationwide was fraught with teacher strikes and legal petitions for salary increments. When we make things better for teachers, we gain a lot more from their enthusiasm





SCHOOL SUPPLIES FOR SUCCESS

If children do not have books or pens, they will not be motivated to show up for school. If they do show up, they will not benefit from their classes as they should. That is why we devoted significant resources to availing essential scholastic materials to our beneficiaries. The result was improved retention.



Arua

- We distributed scholastic materials and instructional materials to all the primary schools we support to ensure every child was equipped to attend school.
- We distributed 671 teachers' preparation books, 77,423 exercise books, 24,220 pencils, 54,115 pens, 119 cartons of chalk, 17 reams of blank manila presentation charts, markers and 70 blackboard dusters.

Adjumani

- 400 copies of essential textbooks were distributed to 24 primary schools.
- The primary schools also received 3,780 text books, 222,872 exercise books, 52,052 pens, 82,774 pencils, 576 cartons of white chalk, 36 reams of manila, 1,971 counter books, 168 box files, 120 rolls of cello tape, 1,728 sharpeners, 1,300 packs of carbon paper, 281 rulers, 240 dusters and 1,440 markers.
- 1,272 NiE (Newspapers in Education) sets were distributed to 21 primary schools to further support literacy and civic education.

- 2,313 three-seater desks were provided to Integrated and community primary schools.

Kiryandongo

- Over 8,000 pupils received assorted scholastic material such as books, pens, pencils and sets leading to improved attendance and retention rates.
- We distributed 1,400 newspapers to the five schools weekly under the Newspapers in Education project.
- We supported schools with 1,446 desks, enabling pupils to sit more comfortably during classes.
- We supported co-curricular programmes through the distribution of 66 pieces of assorted sports equipment and supplies.
- We provided four primary schools with teachers' chairs.

Nakivale

- 180 desks were distributed to the primary schools.

Oruchinga

- 30 desks were distributed in the primary schools.
- 10 solar systems were installed in three Primary Schools.
- 888 Copies of Excel in PLE newspapers and 1,144 copies of Newspapers in Education were supplied and improved on English reading skills.
- 4,116 Children received scholastic supplies.

Kyaka II

- 47 office chairs were distributed in the primary schools.
- A total of 300 assorted text books for pupils from P1 to P7 were procured and distributed to the 7 primary schools.

Rwamwanja

- 180 desks were supplied at Nteziryayo and St. Paul's primary schools, while 62 three-seater desks were delivered to Mahega Primary School.
- 10 teachers' tables, 10 teachers' chairs and 10 portable chalk boards were delivered to Mahega.
- 43 Office Chairs donated by Windle Trust Uganda were distributed the settlement primary schools.

ROBUST SUPERVISION FOR QUALITY ASSURANCE

- 24 primary schools in the Adjumani Refugee Settlements have functional Parent Teacher Associations and School Management committees which were supported to provide day-to-day monitoring of school activities and ensure overall education goals were attained.
- Routine monitoring of schools was done in the Arua schools to ensure attendance by both teachers and pupils.
- 6 Adjumani schools participated in Monitoring Learning Achievement, resulting in improved performance at end of year exams.
- 14 Village Education Secretaries were mobilised to identify dropouts and vulnerable children to support them to return, stay and succeed at school. The secretaries work in close collaboration with the school administration and education partners.
- We visited each school twice a week to ensure attendance remains steady and hygienic sanitation is maintained.
- In Kiryandongo, 110 Parent Teacher Associations/School Management Communities were equipped to follow up on school governance issues.



BUILDING THE INFRASTRUCTURE



COMMUNITY INVOLVEMENT



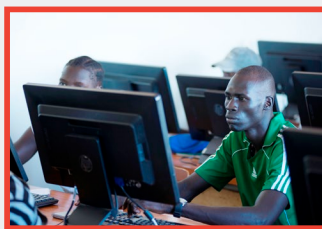
Parents and communities are crucial to effective education programmes, providing much-needed resources

as well as boosting accountability in schools. We engage host communities and parents to participate in the education of the children in the settlements by facilitating village/settlement level meetings to address the challenges such as early marriages, absenteeism, school performance and resource gaps. Windle Trust Uganda also helped establish management committees at schools that involved parents and community leaders in the running of their schools. In 2015, community participation and involvement of parents improved.

- Parents in Adjumani paid for end of term district exams from P4 to P7.
- Parents constructed six semi-permanent teachers' houses in Siripi, Yoro and Ocea in Arua.
- In Nyumanzi I Primary School in Adjumani, parents paid rent for teachers, to bridge the accommodation gap at the school.
- We mobilised the parents of Kyempango and Nkoma COU in Rwamwanja to contribute towards the school feeding programme by paying UGX1,000 per pupil every term.
- In Oruchinga, the community roofed a book store at Kajaho Primary School, constructed a 2-classroom block up to beam level at Kayenje II Primary School and fenced Rwamurunga Primary School with barbed wire.
- A temporary 3 classroom block was completed at Bwiriza learning centre with community help. A total of 369 pupils from P1 to P3 attend classes at the centre, which has greatly increased access for the extremely young that could not walk the 12 kilometres to and from the nearest school.

- At Nteziryayo Primary School in Rwamwanja, parents contributed UGX2,000 for the P1-P3 PTA fund, UGX2,000 for P4 mid-term exams and UGX3,000 for P5-P7 monthly exams.
- At Mahani Primary School in Rwamwanja, parents participated in the construction of a permanent kitchen.
- Parents in Rwamwanja were mobilised to participate in the joint school fencing at five settlement schools. The parents provided fencing poles and labour, while the Lutheran World Federation provided barbed wire.

ACCESS TO COMPUTER USE



Information technology has become a basic requirement for participation in the market place. Internet use is a human right. We therefore worked to increase access to

computer-based training.

- We modified the Youth Centre building, converting part of it into a fully-fledged computer access centre.
- 2 consultants were hired to support the Computer Technology Access (CTA) centre in order to make it self-sustaining.
- 80 refugee youths registered for different on line courses at the CTA and 18 completed their courses successfully.
- 510 Students were trained on basic computer skills and videography.
- 350 Students who completed Basic Computer Training were awarded with Certificates of completion
- An advanced course and curriculum was developed for the centre.

- 4 blocks of two latrine stances were constructed in four schools to improve sanitation.
- 14 classrooms were constructed by our partner Welthungerhilfe.
- 35 classrooms were constructed in 8 primary schools of Nakivale.
- 6 classrooms were constructed in Rwamwanja.
- 18 temporary classrooms were constructed across the settlement schools in Rwamwanja.
- 2 classrooms were completed in in Kayenje II Primary School (in Oruchinga)
- We renovated 5 blocks of 13 classrooms and completed 2 temporary classrooms at St. Bakhita in Kiryandondgo
- Installation of 11 water tanks in four Kiryandongo primary schools was completed, improving sanitation.
- Seven classrooms at St. Arnold and Panyadoli (Kiryandongo), whose construction begun in 2014 were completed.
- 10 latrine stances were constructed at St. Bakhita Primary School.
- Work begun on 4 classrooms and 22 stances of latrines at Mahega Primary School with support from Finn Church Aid



*Refugee Youth Groups
participating in the
16th days of activism
in Kampala*

EXPANDING HORIZONS THROUGH TERTIARY EDUCATION

Quality training for fruitful careers

By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university. (Goal 4.3)

By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries. (Goal 4.b)

According to UNHCR, just one per cent of youthful refugees are enrolled in tertiary education. This means that the vast majority of refugees are unable to pursue careers in competitive fields of employment. A third of the nearly 500,000 refugees in Uganda are youth between the ages of 18 and 36. Even with excellent academic performance these youth may never make it to post-secondary education.

Cost is the number one restriction. The second is preparedness and ability to meet the requirements of institutions of higher learning especially of universities. In 2015, we worked to increase the number of students attending tertiary education by providing university scholarships and vocational skills training opportunities.



VOCATIONAL SKILLS TRAINING

In Kiryandongo, Panyadoli Secondary School was expanded to include a vocational wing that will provide the youth with skills in catering, bakery, welding, fabrication and motor vehicle mechanics.

85 students were sponsored to acquire skills at Panyadoli Vocational Institute and at the Human Development Technical Institute in Lira as well as in Kiryandongo.

164 refugees (70 female, 94 male) received training at the Nakivale Vocational Training Centre (now called Isingiro Institute of Agriculture and Technology). The centre teaches carpentry and joinery, brick laying and concrete practice, tailoring and agronomy.

282 Nakivale students were supported to sit for the national Directorate of Industrial Training exams, while 26 sat for Uganda Business and Technical Examinations Board exams.

The carpentry students made 210 desks for distribution to settlement schools. The Nakivale centre generated UGX 51,320,000 from various demonstration projects, departmental sales and hall hire. This boosted sustainability.

Four students (two male, two female) were supported to join Nakivale VTC; three for ordinary certificate courses and one for a non-formal course in carpentry and joinery.

A new vocational training centre was opened in Rwamwanja, with 120 students (73 male, 47 female). The centre offers offering four courses: bricklaying and concrete practice; agriculture and veterinary science; motorcycle repair and catering)

THE DAFI SCHOLARSHIP

The largest university scholarship for refugees

The DAFI scholarship is the Albert Einstein German Academic Refugee Initiative that provides for academically competent youth who qualify for tertiary education at both undergraduate and postgraduate level. The DAFI scholarship is part of the UNHCR's broad strategy to empower refugees for self-reliance, work preparedness, leadership and meaningful participation in development. It is the largest university scholarship programme available to refugees in Uganda. DAFI recipients qualify to pay the same as Ugandan nationals and are permitted to take any courses offered. Windle Trust Uganda has over the years built relationships with leading universities and institutions to ensure that students apply to the most appropriate institutions, meet deadlines and get the support they need to complete successfully.



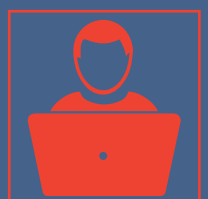
More than **350** young refugees supported **since 1997**



75% of DAFI scholars are from South Sudan and find employment in line with their education within **6 months of their graduation**



40 of the 48 DAFI graduates in 2015 are **already employed**. 6 months of their graduation

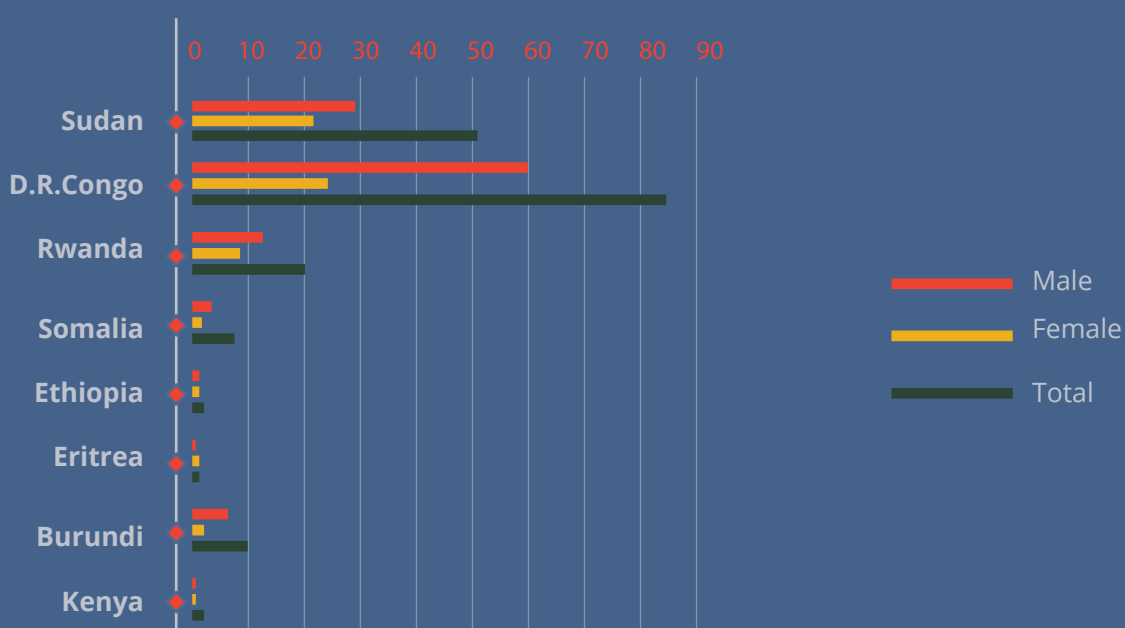


In 2015 **50** DAFI scholars were attached to **internships** with organisations working within refugee settlements.

NEW INTAKE

In 2015, 40 new DAFI scholars qualified from nine refugee settlements (Adjumani, Rhino Camp, Koboko, Kiryandongo, Kyangwali, Rwamwanja, Kyaka II, Nakivale and Oruchinga) and Kampala. The recipients were placed in the appropriate institutions.

NO	COUNTRY OF ORIGIN	M	F	TOTAL
1	Sudan	29	24	53
2	D.R Congo	61	25	86
3	Rwanda	14	8	22
4	Somalia	5	3	8
5	Ethiopia	1	1	2
6	Eritrea	0	2	2
7	Burundi	7	3	10
8	Kenya	2	2	4
	TOTAL	119	68	187



GIVING BACK

Our DAFI scholars participate in clubs organised at their institutions. In their clubs, go back to the camps and encourage refugee youth to pursue higher education.

“In 2015 their theme was: “I was once like you, so you can make it to university too.”

- The clubs conducted motivational talks for both primary and secondary school children and awarded gifts to the top four performers in high school.
- Makerere University DAFI Club visited Rwamurunga Community Self Help Secondary School in Oruchinga settlement.
- Bugema University Club visited Nakivale primary and secondary schools in Nakivale settlement.
- Nkumba University Club visited Kyangwali settlement.
- The scholars also visited the refugee hospitals and participated in clean-up at health centres and in trading centres.

COLLEGE SUCCESS SUPPORT

We know it takes more than an admission to succeed at university. As such, we are intentional about providing the support our students need including:

- One-on-One counselling: Twice a week at our Kampala office, students are given individual attention to discuss and process concerns.
- Health and wellbeing: A collective medical fund was established to support students to obtain

care when ill. When the fund is exhausted students are also able to access care at UNHCR-supported health centres.

- University visits: We visited 8 major universities and institutions. Phone conversations also allowed us keep in touch with students. Welfare officers from universities that oversee the welfare of sponsored students visited Windle Trust Uganda.

WORKPLACE READINESS SEMINARS



The team leader Ms. Susan Byereeta and the talking to students of BVS at a career talk.

Scholars have the opportunity to attend seminars which prepare them for the realities of the workplace. There were two such seminars in the course of the year: Job search tips and successful CV writing and Entrepreneurship for self-sustenance; thinking beyond the scholarship.

Chief guests at the second annual seminar included the Counsular from the German Embassy in Kampala Ms. Ute Maass, representing the donor-the German government and a member Board of Trustees-(WTU) Mrs Kedrace Turyagenda. More than 100 students attended.

