



Dear Friends, Supporters, and Advocates of Windle International Uganda,

We are happy to share with you the latest edition of our newsletter, where we bring you closer to the heart of our work of providing access to quality and inclusive education for refugees and host communities in Uganda where we share stories, updates, and insights that highlight our collective journey towards a brighter future.

At Windle International Uganda, we firmly believe that education is not just a fundamental human right, but also a powerful catalyst for change. It is a beacon of hope that can light up even the darkest of circumstances. In Uganda, where hundreds of thousands of refugees have sought refuge from conflict and hardship, and where host communities often face their own challenges, the importance of quality education cannot be overstated.

Our commitment to access to quality education goes

beyond the classroom. We understand that true empowerment extends to holistic development. Therefore, we are dedicated to providing not only academic support but also essential life skills, psychosocial support, and opportunities for personal growth. Together, we are nurturing future leaders, dreamers, and change-makers.

In this edition, you will find updates on our ongoing projects, inspiring success stories, and insights into the impact we are making in the lives of those we serve. It is a testament to the remarkable difference that can be achieved when individuals, communities, and organizations come together with a shared vision.

We invite you to explore the pages of this newsletter, to engage with our stories, and to join us in our mission.

WIU Communications team

WIU Board Members Visit Refugee Settlement Schools: A Journey of Hope and Solidarity

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In an effort to gain firsthand insight into the challenges faced by refugees and the education of refugee learners and host communities, the Board of Trustees of Windle International Uganda visited Arua region where they had a chance to interact with UNHCR sub office staff, settlement commandants, staff and key stakeholders in the region. The board members visited several schools in Rhino Camp and Imvepi refugee settlements, which are home to a significant population of displaced individuals.

The visit aimed to strengthen the organization's commitment to refugee education and demonstrate solidarity with displaced communities. The journey revealed both the hardships endured by refugee learners and the resilience of those striving to rebuild their lives through education.

Windle International Uganda has long been committed to providing education and support to refugee children. With a focus on ensuring the right to education for all, the organization works to create safe and conducive learning environments for displaced children. The board members' visit was an opportunity to witness the impact of our initiatives firsthand.

Board members engaged with teachers and community structures to gain a comprehensive understanding of the challenges faced by different communities. The visit highlighted the positive impact of education on refugees and host communities.

The Board members further interacted with WIU's local staff, discussing ongoing programs

and future initiatives. The visit underscored the importance of continued support and advocacy for refugee education. "I want to express my gratitude to the teachers and staff who tirelessly dedicate themselves to providing education in the face of daunting challenges. Your unwavering commitment to nurturing the minds and spirits of these young learners is truly commendable. You are not just educators; you are beacons of hope and agents of change," Dr. Kedrace Turyagyenda, the Chairperson Programme Committee of the Board of Trustees noted.

The board members' visit to refugee settlement schools was a moving journey that reinforced WIU's commitment to refugee education. "As board members, it is our responsibility to ensure that these schools continue to be places of refuge, learning, and healing. We will advocate for increased resources, improved facilities, and enhanced teacher training. We will work tirelessly to raise awareness and secure the support needed to empower these communities," Ms. Christina Ntulo, Chairperson Human Resources and Administration Committee said.

The board visit will inform WIU's future at a strategic level, aiming to create even more meaningful impact in the lives of refugee children and their families. "I am deeply moved by the experiences and stories I have encountered during our visit to these refugee settlement schools. Our journey into the heart of these communities has been nothing short of eye-opening, heart-warming, and profoundly humbling," Mr. Micheal Mafabi, Chairperson Governance committee noted



12 STUDENTS FROM SOUTH SUDAN BENEFIT FROM INAUGURAL JAMES ARYAM SCHOLARSHIP PROGRAMME



Twelve (12) students from South Sudan have started their master's programme in Uganda universities under the inaugural cohort of the James Aryam Scholarship Programme.

The 12 students were awarded the scholarship to pursue different Masters' programme courses in fields of medicine, business, humanities and social sciences, agricultural studies and economics in Uganda. These students are at Makerere (11) and Kyambogo (1) University. The students reported at their respective universities and are already studying.

About the Scholarship

James Aryam Scholarships Programme is the

new Windle Trust International (WTI) flagship Postgraduate Programme. It is implemented in partnership with Windle International Uganda and supports students from Sudan and South Sudan to study for a 2-year master's programme in Ugandan universities. The scholarship aims to increase access to postgraduate education for students from Sudan and South Sudan, whilst honouring the life and work of Mr. Aryam, a dedicated Windle servant and former Executive Director of Windle International Uganda, who sadly passed away in 2021.

19 GIRLS BENEFIT FROM UNIVERSITY OF KISUBI, UNHCR FEMALE REFUGEE SCHOLARSHIP



In a significant step towards promoting gender equality in education, Windle International Uganda (WIU) is managing yet a new scholarship program benefiting 19 refugee girls to pursue a Bachelor's degree in Education. The scholarship is funded under a collaboration launched between UNHCR and the University of Kisubi. Given the long outstanding and successful partnership with UNHCR, WIU will support the beneficiaries through their course of study.

This initiative aims to increase access to higher education for refugee girls, empowering them to become role models within their communities. "The University of Kisubi has extended support to cover tuition of all the 19 girls enabling them attain their degrees in the field of Education. Most of these girls' dreams are coming true after several attempts of applying to prestigious scholarships of this kind," said Hilda N. Masaba, Programme Manager, Scholarships, Windle International Uganda.

The scholarship program recognizes the unique challenges faced by refugee girls, including limited access to higher education. It is driven by the following key objectives:

- 1. Access to Higher Education:** The primary goal is to break barriers to higher education that refugee girls often encounter. By providing full scholarships for a Bachelor's degree in Education, the program ensures that these girls have the opportunity to go through the programme with no financial challenges.
- 2. Empowering Role Models:** The program aims to empower these young women to become role models within their communities. They will stand out as models of success, inspiring other girls and young women to pursue their academic and career aspirations.
- 3. Promoting Female Teachers:** One of the program's long-term objectives is to address the shortage of female teachers, both in Uganda and beyond. By encouraging and supporting refugee girls to become teachers, it contributes to increasing the representation of women in the education sector.

The students have already been on-boarded and started their studies. This will directly contribute to equitable access to higher education for marginalized populations. "The recent on-boarding of UNIK scholarship for 19 refugee girls pursu-

ing a Bachelor's in Education is a commendable step towards ensuring access to higher education for marginalized populations. By empowering these girls to become teachers, the program not only uplifts their individual lives but also contributes to progress in the education sector as a whole. The presence of female teachers not only enhances the quality of education but also paves the way for a more inclusive, equal, and prosperous society," noted Hilda N. Masaba, Programme Manager, Scholarships, Windle International Uganda.

About the University of Kisubi

University of Kisubi (UniK) is a private University owned by the Registered Trustees of the Uganda Brothers of Christian Instruction. Its fore runner, Kisubi Brothers University College (KBUC), was founded on 15th August 2004 when the Brothers signed a Memorandum of Understanding with Uganda Martyrs University to establish Kisubi Brothers Centre of Uganda Martyrs University (KBUMU). On 27th March 2009, the National Council for Higher Education (NCHE) granted KBUMU a constituent college status and became Kisubi Brothers University College (KBUC), a Constituent College of Uganda Martyrs University. On the 29th June 2015, NCHE granted an independent operational license to the university in its new name, University of Kisubi (UniK).

UniK is a private university rooted in the Catholic ethos but remains open to all those who qualify for its programs. It is located 24 km from Kampala along Kampala – Entebbe Highway.

Blessed with a conducive learning and teaching environment, UniK is committed to remaining a hallmark and a niche for quality education in Uganda and in the broader East African region.

WIU AND PARTNERS HOLD PROTECT EDUCATION IN EMERGENCIES CONFERENCE.



Windle International Uganda and consortium partners under the Equitable Access to Quality and Transformational Education (EQUATE) project held the Protect Education in Emergencies (EiE) Conference in Arua City.

The EiE conference provided a platform for students, teachers, parents, education partners, and the government to dialogue on equitable access to quality and inclusive education by all stakeholders in West Nile region.

The guest of honour and state minister for primary education, Dr. Joyce Moriku Kaducu called for strengthening the education sector within West Nile region. She applauded the consortium approach which she notes eliminates duplication of services.

“The Protect Education in Emergencies conference unites us to focus on SDG 4 of ensuring all boys and girls have equal and inclusive education - eliminating all gender disparities, improving learning systems for children with disabilities” Hon. Joyce Moriku Kaducu said.

During the conference, stakeholders committed to scale up support towards education initiatives within the region through improving school infrastructure and construction of more schools to ensure access to quality and inclusive education for refugees and host communities.

5th COHORT OF SRP BENEFICIARIES DEPART TO CANADA



The 2023-24 cohort of the Student Refugee Program (SRP) travelled and arrived safely in Canada to start their new lives. 34 students benefited from the program and travelled to Canada.

Windle International Uganda (WIU) in partnership with World University Service of Canada (WUSC) is implementing the Student Refugee Program (SRP) in Uganda reaching out to refugee youths who are between 18-25 years, residing within urban (Kampala) and 13 refugee settlements. The Student Refugee Program is a youth to youth sponsorship model, providing access to higher education and resettlement in Canada.

The program provides young refugees with life-changing opportunities to continue their education on Canadian campuses and build a better future for themselves and their families.

The SRP is a unique program that combines resettlement to Canada with access to post-secondary education for young refugees. It is a Canadian government program managed by WUSC, a leading Canadian Education INGO.

I Had No Hope of Joining University – Samuel



Samuel Hategekimana was born in Democratic Republic of Congo (DRC), where he lived until the outbreak of civil war. The conflict forced Samuel to flee his home and seek refuge in neighbouring Uganda in 2009. He was resettled in Kyaka II Refugee Settlement where he lived alone without any family to fall back to. Life in the refugee settlement is challenging, especially for young people like Samuel, who had dreams of pursuing education. During this time, Samuel could barely afford food and education was not top of his priorities.

Luckily for Samuel, he was able to pursue primary education for free in one of the schools managed by Windle International Uganda with support from United Nations High Commissioner for Refugees under the Orphans and Vulnerable Children Scholarship.

“Windle International took me up from Primary 6 – 7 where they gave me books and money for remedial classes,” Samuel recalls. This support paid off because when the Primary Leaving Examinations results were released, Samuel emerged as the best candidate in the settlement.

Because of his outstanding performance, Samuel was awarded a secondary education scholarship which covered his school fees and all incidentals.

“When I got support from Windle International Uganda, the burden of looking for school fees was lessened and my only job was to study,” Samuel noted. This paid off that he was able to get 18 points at Advanced level.

“At this point, I asked myself what next? I did not have any money for university. I had been at home for more than a year with no hope of joining university,” Samuel noted.

Discovery of the Student Refugee Program: One day, Samuel learned about the Student Refugee Program through a friend in the settlement. “I was told about the Student Refugee Program at the settlement and I applied for it and to my

joy, I was shortlisted for the written interviews followed by oral interviews. I passed both interviews and I was selected as one of the beneficiaries of SRP. I am excited right now because I am going to study at King's University Canada with support from WUSC and WIU," Samuel excitedly said before departure to Canada.

The program offers a ray of hope, as it provides an opportunity for refugee students like him to continue their education in Canada.

"When I thought I had lost hope, WIU has always come through. This feeling is beyond my imagination. I have been living with other people and depending on them, but now, I will have my own place and I will be working."

"I can't express how I feel at the moment. Imagine being homeless and now I am going to study at an International University with my own place to stay?" Adding "I am still speechless. I am so grateful to WIU. They have been my parents, they sponsored me from primary and now I am going to university. This is a dream come true for me. This is another opportunity for me to achieve more and fulfil my potential," Samuel said.

Samuel's story is just one example of the many refugee students who have benefited from the Student Refugee Program. The program continues to provide hope and opportunities for refugee youth, allowing them to pursue their dreams and create a brighter future for themselves, their communities and the African continent.

About Student Refugee Program

Windle International Uganda (WIU) in partnership with World University Service of Canada (WUSC) is implementing the Student Refugee Program (SRP) in Uganda reaching out to refugee youths who are between 18-25 years, residing within urban (Kampala) and 13 refugee settlements. The Student Refugee Program is a youth to youth sponsorship model, providing access to higher education and resettlement in Canada

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WIU Staff Benefits from Commonwealth Scholarship



Over the years Windle International Uganda has dedicated support in nominating candidates for the renowned Commonwealth Scholarship. This scholarship aligns with our mandate to facilitate access to higher education for deserving individuals, contributing significantly to Africa's growth and development. This year, Windle International Uganda proudly nominated candidates as it has been the norm. Over 10 have been selected from Uganda to embark on their educational journey in the United Kingdom. These scholars represent a diverse range of academic disciplines, including sciences, technology, engineering, arts, humanities, education, international development and more.

The primary objective of this scholarship program is to empower talented individuals from Africa by providing them with an opportunity to enhance their skills, knowledge, and expertise through higher education in the UK. The program is designed to support recipients in pursuing studies that align with their passion and contribute to their personal and professional growth.

Tell us about your academic background and achievements. How do you think your academic record has prepared you for this Commonwealth Scholarship?

My undergraduate course in Development Studies helped lay the foundation for a successful career in development. During my undergraduate studies at Kyambogo University where I studied development studies, I dwelt a lot on contemporary development issues around the world, particularly the developing countries. My major concentration was in the areas of theory and practice of development work, and political economy in Uganda, which broadened my understanding of the concept of development. Also, at my undergraduate level, I achieved very high grades and I am keen to build on my interest in research during the dissertation element of my course. With my good academic background, I expect to attain a high score at the Master's level.

What motivated you to apply for the Commonwealth Scholarship?

My goal is to become a champion and an advocate to create accessible, affordable education, credit, and employment opportunities, and build the capacity of young women, and men for self-reliance through skills development in underprivileged communities in Uganda and other underdeveloped and developing countries. Living in Uganda, I have seen and experienced poverty, and inequality among men and women. A big percentage of the population has limited or no access to credit, limited access to basic services, unemployment, political powerlessness, and social disadvantage. And this is the case in many African countries. I want to empower the impoverished and disadvantaged population and build their capacity for self-reliance through skills development. This would

enable low and middle-class families to build equity, avoid excessive debt, and create financial stability for their futures. Also, I want to promote behavioral change among the local communities, foster social equality, and eliminate tensions majorly stemming from gender, and culture that have created resource abuse and eventual poverty by advocating for policy frameworks and development strategies that are pro-poor, and gender-sensitive at all levels. Furthermore, I want to design several youth livelihood projects to engage young people in poverty alleviation activities and reduce social injustice.

The implementation will be arranged in both a short-term, and long-term manner. Short-term actions will include, advocacy, sensitization on rights of women and children, and gender mainstreaming in development programs. The beneficiaries will include disadvantaged children, women, and men in rural communities including refugees.

Can you describe your long-term career goals and how the Commonwealth Scholarship aligns with them?

My career vision is to one day be able to provide better humanitarian services to the disadvantaged communities in Uganda by establishing/designing projects that will empower rural men and women. The second biggest career goal that I want to accomplish is to establish a non-profit organization where I can create internship opportunities for development and humanitarian students and give them an opportunity to work and serve the disadvantaged communities in Uganda. I also want to provide support to marginalized communities, especially indigenous groups in Uganda. This will help develop local skills, and understand how to tackle and address poverty, inequality, conflict, and social justice.

I already hold a team supervisor role, and I want to move into top most management in the next 5 years. My current role has given me a lot of leadership experience, that has prepared me for greater responsibilities.

How will you ensure that you continue to learn and grow as an individual during your scholarship journey, both academically and personally?

I am a person who lives by the philosophy of staying active and stimulated. I am a runner, I love football, and I read avidly from comics to heavy academic tomes, not in my field. I sing, dance and quite a lot of times, I have to stop to take a breath and reprioritize. I do not see this as a failure – I am enthusiastic and love trying new things. I could just copy a list of all the things to do during my studies here and it would not be a lie to say you would see me at as many of them as I can squeeze in.

Wherever I am, I look for opportunities to volunteer whether it is just a weekly shop for an elderly neighbour, cutting someone's grass, or helping to file and put in order hundreds of casework documents for a children's charity. I am glad to see that UCL has opportunities to volunteer in the local community and I think through these opportunities, I will see another side of London and the UK.

The Commonwealth Scholarship often requires recipients to give back to their home countries or communities after completing their studies. How do you envision contributing to Uganda's development upon your return?

Upon return, my first task will be to promote equality among men and women, through design, implementation, and participatory monitoring of gender-sensitive program interventions. It will also focus on capacity development through enhanced development cooperation to promote accessible, equitable, transformative, and quality education, end poverty, and promote prosperity for all.

In collaboration with relevant government ministries, I intend to establish an assistance program to help vulnerable women, men and young people in underprivileged communities access credit facilities to boost their livelihood activities. I am optimistic that undertaking a master's program will enable me to further develop these skills and give me insight into areas that I will need to improve to be a successful International development expert. In the one year that I will be at the university, I hope to learn enough about development from a global perspective. I will ensure an all-inclusive approach to promote meaningful participation of stakeholders at all levels to enhance learning and sustainability.

I look forward to being part of the formidable force that will transition my country, promote sustainable growth, and contribute to the achievement of the 2030 Agenda on sustainable development especially goals one, four, five, and ten.

Nakivale VTC Holds First Ever Graduation Ceremony

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Over the years, the VTC has passed out a number of learners. However, no graduation ceremony had ever been held.

On 27th September, the VTC held its first ever graduation ceremony with 276 learners graduating in various courses including automotive mechanics, saloon & hair dressing, agriculture, carpentry and joinery, tailoring & cutting garment, ICT, electrical supply and installation, building construction and welding. Of these, 266 are refugees & 10 nationals.

The ceremony was attended by different stakeholders including Office of the Prime Minister, UNHCR Sub Office, Directorate of Industrial Training, District Officials and the entire community.

Speaking on behalf of Executive Director, Jane Namataka, the Director of Finance, Windle International Uganda congratulated the graduates and wished them luck in their next career endeavours. “To our esteemed graduates, today marks a significant milestone in your journey. You’ve spent countless hours sharpening your vocational skills, and now you stand here as graduates of our esteemed institution. You have acquired practical knowledge and skills that can truly change the

course of your lives. Congratulations to each and every one of you!”

She noted that vocational skills are not just pieces of paper or certificates to be framed and displayed on a wall. “They are tools – powerful tools that can build careers, transform communities, and drive progress. Whether you have studied agriculture, construction, welding and fabrication, hospitality, or any other field, your skills are in demand, and you have the potential to make a significant impact.”

She thanked all partners for working with Windle International Uganda and reiterated our commitment to the cause of education and empowerment through creating profitable employment opportunities for refugees and host community youth through vocational skills training.

ABOUT NAKIVALE VTC

Nakivale Vocational Training Centre (VTC) is located in South Western Uganda. It was constructed and equipped by UNHCR in 2012 with financial support from European Union.

The centre is managed by Windle International Uganda, the leading education implementing partner for UNHCR. It aims at equipping refugees and host community nationals with practical employable skills, to enable them exploit available labour market opportunities. The centre offers both formal and non-formal training programs, where students sit for UBTEB and DIT Examinations at the end of their respective training. The centre caters for both day and boarding learners and is fully connected with electricity, standby generator including clean and safe piped water.

WIU - ILO INTEGRATED UPSHIFT PROJECT TO ELEVATE YOUTH WITH SKILLS IN RHINO CAMP REFUGEE SETTLEMENT

Windle International Uganda in partnership with International Labour Organisation (ILO) is implementing an Integrated UPSHIFT project in Rhino Camp and Host communities in Madi Okolo District. The project targets youth aged 18-24 years who are out of school and stay in the same community. It will benefit 240 youths who will be supported to generate 48 innovations while ensuring equal participation of refugees and host communities with a gender balance.

The programme combines workshops, mentorship and a seed-funding model to equip adolescents and youth with the skills and resources to identify problems in their communities and opportunities to build solutions addressing them. Each cycle lasts 3 months

and the youth work in groups of 5 to generate innovative solutions to their problems.

The project is delivered through co-curricular and non-formal education training. UPSHIFT starts with a training where the young participants learn to identify and analyse problems of particular concern to them, and later in the process, develop products or solutions to address them. The most promising of the solutions are selected to receive additional training, mentoring support and seed funding to further develop their project and bring it to life.

One of the initial activities for this project was to hold an inception meeting with key leaders in the seven settlement zones of Rhino and four sub counties of Madi- Okolo District Local Government. The meeting was attended by 26 (5 female and 21 male).



Imvepi Secondary School Learners Take Part in National Climate Change Debate

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In Uganda, as in many other countries, there is growing recognition of the need to educate young people about climate change and its implications for the future. Schools and educational institutions are ideal places to engage students in discussions and debates on this critical issue.

Debates on climate change in schools can play a crucial role in raising awareness about environmental issues, fostering critical thinking, and inspiring young minds to take action to address climate change. These debates can cover a wide range of topics related to climate change, including its causes, impacts, mitigation strategies, and adaptation measures.

Because of the critical role young people play, New Vision in partnership with FAO and Swedish Embassy in Uganda organised the Green Schools Debates across the country which culminated into

the National debate. Six learners from Imvepi Secondary School took part in the National Green Schools

Climate Change Debate on August 29th, 2023 at Kololo Senior Secondary School. The debate aims to promote environmental stewardship among secondary school students across Uganda

It provides students with a platform to showcase their knowledge on climate change and encourages them to become change agents in their communities.

“Participating in the national debate was a great experience. This was one of a kind in the history of Imvepi Secondary School. We are grateful for the support of teachers, Windle International Uganda and UNH-

CR. This wouldn't have been possible without them," Benson Alafi Mawa, who was part of the Imvepi SS debate team said. Adding, "Through these debates, we have learnt knowledgeable ideas from different parts of the country that we are going to implement in the school which will benefit the community as well."

Debates provided students with the opportunity to learn about the science of climate change, its local and global implications, and the role of human activities in driving it.

"We need to act with urgency and resolve to tackle the climate crisis, and Sweden is committed to this task and wants to partner with Uganda on this mission. Through this #Green-SchoolsUG initiative, we are doing exactly that," Amb. Maria Håkansson, Swedish Envoy to Uganda.



Imvepi SS receiving a plaque of appreciation from WIU Board Member

Debates provided students with the opportunity to learn about the science of climate change, its local and global implications, and the role of human activities in driving it.

"We need to act with urgency and resolve to tackle the climate crisis, and Sweden is committed to this task and wants to partner with Uganda on this mission. Through this #Green-SchoolsUG initiative, we are doing exactly that," Amb. Maria Håkansson, Swedish Envoy to Uganda.

DAFI Students Equipped with Essential Skills



WIU held Annual DAFI Students' workshop which was attended by 186 students. The workshop empowered students with leadership and life skills. Some of the topics covered included; financial literacy skills, community participation/how to conduct outreaches, leadership skills, conflict resolution skills, managing bad social networks/ peer groups, and prevention of sexual abuse and exploitation.

These skills are an essential component of all success aspects, whether on a personal, professional, or academic level.

Windle International Uganda Scholarship Was a Game Changer in My Academic Journey



Lembusa Nakyoyo, is originally from -

Democratic Republic of Congo but currently living in North Dakota, USA. In 2008, he left his home country and migrated to Uganda with a family of 10 due to political instability. Lembusa had faced numerous challenges in his early life, having been displaced from his home due to conflict. Despite the adversity he faced, Lembusa was a bright and determined student who dreamed of a better future.

When he arrived in Uganda, he was granted refugee status in Nakivale Refugee Settlement in 2009 where he started his educational journey at Kashojwa Primary School from primary two to primary seven where he did his Primary Leaving Examinations and got 16 aggregates.

“When I completed my primary level education, I had no hope of joining secondary school because my parents could not afford the school fees. By that time, we were 8 children and 7 of us were in school. My parents were burdened by the school fees and all the other scholastic materials that we needed to perform,” Lembusa recalls.

One day, a glimmer of hope appeared when representatives from Windle International Uganda (WIU) visited Nakivale Refugee Settlement. They were on a mission to identify talented students with the potential for a brighter future through education. Lembusa caught their attention with his dedication to his studies and determination.

Lembusa was awarded a partial scholarship from Windle International Uganda with support from United Nations High Commissioner for Refugees (UNHCR) which covered his secondary education. This scholarship provided him with access to quality education, textbooks, and other essential resources that were previously beyond his reach. He embraced this opportunity

with gratitude and a fierce commitment to excel.

“When I joined Nakivale Secondary School in 2016, I paid school fees for only Senior One in 2016. When I completed Senior One and at the beginning of Senior Two in 2017, Akwi Mary Goretti who was the deputy head teacher at the time brought applications from WIU for sponsorship of refugee students to apply. I applied with other students and in a couple of months, names of those who had been granted partial sponsorship were released and I was among them,” Lembusa revealed.

This marked the beginning of Lembusa’s academic journey at Nakivale Secondary School.

“I had this partial sponsorship from Senior 2 to Senior 6. The scholarship helped me to concentrate on my academics while not worrying about school fees which enabled my parents to support my other siblings in lower primary levels,” Lembusa said.

Over the years, Lembusa’s hard work paid off. He is currently in the United States studying a Bachelor’s Degree in Criminal Justice at Minnesota State University. He recent received a letter from his university congratulating him upon a great performance of GPA 3.99 /4 which ranked him among the top performers at the university.

While at university, Lembusa is able to work as a Correctional Officer at Clay County Sheriff Department. “Honestly speaking, Windle International Uganda was the bridge to my success. It was a game changer in my academics. It gave me new wings that have made me go higher in the sky like an Eagle,” Lembusa noted. Adding, “From my experience, I have come to find that you may have a beautiful home, fancy car in a foreign country but “the only thing you can export is Your Education”.

KEY INTERVIEW: KNOW OUR TEACHER SERIES



Teachers are the key to the success of any education system. It is therefore important to invest in teaching – in training, in teaching materials, in management support and in professional development. We need to expand the numbers of teachers so that class sizes are reduced, and to support initiatives that will create a more diverse and inclusive workforce, especially one that includes far more women.

In our “Know Your Teacher” series, we will be profiling teachers at the forefront of providing education and training in refugee settlements in Uganda. In this Question-and-Answer interview, we will get to know more about our teachers, the challenges they face and how they are dealing with them.

Kekirunga Racheal, a is Deputy Head Teacher and Data Focal Person at Kabahinda Primary School, Nakivale Refugee Settlement, Isingiro District. She has been a teacher for 4 years and shares her experience so far.

What is your name and where do you teach?

My name is Kekirunga Racheal. I am the Deputy Head Teacher and Data Focal Person at Kabahinda Primary School.

How long have you been a teacher?

I have been a teacher for 4 years.

What do you teach?

I teach Mathematics. I find mathematics very interesting to teacher because we use real objects when teaching.

What led you into teaching?

My uncle who was a teacher then encouraged me to become a teacher. He told me that once you become a teacher, you don't grow old easily and the learners who pass through your hands as a teacher will forever appreciate you for the impact you make in their lives. And for me that was the greatest motivation to join the teaching profession, to make a difference in the lives of people.



And how would you describe your experience so far?

My experience has been very good so far. When I had just finished grade III, I immediately got a job and within the 4 years I have been a teacher, I have finished my diploma and planning to do a bachelor's because I love teaching.

What are you most proud of?

I am most proud of the improved conditions in this school after working with Windle. I have become a better person as years go by. I am also proud of becoming a school administrator at a very young age.

And do you have any regrets about becoming a teacher?

I don't have many regrets because teaching is something I love to do.

What are your enjoyable moments in school?

My most enjoyable moments are teaching learners and they pass exams very. You feel a sense of pride and achievement in you because their success is your success as a teacher.

What are the challenges you have faced so far in teaching?

In the settlements, the population is too big. We are dealing with many learners in a class which makes it a challenge to handle at the same time. How do you address these challenges?

During lessons, we identify learners who have been left behind. We then organize remedial classes for them so that they can catch up with the rest.

If you could change one thing in education, what would it be?

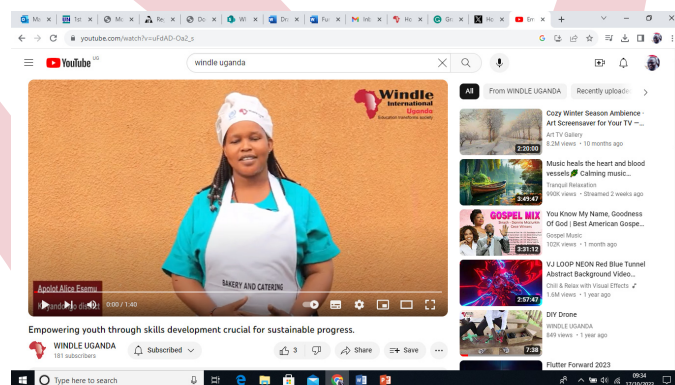
I wish every learner could join a career or vocation they want after completing primary education.

What message would you like to send to other teachers in Uganda and the rest of the world?

As teachers, we should love our job and learners. Once we do that, we can motivate the learners to come to school and stay in school.

Latest on social media

Empowering youth through skills development is crucial for sustainable progress. Apolot Alice underwent a baking and catering course under the Skills Training for Employment Promotion (STEP) Project in Kiryandongo Refugee Settlement. She gained valuable skills and started her business where she makes a profit of 25,000 shs per week



https://www.youtube.com/watch?v=uFdAD-Oa2_s

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