



SCHOOLS OPEN FOR TERM TWO



Dear Reader,

Greetings from Windle International Uganda (WIU). We are pleased to present to you this edition of the Quarterly Newsletter for the period April to June 2023. At WIU, we continue to use all available resources to help refugees and host communities access quality education and training as well as amplify their voices. In this edition, we highlight WIU news, updates, and stories for the second quarter. Enjoy the read!!!!

WIU Communications team

All schools at Early Childhood Development (ECD), primary, secondary and vocational level re-opened for term two enabling learners access quality education and training. During the term, 288,457 learners returned to school.

Education Outputs	WIU_Education Summary_2023							
	No. of Schools/Centres Supported	Gross Enrolment						Standards-Total
		Refugees (all ages)			Nationals (all ages)			Enrolment (N+R)
		M	F	Total	M	F	Total	
ECD	74	11,201	11,488	22,689	1,591	1,531	3,122	25,811
Primary	153	103,546	89,147	192,842	28,440	26,201	54,641	247,483
Secondary	16	6,803	3,179	9,982	2,700	1,692	4,392	14,374
VTC	2	192	242	434	151	134	285	719
CTA	2	38	10	48	15	7	22	70
Grand Total	247	121,780	104,066	225,995	32,897	29,565	62,462	288,457

PS Lauds WIU for Providing Quality Education and Training for Refugees and Host Communities in Adjumani

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The Permanent Secretary Ministry of Education and Sports Ms. Ketty Lamaro visited Adjumani Refugee settlement to monitor WIU education interventions for refugees and host communities. The purpose of the visit was to strengthen synergies with the Ministry of Education and sports through joint monitoring of education interventions for refugees and host communities in Uganda.

The permanent secretary visited Pagirinya Secondary School (vocational wing/ skills training) and Agojo Primary School that is integrating mental health in education. She had an engagement with key district partners like UNHCR, OPM and Adjumani District Local Government.

The PS appreciated WIU efforts in ensuring that all learners in Adjumani refugee settlement have access to inclusive, quality education and training.



WIU BID FAREWELL TO MR. NICHOLAS ECIMU AS IT WELCOMES NEW BOARD OF TRUSTEES CHAIRPERSON

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Windle International Uganda (WIU) bid farewell to Mr. Nicholas Ecimu as the Chairperson Board of Trustees. Nicholas served as Chairperson Board of Trustee from 2017 – 2022. During his remarks, Mr. Nicholas thanked all board members for the cooperation and dedication to ensure that his time as board chairperson was successful. “It has been an honor and a privilege to serve in this capacity, to witness the impact of our collective efforts, and to witness the transformation we have brought to the lives of countless individuals,” Mr. Nicholas noted.

“To the incoming chairperson and the newly elected member of board of trustees, I extend my heartfelt congratulations and best wishes. You are inheriting a responsibility that carries im-

mense weight, but also immeasurable rewards. Embrace the challenges, lean on the expertise of our dedicated team, and continue to lead with compassion and vision,” Mr. Nicholas said.

Mr. Caesar Richard Obonyo was also welcomed as the new board chairperson of the Board of Trustees.



“I am deeply honored to follow in the footsteps of my predecessor, who has been a guiding light and an inspiration to us all. I want to express my heartfelt appreciation to our outgoing chairperson for their tireless dedication and outstanding leadership. Under their guidance, our organization has achieved remarkable milestones, posi-

tively impacting the lives of countless individuals. I promise to build upon his legacy and lead with the same passion and commitment to our mission,” Mr. Obonyo noted in his remarks.

Similarly, Mr. Michael Mafabi was welcomed to the board as a new member.

COMMEMORATION OF WORLD REFUGEE DAY



Photo Credit: UNHCR Uganda

WIU commemorated World Refugee Day that took place on 20th June 2023. The celebrations took place across different settlements.

The national celebrations were held in Palabek Refugee Settlement, Lamwo district.

This year’s global theme was “Hope Away from Home – A world where refugees are included.” The 2023 theme focused on solutions for refugees and the power of inclusion. Hope for refugees is more than a mere wish; it is grounded in tangible actions aimed at empowering refugees to regain control over their daily lives.

Inclusiveness signifies that regardless of the duration of their stay in exile, refugees yearn to continue their lives by pursuing education, supporting their families, and fostering connections with hosting communities. It is through these endeavors that they can find the hope they desperately seek.

“World Refugee Day is a significant occasion, not only for celebrating the resilience of refugees who persistently flee conflicts and persecution in their countries. It is time to honor their strength and recognize our progressive refugee approaches, ensuring their safety and fostering a support-

ive environment. By addressing the root causes of these conflicts and striving to create conditions for their eventual return home, we can truly transform lives and build a more compassionate world.” Stated Hon. Hillary Onek, the Minister for Relief, Disaster Preparedness, and Refugee.



Commemoration of Day of the African Child



WIU actively participated in the commemoration of International Day of the African Child. The theme of #DAC2023 was; “the rights of children in the digital environment.” The theme compels us to harness ICTs for the good of all African children. Children from different WIU supported schools were actively involved and this promoted the principle of participation which is key in safeguarding.

The day played a big role in creating awareness about the importance of education among the participants that graced the functions. Children participated in different activities like MDD, radio talk shows, FGDs, and poems. Through these activities, children were able to express and advocate for their rights especially the right to education which is WIU mandate.

DAFI Community Outreach

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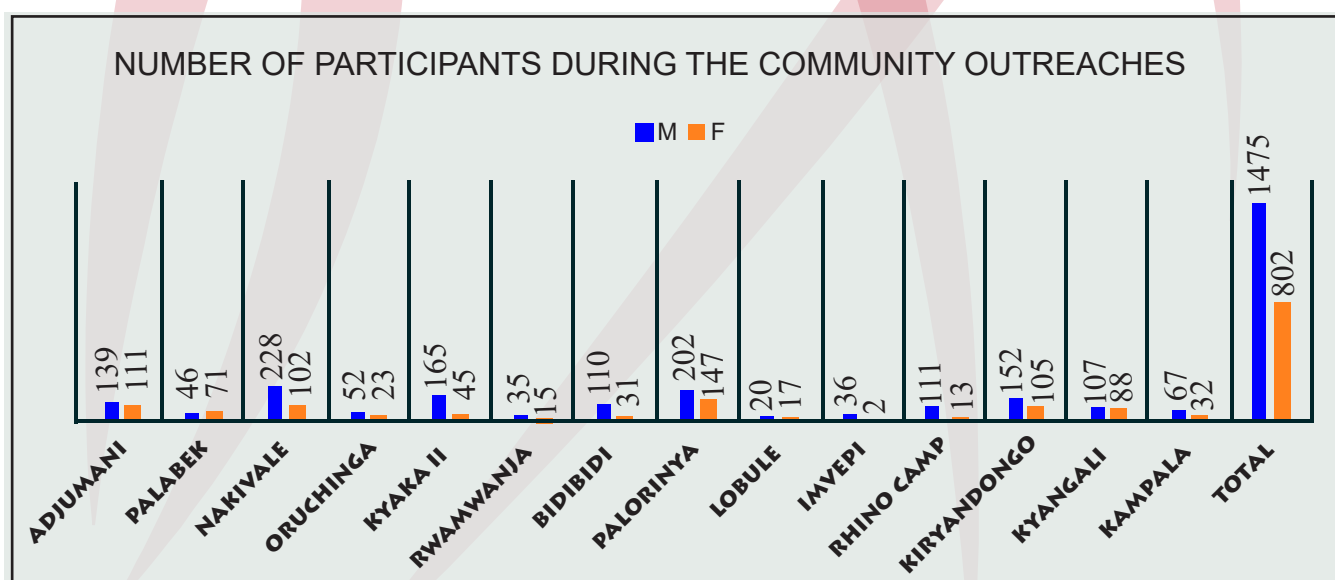
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WIU and partners conducted joint community outreaches in all 13 refugee settlements/locations and Kampala – urban. The objective of the outreaches were mainly to (a) Sensitize the potential DAFI applicants on the available opportunities and know the timelines of call for applications, (b) Share information on higher education opportunities(c), Inform the youth and

community of other pathways to higher education in Uganda and other existing post-secondary opportunities apart from DAFI, (d)To meet key stakeholders to review DAFI selection process and document any feedback, and (e) get feedback in regards to transition to employment process and seeing their projects.

The major Issues raised during these meetings included, high cost of university education, limited scholarship slots, inadequate information on available opportunities, inadequate feedback after selection especially for unsuccessful candidates, multiple awards of scholarship per family and challenges in getting jobs after graduation. WIU is working with UNHCR to address the issues that were raised.



DAFI STUDENTS' WORKSHOP

A workshop was organized for DAFI final year students and where 98 (37 female & 61 male) out of 121 students attended, representing 80% of the number that was targeted. The aim of the workshop was to equip final year students with employability skills. The focus was on Curriculum Vitae preparations and essential skills and personal qualities that enable one to thrive at workplace. The finalists were highly encouraged to participate in voluntary work and other community or group activities after graduation.

Accelerated Education Program is Transforming Lives of Refugees and Host Community Learners



Uganda hosts the largest number of refugees in Africa, an estimated 1.45 million people of whom 60% are children.

The implication is that thousands of children from refugee and host communities are not in school. For those who can attend, the quality of education is poor with

overcrowded classrooms. In addition, multiple different languages are spoken in the same classroom. Literacy and numeracy levels are well below expected standards making it difficult for children to learn effectively. The tough conditions mean that large numbers of children drop out of school early, abandoning their education and reducing their opportunities in life.



Lakica Monica, 20-year-old Ugandan dropped out of school in 2019 when she got pregnant. At the time, she was in senior three. Lakica stayed home for quite some time and was doing nothing. "I had a lot of challenges with my parents then and they were not supporting me when I gave birth," she says

Amidst all the challenges, Lakica was able to enroll back to school in 2023 and is currently in level two. "I got the information about free access to education through Equitable Access to Quality and Transformational Education for Refugee and Host Communities (EQUATE) Project from a friend at our centre Paluda in Pa-



labek Refugee Settlement. He told me about the opportunity for young mothers like me to go back to school. That is how I managed to join Paluda Secondary School which is supporting over 100 young people who dropped out of school but are willing to rejoin with no limitations or restrictions,”

The EQUATE project is funded by European Union Humanitarian Aid (ECHO) and aims at increasing access to equitable and inclusive quality education for conflict affected children in in Rhino Camp, Imvepi and Palabek refugee settlements in West Nile Sub-Region of Uganda. It is implemented by Windle International Uganda, World Vision and two local organisations, namely, Rural Initiative for Community Empowerment – West Nile (RICE- West Nile) and Community Empowerment for Rural Development (CEFORD).

The project specifically addresses barriers that prevent most vulnerable out of school children from enrolling in formal and non-formal education programmes at both primary and secondary levels.

Lakica is among the beneficiaries of the project. “I am getting a lot of knowledge. The project has supported me with some money to help me and my child at home. They are paying for my school fees, and I am very happy about that,” she says. Adding, “Through this project, I am getting good support from teachers. It also promotes good skills through the project work we do include getting good advice from the teachers and fellow learners.”

Lakica says her life has changed tremendously ever since she rejoined school. “I left all the wrong decisions and things I used to do. I am now into learning and working towards achieving my dream. I am currently in school and getting new

knowledge. I also encourage my friends to return to school,” she says.

Besides learning, Lakica has gained new skills like making liquid soap which she learnt through project work. She can make between 5 to 10 litres of liquid soap which she sells for approximately 15,000 shs. She says the money from selling the soap helps her feed herself and her child.

She wants to become a nurse in future, and this is motivating her to work hard in school, read and perform better in her examinations. She admires people who work, and this is one of the reasons she rejoined school. “When I see people who go to work, I want to be like them,” she says.

Lakica is grateful to Windle International Uganda and the EQUATE project. “I thank EQUATE because before I joined Accelerated Education Program, I was ignorant about many things. But my life and knowledge has now improved,” Lakica noted.



Just like Lakica, Abraham Jowang, 24-year-old South Sudanese refugee residing in Palabek Refugee Settlement is among the beneficiaries of the project. He completed primary Seven in 2019 with little hope of moving to the next level and this was even made worse by the COVID-19 pandemic in 2020.

Abraham dropped out of school because his parents did not have money to support him continue to the next level of education. However, in 2022 while chatting with a friend who had enrolled in Paluda Secondary School, he was told about the accelerated



education program. By then, he was based in Adjumani Refugee Settlement. He however moved to Palabek refugee settlement because of his desire to advance in his education.

“I moved from Adjumani to Palabek Refugee Settlement to register. I was assessed and was able to join school in term three in 2022,” Abraham notes. He joined level one and is currently in level two.

Abraham says he has got support from the ECHO-EQUATE project including scholastic materials such as books and pens. Abraham is also happy for the completed classroom block which was built for them and is certain it will improve learning and encourage other people in the community to join school.

“The project has helped me stay in school. I also get support and guidance from my teachers and fellow learners. WIU also encourages us to perform better, and this gives us hope of becoming better people in future,” he noted. Adding, “I don’t intend to drop out of school because learning is free.”

Besides the scholastic materials, Abraham notes that he also received financial support amounting to 22,000 shs which he used to buy uniform and school bag. “I am now feeling comfortable and happy because of being at school.”

The only challenge Abraham notes is the distance to the school and urged EQUATE to extend the AEP closer to the communities.

Abraham says that when finishes school, he hopes that one day he will be the president of South Sudan. He wants to go and change the lives of people in his community back home.

Another of the project beneficiary is Lena Stephen, a 19-year-old refugee in Palabek refugee settlement. She wants to make a difference in her community. Lena dropped out of school in 2020 after getting pregnant.

“I was in senior one by then. It was for a fellow student who also dropped out of school and went back to South Sudan,” she says. Lena says life has been difficult having to take care of herself and her 2-year-old child because he never receives any support from the boy who made her pregnant.

When Lena had about the EQUATE project and the support, they were giving to people like her to get back to school, she immediately knew this was the time to rediscover herself.

“I came back to school because I want to be somewhere different and be a better person. I got the information about ECHO-EQUATE from someone within our block and I decided to come back and join,” she says.

Lena notes she is now happy because she gets to interact with other learners and the learning is progressing so well. She notes that the project is even constructing a shed for mothers with young children to breastfeed which is so good. She revealed the project got for them good teachers which has made learning enjoyable. “I also received 22,000 Ugx from project which I plan to buy a uniform and pay PTA and any balance I will use to buy something for my child,” Lena says.

Lena wants to be a nurse in future so that she can support herself, her child, friends, and the community.



Key Interview: Know Our Teacher Series

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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.

We start off with Logonda Chaplain, a teacher at Bongilo Primary School, Palorinya Refugee Settlement, Moyo District. He has been a teacher for 22 years.

What is your name and where do you teach?

My name is Logonda Chaplain. I am a teacher at Bongilo Primary School.

How long have you been a teacher?

I have been a teacher for 22 years.

What do you teach?

I teach English and SST in the semi-candidate and candidate classes.

What led you into teaching?

The desire to help learners to progress to a certain level in life so that they become my replacement when I retire.

And how would you describe your experience so far?

I began teaching at the age of 24 and I have gained a lot of experience. I love teaching. Many circumstances were good, and others were bad, especially when I was sent into exile. However, with the support that I get from organizations like Windle, my teaching experience has improved. I can now pay for my younger kids in school. However, I wish the support could be more. That said, I believe I am way better than other teachers who don't have this kind of support at all.

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 what Windle is doing, especially providing education opportunities for vulnerable children including accommodating us teachers in the settlements.

And do you have any regrets about becoming a teacher?

I don't have many regrets because since O-level, this is what I wanted to do. Although sometimes we face difficulties in the settlements, that does not stop us from providing our services to learners. I still don't

have any regrets, just challenges which are part of life.

What are your enjoyable moments in school?

Interacting with the teachers and learners and then being nominated at the sub county level to deal with examinations. With time, I am sure I will not only limit myself there, but I shall progress to other levels.

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

In the settlements, the population is too big. We are handling 100 learners or more in a class which becomes a challenge when teaching, marking pupils' books, attendance and even movement while we teach in the classroom. Having a big number makes marking take long. I also wanted to upgrade from a diploma to a degree and finally masters but due to financial constraints, I have not been able to move a step, but I still desire to upgrade.

How do you address these challenges?

To handle the large number of learners, I group the learners then my work is only to supervise and monitor. I would request that Windle and other donors in their planning find a way to give one-year or more contracts so that teachers are confident that they will work for a full year with no problem.

Many teachers would like to upgrade their academic qualifications; we propose that organizations like Windle find a way to get more funds so more teachers can upgrade their qualifications. At least they could cost share with the teachers if possible. For example, if it costs

800,000 UGX, the teacher could pay 400,000 UGX while the organization covers the other 400,000 UGX.

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

At primary level, since the world is now going into Edu-tech, I would introduce computers into the schools and provide computer training lessons for teachers so that they can also teach the learners. Uganda is moving towards digital learning and a time will come when writing on a black board will not be there and everything will be digital. This is the change I would love introduced so that teachers and learners are well prepared for this moment.

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

Teachers should embrace teaching because the quality of the nation is a result of the quality of teachers. No nation is better without its teachers.

Teachers should focus and embrace digital learning. Computers should be introduced at all levels of education. One day the use of chalk will be minimized, and all things will be computerized.

The government and the NGOs should have teachers' pay improved so that teachers work with more effort because when we look at the other sectors in the country education has little money.

Improving Health of Employees Through Aerobics

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In today's sedentary work culture, where long hours are often spent sitting at a desk, maintaining employee health and wellness has become a pressing concern for organisations. Prolonged periods of inactivity can lead to various health issues, including obesity, cardiovascular problems, and decreased productivity.

To combat these challenges, WIU - Head Office has introduced aerobics to help employees stay physically fit and reduces the risk of health issues related to prolonged sitting.

Aerobics, also known as cardiovascular exercise, is a form of physical activity that raises the heart rate and engages large muscle groups. It includes activities like dancing, jumping jacks, jogging in place, and more.



NEW STAFF

PROFILE PHOTO	STAFF NAME	TITLE	DUTY STATION	CONTACT
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Latest on social media

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Sustaining Resilience of Refugee Population in Uganda Through Education. Opira Bosco Okot is a DAFI scholarship beneficiary from South Sudan. He started a Community Based Organization that is inspiring and mentoring young refugees to attain education in Palabek refugee settlement.



<https://www.youtube.com/watch?v=jvWEnICpkpQ>

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