



# Windle International Uganda Annual Report

January - December 2022

## ACRONYMS

<b>AGENCI</b>	Adolescent Girls' Education in Crisis Initiative
<b>BAI</b>	Book Aid International
<b>CFI</b>	Children Feeding Initiative
<b>CTA</b>	Community Technology Access
<b>DAFI</b>	Albert Einstein Academic Refugee Initiative
<b>ECD</b>	Early Childhood Development Centre
<b>ECW</b>	Education Cannot Wait
<b>EQUIP</b>	Education Quality Improvement Project
<b>ERP</b>	Education Response Plan
<b>FY</b>	Financial Year
<b>ICT</b>	Information and Communication Technologies
<b>ILO</b>	International Labour Organisation
<b>LDS</b>	Latter-Day Saints Charities
<b>MEAL</b>	Monitoring, Evaluation, Accountability and Learning
<b>MoES</b>	Ministry of Education and Sports
<b>MOU</b>	Memorandum of Understanding
<b>NCDC</b>	National Curriculum Development Centre
<b>NCHE</b>	National Council for Higher Education
<b>OPM</b>	Office of the Prime Minister
<b>OVC</b>	Orphans and Vulnerable Children
<b>PDM</b>	Post-Distribution Monitoring
<b>PLE</b>	Primary Leaving Examinations
<b>PoCs</b>	Persons of Concern
<b>PPI</b>	Prodigal Preacher International
<b>PSEA</b>	Prevention of Sexual Exploitation and Abuse
<b>PSNs</b>	Persons with Special Needs
<b>RFA</b>	Reading for All
<b>RIDI</b>	Research, Institutional Development, and Innovations
<b>SEP</b>	Skills for Employment Project
<b>SHC</b>	Solar Home Club
<b>SOPs</b>	Standard Operating Procedures
<b>SRP</b>	Student Refugee Program
<b>UACE</b>	Uganda Advanced Certificate of Education
<b>UCE</b>	Uganda Certificate of Education
<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>UNICEF</b>	United Nations Children's Fund
<b>VTC</b>	Vocational Training Centre
<b>WASH</b>	Water, Sanitation and Hygiene
<b>WIU</b>	Windle International Uganda
<b>WUSC</b>	World University Services of Canada



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## ABOUT WINDLE INTERNATIONAL UGANDA

Windle International Uganda (WIU) is part of Windle International, an international NGO with members based in and operating across Eastern Africa, Europe and North America. Together, we help over a million people to access quality education across Eastern Africa every year. Founded in 1977 with the establishment of Windle International Kenya in Nairobi by Dr. Hugh Pilkington, Windle now operates independent chapters in Kenya, Uganda, Sudan, South Sudan, Somalia and the UK.

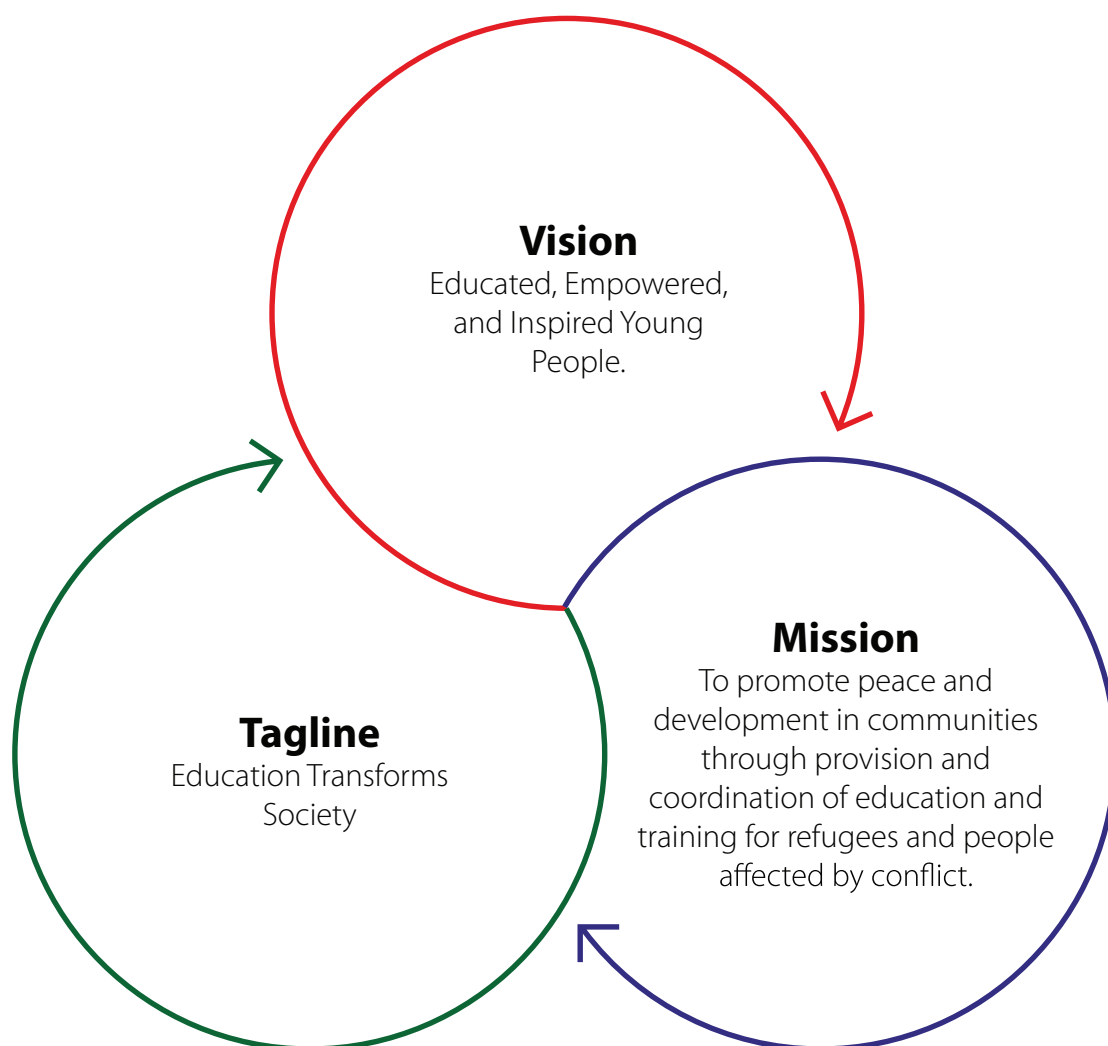
## WHAT WE DO

WIU is a leading agency in providing access to quality education and training programmes for refugees and people affected by conflict. We implement programmes across all levels of education, from running early childhood development to primary, secondary, tertiary, university and vocational training.

The organisation also advocates for the rights and needs of refugees and people affected by conflict.

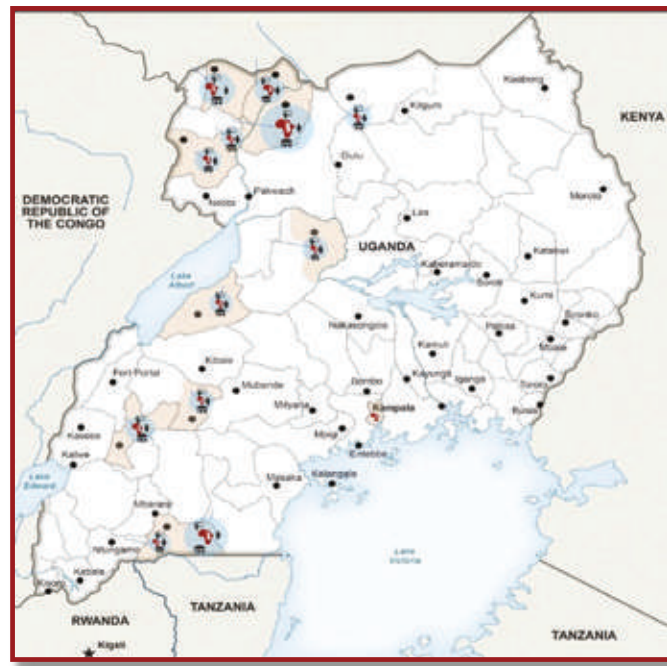
## OUR CORE VALUES

- Respect for individuals
- Equity
- Honesty and transparency
- Professional conduct
- Stewardship
- Excellence



## WINDLE INTERNATIONAL AND NATIONAL SCOPE

- Countries in which Windle has a physical presence
- Countries of origin of people we support



The designations employed in this report are in conformity with United Nations practice. The presentation of maps therein does not imply the expression of any opinion whatsoever on the part of Windle International Uganda concerning and/or detailing the legal status of any country, area, territory and/or of its authorities, concerning the delimitation of its borders. The depiction and use of boundaries, geographical names and related data shown on maps and included in this document – Annual Report 2022 – are not warranted to be error-free nor do they necessarily imply official endorsement or acceptance by WIU.

## MESSAGE



Though education is a key that unlocks many doors, not everyone is guaranteed equal access to quality education. This is even worse among refugees and people affected by conflict. It is therefore essential that refugee children and youth are provided with quality education to transform society. Investing in their education is a collective task with far-reaching collective rewards. It will contribute to a more peaceful and resilient world. It will close that gap between talent and opportunity.

At Windle International Uganda, we believe that education transforms society. Our education in emergencies programming strives to provide quality education opportunities that meet the needs of refugees and host communities. As an organisation, we

continued to operate in 13 refugee settlements of Imvepi, Rhino Camp, Kiryandongo, Bidibidi, Lobule, Palorinya, Adjumani, Palabek, Kyangwali, Nakivale, Rwamwanja, Kyaka II and Oruchinga, as well as in Kampala. WIU prioritised the safety and protection of children and youth through providing access to quality education by ensuring that schools are safe and secure, and also provided psychosocial support to those affected by the crisis.

Our interventions provide sustainable solutions that support the recovery and long-term development of affected communities. These include investing in continuous professional development for teachers and staff, infrastructure development and adherence to the approved relevant education curriculum that benefits the community. We actively engage, consult and provide feedback to communities and persons we serve. This and more interventions speak to our achievements in 2022.

On behalf of the Board of Trustees, I would like to thank all our partners and funders who continue to make it possible for us to fulfil our mission and vision. This would not have been possible without you. I would also like to thank all the staff for the tremendous job done.



**Richard Caesar Obonyo**

Chairperson, Board of Trustees



## MESSAGE



I am thrilled to release the WIU 2022 Annual Report, describing the progress made through education interventions across the thirteen refugee settlements and Kampala where we operate in Uganda. As an organisation, we continued to provide access to quality education and training that meets the needs of refugee and host community populations. In doing this, WIU supported 251 learning institutions at the different levels of education, reaching out to 296,503 learners.

WIU continued to work within the legal provisions and regulations of the Government of Uganda and in particular, the frameworks, and policies of the Ministry of Education and Sports.

WIU recognises that coordination with relevant education stakeholders at national and community levels is critical to the success of education programmes. Therefore, we continue to engage school community members, school governance structures, parents, local leaders, and other stakeholders in the design, implementation, and monitoring of the education response programmes.

The year 2022 was not without challenges, which included the long-term negative consequences of COVID-19 pandemic on the education sector, Ebola Virus Disease outbreak that influenced the early closure of schools, and the decrease in donor funds, which affected our operations.

Amidst all the challenges, our teams and partners continued to exemplify resilience as they worked to support refugee and host community populations. To them, I offer my profound appreciation. Our programmes are context-driven, and the collective successes that we always register is due to the remarkable effort of the staff, and excellent partnership with stakeholders.

On behalf of WIU, I would like to thank our network of schools at the various levels of education, staff, partners, donors, supporters, and friends for another great year. Together we are shaping the future of thousands of learners from refugee and host communities by ensuring access to quality education.

A handwritten signature in black ink, appearing to read 'Andrew Emmanuel Omara', with a stylized circular mark to the left.

**Andrew Emmanuel Omara**

Executive Director

## 1.0 EDUCATION MANAGEMENT

Uganda is one of the largest refugee-hosting countries in Africa, with over 1.5 million refugees from neighbouring countries such as South Sudan, the Democratic Republic of the Congo (DRC), Rwanda, Somalia, Kenya and Burundi, among others. This puts a significant strain on the country's education system, which is making an effort to provide quality education to its citizens. WIU recognises the importance of education in promoting sustainable development and reducing poverty. It is central to promoting community resilience, empowering young people to live fulfilling lives, and opening a worldwide view of life.

As the saying goes, a healthy mind reigns in a healthy body. As such, successful sustained awareness and prevention measures were taken against COVID-19 and Ebola infections. None of the 251 learning institutions with 296,503 learners supported under the operation was affected by either disease. In order to ensure efficient management of education institutions, WIU successfully registered 16 primary schools with the Ministry of Education and Sports (MoES) to legalise their operations.

During the year, seven schools (five in Nakivale and two Kiryandongo Refugee Settlement) were taken on for government grant aiding. This came with seven head teachers and 11 trained teachers, which has reduced the budget burden on the donors, allowing room for other project activities.

WIU also acquired three new primary-level Uganda National Examination Board (UNEB) sitting centres. This considerably reduced the costs involved in supporting learners to sit national exams in distant schools with examination centre numbers.

### Early Childhood Development Achievements

WIU recognises the importance of Early Childhood Development (ECD) in laying the foundation for future learning. Therefore, the organisation directly supported 78 ECD centres with an enrolment of 29,496 learners facilitated by 201 caregivers in six of the refugee settlements, namely Kyangwali, Kiryandongo, Palabek, Palorinya, Rhino Camp and Imvepi. Technical support was, however, offered in the other settlements of operation. These programmes focused on providing a safe and nurturing environment for children to learn and develop social and cognitive skills.

To ensure that caregivers are able to impart knowledge to learners, 62 caregivers completed modular training and will be awarded certificates of completion. The caregivers were also trained in using local materials to make teaching and learning aids. This does not only reduce the amount of funds spent on the procurement of teaching materials but also brings real-life experiences into learning.

It is important, however, to note that limited learning spaces presented a big challenge, given the large numbers that reported with the reopening of schools after the long closure due to COVID-19. This meant that some learners had to study under trees.

### Primary Education

Primary education is the first stage of formal education. It is the foundation for further education and is considered essential for personal and social development, as well as for economic growth and development. WIU worked to improve access to primary education for refugees and host communities by providing learning materials, training teachers and engaging communities. This ensured that all children have the opportunity to receive a quality primary education, regardless of their background or circumstances. During the year, WIU supported 153 primary schools in nine settlements. The intervention led to the preparation of 10,996 candidates (9,010 refugees and 1,986 nationals), who were

presented for primary leaving national examinations by UNEB out of the targeted 11,197 candidates. Among those who registered, 4,215 were female while 6,781 were male.

To ensure that teaching and learning is not interrupted, WIU remunerated 1,691 trained primary school teachers. These accounted for 54% of all teachers employed by both community and government-supported settlement schools.



## Secondary Education

WIU recognises the critical role that secondary education plays in preparing young people for further education, employment and leadership roles in their communities. This level builds on the primary foundation and provides students with more advanced knowledge and skills in a range of subjects, including vocational training.

WIU supported 16 secondary schools with an enrolment of 12,173 learners, of whom 8,780 were refugees and 3,786 (31%) were female. WIU further engaged 388 trained teachers (136 female and 252 male), who facilitated learning.

In 2022, 1,478 candidates out of the projected 1,240 sat for the Uganda Certificate of Education (UCE) examinations. While for Uganda Advanced Certificate of Education (UACE), 164 candidates were registered out of the initially planned for 125 candidates. There was an increase in the number of candidates who registered to sit for both UCE and UACE.



### Education Management Performance Summary

WIU continued to create access to education at ECD, primary and secondary levels. The organisation also provided access to vocational skills training at the Community Technology Access (CTA) Centre and the Vocational Training Centre (VTC). According to data collated by the Monitoring, Evaluation, Accountability and Learning (MEAL) Department, 296,503 (139,263 female and 157,240 male) refugee and host community learners were reached. Below is the breakdown:

Level of Education	Gross Enrolment Supported School as of December 2022								Caregivers/Teachers/CTA Instructors		
	No. Schools	Refugee			Nationals			Standards Enrolment (N+R)	No of Caregivers/Teachers on WIU Payroll		
		Male	Female	Total	Male	Female	Total		Male	Female	Total
ECD	78	12,807	13,601	26,408	1492	1,596	3,088	29,496	15	186	201
Primary	153	106,295	93,394	199,689	27842	26,626	54,468	254,157	1,163	766	1,929
Secondary	16	6,275	2,505	8,780	2112	1,281	3,393	12,173	203	111	314
VTC	2	218	150	368	60	38	98	466	14	7	21
CTA	2	115	58	173	24	14	38	211	1	3	4
Grand Total	251	125,710	109,708	235,418	31,530	29,555	61,085	296,503	1,396	1,073	2,469



## Enrolment Trend for the Past Three Years

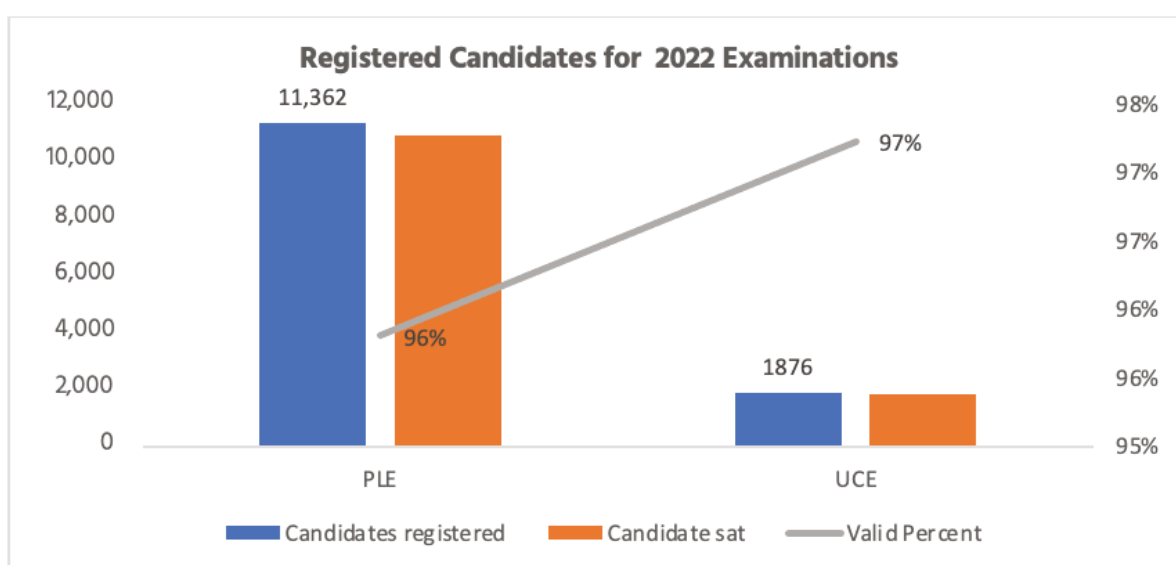
Over the last three years, WIU continued to lead education implementation in three refugee settlements and to coordinate the effort of data collection in all schools within the refugee settlements. For the purposes of this report, the analysis is based on the 247 (78 ECD, 153 primary and 16 secondary) schools which received direct support from the organisation's interventions.

## Examinations Results

In the 2022, WIU supported learners to sit for PLE, UCE and UACE examinations in nine settlements. At PLE level, there was a remarkable increase in the completion rate from 8,636 candidates in 2020 to 11,362 in 2022.

Below is the summary:

*Candidates who registered and sat examination in 2022*



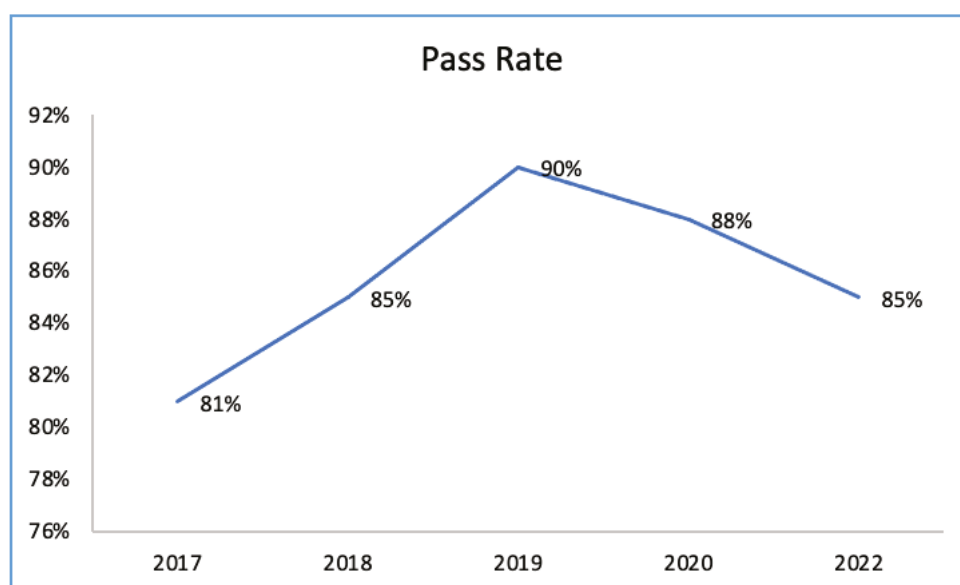
## Summary results for PLE

Grade	# of learners	Valid Percent
DIV 1	294	3%
DIV 2	4,413	39%
DIV 3	3,004	27%
DIV 4	1,665	15%
U	1,593	14%
X	307	3%
<b>Grand Total</b>	<b>11,276</b>	<b>100%</b>

From the summary above, it is imperative to note that performance has improved as evidenced by 42% of candidates scoring in Division 1 and 2. However, the general pass rate dropped to 85% in 2022 compared to 88% in 2020.



## Trend analysis



The impact of COVID-19 is clearly reflected in the declining performance in the final examinations. The 2019 pass rate set a good record for candidates who studied and sat examinations without any interference. There was a 4.5% annual improvement in performance between 2017 and 2019. However, a drop of 2.5% has been witnessed between 2019 and 2022.

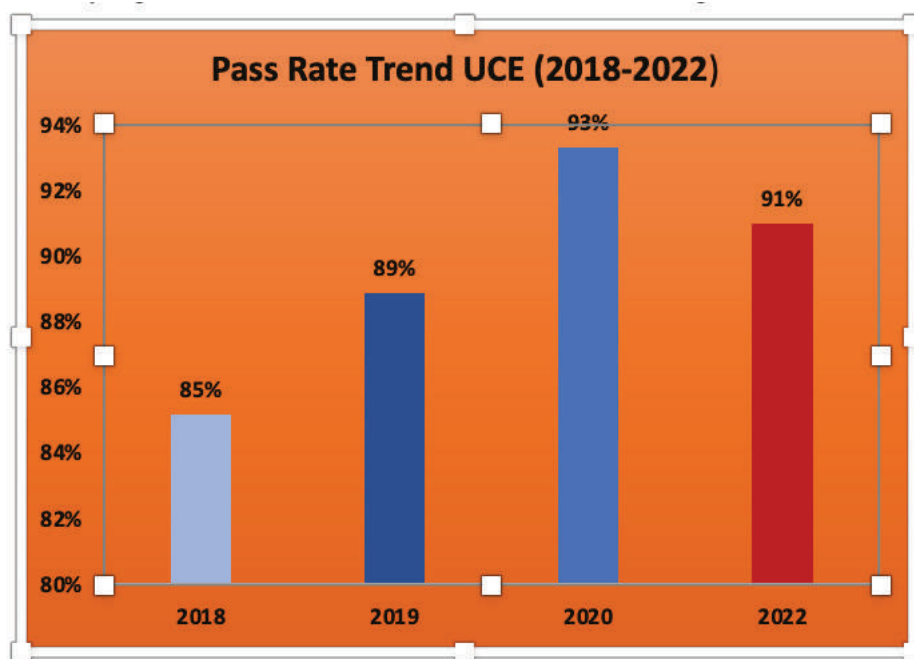
### UCE summary of examinations pass rate

Grade	# of Candidates	Percent
D1	65	3%
D2	321	17%
DIII	499	27%
DIV	784	42%
DVII	2	0%
D IX	153	8%
D X	53	3%
<b>Total</b>	<b>1,877</b>	<b>100%</b>

The general pass rate for UCE stood at 92%, representing a slight drop from 93.3% in 2020.

### Trend analysis

The analysis indicates continuous improvement in performance over the years, and the drop in 2022 by 1% is very significant. About 66% more candidates were registered for UCE. Of these, only 20% passed in divisions 1 and 2, compared to 25% of the 1,096 candidates who passed in divisions 1 and 2 in 2020. A lot of effort is required to ensure that UCE performance is improved across the board.



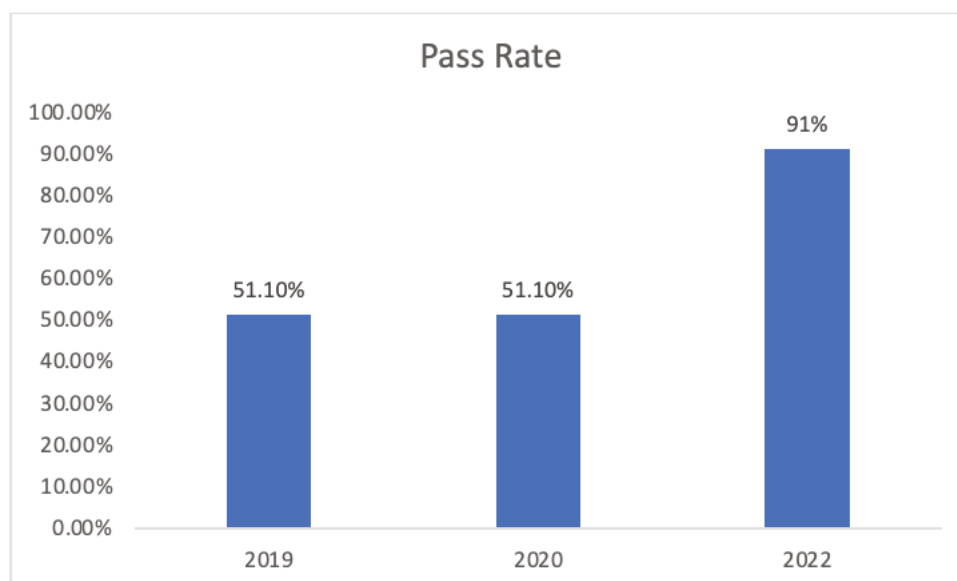
## UACE 2022

The number of candidates registered were 157 and all of them sat for the final examinations. The summary results are presented below:

Grade	Frq	Percent
3Ps	46	29%
2Ps	51	32%
1 P	46	29%
Subsidiary	13	8%
Fail	01	1%
	157	100%

In UACE, there was a remarkable improvement in the pass rate compared to the last three years. In 2022, the pass rate stood at 91% compared to 2019 and 2020, when the pass rate was 51.1%.

## Trend analysis



The above analysis indicates a sharp improvement in performance by 41.1% as compared to performance in the previous years. The good performance is attributed to small class sizes and commitment by both teachers and learners.

## Success Stories

### Learner scores aggregate 4 in PLE, prays to join secondary school



Biringiro Samuel is an 18-year-old Congolese refugee, the fifth -born among six children who live with his family in New Hope, Nakivale Refugee Settlement. His family moved to Uganda in 2015 after war broke out in the DRC. His parents enrolled him in Primary One in 2015 at Bright International School but due to lack of school fees they transferred him to Kashojwa Common Primary School in 2020 as a learner in Primary Six and he was able to complete his primary-level education there. Kashojwa Common Primary School is a government school that receives support from WIU/ UNHCR in Nakivale Refugee Settlement.

In the released PLE results for 2022, Samuel emerged as the best candidate in the entire settlement by scoring aggregate 4. He accords his good results to praying to God, consulting teachers whenever he had any difficulty and also revising his books.

Samuel also noted that Windle International Uganda gave them support that helped him and his friends to stay in school. "They gave us scholastic materials, for example pens, mathematical sets, exercise books and pencils," he said. They also gave them home learning packages that helped him study during COVID-19 and the teachers were always available to provide support whenever he had

any difficulty. "During COVID-19 school closure, we received the home learning packages to study and our teachers used to visit us at home for small group learning," remarked Samuel.

Samuel said that he wants to join secondary school but his parents are not able to support him to achieve his plans and therefore he is requesting WIU and UNHCR to help him continue his education and become a successful businessman.

### **Continuous support from teachers enabled me to succeed**

Niyikiza Jerome is a 22-year-old Congolese living in Base Camp IV, Nakivale Refugee Settlement with his parents. He is the third-born among nine children. His family moved to Uganda in 2002.

He joined Nakivale Secondary School in 2016 as a student in Senior One to pursue secondary education. In Senior Four, he scored aggregate 34 which put him in division two. He then went back to Nakivale Secondary School for Advanced level to study History, Entrepreneurship, Kiswahili and ICT and scored 18 points, emerging as the best 2022 UACE candidate within Nakivale Refugee Settlement. He credits his success to his hard work as well as the continuous support he got from the school administrators and his fellow classmates.



He appreciates WIU/ UNHCR for all the support given to him since he was on partial scholarship from Senior Two to Senior Four and it helped him complete Ordinary level and join Advanced level. "I appreciate WIU/UNHCR for all the support given to me and my community and I request that they may continue supporting our community," remarked Jerome. He intends to join a tertiary institution to pursue a career in human resource or project planning and implementation.

### **Excellence in my academics is the only way to bring hope to my family**



Gutama Darartu is a 20-year-old female Ethiopian living in Nakivale Refugee Settlement. She comes from a family of four people and her parents are struggling to make ends meet, especially educating and feeding the children. Gutama Darartu pursued her Ordinary level at Nakivale Secondary School, where she sat for the Uganda Certificate of Education in 2019 and scored aggregate 29, emerging as the best female student.

Since she was among the best five students at Nakivale Secondary School, WIU/UNHCR offered her a scholarship to pursue a science combination in a school outside the settlement. She was admitted to Citizen High School to do MEE/ICT (Mathematics, Economics, Entrepreneurship and Information Communication and Technology). She

again emerged among the best candidates in her school and the best female student in Nakivale Refugee Settlement by scoring 19 points.

"If WIU had not given me the scholarship to study at a fully established secondary school with supportive teachers and good facilities, I do not think I would have performed this well. I really appreciate WIU and UNHCR for the support they gave me," said Gutama.

Gutama Darartu credits her excellence to her desire to make her parents proud, to bring hope to the family despite the struggles they are going through and to set the pace for her little brother, and also to the scholarship provided by WIU/UNHCR. She notes that the scholarship enabled her to study in a good school outside the settlement. Additionally, the good supportive teachers and facilities at Citizen High School enabled her to maximise her abilities and excel.

"As a refugee, life is not easy. There are very many struggles and I thought that me excelling in my academics would uplift/bring back the lost hope to my family, especially my parents and set a pace or standard for my young brother," remarked Gutama.

She wants to join university and pursue a Bachelor of Statistics or Bachelor of Commerce course so that she can achieve her dream of becoming an economist. Gutama is grateful to WIU/UNHCR for all the support given her and believes she will achieve her career plans/dreams.





## 2.0 SCHOLARSHIPS MANAGEMENT

*Increase access to learning opportunities for the vulnerable persons of concern (PoCs) through scholarship opportunities.*

Scholarships are crucial in promoting access to education for vulnerable and marginalised students, including refugees. WIU therefore provides scholarships to vulnerable and marginalised students, including refugees, to support their education through primary, secondary and tertiary levels.

WIU provided support for refugees and host communities to access education through different scholarship programmes that included: (1) the DAFI university scholarship; (2) the Student Refugee Program; (3) teacher training; and (4) primary and secondary school scholarships.

### 2.1 Albert Einstein German Academic Refugee Initiative (DAFI) Scholarship Programme

There is a critical link between expanded access to quality higher education and sustainable development across the globe, as reflected in the Sustainable Development Goals (SDGs), and the DAFI programme is an integral component of this call to act and invest now. Higher education is much more than an opportunity; it is a lifeline for young people that has system-wide implications for access and inclusion at all levels of education and sustainable livelihoods.

The DAFI scholarship programme registered remarkable achievements during the course of the year, with 400 students (242 male and 158 female) benefiting. WIU has partnered with leading public and privately owned accredited institutions of learning in Uganda to provide scholars with the opportunity to get world-class education and training. Other partners supporting higher education include the government, through the MoES, and UNHCR, which provides technical and financial assistance. There was direct contact with students to ensure that their educational and welfare needs were met. The

programme was accessible to vulnerable youths, both male and female who qualified to be admitted for tertiary education.

By country of origin, the highest number of DAFI beneficiaries are from South Sudan due to their high population in Uganda, followed by the DRC. According to OPM/UNHCR statistics of 31 December 2022, of the total number of refugees and asylum seekers (1,495,688) being hosted in Uganda, 57% are from South Sudan. This, therefore, explains the high number of South Sudanese on the DAFI programme, who are represented by 74%. The smallest number of beneficiaries are from Ethiopia and Somalia due to their low populations.

**Table 1: DAFI scholars by country of origin**

Country of Origin	Female	Male	Grand Total
Burundi	4	7	11
Democratic Republic of Congo	20	49	69
Eritrea	2	-	2
Ethiopia	-	1	1
Rwanda	13	12	25
Somalia	4	5	9
South Sudan	115	167	282
Sudan	-	1	1
<b>Grand Total</b>	<b>158</b>	<b>242</b>	<b>400</b>

The DAFI scholarship beneficiaries are from all the 13 refugee settlements spread all over the country and urban Kampala. The distribution of scholarships at the time of award depended on the population of youths who are between the ages of 18 to 28 years. The highest number of scholars are from Adjumani, followed by Bidibidi and Rhino Camp settlements, while the lowest numbers are from Oruchinga and Lobule.

**Table 2: DAFI scholars by location/settlement**

Settlement	M	F	Total
Adjumani	34	26	60
Bidibidi – Yumbe	31	22	53
Imvepi – Madi Okollo	16	6	22
Kiryandongo	11	10	21
Kyaka II – Kyegegwa	15	9	24
Kyangwali – Hoima	14	9	23
Palabek – Lamwo	12	7	19
Lobule – Koboko	9	0	9
Nakivale – Isingiro	22	9	31
Oruchinga – Isingiro	6	3	9
Palorinya – Obongi/Moyo	18	9	27
Rhino Camp – Arua	24	21	45
Rwamwanja – Kamwenge	16	6	22
Urban Kampala	14	21	35
<b>Total</b>	<b>242</b>	<b>158</b>	<b>400</b>

Up to 120 new scholarships were awarded in 2022. The highest number of new scholars are from

South Sudan, representing 60%, followed by the DRC, represented by 21%, and the lowest numbers are from Eritrea, Somalia and Sudan. The number increased in 2022 compared to 2021, when only 60 new scholarships were awarded. The demand for scholarships keeps increasing with more students completing the secondary school cycle.

WIU supported bridging programmes from which 25 students benefitted, with 35 (19 male and 16 female) accessing a higher education certificate and English training that enabled them to transition to degree programmes. These were students who had completed their secondary school education in South Sudan, Sudan and Somalia.

Gender mainstreaming was made a priority, with deliberate efforts being made during the selection process where female students were offered additional 1.5 marks. Out of 120 new students, 57 were female, representing 48%. The extremely vulnerable female students with children were provided with additional financial support for baby care to allow them to concentrate on their studies and complete them on time.

## Alumni engagement

- WIU alumni conducted monthly mentoring sessions with the current students with a focus on instilling life skills, leadership skills, financial management and community engagement. They also focused on sexual and reproductive health and other global health concerns like COVID-19, Ebola etc.
- The Association coordinated with refugee-led organisations to support WIU scholars to get internship placements in various organisations. In 2022, 81 students (49 male and 32 female) were supported by the alumni network to get internship and voluntary opportunities within the country.
- The Association conducted 10 career guidance sessions targeting candidates in Form 4 and Form 6. This was to prepare the candidates to make better career choices as they prepare to sit for their national examinations.

## 2.2 Student Refugee Program (SRP)

WIU, in partnership with World University Service of Canada (WUSC), is implementing the Student Refugee Program (SRP) in Uganda that reaches out to refugee youths who are between 18 and 25 years and reside within urban Kampala and 13 refugee settlements. Through this partnership, WIU accepts applications from all refugee settlements in Uganda as well as from urban Kampala as long as applicants meet the SRP requirements. Since 2018, WIU has successfully supported the award of sponsorship to 117 (49 female and 68 male) students. These students have travelled and have been placed in various institutions in Canada. Besides resettlement, the programme offers employment opportunities and empowerment for youths after the completion of their studies.

Location	Female	Male	Total Number
Adjumani	4	8	12
Rhino Camp	1	12	13
Kampala	17	7	24
Kiryandongo	6	13	19
Kyaka II	5	3	8
Kyangwali	0	3	3
Nakivale	10	12	22
Oruchinga	1	1	2

Palorinya	2	1	3
Rwamwanja	2	7	9
Bidibidi	1	0	1
Lobule	0	1	1
<b>Total</b>	<b>49</b>	<b>68</b>	<b>117</b>

This programme combines resettlement and sponsorship in Canada. The programme circle takes close to 18 months and entails a rigorous process of selection, academic verification, facilitation of students for International Language Tests in French and English, immigration and a pre-departure process. In 2022, 35 students (20 male and 15 female) were offered sponsorship and are due to travel to Canada by July 2023.

## SRP Beneficiary Story

### My years in refugee settlement in Uganda changed my perspective and way of thinking



Plem Kijamba Lushembe is a refugee from the DRC. He lived in Rwamwanja Refugee Settlement in Uganda from 2015 to 2021. However, in January 2021, Plem was resettled to Canada where he is pursuing further studies in the social sciences through the Student Refugee Program.

WIU, in partnership with WUSC, is implementing the Student Refugee Program (SRP) in Uganda that reaches out to refugee youths who are between 18 and 25 years of age and reside within urban Kampala and 13 refugee settlements. The SRP is a youth-to-youth sponsorship model that provides access to higher education and resettlement in Canada.

Plem heard about the SRP in 2018 while still in Rwamwanja Refugee Settlement. Plem had never in his imagination thought of setting foot in Canada, much less studying there, but still went ahead to apply. "I heard about this programme through a former Windle International employee based in Rwamwanja Refugee Settlement who encouraged me to apply. I applied and I was lucky to be among those selected. I was informed on 7 January that I had been selected to be among the beneficiaries. This was exciting because I knew I am getting closer to achieving my dreams," Plem said.

### Adjusting to life

Plem relocated to Canada and is adjusting to life there. "The Canadian way of life is totally different from life in Uganda. Time moves faster here. There are lots of engagements, including my assignments as a student. The schedule is tight, too, but I have adjusted. Sometimes, I lack time to talk to my family in Uganda. I know we miss each other but I also know they understand," he noted.

He notes that Canada is one of the most tolerant and culturally diverse countries. "We live with differences, mostly cultural, and the first thing I did was to accept these challenges. It helped me a lot in integrating in my new community, facilitating my involvement at the school campus, finding new friends, and rejoicing at every moment that I can." He says this is one of the ways that enable societies to live together in harmony. Accepting that we are different and respecting it!



Plem notes that moving to Canada has not only been a discovery for him, but also a renaissance for his family. He notes that two years ago, his family was struggling, but that all that is now in the past thanks to this programme. His family can now afford basic needs through his efforts and hard work. "I believe I am well positioned to transform my family's living conditions and to share my experience and knowledge to help my fellow refugees."

Plem graduated from college in December 2022 and joined university thereafter. "I am currently applying for a bachelor's degree programme in international development at McGill University, a step that will shape my knowledge and experience. It's through the education that I am benefiting from here that can guide me into accomplishing a positive socio-economic change in my oppressed communities. It has been my desire and I am positively looking forward to seeing it come true," he revealed.

He says the six years' experience in a refugee settlement in Uganda changed his perspective and way of thinking. "I now believe that there's always a way of transforming our pain into joy."

To fellow refugees around the world Plem says: "I know and understand what you are going through. I went through the same within six years in Uganda, and every passing day was a huge accomplishment. Today, I am writing to you this simple message not as a refugee but a permanent Canadian resident. Keep hope and continue fighting for what you believe in. Don't allow the misery you're living in today to hinder you from seeing beyond. I believe you have all ability and capacity to overcome that. YOU'RE NOT ALONE!"

In August 2022, there are more than 100 refugee youths who entered Canada for higher education through the SRP. "Behind these students, I also see more than one hundred refugee families whose hope has been restored. This programme changes lives and restores hope. As a young person from refugee communities, the best I can hope for is to see the world supporting such initiatives," Plem shared his words of encouragement with the recently resettled students.

## **2.3 WIU/UK postgraduate programme**

WIU offers postgraduate scholarships for Ugandan students to study in the United Kingdom. The WIU UK Postgraduate Programme provides full scholarships for selected students to pursue master's degrees in various fields at partner universities in the UK. This scholarship targets refugees and persons affected by conflict in Northern and West Nile Regions, including northern-eastern Uganda. The scholarship is implemented in coordination with the Windle Trust International UK office.

Thirteen students benefitted in 2022. The application cycle for 2023/2024 was opened where 228 applications were received online, with 32% responses from female applicants and 68% from male applicants. Sixty applicants were interviewed between the month of November and December 2022.

## **2.4 OTHER SCHOLARSHIPS**

### **2.4.1 Scholarships for persons with special needs (PSNs) and orphans and vulnerable children (OVCs)**

Many refugee children face challenges accessing education, but refugee children with disabilities are especially vulnerable to exclusion from school environments as well as social settings. In many settlements we operate, serving the educational needs of children with disabilities, including OVCs, is even more complicated, given the lack of necessary resources, personnel and infrastructure in refugee settlements. Because of this, WIU offers scholarships for persons with special needs (PSNs) and



orphans and vulnerable children (OVCs) in Uganda. The scholarships aim to support disadvantaged and vulnerable children by providing access to education and training opportunities.

In 2022, with support from UNHCR, scholarships were provided to PSNs and OVCs to access primary and secondary education in settlement schools and specialised education in special needs schools outside the settlements. Consequently, 347 children (155 female and 192 male) with special needs were supported through scholarship provision to access special needs education in specialised schools. In addition, 943 OVCs (364 female and 597 male) were supported with scholarships to access education in and outside the settlement schools.

#### **2.4.2 Individual scholarships**

- WIU is working with individual donors/sponsors to provide various scholarships at secondary and tertiary levels of education. Currently, 10 scholarships are being offered by individual sponsors.

### **3.0 COMPLEMENTARY PROJECTS**

WIU's education in emergency interventions are complemented by a number of projects and donors. These ensure that we reach more refugees and host communities with quality education and training, including lifelong learning support.

#### **3.1 Education Cannot Wait (ECW)**



The Education Management Support Project for Refugees and Host Communities in Uganda is funded by Education Cannot Wait (ECW) and implemented in four refugee settlements: Palorinya, Kiryandongo, Nakivale and Kyangwali. The project aims at improving learning outcomes for refugees and host community children and adolescents, through the promotion of equitable access and improving the quality of education. During the year, the following achievements were recorded:

- In order to promote access, retention and improvement of quality of education for refugees and host community children, WIU provided scholastic materials to 34,182 learners (15,983 female and 18,199 male).
- WIU also renovated and repaired 43 classrooms in 11 primary schools in Palorinya, Kiryandongo, Kyangwali and Nakivale. These have created enough space for teachers to teach and monitor learners in the classroom. This has ultimately reduced the classroom-to-pupil ratio in the supported schools, and thus improved learning outcomes.
- WIU supported 2,981 girls from three settlements (Kyangwali, Kiryandongo and Nakivale) with disposable sanitary materials. This improved adolescent girls' attendance, retention and

completion rates. In Kyangwali, for instance, absenteeism among adolescent girls reduced by 98%.

- WIU innovated a catch-up and remedial learning in community-based settings named “Teaching at the Right Level” (TaRL). Through this, 2,071 learners (918 female refugees and 942 male refugees; and 98 female nationals and 113 male nationals) were assessed for competency in literacy and numeracy. Of these, 2,069 (111%) were enrolled for the TaRL lessons. Thirty-one per cent (649) of the learners were transitioned to the mainstream by the end of the pilot.
- WIU recruited and remunerated 377 trained teachers, 35 classroom assistants, one deputy and one head teacher. As at end line, the project had achieved 368 trained teachers (12 female refugees and 31 male refugees; and 155 female nationals and 170 male nationals); and 28 teaching assistants (seven female refugees and 18 male refugees; and two female nationals and two male nationals). The increase in the number of teachers improved the quality of education in all the ECW-supported settlements. For instance, performance in national examinations improved in Nakivale, Kyangwali and Kiryandongo due to the increased supply of teachers.
- WIU trained 369 (22 female refugees and 18 male refugees; and 150 female nationals and 179 male nationals) through continuous professional development (CPD), especially in pedagogy, inclusive education, gender and education in emergencies. These enhanced learning outcomes for learners by improving the quality of lesson delivery as well as strengthening equity and gender equality in education in crisis.
- WIU supported the participation of 825 (444 female and 381 male) children in club activities out of the target of 504. This provided the children with a forum to raise issues that affect their lives and improved the sense of responsibility and life skills among the children, especially girls, which impacted their decision about education and life more positively.

### 3.2 Adolescent Girls’ Education in Crisis Initiatives (AGENCI) Project



WIU is partnering with WUSC to implement a four-year project funded by Global Affairs Canada (GAC) to empower girls and adolescents in school and out of school to make informed decisions about their education. The project is being implemented in Moyo and Obongi. By end of the year 2022, the project had recorded the following achievements:

- Reached 2,250 adolescent girls and female youths (AGFY) with life skills sessions in girls’ clubs across 75 schools in the two districts.
- Supported and trained 140 female facilitators (72 in Obongi and 68 in Moyo) who are supporting club activities at schools.
- The boys’ clubs were also established in the 75 schools to ensure that they are trained to champion the change about the importance of girl-child education.



- Provided in-kind support and assistance to 508 most vulnerable girls to address their specific barriers to education. These included shoes, school bags and scholastic materials. These enabled the girls to remain at school since the barriers that made them not access education had been addressed.
- Trained 73 adolescents, of whom 70% were girls who had dropped out of school, in various vocational skills for empowerment. These were trained in tailoring, bakery and catering, hairdressing and welding. This has ensured that girls acquire a skill that can help them sustain their livelihoods.
- Trained 150 local mentors selected from among the role models in the community in the skill of mentoring adolescent girls and female youths. This enabled the mentors to gain skills and knowledge in mentoring AGFY

### **3.3 Equitable Access to Quality and Transformational Education for refugee and host communities in West Nile Uganda (EQUATE)**



WIU, in partnership with World Vision Uganda as a grant coordinator, is implementing a project named “Equitable Access to Quality and Transformational Education for refugee and host communities in West Nile Uganda” (EQUATE) funded by European Union Humanitarian Aid (ECHO). The project aims at ensuring that vulnerable conflict-affected children from refugee settlements and host communities have increased access to equitable, inclusive and quality formal and non-formal education services. This is implemented in three locations, namely Rhino Camp, Imvepi and Palabek Refugee Settlements and target primary and secondary schools. By the end of the year, the intervention had:

- Conducted inception meetings in project locations at district and settlement levels. This raised awareness of the project, including stakeholder buy-in.
- Opened and operationalised three Accelerated Education Programme (AEP) learning centres in each of the three targeted settlements of Imvepi, Rhino Camp and Palabek. The enrolment at the AEP centres was at 524 learners. Of these, 298 male and 160 female were refugees, and 42 male and 24 female were nationals. This has increased access to education, especially for learners who had dropped out for several reasons such as long distance to school.
- Commenced the construction of two blocks of three classrooms each, 24 gender-sensitive latrine stances for girls, boys and teachers, and eight units of teachers’ accommodation, which had progressed to 50%. Also, commenced renovation of 10 blocks of three classrooms each, which had progressed to 60% by the end of the year.
- Assessed 10 secondary schools comprehensively in collaboration with the Directorate of Education Standards (DES) using the business rule management system (BRMS) approach. Several recommendations were made by the DES, which included training in the lower secondary school curriculum, the abridged curriculum and psychosocial support, among others. This informed training needs and further planning of project interventions.

### 3.4 Children Feeding Initiative (CFI)

WIU, in partnership with Convoy of Hope (COH), an American non-profit humanitarian and disaster relief organisation, continued to implement the Children Feeding Initiative (CFI) for children in Primary 1 – Primary 3 classes in three refugee settlements, namely Imvepi, Rhino Camp and Palorinya in the West Nile Region of Uganda. The project targeted 19,962 children (6,659 in Rhino Camp, 7,425 in Imvepi and 5,878 in Palorinya) in 22 targeted primary schools (eight in Rhino Camp, seven in Imvepi and seven in Palorinya).

- Although the project had a target of 19,962 children, it benefitted 23,005 (11,186 female and 11,819 male) children, which is a 25% achievement above the target. The project improved the quality of life of children in the targeted schools, enhanced nutrition and child health, besides contributing to increased learning and decreased morbidity among children.
- Furthermore, the school feeding initiative boosted enrolment in schools. By end of November 2022, the enrolment in the 22 supported schools was 23,005 children (11,819 male and 11,186 female), which was above the project target of 19,962 learners.
- Daily attendance equally improved; average attendance by Primary 1 to Primary 3 children on a monthly basis for both refugees and nationals stood at 66%, with 65% attendance in October and 67% in November as compared to attendance at the beginning of the programme (53%).
- To ensure the sustainability of this intervention, WIU signed an agreement with COH to implement agriculture programming (school gardening) in seven primary schools in Imvepi and Palorinya. Approximately 48.5 acres of land will be cultivated for planting of crops to enable the provision of school feeding without having to rely on donations.

### Success Story

School feeding initiative increases learner enrolment in Imvepi Refugee Settlement in Terego district

A school feeding programme in Imvepi Refugee Settlement in Odopi sub-county, Terego district has boosted learner enrolment and the learner retention rate in the schools benefitting from the initiative.

The programme implemented by Windle International Uganda is targeting the pupils of Emmanuel Primary School and Awa Primary School.

This was the finding during a visit to the project-implementing schools where the administrators revealed how the school activities had become lively.

Oliver Lomindet Olikana, the head teacher of Emmanuel Primary School, said many girls that conceived had returned to school with their babies. “The project has attracted some girls who conceived during the COVID-19 time and they have babies. We wish God blesses your hands and support us with more volunteers so that the programme is sustained. We are so happy that these young mothers are determined to succeed after returning to school,” Lomindet said.

Lomindet said one of the child-mothers had been supported by her mother, who took care of the two-year-old baby boy. She always brought the baby to the school to receive breast milk from his mother.

According to the head teacher of Awa Primary School, the feeding programme had encouraged some learners from neighbouring schools to cross over to his school.

“This programme of feeding is indeed very impactful and it has attracted learners from P1 to P3 from the neighbouring schools to our school. It has also helped to reduce the dropout rate of the young learners from the school due to hunger. The posho contains carbohydrates and the mukene (silverfish) has animal protein that builds the body,” the head teacher said.

Richard Inira, Terego District Inspector of Schools, applauded Windle International Uganda for being the lead partner on matters concerning education in the district.

“When food is given to these children in school they will be attracted by the food and find nowhere to go. So I want to thank donors for helping these people with all other programmes apart from feeding. It is not only the refugees but all other children in the host communities benefit from the programme,” Inira said.

The residents challenged WIU to sustain the programme. Inira said it will be sad if the programme ends abruptly.

Windle International Uganda is implementing the feeding initiative in partnership with COH.

This is not the first programme where partners give food in Odupi sub-county that is hosting the refugees. The sub-county was one of the worst performing sub-counties in academics in Terego. However, through the food interventions, in the PLE of last year the schools performed quite well.

At Awa Primary School with a total enrolment of 1,252 pupils from Primary 1 to Primary 7, those benefiting are 732 from Primary 1 to Primary 3.

Meanwhile, at Emmanuel Primary School from P.1 to P.3, 2,308 learners are benefitting from the programme out of which only one had malnutrition.

### **3.5 Skills for Employment Project**



With funding from the European Union, Windle International Uganda implemented a two-year project named “Skills for Employment Project” (SEP) in Koboko, Obongi and Yumbe districts in the West Nile Region of Uganda. The overall objective of the action was: ‘Increased access to sustainable employment opportunities for refugees and host community youth, especially women’.

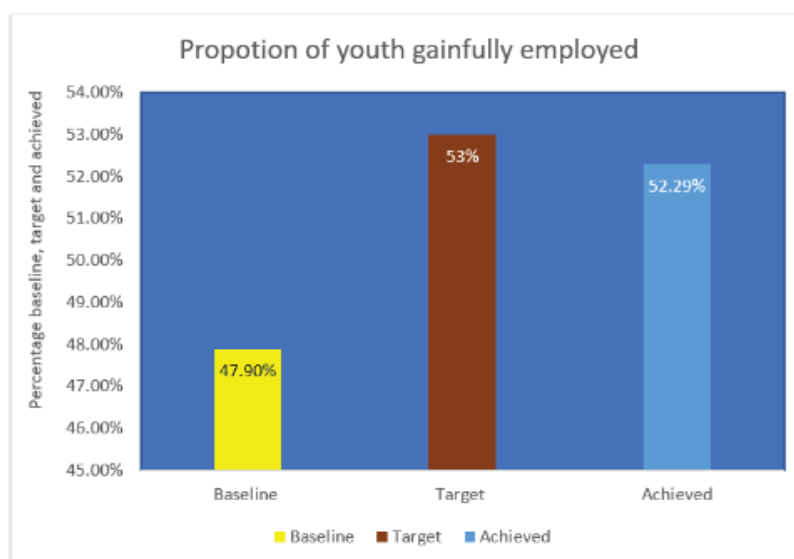
During the year, WIU selected and trained 1,000 youth, especially young women. The beneficiary youth were trained in five different trades – fashion and design (tailors), craft-making (leather and bead designers), electronic equipment handling and maintenance (electronic technician), electrical and solar wiring and repairs (domestic electricians) and cosmetology (hairstylists and beauticians). These were also trained in soft skills such as financial literacy, basic ICT, record-keeping and work readiness.

The Directorate of Industrial Training (DIT) assessed 918 (91.8%) trained youths, of whom 889 (88.9%)



passed the assessment and were certified by the DIT and received their certificates of competence.

Nine hundred thirty-five (93.5%) were placed at various business enterprises for two-months' hands-on training. This helped the trainees to perfect their skills while some were employed by the business owners.



Nine hundred twenty-nine youth (92.9%) were facilitated with start-up kits to access employment or start gainful enterprises.

According to the endline evaluation of the action, the proportion of youth and young women gainfully employed increased from 47.9% to 52.29%. The action also improved the socio-economic status of the trained youth and young women from 33% to 34.68% and the proportion of beneficiaries with improved household living conditions stood at 26.50% compared to 22% at baseline.

### 3.6 Strengthening Refugee and Host Community Learner Retention-British Council

Language is one of the key barriers for refugees to access quality education, especially those from a Francophone background. WIU, in partnership with the British Council, is implementing "Strengthening Learners' Retention (SLR)" project to address the existing education language gaps in Rhino Camp, Imvepi, Nakivale and Kyangwali Refugee Settlements and providing a more holistic approach to the challenges faced by teachers and children in refugee settlements. The project registered the following successes in 2022:

- WIU facilitated training of 188 (55 female and 133 male) teachers on Language for Resilience. This has enabled teachers to incorporate the language for resilience inside the classroom through scaffolding, trans-language, bilingual or multilingual teaching and support reading and writing, including teaching in groups while teaching refugee learners from French-speaking countries.
- Two hundred three (83 female and 120 male) teachers were trained in social emotional learning; 50 were trained in Nakivale, 50 Imvepi, 50 Kyangwali and 53 in Rhino. This is an important skill that empowers teachers to handle students' emotional issues more effectively and contribute towards making school a friendly environment.
- One hundred twenty-nine (39 female and 90 male) head teachers, deputies and a senior woman teacher were trained in core professional skills in management and smooth implementation of Language for Resilience in schools, including increased management and coordination of education service delivery.
- Eighty-one (22 female and 59 male) local leaders were successfully trained in intercultural relationship using the "Active Citizen" modules. Participants were drawn from both refugee and host community backgrounds. The overall aim is to enable the community leaders to identify

and address the root cause of school dropout in order to promote access, retention in school and completion of education.

### **3.7 Solar Home Club**

WIU, in partnership with Book Aid International (BAI), a UK-based charity organisation, implemented the “Solar Homework Club” project in Rhino Camp for three secondary schools between April 2021 and June 2022. The project built on the successes and lessons of BAI’s experience in implementing the Solar Homework Club projects in Kakuma Refugee Camp in Kenya.

- The project supported the three secondary schools in Rhino Camp with a collection of supplementary secondary books, solar lamps and cupboards for storing donated books; provided 3,426 revision guides and teen fiction books donated by UK publishers; and procured 242 locally published secondary textbooks that included revision guides and set books for the schools.
- Further, BAI procured and distributed to schools 900 solar lamps for use by secondary school students and teachers to extend their study time and prepare for their lessons, respectively.

### **3.8 Reading for All**

In partnership with BAI, WIU is implementing the Reading for All (RFA) project in 29 supported ECD, primary and secondary schools in Palabek. The overall goal of the project is to provide quality education to refugee and host-community learners through the provision of high-quality local curriculum books and other instructional materials.

- This entailed the provision of 1,499 local curriculum books to 15 primary and four secondary schools to aid students to access quality learning materials for better performance.
- In addition, BAI donated 15,700 books which were distributed to four secondary, 15 primary and 10 ECD schools. This has promoted a reading culture in schools. One motivated girl from Dicwinyi Primary School in Uganda, responding to a question on why she reads books, said “... to get knowledge, I feel happy when reading a story book because some stories are nice, not to forget things that were taught in class.” Reading clubs have also been established in schools to stimulate a reading culture.

### **3.9 Skills Training for Employment Promotion (STEP)**

In November 2022, WIU signed a MOU with Enabel to implement a project named “Skills Training for Employment Promotion” in Kiryandongo and Adjumani Refugee Settlements. By the end of the year:

- Project inception meetings had been conducted at both district and settlement levels in both districts.
- Community awareness raising had been conducted in the project locations to sensitise the community to the availability of the skills training opportunities.

## **4.0 YOUTH ENGAGEMENT FOR LIFELONG LEARNING**

### **4.1 Vocational Training Centres (VTC)**

WIU recognises that formal education is not always enough to provide young people with the skills they need to secure employment and improve their livelihoods. As such, WIU has enriched operations by providing access to employable demand-driven skills training and business development support opportunities for refugees and host-community youth. Learners are engaged in formal and non-formal vocational (also lifelong learning) training at the VTC, which has enabled them to acquire vocational and business skills in various trades, including motor vehicle mechanics, electrical installation, building and construction, agriculture, woodwork technology, fashion and design, ICT, salon and hairdressing.

The VTC in Nakivale is strengthening its agriculture business section, which has seen the introduction of the black soldier flies which lay the eggs used for making feeds. The training centre has revived the business section and is looking forward to expanding projects to widen the institution's income base. In addition, the VTC has various crops on a 10-acre piece of land which, also, has a goats' project.

The WIU long-term innovation of vocationalisation of secondary education, which started in Kiryandongo and was taken on in Nakivale, has been extended to two more secondary schools – Rhino Camp High School and Pagirinya Secondary School in Adjumani.

### **4.2 Community Technology Access (CTA) Centre**

There was increased sensitisation about computer training at the CTA in Kyangwali, which led to the introduction of an evening shift. This increased enrolment per intake from 20 to 40 learners and overall for the year from 80 to 160 learners.

The completion rates for the computer training stood at 85 youth (18 female and 67 male), of whom 47 (six female and 41 male) were refugees and 38 were nationals (18 female and 26 male) at Kyangwali CTA. The learners received certificates and are currently using the skills to make their livelihoods better.

Internet connection was also provided at the CTA, which enabled instructors to conduct lessons and youths to conduct research, as well as access social media and online learning. On average, 293 youths accessed the CTA; among these were 282 refugees (4 female and 278 male) and 11 nationals (seven female and four male).

### **4.3 Other Youth Engagement Activities**

In Kyangwali, capacity-building training was held with the youth drama group leaders which focused on drama techniques and awareness of space for 20 refugees (two female and 18 male) to improve their performances.

WIU built the capacity of and gave support to One for Us, a youth association group with various artists in the settlement. A go-back-to-school campaign song was recorded by the youth and was used to support the campaigns. This was done to provide a platform for talent development among the youths.

The brass band based at Kagoma Youth Centre was able to perform during the Day of the African Child celebrations in Nyamiganda. This gave the youths a platform to showcase their talent.

WIU participated in the World Refugee Day celebrations on Tuesday 21 June 2022 that were held at Kasonga Primary School where different youths, both in school and out of school, were given a platform to showcase their talents under the theme "Eliminating harmful practices affecting children".

WIU engaged youths in indoor games such as Ludo, snakes-and-ladders, draughts and pool at the Kyangwali CTA. This was done to nurture and promote youths' talents in order to improve their skills

and mental health and build on the successes of peaceful coexistence among refugees and host communities. The number of youths engaged in youth activities was 2,136. The summary is presented below.

Activity	Female	Male	Total
Out-of-school youth for talent development	155	503	658
Indoor games at CTA	45	312	357
School club activities	518	603	1,121
<b>Total</b>	<b>718</b>	<b>1,418</b>	<b>2,136</b>

## Peace at Last! Mending Fences among Refugees through Sports



At the beginning it was chaos! Relationships were strained. Tribalism, the blame game and pure hatred marred the air. The violence they had experienced when the war broke out back in South Sudan found fertile ground in Uganda, where they sought sanctuary. Refugees like Nicholas Deng, who lives in Kiryandongo Refugee Settlement, remember that the situation was so bad that it started to feel unsafe.

Then it gradually changed.

"All I can say is that Windle International Uganda came in and helped us," the 27-year-old Deng says. "In fact, if it were not for Windle, then there wouldn't be co-existence in this place."

He recalls the time he had just arrived in the settlement in 2016; the hatred between the Nuer and Dinka tribes of South Sudan living in the settlement escalated each day. "The two tribes blamed one another for causing the war back home and forcing us to be refugees," he recalls. "This was not just in our homes. Even in schools, there was violence between learners from these two tribes." It didn't help that the young people had just experienced bloodshed back in South Sudan and were living in the

trauma of it all.

He recalls that WIU started by identifying ambassadors of peace to champion the cause of changing the situation. After that, they found interesting ways of bringing people together in the spirit of community. With support from the United Nations High Commissioner for Refugees (UNHCR), they constructed a youth Community Technology Access (CTA) Centre. It is now buzzing with activities like computer lessons, playing games (field and board games) and Music, Dance and Drama (MDD). This entire process began a new chapter that Deng describes as the peaceful phase.

### **Peace at last**

“The main reason I play football is to find a way to preach peace and unity,” he says. “Putting different tribes in one team, for example, helps them to discuss and become friends.” He said that when he started to see the change happening among the cheering crowds, he knew they were on the right path. “You would see a Nuer cheering a Dinka because they were from the same team,” he laughs. “This was wonderful to watch!”

That was, however, not enough because some individuals with unresolved issues sometimes fought their way into the playfields. “There are rules; if you want to fight, you will be disqualified!” he exclaims. “The players understand that, the people cheering equally know that whenever there is chaos, the game is interrupted, so they behave.”

WIU provided all that was needed to play different games through their youth centre, which is often thronged by young and enthusiastic people. “This place is always full of young people, and unlike before, they are too busy to engage in unnecessary fights,” Deng observes.

Slowly, the community has shifted from violence to communication whenever misunderstandings arise; nothing is left to escalate to the point that it breeds violence. “But also, then there is no time to waste; between the income-generating activities, sports and school, idleness is impossible,” he adds.

It is important to note that all the areas that Deng has listed above are special projects that WIU is delivering for the people of Kiryandongo Refugee Settlement.



## 5.0 CROSS-CUTTING ISSUES



### 5.1 Child Protection and Safeguarding

WIU is committed to protecting the children whom our interventions benefit; and due to our zero-tolerance approach to child abuse, we are determined to take all the necessary steps to manage, minimise and protect children from any deliberate or unintended actions that place them at risk of child abuse, sexual abuse, exploitation, injury, discrimination and any other harm.

Regarding our dedication to the Prevention of Sexual Exploitation and Abuse (PSEA), WIU once again conducted a self-assessment of safeguarding versus the 8 UN PSEA standards for partners. It is through this self-assessment that the organisation was able to develop a PSEA Monitoring Plan for the rest of the year. This allowed us to remain accountable to our pledge to continue improving our policies and systems for safer programming.

#### Key interventions

- Sensitisation sessions on positive discipline were conducted in all locations of implementation to curb the challenge of corporal punishment after the long lockdown through sensitising teachers to alternative ways to discipline learners. In this regard, 1,422 teachers (634 female and 788 male) were trained.
- In 2022, all WIU employees received two online safeguarding trainings facilitated by a certified member of internal staff and an external colleague from SOS Children's Village. Safeguarding messages were printed and disseminated across all settlements and at the head office. WIU uses every opportunity, including meetings, to remind staff (both teachers and project staff) of the need to maintain safeguarding standards. In connection with this, 134 employees were trained.
- Regular inspections were conducted to ensure safety of the school environment for learners. Unsafe structures, including classroom blocks and latrines, were identified for renovation or even demolition.
- WIU trained over 200 new teachers on the organisation's safeguarding and PSEA standards as part of their orientation and induction.
- WIU held peer-to-peer engagements with 2,162 (1,312 female and 850 male) children/learners through Child Rights Club activities that included debates, drama and skits. These are used to educate children about their roles and responsibilities.
- Furthermore, WIU facilitated the participation of over 200 learners across six refugee settlements in special days, including the Day of the African Child and World Refugee Day. Their participation made it possible for them to be part of the reflections on the progress made towards upholding the rights of children in Uganda.
- Three WIU employees (1 female and 2 male) were part of a familiarisation visit to four schools in Kampala to observe the methodology being used by the partner, Strong Minds Uganda (SMU), to implement their IPTG (Inter-Personal Psychotherapy for Groups) model. The implementation of this model in 2023 will strengthen school-based support systems in 27 schools in Adjumani and 15 schools in Lamwo to respond to students' need for knowledge of mental health.

## **Safeguarding staff**

Safeguarding children in our operations also requires safeguarding WIU staff.

- In 2022, the need to protect staff was a constant concern. While WIU responded to and resolved child safeguarding and SEAH cases, the safety of staff was also of primary importance. This is why the organisation conducted Prevention of Sexual Exploitation and Abuse (PSEA) refresher training for all administration staff.
- The staff were additionally required to re-endorse the expected standards of conduct which are stated in the WIU Sexual Harassment Policy as a reminder of the organisation's stand against sexual harassment.

## **5.2 Environmental Conservation and Climate Change Adaptation**

WIU recognises the impact of climate change on the communities it serves and has implemented various interventions to mitigate and adapt to its effects.

Here are some of the climate change interventions implemented by WIU during the year.

**Agroforestry:** WIU has promoted the planting of trees in schools in refugee settlements. Trees not only help to mitigate climate change by absorbing carbon dioxide but also provide multiple benefits such as reducing soil erosion, improving water quality, and providing shade. WIU has also supported the establishment of School Environment Conservation Clubs which spearhead tree planting exercises in schools. The trees replenish the environment, besides providing fruits and shade to learners.

**Use of alternative renewable energy:** WIU, working with Environment Conservation Clubs, came up with innovative measures to address climate change in schools and communities through promoting the use of charcoal briquettes. This innovation turns recycled agricultural and biomass waste into fuel for cooking. Briquettes can be used anywhere from heating homes to cooking. The idea of briquettes is sustainable, affordable and healthier to implement.

**Climate change awareness:** The organisation has conducted training and awareness-raising activities on climate change in schools and communities affected by conflict. This has helped to increase their understanding of the impacts of climate change and the actions they can take to adapt to and mitigate its effects. These interventions help to mitigate and adapt to the effects of climate change, reduce vulnerability and promote sustainable development.

Two of our schools – St Luke Widi Secondary School and Imvepi Secondary – submitted projects to New Vision Uganda on climate change which have been approved for funding. This intervention will go a long way in conserving the natural environment and protecting the community from the hazardous effects of climate change.

### 5.3 Promoting Gender Equality and Girl Child Education



WIU works towards promoting and protecting the rights of refugees and other vulnerable groups in Uganda, with a particular focus on education, gender equality and women's empowerment.

During the year, WIU developed a Gender Policy whose overall goal is to set the standard and principles for gender equality in programming, processes and practices for mainstreaming gender equality and equity without any form of exploitation and discrimination where everyone has the opportunity to realise their potential.

Secondary school girls who got pregnant during the COVID-19 lockdown were encouraged and supported to return to school. Thirty-six girls returned to school and 14 of them sat for the national exams in 2022. In order to help the girls cope with the new situation, they received counselling services as well as bicycles to support them with transport to school.

In order to guarantee a school-friendly environment and help young adolescent girls' transit into primary school through the Accelerated Education Programme (AEP), WIU has constructed five breastfeeding corners in Imvepi and Rhino Camp settlements. This has boosted the number of young adolescents opting to join both primary and secondary schools, depending on the level at which they dropped out of school.

Four hundred thirty-two packets of sanitary pads were procured and distributed to 432 (113 national and 319 refugee) adolescent girls in Rhino High School from age 13 and above. This aimed at improving personal and menstrual hygiene among adolescent girls in Rhino Camp Refugee Settlement.

## 6.0 RESEARCH AND POLICY ADVOCACY

### 6.1 Research, Institutional Development and Innovations (RIDI)

As the leading education agency in Uganda, WIU has found that implementation that is not backed by evidence is problematic. Therefore, WIU leverages research as a tool to inform and deliver programme design, planning and implementation. The approach is a four-stage cycle as illustrated below:

Evidence: Cutting-edge and relevant to the populations we serve.

Engagement: Collaborative and innovative.

Knowledge: Accessible and knowledgeable, creating the relevant changes within fragile settings and communities

Application: Practical and strategic.

In 2022, WIU commissioned, led on joint assessments and conducted studies funded by donor agencies with the aim of creating evidence following the Kirkpatrick four-level learning model.

The following research studies were conducted:

1. A feasibility study on the school feeding programmes in West Nile. The study was funded by Convoy of Hope (COH) and sought to establish the sustainability approach for the children feeding initiative. The study found that school feeding is ideal to keep children in school, but that its sustainability is questionable. One of the key recommendations of the study was the need to establish a school garden initiative, which presents a more grounded case for sustainability because of the profound levels of institutionalisation of the programme. This study resulted in funding from COH for the school garden initiatives in Palorinya and Imvepi.
2. The impact of COVID-19 on education in Uganda; a case of refugee-hosting districts. This survey was conducted in six refugee settlements of Uganda and led by WIU and other partners. The purpose of the study was to assess the achievements and challenges of the continuation of learning interventions during the COVID-19 lockdown; generate and document lessons and best practices for integration into classroom learning when schools re-open; and make recommendations for the continuation of learning during and after the COVID-19 pandemic and any other emergencies. Education in Emergency (EiE) partners are benchmarking on the results of this study to inform design and planning after COVID-19.
3. Needs assessment for the Student Refugee Program (SRP). The assessment sought to document the needs, experiences and expectations of SRP beneficiaries using Social Cognitive Theory. The assessment concluded that refugee youth, especially those on the SRP, face tremendous barriers in meeting their needs for quality education and livelihood. To enhance their wellbeing, collective efforts at individual, family, community and societal levels are needed. This study was used to respond to the call for proposals for SRP, and WIU received this funding in January 2023 for the next three years.
4. Education in emergencies joint needs Assessment in Nakivale Refugee Settlement, southwestern Uganda. This study was commissioned due to a sudden influx of Congolese refugees through the Bugangana border and their transit to Nakivale Refugee Settlement. A rapid needs assessment was commissioned to find out the key education needs and ascertain the readiness of the education institutions in Nakivale Refugee Settlement to accommodate the new arrivals. The results show that the resources are available to accommodate learners. However, these are constrained by the large numbers, especially at primary level. Therefore, innovations like double shift school systems should be embraced as new schools await establishment. The results of the assessment informed partners' request for ECW funding for Uganda.
5. Adaptation and transformation in COVID-19 among persons with special needs (PSNs). A study in Nakivale, Rhino Camp and Adjumani Refugee Settlements in Uganda. This study shares key lived experiences of children and young people living with disabilities during COVID-19. It shows how their lives changed when the pandemic struck, the challenges they faced, the



coping strategies they adopted and the support they received.

6. Teenage mothers survey in Palabek and Kyangwali Refugee Settlements. This study was conducted in July 2022. The goal was to inform and aid the development of action-oriented project pathways for the teenage mothers' learning continuity. A key finding was that several educational opportunities existed for the teenage mothers and that there was unrestricted access to these opportunities, which has enabled some of them to return to school. However, they are finding it difficult to continue learning and studying because taking care of their children is now their primary responsibility. These young mothers do not receive any support; also, 42% are separated and 12% are widowed. Furthermore, the schools and communities still find the school re-joining process very alien, so they are not aware of how to support these teenage mothers after they have completed catch-up classes. To address this alienation, WIU has introduced go-back-to-school campaigns within communities, supported the girls with scholastic materials, and established breast-feeding shelters, among other things.
7. Recommendations: There is need for evidence-based programming for teenage mothers that includes: a) mentorship for all girls (teenage mothers or not); b) provision of guidance to guardians and parents on how to support the teenage mothers better; c) skills development; d) capacity-building for teachers; and e) integration of education and health services. The results of this study have informed two proposals submitted to non-foundational traditional donors like USAID.
8. The double shift school system (DSSS) study in Nakivale Refugee Settlement. The study aimed at assessing the contribution and evidence of DSSS to education, to inform education programming for WIU and partners. The findings indicated that DSSS has generally improved the learners' performance in school and increased their rest time, that learners are able to support their parents and that enrolment has increased in both schools. However, there is a perception on the part of teachers that they are carrying a heavier work burden and they have thus requested that they be incentivised because teaching two shifts is double work. Also, some learners and parents have never fully understood DSSS and they believe it has done more harm than good. Therefore, there is an urgent need for partners to address this challenge by documenting them, to learn through consulting the end users what makes the system work and to implement their recommendations.

In partnership with UNHCR and funding from Educate a Child (EAC), six studies were conducted in 2022. These included:

1. Post-Distribution Monitoring (PDM) survey in all settlements. The study focused on measuring learners' levels of satisfaction with the adequacy, distribution processes, quality, timing of distribution and transparency. The key findings are that 98.8% of the learners acknowledged receipt of the scholastic materials, including exercise books, pens, pencils, maths sets and rulers. However, these were noted to be inadequate. In addition, 81% were satisfied with the adequacy of the items, 89% were satisfied with the quality of the given items, 79% noted these materials were given on time and 66% reported that they were told of the exact quantities before the distribution.
2. Menstrual Hygiene Management (MHM) survey in Nakivale, Oruchinga, Kyangwali and Rhino Camp. The study was conducted in November 2022 with funding from UNHCR-EAC. It examined the avenues to access menstrual health care support for adolescent girls in schools in refugee and host communities.
3. Knowledge Attitude Practices (KAP) survey in girls and children with disabilities (CWDs) education in Nakivale, Oruchinga, Palabek and Kyangwali Refugee Settlements. The purpose of the study was to examine the community's knowledge, attitude and practices on education for girls and children with disabilities (CWDs) in Nakivale, Oruchinga, Kyangwali and Palabek



Refugee Settlements. It was evident that the community was more aware of the importance of educating girls (72%) than of CWDs (54%). Ninety-four per cent of the respondents strongly agreed that all school-going children, regardless of their sex and disability, are supposed to be in school; and 96% said that it is important to give these children an education since it is their right to access education. The study recommended intensive sensitisation of communities to the need to accept CWDs and the importance of providing education for girls and children with disabilities.

4. Irregular school attendance and school dropout survey in Kyangwali, Kiryandongo, Imvepi, Oruchinga, Nakivale and Palabek Refugee Settlements. This was conducted to ascertain the cause of irregular school attendance and dropout among primary school learners and how it can be addressed. This study revealed that although several interrelated social, economic, school and cultural factors affect school dropout outcome regardless of the gender of the students, some particular factors increase the dropout rate, particularly for girls. These particular factors produce lower educational outcomes.

The study recommended that there is need to encourage parent-and-child meetings in schools to foster close relationships between parents and their children and to encourage parents to support learners to improve their performance. It was also recommended that there was need to strengthen stakeholder engagement in schools and the community through the School Management Committees (SMCs), including the involvement of Village Education Secretaries in mobilising learners to go back to school.

5. School-based protection structures and systems survey in Kyangwali, Adjumani, Nakivale and Rhino Camp. The purpose of the study was to explore the functioning of existing school-based child protection mechanisms in refugee settlements in Uganda. Children were aware of child protection. The findings showed that the percentage of those who possessed overall knowledge in this regard was higher (67%) compared to those who did not (33%). A greater proportion (59%) of children were found to think that refugee children, and especially female children, are more at risk of child abuse than others. During the qualitative study, participants were found to be aware of the principles of child protection and what protection looks like in schools. The following recommendations were derived from the study: There is need for awareness creation amongst learners regarding major child protection issues; for continuous sensitisation of community structures and parents about handling child protection issues; and to support teachers and school administrators to handle protection cases at school. There is also need to address the communication gaps that bring about detachment in the referral pathways, and to improve the reporting mechanisms at both the school and community levels.
6. "Teachers' Presence, Training Access and Capacity Follow-ups" in Adjumani, Nakivale, Imvepi, Kiryandongo, Kyangwali refugee settlements in Uganda. The overall objective of the assessment was to generate feedback on the effectiveness of teachers based on instructional support provided with support from EAC funding. The key findings indicated that most (76%) teachers in the refugee settlements did not have the required/minimum qualification of a bachelor's degree in education. This study recommends that support be given to teachers to upgrade, as recommended by government.

## 6.2 Fund Raising in 2022

In 2022, WIU mobilised 483,046 dollars (UGX 1, 781, 744, 154) from donors and partners to complement the existing grants to support communities affected by conflict to have access to education and training. The funds were received from Enabel, the British Council and Strong Minds Uganda. The Institutional Development and Quality Assurance Directorate responded to calls for proposals from UN

agencies, multilateral donors and partners to support the agility and strategic ambitions to educate, inspire and empower young people.

### **6.3 Monitoring, Evaluation, Accountability and Learning**

Within the year (2022), project-based evaluations were conducted and these included:

1. Reading for All Project Final Evaluation in Rhino Camp. The evaluation assessed the extent to which the Reading for All (RFA) project met its aims and objectives. It examined the outcomes and changes that occurred as a result of project activities. The findings indicate that the RFA project made some significant impact among learners and teachers through increased access to books and solar lamps among students from ECD, primary and secondary schools. These facilitated learning and the development of a love for reading. The evaluation recommends the provision of more books to schools through BAI's book provision programme, the provision of more solar lamps for learners and teachers in schools, the provision of metallic shelves rather than wooden cupboards in order to keep the books safe and prevent infestation by ants.
2. The Solar Home Club Endline Evaluation in Rhino Camp Refugee Settlement. The final evaluation assessed the extent to which the Solar Homework Club (SHC) in Rhino Camp met its aims and objectives. The evaluation demonstrated that the SHC Project in Rhino Camp made some significant impact among learners and teachers through increased access to solar lamps and books among students in secondary schools, thus facilitating learning, study and preparation for examinations. The evaluation recommends that the schools still need to be supported with more books (both UK supplementary books and locally purchased books) and solar lamps due to the high population of learners.

Other evaluations conducted within the year include the Reading for All Baseline and midterm evaluations for the Palabek Project.

## 7.0 FINANCIAL OVERVIEW

In FY 2022, we adapted to the financial and operational challenges of the COVID-19 pandemic to fulfil existing programme commitments, create impact and preserve our organisational capacity. Below we present a summary of our audited books of account.

For the year ended 31<sup>st</sup> December 2022

<b>WU STATEMENT OF INCOME AND EXPENDITURE FOR THE YEAR ENDED 31ST DECEMBER 2022</b>					
Details	Note	Restricted Funds	Un restricted Funds	Total	Total
		2022	2022	2022	2021
		UGX	UGX	UGX	UGX
<b>Income</b>					
UNHCR Educ Mgt & DAFI Grant Income	1.0	34,900,519,021	-	34,900,519,021	33,296,089,347
Other Incomes	2.0	10,629,811,150	6,665,722,776	17,295,533,926	14,529,718,365
<b>Total Income</b>		<b>45,530,330,171</b>	<b>6,665,722,776</b>	<b>52,196,052,947</b>	<b>47,825,807,712</b>
<b>Expenditure</b>					
Scholastics and Instructional Material	3.1	2,096,238,230	-	2,096,238,230	2,281,337,599
Construction & Infrastructure Dev't	3.2	1,648,445,247	-	1,648,445,247	896,750,241
Tuition and related Expenses	3.3	3,917,995,324	12,836,554	3,930,831,878	3,915,130,197
Personnel Expenses	3.4	25,316,794,183	3,776,238,184	29,093,032,367	28,909,671,831
General Administration Costs	3.5	7,586,616,618	618,528,311	8,205,144,929	4,798,099,194
Communication, Awareness, PR & Visibility	3.6	1,223,336,311	147,840,933	1,371,177,244	834,338,540
Furniture and Equipment	3.7	741,405,553	51,956,259	793,361,812	1,370,365,379
Fuel, Logistics, Maintenance & Transport	3.8	1,839,423,120	228,684,681	2,068,107,801	881,285,415
Advocacy & Co-curricular Activities	3.9	240,037,388	30,884,300	270,921,688	25,599,596
Refund to UNHCR	3.10	425,843,797	-	425,843,797	839,501,725
<b>Total</b>		<b>45,036,135,772</b>	<b>4,866,969,222</b>	<b>49,903,104,993</b>	<b>44,752,079,717</b>
<b>Fund Balance</b>		<b>494,194,400</b>	<b>1,798,753,554</b>	<b>2,292,947,954</b>	<b>3,073,727,995</b>

The statement of income and expenditure was approved by the Board on 21 Sept 2023 and signed on its behalf by:



Chairman Board



Chairperson Finance, and Audit & Risk

The accounting policies and notes to the financial statements on pages 26 to 42 form an integral part of these financial statements. Report of the independent auditors - pages 17-20

**WIU STATEMENT OF FINANCIAL POSITION AS 31<sup>ST</sup> DECEMBER 2022**

Details	Note	Restricted Funds	Un restricted Funds	Total	Total
		2022	2022	2022	2021
		UGX	UGX	UGX	UGX
<b>Non-Current Assets</b>					
Property & Equipment	4	209,006,045	1,231,134,437	1,440,140,482	927,413,496
<b>Current Assets</b>					
Receivables & Prepayments	6	379,074,800	1,358,484,179.84	1,737,558,980	2,276,908,763
Cash and Cash Equivalents	3	3,192,986,984	890,484,461	4,083,471,446	5,915,501,478
<b>Total Current Assets</b>		<b>3,572,061,784</b>	<b>2,248,968,641</b>	<b>5,821,030,425</b>	<b>8,192,410,251</b>
<b>Total Assets</b>		<b>3,781,067,829</b>	<b>3,480,103,079</b>	<b>7,261,170,908</b>	<b>9,119,823,747</b>
<b>Financed by:</b>					
Fund balance	8	494,194,400	1,798,753,554	2,292,947,954	3,073,727,995
Capital Grant	10	209,006,045	1,231,134,437	1,440,140,482	927,413,496
		<b>703,200,445</b>	<b>3,029,887,992</b>	<b>3,733,088,436</b>	<b>4,001,141,491</b>
<b>Current Liabilities</b>					
Payables	7	3,077,867,385	450,215,087	3,528,082,472	5,103,203,773
		<b>3,077,867,385</b>	<b>450,215,087</b>	<b>3,528,082,472</b>	<b>5,103,203,773</b>
<b>Total Liabilities</b>		<b>3,781,067,829</b>	<b>3,480,103,078</b>	<b>7,261,170,908</b>	<b>9,104,345,264</b>

The statement of financial Position was approved by the Board on 21 Sept 2023 and signed on its behalf by:

  
Chairman Board

  
Chairperson – Finance, and Audit & Risk

