Learning in a War Zone: Education in Northern Uganda

Women's Commission for Refugee Women and Children

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MISSION STATEMENT

The Women's Commission for Refugee Women and Children works to improve the lives and defend the rights of refugee and internally displaced women, children and adolescents. We advocate for their inclusion and participation in programs of humanitarian assistance and protection. We provide technical expertise and policy advice to donors and organizations that work with refugees and the displaced. We make recommendations to policy makers based on rigorous research and information gathered on fact-finding missions. We join with refugee women, children and adolescent to ensure that their voices are heard from the community level to the highest councils of governments and international organizations. We do this in the conviction that their empowerment is the surest route to the greater well being of all forcibly displaced people. The Women's Commission is an independent affiliate of the International Rescue Committee. The Women's Commission was founded in 1989.

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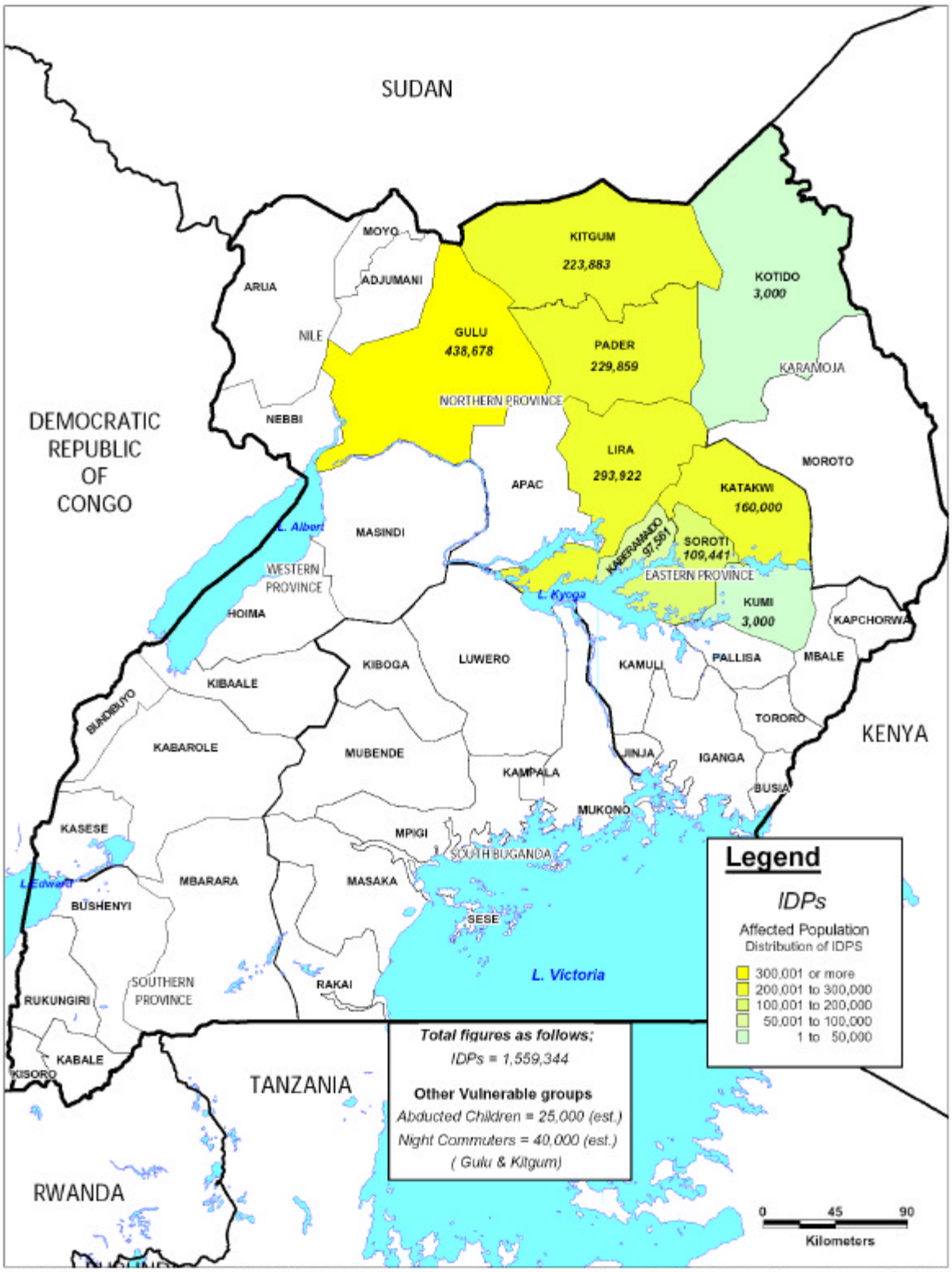
Internally Displaced Persons (IDPs) in Uganda April 2004



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"The only way we can survive is with education." (District Education Office, Gulu)

Introduction

Uganda has been immersed in internal strife and civil war since the early 1970s, through the regimes of Idi Amin and Milton Obote. In 1986, Yoweri Museveni wrested power from Obote and became head of state. Since that time, the northern part of Uganda, whose people are of different tribal groups than in the south of the country, has been engulfed in a very complicated violent conflict. The Lord's Resistance Army (LRA), an Acholi-based[1] opposition group, has been fighting first against the Museveni government, and currently against other Acholi peoples. Joseph Kony, leader of the LRA, states that he is fighting for a national government based on the Ten Commandments and a purified Acholi race.[2]

The current war has displaced over 1.6 million people in northern Uganda. Perhaps the most heinous component of this war is the kidnapping and use of boys and girls as soldiers and slaves by the LRA. It is estimated that over the course of the conflict, more than 28,000 children have been abducted, and that currently 80 percent of the fighters in the LRA are children.[3]

To avoid abduction, about 45,000 children "night commute" each evening, walking from their homes to centers where they sleep en masse, most often on the ground. They are cold, there are not enough latrines or water sources, there is little light. Incidents of gender-based violence and stealing occur. In the morning, the children walk home, perhaps eat something, then walk to school.[4]

In September 2004, staff from the Women's Commission for Refugee Women and Children went on a mission to northern Uganda. One focus of the mission was to look at the education situation in the north given that the region has been and is currently in a situation of violent conflict. With 1.6 million people displaced, learning systems and structures have been altered significantly, even with the Ugandan government's pledge of Universal Primary Education (UPE).

This report is a snapshot of education in two districts, Gulu and Kitgum, based on interviews with representatives from NGOs, youth groups, teachers and heads of schools, local government officials, multinational actors and the children themselves. For a more extensive historical perspective and information on a wider geographical region in the north, see "Global Survey on

[1] The Acholi are an ethnic group who make up about four percent of the population of Uganda. Most Acholi live in the north.
[2] *Pawns of Politics: Children, conflict and peace in northern Uganda,* World Vision, 2004.
[3] *Against All Odds: Surviving the War on Adolescents,* Women's Commission for Refugee Women and Children, 2001.
[4] *No Safe Place to Call Home: Children and adolescent night commuters in northern Uganda,* Women's Commission for Refugee Women and Children, 2004.

Education in Emergencies," published by the Women's Commission for Refugee Women and Children.

In addition to these interviews, the team from the Women's Commission visited four night commuter centers in northern Uganda and talked with children and adolescents. In response to the question "How many of you are in school during the day?", almost every child in an informal sample raised their hands. When asked what they wanted, what would make their lives better at the night commuter centers, at least 50 percent of the children who replied stated that they wanted scholastic materials or light at night to read or study. Young people also stated that education was perhaps the most important way to prevent recruitment and re-recruitment into armed groups.[5]

In each of the meetings/interviews, education was seen as one of the main sources of hope for the future of northern Uganda. Primary education was the main focus of most organizations; however, education of girls, qualifications and numbers of teachers and the physical learning environment were also cited as very important. Interviews included questions about secondary education, vocational/technical, informal and non-formal education and educational components in disarmament, demobilization and reintegration (DDR) programs.

Some of those interviewed voiced the concern that the creation of schools in or immediately around IDP camps was a draw—a pull factor—to people still in the villages. Others stated that people in the Ugandan ministry of education need to get out into the camps to see why in some districts 50 percent of the government education funds are returned each year. Still others cited the need for early childhood education because young children are being left alone while their mothers go to look for wood or food.[6]

This report is divided into thematic sections based on the interviews conducted, conclusions and recommendations. Many organizations are doing extraordinary work on education in northern Uganda; the organizations, their goals and programs of work and contact information are provided in Annex I.

[5] Night commuter centers visited in Kitgum include the Kitgum Public Primary School, St. Joseph's Hospital, Kitgum Public Hospital. In Gulu, the Noah's Ark center was visited.
[6] Women's Commission interview with the District Education Officer, Kitgum Sept. 20, 2004.

Primary Education

In 1996, Uganda became the first country in Africa to institute Universal Primary Education.[7] The government of Uganda gives every school 100,000 Ugandan Shillings (about US$58.00) per school per month, based on a nine-month year. Schools also receive an additional 4,785 Ugandan Shillings per student. The main concern of the District Education Officers (DEOs) from both Gulu and Kitgum was primary education.[8]

However, despite the government's contribution, primary education is not free. Although parents do not have to pay tuition to send their children to public schools, tuition is not the sole cost to families of children attending primary school: school materials, uniforms, Parent Teacher Association (PTA) fees, and lunch and building fees can amount to between 5,000 and 15,000 Ugandan Shillings per term (combined figures, DEOs, Kitgum and Gulu). There are three terms per year. PTA fees are negotiated by parents at the PTA meetings.[9] A government official in Gulu stressed that parents "must contribute to the upkeep of their child." A uniform is not essential, but children must have "decent clothing" to attend school; however, the feeling is that a uniform provides a feeling of inclusion and without it, a child will not do as well and will feel excluded. The same local official stated that by wearing uniforms, children can be identified if captured by the rebels.[10]

Cost of School Attendance, Gulu, Uganda

Private School (4)	48,000 Ugandan Shillings per term 500 Ugandan Shillings lunch per day
Public School (228)	1,000 Ugandan Shillings per term to eat at school

In addition to school fees, there are other barriers to school attendance. Insecurity, lack of school buildings, classrooms and desks, lack of latrines and water, the shortage of qualified teachers, illness and night commuting stop children from attending school on a regular basis and make it difficult for effective learning to take place when children do attend.[11]

Since the beginning of the conflict, primary schools have been targets for the LRA because they are isolated outside of the town centers. Most of the schools in Kitgum and Gulu have been closed due to attack; teachers were being targeted for killing, children were stepping on landmines or being abducted at or on the way to and from schools so parents stopped sending them to school. These difficulties were some of the reasons people left their villages for Internally Displaced Persons (IDP) camps. When the population moved to IDP camps, learning centers were created. Learning centers were grouped by sub-counties near the camps; they are physical classroom structures or designated areas for learning (beneath trees). They can be freestanding or can be linked to an existing school in the area. Over 140 of the primary schools

[7] *No Safe Place to Call Home: Children and adolescent night commuters in northern Uganda*, Women's Commission for Refugee Women and Children, 2004.
[8] Women's Commission interview with the District Education Officer, Kitgum, Sept. 20, 2004.
[9] Ibid.
[10] Women's Commission interview with the District Education Officer, Gulu, Sept. 24, 2004.
[11] Women's Commission interview with the District Education Officer, Kitgum, Sept. 20, 2004.

in Kitgum (serving 106,000 children) have been displaced into 34 learning centers; four of the 34 are mainly private and have not been either displaced or had displaced schools moved into them. The other 30 hold the entire population of students of the other 140+ schools. The DEO of Kitgum stated, "If this did not happen, education would just stop."[12]

Number of Schools by District, Kitgum and Gulu

Schools	Kitgum	Gulu
Primary	174	
Secondary	22	35
Tertiary	2	
Vocational/Technical	5	
Early Childhood Education Centers	5	

Secondary Education

Most of the secondary schools in Kitgum (20) and Gulu (35) are located within the town proper, making them less vulnerable to attack by armed groups and more secure for both teachers and students. The one secondary school in Gulu outside of Gulu town is close to the Unyama IDP camp; in Kitgum, four schools have been displaced. (About 50 percent of secondary schools in each district are public, about 50 percent are private.[13])

In Kitgum, approximately 2,000 young people move from primary to secondary/vocational-technical school annually, each secondary school can take about 100 new students. Of this total, an average of 35 percent are girls and 65 percent are boys. The government provides sponsorship to some of the young people from IDP camps in Gulu; however, this in only to attend government schools. It was reported that in Gulu, the dropout rate for girls was higher than that for boys, but numbers were not given.[14]

There is a shortage of secondary teachers in both Kitgum and Gulu due to a government ban on recruitment for the past five years. If the government opens a new school, teachers can be recruited, but not otherwise. The government pays teacher salaries; however, PTAs collect money from families of students to enhance teachers' often-meager wages.[15]

[12] Ibid.
[13] Women's Commission interview with the District Education Officer, Gulu Sept. 24, 2004.
[14] Ibid.
[15] Ibid.

Gender

"Paying for school is an issue. In camps, people have no money. If a child goes to school, it's the boy who attends. This is the result of poverty."[16]

"In early primary school, there are often more girls than boys attending; however, the girls can be older when they begin due to the household responsibilities they must carry out. They are behind from day one."[17]

DEOs from both Kitgum and Gulu, as well as NGO representatives, said that girls enter school older than boys and leave earlier. The explained that poverty, insecurity, traditional roles, early marriage and lack of female teachers contribute to this discrepancy.[18]

When families in northern Uganda can afford to send a child to school, they often choose their sons; parents may feel that given the traditional role of women marrying, tending crops and raising children, they do not need education as much as their male siblings. Parents in situations of insecurity also know the risks that their daughters take in going to and from school: gender-based violence and rape. There are reports of girls who do better than boys in school being bullied by boys. Given this, parents may want to keep their girls home to protect them.[19]

Poverty, coupled with traditional marriage practices of dowries given to the girl's parents, leads to girls being married off early, at age 12 or 13; at that point, the girl no longer attends school. Even if a teacher intervenes, the parents will often defend the decision to marry the girl off; there is a sense of, "Why spend money on a girl when we are in such poverty and the family can benefit from the dowry from her marriage?" Some parents believe that a girl who is educated might not produce babies. Hence, the dropout rate for girls from Secondary 3 on (ages 13/14) is very high. Girls are expected to engage in small business to assist with income for the family. If they stay home, they may begin to engage in sex, become pregnant, and then do not go back to school.[20]

[16] Women's Commission interview with the District Education Officer, Kitgum Sept. 20, 0404.
[17] Ibid.
[18] Women's Commission interviews with the District Educations Officers in Kitgum and Gulu, Sept.20 and 24, 2004.
[19] Women's Commission interview with the District Education Officer in Gulu Sept. 24, 2004.
[20] Ibid.

There are anecdotal reports of girls being married off, running away from the marriage, and coming back to school. After seeing the benefits of schooling, some parents relent, take the girl back and are "full of praise" for her.[21]

Even in school, girls are more often burdened with traditional roles of sweeping and getting water. Some teachers will say that this is the work of girls, and only girls should do this; lessons continue while the girls are performing the tasks, and they miss learning.[22]

The Ugandan Ministries of Education and Gender have launched the "Girls' Education Movement"; this was created at a national meeting with local officials at which a structure was drawn up to keep girls in school. There is a coordinating center which trains tutors who then do community mobilization around girls' education, and there is an effort to mainstream initiatives on girls' education throughout Uganda.[23]

The Norwegian Refugee Council also works on this issue, and cited The Forum for African Women in Education as a resource for keeping girls in school. The Forum works to educate the girl-child through paying school fees and providing pocket money. Bank accounts are set up for the girls, money management is discussed and the girls must account for the money.[24]

Teachers

The situation of teachers in northern Uganda is complicated. Salaries are low, and hours are long. Children spend a great deal of time in school because their parents are consumed with the tasks of daily living to stay alive, hence teachers put in long hours. There are not enough classrooms or supplies for effective teaching. Many teachers are untrained, others are redundant given the concentration of children and lack of space in learning centers, and everyone interviewed for this report stated that there were not enough teachers for the number of students; in Kitgum there are 1,426 teachers, it is estimated that 2,000 are needed.[25]

[21] Ibid.
[22] Women's Commission interview with Ulla Fomsgaard, Norwegian Refugee Council, Sept. 22, 2004.
[23] Women's Commission interview with District Education Officer in Kitgum Sept. 20, 2004.
[24] Women's Commission interview with Ulla Fomsgaard, Norwegian Refugee Council, Sept. 22, 2004.
[25] Women's Commission interview with District Education Officer in Gulu Sept. 24, 2004.

Ratios, Children to Teachers, Kitgum and Gulu

	Kitgum	Gulu
Government standard ratio children per teacher	50:1	50:1
Actual ratio children per teacher	150-300:1	Was 150:1 Now 80:1

Teachers in Uganda have a two-year training program. In Kitgum, about 560 of the 1,426 teachers have not fulfilled the two-year requirement, but are "teachers on trial." One of the great difficulties of attracting young people to teaching is the rate of pay and long hours. In some areas, teachers make 59,000 Ugandan Shillings a month (about US$34) and work 8-10 hours per day, six days a week. In one night commuter center based in a school in Kitgum, teachers were also night commuting to protect their safety. Working for an NGO can be much more lucrative and potentially less dangerous and stressful.[26]

Schools and the Physical Learning Environment

"The first problem [with the physical learning environment] is the accommodation for students, the space, structures kids can sit in adequately. Then sufficient toilet facilities. The school materials can come after resettlement. Build a big center where each school could operate its own. Each is managed as a unit with their own group. Even seven classrooms would help."[27]

Ratios, Children and the Physical Learning Environment	Kitgum	Gulu
Student to classroom ratio	400:1	No information
Government standard children per latrine	40:1	No information
Actual children per latrine ratio	150:1	No information

The main gaps in the physical learning environment are lack of schools, lack of classrooms, limited latrines, lack of furniture, including desks and blackboards, and scholastic materials.[28]

Construction of schools and classrooms has been an unfolding process in the north. At the start of the conflict, the Gulu DEO reported, citizens and officials thought the war would end quickly, so no immediate action was taken. When it became apparent that the war would continue, the district education department and district disaster management community in Gulu lobbied a number of NGOs (Danish Save the Children, GUSCO, NRC and World Vision), which constructed temporary structures, and primary schools were then clustered into learning centers. Teachers were relocated to the learning centers, and the World Food Program placed feeding centers within the learning centers.[29]

[26] Ibid.
[27] Women's Commission interview with District Education Officer in Kitgum Sept. 20, 2004.
[28] Ibid.
[29] Women's Commission interview with District Education Officer in Gulu, Sept. 24, 2004.

Fifty permanent classrooms were then built; however, only 10 were used; 40 were constructed in insecure village areas and are currently vacant, waiting for people to return to the villages. NGOs began to build semi-permanent classrooms in secure areas; these structures and their contents, including iron desks, could not be burned. The DEO in Gulu stated that with more money, the locality will put up more classrooms.[30]

UNICEF and a number of NGOs have constructed temporary/semi-permanent classrooms. Most of these have been developed to accommodate displaced schools in the town centers; the need around the IDP camps is the same and has not been met.[31]

Technical, Informal and Non-formal Education

Technical subjects are being taught in secondary and vocational/technical schools; these include building, carpentry, joinery, mechanics, tailoring, agriculture, technical drawing, home economics and small business training. In Gulu, the government has introduced "comprehensive secondary education," schools with a formal secondary curriculum and technical classes.[32]

Save the Children has worked to develop three Accelerated learning centers, one in each camp outside of Gulu town. The centers focus on adult literacy beginning with a needs assessment, agreeing on the time of day to meet and the length of the sessions with the adult learners. The DEO in Gulu stated that in adult learning, it is the women who are determined to learn[33].

Disarmament, Demobilization and Reintegration

A major concern in northern Uganda is demobilization and reintegration for children and youth from the LRA. There is some primary and skills training in DDR programs, but there is a lack of support and funding cited by partners and Coalition members.[34] NRC has been working with teachers in Gulu on psychosocial and gender training. The feeling of the NRC representative is that teachers need skills to work with children in their classes to help returnees and not ostracize them.[35]

[30] Ibid.
[31] Women's Commission interview with District Education Officer in Kitgum Sept. 20, 2004.
[32] Ibid.
[33] Women's Commission interview with District Education Officer in Gulu, Sept. 24, 2004.
[34] Women's Commission interview with Henri Nzeyimana, Coalition to Stop the Use of Child Soldiers, Sept. 15, 2004.
[35] Women's Commission interview with Ulla Fomsgaard, Norwegian Refugee Council, Sept. 22, 2004.

Refugees

Refugee camps on the northern and eastern borders of Uganda are long-term homes to refugees; it is estimated that there are 170,000 Sudanese and 10,000 from the DRC[36]. Where the United Nations High Commissioner for Refugees (UNHCR) is present, its main focus is on girls' education.[37]

Many parents in the camps, due to poverty and traditional practices, do not support girls going to primary school, and fewer support their daughters going to secondary school. As with IDP families, if the family can get a bride price of cows, educating a girl can be seen as a waste of resources.[38]

The girls outgrow their clothes and parents see them as a burden; parents have to supply them with clothes, books, etc. In their community education work around educating girls, UNHCR began to ask community members, "What is the tangible benefit to the community to educate girls, when they could be earning through marriage or work?" Based on the responses, UNHCR believes there needs to be an economic benefit to the family and community for girls attending school, and some consequence if girls do not attend. One method that has moved parents to educate their girls is for an African (local or expatriate) to say to the community, "The girls in the north of Sudan are being educated—do you think that they will come and provide medical/legal/etc. support for you? You need to train your own girls for this." In other settlements, gender kiosks that provide information on girls' education have been created; however, there is need for information in local languages. A third method to get girls in school is to develop youth women's groups; girls do not want to be in groups with boys.[39]

UNHCR representatives stated that Uganda has a system of senior female teachers, but that they are not equipped to do the massive job expected of educators. Teachers need to be specifically trained in how to work with girls and the problems girls face to keep them in school.[40]

Schools in refugee camps follow the Ugandan national curriculum, based on a seven-year primary program. Non-formal education is male-dominated and focused on trades. There is some education for teen-age mothers and adult education in the form of functional adult literacy classes; in the adult literacy classes, attenders are mainly middle-age to older women. All classes are taught in English, whereas schools in Sudan are taught in Arabic.[41]

Uganda has the "Right to Play" program, combining play with peace education and conflict resolution. In this program, children from different tribes play together, and the UNHCR staff believes this program has a role to play in prevention of future conflicts. The Jesuit Refugee Service has peace education in settlements and UNHCR has heard that this program has been

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[36] *No Safe Place to Call Home: Children and adolescent night commuters in northern Uganda*, Women's Commission for Refugee Women and Children, 2004.
[37] Women's Commission interview with Steven Gonah, UNHCR, Sept. 14, 2004.
[38] Ibid.
[39] Ibid.
[40] Ibid.
[41] Ibid.

very useful in conflict resolution. UNHCR staff said, "The approach to problem solving is different for those who have been involved in peace education."[42]

Conclusions

During the interviews for this report, staff of the Women's Commission heard over and over that the main way to provide education at all levels is to ensure security by achieving peace. Although difficult, peace is the foundation upon which educational structures can be built.

The government of Uganda is to be commended for its move to universal primary education; access to education is a human right and as such should be available to all. The children and young people of northern Uganda may be going to school, but the schools they are attending are woefully inadequate in terms of numbers, equipment and teachers.

The Ugandan Ministry of Education needs to work with the districts and sub-districts in the north, as well as the communities, to provide funds for the "extras" that keep children out of school: uniforms, books, tablets, pens and transportation costs. It is unrealistic to expect that people living in IDP camps with negligible sources of income would have the funds to buy the needed scholastic materials and clothing. The numbers of secondary schools are inadequate and need to be increased; the same is true for the overall numbers of qualified teachers.

Girls are still underrepresented in school after the lower primary grades and start school at an older age than boys, causing a distinct and significant gap between education levels of women and men. Studies have shown that women who are educated have lower incidents of child mortality, fewer births and have more information about nutrition and health. Educating women should be a concern for the community, the locality and the country.

Technical/vocational training exists, but is far too limited in its scope. Apprenticeships and the provision of tools upon graduation would go far to assist graduating students in finding and being able to work.

Although there are some education elements in DDR programs, more needs to be done for children and youth returning from the front lines, both to provide opportunities for returnees to increase the level of their education and also to work with other students to reincorporate returnees into the community.

Finally there is a significant gap in early childhood education programs. Both early learning and protection of young children can be addressed through early childhood education and development.

[42] Ibid.

Recommendations

- Provide funds for school "extras" such as uniforms, PTA and building fees, and transportation costs in addition to tuition for all students of primary school age in northern Uganda.
- Eliminate secondary school fees.
- Promote, implement and fund girls' education community awareness programs.
- Provide economic incentives for girls' school attendance at primary and secondary levels (food, cooking oil).
- Construct secondary schools.
- Develop more formal primary and secondary teacher-training programs and lift the hiring freeze in the north.
- Increase teachers' salaries to a level at which people can survive and raise their families.
- Require staff of the ministry of education to assess education in camps through first-hand visits.
- Provide toolkits and apprenticeship opportunities for technical/vocational school graduates.
- Increase accelerated learning opportunities for older youth and adults in camps.
- Develop, build and staff early childhood education centers and programs.
- Press the Ugandan government to work for a negotiated settlement to the conflict.

Annex I: Organizations, Goals and Programs on Education in Northern Uganda

Local, national and international governmental and nongovernmental organizations are working to provide education to the children of northern Uganda. Following are some, but not all, of those organizations and brief descriptions of what they are doing.

AMREF
AMREF is a medical NGO based in Nairobi with an office in Kampala. AMREF has a program for children in the north who are orphaned, working to keep them in their communities. They do this through:

1. Income generation schemes, livestock, small business, etc.
2. Empowerment of children and youth to realize their talents so that they become integral parts of the community
3. Investment in school infrastructure
4. Vocational institutional investment for those who don't complete secondary school
5. Construction of shelters for destitute orphans so they are able stay on their land
6. Rainwater harvesting—they provide water jars for families

In the future, they plan to develop a program for in- and out-of-school youth in Gulu, Pader and Kitgum.

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AVSI
AVSI, the Associazione Volontari per il Servizio Internazionale, has been providing teacher training in northern Uganda at least since 1998. Education for AVSI means, "A process of self-discovery, a revelation of reality and a first step on the path toward development." For this reason AVSI's interventions in the education sector have a holistic approach that tries to cover the support needed for the improvement of the well-being of the children. AVSI began its education work in northern Uganda in a three-way partnership with the local government of Kitgum district and UNICEF to provide the Kitgum Psycho-Social Support Programme (PSSP). AVSI gave technical support to the district by facilitating trainings on psychosocial issues for community volunteers, community health workers, social workers and teachers. Since that time, AVSI has continued and expanded their work on education in northern Uganda. Currently it has programs in:

- Psychosocial training for teachers: A program of course work to sensitize teachers to the effects of war on children, to give them some skills on how to identify and handle children with behavioral difficulties, and to promote classroom management techniques that improve the learning environment. AVSI has also developed and conducted workshops on guidance and counseling for teachers, and on tradition, freedom, authority

and responsibility in school and in daily life. AVSI developed and undertook a monitoring and evaluation component of the work.

- Development of training module on HIV/AIDS: addressed to secondary school teachers.

- Peace clubs: The main objectives of a peace club are:
    - To enable the children to express their feelings and thoughts in an open and comfortable environment
    - To let members solve their own problems under the guidance of teachers
    - To train them to be leaders of today and tomorrow who can guide people towards peaceful
    - To find solutions in times of problems
    - To encourage respect for everyone they meet and grow together in harmony and cooperation.
    - To decrease the aggression among pupils
    - To unite the teachers, pupils and parents together as a community.

- Guides/scouts groups: AVSI decided to give technical support to a group of teachers to help them organize and conduct activities with youth.

- Other extra-curricular activities: AVSI supports sport activities requested by some schools or by the district sport office.

- Material and structural support to schools: AVSI supports some primary schools with teaching and learning material, using a Kampala enterprise specialized in making materials from the simple and inexpensive objects that are easy to be found in the rural context. AVSI rehabilitated some facilities in primary, secondary and vocational schools (e.g., latrines, water tanks, roof, plastering of floors and walls, etc.).

- Sponsorship for vulnerable students in formal education: AVSI provides complete one-year sponsorships for students at any grade level, on a case-by-case basis.

- Non-formal education courses: For youth whose education has been interrupted by the conflict, AVSI organized different non-formal education courses in collaboration with local schools and groups.

- Six-month vocational courses: A six-month training program in which the students are learning “by doing.” At the end of the course each student receives a kit of basic tools and a small training in business skills to help him starting a job.

- Catch-up classes (CPE): A project that provides extra lessons to the displaced candidate pupils for upcoming exams.

- Remedial education (UMCS): In collaboration with a primary school in town AVSI organized a course aimed to help the students who intend to complete the primary level but were not able to attend regularly primary classes.

Contact:
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International Rescue Committee, Catholic Relief Service, AVSI, CARE, Save the Children and USAID
Community Resilience and Dialogue Program
A cooperative agreement between IRC, CRS, AVSI, CARE and Save the Children. Their education focus covers all of Uganda, and its goal is to increase the quality of primary education over the next five years.

Contact:
Timothy Bishop, director of programs, IRC
Email: ircuganda@ircuganda.co.ug

Norwegian Refugee Council
Along with AVSI and Save the Children, the Norwegian Refugee Council (NRC) is the NGO most involved in education in northern Uganda. NRC is currently working in Gulu, and plans to expand its work to Kitgum in the near term, and Pader in the longer term. It works with other NGOs, but only partners with district authorities.

In Gulu, NRC is doing teacher training; all primary school teachers (about 3,000) in Gulu have been trained in psychosocial skills. Schools have been built, both displaced and in-situ. NRC has trained the local DEO and has worked with teachers' colleges on curriculum development. It has developed early childhood education programs and extra-curricular activities like football for girls, music and drama, and agro-forestry. They have five basic areas of concentration:

1. Participatory methodology
2. The learning environment
3. Gender
4. Human rights
5. Psychosocial support from a strengths perspective.[43]

In addition to training, NRC has worked to mobilize communities around education to ensure sustainability, and has hired two community mobilizers for its upcoming work in Kitgum. It also does extensive follow-up after training. The representative stated: "The need is massive, and there needs to be commitment to stay for a long time. Preparation must be done to give each school massive support—not financial, but follow-up support. You can visit a school three times per week and that's not too much. It's part of the culture. People expect it. If you don't come, they think you don't care." Teams of 5-10 people go out four days a week when not training teachers; due to this emphasis on training and follow-up, Gulu has better exam results than some

[43] Psychosocial support from a strengths perspective emphasizes the resilience of people instead of focusing solely on deficits caused by conflict or adversity.

of the southern districts. The follow-up component will have an even greater emphasis in Kitgum.

NRC cites a deep need for secondary education programs. Secondary education is seen to be critical, particularly HIV/AIDS education; in Gulu, 15-18-year-olds are showing the greatest increase in HIV seroprevalance rates. The NRC representative also felt that smaller vocational school components in larger secondary schools would be very helpful.

NRC sees education as a long-term development project that should be started in emergency situations if it is to be successful.

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Save the Children Uganda
Global Challenge
Save the Children is currently developing an international Five-year Global Challenge on education in emergencies; Uganda is one of its targeted countries. It is currently developing learning centers, teacher training and trade training for people in demobilization and reintegration programs. Its overall objectives for Uganda are:

1. Increase primary school completion for all. Children who pass primary school can be found repeating the final primary grade due to lack of secondary school options. Boys who find themselves repeating get frustrated and have a greater chance of going into the military because it is the only income-producing option.
2. Increase post-primary education for girls through accelerated learning and targeted support for girls.
3. Improve teaching processes and enhance learning environments through the construction of learning centers and the provision of desks.
4. View education as enhancement for protection by ensuring safe schools, safe routes to school and landmine and HIV awareness in school.
5. Financing: Analyze financing of schools.

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USAID
Community Resilience and Dialogue Program
USAID's education focus falls within the Community Resilience and Dialogue Program and covers all of Uganda, not just the north. Their main focus is primary education, and work is done in the following areas:

1. Teacher training with a focus on participatory teaching methods, delivered through UPHOLD in eight conflict districts.

2. School management training and linking head teachers to the community a school serves.
3. Non-formal education provided through Save the Children Alliance in the central regions of the country targeting pastoral and fishing communities.
4. Teacher training: there is a need for remedial action so that students can pass exams.

The Community Resilience and Dialogue program supports after-school clubs, peace clubs and HIV education that include sports to draw children and youth in. It also supports the Northern Education Forum that was begun by Action Aid. The Northern Education Forum does needs assessment and uses the results to do advocacy with the Ministry of Education.

USAID representatives stated that when peace returns to the north, non-formal education, including vocational training with a focus on agriculture and post-training employment opportunities, needs to be a priority. They would also like to see tracer studies of children who go through USAID-funded education programs to determine the success or need for change of the programs.

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UNICEF
UNICEF's focus on education in the north centers on psychosocial and life-skills education in primary schools, creating more schools and developing a girls' education movement in schools and IDP camps. It is also interested in accelerated education programs and is trying to increase funding for vocational training in camps, including apprenticing to people who are working. UNICEF is limited in the scope of projects it would like to do because of insecurity.

In conjunction with AVSI, UNICEF has sponsored Peace Clubs in Kitgum; AVSI currently has other partners for the Peace Clubs. In an environment of peace, UNICEF would want to develop and incorporate other conflict resolution experiences for children.

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The World Bank
Northern Uganda Social Action Fund
The World Bank's education focus in northern Uganda is funded through the Northern Uganda Social Action Fund (NUSAF). NUSAF funds:

1. Community development initiatives (CDI): health, roads, education, etc.
2. Vulnerable groups: go through process to identify gaps and funds to help alleviate problems/gaps.
3. Training programs and kits to begin businesses.
4. Peace-building and conflict management, including traditional methods of conflict resolution and cleansing.
5. Institution building.

NUSAF covers 18 districts in Uganda and is needs-based, in contrast to being geographically-based. NUSAF funding is available to groups of NGOs working together; the Bank asks local District officials for desk and field verification of applying groups. The usual grant is between US$15,000 and $20,000.

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Annex II: Interview List

Interviews were conducted with people from the following bodies and organizations:
AMREF
AVSI
The Coalition to Stop the Use of Child Soldiers
Concerned Parents Association
District Education Office, Gulu
District Education Office, Kitgum
Government Hospital, Kitgum
Gulu Youth for Action
Human Rights Focus
International Rescue Committee
Kitgum Public Primary School
Kitgum Women's Group
Norwegian Refugee Council
OCHA
Pakekeni Women's Group
Save the Children Alliance
St. Joseph's Mission Hospital
UNHCR
UNICEF
USAID
Wadong Chen Gender Promotion
WATWERO Rights Focus Initiative
The World Bank

Annex III: Acronyms and Abbreviations

AMREF	African Medical and Research Foundation
AVSI	Associazione Volontari per il Servizio Internazionale
DDR	Disarmament, Demobilization and Reintegration
DEO	District Education Officer
DRC	Democratic Republic of the Congo
GUSCO	Gulu Support the Children Organization
IDP	Internally Displaced Person(s)
IRC	International Rescue Committee
LRA	Lord's Resistance Army
NGO	Nongovernmental Organization
NRC	Norwegian Refugee Council
OCHA	Office for the Coordination of Humanitarian Affairs
PTA	Parent Teacher Association
UNICEF	United Nations Children's Fund
UNHCH	United Nations High Commissioner for Refugees
UPE	Universal Primary Education
USAID	United States Agency for International Development

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