

Too many refugees and displaced children miss out on education.

Through the Education for Life project **35.000 CHILDREN AND YOUTH IN UGANDA AND SOUTH SUDAN** will get a second chance for a brighter future.

EDUCATION FOR LIFE



COLUMBIA GLOBAL CENTERS | NAIROBI



OXFAM

1,000

teachers will receive training in **EDUCATION IN EMERGENCIES**, in how to teach overaged children and former drop-outs and how to provide **PSYCHOSOCIAL SUPPORT** for traumatised and vulnerable children and youth.



"IF ONLY I GET AN EDUCATION, EVERYTHING WILL BE OKAY"



**ROSEMARY JOMO, 16 YEARS OLD
PUPIL AT THE OGILI HILL PRIMARY SCHOOL, UGANDA:**

"I have not spoken to my mum since we left South Sudan more than a year ago. After the soldiers destroyed our village, she said that it was too dangerous for us to stay in South Sudan. But she herself refused to leave. So she sent me and my four younger brothers to Uganda, to be safe and to get an opportunity to go to school."

When Rosemary Jomo came to Uganda she had not been to school for a year. But the teachers are very helpful; as are the many new friends Rosemary has made in school.

"The teachers tell us to focus on our studies and try not to dwell on all the awful things we have experienced. It helps. I really like going to school, and every day I tell myself that as long as I get an education, everything will eventually be okay."

ABOUT EDUCATION FOR LIFE

THE OFFSET: Years of civil war and bloody conflict in South Sudan have caused more than two million children to miss out on education. This five-year project funded mainly by the European Union is about to change that, targeting 35,000 children and youth.

THE IDEA: With just over 5.5 million Euro a consortium of eight organisations will build quality, sustainable educational opportunities for refugee and displaced children as well as children in the host communities in South Sudan and Uganda. We work across borders to ensure resilience within a highly mobile population.

THE METHOD: The project aims to offer academic skills and psychosocial support to children and youth. The schools will use sport, dance and games to inspire a sense of community among the children and thus break down barriers and lay the foundation for peace.

SPECIAL FOCUS: Adolescents who have missed schooling due to the war get special, intensive education and are taught by teachers trained to address the challenges experienced by these crisis affected children and youth.



“IT IS MEANINGFUL, BUT ANYTHING BUT EASY”

FRANCIS OCAYA, TEACHER
OGILI HILL PRIMARY SCHOOL, UGANDA

“Just like the children I teach I have experienced the loss of my home and know what it is like to flee a war I did not have any part in. Perhaps that is the reason why I wanted to come work here and make a difference for these children,” Francis Ocaya explains.

He is Ugandan, and as a child he was forced to flee his home because of the conflict between the Ugandan government and rebel forces. He is a trained teacher and wanted to try working with children with special needs.

“It is interesting and meaningful, but also challenging and anything but easy. It is hard because the classes are large and especially because the children vary a lot in age. Many of the students are traumatised by extreme experiences, but in school we give them something else to think about and show them a good path in life,” Francis Ocaya says.

“I have received training in teaching under these conditions –with large classes, young and older children together, children who speak different languages etc. It has been very useful. I am especially happy to have learned how to spot and help the children who are really struggling,” Francis Ocaya says.

10 %

of the total funding is allocated to the development, testing and documentation of educational models. The knowledge will be shared with key stakeholders working with education in emergencies.

It will also support advocacy in improving education in emergencies worldwide.

45 SCHOOLS

in Uganda and South Sudan will host special classes providing accelerated learning for overaged children, bridge courses for out-of-school children, life skills and vocational training for thousands of learners.

5 REASONS WHY EDUCATION SAVES LIVES

1. LIFE SKILLS:

When dealing with vulnerable children, part of the task is to give them important life skills – hygiene, health, rights, protection from violence and abuse, safe water and food and more. That saves lives.

2. SAFE SPACE:

School is a safe place to be and provides routine and a sense of normality to the families. It also reduces a child’s risk of being abused, becoming a child soldier or ending

up in child labour, prostitution or other exploitation.

3. CHILDHOOD:

School gives childhood back to children who have experienced way too much. Here they get to play and receive support to process traumatic experiences. They spend time with peers and can concentrate on being children again.

4. FUTURE:

To rebuild a society, we need citizens who can read, write and calcula-

te, and who understand their role as democratic citizens. Quality education enables children and youth to contribute to the development of society and country.

5. PEACE:

Through education, societies can build a culture of peace and lay the foundation for a future without conflict. At the same time, schools build bridges between groups who could otherwise easily end up in some sort of conflict.



JACKELINE ARYEMO, 17 YEARS OLD, OUT-OF-SCHOOL. LIVES IN UGANDA WITH HER HUSBAND AND BABY

"Some of the soldiers had motorcycles, and they chased us into the bush. They wanted to kill us because they thought we were giving food to their enemies. When we heard them approaching, we crossed the river and headed for the border.

Unfortunately, I do not think that the war in South Sudan is going to end anytime soon, so I am trying to build a new life for myself here in Uganda.

I dropped out of school at age 13, because I was getting married. But now I feel like learning something again so I can help provide for my family.

I have heard about the Education for Life project, giving young mothers like me a chance to return to school. I would like that very much. For my own sake –and for my baby's sake. He is the future."



GIFTY APOKO, 15 YEARS OLD, 3RD GRADE, AYWEE PRIMARY SCHOOL

"I think my life here is good. I feel safe now. And I go to school – I have never tried that before, because my family couldn't afford tuition back in South Sudan. I have not quite learned to read yet, but I will get there."



NELSON MANDELA, 12 YEARS OLD, 3RD GRADE STUDENT, WORLD VIEW PRIMARY SCHOOL

"I love going to school, because I want a good future. As long as you stay in school you can become all kinds of things as an adult."



BETRICE ANGEE, TEACHER, AYWEE PRIMARY SCHOOL

"It is vital that the refugee children go to school. They struggle a lot when they first arrive. But they like coming to school. Every day we talk about violence and why it is bad. I teach them to fight for peace instead of war. It helps them feel better."



PETER LOMUYAK, 15 YEARS OLD, 5TH GRADE STUDENT, AYWEE PRIMARY SCHOOL

"When I lived in South Sudan, I went to school for three years only. Then my father died and we could not afford the tuition anymore. When I arrived in Uganda it had been four years since I had last set foot in a classroom.

I did not really think about going back to school, but my new neighbours encouraged me. 'If you do not go to school, you will never make anything of yourself', they said."

Peter Lomuyak fled his home in South Sudan as the war – combined with severe drought – caused hunger and insecurity. He came to Uganda with his sister and her children.

"I hope to become a teacher one day, get a job and make a bit of money. I am a lot older than the others in my class, and that bothers me. But I try not to feel ashamed. Poverty and war are the reasons why I have fallen behind, and all I want to do now is try to catch up."

THE CONSORTIUM

OXFAM is leading the consortium and implementing part of the activities as well as offering technical support on communication, quality education and advocacy.

AVSI implementing accelerated education, psychosocial support and teacher training at six schools in Uganda and six schools in South Sudan.

COLUMBIA UNIVERSITY will carry out research and gather learnings on education in emergencies and how to build resilience within education systems.

COMMUNITY DEVELOPMENT INITIATIVE is implementing accelerated education and psychosocial support in schools in South Sudan.

EDUCATION INTERNATIONAL will develop and implement global advocacy on teacher policies and support capacity building of teachers' unions.

FAWEU trains teachers, SMCs and local leaders in gender responsive pedagogy and in child protection, inclusion and retention of girls.

LUIGI GIUSSANI INSTITUTE OF HIGHER EDUCATION works on adapting existing models for education in emergencies to this particular context.

UNATU develops models for teacher training and assists teachers in South Sudan in building a strong teachers' union.

