

# The Limits of Universal Education: Barriers to Enrolment for Urban Refugees in Kampala

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*Conducted by Xavier Project*





# The Limits of Universal Education: Barriers to Enrolment for Urban Refugees in Kampala

Funded By:  
Xavier Project

Prepared by:  
David Boze

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## Executive Summary

The Ugandan Government's commitment to universal primary and secondary education has failed to dramatically increase primary and secondary enrolment among refugee children and youth living in Kampala. Although public education institutions are available to refugees under the 2006 Refugees Act, a range of factors have prevented urban refugees from accessing formal education in Kampala. Important findings of this assessment include:

- 35.0% of primary-aged children are enrolled in primary education, a number which drops to 18.7% among secondary-aged children and youth. This is due to the considerably higher cost of tuition in secondary schools.
- 9,152 refugee primary aged refugee children are not enrolled in primary education.
- 82.7% of school aged children and youth are not enrolled in school due to a lack of finances. This is a result of tuition costs which, per term, range from 37,000 UGX to 96,000 UGX in primary and 385,000 UGX to 808,000 UGX in secondary.
- 54.2% of children have never entered primary education in Uganda and 56.2% of youth have never entered secondary education in Uganda. This is a result of the high price of the first term of schools which includes admission fees and uniform costs.
- 4 of 8 focus groups reported paying higher school fees than Ugandan citizens as a result of their refugee status.
- Congolese between the ages of 7-24 are four times more likely to enrol in formal education than Somalis.
- Congolese enrolment drops from 49.6% to 20.6% between primary and secondary school as a result of high cost.
- 54.4% of refugee children and youth (7-24) are enrolled in formal education after six or more years of living in Uganda, showing that the costs of education continue to be a barrier well beyond refugees' transitional period in Uganda.

Recommendations are the following:

- Uganda's government and the Ministry of Education and Sports should take steps to ease the transition to the Ugandan Curriculum by cutting additional fees and lowering compulsory remedial fees.
- Increase secondary education sponsorship opportunities for urban refugee students lacking the necessary financial resources.
- Investigate reports of higher school fees among refugees and educate school administrative staff and refugee families about the enrolment process for refugees and the tuition and costs associated with refugee enrolment.
- Increase and enhance forms of non-formal education opportunities to fill the gap for those who cannot afford to access formal education due to financial issues.
- Enhance collaboration between partner, government, and community run organizations through the Refugee Education Working Group.
- Facilitate community outreach groups which sensitize populations to the importance of education, and which encourage enrolment of both primary and secondary education
- Conduct an in-depth study targeting refugee students enrolled in higher education in Kampala.
- Conduct an access to education assessment targeting Somali refugees to better understand low enrolment rates.
- Conduct a study that covers quality, relevance, and safety of learning environment of children in school.

## **Acknowledgements**

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A special thanks goes to Neil James Wilson for volunteering his expertise during the initial drafting stages of the report and providing important literature about urban refugees and refugee education in Kampala.

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## **Glossary and List of Acronyms and Abbreviations**

FGD – Focus Group Discussion

GER – Gross Enrolment Ratio

NER – Net Enrolment Ratio

NGO – Non-Government Organization

OOSC – Out-of-School Children

OPM – Office of the Prime Minister

UGX – Ugandan Shilling

UN – United Nations

UNHCR – United Nations High Commissioner for Refugees

UPE – Universal Primary Education

USE – Universal Secondary Education

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## 1 Introduction

In January 2012, the United Nations High Commissioner for Refugees (UNHCR) announced its 2012-2016 Education Strategy, an ambitious plan to address the education needs of millions of refugee children. Education was to be approached not as a separate sector, but instead as an integral part of UNHCR's wider goals of protection and the implementation of sustainable solutions for refugees worldwide. This would be achieved by ensuring greater access to education and improving the quality of education through teacher trainings, infrastructure projects, and other programs to enhance education services from early childhood education into higher education. With the objective of dramatically increasing refugee attendance, the strategy proposed stronger partnerships with Ministries of Education in host countries and increased integration of refugee children and youth into national education systems to increase their access to quality education.<sup>1</sup>

Though typically associated with camps and settlements, a majority of refugees now live in urban settings.<sup>2</sup> Millions have migrated to cities in search of security or access to better opportunities for themselves and their families. As a result of this large influx of refugees to urban areas, organizations are paying increasing attention to the needs of displaced populations outside of camp and settlement settings. Urban refugees face a variety of unique challenges that differ greatly from those in camps and settlements. Though more education and work opportunities are available in cities, living in urban areas greatly complicates the tasks of locating and providing services to refugees in need and often results in their being underserved or overlooked.<sup>3</sup> Unlike refugees in settlements, young urban refugees face high tuition costs, language barriers, discrimination, and a high cost of living, all of which limits urban refugees' ability to access education and integrate with host communities.<sup>4</sup>

As a result of these financial and cultural barriers, refugees often turn to informal education methods as an affordable, accessible alternative to formal education institutions. By bypassing formal education, refugees gain access to language classes, vocation skills, and reading skills through meetings that often take place in community centres and religious facilities such as churches or mosques.<sup>5</sup> In addition to being a less expensive option, non-formal education has other benefits, including a more flexible schedule to accommodate working youth and adults, ease of establishment to quickly deal with developing refugee situations, and the ability to offer education to those who do not meet qualifications and have missed significant time at school.<sup>6</sup>

The UNHCR has recognized the disadvantages urban refugees face in accessing formal education and seeks to "reinforce existing fully authorized delivery systems, whether they are public, private or community-based."<sup>7</sup> By including urban refugees into local education systems, children and youth can better integrate into host communities and xenophobia is reduced, fostering a safer, more secure environment for refugee families.<sup>8</sup>

Uganda's education system has seen marked improvement in recent years. Since the establishment of Universal Primary Education (UPE) in 1997, enrolment of primary students

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<sup>1</sup> The Uganda Strategy For Refugee Education 2013-2016

<sup>2</sup> Urban Refugees, <http://www.unhcr.org/pages/4b0e4cba6.html>

<sup>3</sup> Kobia, Kofi and Leilla Cranfield, Literature Review: Urban Refugees, Refugees Branch, Citizenship, and Immigration Canada (September 2009)

<sup>4</sup> Grossman, Elizabeth, Sue Kippels, and Michelle Zhang, Urban Refugee Education in Uganda: A Solution from the Non-Formal Education Sector (September 2009)

<sup>5</sup> Refugee Education in Urban Settings: Case Studies from Nairobi, Kampala, Amman, Damascus, United Nations High Commissioner for Refugees (December 2009)

<sup>6</sup> Learning outside the classroom: Non-formal refugee education in Uganda

<sup>7</sup> UNHCR Policy on Refugee Protection and Solutions in Urban Areas (September 2009)

<sup>8</sup> UNHCR Policy on Alternatives to Camps (July 2014)

rose from 3.1 million to 7.6 million children in a 7 year period.<sup>9</sup> The introduction of Universal Secondary Education (USE) led to an 18% increase in students transitioning into secondary school within two years after implementation.<sup>10</sup> Under the Refugee Act in 2006, refugees and asylum seekers across Uganda are able to reside in Uganda and access these public and private education institutions.

These facilities are available to the 45,615 refugees registered in Kampala's 5 districts of Kampala Central, Nakawa, Makindye, Kawempe, and Rubaga. The largest nationalities represented are Congolese (53.6%), Somalis (15.9%), and South Sudanese (15.6%).<sup>11</sup> The remaining refugee populations are Eritreans, Rwandans, Sudanese and Ethiopians, as well as smaller numbers of a variety of other nationalities. Conflict, economic crises, and forced migration have disrupted the education of thousands of school-aged children now residing in Kampala.

Despite favourable government policies towards refugees and the promotion of inclusive education by the Ministry of Education and Sports, as well as the work of numerous NGOs, many urban refugee households continue to struggle accessing primary and secondary education. The high cost of living in Kampala, compounded by school fees despite the claims of free education, result in significant financial barriers. Studies have found tuition costs, school uniforms, admission fees, and other fees associated with education amount to crippling costs for the average refugee household.<sup>12</sup> In addition to financial barriers, discrimination and language barriers hinder many refugees as well. Uganda is dominated by English and Luganda, while refugees in Uganda typically come from countries where English and Uganda's local languages are uncommon or not spoken at all.

This assessment was conducted to understand patterns of enrolment among refugees in Kampala and to learn the following:

- The enrolment rates among refugee children and youth in Kampala
- The rate at which refugee youth enrol in formal secondary education
- The barriers faced by refugee populations to enrolment and employment
- The differences in enrolment rates and barriers by different nationalities
- The additional costs that families pay for their children to attend school
- The necessary steps needed to improve access to formal primary and secondary education for refugee children and youth in Kampala

## 2 Research Methods

### 2.1 Methodology

A mixed methods approach using participatory qualitative and quantitative methods was employed due to the complexity of assessing education in the urban refugee context. Questionnaires for focus groups, household surveys, and interviews with school administration staff were developed and data was collected anonymously to ensure objectivity and protect respondents.

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<sup>9</sup> Policy Brief 10: Primary Education Uganda, Overseas Development Institute (2005)

<sup>10</sup>Post Primary Education Program Increases Student Enrollment in Uganda, <http://www.worldbank.org/en/news/feature/2010/08/31/post-primary-education-program-increases-student-enrollment-in-uganda> (10 August, 2010)

<sup>11</sup> Government Of Uganda Population Statistics By Country, Sex Legal Status And Age Group (June 30<sup>th</sup>)

<sup>12</sup> Refugee Education in Urban Settings: Case Studies from Nairobi, Kampala, Amman, Damscus, United Nations High Commissioner for Refugees (December 2009)



The following sections detail the sample selection and analysis methodology for the assessment's quantitative and qualitative data collection.

For qualitative data collection, 8 focus group discussions (FGDs) were conducted over the course of 8 days with a total of 47 participants. Focus group facilitators were trained and had prior experience conducting focus groups with urban refugees in East Africa. FGDs were divided into female (4 FGDs), male (3FGDs), and mixed gender (1) in Makindye, Kawempe, Rubaga, and Kampala Central. The reason for the separation of male and female focus groups was to allow female participants an open forum to speak. Refugee populations represented in focus group discussions include Burundians, Congolese, Eritrean, Ethiopian, South Sudanese, and Somalis. Final qualitative tools can be found in Annex 1.

**Table 1: Focus Group Discussion Sample**

Makindye	Kawempe	Rubaga	Kampala Central
3 Female, 1 Mixed	1 Male	1 Male	1 Female, 1 Male

Information for primary and secondary schools was gathered through brief interviews with school administrative staff. This included gaining information on fees and additional costs of school enrolment and attendance. Public schools often hesitate to share tuition data. In order to gain feedback on the approximate amount of the true cost of education, a number of schools with a pre-existing relationship with the Xavier Project were contacted. Of schools surveyed, 4 were public primary schools and 2 were public secondary schools. The questionnaire can be found in Annex 2

**Table 2: School Fee Sample**

Primary	Secondary
Old Kampala Primary (Kampala Central)	Old Kampala Secondary (Kampala Central)
St. Peter's Primary (Makindye)	
St. Paul's Primary (Makindye)	Mengo Secondary (Rubaga)
Katwe Primary (Makindye)	

Survey data was collected with paper surveys over an 8-day period using 6 trained data collectors. A total of 305 households were surveyed. Snowball sampling was used to increase the number of respondent households. This method consists of asking survey respondents to direct data collectors to other potential survey respondents and is best suited for targeting 'hidden' populations, such as urban refugees. Using the most up-to-date statistics provided by the Office of the Prime Minister's (OPM), the purposive method was employed to represent the ratios of refugees in Kampala in the sample. Because of the large numbers of Congolese, Somali, and South Sudanese refugees in Kampala, it was decided to focus primarily on these three groups who total 38,827 people. Of these 3 populations, there are 24,431 Congolese (62.9%), 7,267 Somalis (18.7%), and 7,129 South Sudanese (18.4%). With this in mind, Congolese households were 51.2% (n=156), followed by South Sudanese at 22.0%, (n=67) and Somalis at 18.4% (n=56). Other nationalities represented in the survey include Burundians (5.0%, n=15), Ethiopians (.7%, n=2), Rwandans (2.6%, n=8), and Eritreans (.3%, n=1). Of the quantitative surveys, 46.9% (n=143) of respondents were male and 53.1% (n=162) were female. The household survey can be found in Annex 3.

**Table 3: Household Survey Sample**

Nationality	Count	Percentage
Congolese	156	51.2%
South Sudanese	67	22.0%
Somali	56	18.4%
Burundian	15	5.0%
Ethiopian	2	0.7%
Rwandan	8	2.6%
Eritrean	1	0.3%

Within these households, data was collected for 1,311 children, 961 of whom were considered school-aged (7-24 years old). Of school-aged children and youth, 46.0% (n=439) were male and 54.0% (n=516) were female, with 6 blank responses. Of these children and youth, 57.9% (n=556) were Congolese, 18.5% (n=178) were South Sudanese, 15.0% (n=144) were Somali, 5.1% (n=49) were Burundian, 2.6% (n=25) were Rwandan, 0.6% (n=6) were Ethiopian, and .3% (n=3) were Eritrean. Of children surveyed, 47.0% (n=452) were primary aged (7-13) and 53.0% (n=509) were secondary aged (14-24).

Children and youth were divided into primary age (7-13) and secondary age (14-24). According to the government of Uganda, 7 is the age of which children are to be enrolled in primary education. To account for the significant gaps in formal education that most refugee children experience as a result of forced migration, it was agreed that an age above 20 years would more accurately capture enrolment rates in the context of refugee youth. According to the UN, youth is between the ages of 15-24.<sup>13</sup> As a result, the age of 24 was chosen.

## 2.2 Limitations

Because surveys were done on paper, a small number of errors occurred where data collectors skipped questions or entered data incorrectly; however, this occurred infrequently enough that it was not seen as a threat to the integrity of the data.

An effort was made to distribute surveys evenly among male and female heads of households; however, of secondary aged children and youth (14-24 years old), 57.0% (n=288) were female and 43.0% (n=218) of youth were male.

The survey was intended to exclusively survey Congolese, South Sudanese, and Somalis; however, data collectors included a limited number of other nationalities that requested to be surveyed. The contribution of other nationalities was considered a benefit overall to the data, though this data was not incorporated into cross tabulations of nationality due to the low sample size of other nationalities.

Gaining accurate information on hidden school fees was seen as a challenge as schools that engage in such a practice are unlikely to publicly admit to this. To gain information on this issue the researchers approached schools that the Xavier Project had a prior working relationship with. The research team prioritised gaining accuracy and honesty over gaining feedback from a large number of schools. As a result of this selection method, there is a low sample size (6 schools), a bias of location (only schools in Makindye, Kampala Central, and Rubaga were selected) and a

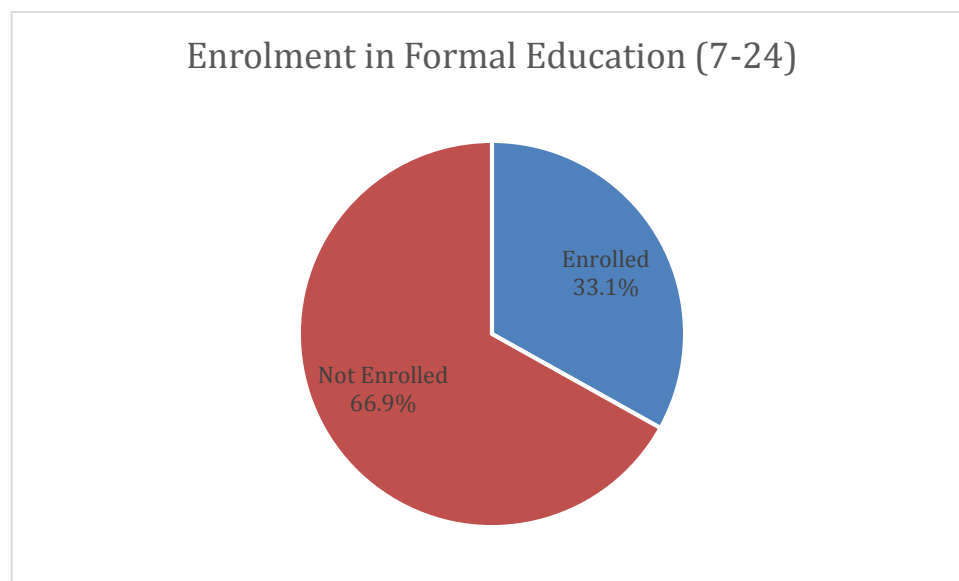
<sup>13</sup> Definition of Youth (<http://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-definition.pdf>)

lack of data of public secondary schools (Xavier Project has a relationship with only 2 secondary schools). Therefore, the data regarding school fees is not meant to be representative of the average cost of all schools within Kampala, but rather is meant to demonstrate the cost of public education institutions despite the UPE and USE.

### 3 Enrolment in Formal Education (ages 7-24)

Analysis of general enrolment rates among refugee children and youth (7-24) in formal education showed enrolment rates of 33.1% (n=318) overall. Focus group discussions corroborated these low figures and many respondents demonstrated a general lack of information about the formal education system in Uganda, regardless of nationality. Respondents expressed a lack of knowledge about school options within Kampala, as well as a lack of information about receiving tuition aid from different agencies. Overall, females showed a higher rate of enrolment (38.6%, n=199) than their male counterparts (27.1%, n=119). Focus groups did not reveal any distinguishable difference between the treatment of girls and boys regarding enrolment.

**Figure 1: Enrolment in Formal Education (7-24)**

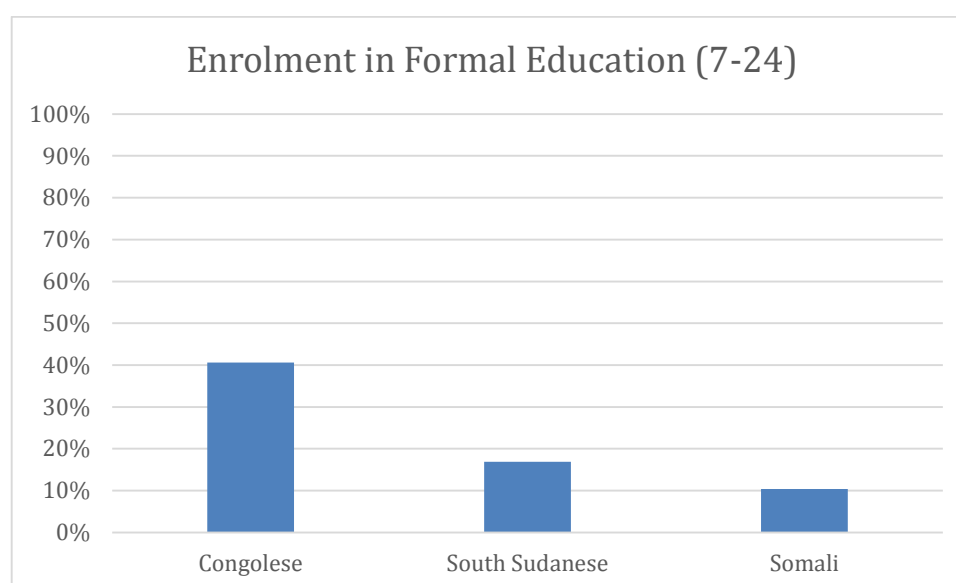


Enrolment rates across the top nationalities surveyed were low. Congolese children had the highest enrolment rate at 40.6% (n=226), followed by South Sudanese (16.9%, n=30) and Somalis (10.4%, n=15). Although focus groups did not reveal any distinguishable difference between nationalities and cultural attitudes toward enrolment, the World Bank's data regarding Gross Enrolment Ratio (GER)<sup>14</sup> for primary school shows South Sudan as having a lower enrolment ratio (85.7%) as of 2011 than the Democratic Republic of Congo at 105.1% in 2011, and 110.9% the following year. Due to the nature of the on-going conflict in Somalia, recent GER data is scarce; however, the GER in Somalia as of 2007 was an extremely low 29.2%.<sup>15</sup> The lower GER of Somalia and South Sudan and the correlation between GERs and lower enrolment rates among refugees in Uganda when compared to Congolese, though not definitive, warrants further study.

<sup>14</sup> The GER of the primary level compares the total number of students enrolled in Primary with the number of children within the country of primary age. As a result of children being too old or too young enrolled in primary, this ratio can exceed 100%.

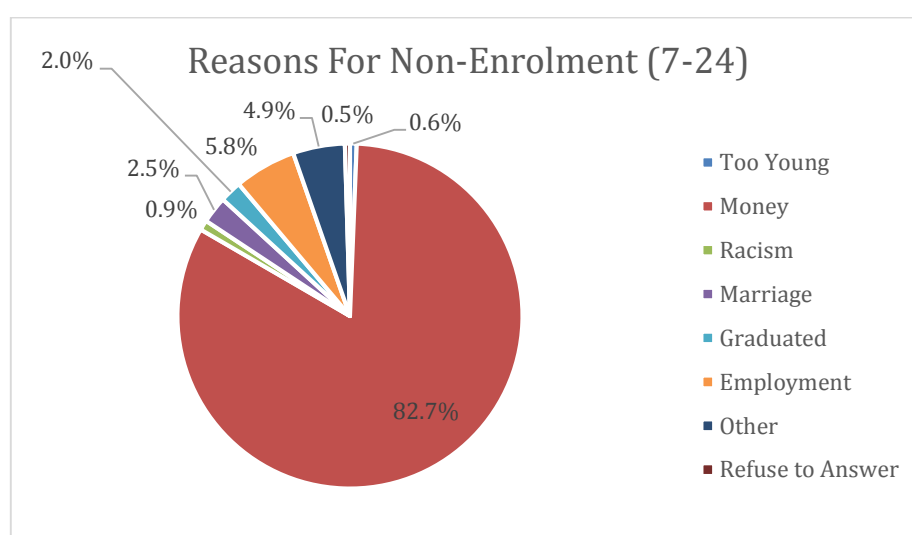
<sup>15</sup> <http://data.worldbank.org/data-catalog/ed-stats>

**Figure 2: Enrolment in Formal Education (7-24)**



The primary reason for non-enrolment among children and youth was a lack of adequate financial resources (82.7%, n=527), with children and youth leaving school for employment (5.8%, n=37) and other reasons (4.9%, n=31) as the second and third most common responses. Other answers include disability (1.3%, n=8), language barriers (0.8%, n=5), danger at school (0.8%, n=5), pregnancy (n=3, 0.5%), wartime trauma (0.3%, n=2), and death of a parent or parents (0.3%, n=2) with 6 respondents not specifying. Households also reported marriage (2.0%, n=13), discrimination (0.9%, n=6), and children being too young (0.6%, n=4) as reasons for non-enrolment. Of respondents, 3 (0.5%) refused to answer. Only 16 youth (2.5%) were reported to have graduated secondary school as the reason for not enrolling in formal education.

**Figure 3: Reasons for Non-Enrolment**



Focus groups reflected that the lack of financial resources is the primary barrier to enrolment among refugee children, in addition to language barriers. Parents in FGDs also noted that they lack the time to get involved in their children's education due to the need to work to provide for

their families. Several respondents reported that the need to leave the home to earn money resulted in their older children not attending school in order to take care of their younger siblings.

Though racism and discrimination were cited as primary reasons for non-enrolment by only a small minority of children (0.9%, n=6), focus group discussions revealed that mistreatment and xenophobia continue to occur in public and private schools across Uganda. Respondents reported that this treatment leads to social withdrawal, and in some cases, to dropping out entirely from school. Although discrimination is an issue faced by many refugees, FGDs and survey results showed it is not considered by most families as the primary reason for non-enrolment, but rather as an additional obstacle faced in accessing education.

Discrimination in the form of extortion by school staff was reported among FGDs. Of the 8 focus groups, 4 reported additional fees being charged by schools and cited their legal status as refugees as the reason. In a Makindye focus group, one respondent said that teachers “always tell us to pay more fees because we are refugees,” while in Kisenyi, another respondent mentioned teachers “ask more from us because we are refugees”. A member of a Kawempe FGD noted that refugee children pay more because they “look different.” In response to why these fees are charged, one Somali respondent in Mengo clarified that the teachers “think that I have money because I am Somali.” No FGD members mentioned reporting these incidents to OPM or any organization.

An investigation of these reports must be conducted in order to determine whether these are cases of extortion by schools or if they are due to a lack of information by school administrative staff and refugee families. According to members of Xavier Project’s sponsorship team, there are several factors that could be resulting in refugees being charged additional costs that would be non-discriminatory. First, non-Ugandan citizens who are not registered refugees are required to pay higher tuition costs, which is legal under UPE. Refugees who enrol their children without making their refugee status clear may be asked to pay this higher tuition rate for foreigners. In addition, school faculty may not be aware that refugees are required to pay the same tuition as a Ugandan national and may be overcharging refugees as a result. Another possibility is that schools frequently request students with poor English skills to take English tutoring courses which add more costs. Refugee families with poor English may not understand the reason they are being charged additional costs and assume they are being discriminated against. The possible poor communication and lack of information among refugee parents and school administrative staff could be causing confusion that is leading refugee families to believe they are victims of extortion.

In addition to financial issues, focus group participants stated that the transition to the Ugandan curriculum had a significant impact on their children’s enrolment for a number of reasons. Participants reported that their children often struggled in school because they do not speak English or Luganda at the same level as their classmates. This results in children falling behind or dropping out of class. Focus groups revealed that students also miss classes as a result of unpaid school fees. This often puts them behind, affects how well they do in class, and can lead to their repeating a year or leaving school. In addition to the curriculum, FGD participants expressed general dissatisfaction with the overcrowded classrooms and the lack of involvement of teachers with students.

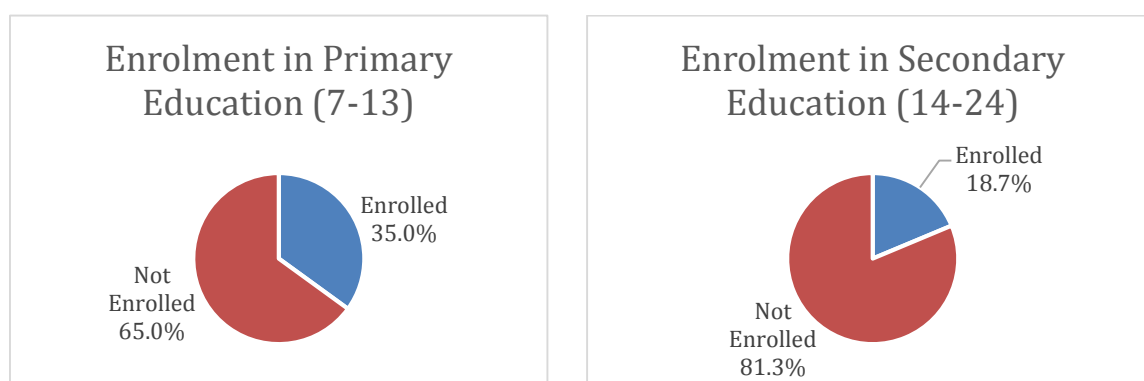
## **4 Primary and Secondary Education Enrolment**

For refugee children (7-13) in Kampala, the primary net enrolment ratio (NER) was 35.0% (n=157). At 18.7% (n=81), enrolment of refugee youth (14-24) in secondary education was far lower than child enrolment in primary education. These low enrolment rates in secondary were

corroborated by focus group discussion. Focus group respondents across multiple nationalities expressed that secondary education was not as important as primary education and therefore was less of a priority. If adjusted to 6-13, the age group used by UNHCR, the NER among primary-aged children in the sample dips slightly to 32.5%. With 13,558 refugee between the ages of 6 and 13 registered in Kampala as of 2014, this would mean that there are 9,152 Out of School Children (OOSC) who are refugees in Kampala. UNHCR statistics for Kampala have the number of OOSC even higher at 10,880.<sup>16</sup>

Female children and youth had higher enrolment rates in both primary (39.0%, n=87) and secondary (37.2%, n=107) than their male counterparts in primary (30.6%, n=67) and secondary (22.9%, n=50). The disparity in secondary education enrolment may be a result of male youth leaving school to work. Though the most common reason for non-enrolment for both males and females of secondary age was a lack of adequate financial resources at 73.8% (n=124) and 75.4% (n=135) respectively, males were far more likely to be not enrolled due to work (16.1%, n=27) than females.

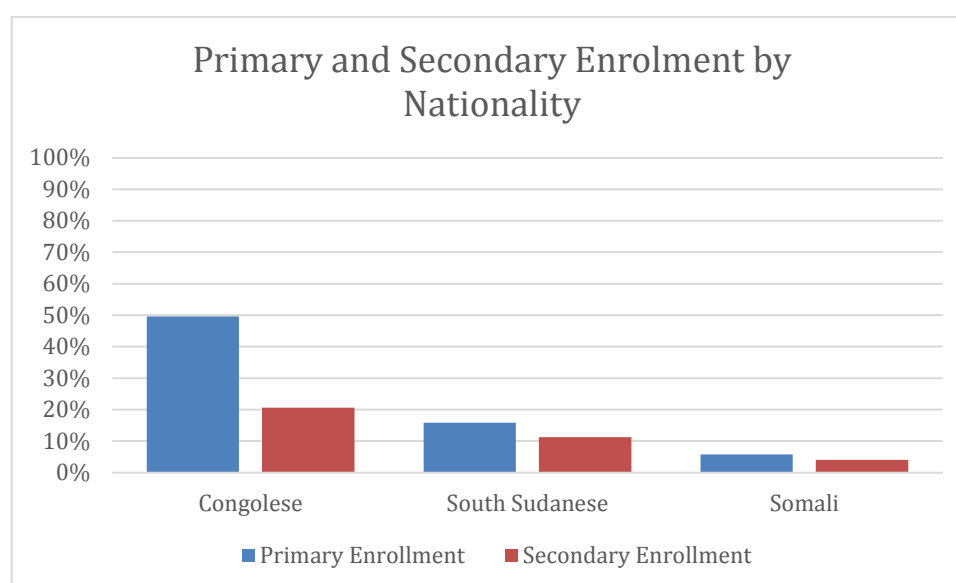
**Figure 4: Enrolment in Primary and Secondary Education**



When broken down by nationality, Congolese enrolment rates at the primary level were 49.6% (n=330), followed by South Sudanese (15.8%, n=148) and Somali (5.8%, n=129). Secondary enrolment rates were very low across the three primary nationalities surveyed. Congolese secondary enrolment was 20.6% (n=56), and South Sudanese was at 11.3% (n=8). Somalis had the lowest rate of the three at only 4.0% (n=2). As noted in Section 3, the substantially lower enrolment rates among South Sudanese and Somalis, when compared to Congolese, particularly in primary enrolment, correlate with World Bank data on the GER of the three countries of origin. Though beyond the scope of this study, a deeper analysis of the culture of school enrolment among these cultures in their countries of origin is warranted.

<sup>16</sup> UNHCR End of Year Figures 2014

**Figure 5: Primary and Secondary Enrolment by Nationality**



For primary-aged children currently not enrolled, the vast majority (92.7%, n=266) cited money as the primary reason for non-enrolment. Of the 452 primary-aged children included in the survey, 53.5% (n=242) have never enrolled in formal education since arriving in Uganda. Of the 509 refugee youth aged 14-24, 56.2% (n=286) have never enrolled in formal education since arriving in Uganda. The top 3 reasons for non-enrolment of secondary-aged children and youth were a lack of finances at 74.6% (n=261), followed by leaving school for employment (10.57%, n=37) and marriage (4.6%, n=16).

In focus groups, a lack of finances was overwhelmingly cited as the primary reason for non-enrolment for both primary and secondary education. The majority of the respondents considered financial resources as a difficult barrier to overcome followed by language, discrimination and a lack of education background.

## 5 Livelihoods and Education

Surveyed households reported a median income of 300,000 UGX for the month of May. This is significantly lower than the average household income of a resident of Kampala, which is 959,400 UGX.<sup>17</sup> Houses often had multiple sources of income, and the primary sources were forms of wage-based labour (47.2%, n=144), small businesses and trading (39.0%, n=119), and money from relatives abroad (22.3%, n=68). Other responses include salaried positions (6.2%, n=19) and aid from organisations (3.28%, n=10). Of survey respondents, 5.6% (n=17) reported no source of income in the household and 2.3% (n=7) refused to answer. Despite this low monthly income, 73.5% (n=264) of children receive funding for their education through household incomes. Other forms of payment for fees include money from relatives abroad (15.0%, n=54), sponsorship (8.6%, n=31), and other (2.8%, n=10).

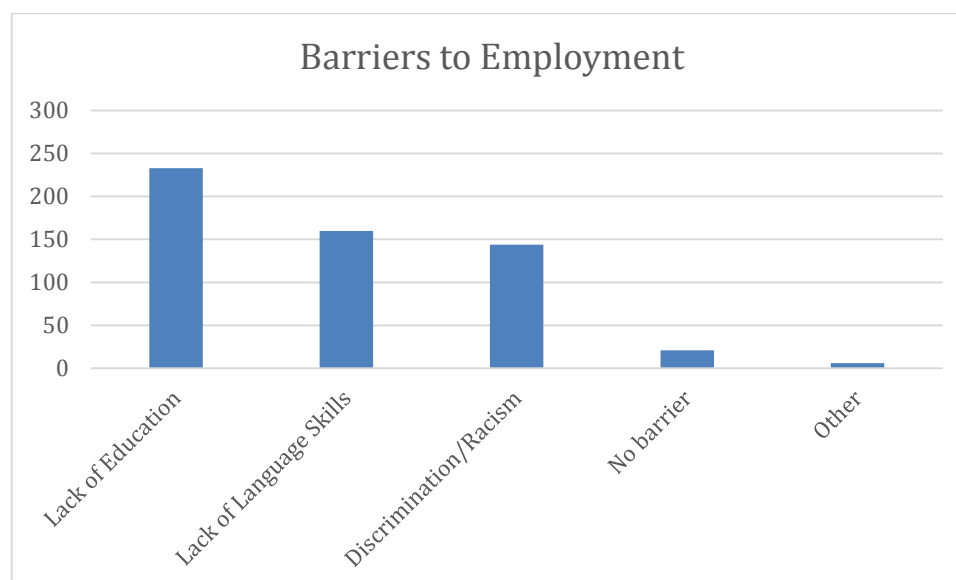
A number of employment barriers exists that result in low monthly incomes of the sources stated above. When asked to list their barriers to employment, the most common response

<sup>17</sup> Chapter 7.0: Main Source of Household Earning, Ugandan National Household Surveys Report 2009/2010, <http://www.ubos.org/UNHS0910/chapter7.Average%20Monthly%20Household%20Income.html> (2010).



among heads of household was a lack of education (76.4%, n=233). A lack of language skills was the second most common response (52.5%, n=160), followed closely by discrimination and racism (47.2%, n=144). Of the 305 households surveyed, 6.9% (n=21) reported no barriers to employment and 2.0% (n=6) reported other reasons.

**Figure 6: Barriers to Employment**



Of the public primary schools interviewed, the average cost of a primary school per term was 63,150 UGX for P1-P3 and 78,400 UGX for P4-P7. This includes the cost of tuition, development funds, and utility fees, which are additional fees that go to improving school infrastructure and classroom renovations. This cost, when paid up front by parents, represents 21.0% of the median 300,000 UGX income for that month for classes P1-P3 and 26.1% for classes P4-P7. The first term of primary education is even higher due to admissions fees and expensive uniform costs. The average first term of sampled schools from P1-P3 costs 136,025 UGX, while P4-P7 increases to 151,275 UGX. Sending a single child to P4 represents slightly over half of the monthly median household income of Kampala's refugees. Through interviews, it was learned that these uniform costs occur once at the beginning of P1-P3 and then another set of uniforms must be purchased when beginning P4-P7. These uniforms cost an average of 64,750 UGX according to surveyed schools. Due to the high cost of the initial term as well as the cost of the following terms, 54.2% (n=243) of primary aged children (7-13) have never entered primary school after entering in Uganda. The average number of children of primary or secondary age was 3 among surveyed households, meaning that if all of these children were attending primary school, tuition alone would cost the household between 111,000 UGX to 288,000 UGX for a single term and between 216,000 UGX and 702,000 UGX for the first term.

**Table 4: Mandatory Primary School Fee Breakdown**

Average Fees	Old Kampala P	St. Peter's	St. Paul's	Katwe
P1-P2 (per term)	53,600 UGX	96,000 UGX	37,000 UGX	40,000 UGX
P3 (per term)	53,600 UGX	96,000 UGX	45,000 UGX	50,000 UGX
P4-P7 (per term)	67,600 UGX	96,000 UGX	65,000 UGX	65,000 UGX
Admission Fee	-	20,000 UGX	10,000 UGX	2,500 UGX
Uniform Costs	70,000	98,000 UGX	25,000 UGX	66,000 UGX
Development Fund/Utility Fee	-	20,000 UGX	-	-

<b>P1-P2 Cost (1<sup>st</sup> Term)</b>	<b>123,600 UGX</b>	<b>234,000 UGX</b>	<b>72,000 UGX</b>	<b>108,500 UGX</b>
<b>P3 Cost (1<sup>st</sup> Term)</b>	<b>123,600 UGX</b>	<b>234,000 UGX</b>	<b>80,000 UGX</b>	<b>118,500 UGX</b>
<b>P4-P7 Cost (1<sup>st</sup> Term)</b>	<b>137,600 UGX</b>	<b>234,000 UGX</b>	<b>100,000 UGX</b>	<b>133,500 UGX</b>

For secondary school, tuition costs are even higher. The average term cost of the two interviewed secondary schools was 691,000 UGX. A single term at the least expensive school interviewed, Old Kampala Secondary School, is 385,000 UGX. This is 85,000 UGX greater than the median income of household respondents. This is a prohibitive cost for the average refugee household, not including uniform costs and admission fees needed in the first term. As a result of these high costs, it is not surprising that only 18.7% (n=81) of secondary aged youth are enrolled in formal secondary education and that 56.2% (n=286) of secondary aged youth have never even enrolled in school in Uganda.

**Table 5: Mandatory Secondary School Fee Breakdown**

Average Fees	Old Kampala Secondary	Mengo Secondary
S1-S4 (per term)	385,000 UGX	808,000 UGX
Admission Fee		50,000 UGX
Uniform Cost	150,000 UGX	185,000 UGX
Development Fund/Utility Fee		115,000 UGX
Other Additional Fees	75,000 UGX	511,000 UGX
<b>S1-S4 Cost (1<sup>st</sup> Term)</b>	<b>610,000 UGX</b>	<b>1,319,000 UGX</b>

It is important to note that the costs listed in Table 4 and Table 5 are the costs for Ugandan nationals and refugees under the Refugee Act of 2006. As noted in Section 3, some FGD respondents reported paying more than Ugandans due to reported cases of extortion or a lack of information from staff and parents. This means that the cost of education, already difficult to afford for many refugee households while paying the fees of Ugandan nationals, are potentially even higher than figures suggest for some refugee students.

## 6 Enrolment and Length of Stay

According to survey results, a primary factor in child enrolment is a family's length of stay in Uganda. Among refugee children and youth who arrived less than a year ago, only 18.3% are enrolled in formal education (n=40). This number jumps substantially for those who have lived in Uganda from 1-3 years (32.8%, n=126) and continues to steadily increase from 4-6 years (41.8%, n=89) to over 6 years (54.4%, n=50).

**Table 6: Enrolment and Length of Stay**

	Less than 1 year	1-3 years	4-6 years	Over 6 years
General Enrolment (7-24)	18.3% (n=40)	32.8% (n=126)	41.8% (n=89)	54.4% (n=50)
Primary Enrolment (7-13)	23.1% (n=25)	34.7% (n=69)	45.5% (n=40)	59.3% (n=17)
Secondary Enrolment (14-24)	6.8% (n=7)	13.2% (n=20)	24.0% (n=24)	45.6% (n=26)

For primary aged children, 23.1% (n=25) were enrolled in formal primary education after being in Uganda for less than a year; 34.7% (n=69) were enrolled after 1 to 3 years; 45.5% (n=40) were enrolled between 4 to 6 years; and 59.3% (n=17) were enrolled after being in the country for more than 6 years. For secondary school, these numbers are considerable lower. Within the first year of arriving in Uganda, only 6.8% (n=7) of refugee youths were enrolled in formal secondary education. This number rises to 13.2% (n=20) after 1 to 3 years and 24.0%

(n=24) after 4 to 6 years in Uganda. Among youth who have been in the country for more than 6 years, the enrolment rate in secondary is 45.6% (n=26).

Although it is encouraging to see these rates steadily increase with time, the rates of enrolment are still very low, especially during the first 3 years of residence in Uganda. Within this time period, only 30.6% (n=94) of 7-13 year olds were enrolled in primary education and 10.6% (n=27) of 14-24 year olds have enrolled in secondary education. Even after 6 or more years in Uganda, the primary enrolment rate is only 59.3% (n=17) and the secondary enrolment rate is just 45.6% (n=26). The prohibitive cost of entering formal education for the average refugee family, along with the language barrier, the transition into the Ugandan curriculum, and other reasons, prevent a large majority of refugee children from being able to continue their education upon arriving in Kampala. With the time it takes to achieve the financial stability to send children to school, many children have missed a significant amount of school, if they have been enrolled at all.

## 7 Conclusions

Despite the progress made by the Ugandan Government in bringing about policies such as UPE and USE, refugees are largely unable to take advantage of the opportunities that these policies make available to them. Low household incomes result in most refugee families being unable to afford the costs of school, including uniforms, admissions fees, and tuition. These problems are compounded by language barriers and discrimination. The substantially higher costs of secondary school have made it unaffordable for the majority of Kampala's refugee youth to attend secondary schools. Low household incomes, tuition, uniform expenses, and the costs of sending multiple children to school have led to thousands of refugee children and youth being deprived of the formal education they need to successfully build a new life in Uganda. Even after over 6 years, enrolment rates are only 54.4% (n=50), meaning these costs are not only a hindrance during the period of transition in the host community, but continue to act as a barrier many years after arriving in Uganda. Favourable government policies are a critical step in increasing enrolment; however, the poverty of urban refugees must be addressed in order for them to take advantage of these policies and enrol their children in formal education.

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## 9 Annex

## 9.1 Annex 1: Focus Group Discussion Questionnaire

**Data Collector Name:**

**Date:** \_\_\_\_/\_\_\_\_/2015

**Nationality of FGD:**

**Gender of FGD:**

**Number of Participants:**

**Division:**

1. How many of you send your children to school? Please explain why or why not.
2. Why do you send your children to the school that you do? What are the most important factors in selecting a school?
3. Please describe the barriers your household faces to accessing formal education. Are there barriers to accessing secondary education that differ from accessing Primary? Why do these barriers exist? How could they be addressed?
4. How would you rate the quality of your children's education? Why would you rate it this way? If your children received education in another country before moving here, is the quality of education here in Uganda better or worse? Please explain.

5. What steps if any are you taking to ensure the education of children in your household? If you are not taking steps, please explain why.
6. How involved are you in your children's education (attending parent meetings, actively looking at different schools for quality of education, learning about school fees and other costs and saving, etc).
7. What are the reasons for your involvement or noninvolvement in your children's education?

## 9.2 Annex 2: School Fees Questionnaire

1. School Name: \_\_\_\_\_
2. School Type: \_\_ Public \_\_ Private
3. P1-P3 term cost: \_\_\_\_\_ UGX
4. P4-P7 term cost: \_\_\_\_\_ UGX
5. Primary admission fee: \_\_\_\_\_ UGX
6. S1-S4 term cost: \_\_\_\_\_ UGX
7. S5-S6 term cost: \_\_\_\_\_ UGX
8. Secondary admission fee: \_\_\_\_\_ UGX
9. Uniform cost: \_\_\_\_\_ UGX
10. Scholastic materials: \_\_\_\_\_ UGX
11. Development fund/utility fee: \_\_\_\_\_ UGX
12. Other additional fees (please specify): \_\_\_\_\_ UGX

### 9.3 Annex 3: Household Survey

**Data Collector Name:**

**Date:** \_\_\_\_/\_\_\_\_/2015

**Division:** a.) Kampala Central b.) Kawempe c.) Rubaga d.) Makindye e.) Nakawa

**Introduction:** Xavier Project is conducting a survey on access to education opportunities for refugees in Kampala. Xavier Project is an international NGO working with refugees in the field of education in Kenya and Uganda. The purpose of the survey is to gather up to date data on refugee education which will help the organization in its future planning, programs and interventions. The survey results will also be shared with other partners and stakeholder. Your cooperation in this exercise is highly appreciated.

Please note, this questionnaire is completely anonymous. If any questions make you feel uncomfortable, you may refuse to answer and move on to the next question

1. Head of Household gender:
  - a. Male
  - b. Female
2. What is your age? \_\_\_\_\_
3. What is your current marital status?
  - a. Single
  - b. Married
  - c. Divorced
  - d. Widow/Widower
  - e. Refuse to answer
4. What is your nationality?
  - a. South Sudan
  - b. Somalia
  - c. Eritrea
  - d. Ethiopia
  - e. Burundi
  - f. DR Congo
  - g. Rwanda
  - h. Other (please specify: \_\_\_\_\_)
  - i. Refuse to answer
5. What date did you arrive in Kampala? (MM/YYYY) \_\_\_\_/\_\_\_\_
6. What was your household's income last month? *(include incomes of all household members)*  
\_\_\_\_\_  
Ugandan Shillings
7. Which of these are income sources for your household? *(Select all that apply)*
  - a. Small business (shops/trading)
  - b. Money from relatives abroad
  - c. Aid from agencies
  - d. Salary
  - e. Wages
  - f. No household member is employed
  - g. Refuse to answer
8. What are the barriers to employment your household faces? *(Select all that apply)*
  - a. Face no barriers to employment
  - b. Lack of education
  - c. Language barrier
  - d. Discrimination due to nationality
  - e. Other (please specify: \_\_\_\_\_)
9. What is your UNHCR registration status?
  - a. Fully registered
  - b. Have UNHCR appointment letter
  - c. Have not started UNHCR registration process
  - d. Don't know
  - e. Refuse to answer
10. How do you receive information about news and learn about services and opportunities? *(Select all that apply)*
  - a. Radio/Television
  - b. Newspaper
  - c. Internet (Facebook, Blogs, etc)
  - d. Community Networks (friends, family)
  - e. Religious center (Church, Mosque, etc)
  - f. I do not receive this kind of information regularly
  - g. Don't know
  - h. Refuse to answer



**We will now ask you some brief questions about each child in your household, starting with the oldest and ending with the youngest.**

	11. Age	12. Gender	13. Is this child currently enrolled in formal education?  <i>If 'yes', answer 14, 15, and 16</i>  <i>If 'no', answer 17, 18, and 19</i>	14. If 'yes' what level of education is it? 0=Pre-school 1=P1    8=S1 2=P2    9=S2 3=P3    10=S3 4=P4    11=S4 5=P5    12=S5 6=P6    13=S6 7=P7	15. If 'yes' what is the source of this child's school fees? 1=Household income 2=Relatives abroad 3=NGO/CBO support (please provide name) 4=Other (please specify)	16. If 'yes' what is the name of the school this child is enrolled in?	17. If 'no' what was the last grade of formal education this child completed?	18. If 'no' was this in Uganda?	19. If 'no', what is the primary reason the child is not enrolled in school? 1=Too young 2=Lack of Money 3=Fears due to nationality/racism 4=Distance 5=Marriage 6=Graduated 7=Employed 8=Other 9=Refuse to Answer
1		Male/Female	Yes/No					Yes/No	
2		Male/Female	Yes/No					Yes/No	
3		Male/Female	Yes/No					Yes/No	
4		Male/Female	Yes/No					Yes/No	
5		Male/Female	Yes/No					Yes/No	
6		Male/Female	Yes/No					Yes/No	
7		Male/Female	Yes/No					Yes/No	
8		Male/Female	Yes/No					Yes/No	
9		Male/Female	Yes/No					Yes/No	
10		Male/Female	Yes/No					Yes/No	
11		Male/Female	Yes/No					Yes/No	
12		Male/Female	Yes/No					Yes/No	
13		Male/Female	Yes/No					Yes/No	
14		Male/Female	Yes/No					Yes/No	
15		Male/Female	Yes/No					Yes/No	
16		Male/Female	Yes/No					Yes/No	
17		Male/Female	Yes/No					Yes/No	
18		Male/Female	Yes/No					Yes/No	
19		Male/Female	Yes/No					Yes/No	
20		Male/Female	Yes/No					Yes/No	