Policy Brief

Education of Refugees
and Internally Displaced Persons
in the Context of COVID-19

# The Education for Life Project in Uganda and South Sudan

March 2021

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Acknowledgement:

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# Table of Contents

# Foreword

The COVID-19 pandemic has devastated education systems, communities, and economies across Africa and globally. The health crisis has seriously affected the education, health and well-being of refugees, migrants and internally displaced persons (IDPs) in Uganda, South Sudan and across the continent. Girls and women have been disproportionately affected by the pandemic and there is a real risk that many girls and young women will be unable to go back to school due to pregnancy, early marriages, child labour and other challenges.

As this policy brief reveals, considerable efforts have been made by the Governments of Uganda and South Sudan to ensure that children and youth, including refugees and those displaced by conflict, continue to receive a quality education during and beyond the current crisis. However, these efforts have been hindered by the unavailability of digital and related infrastructure for distance education. Teachers lack the necessary training, competences and support to deliver effective virtual teaching and learning. COVID-19, coupled with the digital divide and protracted crises, has widened inequalities.

This policy brief identifies the key challenges related to COVID-19 and the education of refugees and IDPs and goes on to proffer recommendations for tackling those challenges. We hope this policy brief will be a useful tool and resource to the Education for Life consortium members, education advocates and activists, policy makers and other stakeholders in our collective quest for inclusive equitable quality education for all.

Dennis Sinyolo
Chief Regional Coordinator,
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# Executive Summary

This policy brief is based on evidence drawn from an assessment of the impact of the COVID-19 pandemic on learners and teachers at the refugee and internally displaced persons (IDPs) camps in Uganda and South Sudan. At the heart of the review is the 'Education for Life' project in the two countries, based on the European Union's thematic programme *Building Resilience in Crises through Education* (BRiCE). The primary aim of the Education for Life project is to strengthen the resilience of the learners, teachers, and education systems by providing for their immediate needs and empowering them to withstand future shocks and disruptions in the environment.

According to the United Nations Refugee Agency (UNHCR) (2018a, 2018b), there are over 19,941,300 refugees and 40 million IDPs in the world. However, sub-Saharan Africa hosts over 18 million of these refugees and more than half of the IDPs (UNHCR, 2020d) due to the widespread conflicts in the region (UNHCR, 2020a, 2020b, 2020c). South Sudan has 4.3 million displaced people which include refugees, IDPs, and asylum-seekers (UNHCR, 2021). An estimated 1.6 million IDPs remain in South Sudan while 2.2 million are refugees in the neighboring countries with Uganda hosting more than one million of them (UNHCR, 2021). Most of the refugees and IDPs live in camps, catered for by humanitarian services, and the education of those of school-going age is borne by the host governments in collaboration with interventions like the Education for Life projects and technical assistance from other donors.

The governments of Uganda and South Sudan have taken considerable steps to sustain learning during the lockdown caused by the pandemic, but the efforts have yielded minimal results. Lessons were broadcast via the radio and television but only about 15 per cent of the learners in Uganda, and even fewer in South Sudan, had access to radio or mobile phones, implying that most of the learners did not benefit from the broadcasts. Nevertheless, the distribution of home learning materials enabled the students to continue learning while at home. For instance, AVSI distributed home learning materials to nearly 20,000 learners. The

Education for Life project equally made efforts to sustain contact with teachers and learners, and to promote continuity of learning. In the two countries, the project-built teachers' capacity to help them adapt to the new situation and to use the acquired knowledge and skills to reach out to the learners. Some teachers were provided with bicycles to move around to assist the learners in clusters on how to use their home learning materials and to provide them with psycho-social support (PSS). Text messages were also used to reach teachers, learners, and families who had mobile phones as part of the PSS.

Based on the evidence collected, four key policy recommendations were made, informed by the United Nations' resilience framework which focuses on strengthening the learners, teachers, and education system. The recommendations are to:

**(1)** uphold agreed UN global frameworks;

**(2)** provide accessible, relevant, and equitable education;

**(3)** empower teachers; and

**(4)** strengthen the education system.

# Introduction

This Policy Brief is informed by an assessment of the impact of the COVID-19 pandemic on the education of refugees and internally displaced persons (IDPs), especially that of learners and teachers in the refugee camps. It focused on the '***Education for Life***' project in Uganda and South Sudan, which is part of the European Union's **BRiCE** "*Building Resilience in Crises through Education (BRiCE)*" thematic programme (Oxfam, 2019a, 2019b, 2019c). The project aims to improve "access and completion of safe quality education for learners in fragile and crisis-affected environments", ultimately reducing educational inequality and poverty and enhancing active citizenship, health, and overall life chances (Oxfam, 2019b). In both South Sudan and Uganda, the project focused on the Accelerated Education Project (AEP) and formal primary schools. The AEP is designed to support children and youth whose education was disrupted by conflicts.

The *BRiCE/Education for Life Project* is a four-year (2018-2022) intervention (Oxfam, 2020a, 2020b, 2020c), implemented in the Palabek Refugee Settlement in northern Uganda and Greater Kapoeta, Torit, Ikwotos, and Juba in South Sudan. The project is managed by a consortium led by Oxfam IBIS, Education International, Oxfam Novib, Oxfam South Sudan, Oxfam in Uganda, AVSI (both in Uganda and South Sudan), Community Development Initiatives, Columbia Global Centers, Uganda National Teachers' Union, Forum for African Women Educationists Uganda, and the Luigi Giussani Institute of Higher Education.

# Challenges of Refugee and IDP Education

According to the United Nations Refugee Agency (UNHCR) (2018a, 2018b), there are over **19,941,300 refugees** (and persons in a refugee-like situation) and **40 million Internally Displaced Persons** (IDPs) in various countries globally. Over **18 million of the refugees** and a **greater proportion of the IDPs** are in sub-Saharan Africa (UNHCR, 2020d). This is primarily due to the widespread and protracted conflicts and violence in the region (UNHCR, 2020a, 2020b, 2020c). In South Sudan specifically, there are 4.3 million displaced people which include refugees, IDPs, and asylum-seekers (UNHCR, 2021). An estimated 1.6 million IDPs remain in South Sudan while 2.2 million became refugees in the neighboring countries with Uganda hosting more than one million of IDPs (UNHCR, 2021). Most of the South Sudanese refugees are women and children. Save the Children (2019) described Uganda as "**Africa's largest refugee hosting country and one of the top five refugee hosting countries in the world**". It further asserted that about 61 per cent of the refugees in Uganda are younger than 18 years of age.

In relation to the South Sudanese refugee emergency, Arnauld Akodjenou, UNHCR Regional Refugee Coordinator for South Sudan, said:

> 2019 marks the sixth year of the conflict. With 2.2 million people living in poor conditions in exile, South Sudan's refugee crisis remains the largest in Africa … Approximately 80 per cent of the refugee population are comprised of women and children and more than 50,000 refugee children remain unaccompanied or separated. Within South Sudan, 85 per cent of the 1.97 million internally displaced persons (IDPs) are women and children. Organizational partners are struggling to provide quality and timely assistance to survivors of sexual and gender-based violence (SGBV), while services that could offer resilience are largely out of reach, due to lack of infrastructure and resources in refugee hosting areas. (UNCHR, 2020f, p. 5)

At the global level, education of refugee children and youth is in crisis: this cohort are five times more likely to miss school than those in normal situations; and, in 2018, only 3.4 million of the 7.1 million refugees of school-going age had access to education (UNHCR, 2021). Similarly, the European Commission (2020) has asserted that 1.75 million refugee children and 1.95 million refugee adolescents were out of the primary and secondary schools, respectively. The implication of these figures is that, globally, the number of refugees and IDPs requiring education is huge, and this is complicated by the fact that low-income countries globally are hosting over 90 per cent of the world's population of the refugees and IDPs (UNHCR, 2020b). Refugee-receiving countries are overwhelmed and often fail to integrate refugees into national education sector plans; thus, the refugees at best have their own education response plan.

The COVID-19 pandemic has only increased the challenges of educating refugee children and youth. Some of the challenges are summarised below:

- **Learning under poor conditions** – According to the UNHCR (2020g, p. 2), there were 79.5 million displaced people worldwide at end-2019; these comprised 26 million refugees, 45.7 million IDPs, 4.2 million asylum-seekers, and 3.6 million Venezuelans displaced abroad. About 30-34 million (40 per cent) of the 79.5 million were younger than 18 years of age (UNHCR, 2020g, 7 In effect, millions of refugee children and youth spend years in exile, at times stretching across decades and growing into adulthood in foreign land. According to the UNHCR (2018b, 7 "Time in exile can last for years, if not decades, and some children have only known life as a refugee." Therefore, education cannot wait but needs to be addressed once children and youth are displaced. These children and youth often learn in various makeshift, including open-air, classrooms where they are exposed to the elements of the weather and several security challenges, in addition to the generally poor education available to them.

- **Huge number of out-of-school children and poor learning outcomes** - The World Bank (2020) reported that, before the pandemic, "258 million children and youth of primary- and

secondary-school age were out of school. And low schooling quality meant many who were in school learned too little … Even worse, the crisis was not equally distributed: the most disadvantaged children and youth had the worst access to schooling, highest dropout rates, and the largest learning deficits" (p. 5). Equally, UNHCR (2020e) described the education of refugee children as the worst hit, stating that the educational provisions were outstripped by the growth of the refugee population. It asserted that four million refugee children did not attend school, and the number of out-of-school children among refugees increased by as much as half a million per year (UNHCR, 2020e). It also stated that while enrolment in tertiary education globally is usually 35 per cent, only one per cent of refugee youth enrol in tertiary education.

- **Wide gap in the education of refugee and children in normal situations** - UNHCR (2018b) described refugee children and youth, compared to their peers in more settled circumstances as having relatively few opportunities for quality education, if they receive education at all. It also opined that the wide gap in educational opportunities develops into a "chasm" as the children and youth grow into adulthood. It supported this opinion with the following facts:

  *In 2017, 61 per cent of refugee children were enrolled in primary school, compared to 92 per cent globally. At secondary level, the figure was 23 per cent, compared with a global rate of 84 per cent. This means nearly two thirds of refugee children who go to primary school do not make it to secondary school. Even though in 2017 more than 500,000 refugee children were newly enrolled in school … the rapidly growing refugee population means that, in percentage terms, the picture has not improved (UNHCR, 2018b, p.13).*

- **Wide gap in the education of the boys and girls** - Refugee girls have fewer educational opportunities compared to boys. According to UNHCR (2018c), in Uganda, Ethiopia, and Kenya, which host most of the refugees in sub-Saharan Africa, the following ratios apply: In primary education, the ratio of refugee girls to boys in school is 9:10 (Uganda) and 7:10 (Kenya and Ethiopia); and in secondary education, the ratio is 5:10 (Uganda) and 4:10 (Kenya and Ethiopia). Yet, refugee

girls constitute half of the refugee population of school-going age. The situation is different for the host population in these countries where the ratio of girls to boys is 10:10 in primary education and 9:10 in secondary education (UNHCR, 2018c), illustrating how hugely disadvantaged refugee girls are in terms of access to education.

- **Cost of education as a major challenge** - UNHCR asserts that cost is a major roadblock to the education of refugee boys and girls:

  *"School fees, the price of uniforms, books and other learning materials and transportation are barriers to education for boys and girls alike. Even small costs can seem problematic for people who have suddenly had to abandon their livelihoods and are often denied the right to work" (UNHCR, 2018).*

  In addition to these costs, the girl child further faces social and cultural gender expectations and barriers.

- **Dearth of qualified teachers** - In sub-Saharan Africa, there is serious shortage of qualified teachers and associated problems such as lack of teacher professional standards and inadequate continuous professional development which negatively affect learning outcomes (UNESCO, 2016). These general challenges are also experienced in refugee and IDP education in South Sudan and Uganda.

- **Language of instruction** - Refugee and IDP children and youth face communication issues as they often settle in places where local languages, besides their own, are spoken. Many of them are also not versed in the English language which may be in more general use. For instance, during the COVID-19 lockdown, many refugee and IDP children and youth could not utilise the home learning materials because they had been prepared in the English language.

- **Escalation of the problems during the COVID-19 pandemic** –

  i.  At the global level: The United Nations (2020) Policy Brief on the COVID-19 pandemic reported that the COVID-19 pandemic created "the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. Closures of schools and other learning spaces have impacted 94 per cent of the world's

student population, up to 99 per cent in low and lower-middle income countries" (2020, p. 2). It asserted that the pandemic worsened the pre-existing education disparities which implied a reduction of the educational opportunities of the "most vulnerable children, youth, and adults – those living in poor or rural areas, girls, refugees, persons with disabilities and forcibly displaced persons" (p. 2). Refugee children and youth are among the worst victims of the COVID-19 pandemic described by the United Nations' Brief. These facts were corroborated by Education International (2020a, 2020b) and UNESCO Institute for Statistics (2020).

ii. Discontinuation of learning in Uganda and South Sudan: The pandemic led to the closure of all schools in Uganda and South Sudan. During the lockdown, the governments of Uganda and South Sudan delivered lessons via radio and television which most of the children did not have access to. There was also no form of online teaching and learning. What did work (with limited success) was the distribution of home learning materials to the learners. In total, the children lost access to education during the periods of the lockdown and, as schools reopen, they still run the serious risk of educational marginalisation due to crowded classrooms making teachers and learners vulnerable to COVID-19 virus infection.

iii. Lack of a clear referral system: In Uganda and South Sudan, there was no clear referral system or services to give psycho-social support (PSS) to learners. In South Sudan, during the COVID-19 lockdown, there was no blueprint, clear plan, or system for the production and distribution of learning materials or for the continuation of education of learners in any way. In Uganda, where a plan and structures existed, they either did not work effectively or were overwhelmed.

# Interventions in Uganda and South Sudan in the COVID-19 Era

The building of resilient learners, teachers, and education systems remained the main strategy of the governments of Uganda and South Sudan and the BRiCE/Education for Life project. Building resilience is a popular strategy advocated by the United Nations (2020) and the European Commission (2020) and entails strengthening institutions and individuals to adapt to socio-political, economic, and environmental shocks and disruptions. The project also addresses the vulnerability of women and girl children in fragile environments by supporting them to meet their safety, health, and education needs. Within the resilient framework are:

## The Learners

As explained earlier, there was no online teaching and learning during the COVID-19 lockdown. Efforts concentrated primarily on radio and television broadcasts and the distribution of home learning materials (workbooks) to the children. The strength of the home learning materials approach depended on person-to-person contact and follow up used by the partners in both countries. However, this approach worked better in Uganda than in South Sudan.

In Uganda, the Ministry of Education and Sports developed the packages - 10 pages of work for a period of five months (Uganda. Ministry of Education and Sports, 2021) - and used the government structures to distribute the home learning materials to learners. The government relied on partner contributions for automobiles, fuel, and cash contributions. Largely, the government deployed the security officers to support local council systems to get the materials to the learners. For the refugees, AVSI produced and distributed home learning materials to nearly 20,000 learners. Nevertheless, students in Primary 1 to 3 were unable to use the materials since they were published in English only. Teachers taught children in the village where they resided regardless of the

schools the students came from – so a teacher could teach learners from other schools and across classes. Also, every week, AVSI provided about 30 teachers (four of whom were teachers in the mainstream primary schools) with bicycles to enable them to visit learners. During the lockdown, a survey in Uganda showed that only 15 per cent of the learners had access to radio or mobile phones. The Ugandan government promised to distribute radios to reach all families and televisions to all villages so that the learners could learn in clusters. However, that distribution of radios and televisions has yet to start. Furthermore, no learning assessment was carried out by the partners during the lockdown. However, the Ministry of Education and Sports carried out an assessment on the access to learning and learning materials but not on the learning outcomes.

In South Sudan, Oxfam arranged learners into 225 small groups which have been supported by radio in accordance with the Ministry of Education's schedule of radio classes. Oxfam also distributed some radios to learners to enable them to follow the radio lessons. In addition, the Education for Life project mobilised the Parent-Teacher Associations (PTAs), and community and church leaders to support learning during the pandemic. However, the challenge in South Sudan is the absence of governmental infrastructure and an education response plan to support learning during the pandemic. As no home learning materials were developed by South Sudan's Ministry of Education, teachers were expected to develop those home learning materials themselves. Oxfam is currently leading the work on the development of an assessment tool on schools' readiness to reopen in South Sudan.

## The Teachers

With the COVID-19 outbreak, teachers' capacity on distance education was enhanced. Teachers were provided with PSS and training to adapt to the new teaching methods and to be able to offer adequate support to learners (Oxfam, 2020a, 2020b, 2020c). This included building the capacity of the teachers on how to provide PSS, particularly guidance and counselling, to learners and peers experiencing trauma. Panel 1 outlines how the project engaged teachers and learners during the COVID-19 school closures.

**Panel 1. How the Experience for Life project engaged teachers and learners during school closures**

- The project partners were in regular contact with head teachers and teachers in participating project schools.

- Community learning groups were established.

- Vulnerable learners were followed up to see how they were doing and if it was necessary to refer learners to appropriate safety networks. The project also reached out to vulnerable learners to retain them in school and support their learning.

- Where not provided by the government, teachers developed home learning materials for learners and corrected their homework.

- Engaged in teacher capacity building and, where possible, involved para-social workers.

- Provided teachers with regular messages on psycho-social issues which they could use in their communication and contact with learners and the community.

- Teachers took part in COVID-19 health and safety training and acted as community focal points for COVID-19.  For instance, AVSI Uganda gave orientation to 18 members of the School COVID-19 Committee on the standards of operation and basic requirements. The committee comprised seven members of the School Management Committee (SMC)/PTA, and the representatives of the teachers and learners. It carried out site checks on classrooms, wash facilities, and school entry/exit. It also designated spaces to be used as isolation rooms at each AEP Centre/school.

- Provided some learners with personal protective materials (face masks, hand sanitisers, soaps, and water for washing of hands, etc.) and health information against COVID-19 infection.

- To further support COVID-19 risk reduction, AVSI worked with teachers to conduct regular home visits to learners and their caregivers with a keen focus on teenage pregnancy.

Source:  Oxfam (2020c) and information from the focused group discussion with members of the Consortium partners

During the school closures, the project also developed PSS materials, namely (1) a PSS text messaging guide, and (2) a PSS teacher training manual to help teachers to support their own wellbeing and those of learners, parents and guardians (Oxfam, 2020c).

# Policy Recommendations

## 1. Uphold Agreed UN Global Frameworks

- Provide refugee and internally displaced children and youth with access to quality education in accordance with the relevant United Nations' frameworks and include them in the education sector plans so they do not become worse off than the host population.

- Apply the United Nations' resilience framework which focuses on three main areas:

  **(1)** refugee and IDP learners;

  **(2)** teachers; and

  **(3)** the education system, and seeks to meet their immediate needs and empower them to overcome future shocks and disruptions.

## 2. Accessible, Relevant, and Equitable Education

- The government and development partners should address the refugee and IDPs' gender and equity issues, dealing especially with the deprivations of the girl child and women as advocated by Oxfam (2019a) and UNHCR (2018c) focusing on the direct and indirect costs of education, provision of toilets and hygiene, providing safe and protective environments, and eradication of gender discrimination. These should be in line with the United Nations (1981) Convention abolishing all forms of discrimination against women, and UNESCO's (2017, 2019) policies on inclusion in education.

- Provide PSS to refugee and IDP learners in the form of guidance and counselling and tackle their specific psycho-social complaints or symptoms, ensuring their health and safety, and mainstreaming psycho-social-supporting subject matters in the school curriculum.

- Establish clear referral systems and ensure that services are available to help and support learners.

- Embark on advocacy programmes and other measures to ensure that refugee and IDP learners who dropped out of school during the pandemic return to continue their education. Given the situation of female learners, special attention should be given to getting girls back into school. Provision must also be made for the many girls who, because of the pandemic, have become young mothers but may still wish to finish their education. This could comprise outreach and mentoring programmes for girls and catch-up classes. Work with parents and communities to make them understand the importance of girls returning to school.

- Complement curricular with co-curricular activities to ensure that the refugee and IDPs' learning experiences are fully enriched. This is important because out-of-class activities and programmes occurring in clubs and societies and other school-regulated programmes could enable them to meaningfully interact with peers, the school, and community, and enhance their interpersonal skills, self-worth, and dignity (UNHCR, 2018c).

- Provide refugee and IDP learners with adequate personal protective materials (face masks, hand sanitisers, soaps, and water for washing of hands, etc.) and health information against COVID-19 infection.

## 3. Empowering Teachers

- Ensure that highly professional teachers with adequate qualifications are hired for refugee education and employ teachers in the vernacular spoken by the refugees.

- Enhance refugee and IDP teachers' access to educational technologies and build their online education capabilities. Useful guidelines in this case are (1) the African Union (2020) "Digital connectivity, Online and offline learning, Teachers as facilitators and motivators of learning, Safety online and in schools and Skills focused learning (DOTSS)" framework which emphasises minimum digital connection of schools, and (2) Education International Africa

Region's (2020) recommendation for the integration of educational technology in schools.

- Facilitate the recognition of South Sudanese teachers' titles or qualifications.

- Mainstream gender and conflict-sensitive education in the school curriculum and professional development programmes of refugee and IDP teachers to neutralise the effects of gender discrimination, inequity, conflict, violence, armed struggles, natural disasters, and COVID-19 (Oxfam, 2019b).

- Provide refugee and IDP teachers and education support personnel with adequate personal protective equipment to help reduce the risk of COVID-19 infection.

- Provide PSS to refugee and IDP teachers by boosting their motivation (UNESCO IICBA, 2017), giving guidance and counselling, and meeting their basic necessities which include adequate pay, accommodation, security, and food and nutrition (Falk, Shephard, & Mendenhall, 2019; International Task Force on Teachers and ILO, 2020). Also, make PSS services available for teachers.

- Encourage joint decision-making and dialogue by the government and education unions in addressing the impact of the COVID-19 pandemic on the education sector (UNESCO IICBA, 2017; Education International, 2020c; Education International Africa Region, 2020).

- Promote teacher unionism by encouraging teachers, including refugee and internally displaced teachers, to become members and participate actively.

## 4. Strengthening the Education System

- Include refugee education in the national education sector and emergency response plans.

- Make the education system better prepared for school closures to ensure all learners can continue their education in times of disruption through a combination of digital learning, offline learning and home-based learning. Clearly define the roles that teachers,

parents, SMC/PTA, local administration, and others should play to promote learning during school closures.

- Design appropriate and reliable tools and strategies for learning assessment during school closures.

- Integrate of Education in Emergencies and PSS into the pre-service teacher training and make plans for in-service teacher training during emergencies.

- Promote social cohesion by facilitating the refugees and host schools to work together. Also, encourage the participation of the community (traditional and religious rulers, political representatives, and well-known personalities) in the implementation of refugee and IDP education programmes. This will enhance the ownership of such programmes by the community and promote sustainability. Furthermore, sensitise the community about the plight of refugees and IDPs to ensure the continuation of their learning, even during pandemics and conflicts.

- Review periodically the refugee and IDP education policies to enhance the structures, tools, instruments, processes, impacts, and outcomes of education.

- Expand the education opportunities of refugee and internally displaced children and youth to accommodate the influx of refugees and IDPs in the camps and rural and urban areas of the affected countries. As asserted by UNHCR (2018b, p. 35), "supporting educational facilities in those environments [refugee camps] not only benefits a large number of refugees, but it also serves local populations in countries where the educational infrastructure is already overstretched – making long-lasting differences for host communities and boosting relations with refugees".

- Promote the Accelerated Education Programmes (AEP) to cater for refugee and internally displaced children who lost out on education years as out-of-school children or who, due to trauma and other debilitating conditions of a violent environment, could not cope with mainstream schools.

- Ensure that refugee and internally displaced vulnerable youth, pregnant girls, and other casualties are allowed and supported to return to school to complete their education.

- Strengthen the capacity of schools to collect, analyse and utilise quality refugee and IDP educational data for planning and decision-making. As UNESCO Institute for Statistics (n.d.) stated, data is a public good that transforms lives.

- Ensure that teachers and their unions are involved in the plans to reopen schools and adopt realistic plans informed by evidence and consensus of both the government and the unions.

- Prevent the spread of the COVID-19 virus (United Nations, 2020) in the refugee and IDP schools by complying with the World Health Organization Covid-19 protocols which include the use of face masks, social distancing, provision of water for sanitation and regular washing of hands, use of sanitisers, and immediate isolation and treatment of infected individuals. Other useful guidelines are outlined by the International Task Force on Teachers and ILO (2020), and Education International (2020d). Ensure also that vaccines are available to all refugee and IDP teachers and students.

# Call to Action

- **UN agencies** - Galvanise the world community to address the education of refugee and IDP learners, especially during and after the COVID-19 pandemic.

- **Education International** - Intensify the advocacy for the education of refugee and IDP learners as well as the rights and conditions of refugee and IDP teachers.

- **African Union** – Create awareness about the DOTSS framework for digital education and ensure it covers refugees and IDPs.

- **Host countries** - Educate refugee and IDP learners in accordance with agreed United Nations' frameworks.

- **Education policy makers** - Develop education policies that address specific needs of refugee and IDP learners, especially in the COVID-19 era.

- **International funding agencies** - Provide funding on special concessionary terms for the education of refugee and IDP learners at this time of the COVID-19 emergency.

- **International organisations and foundations** - Show solidarity with the low-income countries hosting more than 90 per cent of the world's refugee and IDP population by supporting their education with funds and technical support.

- **Information and communications technology (ICT) companies** - Direct research and development towards manufacturing cheap and affordable educational technologies which can empower millions of refugee and IDP learners to connect with the rest of the world in online or blended education modes.

- **Communities and individuals** - Add their voices in support of the education of refugee and IDP learners, and contribute through volunteerism, funds, and expertise.

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# for Life Project
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Professor Steve Nwokeocha, PhD.

March 2021