



Photo: William Vest- Lillesø

“ One of the drivers of inequality is poor quality education. The project design will help address part of these issues in the targeted area”

*Sophie Kyagulanyi, Oxfam*



People for development



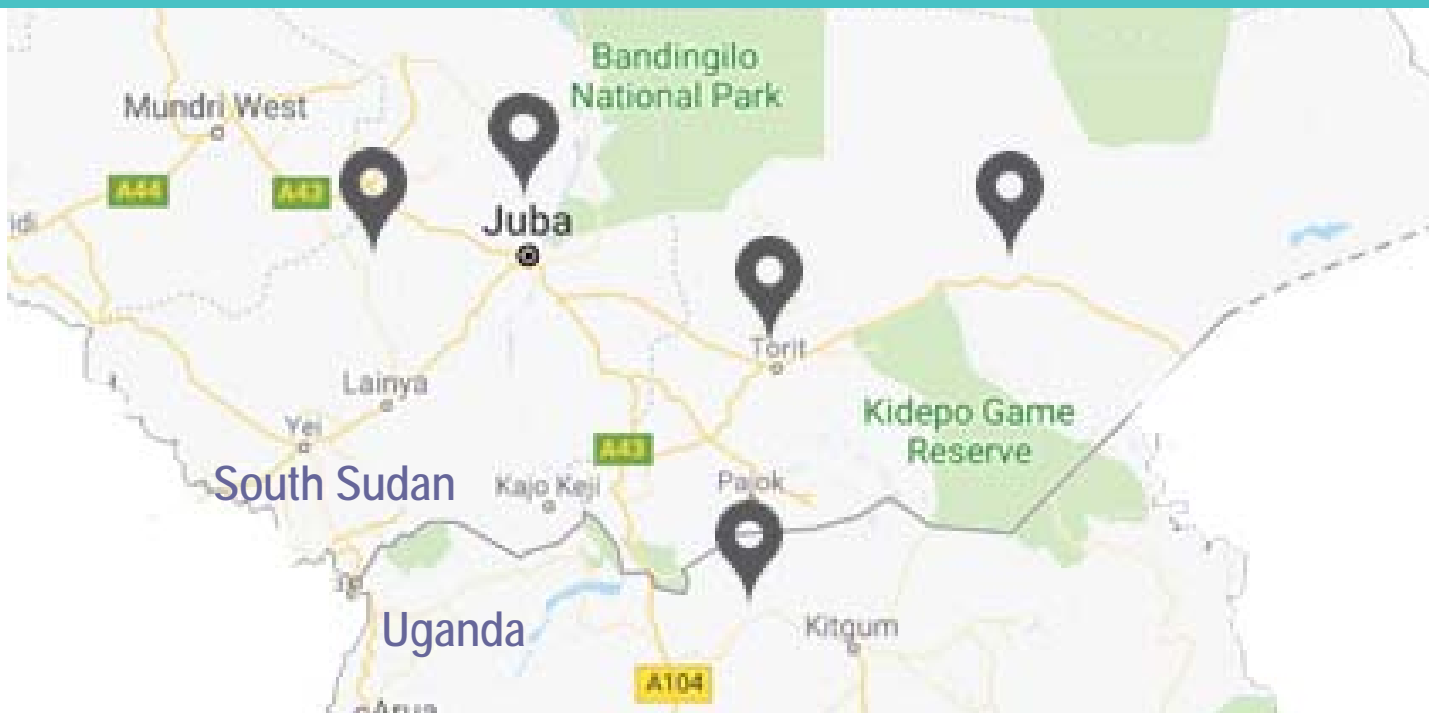
**Oxfam Uganda is hosting the BRICE**

Plot No. 3459, Tank Hill Road, Muyenga  
P.O. Box 6228, Kampala, Uganda  
Tel: +256 414 390 500 Fax: +256 414 510 242  
kampalaoffice@oxfam.org  
Web: uganda.oxfam.org

# BRICE

## Resilient Learners, Teachers and Education Systems in South Sudan and Uganda





## Project area

### Uganda

Lamwo district especially Palabek Settlement

### South Sudan

Torit and Ikwoto (Imotong)

Greater Kapoeta (South/North/East Equatoria)

Juba (Central Equatoria)

## Target Group

- 32,600 Learners
- 815 Teachers
- Parent Teacher Associations (PTA)
- School Management Committees (SMC)
- South Sudanese communities, South Sudanese refugees and Uganda host communities

## Intended Outcomes

**Outcome 1** Improve the resilience of learners and teachers in target areas in South Sudan and Uganda.

**Intermediary Outcome 1.1** Learners have improved social, cognitive and emotional learning outcomes.

**Intermediary Outcome 1.2** Safer and better quality teaching and learning in formal and alternative educational systems.

**Outcome 2** Improve resilience of education systems

**Intermediary Outcome 2.1** Improved school management and quality data collection and management.

**Intermediary Outcome 2.2** Policies and programs in favour of displaced, refugee and host populations as well as teachers, supported by a stronger evidence base.

## How is it going to work?

In South Sudan Accelerated Education (ALP) for learners 12-25 years condensing 8 years of basic Education into 4 years.

In Uganda Accelerated Education for learners 6-12 years 9 months Bridge courses and for learners 12-18 years a 3 years condensed primary Education.

Pilot life skills and market oriented vocational skills model for youth 14-18 years.

All teachers under the project will benefit from an adapted Teacher Educator Professional Development model (TEPD). Including adapted teachers code of ethics.

Development of training module on inclusion and retention of pregnant girls and young mothers into basic education.

Establish Safe Learning Environment (SLE) through learners clubs, child protection committees. Training of SMC, PTA, leaders and refugees committee. Including psycho-social support to learners and teachers.

Adopting the peer to peer learning exchange program called E-motive to improve outcome 2.1

Strengthen resilience within the education system through gender and conflict sensitive approach.

Research on most effective cross border approaches and creation of a policy-oriented evidence base.