



Panyadoli Vocational Training Institute

RMF's Vocational Training Program



June 13 – July 13, 2016 Progress Report

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This June to September intake is RMF's 10th vocational training intake in Kiryandongo Refugee Settlement. The training program is scheduled for a period of 3 months: June 13 - September 13, 2016. The skills program is based on 3 main objectives, which include:

1. *Training the refugees and the host community with relevant vocational skills;*
2. *Preparing refugees for the professional world with entrepreneurial skills for both employment and self-employment;*
3. *Preparing refugees with basic skills that they will use for nation building when they return to their home country.*

Table 1: Summary of Successive Intakes

PERIOD OF TRAINING	DEPARTMENT								NATIONALITY				TOTAL
	HBT		TGC		BCP		CJ		SS	U	K	C	
	F	M	F	M	F	M	F	M					
1 st Intake 2011	17	3	12	1					14	18	1	0	33
2 nd Intake 2012	23	1	14	2					17	21	2	0	40
3 rd Intake 2013	19	1	22	2					23	18	0	3	44
4 th Intake 2013	23	1	20	1					20	23	2	0	45
5 th Intake 2014	23	0	22	0					12	30	3	0	45
6 th Intake 2015 Dec. 29, 2014 – April 15, 2015	22	1	42	1	0	17	0	15	75	21	1	0	98
7 th Intake 2015 May 2015 – August 2015	41	0	51	2	0	23	0	15	79	53	0	0	132
8 th Intake 2015 Sept. 2015 – Dec. 2015	23	0	32	3	0	15	0	9	49	33	1	1	83
9 th Intake 2016 Jan. 2016 – April 2016	25	1	32	4	0	12	0	13	54	41	0	1	95
10 th Intake 2016 June – Sept. 2016	25	0	21	5	2	15	0	16	56	17	0	0	84
TOTAL	241	8	268	21	2	82	0	67	399	275	10	5	689

TOTAL	DEPARTMENTS								NATIONALITY				TOTAL
	HBT		TGC		BCP		CJ		SS	U	K	C	
	F	M	F	M	F	M	F	M					
	241	8	268	21	2	82	0	67	399	275	10	5	689
Beneficiaries by Department	(249) 36%		(289) 42%		(84) 12%		(67) 10%						
Beneficiaries by Nationality									58%	40%	1.3%	0.7%	
Female Beneficiaries (511) 74.2%													
Male Beneficiaries (178) 25.8%													

Table 2: Percentage of Beneficiaries Per Department, Gender, and Nationality

1.0 JUNE – SEPTEMBER WORK PLAN

The work plan below outlines major activities and the dates they are expected to be accomplished.

Table 3: June – September Work Plan

No.	Project Activity	Start/End Dates	Outcomes/Results & Output	Indicators	Methods/Sources
1	Community Mobilization & Submission of Applications	15 days: 4/25/2016— 5/9/2016	Applications picked up, completed, and returned to Panyadoli Vocational Training Institute (PVTI)	Number of applications completed and returned to PVTI	Advertisement through media, radio announcements, and posters; church and camp mobilization
2	Applicant Interviews	1 day: 5/10/2016	South Sudanese refugees (both male and female, ages 15-40) enrolled in any of the 4 available courses Other refugees and nationalities enrolled Ugandans as the host community enrolled	70 trainees enrolled for the 3-month vocational training courses	Interviews held for the potential trainees
3	Enrollment & Trainees' Orientation	1 day: 6/13/2016	Trainees are oriented in their courses and desired compliance by PVTI	70 trainees attend the orientation ceremony	General and departmental meetings
4	Vocational Training	9 weeks: 6/13/2016— 9/13/2016	South Sudanese Refugees trained in vocational skills at the camp Refugees become self-reliant Peaceful coexistence among South Sudanese refugees in the camp Trainees form the core of the skills development process	70 trainees attend 3-month training for practical and theory-based lessons	Theory-based and practical lessons conducted for 3 months at Panyadoli Vocational Training Institute (PVTI)
5	Election of Guild Representatives	1 day: 6/21/2016, 3:30 PM	Trainees' representatives elected	12 guild representatives	Disciplinary Committee
6	Course Assessments	By: 7/13/2016 — 8/13/2016	Trainees are assessed in their different departments to evaluate progress	70 trainees' results submitted to the Head of Academics	Departmental Heads
7	Staff Meetings	6/13/2016 7/13/2016 8/15/2016 9/5/2016	Plan and evaluate progress of the training	12 staff members attend the meetings	Meetings led by the Program Manager

8	Committee Meetings	June, July, August, and September	Evaluate progress of the training	3 departments	Meetings led by the Principal
9	Briefing of DIT Candidates	1 day: In September	Trainees oriented in taking the DIT examination without fear	All staff	3-hour meeting with the candidates
10	DIT Examination	1 day: In September	Trainees examined with practical and theory-based examinations by DIT	No. of trainees who sat for the examinations	Examinations given to the trainees
11	Graduation Ceremony	1 day: In September	Lists of successful and unsuccessful trainees established Successful trainees graduate	Graduation ceremony held	Graduation held for the trainees

2.0 INSTITUTIONAL PROGRESS

3.1 Community Mobilization

In order to inform the community of the available training at Panyadoli Vocational Training Institute (PVTI), we worked with Refugee Welfare Councils (refugee representatives) and used various media approaches like posters and radio. We also mobilized the community in institutions like churches and mosques. Interested candidates responded by picking up an application form from PVTI, completing the application, and returning it with the required attachments.

3.2 Poster Advertisement

The format of the poster advertisement is attached as Attachment No. 1.

3.3 Application Format

The application's format was simple and easy to understand. The format requested the applicant's biography, their current passport photograph, and a photocopy of the individual's attestation form (for refugees) or the national identification card (for nationals).

Details of the application form appear below:

**PANYADOLI VOCATIONAL TRAINING INSTITUTE
APPLICATION FORM
JUNE – AUGUST 2016 INTAKE**

1. Name of applicant.....
2. Course applied for.....
3. Date of birth.....
4. Marital status.....
5. Level of education.....
6. Religion.....
7. Nationality.....
8. Health status.....
9. Residence.....
10. Next of kin.....
11. Fathers occupation.....
12. Mothers occupation.....
13. Address.....
14. Attach photocopy of your attestation form or national identification card
15. I here acknowledge that the information provided above is true to the best of my knowledge

NamesSignature.....Date.....

3.4 Applicant Interviews

A total of 432 applications were received: 78 for Carpentry and Joinery, 164 for Tailoring and Garment Cutting, 47 for Building and Concrete Practice, and 143 for Hairdressing Beauty Therapy. The applicants'

interviews were held on May 13, 2016. As is our usual practice, other implementing partners in Kiryandongo Refugee Settlement were invited to participate in the interview process. The only partners who participated were from the Office of the Prime Minister (OPM). The interview panels were arranged according to departments:

Group 1: Assigned to interview applicants for Bricklaying and Concrete Practice (BCP) and Carpentry and Joinery (CJ)

Members:

- | | |
|-----------------------------|-----|
| 1. Oryem Angelus, Remmy | RMF |
| 2. Mwanamwollo Mbusa, Peter | RMF |

Group 2: Assigned to interview applicants for Hairdressing and Beauty Therapy (HBT)

Members:

- | | |
|---------------------------|-----|
| 1. Nakyagaba, Teddy | RMF |
| 2. Byamungu Kitsa, Adolph | RMF |
| 3. Akello, Scovia | RMF |
| 4. Tukugize, Caroline | RMF |

Group 3: Assigned to interview applicants for Tailoring and Garment Cutting (TGC)

Members:

- | | |
|-----------------------|-----|
| 1. Mwaka, Simon | RMF |
| 2. Namatovu, Maxensia | RMF |
| 3. Muhindo, Geofrey | RMF |
| 4. Adam, Shamilah | OPM |

In order to guide the interview process, 10 guiding questions were outlined and used to evaluate the applicants who arrived for their interviews. The questions were mainly created to establish whether the interviewees are really interested in what they are choosing to study.

1. *Tell us about yourself.*
2. *What course are you applying for?*
3. *Why did you choose to come to Panyadoli Vocational Training Institute?*
4. *Why are you interested in this course?*
5. *What are your plans after the course?*
6. *What do you expect PVTI to do for you during and after the course?*
7. *If given a chance/place at the institute are you ready to attend all days of the training without missing even a day?*

8. *If admitted at the institute, are you ready to follow all the rules and regulations as set by the institution?*
9. *What problems do you foresee to happen during the period of the training?*
10. *Would you recommend the institute to any of your relatives or friends?*

A results compilation form was used to guide the interviewing panel in compiling the interviewees' responses. Each question carried 10% and all the 10 questions totaled to 100%. This was summarized in the table below:

Table 4: Results Compilation Form

NO	NAMES	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	TOTAL

The pass mark was considered to be 50%, and all those who were rated above 50% were considered successful candidates and enrolled for training as listed in tables 5, 6, 7, and 8.



Mr. Mwanamwolho and Mr. Oryem with interviewee



OPM representative and Madam Teddy with interviewee

3.5 Enrolled Trainees

A total of 84 trainees were enrolled for the June – September 2016 intake. Of these, 48 are female (representing 57.2%), while 36 are male (representing 42.8%). The tables below show the name, sex, and nationality of each enrolled trainee.

Table 5: Bricklaying and Concrete Practice

SN	NAME	GENDER	NATIONALITY
1	Wurem Modi, Julias	M	South Sudanese
2	Godfrey, Taban	M	South Sudanese
3	Ochen, Charles Buke	M	South Sudanese
4	Acan, Sharon	F	Ugandan
5	Akuti, Thomas	M	South Sudanese

6	Mobiri, John	M	South Sudanese
7	Anena, Jannet	F	South Sudanese
8	Okot, Christopher	M	South Sudanese
9	Anzeti, Vincent	M	South Sudanese
10	Asiku, Daniel	M	Ugandan
11	Ayiga, Simon Sika	M	South Sudanese
12	Vusiri, Simon Peter	M	South Sudanese
13	Oyee, Saveri	M	Ugandan
14	Mumbere, Johakim	M	Ugandan
15	Jonson, Kalany Lony	M	South Sudanese
16	Odong, Paul	M	Ugandan
17	Nenrach, Patrick	M	Ugandan

Table 6: Tailoring and Garment Cutting

SN	NAME	GENDER	NATIONALTY
1	Deng, Alieng	F	South Sudanese
2	Akuot Chaw, Martha	F	South Sudanese
3	Atieng, Elizbeth	F	South Sudanese
4	Agawi, Paskal	M	South Sudanese
5	Elizbeth, Angelo Micheal	F	South Sudanese
6	Atong, Martha	F	South Sudanese
7	Atim, Mercy	F	South Sudanese
8	Dazaro, Angelo	M	South Sudanese
9	Chandia, Jackline	F	South Sudanese
10	Lamaro, Susan	F	South Sudanese
11	Nakiti iOnebthe, Joseph	F	South Sudanese
12	Nyawuor, Deng	F	South Sudanese
13	Auma, Nancy	F	South Sudanese
14	Lamaro, Nancy	F	South Sudanese
15	Angee, Dorcus	F	South Sudanese
16	Akello, Monika	F	Ugandan
17	Nampima, Christine	F	Ugandan
18	Oyella, Winny	F	Ugandan
19	Aketo, Barbra	F	Ugandan
20	Oyet, Geoffrey	M	Ugandan
21	Odoch, Ismail Fadi	M	Ugandan
22	Hawa, Gracious	F	Ugandan
23	Ntekeretwe, Judith	F	Ugandan
24	Dajaro, Angelo Micheal	F	Ugandan
25	Alex Maku, Raphael	M	Ugandan

26	Anam, Wendy	F	Ugandan
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Table 7: Hair Dressing and Beauty Therapy

SN	NAME	GENDER	NATIONALITY
1	Achan, Jackline	F	South Sudanese
2	Arach, Irene	F	South Sudanese
3	Kiden, Mercy	F	South Sudanese
4	Coline, Achiro	F	South Sudanese
5	Alal, Julia	F	South Sudanese
6	Kiden, Eunice	F	South Sudanese
7	Lamwaka, Nancy	F	South Sudanese
8	Apoko, Jennifer	F	South Sudanese
9	Amuna, Aisha	F	South Sudanese
10	Abira, Salima	F	South Sudanese
11	Achan, Agnes	F	South Sudanese
12	Aweko, Sofia	F	South Sudanese
13	Balangirana, George	F	South Sudanese
14	Nahba, Night	F	South Sudanese
15	Lanyero, Sharon	F	South Sudanese
16	Achirokop, Beatrice	F	South Sudanese
17	Ayaa, Claire	F	Ugandan
18	Amony, Hilda	F	Ugandan
19	Nabwire, Leonid	F	Ugandan
20	Atimango, Mercy	F	Ugandan
21	Apwoyorwoth, Concy	F	Ugandan
22	Namuju, Stella	F	Ugandan
23	Alinda, Sarah	F	Ugandan
24	Duma, Haron	F	Ugandan
25	Opar, Alimo	F	

Table 8: Carpentry and Joinery

SN	NAME	GENDER	NATIONALITY
1	Amoyi, Patrick	F	South Sudanese
2	Basirimo, Louis	F	South Sudanese
3	James, Augustine	F	South Sudanese
4	Lokujo, Emmanuel	F	South Sudanese
5	Mobutu, Pope Paul	F	South Sudanese
6	Philip, Wuor Nyok	F	South Sudanese
7	Obaloker, James Peter	F	South Sudanese
8	Okumu, Martine Laky	F	South Sudanese

9	Otema, Peter	F	South Sudanese
10	Nakiti Onibe, Joseph	F	South Sudanese
11	Lubangakene, Samuel	F	Ugandan
12	Onguru, Ivan	F	Ugandan
13	Obwola, Denis	F	Ugandan
14	Omirambe, Stephen	F	Ugandan
15	Moron, Raymon	F	Ugandan
16	Jemugo, Ronard	F	Ugandan

3.0 VOCATIONAL TRAINING

Vocational training started on June 13, 2016, and the day began with trainees' orientation for Panyadoli Vocational Training Institute (PVTI) and their courses. Introductory lectures were presented the following day, and training has been ongoing since that date.

4.1 Orientation

June 13, 2016 was the orientation day. Orientation activities aimed to help newly enrolled trainees embrace PVTI's program, which demands commitment from both the instructors and the trainees for time and practice in their chosen vocational field.

The day's program involved talking to the enrolled trainees as a group and introducing them to Panyadoli Vocational Training Institute (PVTI) staff, as well as introducing the rules and regulations of the institution, the boundaries of the institution, and trainees' responsibilities. The orientation was led by PVTI instructors, the PVTI Program Manager, and RMF Uganda's Country Director.



Instructors orient newly enrolled trainees



New trainees tour the compound, and the Country Director takes a moment to speak with them

After general orientation activities, trainees were separated into their individual departments, where departmental curriculum was introduced and explained to them.



Newly enrolled trainees from the BCP and CJ departments on their first day of orientation

4.2 Election of the Guild Representatives

A body of student representatives, the Guild Committee, was elected on June 21, 2016 by the trainees at Panyadoli Vocational Training Institute (PVTI). The Guild Committee is made up of 15 members, and their main responsibility is to represent the views and interests of trainees at PVTI. The election activities were supervised by PVTI administration. Winners of the majority votes were considered for the respective positions.

Table 9: PVTI Guild Committee

No.	NAME	EXECUTIVES	GENDER	DEPARTMENT
1	Fadhic, Ismail Odoch	Guild President	M	CJ
2	Hawa, Gracious	Assistant	F	HBT
3	Leonid, Nabwire	Health & Sanitation	F	HBT
4	Ancee, Doricus	Women's Affairs	F	HBT
5	Lamaro, Nancy	Speaker	F	BCP
6	Aloyo, Scovia	Assistant Women's Affairs	F	CJ
7	Ntekereitwe, Judith	Assistant Speaker	F	
8	Dazaro, Angelo M	Representative/Guild Committee Member	M	TGC
10	Lalam, Dorcus	Representative/Guild Committee Member	F	HBT
11	Lubangakene, Samuel	Representative/Guild Committee Member	M	CJ
12		Representative/Guild Committee Member		BCP

4.3 Tailoring and Garment Cutting (TGC)

The department enrolled a total of 26 trainees: 21 females and 5 males, 15 South Sudanese and 11 Ugandans. The class has three instructors. One month into the program, the class has fully covered four modules and is currently working on the fifth module.

In Module 1, "Safety and Health, and Career Guidance," students learned to observe the main safety and health hazards in their training and working environments. This module also equips trainees to

minimize safety and health risks; to use, care for, and store tools, equipment, and materials safely; and to observe all safety and health requirements at all times.

In Module 2, “Tools, Equipment, and Machine Maintenance,” trainees were shown how to identify the different types of tools and equipment for specific tasks and how to care for, clean, store, and maintain tools safely. In this module, students were introduced to different types of sewing machines, including treadle sewing machines, a hand operated machine, electric machines, designing machines, and others. Students were introduced to the basics of machine assembly and machine maintenance. This module’s aim was to equip trainees with the skills and knowledge to handle tools correctly, put tools to their specific correct use, keep machines well-oiled, and understand all the ways to take care of, clean, and maintain a sewing machine.

In Module 3, trainees were introduced to “Machine Operation.” Trainees studied the manual for electric machines, and they learned how to thread the machines, replace the bobbin, settle race, and paddle the manual machines.

In Module 4, trainees handled details about “Materials.” In this module, they learned how to identify the different types of fabrics and how to select the right types of thread and specific fabrics.

In Module 5, “Construction Techniques,” trainees are equipped with skills that enable them to take clients’ measurements, identify garment patterns, and draft and cut clothing. They also learn how to make different types of stitches, making either temporary stitches or permanent stitches. With these skills, the trainees have been able to carry out garment construction of a skirt, pajamas, and a gathered skirt block.



TGC trainees practice how to peddle their machine

4.4 Bricklaying and Concrete Practice (BCP)

The department enrolled a total of 17 trainees: 2 females and 15 males, 11 South Sudanese and 6 Ugandans. The class has one instructor. One month into the program, the class has fully covered four modules.

In Module 1, “Safety and Health, and Introduction to Bricklaying and Concrete Practice,” the trainees are expected to state and observe the main safety and health hazards in training and working environments; identify ways to minimize safety and health risks; use, care for, and store tools, equipment and materials safely; always use appropriate protective clothing when necessary; observe all safety and health requirements at all times; and administer basic first aid.

Module 2, “Tools, Equipment, Measurements, and Reading,” equips trainees with the knowledge and skills to use basic hand tools and take good care of these tools. This module also covers units of measurement, sketches, and blueprint reading to equip trainees with the knowledge and skills needed to measure using basic tape measures and to read, interpret, and practically apply basic symbols used in bricklaying and concrete practice.

In Module 3, “Concrete and Mortar,” trainees learned to assess the characteristics of good concrete, identify and apply the materials used in concrete, select appropriate ratios of materials used in concrete for ordinary buildings, and prepare and use concrete. In the mortar unit, trainees learned the types and uses of mortar, materials used in mortar, appropriate ratios of materials used in mortar, and how to prepare and use mortar.

In Module 4, “Walls,” trainees were equipped with the skills needed to build basic types of walls, especially block walls, using tools involved in the process of mortar application and wall-building. To date, trainees have fully covered the theory and practice of creating stretcher and header bonds.



BCP trainees complete their practice exercises

4.5 Carpentry and Joinery (CJ)

The department enrolled a total of 16 male trainees; 10 trainees are South Sudanese and 6 are Ugandan. The class has one instructor. One month into the program, the class has fully covered four modules.

In Module 1, “Safety and Health,” trainees learned how to state, observe, and minimize safety and health risks in their training and working environments. They also learned how to use, care for, and

store tools, equipment, and materials safely. Through the career guidance unit, trainees were informed of the three levels of expertise: craft, technical, and professional. They were also guided on how to develop short, mid-term, and long term career goals and identify the means of achieving career goals.

In Module 2, “Timber Materials,” trainees were taught all about timber: how to identify different types of timber and state the uses of available timber, timber conversion, methods of timber seasoning, timber defects, and correct methods of storing timber.

In Module 3, “Classification and Use of Hand Tools,” trainees learned how to use different types of measuring and marking tools, drilling and boring tools, and saws. The types of measuring and marking tools trainees learned to use include a marking knife, bench rule, measuring tape, try square, sliding bevel, scratch awl, and a miter square. Trainees also learned how to care for, maintain, and repair measuring and marking tools. Drilling and boring tools included boring bits, a hand brace, a bit or depth gauge, a hand drill (wheel brace), and a countersink drill and bits. Trainees also learned how to care for, maintain, and repair these tools. Regarding saws, trainees were taught how to identify different types of saws and how to properly use these saws. Trainees learned to use a rip saw, cross-cut saw, tenon saw (back saw), a dovetail saw, and a compass-saw. Trainees were taught to care for, maintain, and repair all tools.

The trainees are currently in Module 4: “Joints Classification, Applications, and Adhesive.” In this module, trainees are studying and practicing how to make the different types of joints, including widening joints, frame or corner joints, and mortise and tenon (M and T) joints.



CJ trainees' first practical exercise



The CJ instructor demonstrates the exercise

4.6 Hairdressing and Beauty Therapy (HBT)

The department enrolled a total of 26 female trainees. 16 trainees are South Sudanese and 10 are Ugandan. The class has two instructors. One month into the training period, the class has fully covered two modules and is currently handling the third module.

Module 1, “Safety and Health and Career Guidance,” aims to empower trainees with knowledgeable about acceptable safety measures required while dealing with clients. At the end of the module,

trainees should be able to observe the main safety and health hazards in their training and working environments and use, care for, and store tools, equipment, and materials safely. Through the career guidance unit, trainees should be able to identify the means of achieving career goals and identify opportunities for further and higher career goals.

In Module 2, trainees are introduced and guided through customer service policies, and it's expected that at the end of this module, trainees should have learned and demonstrated hospitality to customers and ensured that customers are comfortable. Trainees should also have learned and embraced the need to use appropriate body and verbal language while with their customers.

Currently, the class is handling Module 3: "Hairdressing." In this module, trainees are introduced to and trained in different hairdressing techniques, which involves hair and hair styling. This unit involves hair plaiting and use of chemicals and equipment. Trainees also learn how to apply treatments, including analyzing a client's hair and scalp, applying shampoo and conditioner, incorporating weaves and styling, and applying wigs, additional hair pieces, extensions, and special treatments. Internal assessments, in the form of practical tests, are currently being conducted to evaluate the overall performance of each trainee in the department.

Trainees' general attendance has been good, with minimum recorded absenteeism; the general discipline has been good.



HBT trainees during their practical assessments

4.0 Partnership and Networking

5.1 Participation in the Settlement Programs

Trainees from Panyadoli Vocational Training Institute (PVTI) joined the other residents of Kiryandongo Refugee Settlement to commemorate the Day of the African Child. The day's theme was "Protecting Children's Rights: A Call to Action." Prior to the celebration on June 16, 2016, a community dialogue was held at the settlement's Youth Centre. Participants included the Implementing and Operating Partners of Kiryandongo Refugee Settlement, Kiryandongo District Local Government, the Bweyale Town Council,

members of the host and refugee communities, and members of the police force. The dialogue addressed policies, the communities' responsibilities, and parents' and authorities' responsibilities, which were clearly explained to bring awareness of issues that concern children in the Kiryandongo Refugee Settlement.



Community dialogue in the Kiryandongo Refugee Settlement's Youth Centre



Students from the settlement, settlement partners, and members of the local government march in the Day of the African Child parade



Students from the settlement perform during the celebration of the Day of the African Child

World Refugee Day was celebrated in Kiryandongo Refugee Settlement on June 23, 2016. Prior activities involved a dialogue about peacemaking on June 21, 2016. Participants included leaders from the refugee community, representatives from Kiryandongo District Local Government, the Bweyale Town Council, and the Implementing and Operating Partners of Kiryandongo Refugee Settlement. Other activities included an awareness march from Nyakadot through BTC and back to the settlement, a football match between refugees and staff from the Implementing and Operating Partners of Kiryandongo Refugee Settlement. The theme of the celebration was, “We Stand Together with Refugees, Please Stand with Us.”

The day’s activities included traditional entertainment from the different cultures that live in Kiryandongo Refugee Settlement and the host community, and speeches from the settlement’s Implementing and Operating Partners, Kiryandongo District Local Government, and refugee representatives. RMF’s Panyadoli Vocational Training Institute displayed products to show the successful results of our training programs.



The banner includes the day’s theme: “We Stand



One of the traditional groups entertains the assembly

Together with Refugees, Please Stand with Us”



The RDC address the gathering with the Settlement Commandant at his side



The CAO KDLG addresses the gathering



Part of the PVTI display at the World Refugees Day 2016

5.0 Conclusion

- There is still a very high demand for vocational skills training, yet RMF's Panyadoli Vocational Training Institute (PVTI) does not have the resources to satisfy all the demands. Of the 432 applicants, only 70 were accepted, but after a lot of negotiation and pledging, PVTI admitted an extra 14 trainees.
- The enrollment of two female trainees in the Bricklaying and Concrete Practice (BCP) department attests to the acceptance of women at PVTI and shows our rejection of the ideology that these are masculine courses.
- Refugees in all age brackets are willing to enroll in short courses due to their desire to earn money quickly. This is why PVTI was overwhelmed with 432 applicants.