



Are our children learning? Uwezo learning assessment in refugee contexts in Uganda

Key findings



Uwezo learning assessments

- 6-16 year olds, basic competencies, since 2010
- To provide evidence on the actual status of learning
- Seventh report based on application of the Uwezo assessment in refugee contexts conducted in October 2017

7th report goals

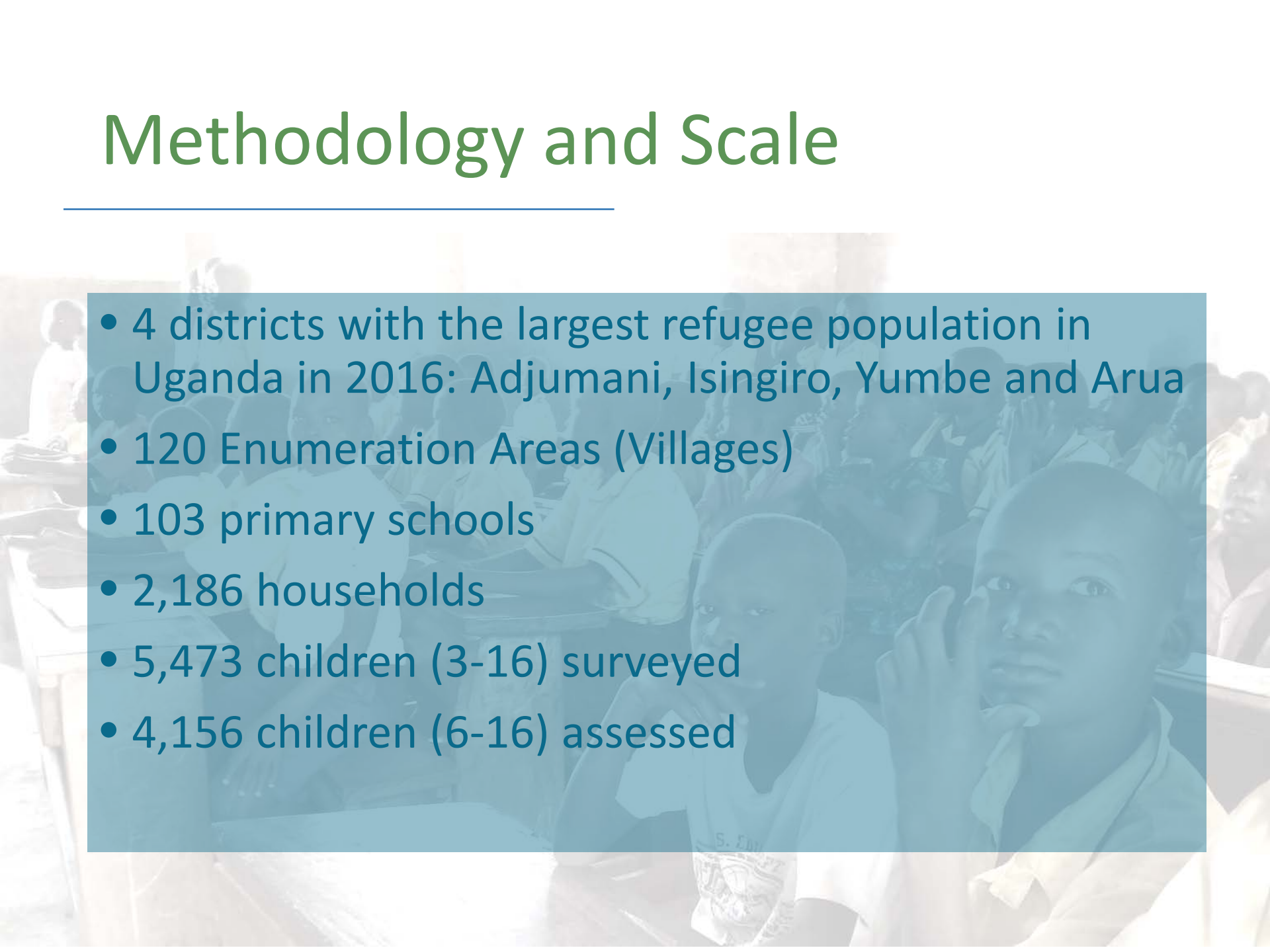
*Depict
learning*

1. Are children in refugee settlements learning effectively in school? How does their learning compare with that of children outside the refugee settlements?

*Understand
conditions*

2. What are the school and household conditions that influence children's learning inside and outside refugee settlements?

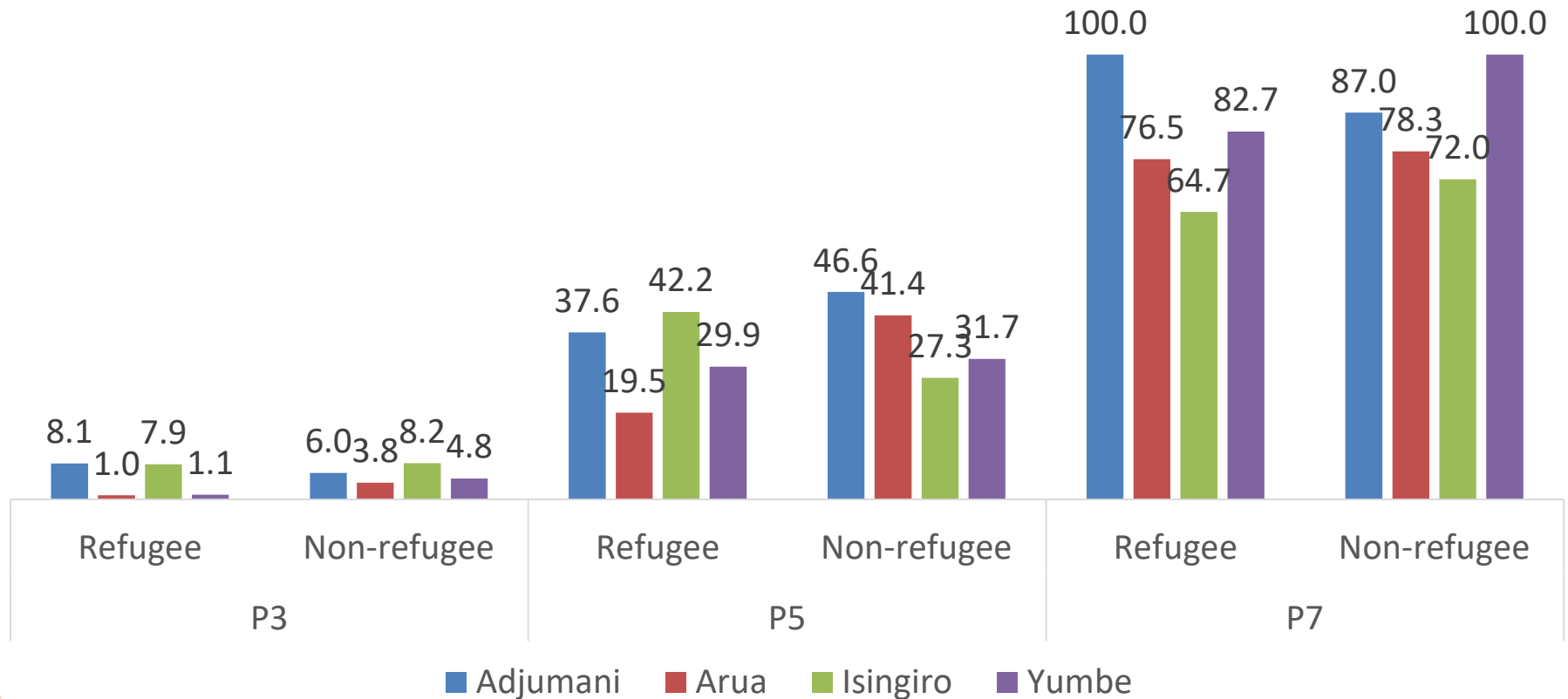
Methodology and Scale

- 4 districts with the largest refugee population in Uganda in 2016: Adjumani, Isingiro, Yumbe and Arua
 - 120 Enumeration Areas (Villages)
 - 103 primary schools
 - 2,186 households
 - 5,473 children (3-16) surveyed
 - 4,156 children (6-16) assessed
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- The background of the slide is a photograph of a classroom. In the foreground, two young boys are looking towards the camera. The boy on the left is wearing a white t-shirt with a logo that includes the letters 'S. EN'. The boy on the right is wearing a light-colored shirt and has his hand near his face. In the background, other children are seated at desks, some looking towards the camera and others looking away. The overall scene is a typical classroom setting.

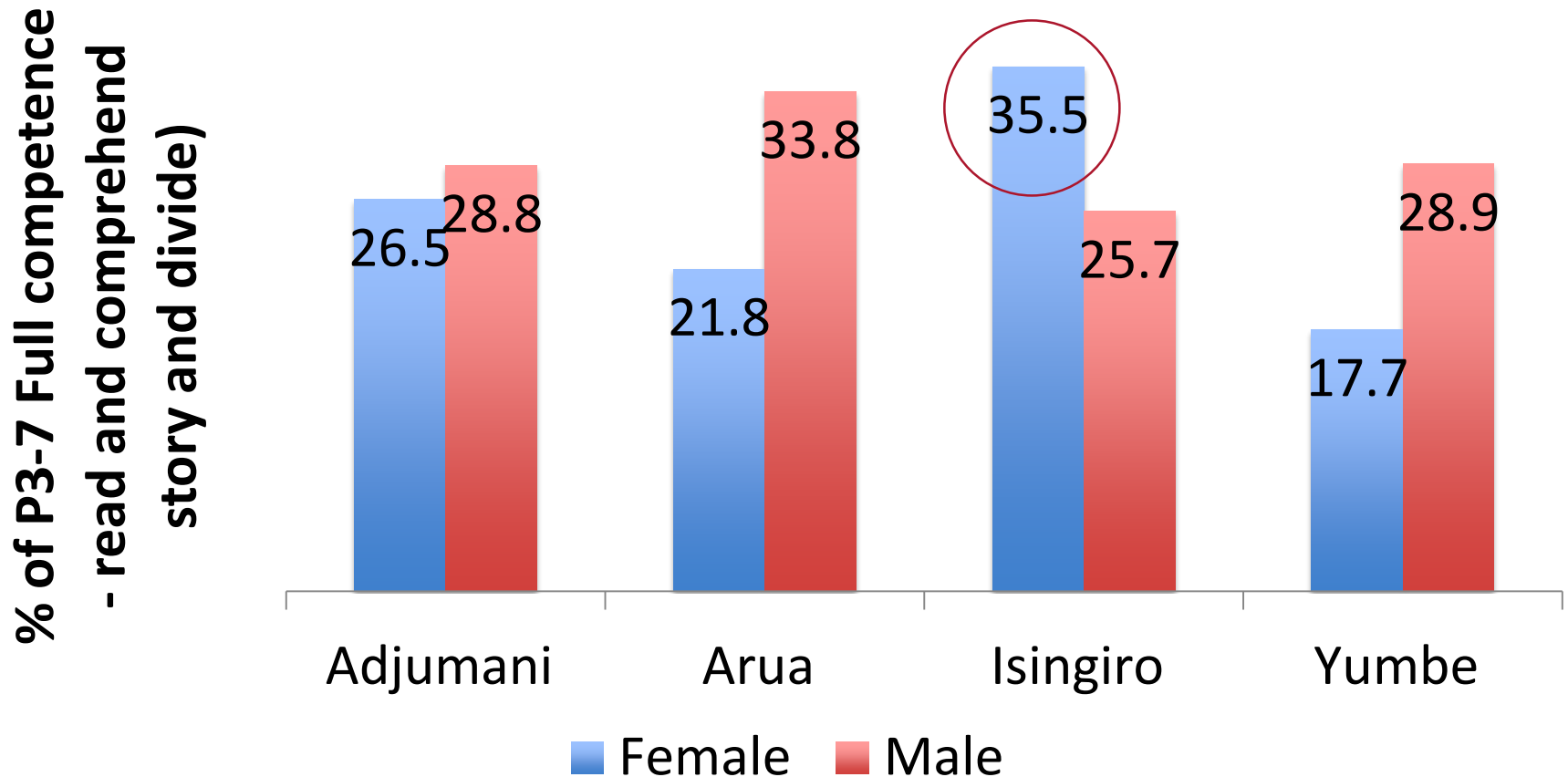
Key findings

1. Levels of learning are poor across refugee and non-refugee contexts, although in some cases, refugee communities perform better than the host communities
2. Refugee households have better services than their Ugandan counterparts, although in some cases, they face challenging home conditions
3. School conditions and services are generally poor in refugee contexts, save in a few instances

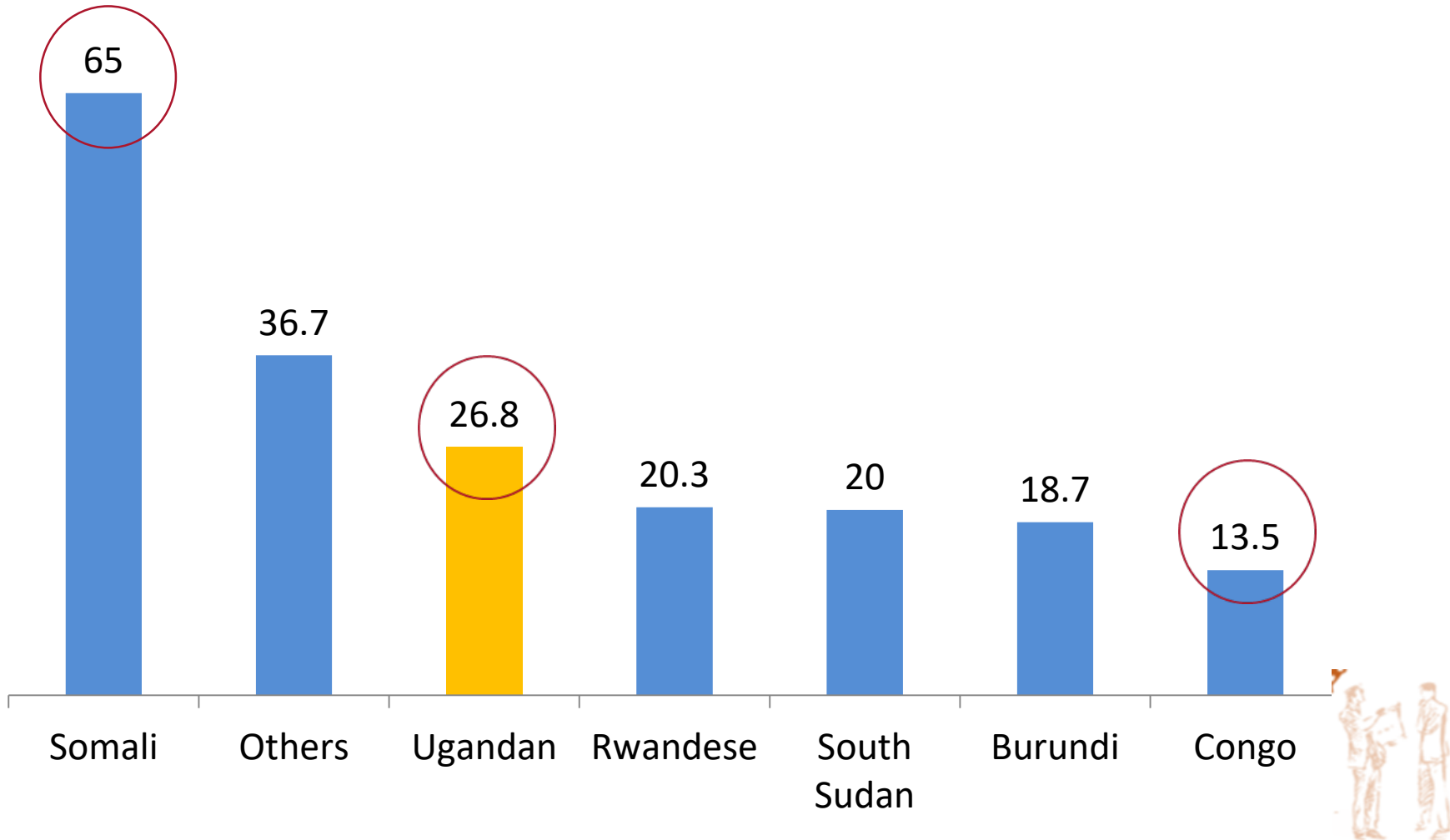
Learning outcomes are low across the board



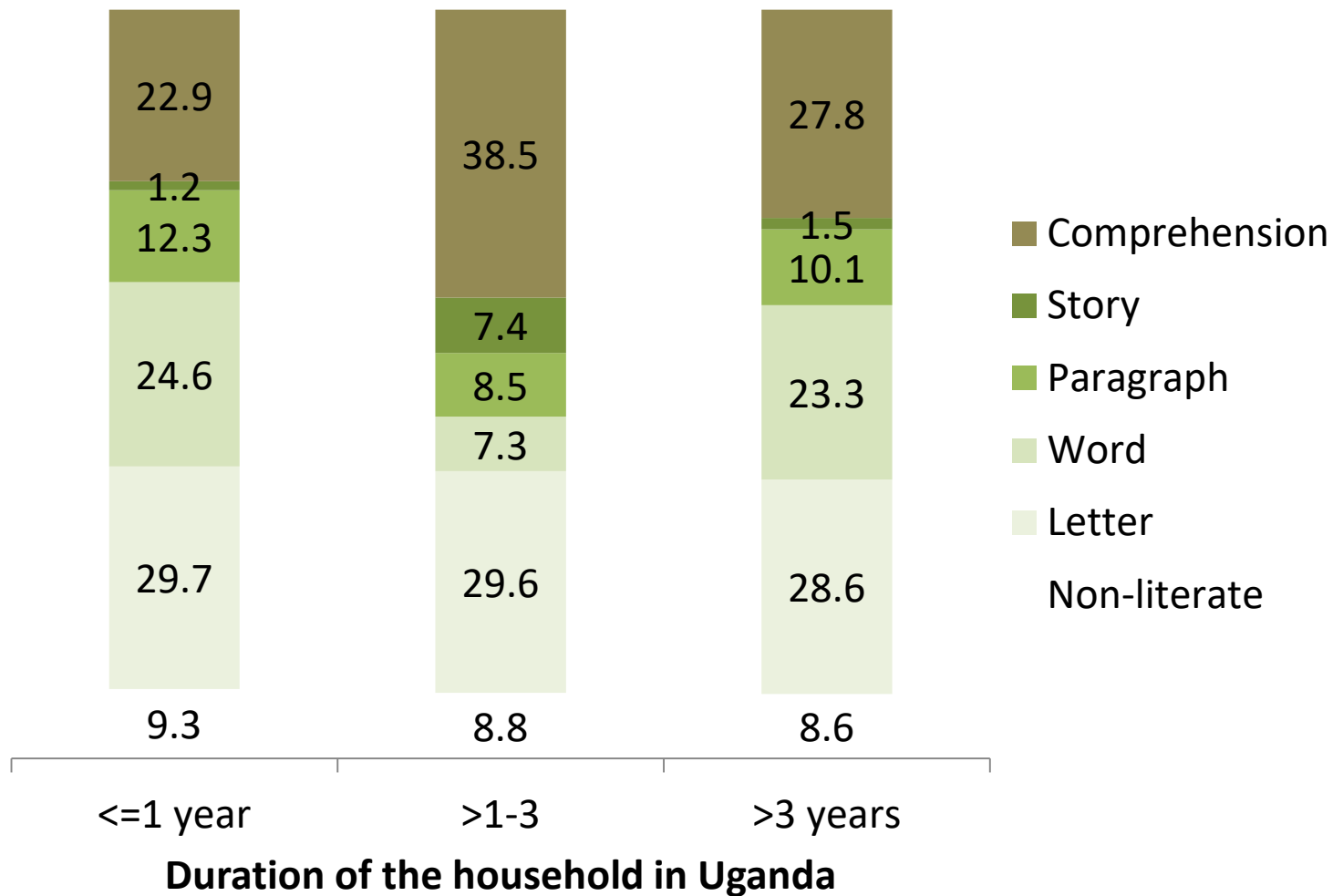
Apart from Isingiro, refugee boys seem to be learning better than girls



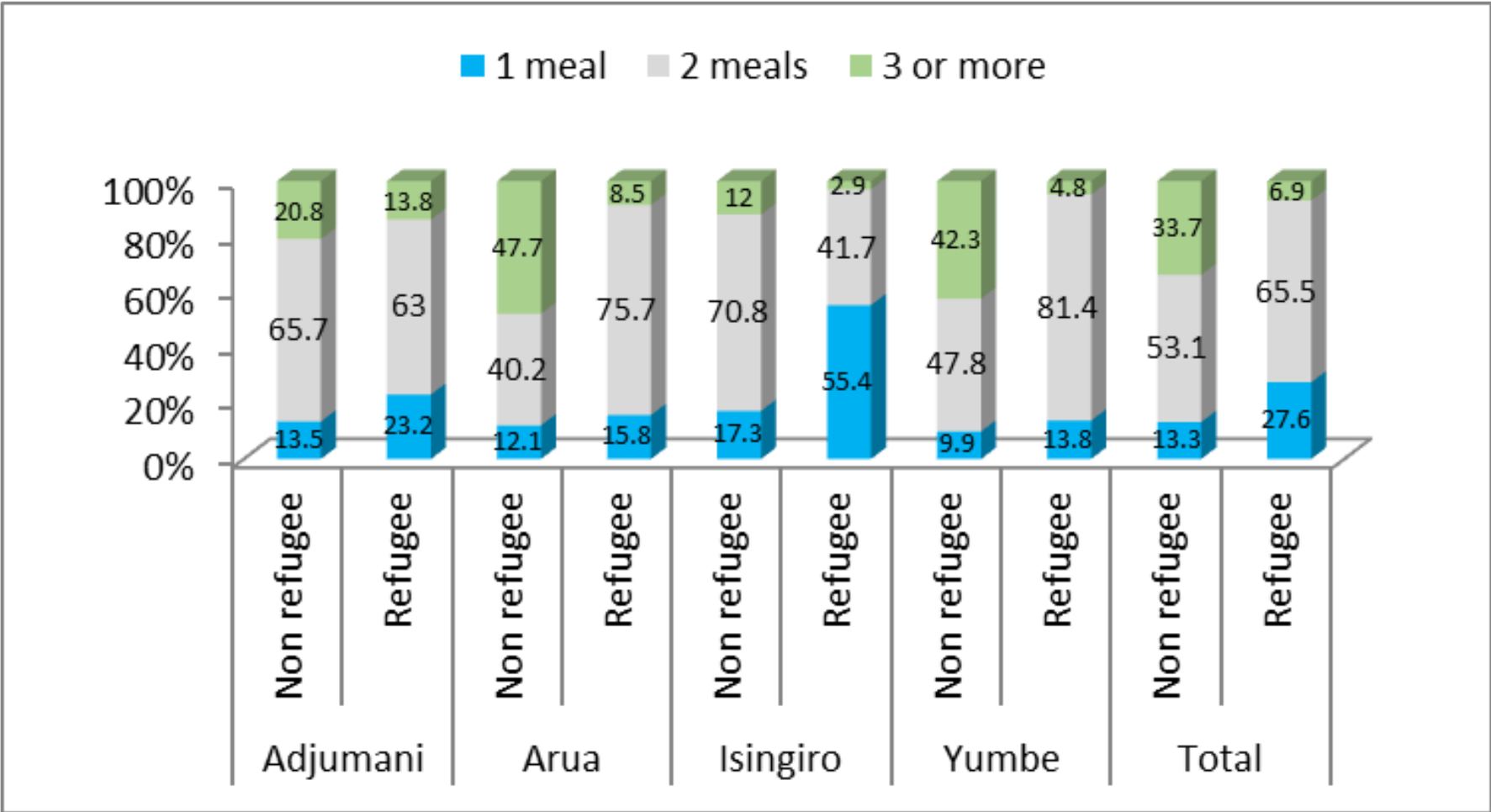
Some refugee nationalities are far more likely to be learning than others



Basic literacy competencies by duration of stay

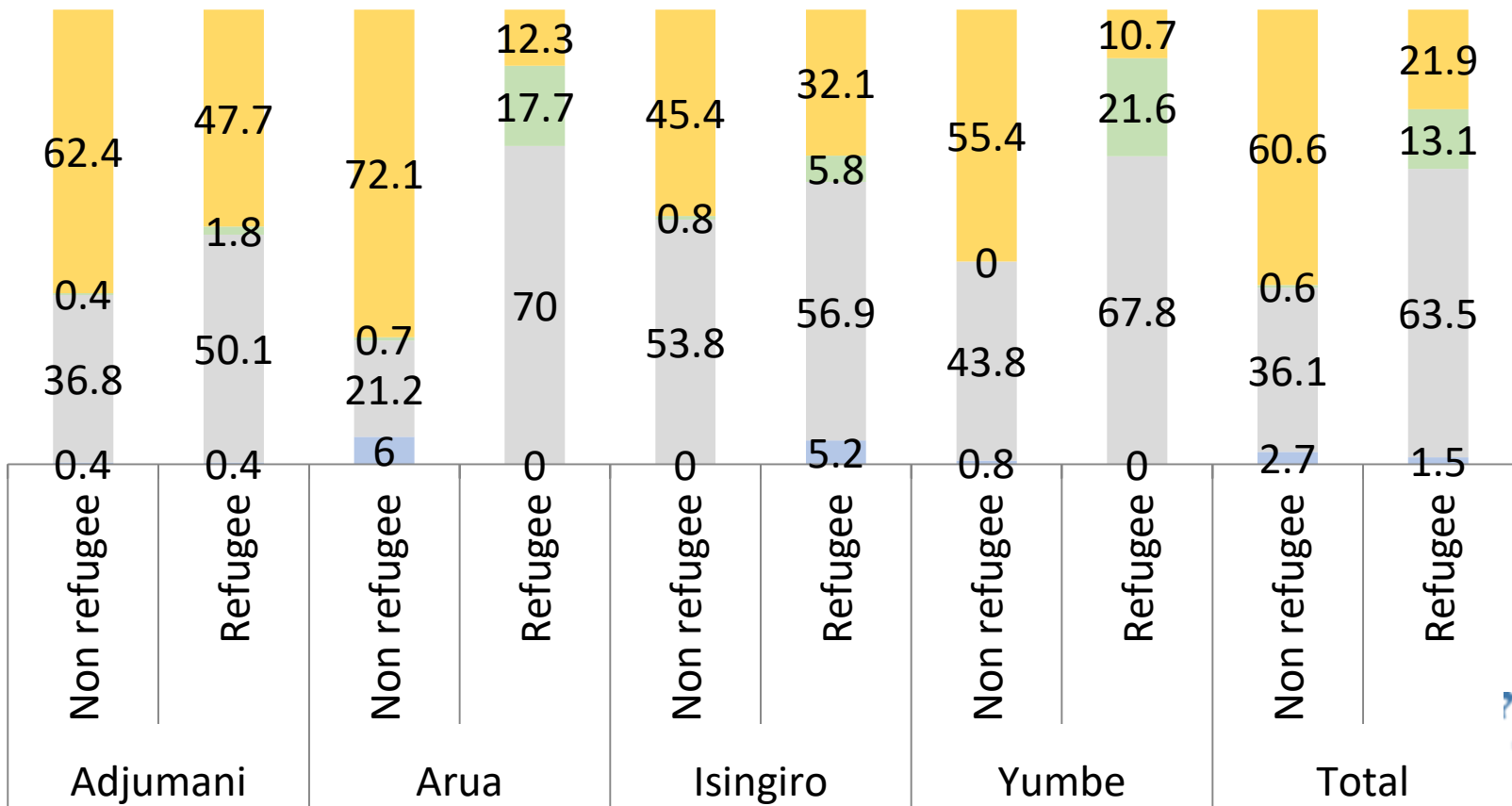


Refugee children face challenging home and school conditions

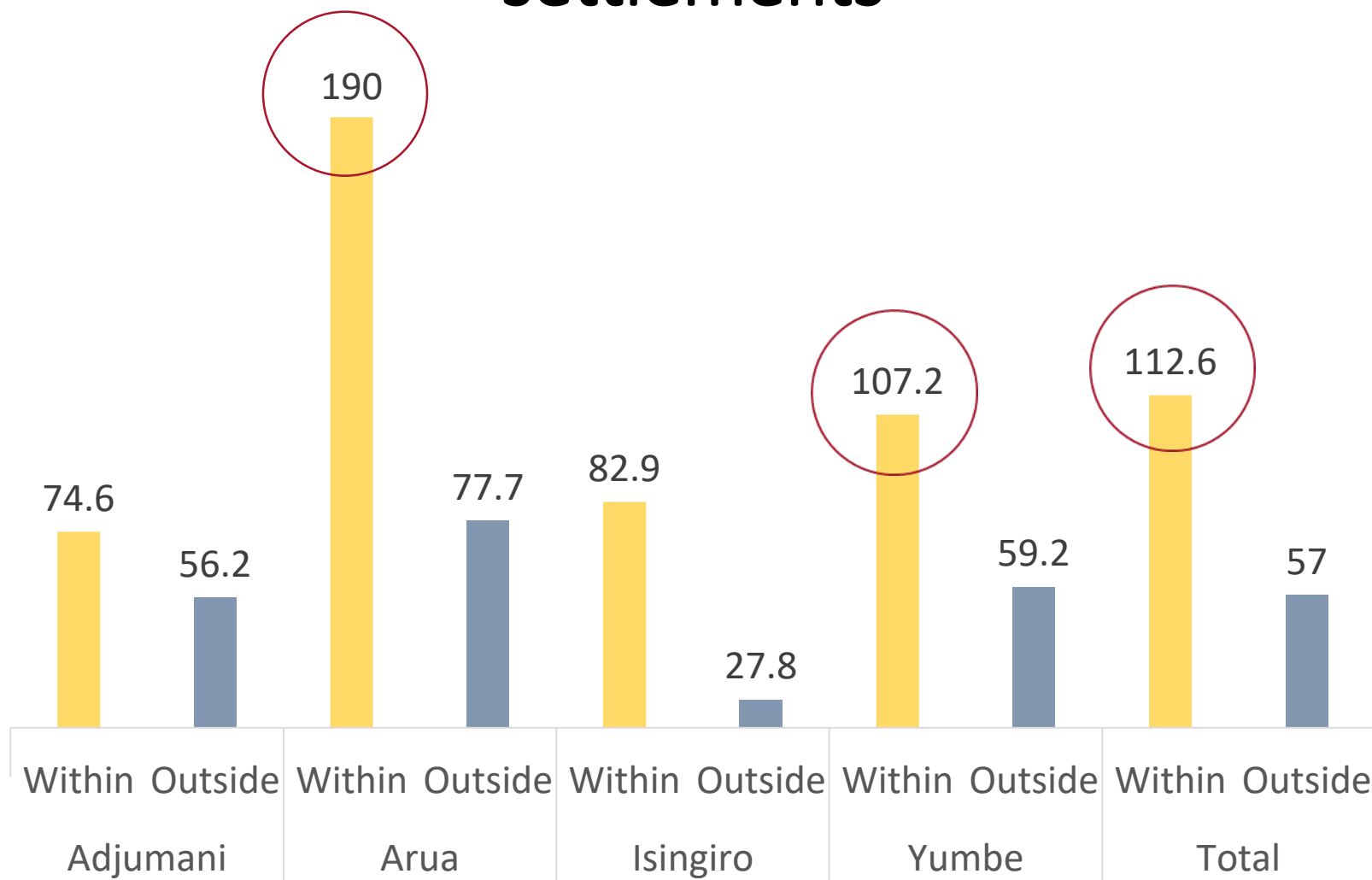


Type of wall

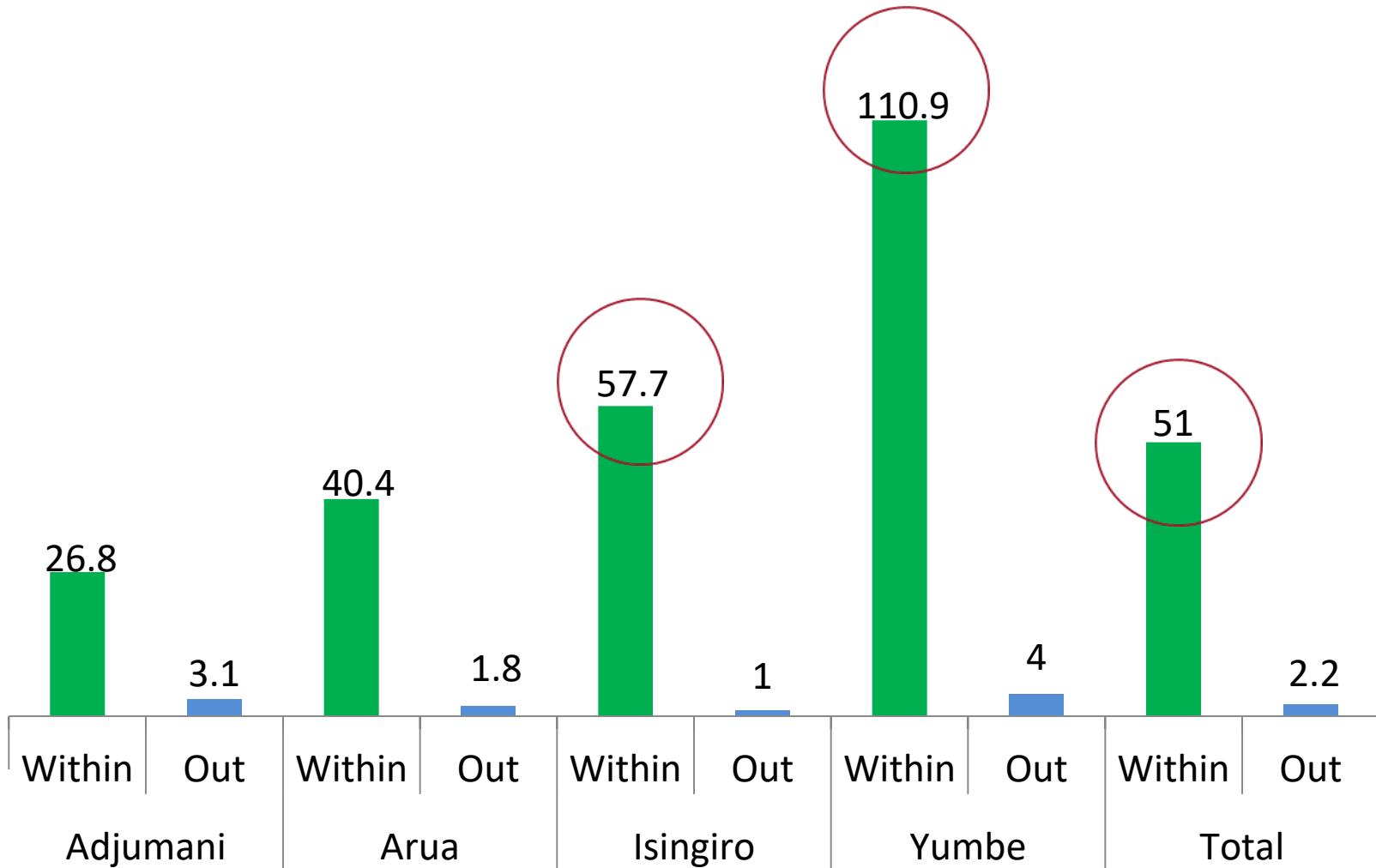
■ Iron sheet
 ■ Mud/stick
 ■ Polythene
 ■ Stones/Bricks



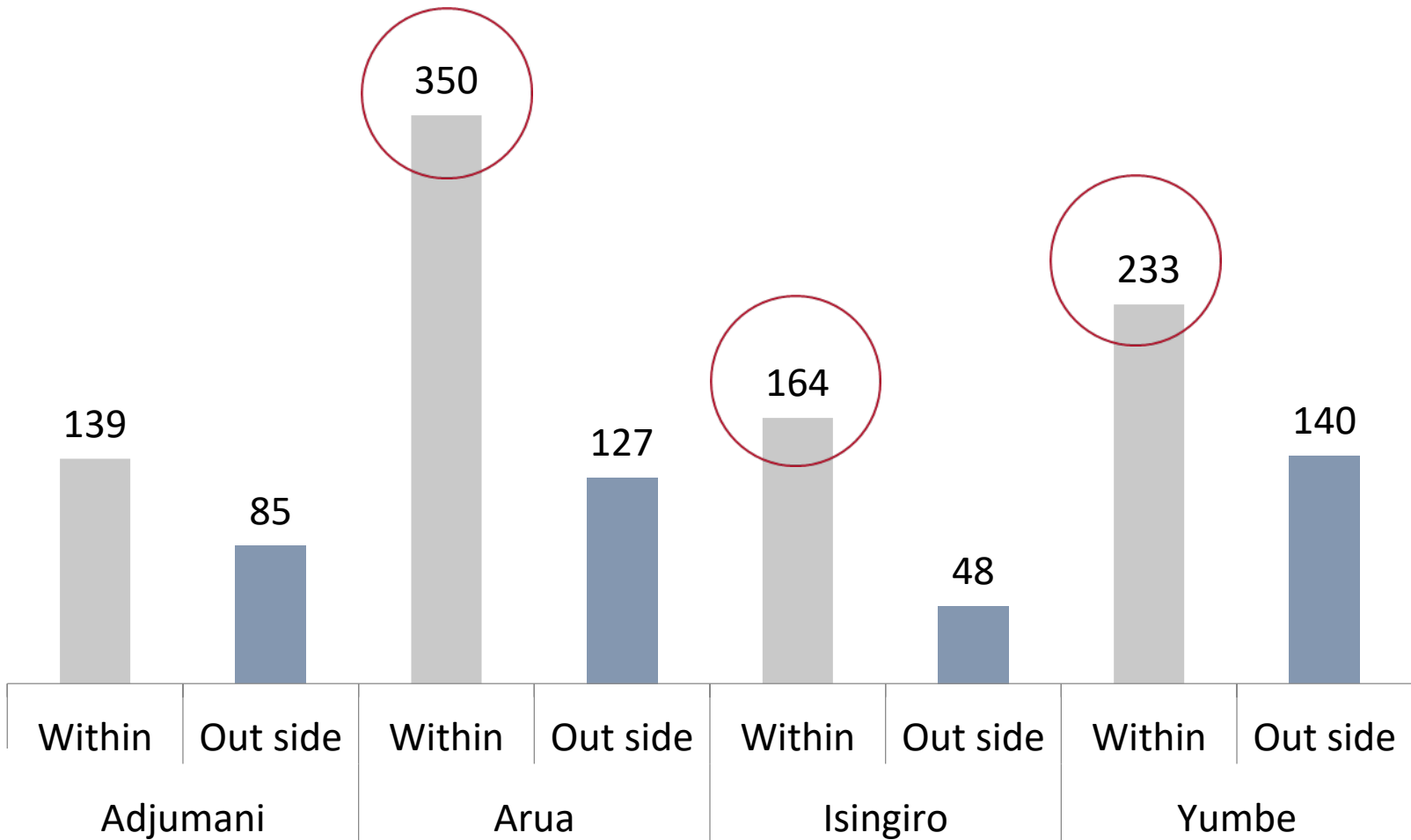
Pupil / teacher ratio inside and outside settlements



Pupil / textbook ratio inside and outside settlements



Pupil / classroom ratio inside and outside settlements

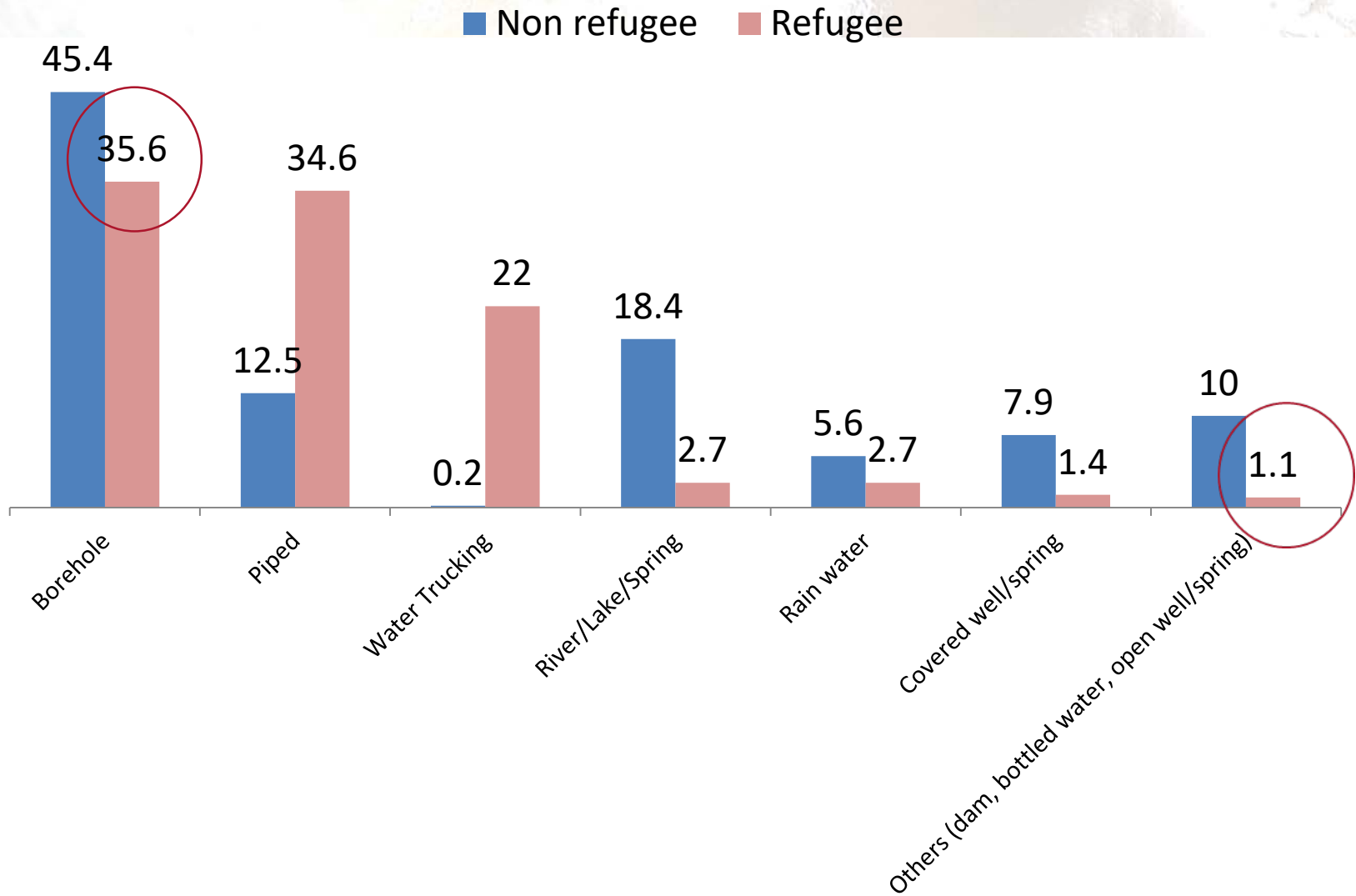




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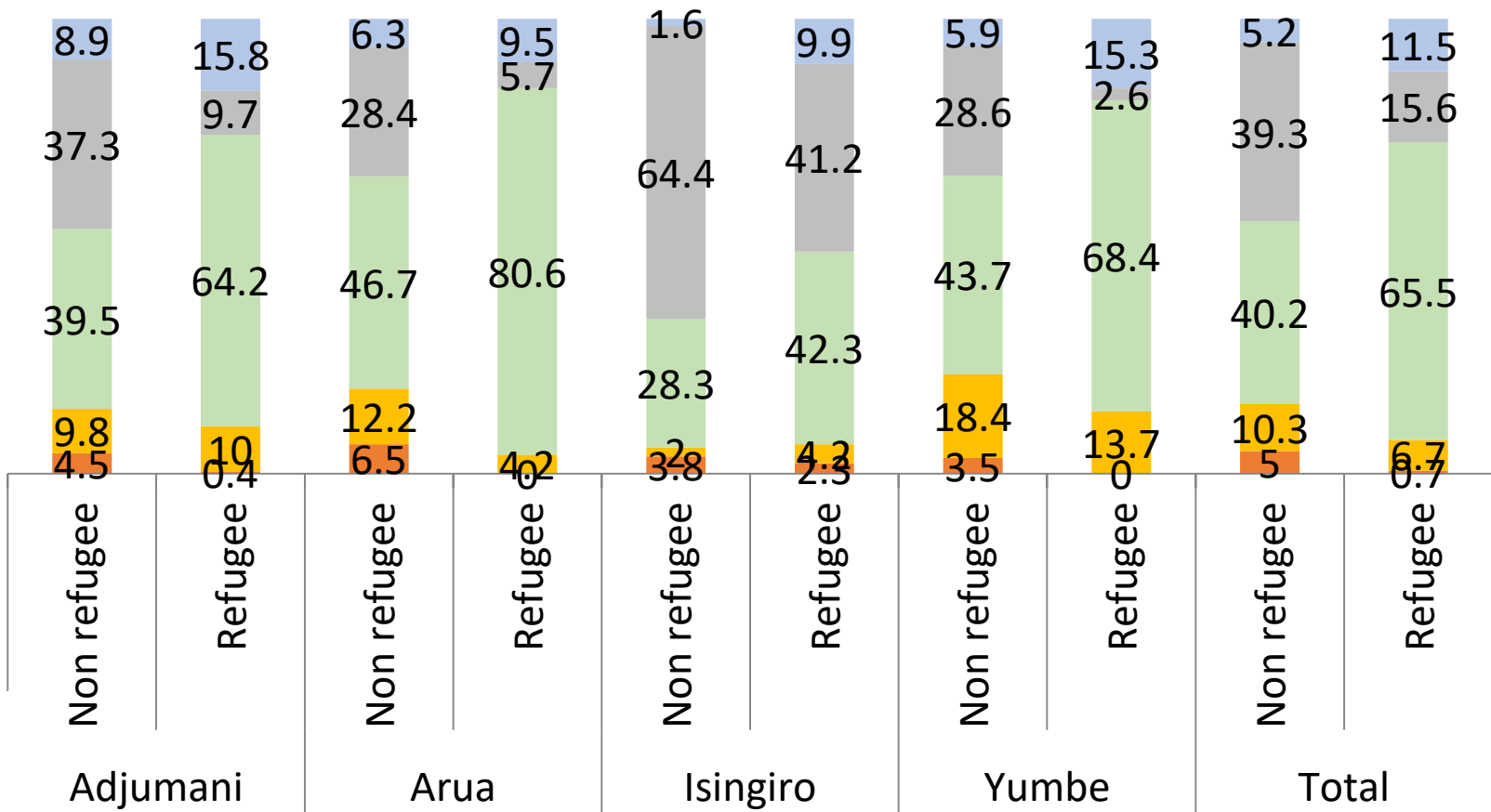
But in some respects, refugee households have better or similar services

Source of water

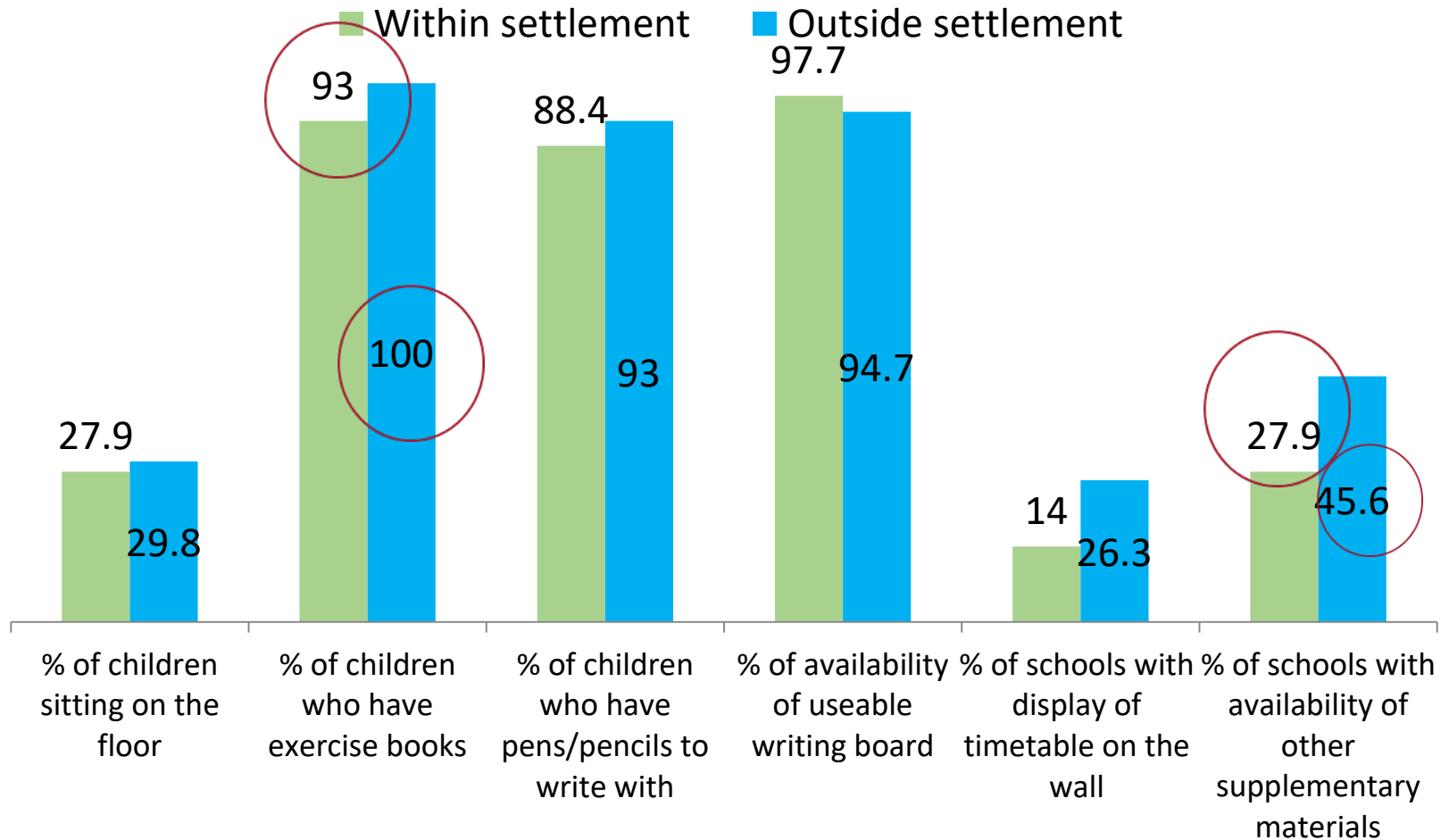


Source of power

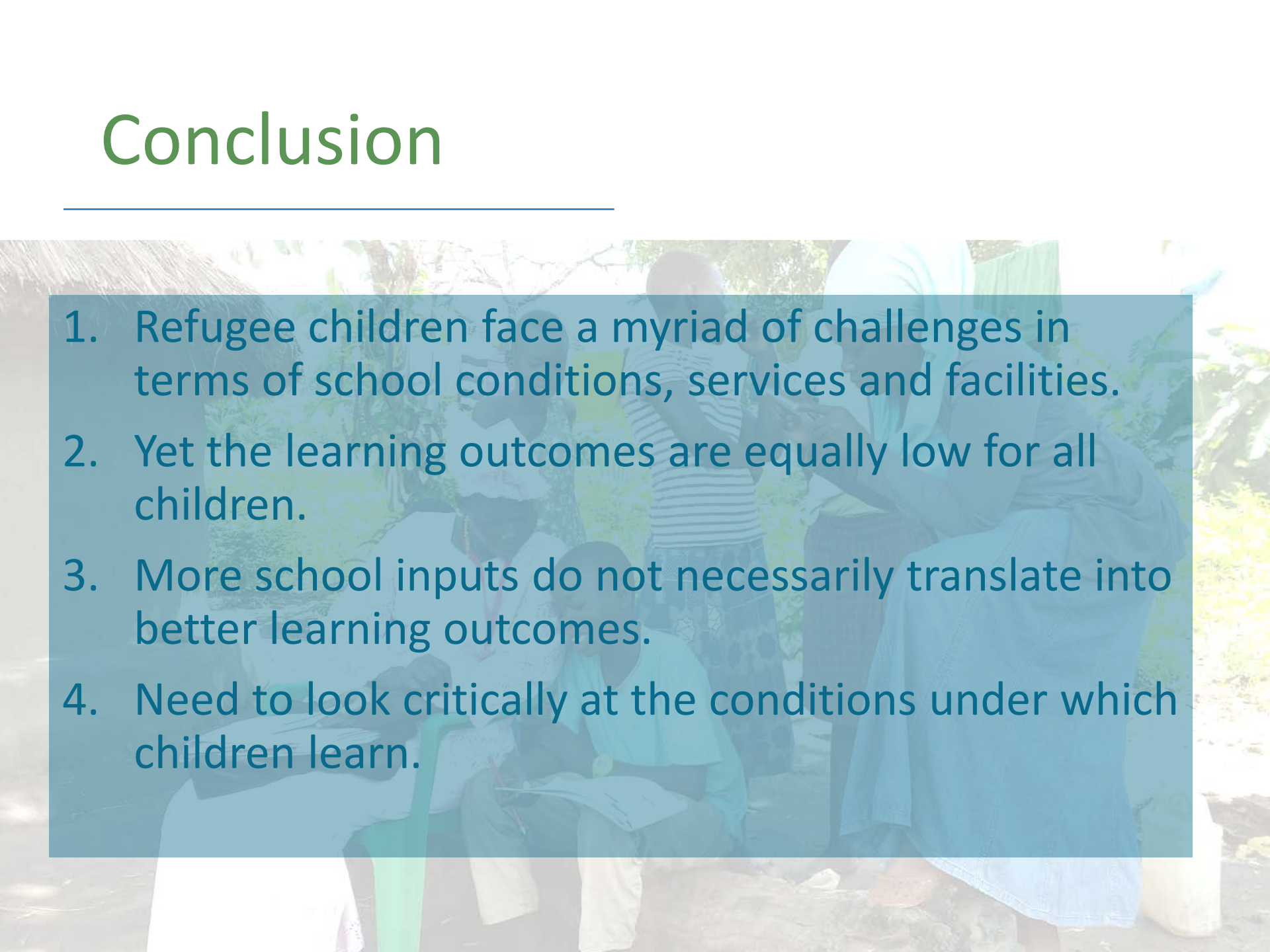
■ Electricity
 ■ Lantern
 ■ Solar
 ■ Wick Lantern (Todooba)
 ■ Others



School equipment



Conclusion

1. Refugee children face a myriad of challenges in terms of school conditions, services and facilities.
 2. Yet the learning outcomes are equally low for all children.
 3. More school inputs do not necessarily translate into better learning outcomes.
 4. Need to look critically at the conditions under which children learn.
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- A background image showing a group of children and adults in a rural setting, possibly a school or community center. The children are sitting on the ground, some holding papers, and appear to be engaged in learning activities. The adults are standing around them, some looking at the papers. The setting is outdoors with trees and a thatched roof visible in the background.

Thank you!

