Learning outcomes of refugee children in Uganda in the post 2015 sustainable development era: evidence from a citizen led assessment

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Uwezo at Twaweza East Africa

Theme: Inclusive Learning, Cultural Diversity and Special Education: Refugees, Migrants and Minorities Inclusion
Uwezo learning assessments

- 6-16 Year Olds, Basic Competences, 2010~

- To provide evidence on the actual status of learning

- 7th report based on application of the Uwezo assessment in refugee contexts in Uganda conducted in Oct 2017
7th report goals

1. Understanding effectiveness of schooling and children learning levels in refugee settlements. How does their learning compare with that of children outside the refugee settlements?

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
- 103 Primary Schools visited
- 120 Enumeration Areas (Villages) surveyed
- 2,186 households surveyed
- 4,156 children (6-16 yrs.) assessed on basic English and math of Primary 2 level
- They included 2,257 refugee children and 1,899 non-refugee children.
Key finding 1

Learning outcomes are poor across refugee and non-refugee contexts, although in a few cases, refugee children performed better than the host children.
Pupils (P3, P5, and P7) with full literacy and numeracy competence by refugee status \([N=1,101]\)

<table>
<thead>
<tr>
<th></th>
<th>Refugee</th>
<th>Non-refugee</th>
<th>Refugee</th>
<th>Non-refugee</th>
<th>Refugee</th>
<th>Non-refugee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adjumani</td>
<td>Arua</td>
<td>Isingiro</td>
<td>Yumbe</td>
<td>Adjumani</td>
<td>Arua</td>
</tr>
<tr>
<td>P3</td>
<td>8.1</td>
<td>1.0</td>
<td>7.9</td>
<td>1.1</td>
<td>6.0</td>
<td>3.8</td>
</tr>
<tr>
<td>P5</td>
<td>37.6</td>
<td>29.9</td>
<td>42.2</td>
<td>27.3</td>
<td>46.6</td>
<td>31.7</td>
</tr>
<tr>
<td>P7</td>
<td>100.0</td>
<td>82.7</td>
<td>76.5</td>
<td>64.7</td>
<td>100.0</td>
<td>87.0</td>
</tr>
</tbody>
</table>

Refugee Non-refugee

Adjumani Arua Isingiro Yumbe
Key finding 2

a) Refugee and non-refugee children performed better in numeracy than in English literacy. About 50% of refugee and non-refugee children had acquired full numeracy competence compared to just about 30% who had acquired full literacy competence.

b) The findings further indicated that though literacy levels in English were low across all pupils, they were lowest among refugee pupils.
Refugee pupils’ (P3 – P7) literacy and numeracy competencies \( [N=1,033]\)

<table>
<thead>
<tr>
<th>Location</th>
<th>Literacy</th>
<th>Numeracy</th>
<th>Full competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>27.6</td>
<td>44.6</td>
<td>21.1</td>
</tr>
<tr>
<td>Adjumani</td>
<td>26.6</td>
<td>56.5</td>
<td>24</td>
</tr>
<tr>
<td>Arua</td>
<td>23.3</td>
<td>40.9</td>
<td>17</td>
</tr>
<tr>
<td>Isingiro</td>
<td>37.2</td>
<td>34.3</td>
<td>25.6</td>
</tr>
<tr>
<td>Yumbe</td>
<td>27.8</td>
<td>53.6</td>
<td>23.1</td>
</tr>
</tbody>
</table>

Legend:
- Blue: Literacy
- Green: Numeracy
- Brown: Full competence (read and comprehend story and divide)
Non-refugee pupils’ (P3 – P7) literacy and numeracy competencies \[N = 823\]

<table>
<thead>
<tr>
<th></th>
<th>Literacy</th>
<th>Numeracy</th>
<th>Full competence (read and comprehend story and divide)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>33.2</td>
<td>53.5</td>
<td>27.8</td>
</tr>
<tr>
<td>Adjumani</td>
<td>30.3</td>
<td>52.7</td>
<td>27.6</td>
</tr>
<tr>
<td>Arua</td>
<td>32.9</td>
<td>55</td>
<td>28.1</td>
</tr>
<tr>
<td>Isingiro</td>
<td>38.6</td>
<td>50.5</td>
<td>30.7</td>
</tr>
<tr>
<td>Yumbe</td>
<td>30</td>
<td>54.6</td>
<td>24</td>
</tr>
</tbody>
</table>

- Literacy
- Numeracy
- Full competence (read and comprehend story and divide)
Key finding 3

Boys generally outperform girls in the settlements and host communities. However, in Adjumani and Isingiro, girls in host communities fair badly while their counterparts in the settlements are ahead of, or at least less far behind, their male peers.
Refugee pupils’ (P3 – P7) full literacy and numeracy competencies by gender \[N=1,033\]

- **Adjumani**
  - Female: 26.5
  - Male: 28.8

- **Arua**
  - Female: 21.8
  - Male: 33.8

- **Isingiro**
  - Female: 35.5
  - Male: 25.7

- **Yumbe**
  - Female: 17.7
  - Male: 28.9
Non-refugee pupils’ (P3 – P7) full literacy and numeracy competencies by gender \([N=823]\)
Key finding 4

Refugee children whose household has lived in Uganda for more than a year are more likely to be able to read and comprehend, and divide than their counterparts whose households have just settled in Uganda.
Basic literacy competencies by duration of stay of refugee children

Duration of the household in Uganda:

- <=1 year
  - Comprehension: 22.9
  - Story: 1.2
  - Paragraph: 12.3
  - Word: 24.6
  - Letter: 29.7
  - Non-literate: 9.3

- >1-3
  - Comprehension: 38.5
  - Story: 7.4
  - Paragraph: 8.5
  - Word: 7.3
  - Letter: 29.6
  - Non-literate: 8.8

- >3 years
  - Comprehension: 27.8
  - Story: 1.5
  - Paragraph: 10.1
  - Word: 23.3
  - Letter: 28.6
  - Non-literate: 8.6
Key finding 5

Refugee children face challenging home and school conditions
Refugee children face challenging home and school conditions.
Pupil / textbook ratio within and outside settlements

<table>
<thead>
<tr>
<th>Settlement</th>
<th>Within</th>
<th>Out</th>
<th>Within</th>
<th>Out</th>
<th>Within</th>
<th>Out</th>
<th>Within</th>
<th>Out</th>
<th>Within</th>
<th>Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjumani</td>
<td>26.8</td>
<td>3.1</td>
<td>40.4</td>
<td>1.8</td>
<td>57.7</td>
<td>1</td>
<td>110.9</td>
<td>4</td>
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<td>2.2</td>
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<tr>
<td>Total</td>
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<td></td>
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</table>
Pupil / classroom ratio within and outside settlements

<table>
<thead>
<tr>
<th>Location</th>
<th>Within</th>
<th>Outside</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjumani</td>
<td>139</td>
<td>85</td>
</tr>
<tr>
<td>Arua</td>
<td>350</td>
<td></td>
</tr>
<tr>
<td>Isingiro</td>
<td>127</td>
<td>164</td>
</tr>
<tr>
<td>Yumbe</td>
<td>233</td>
<td>140</td>
</tr>
</tbody>
</table>
Thank you!