



MINISTRY OF EDUCATION AND SPORTS

Endline Survey Report



The Education Response Plan for Refugees and Host Communities in Uganda

The Education Response Plan Secretariat, Ministry of Education and Sports

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Cover page picture: *A picture of learners from Rwamwanja Primary School, Rwamwanja Refugee Settlement, attending a radio class*

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Acronyms and Abbreviations

AEP	Accelerated Education Programme
EDPs	Education Development Partners
ALP	Adult Literacy Programme
BoG	Board of Governors
CAO	Chief Administrative Officer
CBOs	Community-Based Organisation
CBSD	Community-Based Services Department
CCT	Centre Coordinating Tutor
COVID-19	Corona Virus Disease of 2019
CPD	Continuous Professional Development
CRRF	Comprehensive Refugee Response Framework
CSO	Civil Society Organisation
CWD	Children with Disabilities
DEO	District Education Officer
DES	Directorate of Education Standards
DIS	District Inspectors of Schools
DLG	District Local Government
ECCE	Early Childhood Care and Education
ECHO	European Civil Protection and Humanitarian Aid Operations
ECW	Education Cannot Wait
EGM	Early Grade Mathematics
EGMA	Early Grade Mathematics Assessment
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
EiE	Education in Emergency
EiE WG	Education in Emergency Working Group
EMIS	Education Management Information System
ERP	Education Response Plan
ESSAPR	Education and Sports Sector Annual Performance Report
ESSP	Education Sector Strategic Plan
FBO	Faith-Based Organization
FCA	Finn Church AID
FGD	Focus Group Discussion
GBV	Gender-based Violence
GER	Gross Enrolment Rate
GIS	Geographic Information System
GoU	Government of Uganda
GPS	Global Positioning System
HCD	Human Capital Development
HI	Humanity & Inclusion
HIV/AIDS	Human Immunodeficiency Virus/ Acquired Immunodeficiency syndrome
IGAD	Intergovernmental Authority on Development

IGA	Income-Generating Activities
IM	Information Management
IRB	Institutional Review Board
IT	Information Technology
KII	Key Informant Interview
LC	Local Council
M&E	Monitoring and Evaluation
MAAIF	Ministry of Agriculture, Animal Industry and Fisheries
MGLSD	Ministry of Gender, Labour and Social Development
MHM	Menstrual Hygiene Management
MLA	Masterly Learning Approach
MoES	Ministry of Education and Sports
MoFPED	Ministry of Finance, Planning and Economic Development
MoH	Ministry of Health
MHPSS	Mental Health and Psycho-Social Support
MUREC	Mildmay Uganda Research Ethics Committee
MWE	Ministry of Water and Environment
NDP	National Development Plan
NGO	Non-Governmental Organisation
NSGE	National Strategy for Girls' Education
OECD/DAC	Organisation for Economic Cooperation and Development/Development Assistance Committee
OPM	Office of the Prime Minister
P&E	Provide and Equip
PCR	Pupil-Classroom Ratio
PTA	Parent-Teacher Association
PTC	Primary Teacher College
PTR	Pupil-Teacher Ratio
RA	Research Assistants
RHD	Refugee Hosting District
RWC	Refugee Welfare Committee
SDG	Sustainable Development Goals
SGBV	Sexual and Gender-Based Violence
SMC	School Management Committee
SNE	Special Needs Education
ToC	Theory of Change
TTC	Teacher Training Colleges
TVET	Technical, Vocational Education and Training
TWG	Technical Working Group
UBOS	Uganda Bureau of Statistics
UDHS	Uganda Demographic and Health Survey
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNCST	Uganda National Council of Science and Technology
UNEG	United Nations Evaluation Group
UPE	Universal Primary Education

USE	Universal Secondary Education
VTI	Vocational Training Institute
WASH	Water, Sanitation and Hygiene
WGQ	Washington Group Questions
WGSSQ	Washington Group Short Set of Questions

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Ketty Lamaro
Permanent Secretary,
Ministry of Education and Sports

Definitions of Key Concepts

Accelerated Education Programme (AEP)	A flexible, age-appropriate programme run in an accelerated timeframe, which aims to provide access to education for disadvantaged, over-age, out-of-school children and youth, particularly those who missed out on school or had their education interrupted due to poverty, marginalisation, conflict and crisis.
Competency	A set of demonstrable characteristics and skills that enable an individual to improve the efficiency or performance on a job.
Completion rates	The percentage of students aged 3-5 years above the intended age for the final grade of each level of education who have completed and passed the school grades (P.7 and S.4).
Continuous access	The number of learners admitted to the first grade of a higher level of education in a given year is expressed as a proportion of the number of candidates who successfully sat and passed the final grade of the lower level of education in the previous year.
Functional literacy	A level of minimal competency in reading and writing (and sometimes also basic arithmetic) essential for daily life and work.
Gross Enrolment Ratio (GER)	The percentage of students enrolled in a given level of education (pre-primary, primary, secondary and tertiary), regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education.
Host community	UNHCR definition: The country of asylum and the local, regional and national governmental, social and economic structures within which refugees live. ERP definition: The sub-counties hosting refugees.
Learners with disabilities	According to the Washington Group Short Set (WG-SS), learners with disabilities were identified following the six WGSS questions, focusing on difficulties in seeing, hearing, mobility, communication, cognition, and self-care. Each question has one response categories: No, no difficulty; yes, some difficulty, Yes, a lot of difficulty, and Cannot do at all. Learners were identified as disabled if they responded to a lot of difficulty or were 'unable do' to at least 1 of the six questions.
Literacy	The ability to read and write.
Numeracy	Refers to the trait of having number sense. It includes fluency and flexibility with numbers, the use of numbers to describe both real and abstract entities, and the ability to perform mental mathematics.
Pupil-classroom ratio (PCR)	The average number of learners per classroom at a given level of education.
Refugee resettlement	The transfer of refugees from an asylum country to another State that has agreed to admit them and ultimately grants them permanent residence.
Refugees	People who have fled war, violence, conflict or persecution and have crossed an international border to find safety in another country.
Subtasks	In this report, subtasks are short tests that assess a unique aspect of numeracy or literacy.
Vocational skills	Practical or first-hand skills that help a person master a trade or a job. These skills may be obtained on the job or at a vocational school.

Executive Summary

Background

The three-and-a-half-year Education Response Plan (ERP) for refugees and host communities was implemented from January 2018 to June 2021, in line with the Government of Uganda's (GoU) policy towards refugees, the Comprehensive Refugee Response Framework (CRRF), the Education Sector Strategic Plan (ESSP), and the Sustainable Development Goals (SDGs). The ERP aimed at ensuring that refugee children, adolescents and those in host communities have access to quality education. This report presents the findings of the ERP endline survey carried out between March and April 2022. The endline survey aimed at providing information to support learning and assess ERP performance. It supplements the 2021 Baseline Survey by providing additional information from EGMA and EGRA assessments of learners with disabilities.

Methodology

The endline survey utilised a cross-sectional study design. The evaluation questions were informed by Organisation for Economic Cooperation and Development/Development Assistance Committee (OECD/DAC) criteria: relevance, coherence, effectiveness, efficiency and sustainability. Other criteria included lessons learnt, opportunities, and issues of gender equality, equity and social inclusion. The data collection methods entailed document review; assessment of literacy and numeracy skills using the Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA); the school survey; teacher-competency assessment; physical accessibility assessment; Key Informant Interviews (KIIs); Focus Group Discussions (FGDs); extraction of data from the ERP database; and Geographic Information System (GIS) mapping. The study was conducted in all the 13 refugee-hosting districts (RHDs): Adjumani, Isingiro, Kampala, Kamwenge, Kikuube, Kiryandongo, Koboko, Kyegegwa, Lamwo, Madi-Okollo, Obongi, Terego, and Yumbe. For EGMA and EGRA exercises, 1,320 learners with disabilities (646 girls and 674 boys) were assessed out of the targeted 1,600 representing 83% response rate that is reliable for making conclusions. Teacher competence assessment was conducted among 210 teachers (82 females, 128 males) which represented 95% of the sample. The observation was conducted in 89 schools (85% response rate), while a survey was conducted in 104 schools (95% response rate); and 132 were interviewed (response rate of 70%).

Findings

Relevance and Coherence

The ERP was very relevant and aligned to international frameworks such as SDG Goal 4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all) and SDG Goal 5 (Achieve gender equality and empower all women and girls). The ERP was further aligned to national policies and frameworks, including the National Development Plan (NDP) III objective 4 (Enhance the productivity and social wellbeing of the population); the constitution of Uganda Article 30, (all children in Uganda are entitled to quality education); was an annex to the ESSP 2018 – 2020; the National Integrated Early Childhood Development (NIECD) Policy (2016) and) aligned to the Universal Primary Education (UPE); Universal Secondary Education (USE); Technical, Vocational Education and Training (TVET) policy, CRRF 2017 and the Refugees Act, 2006; the Settlement Transformation Program by the World Bank and Office of the Prime Minister (OPM), the Refugee and Host Population Empowerment (REHOPE) strategic framework for Uganda (June 2018). However, a few design limitations were noted in ERP I, such as; the omission of a contingency plan for more flexibility in responding to unforeseen shocks e.g. the COVID-19 pandemic and heavy refugee influx.

ERP Response to Changes in External Factors, Including COVID-19 Pandemic

The ERP, together with the Ministry of Education and Sports (MoES), developed the COVID-19 Response Plan and its indicators. The ERP partners developed and rolled out e-learning, home learning and radio learning packages to 477,758 learners (49% girls and 51% boys). The ERP partners continued to support the construction of school infrastructure and payment of teachers' salaries during the lockdown. A total of 1,677 teachers and volunteers were trained in distance learning facilitation, psychosocial support, life skills,

information technology and pedagogical approaches. Furthermore, 1,600 tablets with loaded learning content were distributed to learners to assist them with home learning during lockdown.

Improved equitable access and inclusive, relevant learning opportunities.

The Gross Enrolment Rate (GER) at the primary school level increased from 58% (2017) to 73% (2019), 88% (2020) and 87% in 2021. The GER at the secondary school level increased from 11% at baseline (2020) to 12.1% at endline (2021) and ECCE from 35% (2020) to 48% (2020) as per ERP Database 2021. The GER at the secondary level remains low, particularly in the districts of Kikuube (Kyangwali) with 3%, followed by Kyegegwa (Kyaka II) at 6% and Isingiro (Nakivale) and Kamwenge (Rwamwanja) both with 8%. The ERP, in partnership with World University Services Canada (WUSC) through WIU, has supported 29 refugee students to travel to Canada under the Student Refugee Program (SRP). The Federal Republic of Germany, through UNHCR and WIU, implements the DAFI programme, which supports 446 refugees to access higher education.

Improved delivery of quality education and training as depicted by the improvement in the following indicators:

Improved pupil-teacher ratio (PTR). The ERP supported recruitment of additional national teachers and certifying qualified refugee teachers. The PTR in primary schools reduced from 85:1 (in 2019) to 67:1 in (2021), which was an achievement below the ERP target of 65:1, below the national standard of 53:1 and the national level performance of 43:1. The PTR at Early Childhood Care and Education (ECCE) was 56:1, below the national standard (25:1) and the national level performance (22:1). The improved PTR was due to an increased number of teachers supported by IPs especially at primary level, rather than reduced number of learners. The PTR challenge is notably higher at primary school and ECCE levels. Human resources' capacity improved with 3,375 teachers (40% females and 60% males) in primary schools supported by partners.

Pupil-classroom ratio (PCR). Although PCR progress is still far below the expected standards at all levels, there was a slight improvement in primary school PCR from 154:1 at baseline (2018) to 135:1 at endline (2021), below the national standard (53:1) and national performance (55:1). The ECCE PCR was 122:1, far below the national standard (25:1) and below national performance (28:1). Secondary school PCR improved from 143:1 in 2018 to 87:1 in 2021, though still lower than the standard (53:1).

Continuous Professional Development (CPD). The teachers supported with CPD were: ECCE (1,043 beyond the target of 233), primary (1,679 beyond the target of 1,074), and secondary (157 beyond the target of 77). However, it was slightly low at the Accelerated Education Programme (AEP) level, where only 130 out of the targeted 868 teachers were supported in CPD by ERP partners. In all, 292 primary school teachers (108% of the target) and 24 secondary school teachers (120% of the target) were accredited. These interventions were geared toward improving the quality of education.

Improved pupil-textbook ratio (PTR). The PTR improved from 10:1 at baseline to 5:1 at the endline among refugee settlement schools and 2:1 among host community schools by providing textbooks and re-stocking libraries. At secondary, the PTR improved from 7:1 to 6:1. Other efforts to improve the quality of education included introducing the double-shift school system to decongest classrooms and create more opportunities for learners to access education; applying EGRA and EGMA learning assessments; constructing the teachers' houses to address the shortage of housing, and regular school inspection and monitoring.

The school completion rates were notably low at all levels, with only 14% completing P.7 and 9% completing S.4 (World Bank 2018).

Learning Outcomes

Early Grade Reading (EGRA): Performance in EGRA for P.3 and P.6 learners with and without disabilities was very low, particularly for subtasks of letter sounds and word segmentation of syllables. Performance was slightly better in oral passage reading, reading comprehension, and vocabulary. The P.3 learners' age and school location (refugee settlement versus host) influenced their performance. However, learners' sex and kind of

disabilities did not influence EGRA performance. At P.6 level, only learners' school location influenced EGRA performance.

Early Grade Mathematics (EGMA): Performance in P.3 EGMA was lower among learners with disabilities and slightly better for those without disabilities. However, P.6 EGMA performance was better among learners without disabilities but slightly lower among those with disabilities. Performance was relatively better in number identification, addition, subtraction, number identification and discrimination. Performance was low, particularly for subtasks with procedural and conceptual subtasks such as word problems and missing numbers. The P.3 learners' age, sex and location influenced EGMA performance. However, learners' type of disabilities did not influence EGMA performance. At P.6 level, only learners' age and school location influenced EGA performance.

Strengthening the National and District Systems

District ERPs were developed, costed, and disseminated in 12 districts. All the 12 districts had functional education coordination mechanisms, meeting at least six times a year. Eight out of the 12 districts had district ERP secretariats. Coordination was improved through regular bilateral and multilateral engagements for the CRRF Steering Group, Education Development Partners (EDPs), ERP Steering Committee, Education in Emergencies Working Group (EiEWG) and Refugee Settlement Coordination. They worked through different teams to handle varied technical areas. In all, 254 ECCE, 668 primary and 173 secondary schools had functional (SMCs, CMCs, BoGs, PTAs) by 2021. The ERP has an operational M&E System developed in collaboration with all the stakeholders and is working with the Education Management Information System (EMIS) Secretariat regarding the inclusion of the refugees' data in the new Education Management Information System (EMIS).

Access to Education for Learners with Disabilities

The ERP made significant efforts towards enhancing access to education for learners with disabilities. With 3,644 female and 4,466 male learners with disabilities were in primary schools by 2021. Additionally, 182 female and 339 male learners were enrolled in secondary school. During the COVID-19 lockdown, 1,127 learners with disabilities (52% boys and 48% girls) were supported to participate in home learning.

School physical accessibility assessment found only 33% (n=89) of the surveyed schools reported having classrooms with adequate quantities of ramps, although some were dilapidated and not easily motorable. This trend was also observed with libraries, dining halls, and WASH facilities. More needs to be done to address factors limiting access to education for learners with disabilities. These factors include; stigmatisation from teachers who often put them in the back seat, peers, parents and other community members, children; lack of assistive devices, inadequate adapted educational materials and school fees. Long-distance to the schools and limited availability of teachers trained using adapted pedagogical approaches were also challenges.

Gender Equality and Equity.

The ERP was gender-sensitive, ensuring that boys and girls benefited from the program. The ERP monitoring and evaluation (M&E) framework indicators and data were disaggregated by sex. Some of the interventions promoting gender equality and equity included the incorporation of Menstrual Hygiene Management (MHM) activities within school programs with packages for boys (underwear and shavers) and girls (reusable sanitary towels); recruitment of male champions to support girls' education; establishment of girls' and boys' empowerment clubs; prioritisation of female teacher recruitment (70% females and 30% males); provision of afternoon classes for child mothers under AEP to stay in school. The ERP1 supported a total of 326 breastfeeding girls (266 refugees and 60 nationals) and 94 pregnant girls (83 refugees and 11 nationals); the use of senior women and male teachers to support girls and boys in schools; capacity building in the gender market for the ERP secretariat; community sensitisation on the value of girl-child education; school management committees comprising of both females and males; and construction of separate latrines for girls and boys, changing rooms for girls and incinerators (Draft ERP Annual Review Report 2021).

Teacher Competency Assessment

The competency areas assessed entailed content knowledge, pedagogical knowledge, professional knowledge, contemporary knowledge, practical skills, mental skills, pedagogical skills, life skills, leadership and management, skills for research and reflection, social skills, professional conduct, professional responsibility, and competencies to teach EGR and EGM. Overall, the teachers’ competencies were very high, with 94% (93% females, 95% males) scoring 76% and above with qualified teachers performing better than non-qualified teachers except in social skills. Only 25% of EGR teachers and 24% of EGM teachers reported being very competent in teaching the subjects. The majority (89%; 92% females, 88% males) expressed the need for support to teach EGR better in terms of refresher courses/workshops/training (55%) and reading materials (38%).

Sustainability

The likelihood of ERP sustainability is anchored on the availability of a conducive policy and environmental framework. The ERP worked through existing structures at the national, district, institutional and community levels. The costed District ERPs will be used for resource mobilisation. The established district ERP secretariats will coordinate ERP activities. The constructed permanent structures such as classrooms, teacher’s accommodation, and latrines will continue to be used. Integration of refugee data into the national information system will ensure continuity. The developed training manuals will continue to support quality improvement. Advocacy for integrating refugee teachers into the government payroll and strengthening teachers and District Education Officers’ (DEOs) capacity will enhance continuity. The education in emergencies (EiE) technical working groups, which are functional at national and district levels, will continue operating.

However, several district and community-level stakeholders expressed concern that most interventions are not likely to continue after the end of the ERP, saying that the District ERPs are not funded, which limits implementation. Moreover, the ERP being a humanitarian program, heavily relied on external funding, and the exit strategy is unclear to the district and community level key stakeholders.

Challenges and Recommendations

<i>Learning Outcomes</i>		
i.	<p>Learning was interrupted by the 2-year COVID-19 lockdown. This was reflected in the poor performance of P.3 and P.6 learners particularly in EGRA tests.</p> <p>Low school completion rates of all learners at all levels with only 14% completing P.7 and 9% completing S.4 (World Bank 2018).</p>	<ol style="list-style-type: none"> 1. Develop an ERP II contingency plan, building on the achievements of ERP I. 2. Support the implementation of district ERP Plans. 3. Prioritise the most vulnerable such as learners with disabilities and females. <p>Train and support retired teachers, S.4 and S.6 leavers to conduct community-level teaching during lockdowns. Sensitise communities on the value of education. Support adult education and adult literacy for guardians to support home learning.</p> <p>Responsibility: RHDs, MoES, EiE implementing partners (IPs), EDPs.</p>
ii.	<p>The language barrier among refugees from Arab and French-speaking countries affects reading proficiency.</p>	<ol style="list-style-type: none"> 1. Establish intensive transitional classes to teach English to refugees from non-English speaking countries. 2. Promote bridging learning classes to address language barriers. <p>Responsibility: MoES, EiE IPs, EDPs.</p>
iii.	<p>Teenage pregnancies and early marriages worsened during the COVID-19 lockdown, and the girls were stigmatised from returning to school. Some teachers were responsible for making girls pregnant.</p>	<ol style="list-style-type: none"> 1. Support more afternoon sessions for AEP learners, including young mothers who fear missing with younger learners. 2. Enhance life skills and children’s rights/ responsibilities. Enforce penalties for sexual offenders. 3. Enhance sensitisation of communities and the benefit of their children’s education, even after giving birth. <p>Responsibility: MoES/DLG, MGLSD, Police, community leaders and ERP partners.</p>
<i>Supply-side issues</i>		

i.	PCR progress was still below the national standards at all levels, although there was a slight improvement in primary school PCR from 154:1 at baseline (2018) to 135:1 at endline (2021) versus the national standard of 53:1 and national performance of 55:1. ECCE PCR stands at 122:1, way above the national standard (25:1) and national performance (28:1). Secondary school PCR from 143:1 in 2018 to 87:1 in 2021, lower than the national standard (53:1).	<ol style="list-style-type: none"> 1. Advocate for MoES to pass guidelines for the double-shift school system to decongest classrooms and enhance quality. 2. Continue supporting the construction of classrooms. Integrate refugee data into national MIS for proper planning purposes. Responsibility: MoES, EiE IPs, EDPs.
ii.	The recent refugee influx from DRC worsened the inadequate number of teachers. Fewer female teachers in settlements due to difficult working conditions.	<ol style="list-style-type: none"> 1. Recruit more teachers and teaching assistants, including language teachers, particularly at ECCE and primary levels. 2. Conduct regular school monitoring. Improve teachers' living and working conditions, including providing accommodation for teachers and catering for their mental health. Responsibility: MoES, DEOs, DISs, PTA/BOGs/SMC, EiE IPs, EDPs.
iii.	Limited teacher accommodation affected the quality of education, despite the continuous efforts by partners.	Continue supporting the construction of more teachers' houses. Lobby the government for increased resource allocation to the education sector. Responsibility: MoES, EiE IPs, EDPs.
<i>Teacher Competency</i>		
i.	Limited competencies for teaching EGR and EGM; few refresher courses and instructional materials. Unqualified teachers in schools.	<ol style="list-style-type: none"> 1. Provide periodic refresher courses for teachers and instructional materials. 2. Speed up the certification of qualified refugee teachers. 3. Teacher competence strengthening in EGRA and EGMA should be integrated into MoES and LG plans for sustainability. Responsibility: MoES, DEO, PTCs/Universities, IPs, DLG, EiE IPs.
ii.	Some missing gaps in varied professional competency areas.	Conduct training and refresher courses should be competency-based rather than topical. Responsibility: MoES, DEO, Colleges/Universities, Partners.
<i>Learners with disabilities</i>		
i.	<p>Learners with disabilities still face challenges ranging from knowledge attitudes and practices (KAP) such as negative attitudes among children, communities and families/ negative attitudes from education personnel; low level of sensitisation and training of teaching and non-teaching staff, low level of sensitisation at authority level hence misinterpretation between special education and inclusive education.</p> <p>Limited access to specific services: medical treatment, mental health and psycho-social support (MHPSS) support, assistive devices, social protection (including livelihood and nutrition), targeted class support, and adapted learning materials. Limited SNE teachers, disability-friendly facilities, assistive devices and adapted materials for EGR and EGM. Stigma from homes, communities, and schools.</p>	<ol style="list-style-type: none"> 1. Scale-up community mobilisation and awareness-raising focusing on change in attitudes and practices in communities, families and schools to address the negative attitudes and practices and the rights of children with disabilities at the community and school levels. 2. Train all teachers on inclusive education pedagogy pedagogical approaches using the MoES national inclusive education training module to equip them with the knowledge, skills, and positive attitudes to support children with disabilities in inclusive settings. 3. Support more adaptation of teaching and learning materials, including EGR and EGM, into accessible formats for learners with disabilities. Responsibility: MGLSD, MoES, DEOs, Community Based Services Department (CBSD), IP

ii.	Physical accessibility of schools: limited compliance to accessibility standards, including; limited coverage of ramps and dilapidated ramps around classrooms, dormitories, libraries and latrines, hence inaccessible for people with disabilities.	Support construction and renovation of ramps on all classrooms, dormitories, libraries and latrines to increase accessibility. Sensitise education stakeholders on accessibility standards and strengthen enforcement of standards. Responsibility: MGLSD, MoES, DEOs, CBSD, Police, IPs
	Efficiency	
i.	Lack of a centralised financial management system and up-to-date Finance Tracking Report constrained efficiency analysis.	Produce expenditures through a centralised financial management system, preferably at the ERP secretariat, instead of tracking finance expenditure backwards. Submit quarterly financial reports to the ERP secretariat. Responsibility: MoES EiE IPs, EDPs
ii.	Short-term ERP funding, which was for one year at a time, limited the achievement of results and efficiency.	Contributions to the ERP should be multi-year rather than one year. This will ensure more efficiency and effectiveness. Responsibility: EiE IPs, EDPs
iii.	Limited transparency among EiE IPs on funding amounts and funded interventions.	Share data and financial information promptly to inform planning and coordination. Responsibility: EiE IPs, EDPs
iv.	Sustainability	
	Partnership and Coordination	
i.	Multiple coordination platforms, particularly for non-governmental organisations (NGOs), hence duplication and undermining the national coordination mechanism. Additionally, the ERP coordination mechanism was mostly for information sharing instead of planning joint implementation and fundraising.	Adopt a harmonised sector-level ERP coordination structure and minimise coordination activities by various NGO coordination consortiums. Enhance operational coordination and better planning to contribute to joint outcomes beyond information sharing. EiE partners should conduct joint fundraising and implementation. Responsibility: EiE IPs, EDPs
ii.	The EiE working group was deemed very broad and generic, and in most cases, EiE WG participants had no mandate to make decisions on behalf of their institutions.	Constitute a technical EiE committee to feed into the EiE working group. Nominate EiE WG representatives with authority to make decisions. Responsibility: MoES, EiE IPs, EDPs
iii.	Off-budget support reportedly led to uncoordinated activities and duplication.	Integrate service delivery and off-budget support into the mainstream services to directly contribute to District ERP objectives. Responsibility: MoES, EiE IPs, EDPs.
iv.	The EiE IPs often focused on attribution rather than complementarity. Some buildings tagged by partners were repeatedly renovated, yet others were neglected.	Strengthen partnerships, conduct more joint monitoring visits, and desist from branding and marking items using partners' logos. Include a budget for demolishing condemned buildings such as latrines since they put learners at risk. Responsibility: EiE IPs, DEOs and MoES
v.	Partners often demanded a lot of time from the government to officiate their activities without considering other competing activities. It was also reported that some IPs were not fully cooperative because of the amount of funds they contributed.	<ol style="list-style-type: none"> 1. Sensitise and orient partners on the immense pressure on government officers and only engage them in consideration of requests from other partners and routine activities. 2. Integrate off-budget support into the District ERPs for improved coordination. Responsibility: The ERP Secretariat, MoES
vi.	Lack of standardised allowances for the involvement of local government (LG) staff in IP activities. Underestimated cost of movement for field monitoring, especially for new districts of Obongi and Kikuube, which are far from the settlements.	Review and standardise allowances for LG staff across all EiE partners, considering distances to distant settlements for off-budget activities. Responsibility: The ERP partners
vii.	Lack of harmonised teachers' salaries by IPs hence high staff turnover.	Harmonise teacher salaries benchmarking on MoES salaries scales. Responsibility: The ERP partners, EDPs
viii.	Lack of harmonised duration for teachers' contracts, most of which were short-term (about six months), hence job insecurity.	Standardise the duration of the contracts and consider longer-term periods. Responsibility: EiE IPs, EDPs
	System challenges	

i.	Different grading systems across countries. For instance, South Sudan takes average performance, in Uganda, if one fails Mathematics and English, they cannot get a 1st or 2 nd grade. Some refugee teachers were not accredited and were mainly used as teaching assistants. This exacerbates the lack of teachers and affects the quality of education.	Support qualified refugee teachers to get certified quickly to supplement teaching efforts. Advocate for the harmonised education system in the region. Responsibility: EiE IPs, MoES
ii.	MoES computation of the capitation grants did not consider the number of learners at the school and community levels and excluded refugees.	Consider the number of learners and refugees at the school and community levels while computing capitation grants. Responsibility: MoES
iii.	Unfunded District ERPs limited implementation.	<ol style="list-style-type: none"> 1. Provide multi-year support for implementing District ERPs and develop a joint ERP fundraising strategy. Responsibility: MoES, EDPs, EiE IPs
iv.	Significant variation in infrastructure and human resources across schools in the settlement and host communities created conflicts between the two communities.	<ol style="list-style-type: none"> 1. Increase investment in educational infrastructure and human resources in host communities to bridge the gap between schools in the settlement and host communities. 2. Include a budget for the maintenance of infrastructure, including ramps. Responsibility: MoES, EDPs, EiE IPs
v.	EMIS data was not disaggregated by disability.	Strengthen the EMIS to include disability disaggregated data. Responsibility: MoES, the ERP secretariat and EiE IPs

1.0 INTRODUCTION

1.1 Background

The ERP was a 3.5-year plan (January 2018 - June 2021) designed to ensure that refugee children and adolescents and children within host communities have access to good quality education at all levels, irrespective of the country of origin of refugees and their location within Uganda. This core principle was in line with the Government of Uganda's policy towards refugees, the Comprehensive Refugee Response Framework, the Education Sector Strategic Plan, and the Sustainable Development Goals. The total planned cost was 389 million USD. The Plan aimed at reaching 567,500 refugees and host learners per year. It was implemented based on existing and potential resource flows.

The ERP was designed within the context of the Education Sector Strategic Plan (2017-2020). Under Objective One of the Education Sector Strategic Plan (ESSP), the sector set out the need to develop and implement response programs to provide quality education to refugees and the host communities. This created a clear entry point for all refugee interventions in the education sector in Uganda. The Comprehensive Refugee Response Framework (CRRF) for Uganda was launched at a high-level meeting in Kampala in March 2017. The CRRF aims to harness a whole-of-society approach in responding to and finding solutions to refugee crises in Uganda, building on existing initiatives and policies.

1.1.2 Research Questions

The evaluation questions were informed by Organisation for Economic Cooperation and Development /Development Assistance Committee (OECD/DAC) criteria: relevance, coherence, effectiveness, efficiency, and sustainability. Other criteria included lessons learnt, opportunities, as well as issues of gender equality, equity and social inclusion. The research questions per study objective and the methodology for data collection are shown in Table 1.

Table 1: Evaluation Criteria

Relevance	To what extent are the ERP interventions, objectives, and design respond to beneficiaries', global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change?	Document review, Key Informant Interviews (KIIs)
	To what extent is the ERP responding to in-country needs about education systems strengthening (as defined by government strategies, policies, and critical non-governmental sector stakeholders)	Document review, FGDs, success story documentation and KIIs
	To what extent is the ERP aligned to national plans	Document review and KIIs
	How is the ERP responding to changes and additional requests from national counterparts and shifts caused by external factors in an evolving country context, including COVID-19 pandemic effects?	Document review, FGDs, and KIIs
	To what extent are the needs of the most vulnerable groups (girls and young women; and children living with disabilities) been addressed?	Document review, FGDs, success story documentation and KIIs
Coherence	To what extent is the ERP consistent with other sector-level interventions in Uganda?	Document review and KIIs
Effectiveness	To what extent were the ERP objectives achieved, or are expected to be achieved at national and district levels?	Document review, FGDs, success story documentation and KIIs

	To what extent have the ERP improved the quality of education and strengthened the national and district systems for effective delivery of education services across the target levels (ECCE, primary, secondary, Accelerated Education Programme (AEP) and vocational skills development) considering the COVID –19 impact?	Document review, teacher competency assessment, School survey/learning outcome assessment using the Early Grade Mathematics Assessment (EGMA) and Early Grade Reading Assessment (EGRA) tool, FGDs, success story documentation and KIIs
	To what extent is the ERP achieving access to education and improving the quality of education for refugee and host community children?	Document review, classroom observation guide, teacher competency assessment, FGDs, success story documentation and KIIs
	To what extent did the ERP achieve results regarding strengthening the national and district systems for effective delivery of education services considering the COVID –19 impact?	Document review and KIIs at the national and district level
	To what extent were issues of gender equality and equity considered?	Document review, teacher competency assessment, FGDs, success story documentation and KIIs
	To what extent have the children with disabilities (from both the refugee and host communities) been enabled to access school?	Document review, observation of teachers using observation guide, FGDs, success story documentation and KIIs
	How adequate is the schoolteacher’s capacity to train learners and identify the needs of children with disabilities and methods of teaching for them?	Document review, teacher competency assessment, FGDs, success story documentation and KIIs
Efficiency	To what extent are the interventions able to deliver results in an economical and timely way?	Document review and KIIs
	How economically are resources/inputs (funds, expertise, time, etc.) converted to outputs?	Document review, FGDs and KIIs
	To what extent has the plan avoided duplication of efforts between EIE partners’ actions and actions financed by different sources?	Document review, FGDs and KIIs
	To what extent is the creation of synergies among ERP partners given a better use of resources at the country level?	Document review and KIIs
	To what extent have the ERP mobilised and utilised resources against the targets	Document review and KIIs
Sustainability	To what extent will the net benefits of the intervention continue, or are likely to continue?	Document review, FGDs, and KIIs
	What systems and resources are in place to continue providing the results and benefits to refugees and the host communities?	Document review and KIIs
	To what extent is the human resources, national and district institutions in the education sector can continue providing services to refugees and the host communities?	Document review, documentation and KIIs
	What are the available committed financial and human resources to maintain results?	Document review and KIIs
	What is the degree of ownership of the ERP concept and initiative among line ministries and refugee-hosting districts regarding organisational planning and budgeting processes?	Document review, success story documentation and KIIs

	To what extent is the external environment conducive to the maintenance of results? What coordination mechanisms are in place to ensure an appropriate approach to joint programming, management, planning, monitoring and evaluation under the ERP?	Document review and KIIs
Impact	To what extent has the Plan achieved or is likely to achieve its long-term results	Document review, FGDs, success story documentation and KIIs
Other criteria		
Lessons learnt	What are the lessons and good practices from implementing the ERP I?	Document review, FGDs, success story documentation and KIIs
Opportunities	What opportunities exist to improve both the cooperation and coordination between the key stakeholders and their support aimed at the improved delivery of the education services?	Document review, FGDs, success story documentation and KIIs
Teachers' professional competency	What is the teachers' level of professional competency required for implementing the programme?	Document review, teacher competency assessment,

1.2 Problem Statement/Justification of the Survey

The ERP was designed with a core principle of ensuring that refugee children and adolescents, as well as children within host communities in refugee-hosting districts (RHDs), have access to good quality education at all levels; this is in line with the government's policy towards refugees, the CRRF and the SDGs. The ERP was designed within the context of the Education Sector Strategic Plan (ESSP) (2017-2020). Under Objective One of the ESSP, the sector sets out the need to develop and implement response programs to provide quality education to refugees and the host communities. This creates a clear entry point for all refugee interventions in the education sector in Uganda.

The purpose of the ERP for refugees and host communities was to ensure improved learning outcomes for the increasing numbers of refugee and host community children and adolescents across Uganda. In this regard, a situation analysis (ERP baseline 1.0) was conducted in 2017/18 to identify national gaps by sub-sectors and priority issues across education levels. Information from eight districts was collected and analysed. The purpose of the ERP baseline 2.0 was to provide benchmark information against the performance indicators identified in the ERP logical framework. This was used to measure ERP achievements at outputs, outcomes and impact levels. Therefore, the end of the ERP called for an endline survey to provide information to support learning among key stakeholders from the experience of implementing the ERP at the national and district level and to inform the development of ERP II and other similar initiatives. In addition, the endline survey assessed and validated the results the partners have achieved during the implementation period to ensure and support accountability for ERP support.

1.3 Purpose and Objectives of the Endline Evaluation

The purpose of the Endline Evaluation was to:

- 1) Provide information to support learning among key stakeholders from the experience of implementing the ERP at national and district levels, to inform the ERP II and similar initiatives.
- 2) To assess and validate the results partners have achieved during the implementation period to ensure and support accountability for ERP support.

1.3.1 Objectives of the Endline Evaluation

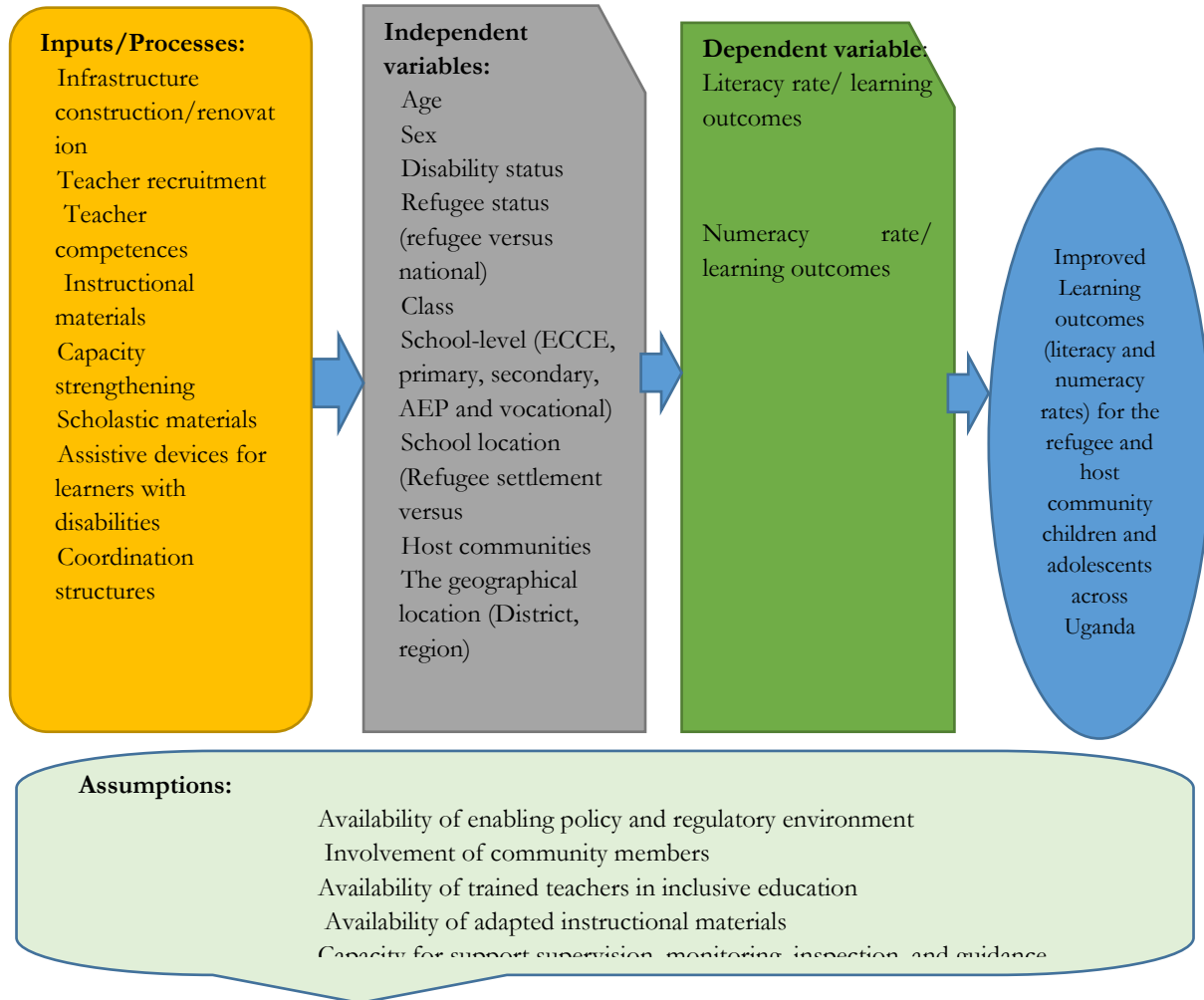
The specific objectives of the Endline Evaluation were to:

- i. Assess the relevance and coherence of the objectives and the approach of the ERP at the national and district levels.
- ii. Assess the effectiveness and efficiency of the implementation of the ERP at national and district levels; also, but not exclusively, concerning:
 - Achievements of the Plan regarding increasing access to education, and improving the quality of education for both refugee and host community children.
 - Strengthening the national and district systems for effective delivery of education services considering the COVID –19 impact.
 - Assess the extent to which gender equality and equity issues have been considered. Special attention was given to learners with disabilities from both the refugee and host communities to ensure that access to school, teacher’s capacity and identification methods are assessed during the evaluation.
- iii. Assess the sustainability of the results achieved by the ERP at the national and district levels.
- iv. Identify lessons and good practices from implementing the ERP I.
- v. Identify opportunities to improve both the cooperation and coordination between the key stakeholders and their support aimed at the improved delivery of the education services in a set of concrete and actionable recommendations.
- vi. Assess the percentage of teachers that have the professional competency required for implementing the programme
- vii. Establish inclusion and contextualisation of the impact level indicators, as assessed through baseline 2.0, whose data was collected in March 2021.

1.4 Conceptual Framework for the Endline Evaluation

The study examined the project inputs/process, the independent and dependent variables, the underlying assumptions and if the planned interventions resulted in the anticipated outcomes. The conceptual framework of the survey is presented in a diagrammatic presentation in Figure 1.

Figure 1: Conceptual Framework for the Survey



2.0 METHODOLOGY

2.1 Study Design

The evaluation utilised a concurrent mixed methods research approach where qualitative and quantitative data was collected simultaneously/concurrently. Within the qualitative approach, a cross-sectional study design was utilised.

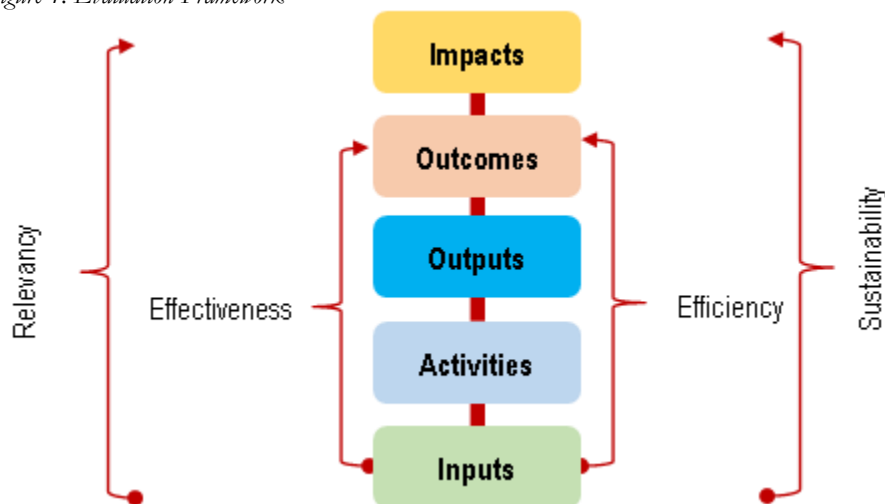
2.2 Study Sites

The survey areas included the 13 refugee-hosting districts: Adjumani, Isingiro, Kampala, Kamwenge, Kikuube, Kiryandongo, Koboko, Kyegegwa, Lamwo, Madi-Okollo, Obongi, Terego, and Yumbe.

The evaluation was undertaken through a highly consultative and participatory process with broader involvement of all key stakeholders at national, district and community levels to ensure ownership and accountability. To ensure **'leaving no one behind'**, The consultant ensured the inclusion of marginalised groups such as the people with disabilities, particularly the learners with disabilities as per the Washington group set of questions), ethnic minority groups and gender minority groups. In addition, the evaluation utilised a theory-based approach through rigorous analysis of the ERP theory of change (ToC): with a focus on intended outcomes, outputs, activities, and the contextual factors that may have affected the implementation of the ERP and their potential to achieve the desired outcomes.

The evaluation was premised on the Organization of OECD/DAC evaluation criteria of relevance, effectiveness, efficiency, impact and sustainability. An evaluation matrix was developed detailing the research questions for each OECD/DAC criteria, data sources, and methods. For example, the evaluations focused on national and international priorities and beneficiary needs under relevance. Under effectiveness, the focus was on whether programme objectives were achieved, explored the facilitating and constraining factors. Efficiency is focused on whether outputs and outcomes are achieved with the least cost and time. Impact focused on achievement or likely achievement of long-term results, while under sustainability, focus, was on whether benefits will continue after the programme/project end period. The evaluation framework is shown diagrammatically in Figure 1.

Figure 1: Evaluation Framework



Source: Modified from 'DFID Approach to Value for Money 2011'

2.3 Study Population

The population targeted in the in-school interviews were learners in primary three (P.3) and primary six (P.6) including those with disabilities in order to determine their proficiency in literacy and numeracy and parents/guardians/caregivers of these children. The endline survey aimed at filling the gap since the baseline survey of 2021 only assessed learners in P.3 and P.6 without a specific focus on learners with disabilities, due to time and other resource constraints. Therefore, the endline survey on applying EGRA and EGMA among learners with varied disabilities. At the community level, FGDs were conducted among female and male parents/guardians/caregivers of children aged below 18 years and in and out of school girls and boys. In addition, interviews were conducted among other key stakeholders who included teachers, District Education Officers (DEOs), the ERP Secretariat officers, officials from line ministries such as the Office of the Prime Minister (OPM), Ministry of Education (MoES), officers, and, UNHCR and Ministry of Local Government (MGLSD), Education in Emergencies (EiE) working group, EiE implementing partners (IPs), School Management Committees; Civil Society Organisations (CSOs), Local Council (LC) chairpersons; and Refugee Welfare Councils (RWCs).

2.4 Sampling Procedures

The section describes the steps followed to develop the respondents for the survey.

2.4.1 Sampling for Schools

Multistage cluster sampling was used to obtain the final schools for the survey. Based on the ERP schools' database (2021), the Plan has been supporting 1,841 schools (615 in refugee settlements, 1,226 in host communities) with a total of 20,855 learners with disabilities (11,030 in refugee settlements and 9,825 host communities), as shown Table 2.

Table 2: Learners with Disabilities per District and Level of Education

Level of education	Settlement Status	Adjumani	Isingiro	Kamwenge	Kikuube	Kiryandongo	Koboko	Kyegegwa	Lamwo	Madi Okollo	Obongi	Terego	Yumbe	Total
ECCE	Host	177	524	114	25	134	15	333	98	16	13	60	40	1,549
	Settlement	139	151	81	85	77	23	178	113	40	211	375	322	1,795
	Total	316	675	195	110	211	38	511	211	56	224	435	362	3,344
Primary	Host	1,867	991	209	583	850	160	751	406	219	393	501	836	7,766
	Settlement	533	817	163	1,145	264	106	1,065	171	300	1,087	715	1,744	8,110
	Total	2,400	1,808	372	1,728	1,114	266	1,816	577	519	1,480	1,216	2,580	15,876
Secondary	Host	65	85	0	6	19	3	26	23	54	58	8	2	349
	Settlement	77	0	14	9	5		13	34	93	128	128	20	521
	Total	142	85	14	15	24	3	39	57	147	186	136	22	870
AEP	Host	0	0	0	0	0	0	0	4	0	12	0	5	21
	Settlement	64	30	7	76	0	0	371	4	0	10	25	0	587
	Total	64	30	7	76	0	0	371	8	0	22	25	5	608
VTI	Host	1	121	0	0	10	0	3	5	0	0	0	0	140
	Settlement	1	2	0	0	0	0	1	2	0	10	0	1	17
	Total	2	123	0	0	10	0	4	7	0	10	0	1	157
Total	Host	2,110	1,721	323	614	1,013	178	1,113	536	289	476	569	883	9,825
	Settlement	814	1,000	265	1,315	346	129	1,628	324	433	1,446	1,243	2,087	11,030
	Total	2,924	2,721	588	1,929	1,359	307	2,741	860	722	1,922	1,812	2,970	20,855

Purposive sampling ensured that only schools with at least 20 pre-determined learners with disabilities were sampled at the primary school level using MoES Learning Needs Identification Tool. A sampling frame of 263 schools was obtained, shown in Table 3. The sample was proportionately distributed across the districts and settlements.

Table 3: Sampling Frame for Schools by District

Level of Education	Settlement Status	Adjumani	Isingiro	Kamwenge	Kikuube	Kiryandongo	Koboko	Kyegegwa	Lamwo	Madi Okollo	Obongi	Terego	Yumbe	Total
Primary schools with ECCE and 10 + CWDs	Host	21	22	6	5	14	0	19	8	0	1	2	1	99
	Settlement	0	15	3	8	4	1	9	6	4	11	6	7	74
	Total	21	37	9	13	18	1	28	14	4	12	8	8	173
Secondary (with > 4 CWDs)	Host	4	3	0	0	1	0	2	1	0	2	2	1	16
	Settlement	7	0	1	1	1	0	1	1	2	4	1	5	24
	Total	11	3	1	1	2	0	3	2	2	6	3	6	40
AEP	Host	2	2	4	7	0	0	0	0	2	2	0	3	7
	Settlement	2	2	4	7	0	0	4	4	1	1	5	0	26
	Total	4	7	4	7	0	0	4	4	3	3	5	3	33
VTI	Host	1	3	0	0	4	0	1	2	0	0	0	1	11
	Settlement	1	1	0	0	0	0	1	1	0	1	0	0	6
	Total	2	4	0	0	4	0	2	3	0	1	0	1	17
Total	Host	28	30	10	12	19	0	22	11	2	5	4	6	133
	Settlement	10	18	8	16	5	1	15	12	7	17	12	12	130
	Total	38	51	14	21	24	1	37	23	9	22	16	18	263

Cluster sampling was used for institutions (AEP, Primary/ECCE, Secondary and VTI); 70% were settlement schools, and 30% were host community schools. Sampling was done using Yamane's (1967) simplified sample sizes calculation formula below:

$$n = \frac{N}{1+N(e)^2}$$

N = Population size

n = required sample size

e = the level of precision or error margin assumed to be 5%

The Yamane (1967) formula was applied at each level to obtain a total sample size of 156 schools, as shown in Table 4.

Table 4: Number of Sampled Schools by Category and Location

Category of School	Sampling frame			Sample size		
	Refugee	Host	Total	Refugee settlement	Host (30%)	Total
AEP	26	7	33	$\frac{26}{1+26(.05)^2} = 23$	7	30
Primary/ECCE	74	99	173	$\frac{74}{1+74(.05)^2} = 62$	19	81
Secondary	24	16	40	$\frac{24}{1+24(.05)^2} = 23$	7	30
Vocational Training	11	6	17	$\frac{11}{1+11(.05)^2} = 11$	4	15

Category of School	Sampling frame			Sample size		
	Refugee	Host	Total	Refugee settlement	Host (30%)	Total
Institutions						
Grand Total	135	128	263	119	38	156

The study was conducted in 156 schools (119 within refugee settlements and 37 host communities), a significant representative sample for schools at a 95% level of confidence and 5% error margin. A random sample of 20 learners with disabilities (10 in P.3 and 10 in P.6) per school, making 1,600 learners, 20 learners per school multiplied by 81 Primary/Early Childhood Care and Education (ECCE) schools, were interviewed. The 1,600 is a significant representative sample for learners with disabilities at a 95% level of confidence and 5% error margin. Gender balance was ensured by separating female learners from male learners depending on the numbers in each class. Since some schools had fewer numbers than required, we ensured that where we had more numbers with disabilities, we interviewed more than 20 learners to compensate for those with fewer, where 1; where with disabilities were less than 10 in each of the targeted classes, they were interviewed. P&E is aware that partners are supporting learners with disabilities in schools outside the host sub-counties and districts, a sample of these schools included in the study is presented in Table 5.

Table 5: Number of Sampled Primary Schools per District

SN	District	Outside Settlement		Settlement		Grand Total	
		Total	Sampled	Total	Sampled	Total	Sampled
1.	Adjumani	21	2	0	0	21	2
2.	Isingiro	22	2	15	6	37	8
3.	Kamwenge	6	2	3	3	9	5
4.	Kikuube	5	2	8	5	13	7
5.	Kiryandongo	14	2	4	4	18	6
6.	Koboko	0	0	1	1	1	1
7.	Kyegegwa	19	2	9	6	28	8
8.	Lamwo	8	2	6	5	14	7
9.	Madi Okollo	0	0	4	4	4	4
10.	Obongi	1	1	8	10	9	11
11.	Terego	2	2	6	5	8	7
12.	Yumbe	1	1	7	6	8	7
13.	Kampala	10	10	0	0	10	10
	Total	99	19	74	62	173	81

Selection of other Learners

All girls and boys with disabilities were registered separately in each targeted class, from which five girls and five boys were randomly selected. Where one gender was less than five, the other gender was oversampled to compensate. This was applied where learners with disabilities, boys and girls are more than 10. Where the learners with disabilities, both boys and girls, were less than ten, all of them would be selected.

Sampling for Teacher Competency Assessment

A total of 222 school teachers (2 per school) were sampled to undertake the teacher competency assessment of which 81 were from primary/ECCE and 60 AEP, as shown in Table 6. The target was class teachers for targeted classes, P.3 and P.6.

Table 6: Teacher Competency Assessment Sample Size

Category of School	Sampled Schools	Sample Size for
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	Host	Refugee	Total	Teacher Assessment
AEP	23	7	30	60
Primary/ECCE	62	19	81	162
Grand Total	85	26	111	222

Early Childhood Care and Education Centres

Among the sampled primary schools with ECCE, KIIs were conducted among teachers, representatives of parents, and the head of ECCE. Parents with ECCE pupils were included in FGDs.

Secondary Schools

A total of 31 secondary schools were sampled, as presented in Table 7. In some districts where there is only one secondary school (e.g., Kikuube, Kyegegwa), one school was selected. The sampling was done separately for the refugee (70%) and host communities (30%) and later merged. The KIIs were conducted among the school administrators and teachers (senior man and senior woman) in each of the sampled secondary schools

Table 7: Number of Sampled Secondary Schools per District

SN	District	Outside Settlement		Settlement		Grand Total	
		Total	Sampled	Total	Sampled	Total	Sampled
1.	Adjumani	4	1	7	4	11	5
2.	Isingiro	3	1	0	0	3	1
3.	Kamwenge	0	0	1	1	1	1
4.	Kikuube	0	0	1	1	1	1
5.	Kiryandongo	1	1	1	1	2	2
6.	Koboko	0	0	0	0	0	0
7.	Kyegegwa	2	1	1	1	3	2
8.	Lamwo	1	1	1	1	2	2
9.	Madi Okollo	0	0	2	2	2	2
10.	Obongi	2	1	4	4	6	5
11.	Terego	2	1	1	1	3	2
12.	Yumbe	1	1	5	5	6	6
13.	Kampala	2	2	0	0	2	2
	Total	18	10	24	21	42	31

Key Informant Interviews

Purposive sampling was used to select 183 KIIs based on the level of involvement in implementing the Plan. Of these, 132 were interviewed (response rate of 70%). A list of persons interviewed is attached as Annex 2A and 2B.

Sampling for FGDs

Purposive sampling was conducted to select a total of 24 FGDs. In each region, 8 FGDs were conducted among refugees and host communities. Each FGD had 6- participants, thus, 144 participants. The selection considered 70% of FGDs among refugees and 30% among the host communities as follows:

- In-school P.6 girls, including learners with disabilities
- In-school P.6 boys, including learners with disabilities
- Secondary school girls (S.2-S.3), including learners with disabilities
- Secondary school boys (S.2-S.3), including learners with disabilities

- e) Out of school girls aged 15-24 (8 refugee and 4 host community)
- f) Out of school boys aged 15-24 (8 refugee and 4 host community)
- g) Female parents/caregivers/guardians (8 refugee and 4 host community)
- h) Male parents/caregivers/guardians (8 refugee and 4 host community)

The School Survey

The school survey was conducted among 104 schools in total, (95% response rate). The majority being primary (82%), secondary (10%), VTI (7%), ECCE (1%) and AEP (1%). A structured quantitative survey tool was used to collect data. Interviews were conducted with the SMC/BOG, administration, PTAs and teachers to ascertain key variables such as school infrastructure, enrolment and the cross-cutting issues.

Inclusion and exclusion criteria:

Inclusion

The EGMA and EGRA Assessment

- Learners in primary six and primary three who have a disability

Focus Group Discussions (FGDs)

- The FGDs included in-school primary and secondary school girls and boys as well as out of school girls and boys.
- Parents/guardians of children who are of primary school-going age (men and women)
- Refugees
- Learners with disabilities

Teacher Competency Assessment

Teachers at primary, AEP and Secondary school levels

Key Informant Interviews

- Key stakeholders involved in the implementation of the ERP at the national, district, community and school levels

Physical Accessibility Audit/Observation Checklist for Learning Institutions

- All sampled schools (ECCE, AEP, primary and Secondary)

Exclusion

The EGMA and EGRA Assessment

- Learners that are not in P.3 and P.6
- Learners who do not have a disability
- Out of school children
- Parents or guardians of children

Focus Group Discussions

- In-school and out school girls and boys not in primary or secondary school.
- Parents/guardians who do not have primary school going age.

Teacher Competency Assessment

- The teacher competency assessment excluded non-teaching staff and teachers outside primary/ECCE and AEP schools.

Physical Accessibility Audit/Observation Checklist for Learning Institutions

- Non-sampled schools

Key informant interviews

Key stakeholders not involved in the implementation of the ERP

2.5 Study Variables

The study examined the following variables:

a) Independent variables

- Age
- Sex
- Disabilities status
- Refugee status (refugee versus national)
- Class
- School level (ECCE, primary, secondary and vocational)
- School status (government, private and community)
- Refugee settlement
- Refugee host communities
- District
- Geographical location

b) Dependent variables

- Literacy learning outcomes
- Numeracy learning outcomes
- Disabilities inclusiveness/sensitivity

2.6 Data Limitations

The major limitation with data on learners with disabilities may be the definition of disability which was based on the PWDs Act of 2020, and hence could have left out some categories of disabilities for instance difficulty in self-care. The endline further used pre-determined disability data from MoES where many children with different disabilities may be excluded. Given the limited timeframe and resources, the EGRA and EGMA assessors heavily relied on lists of pre-identified learners with disabilities; this could have left out some learners with disabilities whose conditions were not pre-identified.

There was a limitation of not getting the required number of learners with disabilities in the targeted classes of P.3 and P.6 for the learning outcome assessment; this limitation was abated by adding more schools with known learners with disabilities guided by key stakeholders in the districts to get more numbers.

The EGRA and EGMA assessment were conducted after schools had been closed for two years; this is likely to negatively affect the learning outcomes since learners have not been in school for

long. Additionally, the assessments were conducted when learners were starting their exams, and some schools had closed the week before. The assessment team managed this challenge by negotiating good time after exams and replacing closed schools with those that had not yet closed.

2.7 Data Collection Methods

A mixed-method approach was used through qualitative and quantitative data collection methods, including document review, learning outcome assessment using EGRA and EGMA, teacher competency assessment, success stories documentation, school survey, Key informant interviews, classroom and other physical structure observation, and FGDs.

Document Review

A detailed review of key documents was conducted to provide the background information on current status of key indicators, inform the evaluation design, and the data collection tools based on gaps in information available information. Some of the Key documents included the ERP ToC, the ERP revised Plan March 2019; the ERP M&E Tools: ERP Logical Framework Matrix, updated ERP Harmonized database and M&E Plan; the ERP Baseline 2.0 Report; ERP System Strengthening Strategies; ERP Financial Tracking Report 2020, ERP quarterly progress reports, the ERP Baseline Survey Report, ERP Annual Review, ERP Steering Committee, Information Management and other task teams minutes as well as other relevant policy documents such as ESSP; EIE Partners studies and survey reports. In addition, other available data on the Education sector, such as the National Planning Authority, OPM, UBOS, UNHCR MoES, and EIE partners' most recent survey reports were reviewed. Other documents for review included the Third National Development Plan (NDP III) 2020/21- 2024/25, the Comprehensive Refugee Response Framework 2017, Refugees Act, 2006, Education and Sports Sector Strategic Plan 2017/18- 2019/20 and among others. Documents reviewed are presented as references.

Infrastructure Observation / Physical Accessibility Audit

Observations were conducted on the school's infrastructure, such as classrooms, dormitories, libraries, washrooms and teachers' accommodation to assess their inclusiveness and accessibility for learners with disabilities. In all, 89 schools were covered. The focus was on the sampled schools (ECCE, AEP, primary and secondary). This was done using the observation tool adapted by the consultancy team based on the physical accessibility tool developed by Uganda National Action on Physical Disability (UNAPD) and MoES accessibility guidelines attached as Annex 5.

Rapid Disability Assessment

Among the sampled learners in targeted classes for EGRA and EGMA (P.3 and P.6), a rapid disability assessment was conducted using the UNHCR guidance on the identification of persons with disabilities, which adapted the Washington Group Short Set of Questions (WGSSQ) to include additional questions on upper and mental health and psycho-social support (MHPSS). The WGSSQ is a standard and tested tool o uses during the census. This assessment aimed to confirm whether the sampled learners had disabilities or not.

Learning Outcomes Assessment for Learners with Disabilities

Data was collected on the learning outcomes for learners with disabilities. All EGRA and EGMA data collection tools were adapted in a format suitable for learners with disabilities, especially those with the hearing impairment, visual impairment and intellectual impairment. Each Team had a Sign Language Interpreter and a Braille Specialist. For the learners with hearing impairment who had learnt sign language, sign language was used to collect data.

EGRA and EGMA tools were adapted into braille to accommodate learners with visual impairment. Large fonts were used to print EGRA and EGMA stimuli, which contained short stories for learners to read or numbers for identification. The team liaised with the learners' teacher/caregiver to identify necessary adaptation and preparation before administering the EGRA/EGMA tests and the FGDs.

The data collection team ensured reasonable accommodation of learners with disabilities individually since learners with the same impairments do not need the same support. For instance, extra minutes (120 seconds instead of 60 seconds) were accorded to all learners who required it, such as those with visual, audio and upper body mobility disabilities participating in the study during data collection. Accessibility of the environment for safety and easy movement as ensured for learners with physical or mobility disabilities.

Teacher Competency Assessment

The teacher competency assessment was conducted among randomly sampled teachers at ECCE, AEP and primary schools. An adapted MoES structured quantitative assessment tool was used to collect data (Annex 4). The assessment involved teachers' knowledge of inclusive education pedagogy through the survey based on the adapted MoES school supervision tool. The professional teaching competencies assessed include:

- Communication and interpersonal skills
- Facilitation and engagement
- Assessment and coaching
- Collaboration and teamwork
- Caring and inclusiveness
- Flexibility and adaptability

The School Survey

The school survey was conducted using a structured quantitative survey tool to collect data. Interviews were conducted with the SMC/BOG, administration, PTAs and teachers to ascertain key variables such as school infrastructure, enrolment and the cross-cutting issues.

Key Informant Interviews

Key informant interviews were conducted among key stakeholders at the national, district, community and school levels. This list of key stakeholders is attached as Annex 2A and 2B. A Key Informant Interview guide was developed and used to determine the relevance, effectiveness, efficiency, sustainability and lessons learnt.

Focus Group Discussions

The FGDs were conducted among the selected primary and secondary school girls and boys as well as out of school girls and boys. FGDs were also conducted among parents/guardians and caretakers of children of primary school-going age. The FGD participants included refugees as well as refugee-hosting community members. Separate FGDs were held for girls and boys; as well as women and men. In addition, FGD with learners with disabilities were conducted.

The team ensured reasonable accommodation of learners with disabilities and accessibility to locations where FGDs were conducted. A conducive environment was created to provide learners

with disabilities express their opinions to the best extent, through having interpreters, finger pointing and communication boards.

Success Story Documentation: The team gathered success stories at the community level using a success story guide.

Geographic Information System Mapping

A geographic Information System (GIS) was used first to understand the spatial distribution of the schools around the refugee settlements. The mapping covered all sampled primary schools, including those with AEP centres and secondary schools. These schools were remapped during fieldwork to ascertain areas of data collection.

After fieldwork, relevant quantitative data at the national, district and community levels were analysed and represented in a GIS system. EGRA and EGMA results were overlaid on other data such as administrative units and population to identify spatial patterns.

The ERP endline survey was mapped using the customised Kobo Collect app. The Kobo Collect toolbox has an inbuilt question that allows for collecting Global Positioning System (GPS) readings. During the endline survey, GPS readings/coordinates were collected in the latitude-longitude format using the WGS 1984 Arc1960 datum system. Coordinates were collected for each school. Other GPS coordinate tools such as Google GPS apps were used in areas where coordinates could not be collected automatically through Kobo Collect. Data cleaning and analysis were done in Ms Excel and Access. Final display was done using Arc Map.

Validation and Feedback Workshop

The consultants presented preliminary findings to the EDP in an EiE EDP meeting and other key stakeholders at a validation/feedback workshop, which UNHCR and the ERP Secretariat organised after producing the second draft report. Stakeholders provided input which was used to finalise the report.

2.8 Data Management, Analysis and Data Quality Assurance

The section presents how data was cleaned, entered and analysed as well as ethical considerations.

Data collection

Quantitative data collection forms were designed using Kobo Collect and uploaded onto tablets. Data was collected, edited, finalised, and sent to a central server and instantly uploaded to the cloud to allow real-time data analysis and situational awareness. Data was exported to STATA15 for analysis. Qualitative data was collected using hard copy tools, and recorders were used for the audio recording of the interviews for backup.

Data Entry and Analysis

Quantitative data analysis

Quantitative data was directly captured electronically using tablets. Data were extracted from the server and exported to STATA15 for analysis to obtain the various tables and graphs. Graphs were mainly generated using MS Excel and MS Word. Data were analysed to generate descriptive statistics, frequencies, percentages, means and totals. Cross-tabulation tables were produced to establish the influence of social demographic factors against key variables.

Qualitative data analysis

Qualitative data was organised using the NVIVO computer-aided data analysis software to augment quantitative findings. Data gathered and recorded from various sources was cleaned and transcribed verbatim as well as analysed manually at some stage following a step-by-step process. Key themes were identified and later condensed into meaningful codes. Deeper meanings were captured based on observations made during data collection.

2.9 Data Analysis Plan

Descriptive statistics were summarised, such as key characteristics of the survey. These included univariate analysis of socio-demographic variables, such as age, geographic location (settlement versus host community, also by settlement), level of education, disability type and level and academic subjects assessed; bivariate analysis was used to describe any interesting correlations between two variables of interest. These were triangulated with data analysed from KIIs, FGDs and secondary data analysis. The information was compared with baseline data, monitoring data and information from other related studies conducted by UWEZO, UBOS and other reliable related studies.

2.10 Data Quality Assurance

The quality of data was maintained throughout the process through: (a) use of reliable sources of information, corroboration and cross-referencing with other credible sources; (b) the design and use of the standard data collection tools and methods for analysis; (c) rigorous training of the research team to ensure that they are fully conversant with the use of tools; (d) pretesting and reviewing the data collection tools based on the results of the pre-test; (e) research team members and supervisors crosschecking each filled-in manual data collection tool for completeness, consistency, and legibility where applicable (this checking was done during the day and at the end of the day so that corrections were done before field teams left the sites); (f) daily debriefing among the research team conducted every evening to share experiences and chart out strategies for the way forward; (g) conducting random spot checks by supervisors in the field to validate the authenticity of compiled data.

Particular attention was put towards ensuring that the data collection methods were reliable and valid. Under reliability, the evaluation team ensured that data reflect stable and consistent data collection processes and analysis methods over time. Under validity, the team ensured that the assessment methodology and results accurately reflect the intended results.

To ensure reliability and validity of the data collection tools, the following was done:

Reliability

- Pre-tested data collection tools to check the consistency in questions and expected answers to obtain reliable and correct data for the study's objectives. Comments from the pre-test were incorporated into the final tools before the actual study started. There was a lapse of one week after training to allow continued mastering of tools by RAs.
- The evaluation utilised standardised data collection tools used across districts.

- Conducted rigorous training of the research team on the proper application of the tools and their complete understanding of study variables. During the training, role-playing was conducted to serve as examples and help obtain feedback.
- Given the diverse languages in programme districts, key terms in study instruments and consent forms were identified and translated into local and international to ensure common understanding and consistency of responses. They included Aringa, Kakwa, Lugbara, Runyakitara, Luo, Luganda, Arabic, French and Swahili. Research Assistants that speak the languages of Uganda were selected. Local translators fluent in Arabic and English were used for FGDs in settlements where South Sudanese resided.
- Key concepts were translated into local languages/dialects and explained to the RAs during training. This ensured a correct understanding of the concepts and the local communities.

Validity

- Data collection tools were divided into different technical aspects to address the content validity for diverse target groups and targeted assessments.
- Experts within the UNHCR M&E team reviewed and provided expert advice on the validity of the study instruments
- Research supervisors did prompt review of completed questionnaires by respondents
- Standard indicator definitions were used and followed to guide tracking and computation of indicator values.

2.11 Ethical Considerations

The evaluation team adhered to the United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation; UNEG Ethical Guidelines and Code of Conduct, and any other relevant ethical codes and ensuring adherence to the guidance on the integration of gender equality and human rights principles in the evaluation focus and process as established in the UNEG Handbook.

The survey protocol, consent forms, parental consent forms and assent forms, and the data collection tools were approved by Mildmay Uganda Research Ethics Committee (MUREC) and the Uganda National Council of Science and Technology (UNCST).

The evaluation adhered to the following accepted codes of conduct:

- Seeking consent:** Informed written consent was obtained from respondents before any interview was conducted.
- Assent and parental consent:** P&E were aware that interviewing children requires parents or teachers to consent on their behalf. This was particularly applicable to P.3 and P.6 learners. The learners aged under 18 years signed assent forms, and their parents /guardians signed parental consent forms.
- Maintaining confidentiality:** Confidentiality of all data collected from various respondents by ensuring anonymity was maintained throughout the data collection process.
- Sensitive information:** Information considered private and/or infringing on the privacy of respondents shall be avoided.
- Avoiding bias:** The team ensured that the design of the questions caters for the avoidance of bias.
- Reasonable accommodation:** Throughout the evaluation process, the needs of all individuals with disabilities were addressed depending on the requirement. For instance, to

address the needs of persons with visual impairment in the study, large print surveys for persons with low vision, data collection tools were transcribed into braille for participants with visual impairment. Sign language interpreters were contracted for persons with hearing impairment. Additionally, the team ensured the selection of interview venues easily accessible to people with disabilities and other persons with disabilities.

3.0 FINDINGS

3.1 Introduction

Although the target for EGMA and EGRA was to interview a total of 1,600 learners with disabilities from the sampled 111 schools, the endline survey interviewed 1,320 learners (646 girls, 674 boys) out of the targeted 1,600, an 83% response rate which is a reliable sample for making conclusions. These learners were from 104 schools, 94% of the sampled. This was because some of the sampled schools had fewer learners with disabilities in targeted classes of P.3 and P.6 than anticipated and other schools had closed for first term holidays.

Out of the anticipated 222 teachers for teacher competency assessment, 210 teachers (82 females, 128 males) were assessed, representing 95% response rate of the targeted sample. The observation was done in 89 schools, while a school survey was conducted in 104 schools. Despite the slight reduction in the targeted respondents, the obtained sample size is still large enough to support the endline findings. The actual numbers per category of respondents/assessment area are presented at the beginning of each section.

The findings are presented according to relevance and coherence, effectiveness, efficiency, sustainability and impact as per the OECD/DAC evaluation criteria. This section also explains the lessons learnt, opportunities, conclusions and recommendations.

3.2 Relevance and Coherence

The ERP response to global, country, partner/institution and beneficiaries' needs, policies, and priorities

Education is a basic need and human right of all people and an essential tool to transform and improve the future of vulnerable people. This is re-echoed particularly in Sustainable Development Goals (SDG) 2015-2030 Goal 4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all). Target number eight of the 4th goal is to “build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all”. The ERP further contributes to SDG Goal 5 (Achieve gender equality and empower all women and girls). Uganda was one of the first countries in Africa and the world to embrace and incorporate the 2030 UN SDGs in the National Planning Framework.

At the national level, ERP is aligned to all relevant policies and frameworks; for instance, the ERP is aligned to the 3rd National Development Plan (NDP III) objective 4 (Enhance the productivity and social wellbeing of the population) and provides for refugee inclusion. The provision of quality education is well embedded in the Constitution of Uganda Article 30, and it is spelt out that all children in Uganda are entitled to quality education. The ERP is aligned to the the National Integrated Early Childhood Development (NIECD) Policy (2016) and the outgoing Early Childhood Care and Education (ECCE) policy (2018) whose goal is to provide a framework for standardising ECCE and enhancing the development and management of ECCE service delivery.

The plan aligned with GoU MoES Education and Sports Sector Strategic Plan (ESSP) 2017/18 2019/20 strategic objective 1, priority number 8: Provision of education to refugees and host communities. The main goal of Universal Primary Education (UPE) is to ensure that every child enters and completes primary school, thereby reducing inequities in education and eventually reducing poverty. The Universal Secondary Education (USE) also ensures universal access to secondary education for all. The ERP was included as an annex of the ESSP, and when the ESSP was updated, it took the alignment of both documents into account, and there is no contradiction between the two documents. The ERP also adhered to the national level stand; for instance, teachers must have completed formal training, and refugee teachers had to be certified in the country, working with their home embassies to confirm qualifications and certifications. The ERP is further aligned to the Technical, Vocational Education and Training (TVET) Policy, which provides a framework for the development of TVET to enable the training of a highly skilled and competitive workforce.

The ERP was further aligned to the CRRF 2017 and the Refugees Act 2006. For years, Uganda has been one of the countries hosting the highest number of refugees and offering a haven amid trouble spots such as the Democratic Republic of Congo (DRC) and South Sudan. Currently, an estimated 1.5 million refugees reside in Uganda, and 61% of refugees are minors, hence need education. The ERP, therefore, meets the critical education needs and human rights of refugees and host communities.

The ERP interventions were aligned to those of Human Capital Development (HCD) sectors, such as MoH for health and WASH-related issues, MWE for WASH, and MGLSD for ECCE and child protection. The Plan is also aligned with other guidelines such as; the Settlement Transformation Program by the World Bank and OPM the Refugee and host population empowerment strategic framework REHOPE - Uganda (June 2018).

Relevant regional frameworks

At the regional level, the Regional Protection and Solutions Dialogue for the East and Horn of Africa: Statements of Good Practices and Recommendations held in December 2021 in Nairobi, Kenya, recommended that refugee led organizations be promoted in EAC and IGAD member states in order to have a positive impact on self-reliance and social cohesion. The dialogue further recommended that modalities be adopted for an annual multi-stakeholder exchange of good practices among EAC and IGAD member and partner States. This would facilitate a better response to the new emergencies and protracted refugee situations. Additionally, frameworks such as the EAC Vision 2040, Djibouti Declaration, Kampala Declaration, AU Agenda 2063 align with the ERP.

The Inter-University Council for East Africa (IUCEA) seeks to harmonise education in EAC. The IUCEA is a coordinating and steering body headquartered in Kampala, Uganda. The IUCEA comprises 116 members; universities and other degree-granting higher education institutions (HEIs), as well as dozens of associate member institutions.

Global frameworks and declarations supporting inclusive education

The ERP contributes to SDG Goal 5 (Achieve gender equality and empower all women and girls). Uganda was one of the first countries in Africa and the world to embrace and incorporate the 2030 UN SDGs in the National Planning Framework. The Universal Declaration of Human Rights (1948) provides that all human beings are born free and equal in dignity and rights. Article 26 of the

Declaration provides for everyone's right to education. The declaration also provides for raising awareness and support for urgent humanitarian needs through contributions to the UN's Central Emergency Response Fund and Country-Based Pooled Funds.

The UN Convention on the Rights of the Child (1989) states that children are not just objects who belong to their parents and for whom decisions are made, or adults in training. Rather, they are human beings and individuals with their own rights. It further stipulates that childhood is separate from adulthood, and lasts until 18; it is a special, protected time, in which children must be allowed to grow, learn, play, develop and flourish with dignity. Article 23: addresses the right of children with disabilities to access education in an inclusive manner.

The Salamanca Statement and Framework for Action on Special Needs Education (1994) Children with special educational needs must have access to regular schools which should accommodate them within a child-centred pedagogy capable of meeting these needs. Regular schools with inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all

The UN Convention on the Rights of Persons with Disabilities 2006 Article 24: calls upon countries to recognize the right of persons with disabilities to education and ensure among others, that:

- a) There is an inclusive education system at all levels
- b) Persons with disabilities are not excluded from the general education system on the basis of disability
- c) Children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability.
- d) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live.
- e) Reasonable accommodation of the child's individual educational needs are provided.

The African Union Protocol on the Rights of Persons with Disabilities 2018 Article16 requires the State parties (including Uganda) to ensure that:

- Persons with disabilities have the right to education on an equal basis with others.
- Inclusive quality education and skills training for persons with disabilities is realized fully
- Persons with disabilities can access free, quality and compulsory basic and secondary education.
- Persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others, including by ensuring the literacy of persons with disabilities above compulsory school age.

The ERP response to in-country needs with regard to education systems strengthening (as defined by government strategies, policies, and key non-governmental sector stakeholders)

The ERP was designed within the context of the ESSP, 2017-2020. Under the first objective of the ESSP, the education sector set out to develop and implement response programmes for the provision of quality education to refugees and the host communities. One of the core principles of the ERP was to ensure that refugee children and adolescents, as well as children within host communities in refugee-hosting districts, have access to good quality education at all levels, irrespective of the country of origin for refugees and their location within Uganda. This was

supported by the facilitation of extra teachers, supporting the construction of more classrooms, and providing scholastic materials.

To provide strategic oversight of the program and further support system strengthening, 11 Steering Committee meetings were held as of December 2021. These meetings were chaired by the Commissioner of Basic Education (designated by the Permanent Secretary) and included representatives from line ministries, funding agencies, and implementing partners. The ERP supported the improvement of school infrastructure at all levels, as presented in section 3.2.2.

To further contextualise the ERP, 12 districts developed costed district-specific ERPs, adapting them to district-specific needs. Based on the 2021 ERP review, the national plan was cascaded down to the district level to ensure that it was contextually grounded and owned by District Local Governments (DLGs) of Refugee Hosting Districts (RHDs). The ERP review and revision consultation meetings were held with district stakeholders in 12 districts to cater for the RHD interests. The development of the district-specific ERPs was done under the leadership of the DEOs and District Planners.

“The plan and objectives, it was very relevant, very inclusive, which allowed ownership of the plan by stakeholders, many could identify with the plan”, remarked one national-level KII respondent.

The ERP response to changes and shifts caused by external factors in an evolving country context, including COVID-19 pandemic effects

According to the Draft ERP Annual Review Report 2021, the ERP responded to changes and additional requests from national counterparts and shifts caused by external factors. For instance, when the COVID-19 pandemic lockdown was first instituted in 2020, the GoU/MoES developed a Response Plan to COVID-19, focusing on continuity of learning during the closure of schools. All education actors in the country refocused their activities and aligned to the COVID-19 Response Plan, including approaches to ensure continuity of learning. Additional indicators were developed for the COVID-19 Response Plan in coordination with GoU. The MoES and MoH collaborated on the COVID-19 response plan to ensure adherence to SOPs and the continuation of learning.

During the COVID-19 Lockdown, the ERP partners continued to support the construction of school infrastructure and payment of teachers’ salaries to ensure continuity of learning. In addition, 1,677 teachers, including formal and volunteers, were trained in distance learning facilitation during the COVID-19 pandemic.

Overall, 477,758 learners (49% girls and 51% boys) accessed distance learning in various forms during the COVID-19 lockdown as follows:

- a) ECCE 10,322 learners (13% target); 9% host communities and 91% refugees;
- b) Primary school 420,185 learners (122% target achieved); 34% host communities and 66% refugees.
- c) Secondary school 35,085 learners (132% target achieved); 10% host communities and 90% refugees.
- d) AEP 12,166 learners 12% host communities and 88% refugees (no target).

The main reason for overachieving targets is that learning packs were distributed also to children not enrolled in schools in term one 2020.

Additionally, partners launched self-learning packs, which were distributed to enrolled children and those that were not in schools by term one of 2020. The COVID-19 e-learning, home learning and radio learning packages were developed and rolled out. Digital devices were provided to some learners; for instance, 1,600 tablets were procured using a grant from Education Cannot Wait (ECW).



Figure 3: Learners at Kagoma P/S Kikuube District Carrying Tablets that aid online learning

The ERP, through Teacher Training Colleges (TTCs), further trained teachers on psychosocial support, life skills, IT and pedagogical approaches, child protection, referral, innovations, approaches like AEP, and remedial learning, which was supported by the German Government through Intergovernmental Authority on Development (IGAD).

It was pointed out that UNHCR and OPM had contingency planning for refugees. For instance, the OPM gives weekly refugee figures and conducts physical verification of the population of refugees every two years to guide planning.

However, it was pointed out by Maintains 2020 Report that despite the ERP's response to COVID-19 lockdown challenges, it was not inherently designed to be flexible or respond to a secondary shock such as the COVID-19 pandemic. The lack of integration of the contingency plan into ERP I to cater for changes in a context such as COVID-19, natural hazards, and the heavy influx of refugees was a limitation.

It was also noted that the coordination and monitoring functions by the ERP secretariat started relatively late during the ERP I life span.

Meeting the needs of the most vulnerable groups (girls/young women and children living with disabilities)

The ERP targeted the most vulnerable groups, including girls/young women and children with disabilities. According to the ERP Harmonized Database 2020, 1,127 children (52% boys and 48% girls) with disabilities were supported by the EiE partners. These were supported with school fees, scholastic materials, assistive devices such as wheelchairs, braille, hearing aids, and white canes, as well as other scholastic materials by different organisations such as; the Finn Church Aid (FCA), Save the Children, War Child Holland and Humanity & Inclusion. The ERP Baseline (2021) FGD respondents confirmed that the supplies provided by the ERP met their needs. According to the ERP Database 2020, the EiE partners supported girls from primary schools (43,766), secondary schools (3,546) and AEP (5,883) with Menstrual Hygiene Management (MHM) items and services that included hygiene items and information, education and communication (IEC) materials focusing on hygiene and sanitation.

However, the ERP Baseline Study Report 2020 indicated that learners with physical disabilities were still negatively constrained by long distances to the schools, limited number of specialised teachers,

limited access to assistive devices, limited disability-friendly infrastructure as well as stigmatisation by peers and community members.

The GoU implements the Inclusive Education Policy (2018) in all learning institutions. The education for learners with disabilities is a sub-sector working group, under the MoES, where partners meet to deliberate on programs that support inclusive education. In addition, MoES ensures the delivery of inclusive and quality education for all through UPE and Universal Secondary Education (USE).

Coherence

The coherence was assessed regarding whether there was consistency between education sector interventions and other sector level interventions in Uganda.

The ERP was consistent with other MoES interventions in Uganda, such as universal access to education through UPE and USE programmes. The ERP coordination committee established at the MoES ensured coherence. The ERP Steering Committee took the lead in ensuring consistency at the sector level.

The plan is premised on the building blocks of international law, the right to education being among the fundamental human rights, and children’s rights according to Art. 28, UN Convention on the Rights of the Child. Ugandan’s education plan further derives its objectives from the 4th SDG of the United Nations, which envisages "education for all"; to which the ERP significantly contributes (Education for All-Uganda's Plan for Africa's Refugee Crisis, 2019). The ERP data feeds into the EMIS and is included in MoES Statistical Abstract.

3.3 Effectiveness

The effectiveness findings are presented, covering the achievement of ERP objectives at national and district levels; contribution to improving the quality of education and strengthening the national and district systems for effective delivery of education services, and contribution to increasing access to education for both refugee and host community children; access to education for learners with disabilities; gender equality and equity; school physical accessibility; teacher competency and factors affecting implementation.

3.3.1 Achievement of ERP Objectives at National and District Levels

Six (6) out of the 9 outcome indicators achieved 100% and above (full achievement) of the indicator targets while 3 indicators did not have targets. The indicators that achieved 100% and above are presented in Table 8.

Table 8: Level of Achievement per Outcome Indicator

1.	% of children enrolled (GER)	Primary	65.0%	88.0%	135%
		Secondary	20.0%	12.1%	67%
2.	pupil: teacher ratio	Primary	65	67	97%
		Secondary	53	30	177%
3.	pupil: textbook ratio				

	Primary	3	5	167%
	Secondary	3	6	200%
4.	pupil: classroom ratio (PCR)			101%
	Primary	110	135	123%
	Secondary	110	87	79%
5.	% of schools supervised at least once a term by the DEO/DES/MOES/CCT	12	12	100%
6.	# of districts with functioning refugee's inclusive M&E system	12	12	100%
	Outcome indicators with no targets			
7.	% of children accessing learning opportunities GER plus			No target
8.	# of learners who transition from AEP to formal education (primary and secondary)			No target
9.	% of teachers that have the professional competency required for implementing the programme.			No target

At output level, only 8 out of 41 output indicators achieved 100% and above of the indicator targets, 2 indicators achieved 70-99% of the indicator targets, 2 indicators achieved 50%-69%, while 10 indicators achieved 49% and below. Twelve (12) indicators out of the 41 output indicators had no targets 5 had no data and 2 were removed in the revised tool; making it difficult to compute percentage, as presented in summary Table 9 and Annex 1. The following are the indicators that had no data

1. 1.6 Percentage of facilities operating double shift system
2. 2.1e Number of teachers trained in refugees classroom context (induction)
3. 2.5b Number of education innovations piloted implemented
4. 2.5c Number of learners' education innovations piloted (Edtech or not)
5. 2.5a Number education innovations piloted

Table 9: Summary Table of Indicator Achievement

	No. of Indicators	Percentage				
		100% and above	70-99%	50-69%	49% and below	No targets/no data
Outcomes	9	6	0	0	0	3
Outputs	41	6	2	2	10	19

The achievement of more outcomes compared to outputs could be partly attributed to the ERP focus on most critical outputs; contribution from other non-ERP partners. Still, it could also be a project design issue whereby not all those outputs had direct outcome related indicators although they contribute to the prioritised outcome indicators.

Equitable access and inclusive relevant learning opportunities increased

The ERP made a significant contribution towards increasing equitable access and inclusive learning opportunities for children in refugee and host communities as marked by a steady increment in Gross Enrolment Rate (GER) at the primary school level from 58% (2017) to 73% (2019), 88% (2020) and 87% in 2021. According to the draft ERP Annual Review Report 2021, all districts had over 70% GER at the primary school level, with Yumbe (Bidibidi) having the lowest GER of 73% followed by Adjumani with 74%.

Similar trends of improvement were recorded at the secondary school level, with GER increase from 11% at baseline (2020) to 12.1% at endline (2021) and ECCE from 35% (2020) to 48% (2021) across the 12 refugee-hosting districts (ERP Database 2021). The GER at the secondary level was below 10% in the following districts: Kikuube (Kyangwali) with 3% followed by Kyegegwa (Kyaka II) at 6% and Isingiro (Nakivale) and Kamwenge (Rwamwanja) both 8%.

The progress in GER was attributed to the efforts by the ERP partners towards improving the education system's absorption capacity through the construction of classrooms, supporting teacher capacity enhancement and increasing the supply of scholastic materials. Table 10: presents the ERP support towards increasing equitable access and inclusive relevant learning opportunities

Table 10: ERP support towards increasing equitable access and inclusive relevant learning opportunities

Headline Indicator(s)	Baseline (2020)	Targets	Results	Percentage Achievement
% of children enrolled (GER) ¹	73%	Primary: 65%	88%	130%
	11%	Secondary: 20%	12.1%	136%
# of learners enrolled in Vocational skills training	47	No target set	535 formals 1,726 non formal	N/A N/A
# of learners enrolled AEP	10,625 Female 11,725 Male	No target set	6,935 Female 6,728 Male	N/A N/A
# of learners with Disabilities enrolled	721 Primary Female	No target set	3,644 Primary Female	N/A
	51 Primary Male		4,466 Primary Male 182 Secondary Female 339 Secondary Male	N/A N/A N/A
# of classrooms constructed	234 Primary	1,884 Primary	768 Primary	41%
	26 Secondary	227 Secondary	146 Secondary	64%
	31 AEP	AEP No target set	114 AEP centres	N/A
Pupil classroom ratio	161 Primary	110 Primary	135 Primary	123%
	168 Secondary	110 Secondary	87 Secondary	79%

The ERP supported interventions aimed at improving numeracy and literacy among the refugees and host communities. For this evaluation, literacy and numeracy were defined as those who had at least basic competencies or had not failed, having scored at least 50% and above in EGRA and EGMA tests.

3.3.1.1 Early Grade Reading

The endline survey sought to establish the current early grade reading (EGR) status using EGRA among learners with disabilities in primary three (P.3) and primary six (P.6). The assessment covered basic skills necessary for later acquisition of reading with fluency and comprehension, which are linked to the five components of literacy: phonemic awareness, alphabetic principle, vocabulary, fluency and comprehension. The assessment tasks used included:

- Syllable or sound segmenting (phonemic awareness): “What sounds do you hear in this word?”

¹ GER is the total enrolment within Refugees Hosting Sub counties in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to the age of education.

- Listening comprehension (vocabulary and comprehension): After reading the story, “answer the following questions.”
- Letter sound (alphabetic principle): “Tell me the sound of this letter.”
- Non-word decoding (alphabetic principle): “Read as many of these non-words as you can.”
- Oral passage reading and questions (fluency and comprehension): “Read this story” and “please answer these questions.”

At endline (2022), EGRA was administered to P.3 and P.6 learners with disabilities, whereas at baseline (2021), EGRA was administered to all P.3 and P.6 learners, including those with physical disabilities.

A. Primary Three Early Grade Reading

The assessment adopted the rating criteria similar to that used by UWEZO, as shown below:

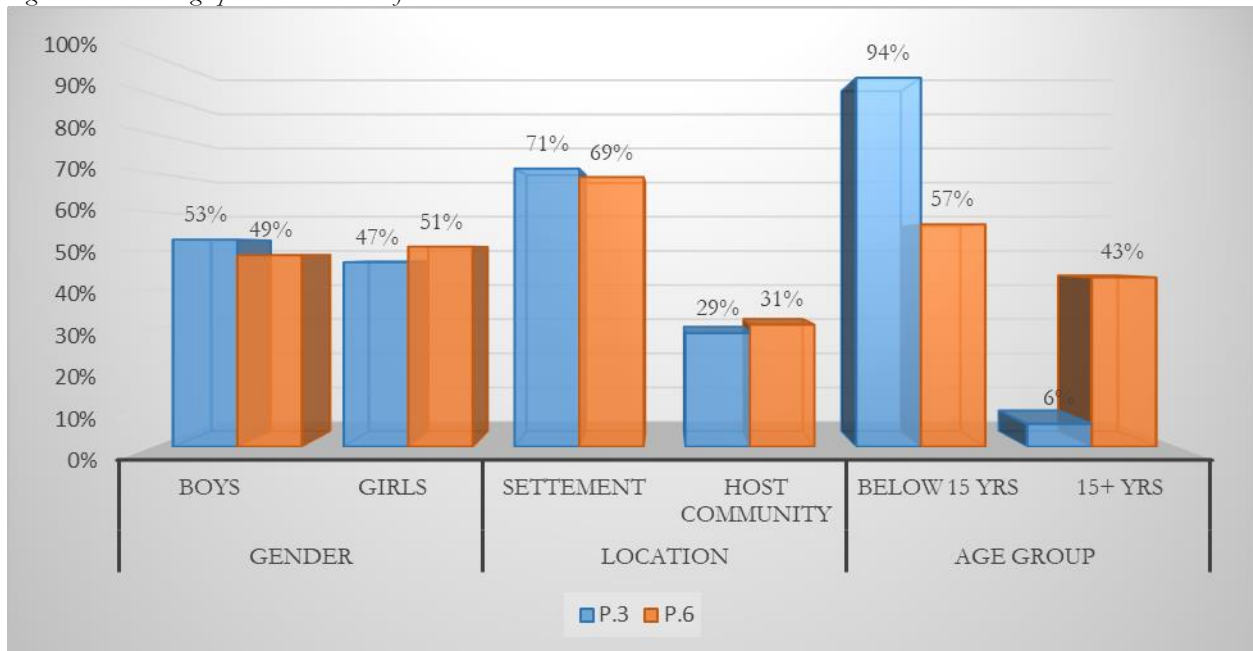
Scale	Label	Colour
70% and above	Full competencies	Green
60-69%	Partial competencies	Blue
50-59%	Basic competencies	Yellow
25 - 49%	Low competencies	Amber
0 - 24%	Very low competencies	Red

Socio-demographic characteristics for the P.3 and P.6 Learners Assessed for EGRA

Overall, 1,320 learners with disabilities were assessed EGRA; of those, (49%, n=646) were females while (51%, n=674) were males, as presented in Figure 2.

The majority of P.3 learners (94%) were aged below 15 years, while 6% were aged 15 years and above. More than half of P.6 learners (57%) were aged 15 years and below, while 43% were aged 15 years and above.

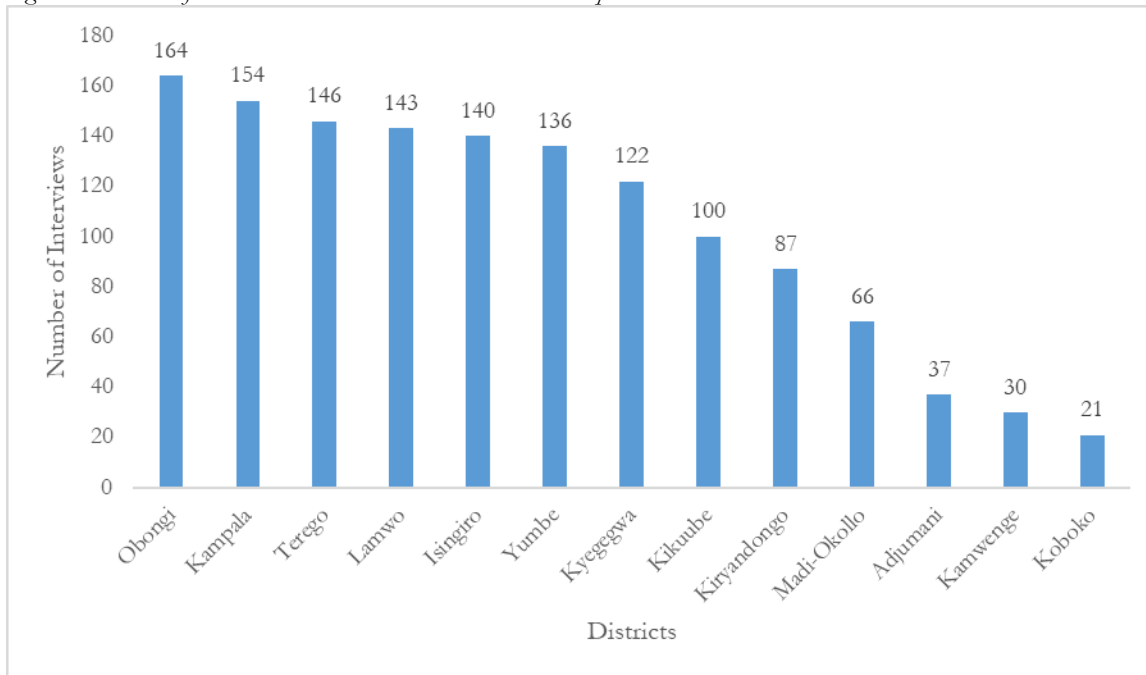
Figure 2: Socio-demographic Characteristics for the P.3 and P.6 Learners



Overall, 1,346 learners with disabilities were assessed for EGMA, of which (49%, n=662) were females while (51%, n=684) were males, as presented in Figure 4.

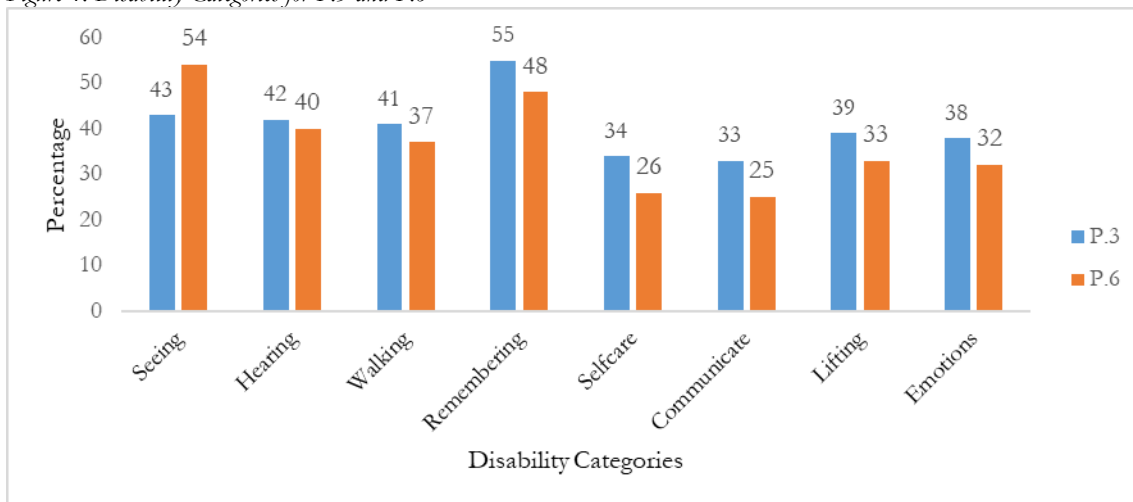
The majority of the EGMA and EGRA respondents were from the districts of Obongi (164), followed by Kampala (154), Terego (146), Lamwo (143) and Isingiro (140). Koboko (21), Kamwenge (30) and Adjumani (37), as presented in Figure 3.

Figure 3: Number of EGMA and EGRA Interviews Conducted per District



The majority of the learners with disabilities had difficulty in remembering (55% P.3, 48% P.6), followed by seeing (43% P.3, 54% P.6), hearing (42% P.3, 40% P.6) and walking (41% P.3, 37% P.6), as presented in Figure 4.

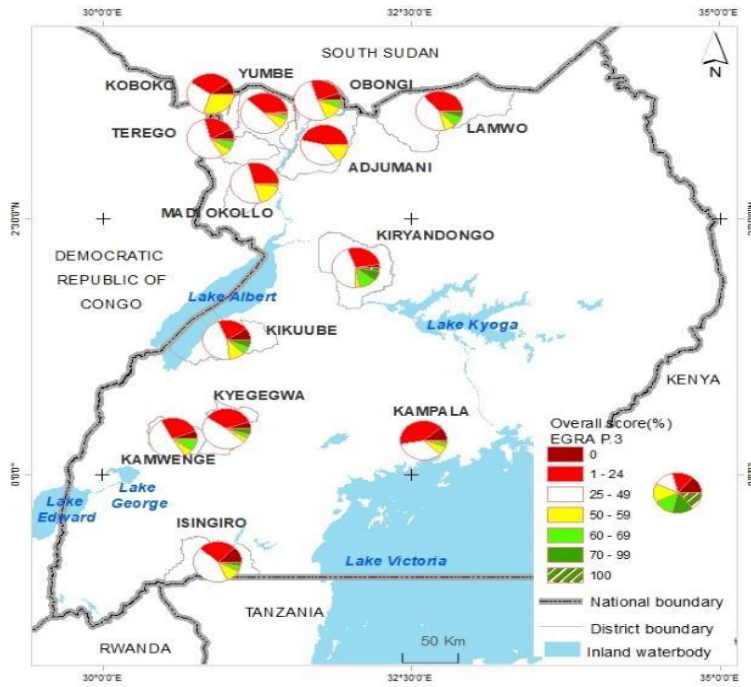
Figure 4: Disability Categories for P.3 and P.6



Overall Primary Three (P.3) Performance in EGRA

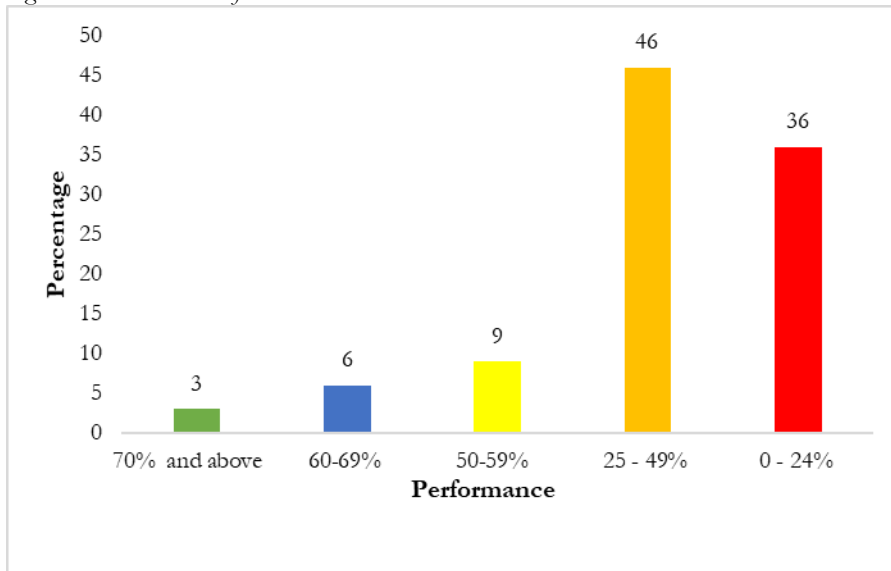
The map below (Figure 5) presents an overview of EGRA performance for P.3 learners with disabilities across the 13 districts covered by the survey.

Figure 5: Map showing Overall P.3 Performance in EGRA



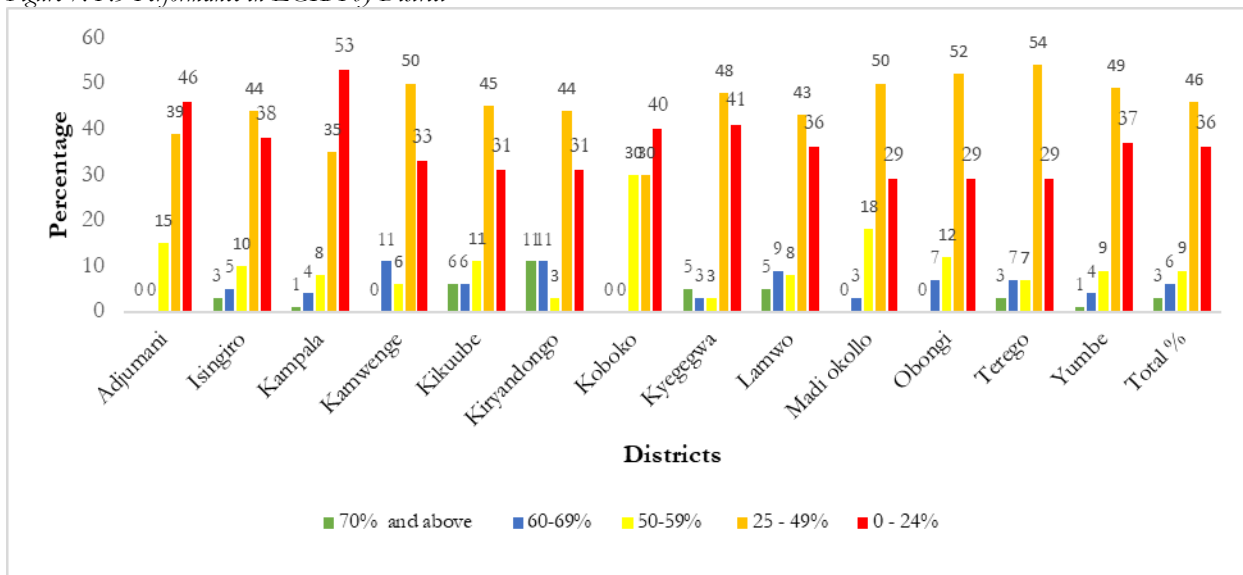
Overall, performance in EGRA for P.3 learners with disabilities was very low where only 3% had full competencies, scoring 70% and above, 6% scored 60-69%, 9% scored 50-59%, 46% scored 25-49% while 36% scored below 25%, as shown in Figure 6 (Endline 2022). The performance for learners with disabilities was similar to that of learners without disabilities during the 2021 baseline whereby only 4% (n=3,031) scored 70% and above, 3% scored 60-69%, 5% scored 50-59%, 27% scored 25-49% while 61% scored below 25%. This implies that most learners with and without disabilities did not attain competency in reading. This was attributed to a lack of adapted learning materials for reading, and low teacher competencies to teach EGRA evidenced by the findings from the teacher competency assessment where only 5% rated themselves very conversant with full competencies in EGRA (

Figure 6: Overall P.3 Performance in EGRA



The lead performing districts were Kiryandogo, Kikuube and Kamwenge, having 11% of learners with disabilities scoring 70% and above. In contrast, the least performing districts were Adjumani, Kamwenge, Madi Okollo, and, Koboko having 0% learners 70% and above. The districts with the largest number of learners without competencies, scoring 0-24%, were Terego (54%) and Kampala districts (53%), as presented in Figure 7. According to KIIs, the low performance in these districts was attributed to a lack of disability-friendly facilities, inadequate staffing levels of SNE teachers and limited access to adapted instructional materials. The variations across districts were not statistically significant, with a p-value of 0.10.

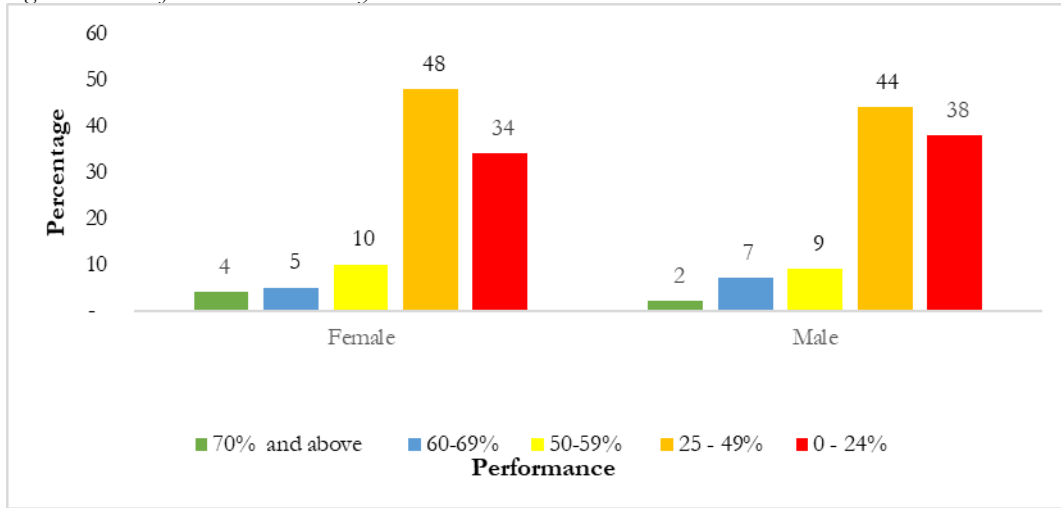
Figure 7: P.3 Performance in EGRA by District



Overall, 2% males (n=374) and 4% females (n=333) scored 70% and above in P.3 EGRA, 7% males and 5% females scored 60-69%, 9% males and 10% females scored 50-59%, 44% males and 48% females scored 25-49% while 38% males and 34% females scored below 25%, as shown in Figure 8.

There was no significant difference (p-value 0.10) in performance between females and males, implying that both females and males had very low reading proficiency competencies.

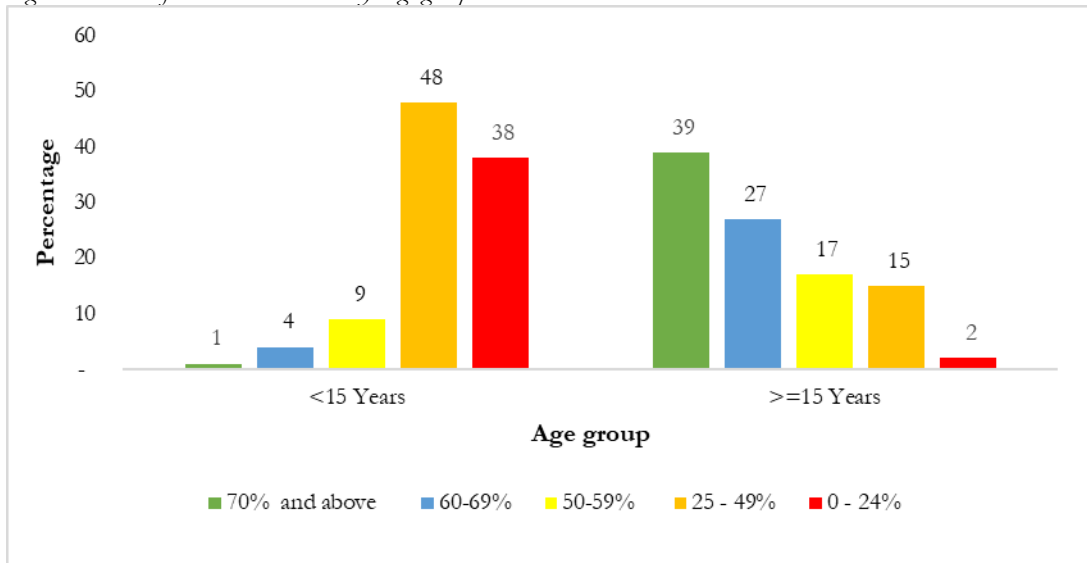
Figure 8: P.3 Performance in EGRA by Sex



There was no significant variation between female and male performance in EGRA performance noted at the district level, as shown in Annex 3.

More learners aged 15 years and above (39%, n=41) scored above 70% and above than those below 15 years of age (1%, n=666). The variation shown in Figure 9 was statistically significant (p-value 0.05)..

Figure 9: P.3 Performance in EGRA by Age-group



Overall, there was no significant variation in performance among learners with different disabilities (seeing, hearing, walking, remembering, self-care, communication, lifting and controlling emotions). Learners with disabilities who scored 70% and above were below 3% for all categories of disabilities,

and only 6% scored 60-69%. Slightly over a third (36%) scored 0-24%, and the performance was similar across all categories. The scores per disability status are presented in Table 11.

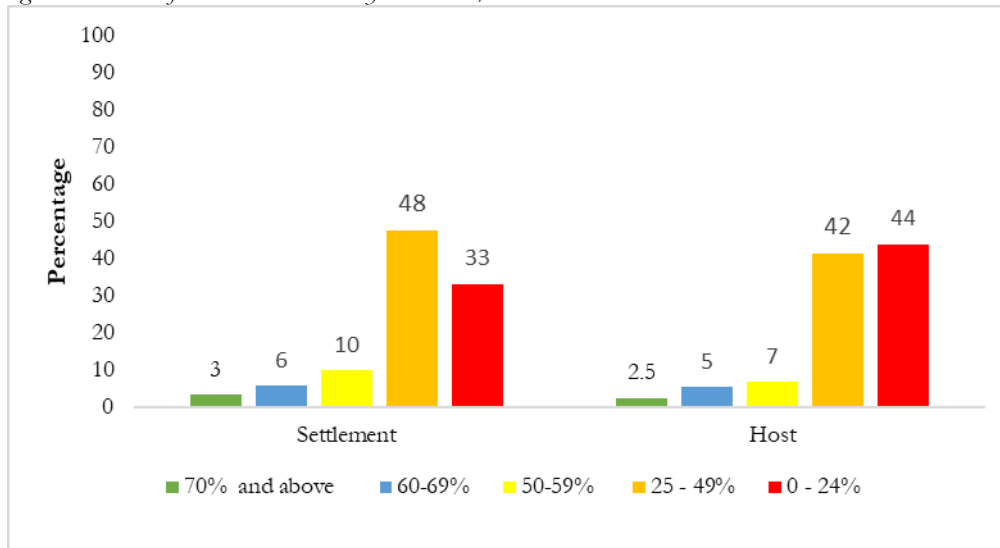
Table 11: Percentage Performance in EGRA by Disability Status

Score (%)	70-100	60 - 69	50 - 59	25 - 49	0-24
Seeing	2.7	6.3	8.4	48.5	34
Hearing	3.3	4.7	9.7	49	33.3
Walking	2.8	6.2	11.8	44.3	34.9
Remembering	2.3	6.2	10.1	45.5	35.9
Self-care	2.5	6.6	13.6	41.6	35.8
Communication	3.4	6	12	45.5	33
Lifting	2.3	8	12.1	46.2	31.4
Emotions	1.5	6	12.8	46.6	33.1
All	3.1	5.7	9.1	45.8	36.4

Learners in refugee settlement schools performed significantly higher than those in host community schools (p-value 0.01) as follows: 70% and above

(3% settlement, 2.5% host), 60-69% (6% settlement, 5% host), 50-59% (10% settlement, 7% host), 25-49% (48% settlement, 42% host) and 24% and below (33% settlement, 44% host), as illustrated in Figure 10.

Figure 10: P.3 Performance in EGRA by Settlement/Host



P.3 Performance by Specific EGRA Tasks

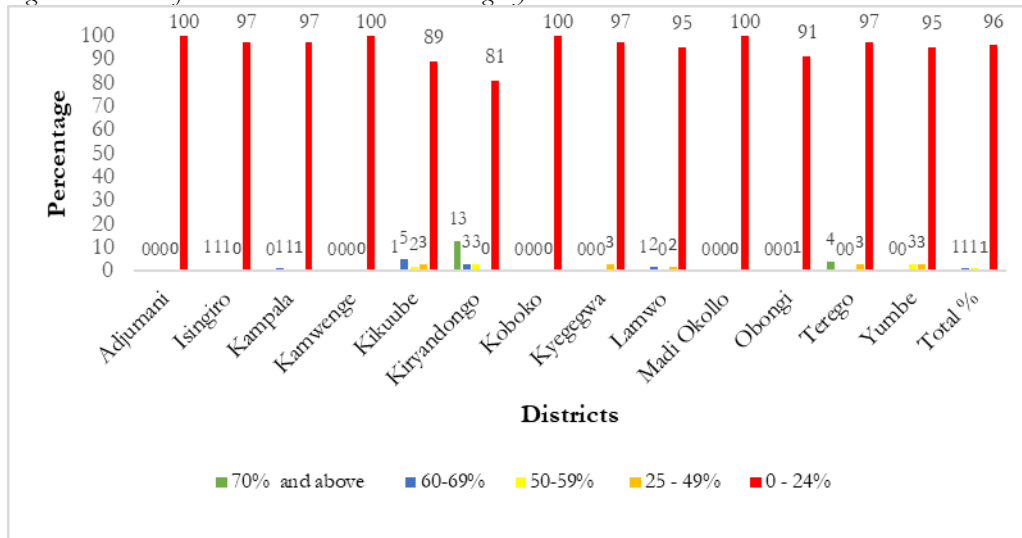
The EGRA performance was conducted across the following specific EGRA tasks: letter sounds, segmenting words, non-word decoding, oral passage reading, reading comprehension, and English vocabulary, as discussed below.

Letter Sounds

The P.3 performance in EGRA letter-sound knowledge was significantly low across all districts (p-value 0.01), with almost all learners (96%) scoring 24% and below. Only 1% scored 70% and above, 1% scored 60-69%, 1% scored 50-59% while 1% scored 25-49%. The majority of learners (86%) scored 0% in letter-sound knowledge. The lead performing district in letter sounds was

Kiryandongo, where 7% scored 70% and above while 3% scored below 60-69%. The percentage of learners with low knowledge of sounds (scoring 0-24%) was particularly high in the districts of Adjumani (100%), Kamwenge (100%), Koboko (100%) and Madi Okollo (100%), as shown in Figure 11.

Figure 11: P.3 Performance in Letter-Sound Knowledge by District



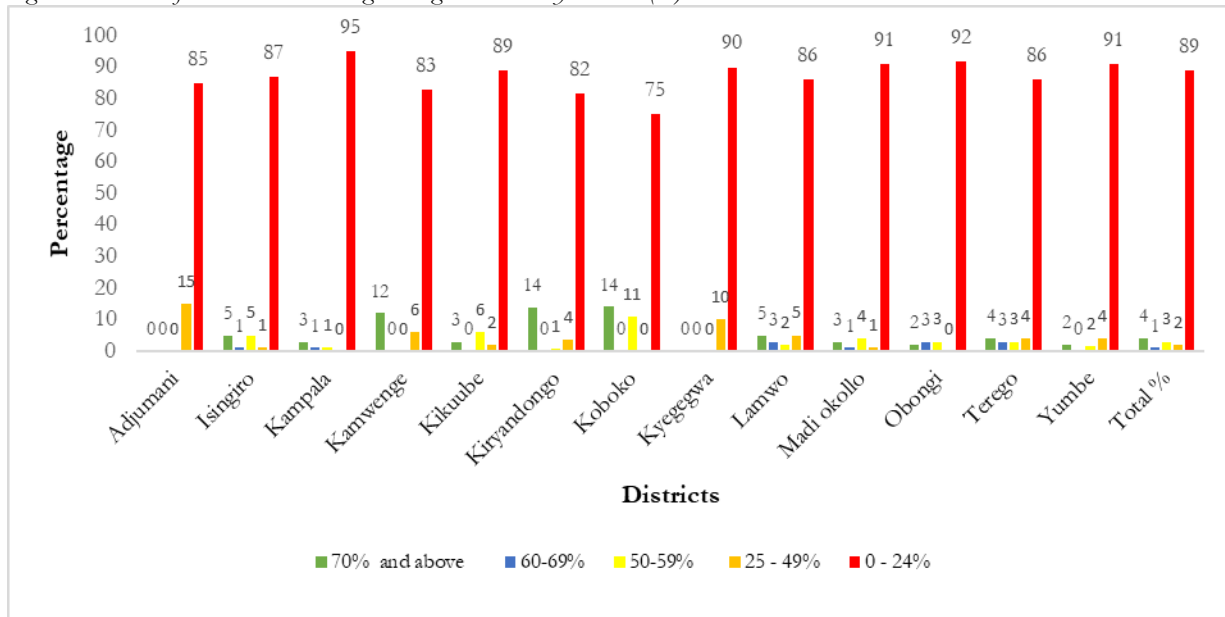
There was no significant variation (p-value 0.28) in performance in letter-sound knowledge among males (1%) and females (1%) and those aged less than 15 years and those above 15 years (p-value 0.17).

Segmenting Words into Syllables

Under this component, assessors would read each word aloud twice, while for learners with hearing impairment, sign language would be used to spell out the word, and the learner would be asked to say either the sounds or the syllables that make up that word. The P.3 learners had minimal knowledge in segmenting words with up to two syllables across districts. Only 4% scored 70% and above, 1% scored 60-69%, 3% scored 50-59%, 2% scored 25-49% while the majority of the learners (89%) scored 24% and below. The majority of learners (84%) scored 0% in word segmentation, which implies very low competencies.

The percentage of learners with low knowledge in segmenting words up to 2 syllables was higher in Kampala District (95%), followed by Yumbe District (92%) and Obongi District (92%), as presented in Figure 12. The variation across districts was not statistically significant (p-value 0.16)

Figure 12: P.3 Performance in Word Segmenting Level-One by District (%)

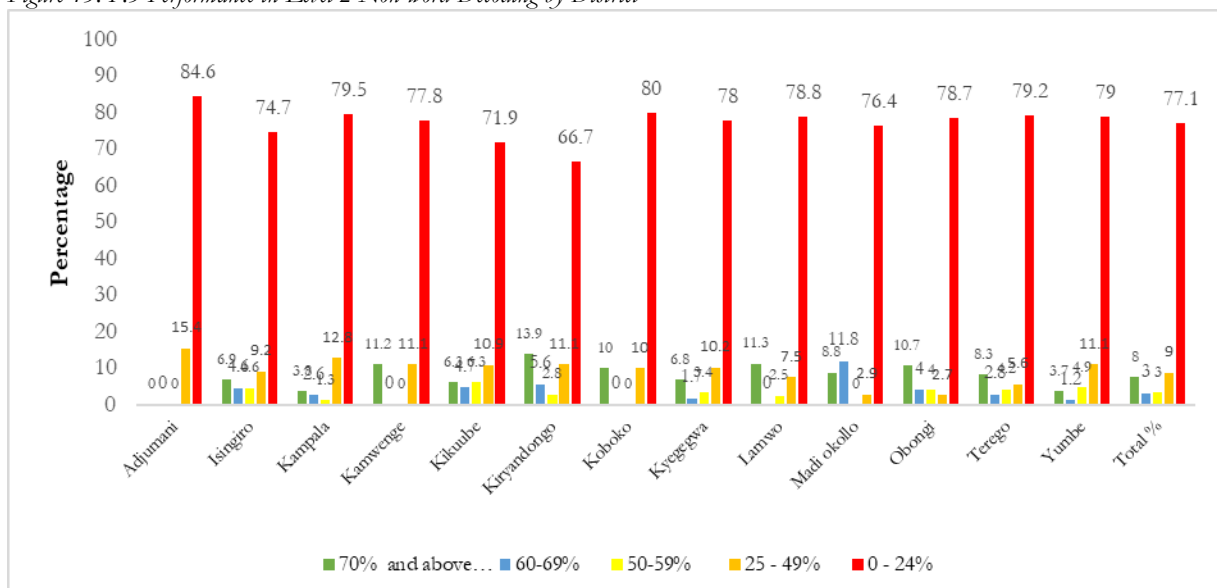


Non-word Decoding

To further assess reading skills, learners were shown a sheet of invented words in a printout and were asked to read and identify as many as possible. Only 8% scored 70% and above, 3% scored 60-69%, 3% scored 50-59%, 9% scored 25-49%, whereas the majority of the learners (77%) scored 0-24%, which implies very low competencies in non-word decoding.

Kiryandongo District performed relatively better than other districts in non-word decoding, with 14% scoring 70% and above, while 6% scored 60-69%. The percentage of learners with low knowledge in non-word decoding was highest in the districts of Adjumani (85%) and Koboko (80%), as illustrated in Figure 13.

Figure 13: P.3 Performance in Level 2 Non-word Decoding by District



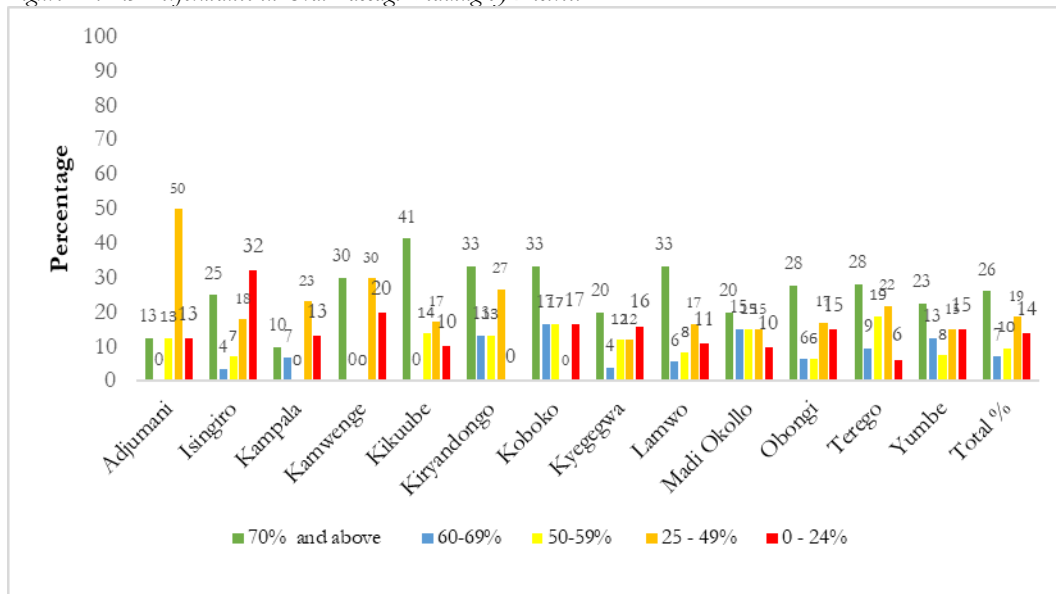
There was no statistically significant variation in performance between females and males (p-value 0.14) and those aged below and above 15 years (p-value 0.11) in non-word decoding.

Oral Passage Reading

Under this subtask, learners were introduced to an English short story to read aloud, quickly but carefully. This timed activity was accomplished within 120 seconds which is double the time offered to other learners without disabilities. Only 26% of P.3 learners scored 70% and above, 19% scored 60-69%, 10% scored 50-59% while 7% scored 25-49%. One quarter (25%) of the P.3 learners scored 24% and below, indicating very low competencies in oral passage reading.

The highest proportion of learners who scored 70% and above in oral passage reading was from the districts of Isingiro (32%), Kamwenge (20%) and Obongi (15%), as shown in Figure 14.

Figure 14: P.3 Performance in Oral Passage Reading by District



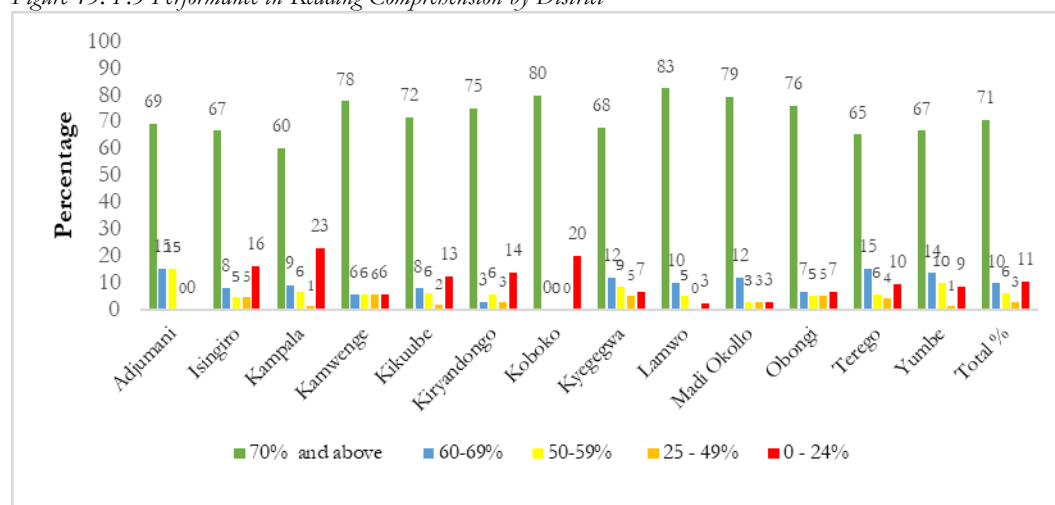
There was no statistically significant variation in performance between females and males (p-value 0.037) and those aged below and above 15 years (p-value 0.14) in oral passage reading.

Reading Comprehension

After reading the oral passage or elapse of 120 seconds, the passage would be removed from the learner, and several questions were asked relating to the story. The majority of the learners (71%) scored 70% and above in reading comprehension, 10% scored 60-69, 6% scored 50-59%, 3% scored 25-49% while 10% scored below 25%.

The highest proportion of learners who scored 70% and above in reading comprehension was from Lamwo (83%) and Koboko (80%) districts. Districts with very low competencies (scoring below 25%) included Kampala (23%) and Koboko (20%), as illustrated in Figure 15. The variations across districts were statistically significant.

Figure 15: P.3 Performance in Reading Comprehension by District



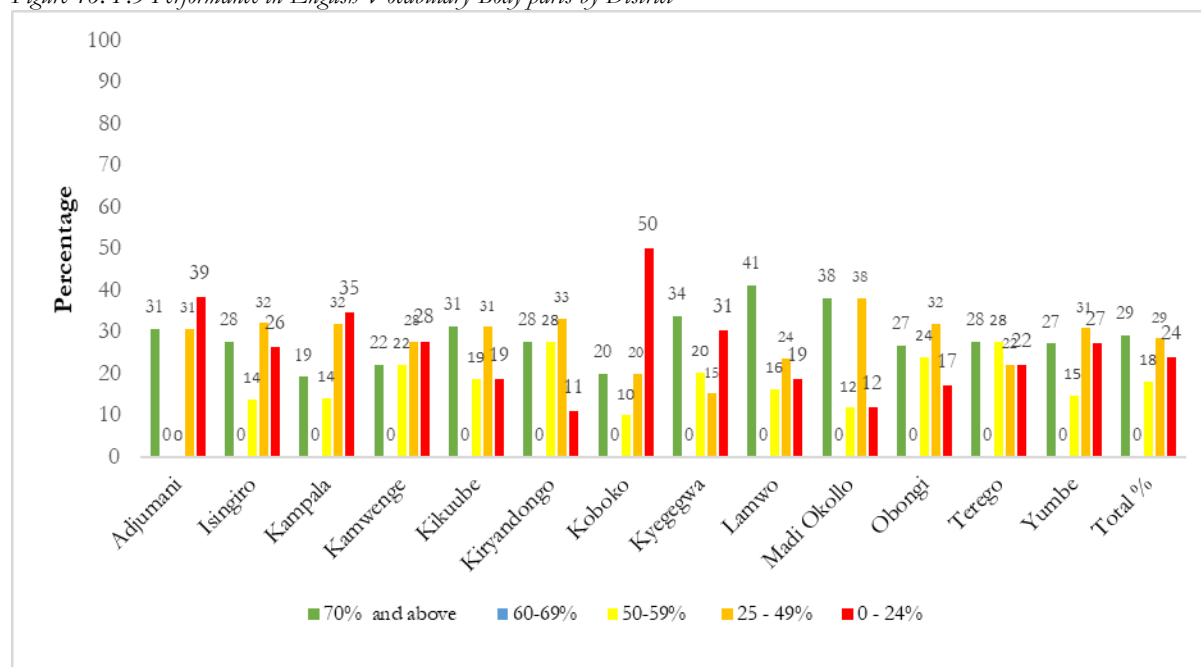
The males' performance was significantly better than that of females in reading comprehension (p-value 0.01). The learners aged 15 years and above performed better than those below 15 years (p-value 0.00).

English Vocabulary - Body Parts

Learners were asked to identify specific parts of their bodies (foot, arm, chin, knee, mouth, back, elbow and shoulder) to check their understanding of the vocabulary in English. Only 29% of P.3 learners scored 70% and above, none (0%) scored 60-69%, 18% scored 50-59%, 29% scored 25-49% while 29% scored 0-24% indicating very low competencies in English vocabulary.

The districts whose learners scored relatively better by scoring 70% and above in English vocabulary were Lamwo (41%), Kyegegwa (38%) and Adjumani 31% as shown in Figure 16. The variations across districts were not statistically significant (P-value 0.37).

Figure 16: P.3 Performance in English Vocabulary-Body parts by District



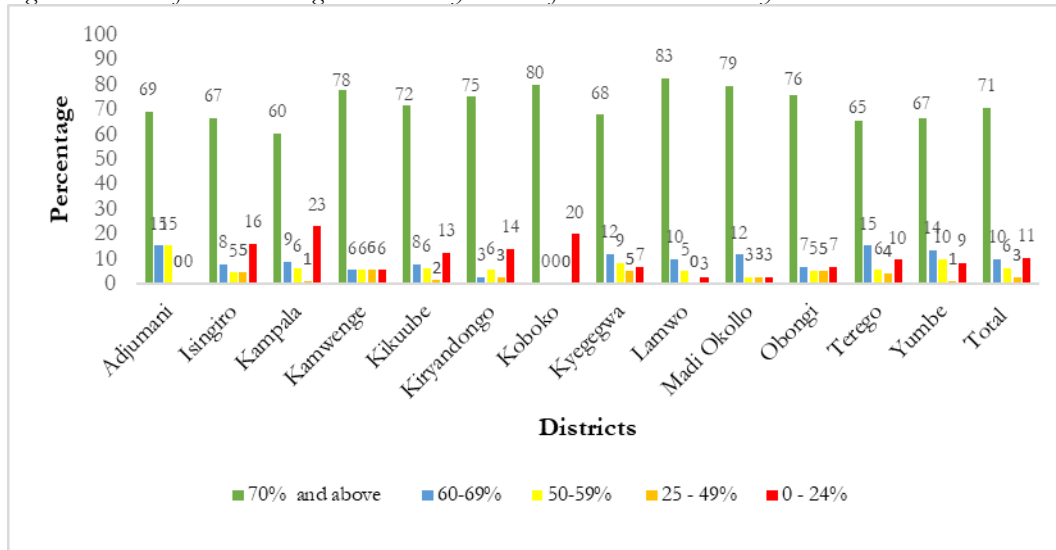
There was no significant variation in the performance of male and female learners (p-value 0.16) in the identification of body parts. The learners aged 15 years and above performed significantly better than those below 15 years (p-value 0.00).

English Vocabulary - Words from the Environment

To assess the learners' knowledge regarding words from the environment, the assessors mentioned one word at a time and asked them to point at them. The terms mentioned were: pencil, shoes, desk, rubber, paper and ground (floor).

Overall, P.3 learners performed well in vocabulary regarding words from the environment, whereby 71% scored 70% and above, 10% scored 60-69%, 5% scored 50-59%, 3% scored 25-49% and 11% scored below 25%. The highest proportion of learners who scored 70% and above in identifying words from the environment was from Lamwo (83%), followed by Koboko (80%) and Kamwenge (78%) districts, as shown in Figure 17. The variations across districts were not statistically significant (p-value 0.37).

Figure 17: P.3 Performance in English Vocabulary - Words from the Environment by District



There were no significant variations in knowledge of words from the environment across gender (p-value 0.12). Performance was significantly higher among P.3 learners aged 15 years and above than those below 15 years of age with (p-value of 0.00).

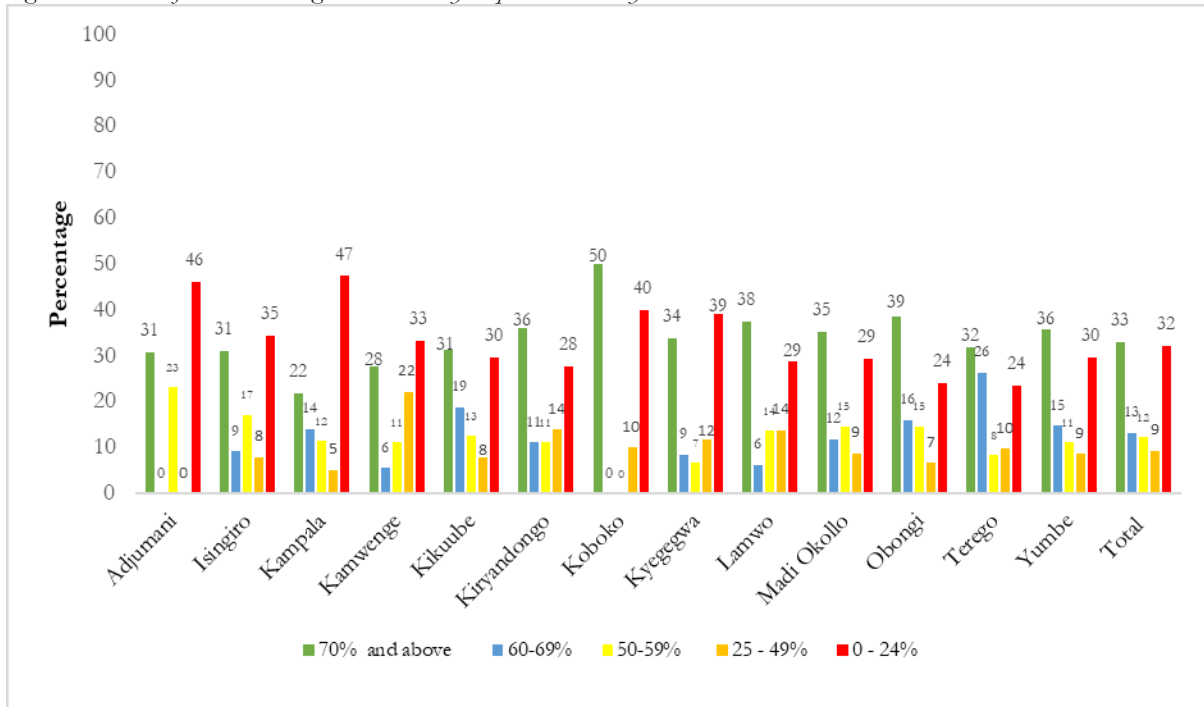
English Vocabulary – Spatial Words

To assess the learner's knowledge of spatial words, assessors asked learners to place a pencil in different positions such as on the paper, next to the paper, behind the desk, under the paper, in front of the desk and to the right of the paper.

Over one third (33%) of P.3 learners scored 70% and above in identifying the correct spatial words in English, 13% scored 60-69%, 12% scored 50-59%, 9% scored 25-49% while 32% scored below 25%. The highest proportion of learners who scored 70% and above in identifying the correct

spatial words was from Koboko (50%), followed by Obongi (39%) and Yumbe (33%) districts, as shown in Figure 18. The variations across districts were not statistically significant (P-value 0.12).

Figure 18: P.3 Performance in English Vocabulary - Spatial Words by District



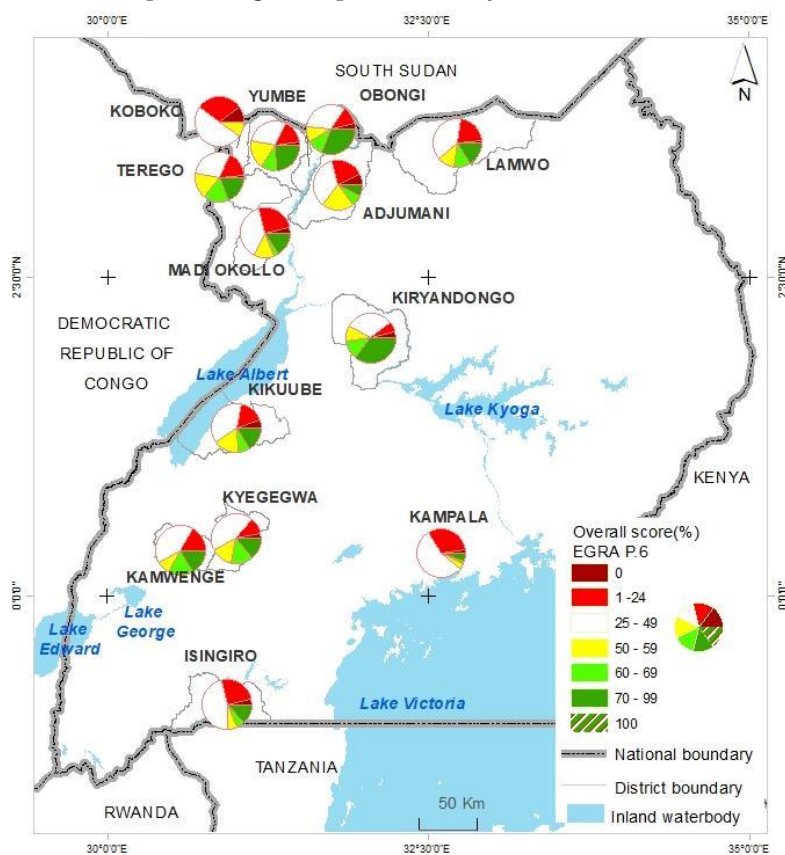
There was no significant variation in understanding the correct spatial words across gender (p-value of 0.17). Learners aged 15 years and above performed significantly better in identifying the right spatial words than those under 15 years of age (p-value 0.00).

B. Primary Six Early Grade Reading

Overall Primary Six (P.6) Performance in EGRA

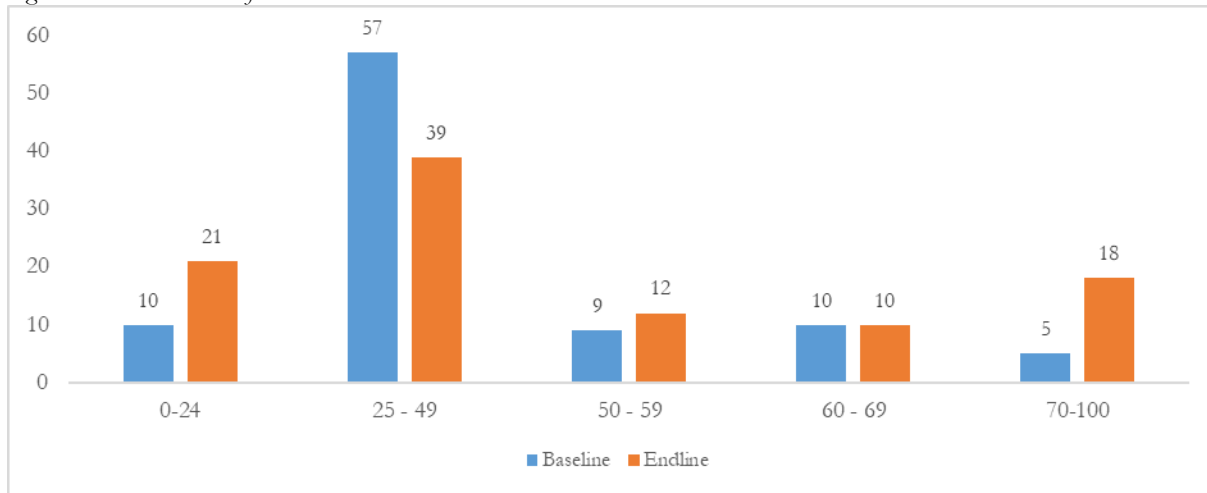
The map below (Figure 19) presents an overview of EGRA performance for P.6 learners with disabilities across the 13 districts covered by the survey.

Figure 19: Map showing Overall P.6 Performance in EGRA



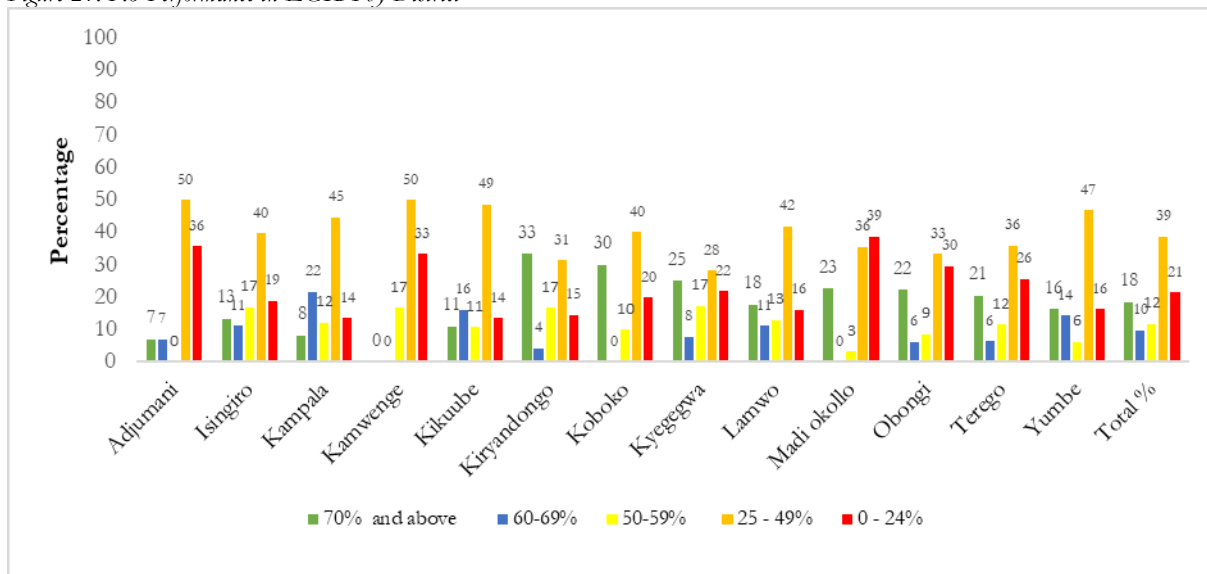
Overall, performance in EGRA for P.6 learners with disabilities was very low. Only 18% had full competencies, that is scored 70% and above, 10% scored 60-69%, 12% scored 50-59%, 39% scored 25-49% while 21% scored below 25%, as shown in Figure 20 (Endline 2022). The performance of learners with disabilities was slightly better than learners without disabilities, with only 5% (n=2,300) scoring 70% and above, 10% scored 60-69%, 9% scored 50-59%, 57% scored 25-49% while 10% scored below 25% (Baseline 2021). This implies that most learners both with and without disabilities did not have competencies in reading.

Figure 20: Overall P.6 Performance in EGRA



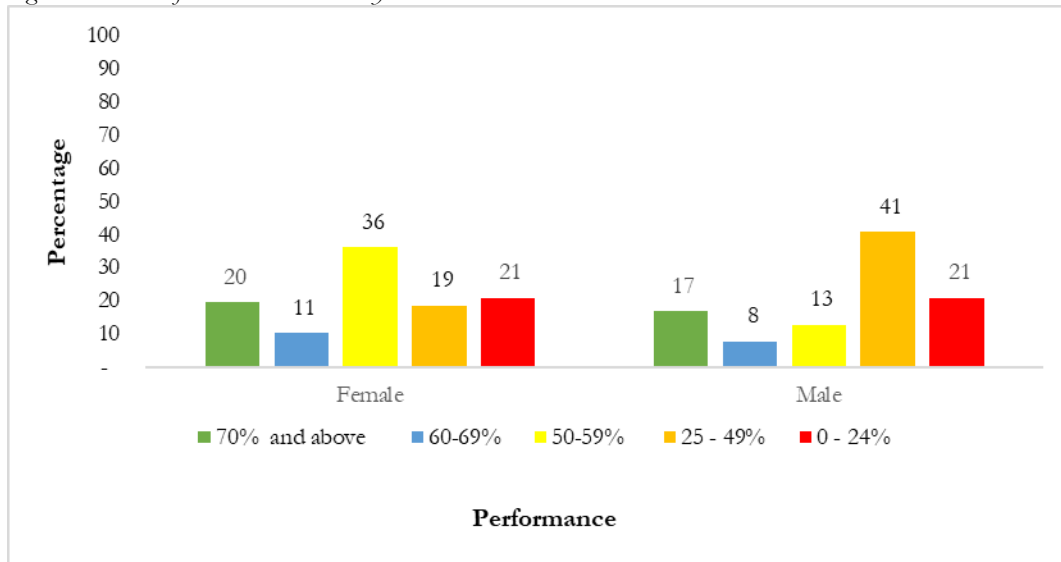
The lead performing districts were Kiryandogo (33%), Koboko (30%) and Kyegegwa (25%), where learners with disabilities scored 70% and above. In contrast, the least performing district was Kamwenge, with none (0%) scoring 70% and above, as shown in Figure 21. According to KIIs, the low performance in these districts was attributed to a lack of adapted EGRA instructional materials, disability-friendly facilities and low staffing levels of SNE teachers. The variations across districts were not statistically significant, with a p-value of 0.29.

Figure 21: P.6 Performance in EGRA by District



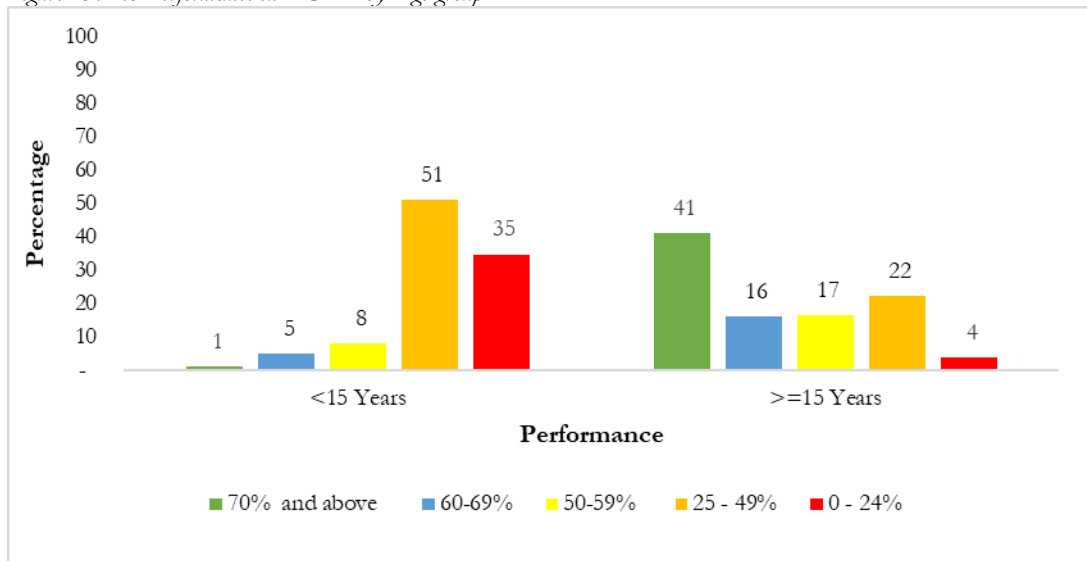
Overall, 20% females (n=313) and 17% males (n=300) scored 70% and above in P.6 EGRA, 11% females and 8% males scored 60-69%, 36% females and 13% males scored 50-59%, 19% females and 41% males scored 25-49% while 21% of both females and males scored below 25% as shown in Figure 22. There was no significant difference (p-value 0.29) in performance between females and males, implying that gender was not a determining factor in reading proficiency.

Figure 22: P.6 Performance in EGRA by Sex



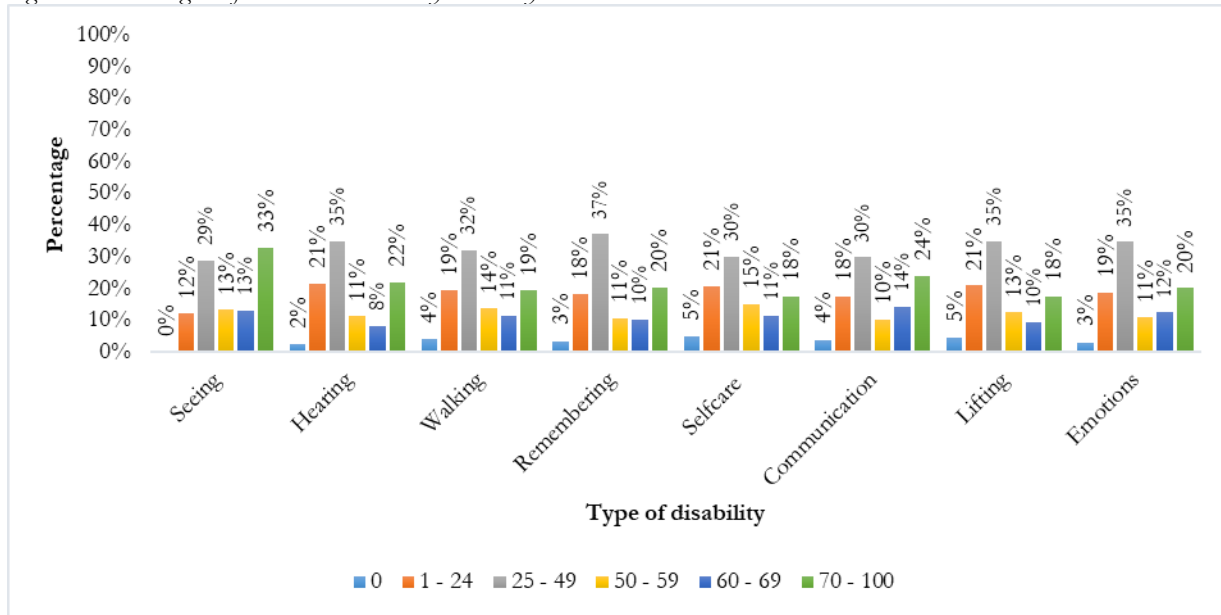
More learners aged 15 years and above (41%, n=265) scored 70% and above than those below 15 years (1%, n=348). The variation was not statistically significant (p -value 0.35), as shown in Figure 23.

Figure 23: P.6 Performance in EGRA by Age-group



Overall, there was no significant variation in performance among learners with different categories of disabilities (seeing, hearing, walking, remembering, self-care, communication, lifting, and controlling emotions). Learners with disabilities who scored 70% and above were below 18% for all categories of disabilities, and only 10% scored 60-69%. Less than a third (21%) scored 0-24%, and the performance was similar across all categories. The scores per disability status are presented in Figure 24.

Figure 24: Percentage Performance in EGRA by Disability Status



Performance by gender and age

There was no statistically significant variation in performance among female and male learners with different types of disabilities, as presented in Table 8

Table 12: Performance by Type Disability and Gender

Disability/Score (%)	Gender	0	1 - 24	25 - 49	50 - 59	60 - 69	70 - 100
Seeing (p=0.12)	Male	0.0	11.5	31.4	14.7	10.9	31.4
	Female	0.0	12.6	26.3	12.0	14.9	34.3
Hearing (p=0.48)	Male	3.2	22.6	38.7	12.9	7.3	15.3
	Female	1.6	20.3	30.9	9.8	8.9	28.5
Walking (p=0.34)	Male	5.5	15.5	36.4	15.5	8.2	19.1
	Female	2.6	23.1	28.2	12.0	14.5	19.7
Remembering(p=017)	Male	4.3	18.6	37.1	12.1	10.0	17.9
	Female	2.6	17.9	37.1	9.3	10.6	22.5
Self-care (p=0.35)	Male	5.2	20.8	36.4	15.6	7.8	14.3
	Female	4.9	20.7	24.4	14.6	14.6	20.7
Communication (p=0.50)	Male	5.2	20.8	32.5	13.0	7.8	20.8
	Female	2.6	14.3	27.3	7.8	20.8	27.3
Lifting (p=0.06)	Male	5.4	19.6	37.0	14.1	6.5	17.4
	Female	3.7	22.2	33.3	11.1	12.0	17.6
Emotions (p=0.40)	Male	4.1	21.4	33.7	11.2	8.2	21.4
	Female	2.1	15.8	35.8	10.5	16.8	18.9

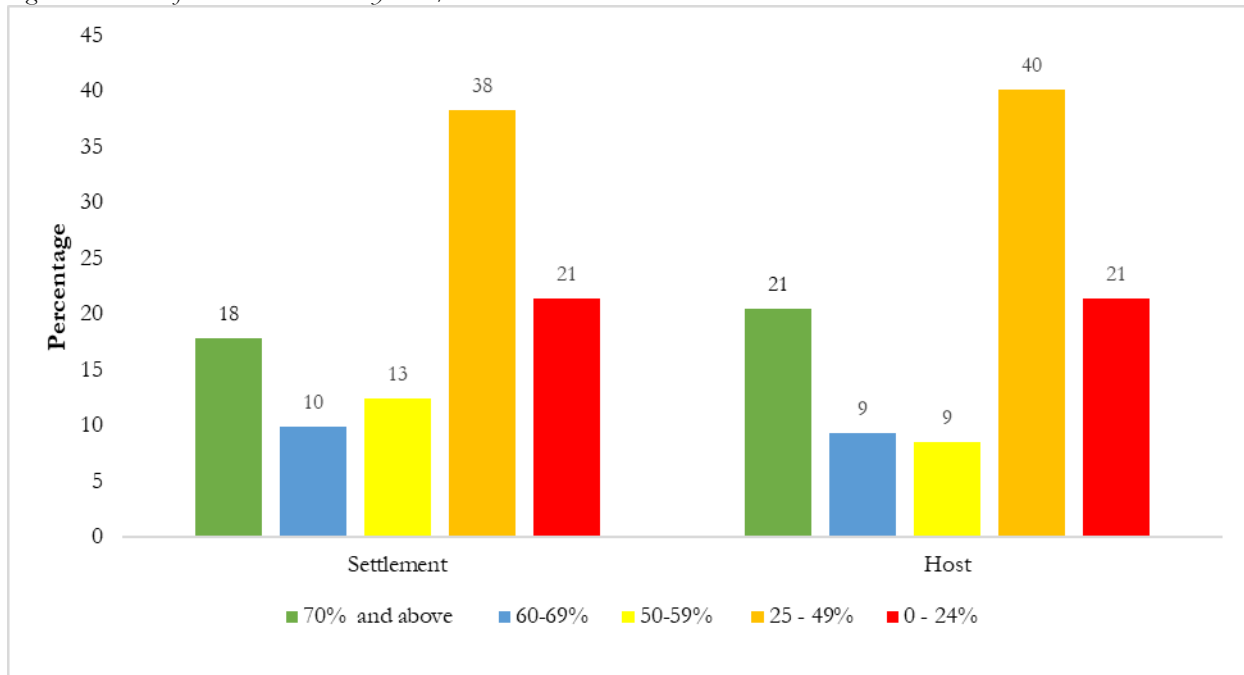
Learners aged 15 years and above performed relatively better than those under 15 years (about 40% scoring 70% and above). However, there was no statistically significant variation in the performance learners' the different types of disabilities, as shown in Table 9.

Table 13: Performance by Type Disability and Age

Disability/Score (%)	Age	0	1 - 24	25 - 49	50 - 59	60 - 69	70 - 100
Seeing (p=0.06)	< 15 Years	0.0	45.5	54.5	0.0	0.0	0.0
	15+ Years	0.0	3.8	22.3	16.6	16.2	41.1
Hearing (p=0.37)	< 15 Years	4.3	33.3	47.8	8.0	5.1	1.4
	15+ Years	0.0	6.4	18.3	15.6	11.9	47.7
Walking (p=0.39)	< 15 Years	7.2	32.8	46.4	8.0	5.6	0.0
	15+ Years	0.0	2.9	14.7	20.6	18.6	43.1
Remembering(p=40)	< 15 Years	6.3	31.4	50.3	5.7	5.0	1.3
	15+ Years	0.0	2.3	21.2	16.7	16.7	43.2
Self-care (p=0.37)	< 15 Years	9.1	35.2	38.6	10.2	6.8	0.0
	15+ Years	0.0	2.8	19.7	21.1	16.9	39.4
Communication (p=0.47)	< 15 Years	7.6	31.6	41.8	10.1	8.9	0.0
	15+ Years	0.0	2.7	17.3	10.7	20.0	49.3
Lifting (p=0.35)	< 15 Years	7.8	34.8	47.0	5.2	5.2	0.0
	15+ Years	0.0	2.4	18.8	22.4	15.3	41.2
Emotions (p=0.40)	< 15 Years	5.7	33.3	45.7	6.7	7.6	1.0
	15+ Years	0.0	1.1	21.6	15.9	18.2	43.2

Learners in refugee settlement schools performed significantly higher than those in host community schools (p-value 0.01) as follows: 70% and above (18% settlement, 20% host), 60-69% (10% settlement, 9% host), 50-59% (13% settlement, 9% host), 25-49% (38% settlement, 40% host) and 0-24% (21% settlement, 21% host) as illustrated in Figure 25.

Figure 25: P.6 Performance in EGRA by Host/ Settlement



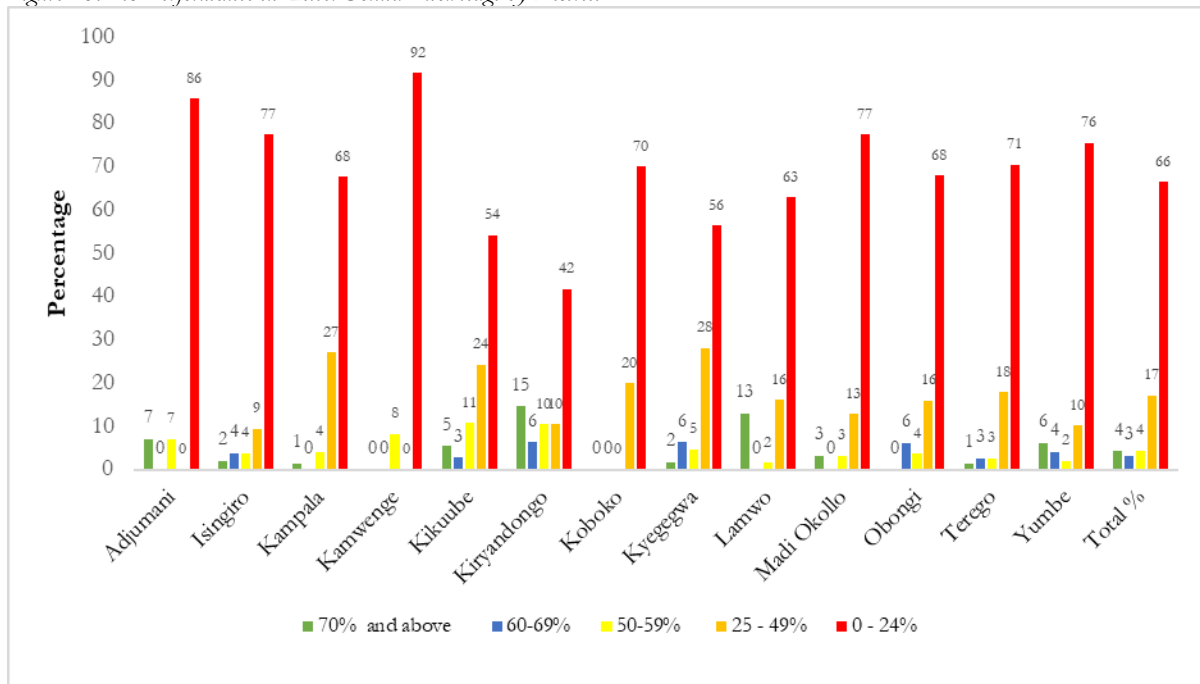
P.6 Performance by Specific EGRA Tasks

The EGRA exercise was conducted across the following specific tasks: letter sounds, segmenting words, non-word decoding, oral passage reading, reading comprehension, and English vocabulary, as discussed below.

Letter Sounds

The P.6 performance in letter-sound knowledge was low across all districts, with 66% scoring below 25%. Only 4% scored 70% and above, 3% scored 60-69%, 4% scored 50-59% while 17% scored 25-49%. Slightly over one-third of learners (31%) scored 0% in letter-sound knowledge depicting a big gap in letter-sound knowledge. The lead performing district in letter sounds was Lamwo, with 13% scoring 70% and above. The percentage of learners with low knowledge of sounds (scoring 0-24%) was particularly higher in Adjumani (86%), Kamwenge (92%), Koboko (100%) and Madi Okollo (77%), as shown in Figure 26.

Figure 26: P.6 Performance in Letter-Sound Knowledge by District



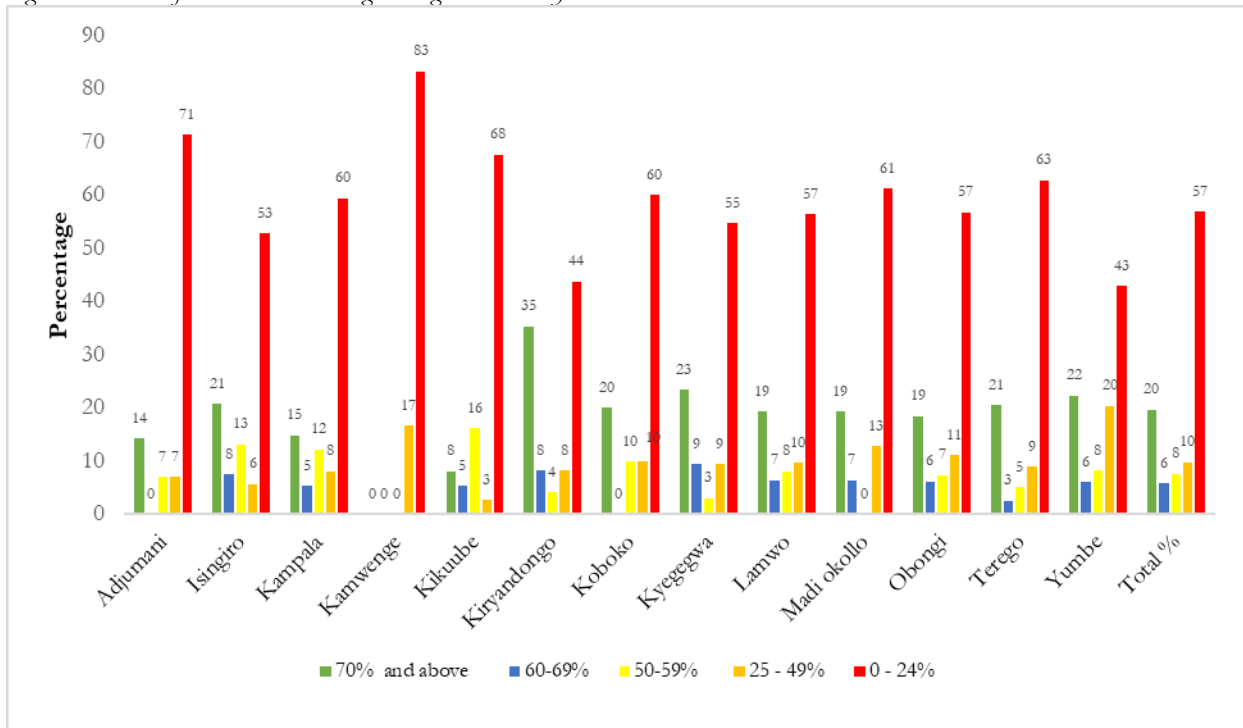
There was no significant variation (p-value 0.23) in performance among males (8%) and females (10%) in letter-sound knowledge. Additionally, age was not a determinant of performance in letter sound-knowledge (p-value 0.38).

Segmenting Words into Syllables

Under this component, assessors would read each word aloud twice, while for learners with hearing impairment, sign language would be used to spell out the word, and the learner would be asked to say either the sounds or the syllables that make up that word. The P.6 learners had minimal knowledge in segmenting words with up to two syllables across districts. Only 20% scored 70% and above, 6% scored 60-69%, 8% scored 50-59%, 10% scored 25-49% while most of the learners (57%) scored 24% and below. Almost half of the learners (48%) scored 0% in word segmentation, implying low competencies.

The percentage of learners with low knowledge in segmenting words up to 2 syllables was higher in Kamwenge District (83%), followed by Adjumani (71%) and Kikuube (68%) districts, as presented in Figure 27. The variation across districts was statistically significant (p-value 0.04).

Figure 27: P.6 Performance in Word Segmenting Level One by District

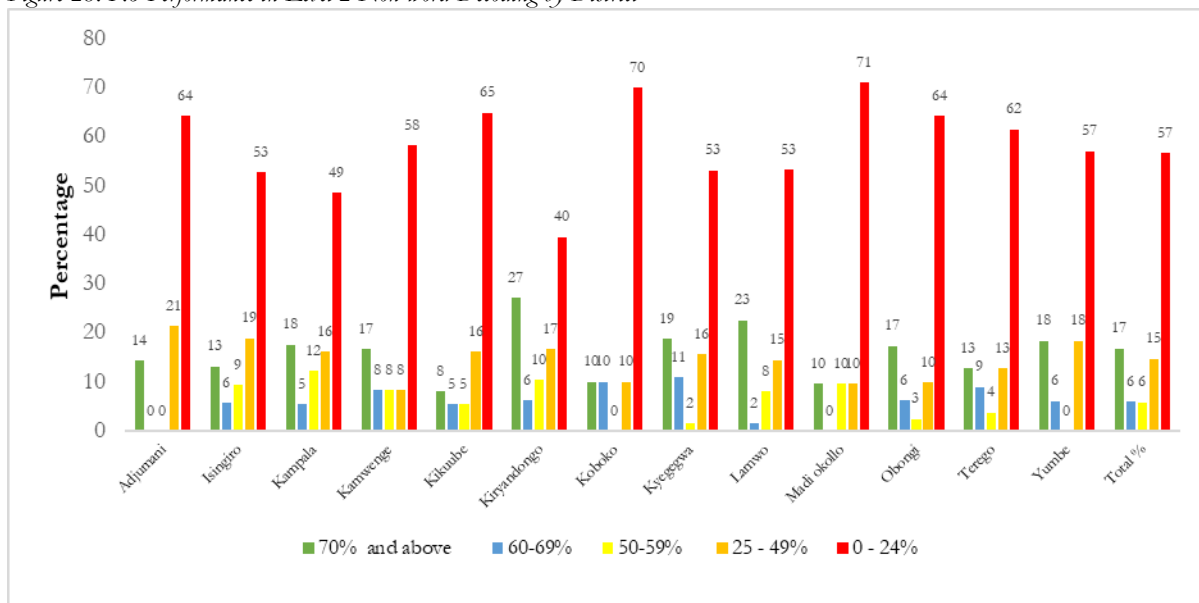


Non-word Decoding

To further assess reading skills, learners were shown a sheet of invented words in a printout and were asked to read and identify as many as possible. Only 17% scored 70% and above, 6% scored 60-69%, 6% scored 50-59%, 17% scored 25-49%, whereas most of the learners (57%) scored 0-24%, which implies very low competencies in non-word decoding.

Kiryandongo District performed relatively better than other districts in non-word decoding, with 27% scoring 70% and above, while 6% scored 60-69%. The percentage of learners with low knowledge in non-word decoding was highest in the districts of Madi Okollo (71%) and Koboko (70%), as illustrated in Figure 28.

Figure 28: P.6 Performance in Level 2 Non-word Decoding by District



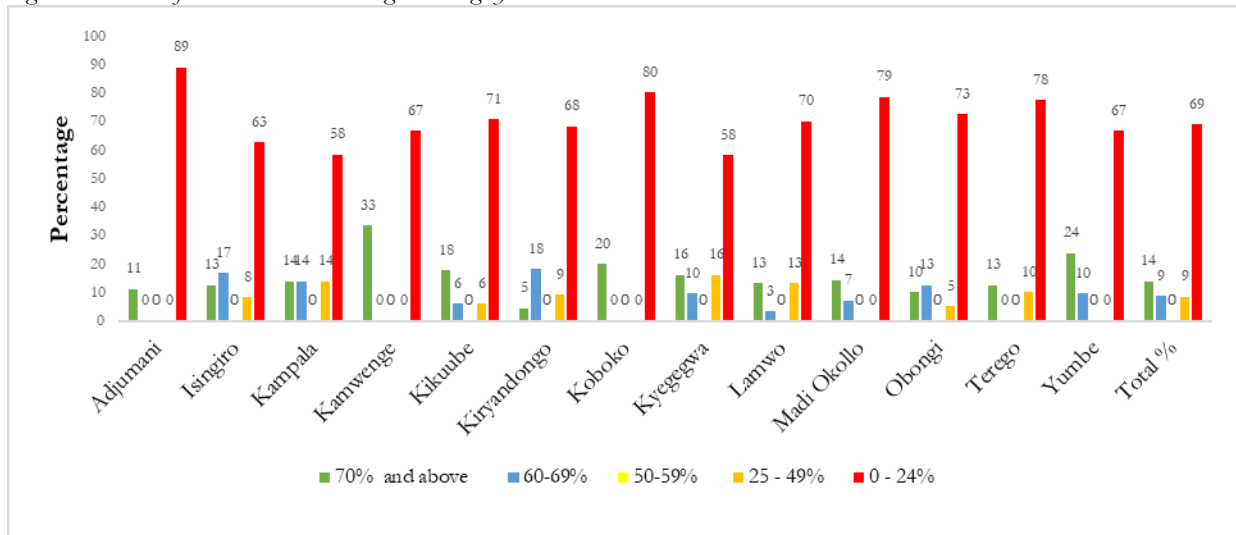
There was no statistically significant variation in performance in non-word decoding between females and males (p -value 0.20) and those aged below and above 15 years (p -value 0.34).

Oral Passage Reading

Under this subtask, learners were introduced to a short English story to read aloud, quickly but carefully. This was a timed activity to be accomplished within 120 seconds, which is double the time offered to other learners without disabilities. Only 14% of P.6 learners scored 70% and above, 9% scored 60-69%, 0% scored 50-59 while 9% scored 25-49%. Most of the learners (69%) scored below 25% in oral passage reading, indicating very low competencies.

The highest proportion of learners who scored 70% and above in oral passage reading was from the districts of Yumbe (24%), Koboko (20%), and Kikuube (18%), as shown in Figure 29.

Figure 29: P.6 Performance in Oral Passage Reading by District



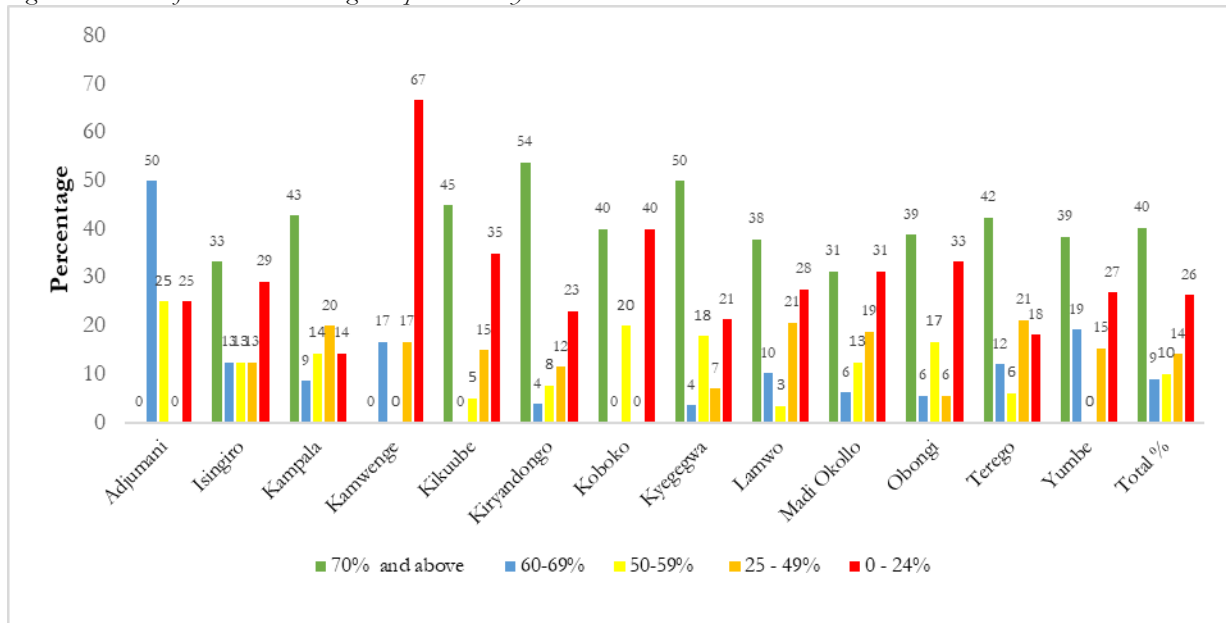
There was no statistically significant variation in oral passage reading between females and males (p -value 0.45) and those aged below and above 15 years (p -value 0.29).

Reading Comprehension

After reading the oral passage or elapse of 120 seconds, the passage would be removed from the learner, and several questions were asked relating to the story. The majority of the learners 40% scored, 70% and above in reading comprehension, 9% scored 60-69, 10% scored 50-59%, 14% scored 25-49%, while 12% scored below 25%.

The highest proportion of learners who scored 70% and above in reading comprehension was from the districts of Kiryandongo (54%) and Kyegegwa (50%). Districts with very low competencies (scoring below 25%) included Kamwenge (67%) and Koboko (40%), as shown in Figure 30. The variations across districts were not statistically significant (p -value 0.16).

Figure 30: P.6 Performance in Reading Comprehension by District



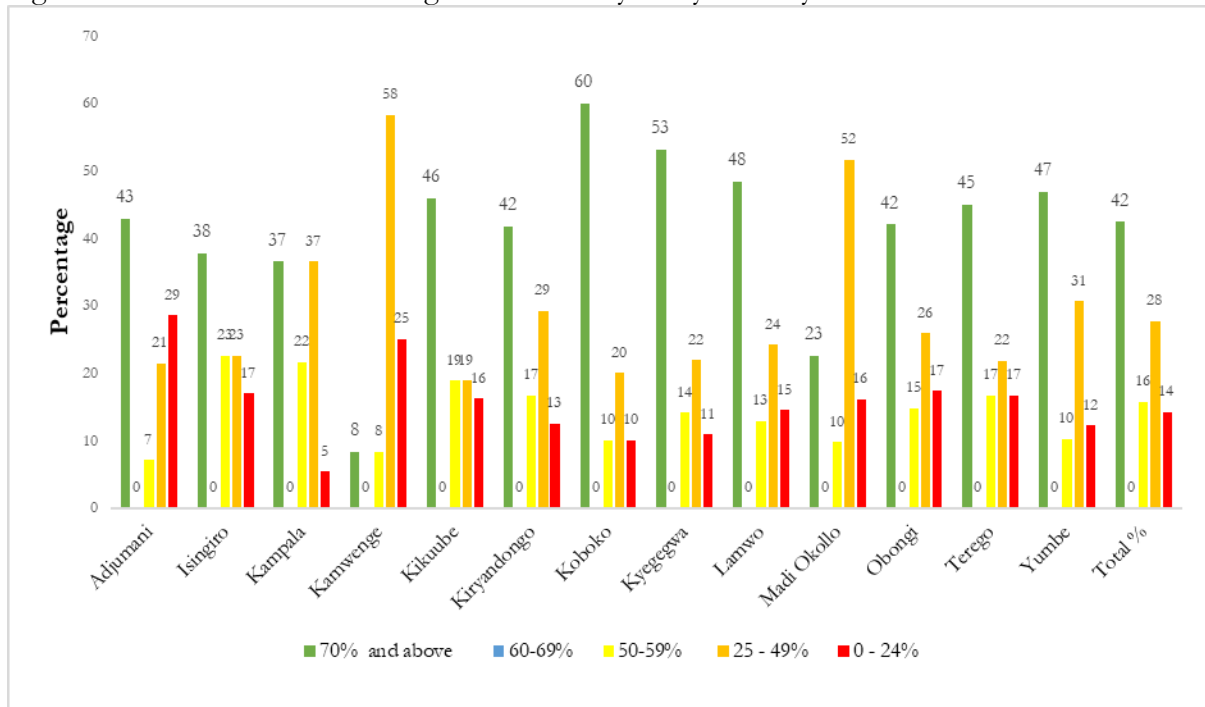
There was no significant variation between the performance of females and males in reading comprehension (p-value 0.16) and across the different age groups (p-value 0.13).

English Vocabulary - Body Parts

Learners were asked to identify specific parts of their bodies (foot, arm, chin, knee, mouth, back, elbow and shoulder) to check their understanding of the vocabulary in English. Less than half (42%) of P.6 learners scored 70% and above, 16% scored 50-59%, 28% scored 25-49%, while 14% scored 0-24%, indicating very low competencies in English vocabulary.

The districts whose learners performed relatively better by scoring 70% and above in English vocabulary were Koboko (60%), Kyegegwa (53%) and Yumbe (47%), as shown in Figure 31. The variations across districts were not statistically significant (P-value 0.38).

Figure 31: P.6 Performance in English Vocabulary-Body Parts by District



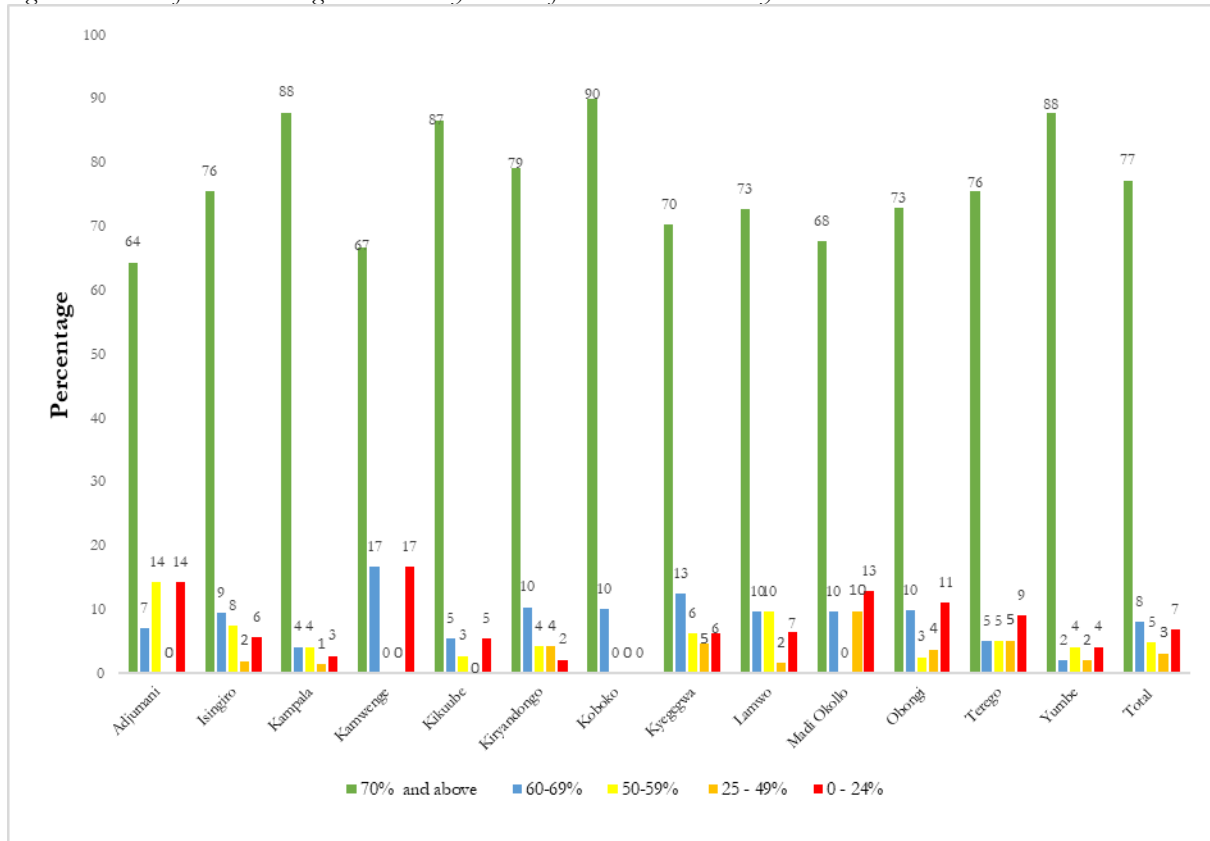
There was no significant variation in the performance of male and female learners (p -value 0.38) in the identification of body parts and across age (p -value 0.20).

English Vocabulary - Words from the Environment

To assess the learners' knowledge regarding words from the environment, the assessors mentioned one word at a time and asked them to point at them. The words cited were: pencil, shoes, desk, rubber, paper, and ground (floor).

Overall, P.6 learners performed well in vocabulary regarding words from the environment, whereby 77% scored 70% and above, 8% scored 60-69%, 5% scored 50-59%, 3% scored 25-49% and 7% scored below 25%. The highest proportion of learners who scored 70% and above in identifying words from the environment was from Koboko (90%), followed by Yumbe (80%) and Kampala (80%) districts, as shown in Figure 32. The variations across districts were not statistically significant (p -value 0.16).

Figure 32: P.6 Performance in English Vocabulary - Words from the Environment by District



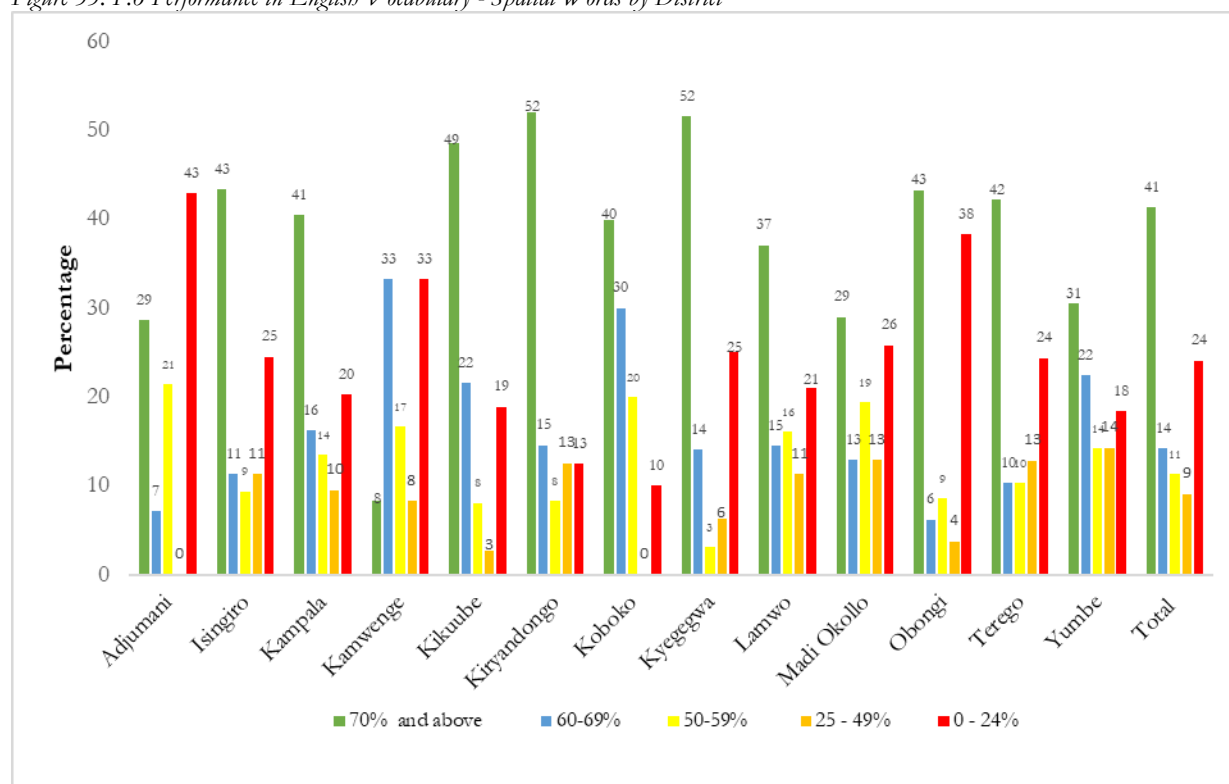
There were no statistically significant variations in knowledge of words from the environment across gender (p-value 0.16) and age group (p-value 0.13).

English Vocabulary Spatial Words

To assess the learner’s knowledge of spatial words, assessors asked learners to place a pencil in different positions on the paper, next to the paper, behind the desk, under the paper, in front of the desk, and on the right of the paper.

Less than half (41%) of P.6 learners scored 70% and above in identifying the correct spatial words in English, 14% scored 60-69%, 11% scored 50-59%, 9% scored 25-49%, while 24% scored below 25%. The highest proportion of learners who scored 70% and above in identifying the correct spatial words was from Kyegegwa and Kiryandongo with 52%, as shown in Figure 33. The variations across districts were not statistically significant (P-value 0.29).

Figure 33: P.6 Performance in English Vocabulary - Spatial Words by District



There was no statistically significant variation in understanding the correct spatial words across gender (p-value 0.29) and age (p-value 0.21).

In this evaluation, literacy refers to those who had at least basic competencies or had not failed, having scored at least 50% and above. Overall, the literacy rate for P.3 learners with disabilities was very low at 17.8% (17.6% females, 18.0% males). Similarly, the literacy rate for P.6 learners with disabilities was low at 39.9% (41.9% females, 38.0% males).

Indicator	Endline (2022)		
	Refugee	Host	Average
Literacy Rate P3 F	19.9%	13.4%	18.0%
Literacy Rate P3 M	18.4%	15.7%	17.6%
Literacy Rate P6 F	41.2%	43.3%	41.9%
Literacy Rate P6 M	38.8%	36.2%	38.0%

3.3.1.2 Early Grade Mathematics

The EGMA tool, which entailed several subtasks for learners with disabilities, was adopted and used to assess early grade mathematics. The subtasks included: number identification, number discrimination, missing numbers, addition, subtraction and word problems. The subtasks were administered in English for the learners for P.3, and in local languages where the learners had difficulty understanding English instructions.

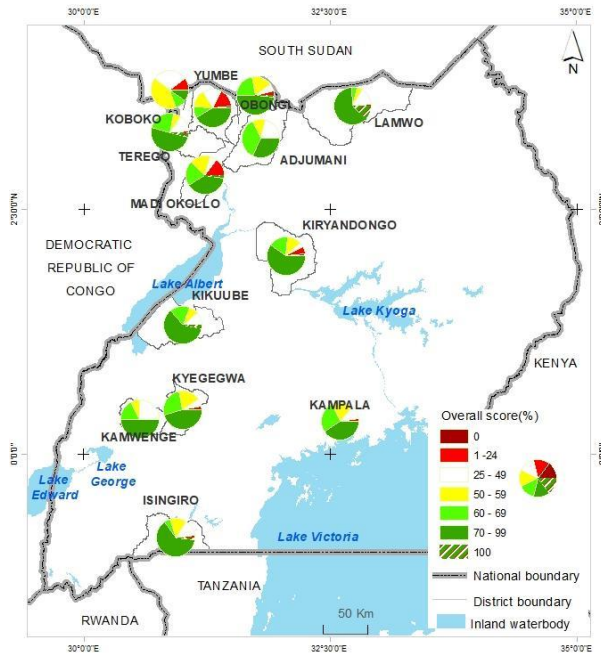
At endline (2022), EGMA was administered to P.3 and P.6 learners with disabilities, whereas at baseline (2021), EGMA was administered to all P.3 and P.6 learners including those with physical disabilities.

C. Primary Three Early Grade Mathematics

Overall P.3 EGMA Performance

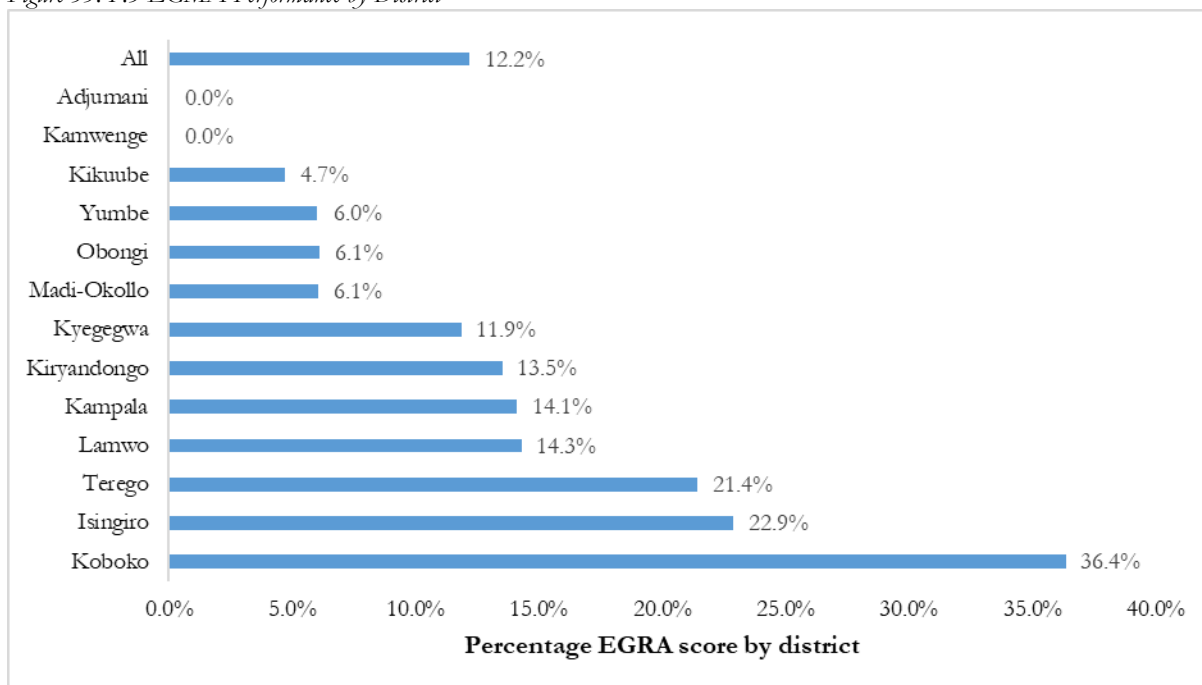
The P.3 EGMA performance was lower among learners with disabilities than those without disabilities. Only 12% (n=713) of P.3 learners with disabilities had full competencies in mathematics by scoring 70% and above (Endline 2022). Only 11% of learners with disabilities scored 60-69%; 16% scored 50-59%; 37% scored 25-49%; and 24% scored below 25% in all districts, as presented in Figure 34. The performance for P.3 learners with disabilities in EGMA was much lower than those without disabilities (Baseline 2021), with 34%, (n=3,054) of P.3 learners having full competencies in mathematics proficiency by scoring 70% and above, 18% scored 60-69%, 16% scored 50-59%, 24% scored 25-49% while 8% scored below 25%.

Figure 34: Map of Uganda Showing Overall P.3 Performance in EGMA



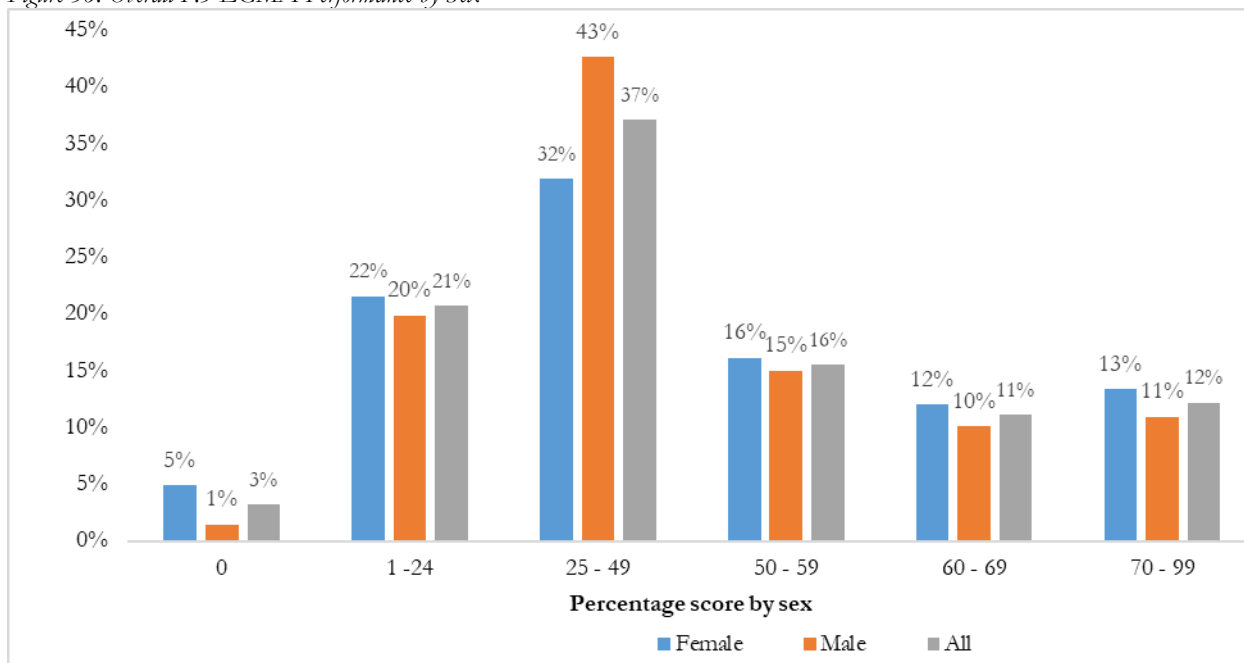
The relatively better performing districts regarding scoring 70% and above were Koboko (36%, n=11), Isingiro (23%, n=83), Terego (21%, n=70), Lamwo (14%, n=77) and Kampala (14%, n=78) as shown in Figure 35.

Figure 35: P.3 EGMA Performance by District



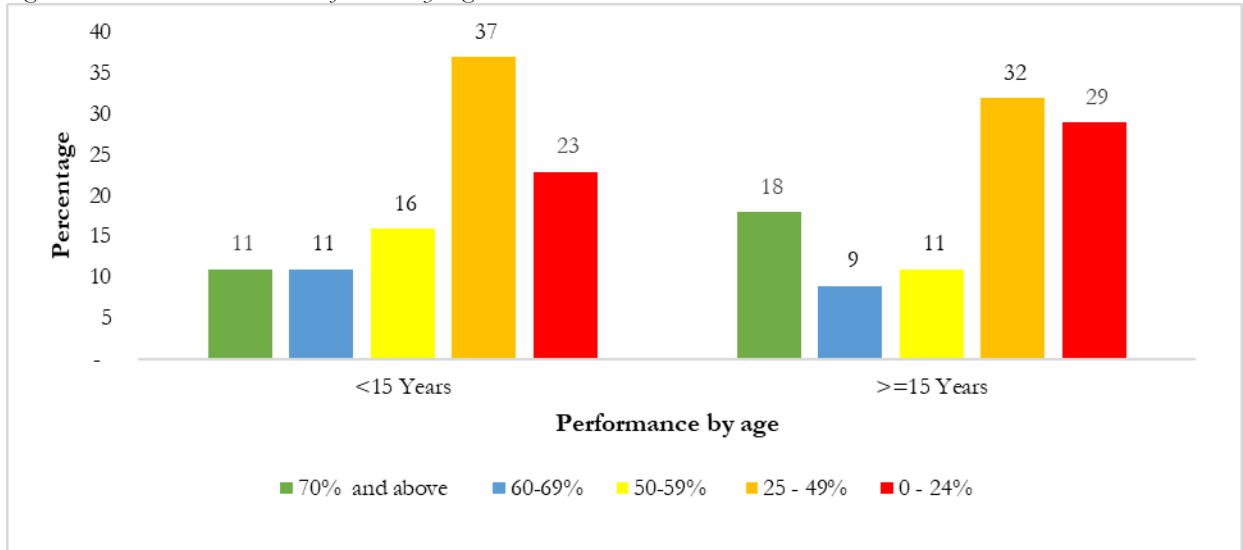
Male learners in P.3 (13%, n= 366) performed significantly higher than female learners (11%, n=347) scoring 70% and above (p-value 0.01), as shown in Figure 36. The low performance among female learners was partly attributed to several factors, including lack of menstrual hygiene management essential materials such as sanitary towels and regular absenteeism from school while taking care of siblings and patients and sexual harassment as reported by female FGD participants.

Figure 36: Overall P.3 EGMA Performance by Sex



Overall, more P.3 learners aged 15 years and above (18%, n=78) performed significantly better in EGMA than those aged less than 15 years (11%, n= 635) by scoring 70% and above (p-value 0.01), as shown in Figure 37. This implies that age was one of the factors that affected EGMA performance.

Figure 37: Overall P.3 EGMA Performance by Age



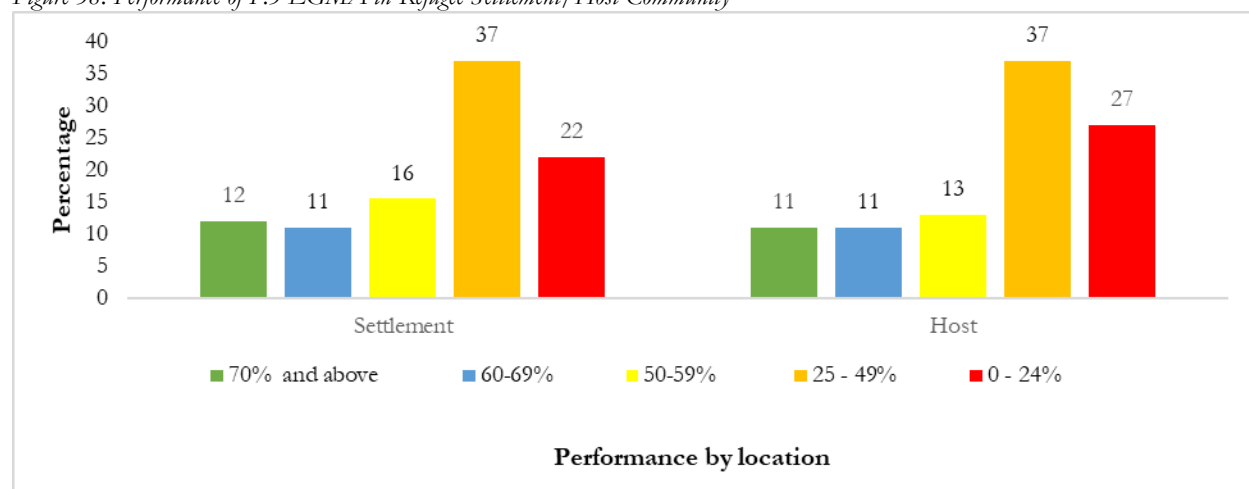
The trend of learners aged 15 years and above performing better than those aged 15 years and below was similar at the district level except for Adjumani, Madi Okollo, and Obongi, as shown in Table 14. The variation was statistically significant in 10 out of 13 districts.

Table 14: P.3 EGMA Performance by District

EGMA Score	Adjumani (p=0.02)		Isingiro (p=0.01)		Kampala (p=0.06)		Kamwenge (p=0.04)		Kikuube (p=0.02)		Kiryandongo (p=0.09)		Koboko (p=0.03)		Kyegegwa (p=0.01)		Lamwo (p=0.03)		Madi-Okollo (p=0.01)		Obongi (p=0.01)		Terego (p=0.02)		Yumbe (p=0.01)		All (p=0.01)	
	<15 Yrs	15+ Yrs.	<15 Yrs.	15+ Yrs.	<15 Yrs.	15+ Yrs.	<15 Yrs.	15+ Yrs.	<15 Yrs.	15+ Yrs.	<15 Yrs.	15+ Yrs.	<15 Yrs.	15+ Yrs.	<15 Yrs.	15+ Yrs.	<15 Yrs.	15+ Yrs.	<15 Yrs.	15+ Yrs.	<15 Yrs.	15+ Yrs.	<15 Yrs.	15+ Yrs.	<15 Yrs.	15+ Yrs.	<15 Yrs.	15+ Yrs.
0	12	0	0	25	0	0	0	0	8	0	3	13	0	0	0	10	2	0	0	0	4	100	0	0	9	0	3	6
1 - 24	47	100	12	0	11	0	19	50	29	33	10	38	30	0	22	20	18	11	21	0	21	0	7	0	40	75	21	23
25 - 49	18	0	33	25	54	0	50	50	39	33	52	13	20	100	39	60	34	44	36	0	40	0	43	42	23	13	38	32
50 - 59	24	0	19	13	11	17	6	0	14	17	14	0	10	0	18	10	18	11	18	0	17	0	19	25	15	0	16	12
60 - 69	0	0	13	13	13	33	25	0	8	8	14	0	0	0	6	0	15	22	18	0	12	0	10	8	8	0	11	9
70 - 100	0	0	23	25	11	50	0	0	4	8	7	38	40	0	14	0	15	11	6	0	6	0	21	25	5	13	12	18

Learners in refugee settlement schools (12%) performed significantly higher (p-value 0.01) than learners in host community schools (11%), as presented in Figure 38.

Figure 38: Performance of P.3 EGMA in Refugee Settlement/Host Community



At the district level, the full competency in mathematics (70% and above) was higher among learners in refugee settlement schools than those in host community schools except in Adjumani, Isingiro and Terego districts, as shown in Table 15. Better performance among refugee settlement schools was partly attributed to better facilitation with scholastic materials, classrooms and teachers.

Table 15: EGMA P.3 Performance by District and Refugee Settlement/Host Community

District	Percentage score (%)	Settlement (%)	Host (%)	Total (%)
Adjumani		0.0	8.1	2.5
	0	0.0	11.1	11.1
	1 -24	0.0	50.0	50.0
	25 – 49	0.0	16.7	16.7
	50 – 59	0.0	22.2	22.2
Isingiro		14.7	4.9	11.6
	0	2.8	0.0	2.4
	1 -24	11.1	9.1	10.8
	25 – 49	31.9	36.4	32.5
	50 – 59	18.1	18.2	18.1
	60 – 69	13.9	9.1	13.3
Kampala		0.0	35.0	10.9
	1 -24	0.0	10.3	10.3
	25 – 49	0.0	50.0	50.0
	50 – 59	0.0	11.5	11.5
	60 – 69	0.0	14.1	14.1
	70 – 99	0.0	14.1	14.1
Kamwenge		2.7	2.2	2.5
	1 -24	7.7	60.0	22.2
	25 – 49	61.5	20.0	50.0
	50 – 59	7.7	0.0	5.6
	60 – 69	23.1	20.0	22.2
Kikuube		12.0	2.2	9.0
	0	6.8	0.0	6.3
	1 -24	32.2	0.0	29.7

District	Percentage score (%)	Settlement (%)	Host (%)	Total (%)
	25 - 49	33.9	80.0	37.5
	50 - 59	15.3	0.0	14.1
	60 - 69	6.8	20.0	7.8
	70 - 99	5.1	0.0	4.7
Kiryandongo		5.3	4.9	5.2
	0	0.0	18.2	5.4
	1 -24	7.7	36.4	16.2
	25 - 49	50.0	27.3	43.2
	50 - 59	15.4	0.0	10.8
	60 - 69	7.7	18.2	10.8
	70 - 99	19.2	0.0	13.5
Koboko		2.2	0.0	1.5
	1 -24	27.3	0.0	27.3
	25 - 49	27.3	0.0	27.3
	50 - 59	9.1	0.0	9.1
	70 - 99	36.4	0.0	36.4
Kyegegwa		8.4	8.1	8.3
	0	0.0	5.6	1.7
	1 -24	17.1	33.3	22.0
	25 - 49	46.3	33.3	42.4
	50 - 59	17.1	16.7	16.9
	60 - 69	4.9	5.6	5.1
	70 - 99	14.6	5.6	11.9
Lamwo		9.4	13.9	10.8
	0	2.2	0.0	1.3
	1 -24	13.0	22.6	16.9
	25 - 49	34.8	35.5	35.1
	50 - 59	15.2	19.4	16.9
	60 - 69	19.6	9.7	15.6
	70 - 99	15.2	12.9	14.3
Madi-Okollo		6.7	0.0	4.6
	1 -24	21.2	0.0	21.2
	25 - 49	36.4	0.0	36.4
	50 - 59	18.2	0.0	18.2
	60 - 69	18.2	0.0	18.2
	70 - 99	6.1	0.0	6.1
Obongi		15.7	2.2	11.5
	0	5.2	0.0	4.9
	1 -24	19.5	40.0	20.7
	25 - 49	40.3	20.0	39.0
	50 - 59	16.9	20.0	17.1
	60 - 69	13.0	0.0	12.2
	70 - 99	5.2	20.0	6.1
Terego		11.0	7.2	9.8
	1 -24	7.4	0.0	5.7
	25 - 49	46.3	31.3	42.9
	50 - 59	24.1	6.3	20.0
	60 - 69	5.6	25.0	10.0
	70 - 99	16.7	37.5	21.4
Yumbe		11.8	11.2	11.6
	0	6.9	12.0	8.4
	1 -24	39.7	52.0	43.4
	25 - 49	20.7	24.0	21.7

District	Percentage score (%)	Settlement (%)	Host (%)	Total (%)
	50 - 59	13.8	12.0	13.3
	60 - 69	10.3	0.0	7.2
	70 - 99	8.6	0.0	6.0

According to KIIs, the low performance in EGMA was majorly attributed to challenges such as inadequate adapted mathematics instructional materials such as brail for learners with visual impairment, unaccommodative infrastructures such as; classrooms with enough space and ramps for learners with physical disabilities, limited skilled teachers in special needs, lack of assistive devices and structures.

EGMA Performance by Subtask

Number Identification

Learners in P.3 were instructed to identify numbers by pointing to each number and telling what the number was in 120 seconds, which is double the usual time given to learners without disabilities. The 20 numbers given were: 2, 9, 0, 12, 30, 22, 45, 39, 23, 48, 91, 33, 74, 87, 65, 108, 245, 587, 731 and 989.

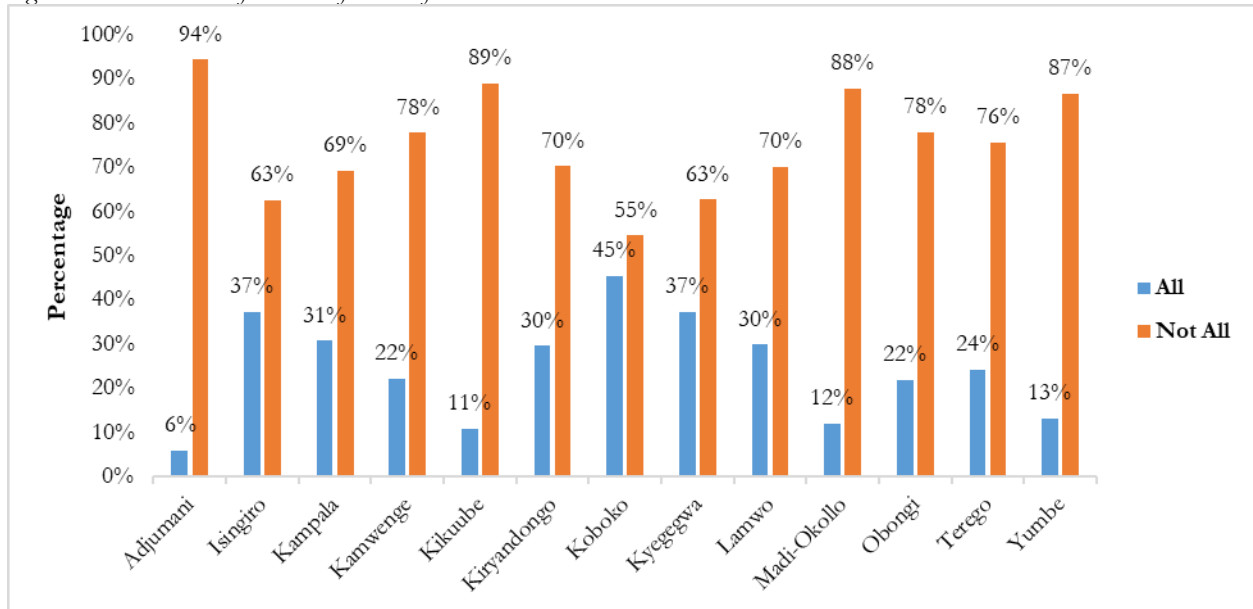
Two-thirds of learners (60%, n=713) had full competency in identifying numbers correctly. Performance across districts was highest in Kampala (78%, n=76), followed by Isingiro (71%, n=57) and Kiryandongo (70%, n=50). Adjumani was the lowest-performing district, with only (33%, n=19) having full competency, as presented in Table 16.

Table 16: Number Identification Performance for P.3 Learners across Districts

District/score	0%	1 – 24%	25 – 49%	50 – 59%	60 – 69%	70-100%
Adjumani	16.7	27.8	22.2	0.0	0.0	33.3
Isingiro	3.6	3.6	8.4	6.0	7.2	71.1
Kampala	0.0	6.4	10.3	1.3	3.8	78.2
Kamwenge	0.0	22.2	33.3	11.1	0.0	33.3
Kikuube	10.9	23.4	14.1	1.6	6.3	43.8
Kiryandongo	5.4	10.8	10.8	0.0	2.7	70.3
Koboko	0.0	9.1	27.3	9.1	0.0	54.5
Kyegegwa	1.7	15.3	27.1	1.7	0.0	54.2
Lamwo	1.3	14.3	13.0	9.1	5.2	57.1
Madi-Okollo	3.0	30.3	3.0	3.0	12.1	48.5
Obongi	7.3	4.9	4.9	4.9	2.4	75.6
Terego	0.0	2.9	15.7	5.7	10.0	65.7
Yumbe	15.7	20.5	10.8	4.8	4.8	43.4
Total	5.2	12.9	12.9	4.3	4.9	60.0

Only 25% (n=713) were able to identify all the 20 numbers correctly. Performance across districts was relatively better in Koboko (45%, n=11), followed by Kyegegwa (37%, n=59) and Isingiro (37%, n=83). Adjumani was the lowest-performing district, with only (6%, n=18) able to identify all numbers correctly, as presented in Figure 39.

Figure 39: Number Identification Performance for P.3 Learners across Districts

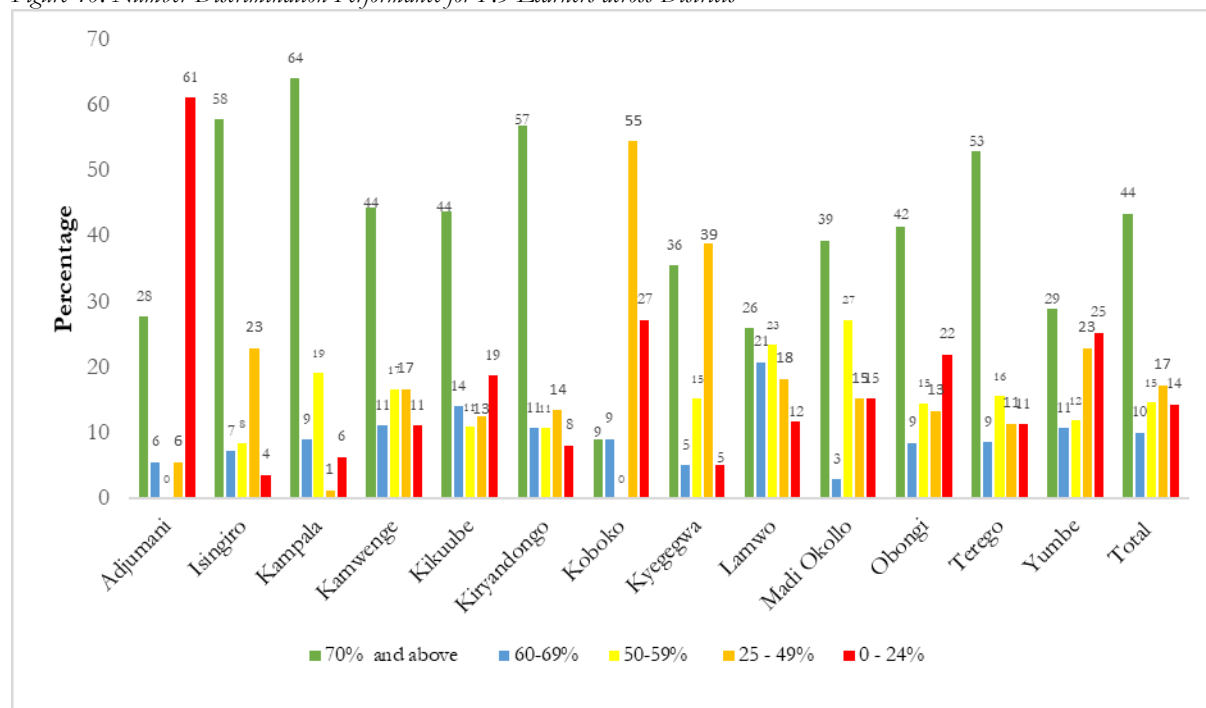


Number Discrimination

Learners were asked to discriminate between numbers by pointing at numbers and telling which numbers were bigger than others. This task measured learners' ability to judge differences by comparing quantities represented by numbers.

Less than half of the learners (44%, n=713) in all districts scored 70% and above, 10% scored 60-69%, 15% scored 50-59% while 14% scored 0-24%. This implies that most learners with disabilities were unable to differentiate between quantities, thus missing a foundational numerical skill critical to effectively solving mathematics problems. The performance was relatively higher in the districts of Kampala (64%, n=78), followed by Isingiro (58%, n=83), and Kiryadongo (57%). The lowest-performing districts in number discrimination were Adjumani (28%, n=18) and Koboko (9%, n=11), as shown in Figure 40. The variation in number discrimination across districts was not statistically significant (P-value 0.17).

Figure 40: Number Discrimination Performance for P.3 Learners across Districts



Addition Level One

The addition level one task assessed the ability of learners with disabilities to use and apply the procedural addition knowledge to solve more complicated problems. Learners were instructed to add single-digit numbers while timed for 120 seconds. Learners were allowed to use counting materials such as counting fingers, using counters, stones and tick marks on paper with pencils or solving problems from the head.

Only 16% (n=713) of P.3 learners with disabilities could correctly add all problems within 120 seconds in all districts. Performance was relatively better in Isingiro District (37%, n=83), followed by Lamwo District (33%, n=77), and Terego District (23%, n=70). The lowest lowest-performing were Adjumani and Kamwenge districts which none adding all problems, as presented in Table 17.

Table 17: Addition Level One Performance for P.3 Learners across Districts

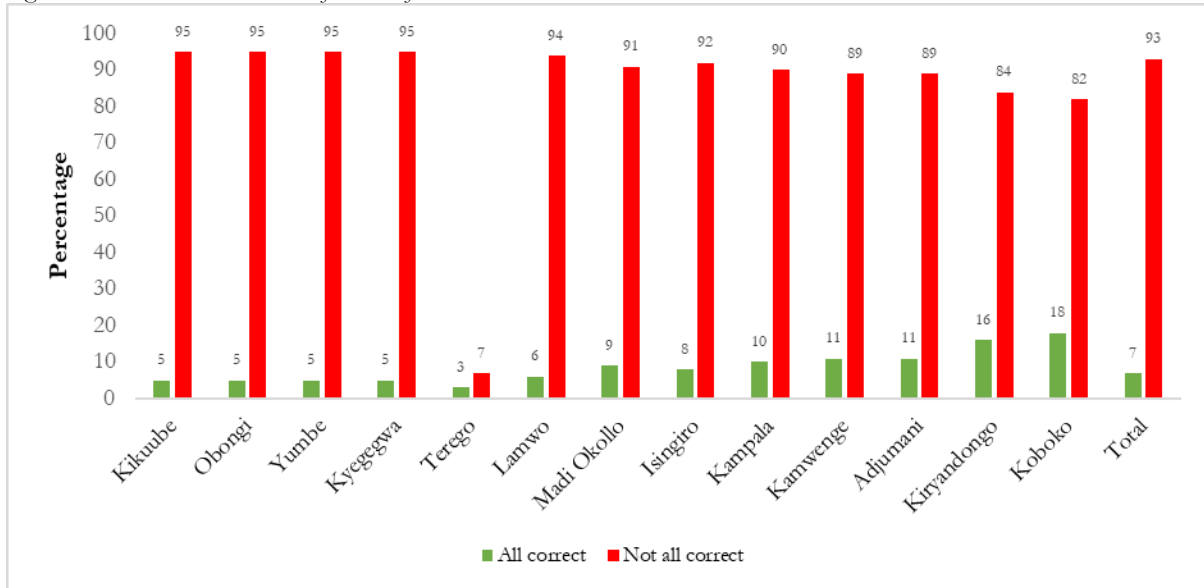
District	Not all correct	All Correct	Total	Number of Pupils
Adjumani	100.0	0.0	100.0	18
Kamwenge	100.0	0.0	100.0	18
Kiryandongo	94.6	5.4	100.0	37
Yumbe	95.2	4.8	100.0	83
Kikuube	92.2	7.8	100.0	64
Obongi	90.2	9.8	100.0	83
Kampala	89.7	10.3	100.0	78
Kyegegwa	83.1	16.9	100.0	59
Koboko	81.8	18.2	100.0	11
Madi Okollo	81.8	18.2	100.0	33
Terego	77.1	22.9	100.0	70
Isingiro	62.7	37.3	100.0	83
Lamwo	66.2	33.8	100.0	77
Total	83.5	16.5	100.0	713

Addition Level Two

In this subtask, learners were given additional problems extended to the addition of two-digit numbers involving bridging without timing. Learners were allowed to use any method such as solving problems from the head, fingers, counters, and tick marks on paper with pencils.

Only 7% (n=713) of P.3 learners added correctly all level two addition problems in all districts. The least performing districts were Terego (3%, n=83) and Kikuube, Obongi, Yumbe, and Kyegegwa, all having only 5% of learners adding level two addition problems, as shown in Figure 41.

Figure 41: Addition Level Two Performance for P.3 Learners across Districts

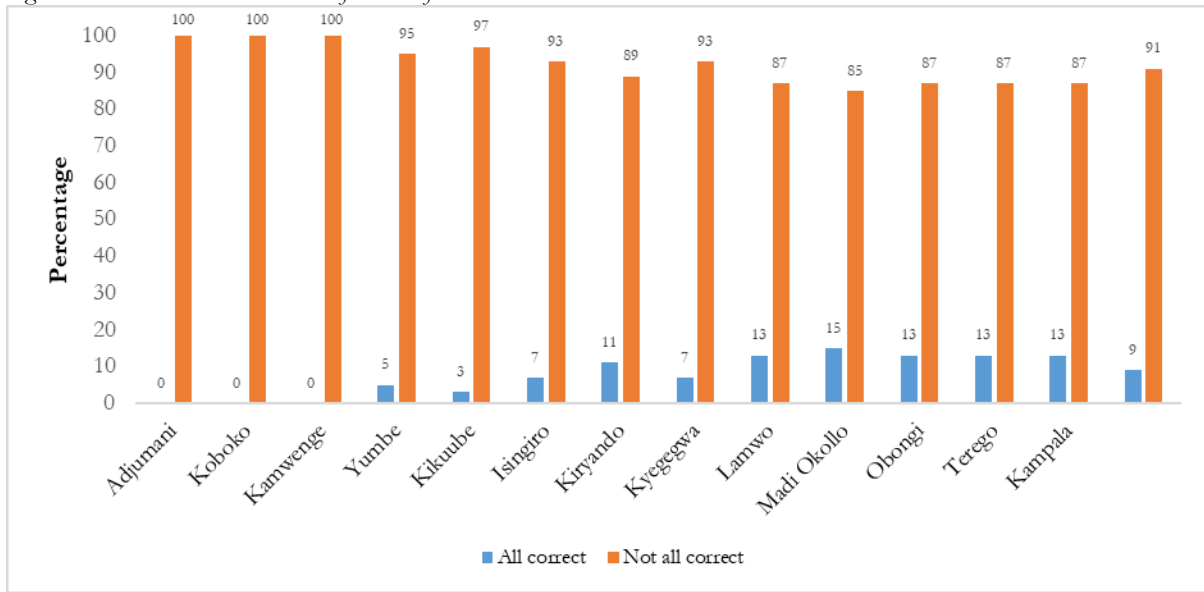


Subtraction Level One

The subtraction task assessed the ability to use and apply the procedural subtraction knowledge to solve more complicated problems. Learners were instructed to subtract single-digit numbers while timed for 60 seconds. Learners were allowed to use any method such as solving problems from the head, fingers, counters, and tick marks on paper with pencils.

Only 9% (n=713) of P.3 learners subtracted all problems correctly in all districts. The performance was relatively better in the districts of Madi Okollo (15%, n=33), Obongi (13%, n=82) and Kampala (13%, n=78). The least performing districts were Adjumani, Koboko, and Kamwenge, with no learner able to subtract all problems correctly, as presented in Figure 42.

Figure 42: Subtraction Level One Performance for P.3 Learners across Districts

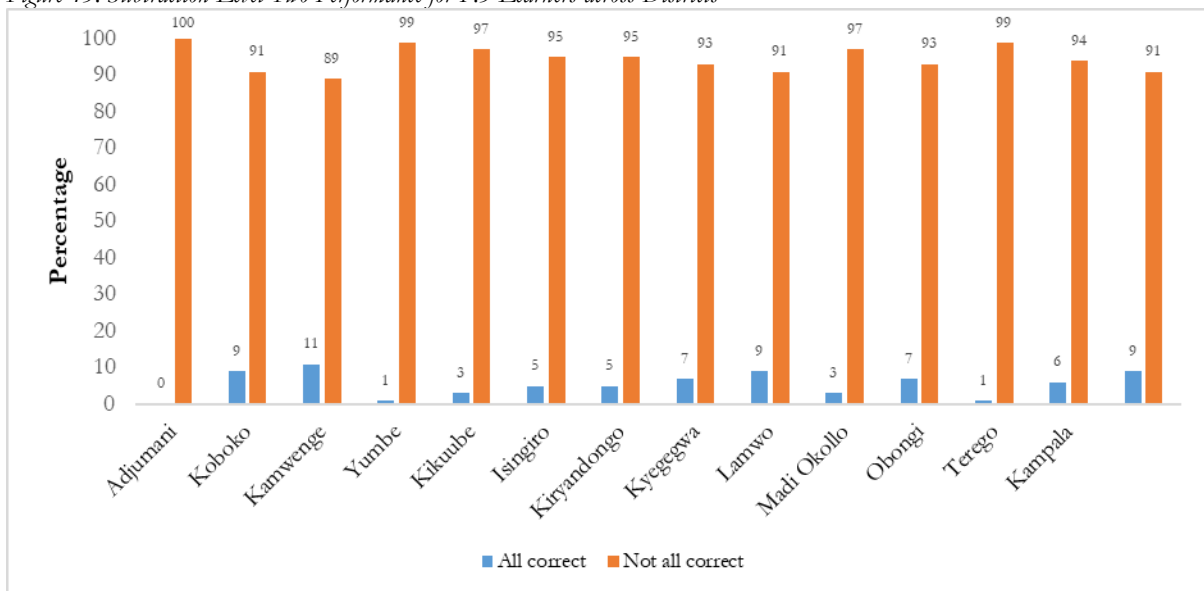


Subtraction Level Two

Under the subtraction level two subtask, learners were given subtraction problems involving two-digit numbers without timing. Learners were allowed to use any subtraction method, such as solving problems from the head, using fingers, counters, and tick marks on paper with pencils.

Only 9% (n=713) subtracted all problems correctly in all districts. The performance was highest in Kamwenge (11%, n=18), Koboko (9%, n=11) and Lamwo (9%, n= 77) districts while lowest in Adjumani district with no learner (0%) able to subtract all level two problems correctly, as shown in Figure 43.

Figure 43: Subtraction Level Two Performance for P.3 Learners across Districts

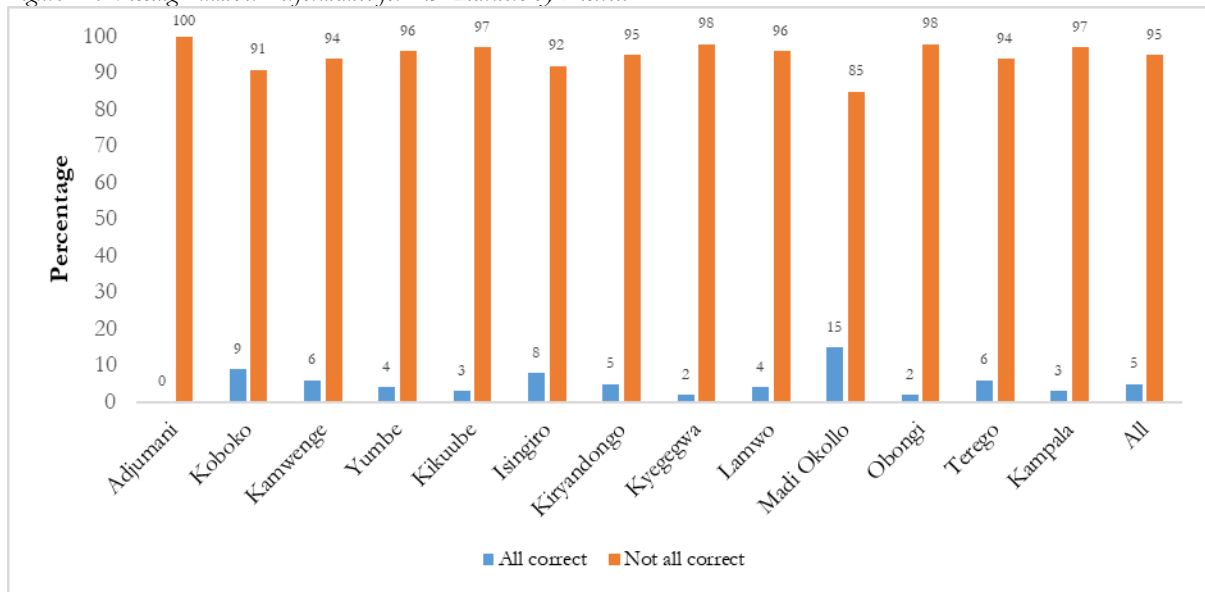


Missing Numbers

This subtask measured the ability to discern and complete number patterns. Learners were asked to find the missing number in a pattern of four numbers, one of which was missing. Patterns used included counting forward and backwards by ones, twos, fives and tens. This subtask was untimed.

In all districts, only 5% of learners could identify all missing numbers correctly. Performance was higher in the districts of Isingiro (63%, n=461) and Madi Okollo (63%, n=147), followed by Terego (57%, n=345) and Obongi (55%, n=249), while the lowest performance was in Kampala District (20%, n=169) as presented in Figure 44.

Figure 44: Missing Number Performance for P.3 Learners by District

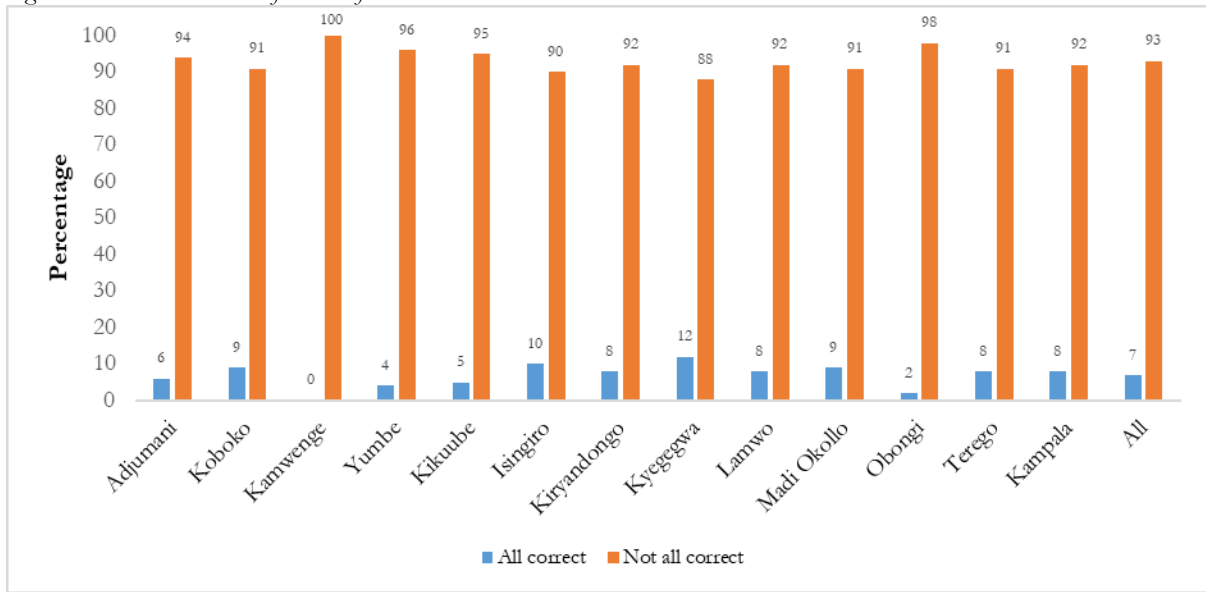


Word Problem

EGMA word problem subtask focused on assessing the learners' abilities to plan and solve problems. The numerical values involved in the word problem were deliberately small (single-digit arithmetic). The learners were allowed to use counters, objects, paper and pencil to help them solve or model the word problems and were instructed to solve seven questions of the word problems.

Only 7% solved all level one-word problems in all districts. Level one performance was higher in the districts of Kyegegwa (12%, n=59) and Isingiro (10%, n=83) while Kamwenge was the lowest-performing district with no learner able to solve all the level one-word problems, as shown in Figure 45.

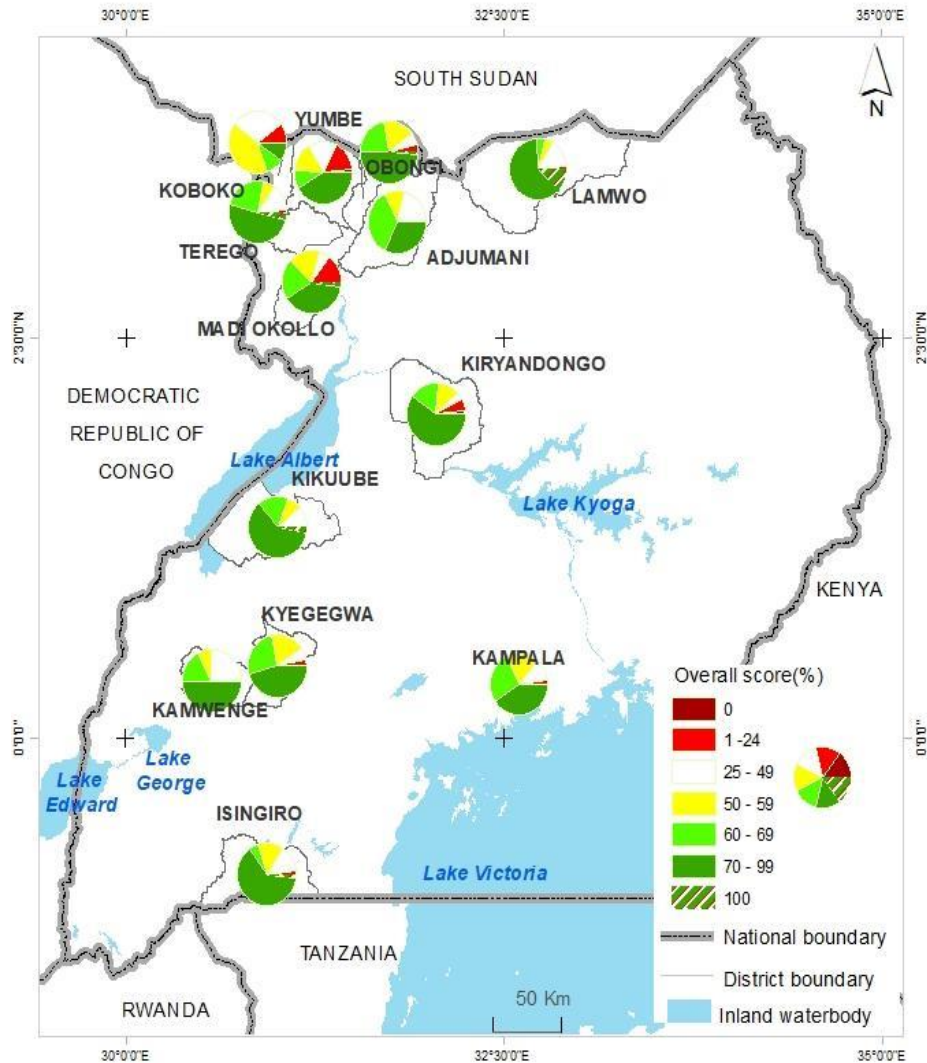
Figure 45: Word Problem Performance for P.3 Learners across Districts



D. Primary Six Early Grade Mathematics

Overall, half of the P.6 learners with disabilities (50%, n=635) performed well in EGMA, that is, scored 70-99%, 2% scored 100%, 18% scored 60-69%, 14% scored 50-59%, 12% scored 25-49% while 5% scored below 25%, as summarised in Figure 46. The performance for learners with disabilities was lower than that of learners without disabilities, whereby 63% (n=2,334) scored 70% and above, 21% scored 60-69%, 10% scored 50-59%, 5% scored 25-49% while only 1% scored below 25% (Baseline 2021).

Figure 46: Map of Uganda Showing P.6 EGMA Performance across Districts



Overall P.6 EGMA Performance across Districts

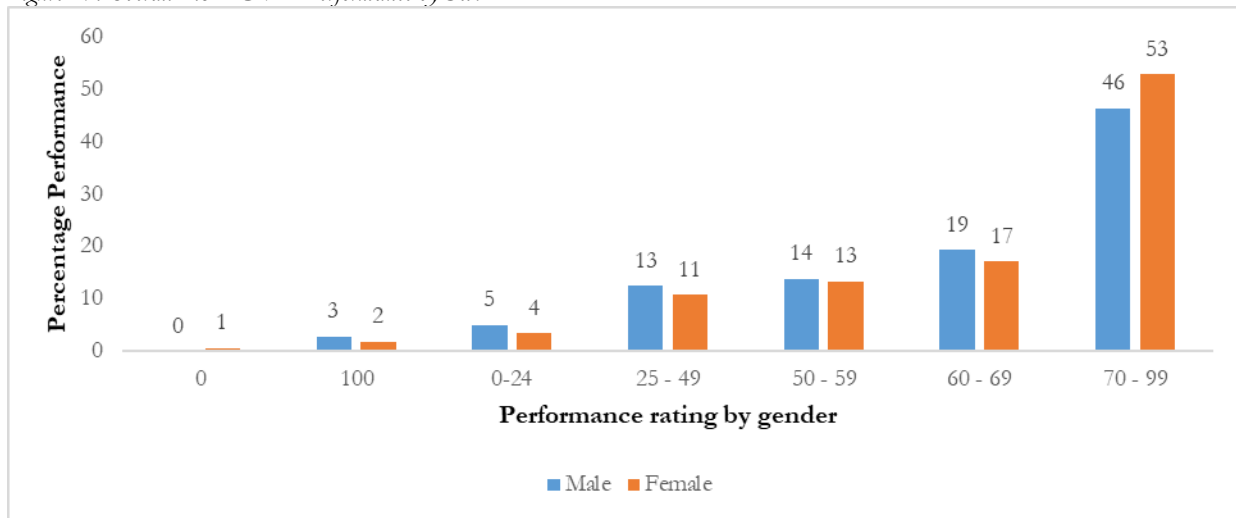
Regarding P.6 EGMA performance across districts, Isingiro (63%, n=57), Lamwo (62%, n=66) and Kikuube (61%, n=36) had the majority of P.6 learners who scored 70-99%. Koboko District had the least proportion of learners (10%, n=10) who scored 70-99%, as shown in Table 18. This implies the majority of the learners in most districts did not have full competency in mathematics.

Table 18: Overall P.6 EGMA Performance across Districts

Rating	District/EGMA Percentage Performance													
	Adjumani	Isingiro	Kampala	Kamwenge	Kikuube	Kiryandongo	Koboko	Kyegegwa	Lamwo	Madi-Okollo	Obongi	Terego	Yumbe	All
0%	0.0	0.0	0.0	0.0	0.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0	1.9	0.3
1 – 24%	0.0	1.8	2.6	0.0	0.0	6.0	10.0	3.1	1.5	14.7	3.7	1.3	15.1	4.3
25 – 49%	21.1	14.0	10.5	25.0	11.1	4.0	30.0	6.3	15.2	5.9	7.3	14.5	17.0	11.7
50 – 59%	10.5	14.0	18.4	8.3	8.3	12.0	40.0	18.8	4.5	17.6	17.1	6.6	15.1	13.5
60 – 69%	36.8	5.3	27.6	16.7	16.7	16.0	10.0	26.6	4.5	20.6	22.0	23.7	9.4	18.3
70 – 99%	31.6	63.2	40.8	50.0	61.1	60.0	10.0	45.3	62.1	38.2	48.8	50.0	41.5	49.6
100%	0.0	1.8	0.0	0.0	2.8	0.0	0.0	0.0	12.1	2.9	1.2	3.9	0.0	2.4

Although by percentage P.6, female learners (53%, n=313) performed better than male learners (47%, n= 300), as presented in Figure 47, the difference was not statistically significant (p-value 0.29).

Figure 47: Overall P.6 EGMA Performance by Sex



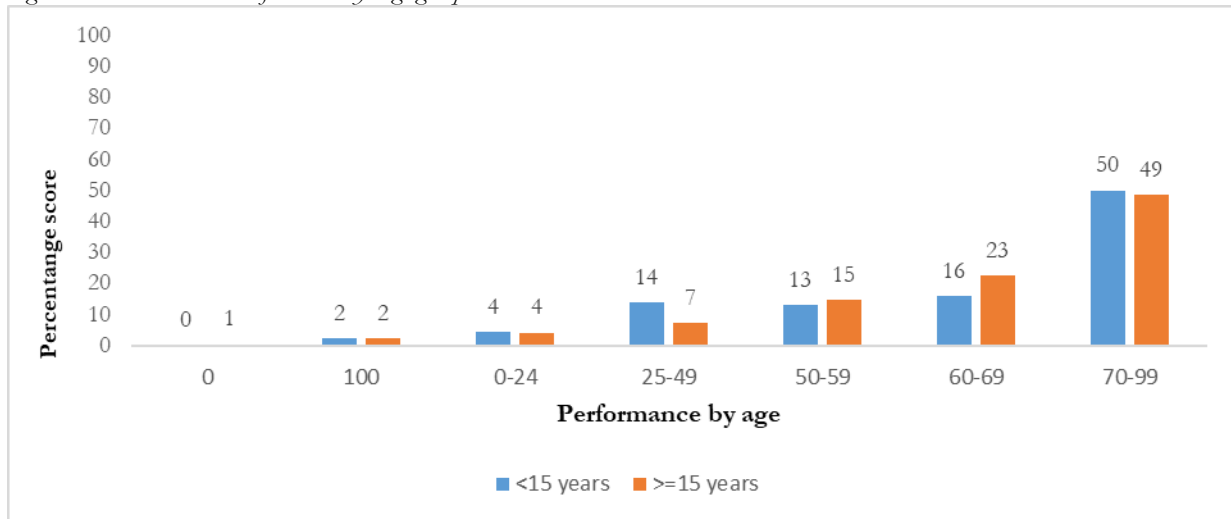
The variation in P.6 EGMA performance by sex was not statistically significant across all districts except for Yumbe District, where females performed significantly higher than males (50% females versus 38% males), as shown in Table 19.

Table 19: EGMA P.6 Performance by District by Sex (%)

Scores (%)	Adjumani (p=0.11)		Isingiro (p=35)		Kampala (p=0.13)		Kamwenge (p=0.09)		Kikuube (p=0.25)		Kiryandongo (p=0.32)		Koboko (p=0.27)		Kyegegwa (p=0.29)		Lamwo (p=0.21)		Madi-Okollo (p=0.42)		Obongi (p=0.28)		Terego (p=0.10)		Yumbe (p=0.02)		All (p=0.45)		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	1
1 - 24	0	0	3	0	3	2	0	0	0	0	11	0	0	25	3	3	3	0	6	24	3	5	0	2	19	6	5	4	
25 - 49	19	24	16	13	10	11	29	20	15	6	0	10	16	50	10	3	21	11	13	0	8	7	9	19	19	13	13	11	
50 - 59	18	0	16	13	19	18	14	0	5	13	7	17	50	25	20	18	4	6	18	18	15	19	6	7	16	12	13	13	
60 - 69	36	38	0	12	36	22	14	20	25	6	15	17	17	0	27	27	3	5	13	23	28	16	29	19	8	13	19	16	
70 - 99	27	38	65	62	32	47	43	60	50	75	67	52	17	0	40	49	48	73	44	35	46	51	53	48	38	50	47	53	
100	0	0	0	4	0	0	0	0	5	0	0	0	0	0	0	0	21	5	6	0	0	2	3	5	0	0	3	2	

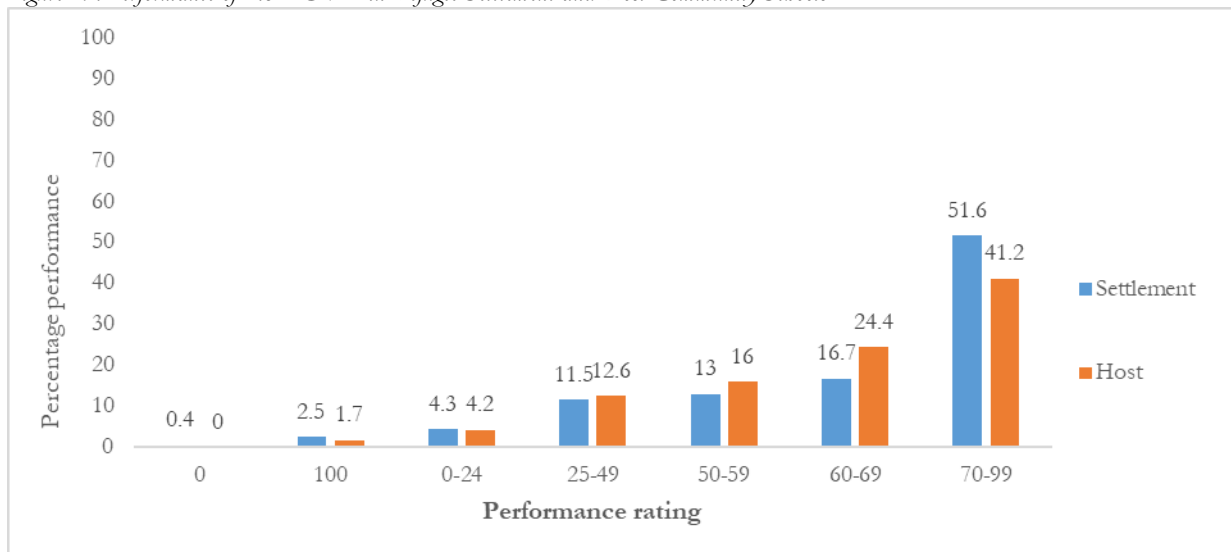
Overall, half of the learners (50%, n=220) aged 15 years and above scored scoring 70% and above; and this performance was significantly higher than learners below 15 years (49%, n=415) by (P-value=0.04), as shown in Figure 48. This implies that older learners with disabilities in P.6 had full competency in early grade mathematics compared to their younger counterparts.

Figure 48: P.6 EGMA Performance by Age-group



The variation in performance across age was significant in 5 out of 13 districts (Adjumani, Kamwenge, Kyegegwa, Obongi and Yumbe). The P.6 EGMA performance across districts is presented in annex 3. More learners (52%, n=514) in refugee settlement schools scored significantly higher than learners (42%, n=119) in host community schools (p-value 0.04), as presented in Figure 49.

Figure 49: Performance of P.6 EGMA in Refugee Settlement and Host Community Schools



The performance of learners in refugee settlement schools and those in host community schools was not statistically different in most districts except for, Kyegegwa, Obongi, Terego and Yumbe

districts, as shown in Table 20. This implies that learners' performance in EGMA was not influenced by location (refugee settlement or host community) status in the majority of the districts.

Table 20: EGMA P.6 Performance across Districts by Refugee Settlement/Host Community

District/Rating	Settlement (%)	Refugee (%)	P-value	
Adjumani	0.0	16.0		
25 - 49	0.0	21.1		
50 - 59	0.0	10.5		
60 - 69	0.0	36.8		
70 - 99	0.0	31.6		
Isingiro	11.1	0.0		
1 - 24	1.8	0.0		
25 - 49	14	0.0		
50 - 59	14	0.0		
60 - 69	5.3	0.0		
70 - 99	63.2	0.0		
100	1.8	0.0		
Kampala	12.6	9.2	0.02	
1 - 24	3.1	0.0		
25 - 49	12.3	0.0		
50 - 59	16.9	27.3		
60 - 69	26.2	36.4		
70 - 99	41.5	36.4		
Kamwenge	1.9	1.7	0.08	
25 - 49	30	0.0		
50 - 59	0	50.0		
60 - 69	20	0.0		
70 - 99	50	50.0		
100	3.6	0.0		
Kikuube	5.4	6.7	0.16	
25 - 49	7.1	25.0		
50 - 59	3.6	25.0		
60 - 69	14.3	25.0		
70 - 99	71.4	25.0		
100	3.6	0.0		
Kiryandongo	7.8	8.4	0.11	
0	2.5	0.0		
1 - 24	2.5	20.0		
25 - 49	2.5	10.0		
50 - 59	10.0	20.0		
60 - 69	17.5	10.0		
70 - 99	65.0	40.0		
Koboko	1.9	0.0		
1 - 24	10.0	0.0		
25 - 49	30.0	0.0		
50 - 59	40.0	0.0		
60 - 69	10.0	0.0		
70 - 99	10.0	0.0		
Kyegegwa	7.8	19.3		
1 - 24	2.5	4.3		0.04
25 - 49	5.0	8.7		
50 - 59	22.5	13.0		
60 - 69	30.0	21.7		
70 - 99	40.0	52.2		
Lamwo	9.7	13.4		0.1

District/Rating	Settlement (%)	Refugee (%)	P-value
1 - 24	0.0	6.3	
25 - 49	12.0	25.0	
50 - 59	4.0	6.3	
60 - 69	6.0	0.0	
70 - 99	66.0	50.0	
100	12.0	12.5	
Madi-Okollo	6.4	0.0	
1 - 24	15.2	0.0	
25 - 49	6.1	0.0	
50 - 59	18.2	0.0	
60 - 69	18.2	0.0	
70 - 99	39.4	0.0	
100	3.0		
Obongi	14.4	6.7	0.03
1 - 24	4.1	0.0	
25 - 49	8.1	0.0	
50 - 59	16.2	25.0	
60 - 69	21.6	25.0	
70 - 99	48.6	50.0	
100	1.4	0.0	
Terego	12.8	8.4	0.04
1 - 24	1.5	0.0	
25 - 49	16.7	0.0	
50 - 59	6.1	10.0	
60 - 69	19.7	50.0	
70 - 99	51.5	40.0	
100	4.5	0.0	
Yumbe	8.0	10.1	0.04
0	2.4	0.0	
1 - 24	17.1	8.3	
25 - 49	17.1	16.7	
50 - 59	14.6	16.7	
60 - 69	4.9	25.0	
70 - 99	43.9	33.3	
All districts			
0	0.4	0.0	0.04
1 - 24	4.3	4.2	
25 - 49	11.5	12.6	
50 - 59	13.0	16.0	
60 - 69	16.7	24.4	
70 - 99	51.6	41.2	
100	2.5	1.7	

Primary Six EGMA Performance by Task

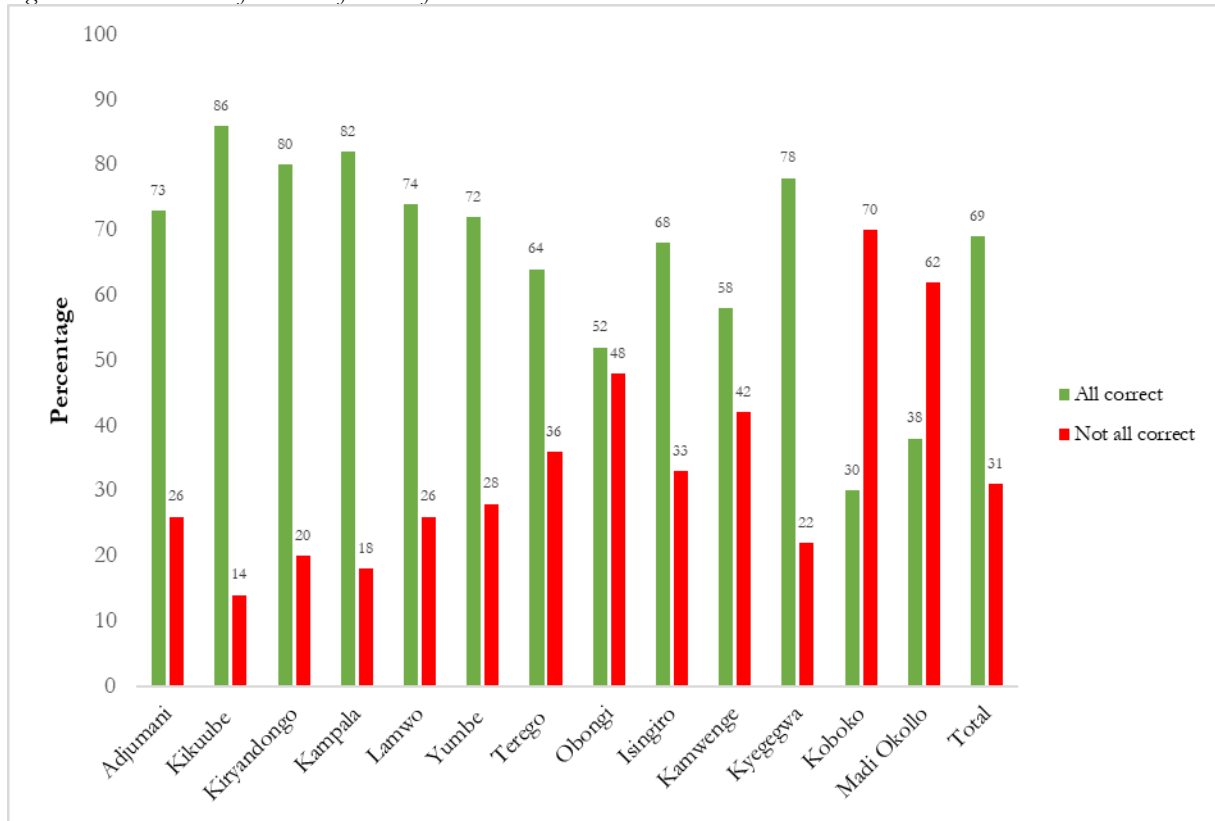
The assessment entailed six subtasks, which included number identification, number discrimination, missing numbers, addition level one and two, subtraction level one and two, and word problem-solving.

Number Identification

The P.6 learners were instructed to identify by pointing to each number and tell what the number was in 120 seconds, which is double the time given to learners without disabilities. The 20 numbers given were; 2, 9, 0, 12, 30, 22, 45, 39, 23, 48, 91, 33, 74, 87, 65, 108, 245, 587, 731 and 989.

Approximately two thirds (66%, n=635) of P.6 learners in all districts verbally identified all the 20 numbers correctly. The highest performing districts were Kikuube (86%, n=36), followed by Kampala (80%, n=76) and Kiryandongo (85%, n=50), while the last performing districts were Koboko (30%, n=10) and Madi Okollo (38%, n=34) as presented in Figure 50.

Figure 50: Number Identification Performance for P.6 Learners across Districts

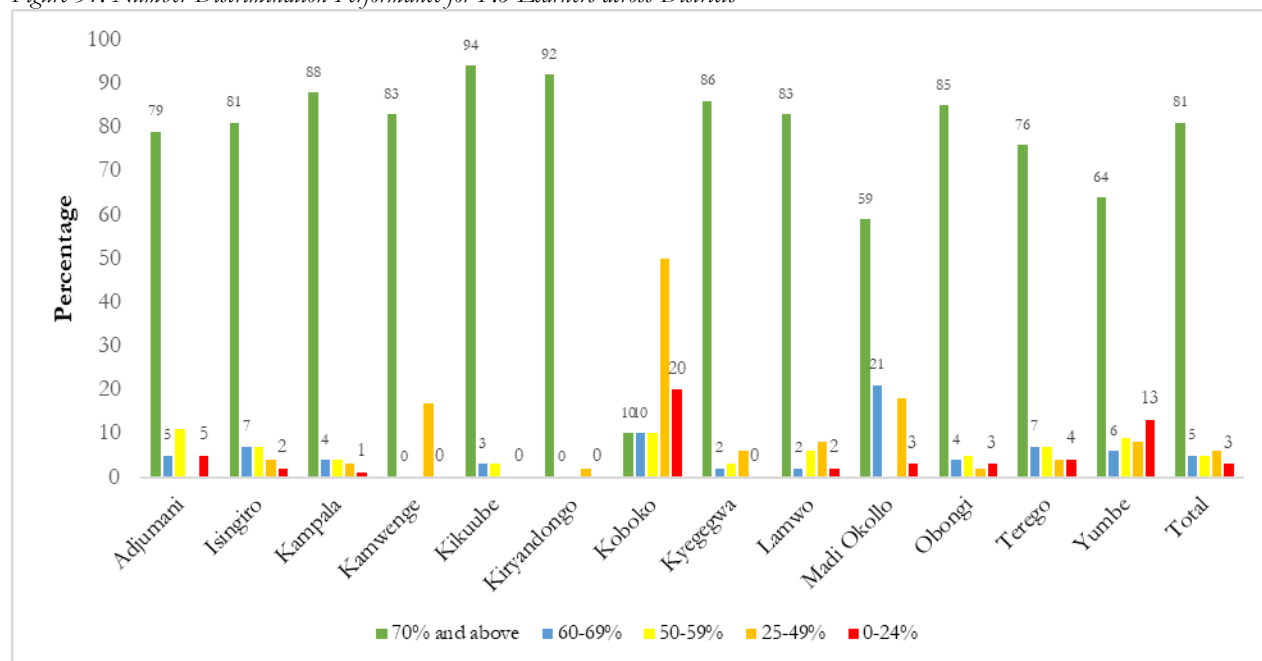


Number Discrimination

The learners with disabilities in P.6 were asked to discriminate between numbers by telling which ones were bigger than others. This subtask measured learners' ability to judge differences by comparing quantities represented by numbers. It also measured the learners' sense of magnitude (whether they had a sense of how large a number was and comparing two numbers) since being able to make comparisons is a foundational mathematical skill that is critical for effective and efficient problem-solving.

The majority of P.6 learners (81%) scored 70% and above in number discrimination. The districts with the highest scores were Kikuube (94%, n=36), Kiryandongo (92%, n=50), and Kampala (88%, n=70), while the least performing district was Koboko (10%, n=10), as shown in Figure 51.

Figure 51: Number Discrimination Performance for P.6 Learners across Districts

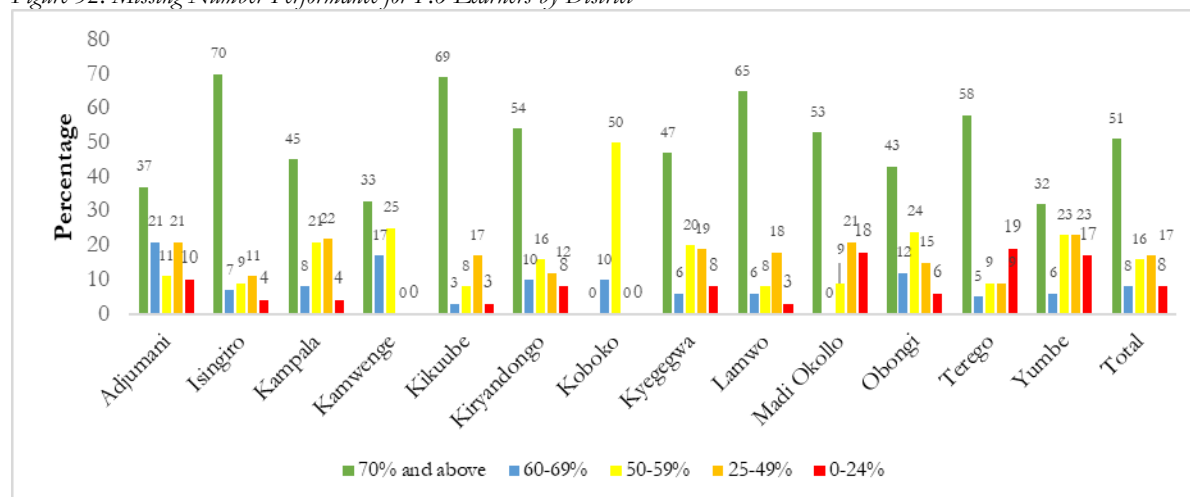


Missing Numbers

This subtask measured the ability of learners with disabilities to discern and complete number patterns. Learners were asked to find the missing number in a pattern of four numbers, one of which was missing. Patterns used included counting forward and backwards by ones, twos, fives, and tens. This task was untimed.

More than half (51%) of P.6 learners scored 70% and above in identifying missing numbers, 8% scored 60-69%, 16% scored 50-59%, 17% scored 25-49% and 8% scored below 25%. The performance was highest in the districts of Isingiro (70%, n=57), followed by Kikuube (69%, n=36) and Lamwo (53%, n=66), while Adjumani (37%, n=37) and Yumbe (32%, n=53) had the lowest performance, as presented in Figure 52.

Figure 52: Missing Number Performance for P.6 Learners by District

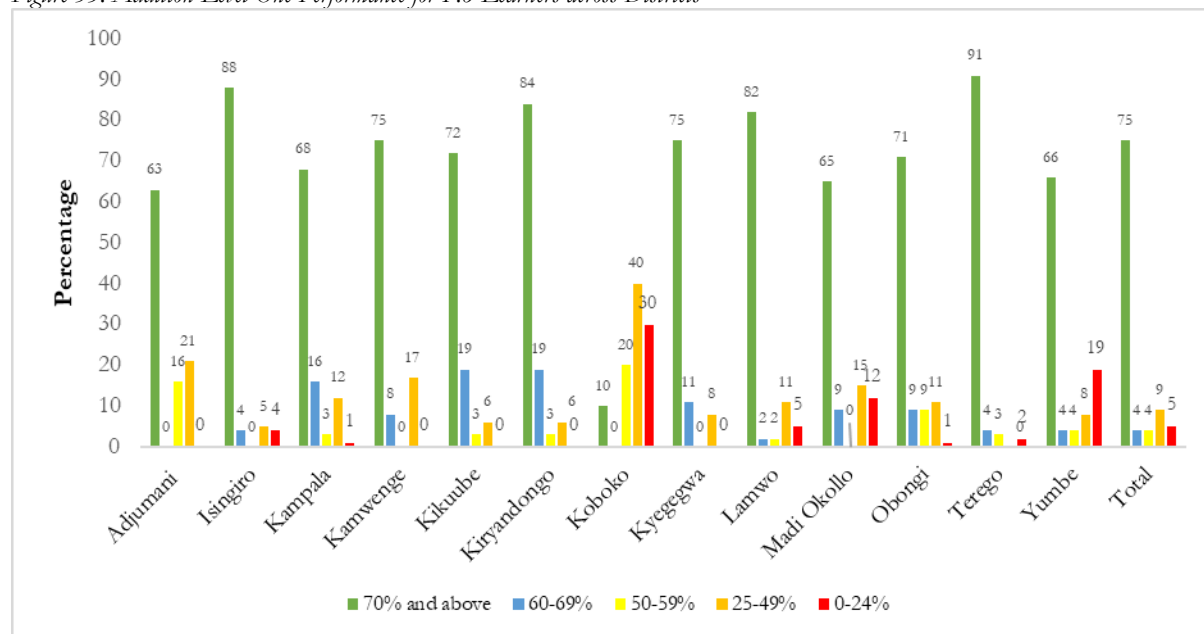


Addition Level One

The addition level one subtask assessed the ability of learners to use and apply procedural addition knowledge to solve more complicated problems. Learners were instructed to add single digit numbers while timed for 120 seconds, double the time given to learners without disabilities. Learners were allowed to use any method such as solving problems from the head, using fingers, and counters, tick marks and with pencils.

The majority of P.6 learners (75%) scored 70% and above in addition level one subtask, 4% scored 60-69%, 4% scored 50-59%, 9% scored 25-49% and 5% scored below 25%. The performance was highest in Terego (91%, n=76), followed by Isingiro (88%, n=57), Kiryandongo (84%, n=50) and Lamwo (82%, n=66) districts while the performance was lowest in Koboko (10%, n=10) as presented in Figure 53.

Figure 53: Addition Level One Performance for P.6 Learners across Districts

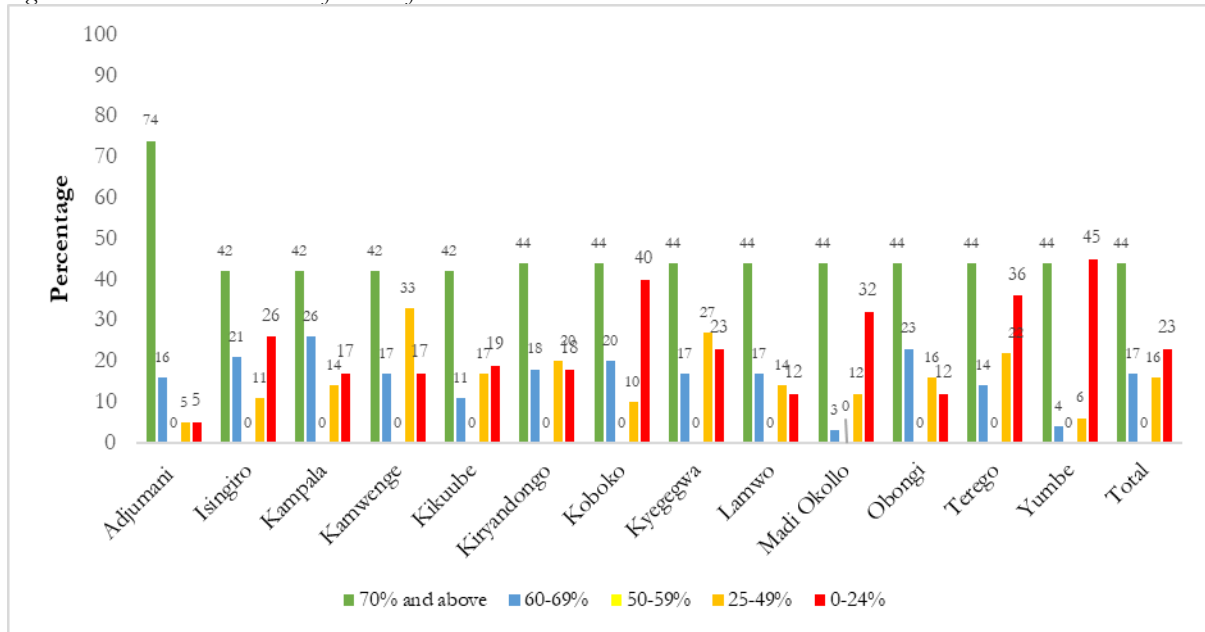


Addition Level Two

In this subtask, learners with disabilities in P.6 were given level two addition problems that involved the addition of two-digit numbers. This subtask was not timed.

Less than half of P.6 learners (44%, n=635) scored 70% and above, 17% scored 60-69%, none (0%) scored 50-59%, 16% scored 25-49% and 23% scored below 25%. The district with the highest performance was Adjumani (75%, n=37). The districts with the lowest percentage of learners scoring 70% and above were Isingiro, Kamwenge, Kikuube and Kampala, with 42% of learners in addition task two, as shown in Figure 54.

Figure 54: Addition Level Two Performance for P.6 Learners across Districts

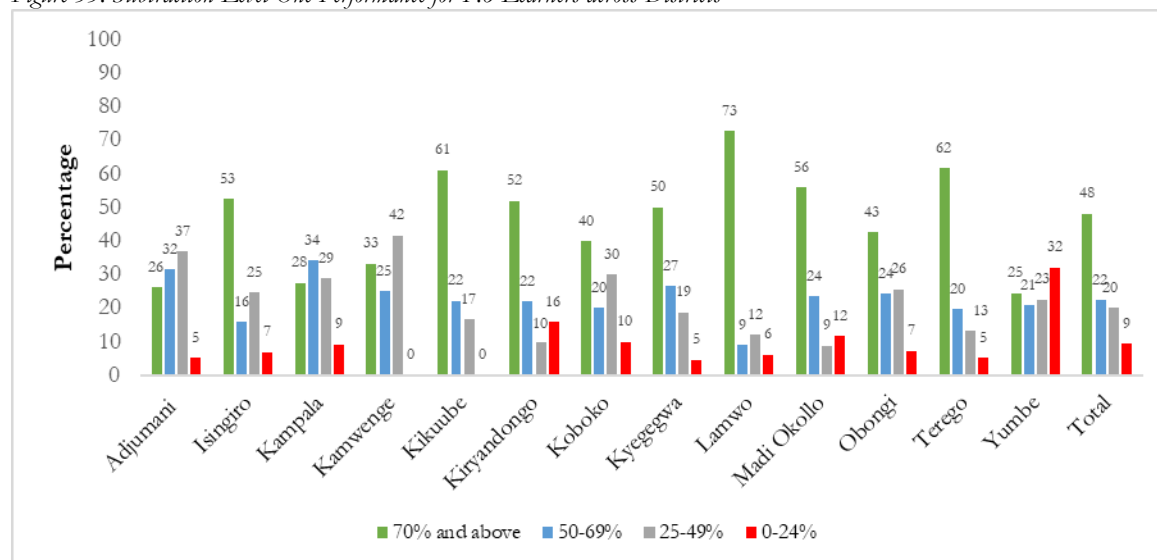


Subtraction Level One

The subtraction task assessed the ability to use and apply the procedural subtraction knowledge to solve more complicated problems. Learners were instructed to subtract single-digit numbers while timed for 120 seconds, which is double the usual time given to learners without disabilities. Learners were allowed to use any method such as solving problems from the head, using fingers, counters, and/or tick and on paper with pencils.

Less than half of the P.6 learners (48%, n=635) scored 70% and above in subtraction level one, 22% scored 50-69%, 20% scored 25-49% and 9% scored below 25%. The districts with the highest performance were Lamwo (73%, n=66), followed by Terego (62%, n=76) and Kikuube (61%, n=36). The least performance was in Yumbe (25%, n=53) and Adjumani (26%, n=91), as presented in Figure 55.

Figure 55: Subtraction Level One Performance for P.6 Learners across Districts



Subtraction Level Two

In this subtask, learners were given subtraction problems extended to subtracting two-digit numbers without timing. Learners were allowed to use any method such as solving problems from the head, using fingers, counters, and/or sticks and paper with pencils.

Less than a third of P.6 learners (22%, n=635) scored 70% and above in subtraction level two, 19% scored 60-69%, none (0%) scored 50-59%, 16% scored 25-49% and 39% scored below 25%. The districts with the highest scores were Koboko (40%, n=10), followed by Lamwo (38%, n=66) and Terego (37%, n=76). The least performance was in Adjumani (5%, n=19), Yumbe (13%, n=53) and Obongi (13%, n=69), as presented in Table 21

Table 21: Subtraction Level Two Performance for P.6 Learners across Districts

Adjumani	63.2	21.1	10.5	5.3
Isingiro	35.1	15.8	22.8	26.3
Kampala	50.0	11.8	23.7	14.5
Kamwenge	33.3	33.3	16.7	16.7
Kikuube	44.4	13.9	16.7	25.0
Kiryandongo	48.0	20.0	16.0	16.0
Koboko	50.0	10.0	0.0	40.0
Kyegegwa	40.6	18.8	21.9	18.8
Lamwo	30.3	13.6	18.2	37.9
Madi-Okollo	38.2	14.7	23.5	23.5
Obongi	36.6	24.4	25.6	13.4
Terego	35.5	17.1	10.5	36.8
Yumbe	64.2	7.5	15.1	13.2

Word Problem

The EGMA word problem-solving subtask focused on assessing the learners' abilities to plan and solve a problem. The numerical values involved in the problem were deliberately small (single-digit arithmetic). If the learners wanted to, they were allowed to use counters, paper and pencil to help

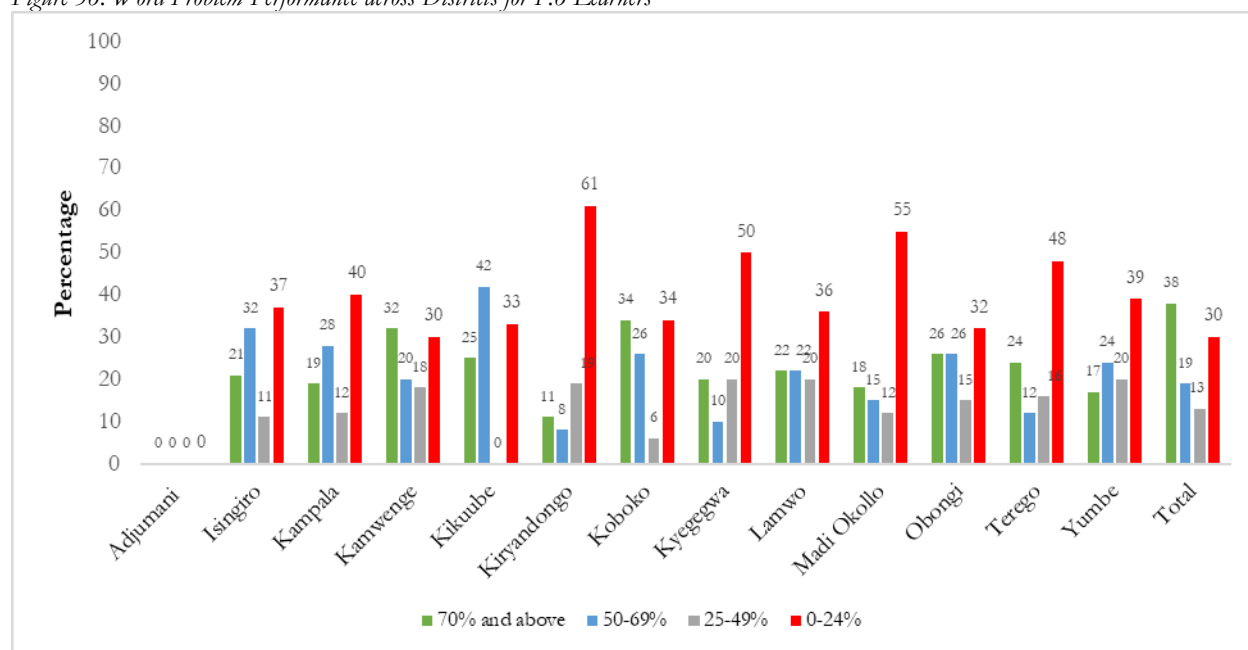
them solve or model these problems, but they were not required to do so. Learners were instructed to solve 7-word problems.

Only (38%, n=635) of P.6 learners scored 70% and above in all districts; 19% scored 50-69%, 13% scored 25-49% and 30% scored below 25%. This means the learners' ability to apply mathematical skills to solve common mathematical problems was very low. The word problem entails the use of several English vocabulary, which requires reading skills, yet most learners, particularly refugees did not understand. This contributed to the low performance in word problem solving, as stated in the quote below:

"The problem is speaking English, questions are given in English language, but the majority of learners do not speak English, especially those from South Sudan who mainly use the Arabic Language", pointed out a one in-school FGD respondent, Terego District.

The districts with the highest scores were Obongi (26%, n=82) and Kikuube (25%, n=36). The districts with the lowest scores were Kiryandongo (11%, n=50) and Kampala (19%, n=76), as presented in Figure 56.

Figure 56: Word Problem Performance across Districts for P.6 Learners



In this evaluation, numeracy refers to those who had at least basic competencies or had not failed, having scored at least 50% and above. The numeracy rates for P.3 learners with disabilities were slightly above average (53%), with 53.8% females and 52.2% males. The P.6 numeracy rates were very high (83.9%) with 85.1% females and 82.4% males.

Table showing Numeracy rates.

Indicator			Average
	Refugee	Host	
Numeracy Rate P3 F	57.3%	46.0%	53.8%
Numeracy Rate P3 M	54.0%	48.2%	52.2%

Numeracy Rate P6 F	84.6%	87.7%	85.1%
Numeracy Rate P6 M	83.3%	79.0%	82.4%

3.3.2 Improving the Quality of Education and Strengthening the National and District Systems for Effective Delivery of Education Services

The endline survey sought to determine the ERP contribution to improving the quality of education and strengthening the national and district systems for effective delivery of education services across the targeted levels at ECCE, primary, secondary, AEP and vocational, as discussed below.

Learners from refugee and host communities appreciated the quality of education they were receiving. They cited having qualified teachers, libraries with many books, computer laboratories, teachers' accommodation being constructed and the availability of medical services. Some FGD participants also pointed out that furniture had been provided to facilitate learning, as indicated below.

“More furniture has been deployed to accommodate more learners studying while seated on the ground”, remarked one parent FGD participant, Lamwo District.

Contribution to improving the quality of education

The ERP made significant investments toward improving the quality of education among refugees and host communities. The following interventions were aimed at improving the quality of education:

Improved pupil-teacher ratio (PTR). The ERP supported the recruitment of additional national teachers and the certification of qualified refugee teachers. The PTR in primary schools reduced from 85:1 (in 2019) to 67:1 in (2021), which was an achievement below the ERP target of 65:1, the national standard of 53:1 and the national level performance of 43:1². The PTR at Early Childhood Care and Education (ECCE) was 56:1, below the national standard (25:1) and the national level³ performance (22:1). The improved PTR was due to an increased number of teachers supported by IPs especially at primary level, rather than reduced number of learners. The PTR challenge is notably higher at primary school and ECCE levels. Human resources' capacity improved with 3,375 teachers (40% females and 60% males) in primary schools supported with salaries by partners. The PTR was particularly high at primary school and ECCE.

At the primary school level, the settlements/districts with the highest PTR were: Rhino Camp (90:1), followed by Imvepi (82:1), and Bidibidi (79:1) while the settlements with the lowest PTR were Palabek (50:1), Palorinya (51:1) and Nakivale (52:1). At ECCE, level, the settlements/districts with the highest PTR were: Palabek (138:1) followed by Kyangwali (135:1), and Palorinya (78:1,) while the settlements with the lowest PTR were, Lobule (33:1), Nakivale (41:1) and Kyaka II (45:1), as shown in Table 22.

Table 22: Pupils per Teacher by District

No.	Settlement/district	Pupils per teacher	
		Primary	ECCE

² MoES Education Abstract 2017

³ MoES Education Abstract 2017

No.	Settlement/district	Pupils per teacher	
		Primary	ECCE
1.	Adjumani SSD	77	49
2.	Imvepi SSD	82	59
3.	Kiryandongo SSD	64	61
4.	Palabek SSD	50	138
5.	Palorinya SSD	51	78
6.	Rhino Camp SSD	90	50
7.	Bidibidi SSD	79	54
8.	Rwamwanja DRC	72	44
9.	Kyaka II DRC	54	45
10.	Kyangwali DRC	64	135
11.	Lobule DRC	71	33
12.	Nakivale 50% DRC 50% Burundian	52	41
13.	Oruchinga 50% DRC 50% Burundian	64	47
14.	Total	67	56

Human resources capacity was improved with 3,375 teachers (40% females and 60% males) in primary schools supported by partners. Although the teacher-pupil ratio is not yet at the desired level, this significant improvement will directly contribute to the improved quality of education.

“...Many teachers were recruited and deployed, and assistant teachers were hired to support interpretation”, national level KII respondent.

However, challenges related to varying certification requirements across countries were cited below, and these hindered efforts toward increased teacher recruitment:

“Refugee teachers with certificates from countries of origin are not recognised in Uganda; they are only used as teaching assistants, which contributes to lack of teachers and low quality of education since they are not recognised and are hence under-utilised”, remarked one national-level KII respondent.

Improved pupil-classroom ratio (PCR). Although PCR progress is still far below the expected standards at all levels, there was a slight improvement in primary school PCR from 154:1 at baseline (2018) to 135:1 at endline (2021) versus the national standard (53:1) and national performance (55:1). The ECCE PCR was 122:1, far below the national standard (25:1) and below national performance (28:1). Secondary school PCR improved from 143:1 in 2018 to 87:1 in 2021, though lower than the standard (53:1).

At the primary school level, the settlements/districts with the highest PCR were: Rwamwanja (223:1), followed by Palorinya (221:1 and Imvepi (209:1). In contrast, the settlements with the lowest PTR were Nakivale (84:1), Oruchinga (91:1) and Lobule (94:1). At ECCE, level, the settlements/districts with the highest PTR were: Kyangwali (294:1) followed by Palorinya (288:1), and Rhino Camp (263:1) while the settlements with the lowest PCR were, Nakivale (33:1), Oruchinga (95:1) and Bidibidi (104:1), as indicated in Table 23.

Table 23: Pupils per Classroom by District

No.	Settlement/district	Pupils per classroom	
		Primary	ECCE
1.	Adjumani SSD	115	115
2.	Imvepi SSD	209	144
3.	Kiryandongo SSD	119	120
4.	Palabek SSD	162	155

No.	Settlement/district	Pupils per classroom	
		Primary	ECCE
5.	Palorinya SSD	221	288
6.	Rhino Camp SSD	173	263
7.	Bidibidi SSD	142	104
8.	Rwamwanja DRC	223	157
9.	Kyaka II DRC	115	138
10.	Kyangwali DRC	147	294
11.	Lobule DRC	94	-
12.	Nakivale 50% DRC 50% Burundian	84	33
13.	Oruchinga 50% DRC 50% Burundian	91	95

Continuous Professional Development (CPD). The teachers supported with CPD were: ECCE (1,043 beyond the targeted 233), primary (1,679 beyond the targeted 1,074), and secondary (157 beyond the targeted 77). However, it was slightly low in the Accelerated Education Programme (AEP), where 130 out of the targeted 868 teachers were supported in CPD by ERP partners. In all, 292 primary school teachers (108% of the target) and 24 secondary school teachers (120% of the target) were accredited. These interventions were geared toward improving the quality of education.

The overall results from the school survey revealed that there is a balanced level of teachers trained in inclusive education or special needs education. On average, each school had about 14 teachers who were trained in SNE, with the least schools having one teacher trained in inclusive education or special needs while the highest had 56 teachers. However, it was noted that most of these teachers had received basic orientation and required more systematic training. Improved quality education is dependent on several factors including; availability of qualified teachers, improved teachers' welfare including salaries and accommodation, and availability of learning materials among others. Having most of the teachers trained in inclusive education as established by the study, is essential for improving the performance of learners with disabilities. Partners and teachers were further trained on adherence to minimum standards in inclusive education.

Improved pupil-textbook ratio (PTR). The PTR was improved from 10:1 at baseline to 5:1 at the endline among refugee settlement schools and 2:1 among host community schools by providing textbooks and re-stocking libraries. At secondary, the PTR improved from 7:1 to 6:1.

Double-shift school system. EiE partners introduced the double-shift school system to decongest classrooms and create more opportunities for learners to access education. Guidelines for the double-shift school system were developed and submitted to MoES for approval and rollout nationally.

Learning assessments. Partners launched learning assessments and quality of learning, such as EGRA and EGMA, to get data to gauge literacy and numeracy levels and guide focus for improvements. This was done as part of the baseline survey by an independent evaluation firm in all 13 districts in 2021 and repeated in 2022 for learners with disabilities.

Teacher accommodation. Although not yet to the desired level, the partners supported the construction of teacher accommodation to address the shortage of housing which is a significant constraint affecting the quality of education since it encourages absenteeism, late coming and absconding from duty by teachers.

Regular school inspection and monitoring. Almost all schools (95%) reported having been supervised by endline, most of which reported being supervised by the district inspectors of schools (75%), MoES staff 33%, Directorate of Education Standards (DES) - 27%, others (44%), including EiE IPs and EDPs. The monitoring of schools by education officials at the national and district level, partners and other stakeholders contributed to improved quality of education by identifying learning gaps and addressing them. Some of the gaps identified during inspection and monitoring by the ERP Baseline Report 2021 were; inadequate staff numbers (64%), lack of supplementary funds (49%), inadequately trained staff (43%), limited staff on the government payroll (32%) and staff absenteeism (24%).

Strengthening the national and district systems for effective delivery of education services across the target levels

According to the draft ERP Annual Review Report 2021, District ERPs were developed and disseminated in the 12 targeted districts. The district ERPs included identified priorities, targets, and associated costs of the ERPs for each RHD and will guide implementation.

“District ERPs are seen as vital in empowering local governments to take ownership and authority of the Plan, better coordinate ERP resources and activities, and strengthen synergies between the local and national education.”⁴

All the 12 targeted districts had education coordination mechanisms, meeting at least six times a year. This implies the functionality of the district level coordination mechanisms. Eight out of the 12 districts had established district ERP secretariats, these will coordinate implementation and monitoring of ERP interventions at district level.

According to the draft ERP Annual Review Report 2021, coordination was improved through regular bilateral and multilateral engagements with UNHCR, UNICEF, ECHO, CRRF, the Education Cannot Wait Secretariat, and Consortium Management Unit, as well as the ERP partners. In addition, there were coordination meetings for the CRRF Steering Group, Education Development Partners (EDPs), ERP Steering Committee, and Refugee Settlement Coordination.

Additionally, the ERP worked through different task teams to look at other technical areas, as stated in the quote below:

“Different task teams to look at different situations and appropriate interventions, e.g. the double-shift system to address overcrowding, bridging team for languages, COVID-19 team to design interventions for continuity of learning”, pointed out one national-level KII respondent.

At the school/education institutional level, although the ERP did not meet the target of 717 ECCE schools, 668 primary schools and 173 secondary schools with functional school management structures (SMCs, CMCs, BoGs, PTAs) by 2021, there was increased community engagement on functional school management committees with 254 at ECCE, 241 at primary schools and 33 at secondary school levels.

⁴ Maintains, Uganda Education Research Phase 1 Findings, 2020, P.IV

As part of contributing to strengthening the national education system, the ERP has implemented teacher training through a capacity strengthening program for in-service teachers and supported the recruitment of extra teachers; in total, the teachers recruited and supported were 745 (281 females, 464 males) at primary level, 82 (26 females, 56 males) at the secondary level, 123 (46 females, 77 males) at AEP level and 18 (6 females, 12 males) at vocational level. The number of classroom assistants recruited was 1,209 (777 females, 432 males). The teachers supported improved the provision of quality education.

However, it was reported that although the EiE WG and EDP group served as the ERP coordinating platforms, multiple coordination platforms were in place for EiE partners. For instance, NGOs had other multiple coordination mechanisms that were not harmonised with the secretariat.

“The NGO coordination consortiums undermine other broader coordination mechanisms”, pointed out one national-level KII respondent.

Key stakeholders also pointed out that at times, some partners go straight to settlements bypassing the districts which implies that the coordination mechanism is not robust to harmonise activities and leading to their potential duplication.

3.3.3 Increasing Access to Education for Both Refugee and Host Community Children

The ERP contributed to increased access to education for both refugee and host community children, this is evidenced by the current net enrolment figures, as presented in Table 24.

Table 24: Net Enrolment of Learners by Level

School Level	Nationals	Refugees
ECCE		
Male	18,964	27,004
Female	20,822	27,549
Total	39,608	54,553
Primary		
Male	122,728	97,408
Female	123,199	90,211
Total	245,474	187,619
Secondary		
Male	10171	9074
Female	9276	5561
Total	19,447	14,635
VTI		
Male	771	905
Female	1,320	915
Total	2,091	1,820

Source ERP Database, 2021

The ERP supported the improvement of school infrastructure at all levels. For instance, according to the ERP Gap Analysis 2021, 1,028 classrooms were constructed, 786 in primary out of the targeted 1,884 classrooms, 146 in secondary out of the targeted 227 classrooms, and 114 AEP centres (no target). Other interventions by the ERP partners included recruitment of teachers and

resource mobilisation; provision of scholastic materials, school infrastructure expansion and construction of access roads.

All the stakeholders interviewed reported that access to education for refugee and host community children greatly improved. Parents and district officials pointed out that many children in the refugee and host communities were enrolled in schools. They enumerated interventions implemented by the ERP including the construction of ramps, construction of schools, supply of scholastic materials and menstrual materials for adolescents. Parents reported increased access to education, and they associate this with the construction of classrooms with WASH facilities and community sensitization.

“Before 2019, there were very few school structures, but now, new school structures have been constructed”, noted one parent, Kampala District.

“There used to be a big challenge with water, but since 2020, the partners have helped some schools and communities get water tanks”, reported one parent, Kamwenge District.

The BoGs and PTA members rated access to education as high. They pointed to good teacher-parent and school-community linkages as contributing to the improved enrolment of children in schools.

“...they join the school and access education. We encourage the school dropouts to come after lunch for AEP”, pointed out one BoG KII respondent.

Although COVID-19 lockdown interrupted learning, parents reported that NGOs were supportive during school closure and getting children back to school upon re-opening as, illustrated in the quote below.

“COVID-19 had caused many schools to close, but NGOs helped supply us with masks and hand washing facilities which allowed the schools to resume. They also did a lot of sensitisation of how you can prevent your family from getting infected”, remarked one parent, Kampala District.

In as much as many new schools were put in place, it was reported by some stakeholders that the distance from home to school was still far for host communities than for refugees, hence limiting accessibility for people with disabilities:

“...for refugees, it is easier to access education than the host communities. The host community is very far from school”, noted one PTA KII respondent, Isingiro District.

“...the construction of many schools in the refugee and host communities helped reduce home-to-school distance thus improving learning”, reported one parent FGD, Yumbe District.

Access to higher education among refugees

Currently, only 3% of refugees globally have access to higher education. UNHCR and partners have committed to ensuring that 15% of young refugees can access the benefits of higher education by 2030, known as the “15by30” target; a network of organizations are developing a roadmap to support progress to “15by30.” It aims to build on existing programs like the DAFI scholarships. The DAFI (Albert Einstein German Academic Refugee Initiative) scholarship programme offers qualified refugee and returnee students the possibility to earn an undergraduate degree in their

country of asylum or home country. The Student Action for Refugee (STAR) has been at the forefront advocating for expanded access to higher education for refugee students.

Windle International Uganda (WIU) in partnership with World University Services Canada (WUSC) has supported 29 refugee students to travel to Canada under the Student Refugee Program (SRP). The SRP is a unique program that combines resettlement to Canada with access to post-secondary education for young refugees. The SRP is a Canadian government program spearheaded by students and implemented by WUSC, a leading Canadian Education INGO. The 29 students are part of a group of 35 that make up the second cohort of youth to benefit from the SRP since it was introduced in Uganda in 2021.

In a conference held in Berlin on 18th -19th June 2019 on refugee higher education development through people, it was indicated that with support from the Federal Republic of Germany through UNHCR, WIU implements the DAFI programme in Uganda through which it provides access to quality higher education for refugees. Currently 446 learners, 50% of whom are female, study in several universities in Uganda. WIU interventions target all categories of refugee children including those with special needs. Currently 381 Persons with Special Needs are accessing quality education in different specialized institutions within Uganda.

Higher education is currently the least funded level of education mostly due to the high costs involved in attaining it, making it even harder for refugees who are financially handicapped. The SRP, therefore, remains a ray of hope for refugees who manage to complete Secondary Level Education as it annually identifies and selects suitable students from across East/Southern Africa to go to Canada. This is not only a promise for a good education but an opportunity for permanent residence in Canada.

3.3.4 Access to Education for Learners with Disabilities

Enrolment of Learners with Disabilities

The ERP registered progress in expanding access to education for learners with disabilities with 3,644 female and 4,466 male learners enrolled in primary schools by endline (2021); 182 female and 339 males enrolled in secondary schools by endline (2021), as presented in Table 25.

Table 255: Enrolment of Learners with Disabilities

School-level	Baseline 2019-2020	Target (2020- 2021)	Refugee	Host
			Endline (2020-2021)	Endline (2020-2021)
Primary (Females)	1,533	Target not indicated	3,644	3,626
Primary (Males)	1,360	2,893	4,466	4,140
Secondary (Females)	30	81	182	164
Secondary (Males)	51	Target not indicated	339	185

Source: ERP McE Framework 2021

According to the draft ERP Annual Review Report 2021, about 1,127 (998 primary, 129 secondary) learners with disabilities (52% boys and 48% girls) were supported during the COVID-19 lockdown period (2020 and 2021). The ERP supported learners with scholastic materials, capacity building for protection, physical well-being/health, and ensuring a conducive environment to reintegrate back into schools by providing physical, and mental health, family support, and remedial classes.

Some of the agencies supporting refugee children with disabilities included: War Child Holland, Windle International Uganda, Cheshire Services Uganda, FCA, HI, Save the Children, ZOA, and Norwegian Refugee Council (Refugee Law Project, 2021). The survey established that GoU and partners supported learners with disabilities and were facilitated with assistive devices such as crutches and wheelchairs to reach school, and free scholastic materials such as books and braille papers. It was revealed that partners have also recruited qualified SNE teachers to support children with disabilities learning outcomes and as a result, several partners are now conscious of not leaving any child behind which has improved access to education for children with disabilities in refugee and host communities.

Interviews with KIIs further revealed that schools had been made integrative and inclusive bringing on-board children with disabilities in schools. National KIIs reported that schools had been made accessible by placing ramps on classrooms for easy accessibility. This finding agrees with findings from FGDs: some respondents revealed that infrastructure with good ramps had been constructed in schools especially, around latrines for the learners with disabilities, although. However, noted that the ramps were not enough and some of them did not meet accessibility standards. The government and its partners should follow accessibility standards, especially from the Building Control Act, MoES Accessibility Guideline and Uganda National Action on Physical Disabilities Guidelines.

However, the endline survey established that despite these efforts to support learners with disabilities to access education, more needs to be done to enrol and retain more children with disabilities in schools. This resonates with findings from the 2021 Refugee Law Project Study, which indicated that most of the learners with disabilities and special needs are in Kampala (58%) and Nakivale though a big number large main out of school (60%).

Some of the hindering factors mentioned by respondents that limit enrolment, retention and completion for learners with disabilities were:

- Stigmatization and discrimination from teachers, parents, peers, and other community members. In schools, teachers often sit such learners in the back seat and give them minimal support. Additionally, their peers often call them names and discriminate against them during game times and carrying out responsibilities. At home, it was reported that parents often prioritise education for children without disabilities, mainly when it involves school fees, as stated in the quote below.

"Most parents hide their children, especially those who are disabled, and they are not taken to school whether its fear, we don't know", lamented one Parent FGD participant, Kampala District.

- Lack of assistive and mobility devices such as wheelchairs, crutches, white canes, orthosis, prosthesis, hearing aids and glasses.
- Limited availability of teachers trained in using adapted pedagogical approaches to support learners with disabilities.
- Disruption of the 2-year COVID-19 lockdown, many children with disabilities have not returned to school
- Limited accessibility. Most classrooms, dormitories libraries and latrines lacked ramps, and for those with them, most ramps were dilapidated and not motorable.
- Long distance to the schools makes it hard for learners with disabilities to commute to schools.

Lack of adapted educational materials, particularly for hearing, visual and mental impairment.

Success Story

The ERP gives Eden New Hope after Developing a Physical Disability

My name is Sophia Ndukire (not real name), 12 years old, a refugee in Kyaka II Refugee Settlement. I ran away from Congo to Uganda. One time while at school, together with six members of my family, some rebels came after us. I don't know whether my parents survived or died. I am a level II learner under Accelerated Education Program at Bukere Primary school. While we were helpless at home, orphaned, without any hope of ever joining the school, AEP was advertised by FCA, and by chance, I was asked to join AEP. I had no school fees but they told me it would be free of charge so I gladly joined.

I will not forget the year 2020 in the COVID-19 lockdown when I was still in level one (she cries). My legs developed mild pain, which later became severe pain that left me disabled. I could only move with the support of my big sister Nyota. I developed a hatred for my life and God. People kept telling me I was bewitched. I hated everyone in the community and I lived in suspicion, thinking everyone was evil.

Life was hard before the intervention. There were times when my big sister would struggle to get us clothes since the only saving, she had would be for school fees. I thought I would never be able to attend school again due to a mobility disability. As my AEP teachers brought home the home learning materials, they found me lying helpless in too much pain. They reported to Humanity Inclusion (HI) who helped me acquire a crutch free of charge. At least now I know that even if there is no money, I can go to school and learn.

Since I joined education under the ERP, I have benefited from free education, counselling services, and scholastic materials. I have learnt a lot of school work in a short time. I have been equipped with self-esteem as I interacted with several learners with disabilities just like me. I am provided with sanitary towels, soap and knickers so that I remain clean while in menstrual periods. I have learnt to accept what I am and believe in myself.

When I got this disability, I hated myself and knew I had become useless. I felt never wanted to continue with schooling, just like many people in our community with disabilities that reject school. I never wanted to associate with anyone, not even my friends. All hope was gone. But with the help of my AEP teachers, especially Teacher Tumwesigye Felix I got counselled. On several occasions, I visited them and they did not get tired of me. I developed morale to go back to school and learn and be of use to myself and my family, community and nation. The community had given up on me completely but as I went back to school for level 1 many developed hope and I have seen several other people with disabilities joining school because of the hope and courage they see in me. The whole school community could not believe that I could be able to learn but I act as an example to them through my hard work and zeal to make it in life.

I have been transformed from hopelessness to a source of encouragement for others. Many people look up to me as their role model for staying in school. In my community, the change in my life has greatly impacted those around me. My family members are so happy to see me enjoying school. The little money that would have been paid for my school fees at least now helps me to transport myself to school without stressing my sister so much. My neighbours now believe that people with disabilities can attend school and several

On the other hand, some parents held the perception that children with disabilities should study in special schools:

“There is always a big challenge when it comes to children with disabilities in that there are some who don't walk at all, and it's the parent who is responsible for [sic] carrying the child to school now and, then, but if there was a centre for people with disabilities, they would stay there and study from there”, reported one parent, Lamwo District.

Although some parents proposed having special schools, the above issue could be addressed without having a particular school. Equipping schools with adaptive teaching methodologies for specific disabilities could address the issue. Additionally, having schools closer to communities, providing assistive devices, and encouraging support from other learners and community members could abet the issue.

Quality of Education for Learners with Disabilities

From the perspective of EiE, the ERP has made efforts to improve inclusiveness and actual support to learners with disabilities. The EiE task team highlighted the need for trained teachers and SNE teachers' support for mainstreaming disability-friendly pedagogical approaches among all trained teachers. The inclusive education task team is providing guidance. It represents EiE partners and a common framework of actions is in place.

National level KIIs revealed that partners come together to form task teams on inclusive education to respond effectively under ERP coordination, especially inclusive EiE WG. Additionally, learning materials were supplied, and teacher training was conducted. However, community attitudes and stigma are still keeping some children with disabilities at home.

Availability of inclusive schools, teachers with knowledge of how to support learners with disabilities and school infrastructure with accessible features are contributing to the quality of education for learners with disabilities: as shown in quote below.

“There are some teachers who know how to teach learners with disabilities, and this means the standard is high.” Parent, Kampala District

3.3.5 Gender Equality and Equity

The endline survey explored the extent to which gender equality and equity issues had been taken into consideration. Uganda was one of the first countries in Africa and the whole world to embrace and incorporate the 2030 UN Sustainable Development Goals in the National Planning Framework. The ESSP 2017-2020 had therefore been formulated in cognizance of the Government's International Policy Commitments, more specifically, the ten UN-SDGs.

The GoU, particularly MoES, targeted an increase in enrolment of girl children. According to the NSGE-2015-2019, the memorandum of understanding was signed between private secondary schools and the government in the implementation of USE which has increased girls' enrolment in secondary schools. According to the NSGE 2015-2019, the education of the girl child is a vital factor in addressing the root causes of poverty and under-development. A girl's education directly contributes to sustainable development, and it is one of the most important investments that yield maximum returns for development. The UN is committed to ensuring that the education of the girl

child as a human right is upheld by all nations. The UN works closely with governments to: raise national awareness of girls' education through public dialogues and campaigns; nurture schools' technical capacity to develop girl-friendly school environments, and help communities sustain girls' education.

The ERP directly contributed to SDG Goal 4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all) and to SDG Goal 5 (Achieve gender equality and empower all women and girls). The ERP interventions were gender-sensitive, ensuring that both boys and girls benefit from the program. The ERP M&E Framework and interventions were gender-sensitive, indicators and data were disaggregated by sex, and data collection tools were designed to capture gender-disaggregated data. All interventions were gender sensitive, targeting boys and girls, and children with disabilities.

The Education and Sports Sector Annual Performance Report (ESSAPR), 2016/17, indicated that there was increased access to secondary education through the development of infrastructure like classrooms, and sanitary facilities for girls and boys, as well as registering and licensing of private schools. Sanitary facilities were especially critical for girls with disabilities and enhanced private-public partnerships (PPP). Private-public partnerships were seen as strategies to have access and equity to quality secondary education.

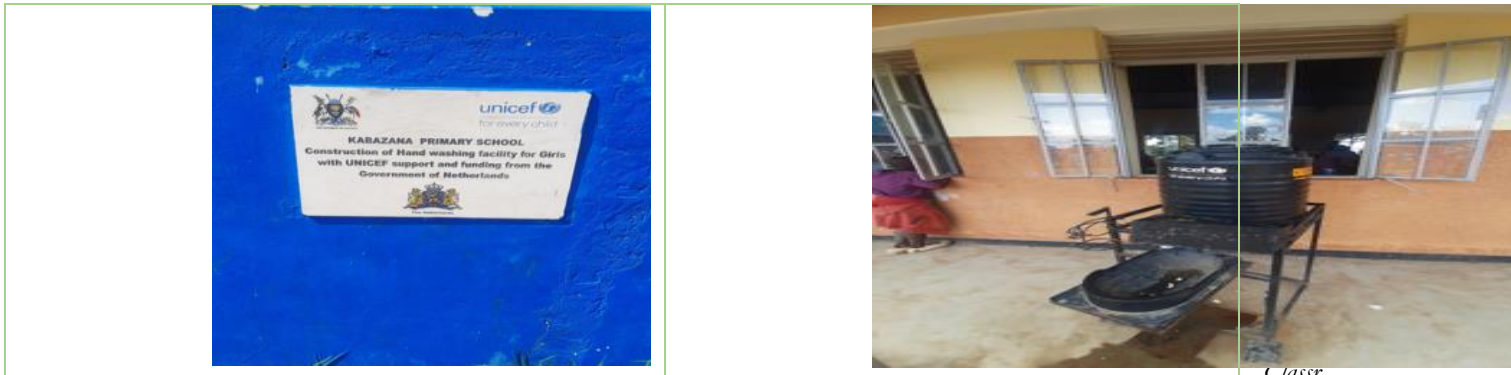
According to the national and district level KIIs, some measures were put in place to enhance access and retention of girls in schools. These included the following:

- Incorporation of MHM activities within school programs that entailed a package for boys with underwear and shavers, as well as making reusable sanitary towels for girls.
- Recruitment of male champions to encourage girls' enrolment and retention in schools.
- Establishment of school clubs to empower learners with life skills and motivate them to stay in school.
- Prioritisation of female teacher recruitment over males (70% female and 30% male teachers).
- Introduction of afternoon classes for AEP pregnant and breastfeeding mothers to stay in school using MoES guidance on teenage pregnancy.
- The utilisation of senior women and male teachers to support girls and boys in schools.
- Implementation of SGBV protection frameworks such as arbitration of violence.
- Disaggregation of monitoring data by sex.
- Capacity building in gender market training the ERP secretariat.
- Community sensitisation and working closely with the schools to curb the habit of marrying off girls at an early age. Sensitisation of the community about gender-based violence (GBV), gender equality, and the importance of girl child education.
- Having mixed schools that allowed registration for both female and male learners,
- Composition of school management committees comprising of both females and males.
- Construction of separate WASH facilities (latrines, incinerators, hand washing facilities) for girls and boys as well as changing rooms for girls having provisions for learners with special needs; and sanitary facilities for girls. A sample of the WASH facilities is presented in Figure 57.



Figure 57: A Separate Five Stances Drainable Latrine for Girls with a Changing Room with Water, a Disposal Bucket, Sanitary Towels and Soap

The constructed latrines were facilitated with hand washing facilities which were very essential as portrayed in is in Figure 58.



oom for Learners, Isingiro District

Classr

Although the partners and government have put efforts to recruit more female teachers than male teachers, there is still a challenge of the limited number of female teachers compared to the need for the girl child in schools. For example, in the teacher’s competency assessment, only 82 (39%) females compared to 128 (61%) males were available. This was confirmed by one of the National KIIs, as quoted below:

“At pre-primary and primary levels, access to education for boys and girls is equal. However, more girls seem to drop out of primary schools at upper primary levels. Access to secondary education for girls is much lower. Due to difficult working conditions in the settlements, there are also fewer female teachers willing to work in these areas, so efforts to improve living and working conditions of teachers should be prioritised”, remarked one national-level KII respondent.

From the discussion above, it was noted that despite the government efforts to put some policies and guidelines for young mothers to keep in school, some girls were dropping out of school due to pregnancies. This implies that schools and communities still need a lot of community sensitisation and enforcement of government guidelines and laws to protect the girl child.

The above findings agree with the NSGE, 2015-2019. There is limited capacity for implementing gender-related interventions in a gender-responsive education system. The NSGE review process established that although schools recorded gender-disaggregated education statistics, education

officials are neither able to draw out existing inequalities nor utilize the available data to address these inequalities. It was also mentioned that some of the functions such as counselling and guidance by senior women teachers remain voluntary and constitute an additional burden on the regular teaching duties.

The ERP contributed to the NSGE-2015-2019, which was put in place premised on the national desire to provide an implementation framework, laying out strategies to achieve the goal of narrowing the gender gap in education, particularly through promoting girls' education, as a form of affirmative action. The Strategy was aimed at addressing the most pressing barriers to girls' full and equal participation in education in Uganda, clustered as social-cultural factors, school-related factors, political, economic as well as administrative factors. The Strategy further highlights the roles of different stakeholders in the promotion of girls' education.

The NSGE (2015-2019) explicated some school-based initiatives: attempts have been made to emphasize 'talking compound' with messages that promote girls' education such as Sexual Reproductive Health is your right, be proud of your Virginity, it is a virtue, early marriage blocks your future, and many others. All these messages have been geared towards promoting a child-friendly school environment, especially for girls whose education disadvantage is a result of a multiplicity of factors. The Strategy further spells out open commitment to addressing issues of sexuality and menstruation as a public and school issue, which aspect was supported by the ERP. This was reflected in ERP's remarkable promotion of menstrual management practices through keeping emergency sanitary pads, additional sets of school uniforms, making sanitary pads during Art and Craft lessons as well as, and supporting the construction/renovation of separate latrine stances for boys and girls. The following latrines were constructed/renovated for boys and girls at different levels, the pupil latrine ratio is 45:1 (ERP Database 2020).

The endline survey however noted that there are several factors that negatively affect girls' education. Voices from out of school FGD children and the adolescents expressed their gender-related concerns as stated in quotes below:

"Some children get pregnant and can't study while pregnant in fear of teasing from fellow learners. The problem is with teachers who sometimes are the ones who impregnate these young girls, especially the ones in boarding school," pointed out schoolboys, Yumbe District.

"Service by the government is still lacking, for example, most children both girls and boys in the school-going age are not attending school and some girls are getting pregnant at home," remarked out of school girls, Isingiro District.

"Primitive parents, ancient parents will still have the mind-set that whenever a girl starts to grow breasts, she should be married off, hence promoting early marriage," noted in-school girls FGD participants, Kiryandongo District

Teenage pregnancy has been reported as one of the top contributing factors to high school dropout among girls. Data from the 2016 UDHS indicates that teenage pregnancy among girls aged 15-19 years stands at 25%. Among women and men aged 15-19, 10% of women and 17% of men report having had sexual intercourse by age of 15 years. Engaging in early sex, early marriages, and teenage pregnancies affects performance and completion, which worsened during the prolonged COVID-19 related lockdown that stretched from 2020 to 2021.

The ERP 1 supported a total of 326 breastfeeding girls (266 refugees and 60 nationals) and 94 pregnant girls (83 refugees and 11 nationals). Terego, and Madi Okollo districts had the highest number of breastfeeding girls (106) followed by Lamwo (84) and Kikuube (41). Lamwo District had the highest number of pregnant girls supported (39) followed by Terego, Madi Okollo (16) as presented in Table 26.

Table 26: Breast feeding and Pregnant Girls

No.			Breast feeding Girls			Pregnant Girls			
	District	Settlement	Refugees	Nationals	Total	Refugees	Nationals	Total	G-total
1	Isingiro	Nakivale	1	0-	1	1	-	1	2
2	Isingiro	Oruchinga	0 -	0-	0-	0 -	3	3	3
3	Kikuube	Kyangwali	39	2	41	10	0-	10	51
4	Lamwo	Palabek	69	15	84	39	0 -	39	123
5	Adjumani	Adjumani	23	4	27	5	0-	5	32
6	Obongi	Palorinya	16	5	21	9	1	10	31
7	Terego	Imvepi	32	1	33	4	2	6	39
8	Terego, Madi Okollo	Rhino	73	33	106	14	2	16	122
9	Kiryandongo	Kiryandongo	13	-	13	1	3	4	17
	Total		266	60	326	83	11	94	420

Source: Windle International Uganda.

3.3.6 School Physical Accessibility Assessment

Overall, only 33% of the surveyed schools (n=89) reported having classrooms with adequate ramps, 52% had inadequate ramps and 15% had no ramps. The majority of the classrooms with adequate ramps were in the northern region (53%) while Kampala (15%) had the least. Kampala had the highest proportion of the classrooms without ramps (23%) followed by the Northern (22%) and Western (8%) regions. Figure 59 shows examples of motorable and non-motorable raps at schools.

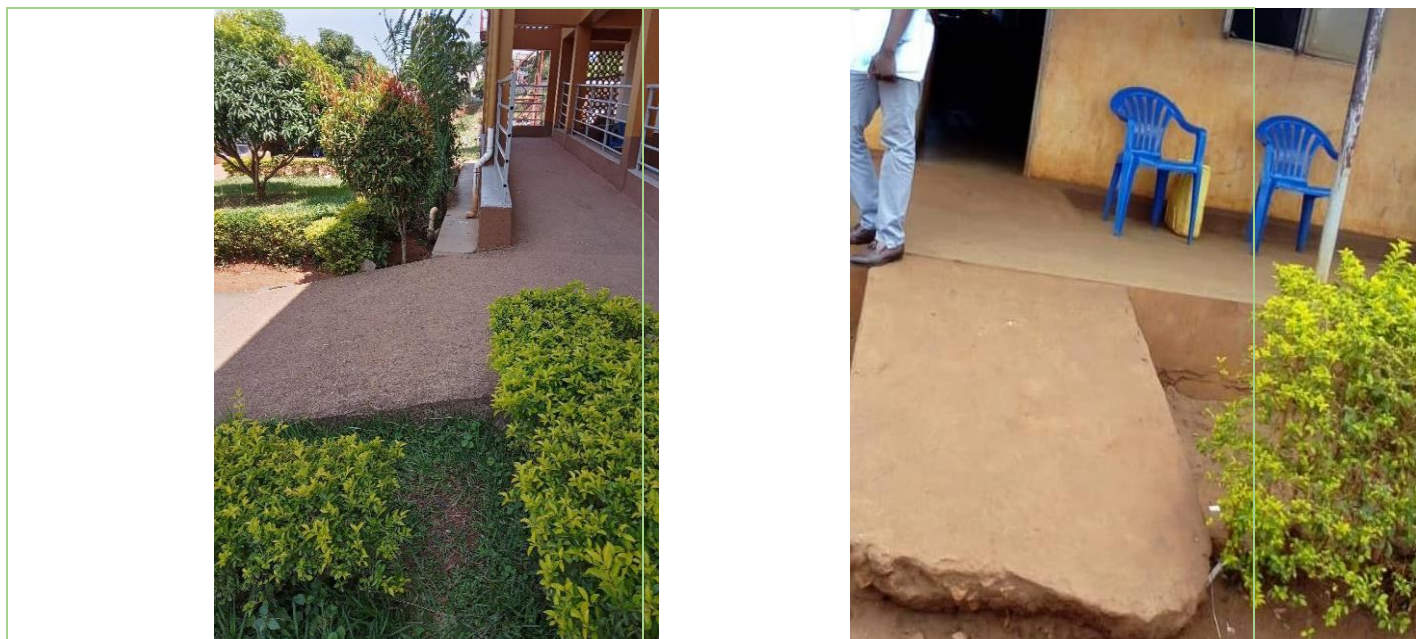


Figure 59: Good Motorable Ramps at St. Denis Sebugwawo Secondary in Kampala and a Dilapidated Ramp in Kiryandongo District

Only 11% of the schools in the study did not have teachers' houses. Teachers' houses generally lacked ramps, with almost two thirds (64%) of the teachers' houses having no ramps. Almost all the schools with teachers' houses in Kampala (92%) lacked ramps, followed by Western (65%) and Northern (53%). A very small proportion of the teachers' houses in the North (8%) and West (5%) had ramps, making an overall percentage of 6% of teachers' houses with ramps.

It was pointed out by some key stakeholders that temporary spaces may not require ramps.

However, the evaluation did not assess whether some structures did not require ramps. The evaluation did not assess compliance of ramps to national standards.

Only 1% of all the surveyed schools with dormitories had ramps, while none of the schools with dormitories in Kampala and Western had adequate ramps. Almost half (48%) of the schools did not have dormitories.

Less than half (48%) of the schools with libraries did not have ramps, while 14% lacked adequate ramps and only 18% reported having adequate ramps. Interestingly, the greatest proportion of the schools with libraries lacking ramps was from Kampala (85%) followed by the Northern (47%) and Western (38%) regions.

Most of the schools with dining halls (61%) did not have ramps. The highest proportion of the schools with dining halls without ramps was in Kampala (69%). Only 3% of the schools with dining halls had adequate ramps.

Overall, only 32% of the schools with WASH facilities were adequately accessible to people with disabilities while 40% were inadequately accessible and 25% were not accessible at all. Kampala schools had the most inadequately accessible WASH facilities (53.8%) followed by the Western (40%) and Northern (36%) regions.

Overall, schools lacked adapted textbooks. Only 18% of the schools had adequate adapted textbooks, 43% had inadequate adapted textbooks and 33% did not have adapted textbooks. The proportion of the schools without adapted textbooks from Kampala (69.2%) was more than twice that of Northern (27.8%) and Western (25.0%) regions.

In terms of adapted early grade reading (EGR) books, only 5% of the schools reported having adequate adapted EGR books while no school in Kampala reported having adequate adapted EGR books. Like EGR, only 6% of the schools had adequate adapted EGMA books

In terms of adapted locally made Instructional Materials (IMs), slightly over one third (33%) of the schools had adequate IMs, (33%) had inadequate IMs and 29% had no IMs. Kampala had the highest proportion of schools (54%) with no adapted IMs followed by the northern (33%) and western (18%) regions.

Generally, specialized equipment was scarce in all the schools, in all the regions. Only 8% mentioned having the abacus in adequate quantities, 6% mentioned adequate quantities of slates and stylus, 2% had adequate quantities of talking calculators, 2% had adequate quantities of talking geometry, and only 1% had adequate quantities of cubes and cube frames.

The study found out that most of the schools had no levelled compound, with only 36% with adequately levelled compounds, which indicates that it is not easy for the learners to move freely within the compound in the schools. Lack of levelled compounds was most observed in Kampala (54%) followed by the Western (43%) and Northern (43%) regions.

3.3.7 Teacher Competency Assessment

Given the very limited literacy and numeracy rates as depicted by the inadequate competencies in performance of P.3 and P.6 learners in EGMA and EGRA tests at baseline, there was a likelihood that teachers' professional competency to teach these 2 assessment areas, particularly EGRA may be limited, or the methods used to impart the skills need to be reviewed. This was discovered in the ERP Baseline Survey (2021).

A full teachers' professional competency assessment was conducted as part of the ERP endline survey 2022. Teachers' professional competency areas were assessed using an adapted MoES tool for Competency Profile for the Primary School Teachers in Uganda (2014), which was arranged according to specific competencies. Overall performance was obtained through an average score by adding up all the percentage scores for the different competency areas and then dividing the total by the number of competency areas. It had a performance rating of 1-5 and the average percentage scores are translated into performance levels as follows:

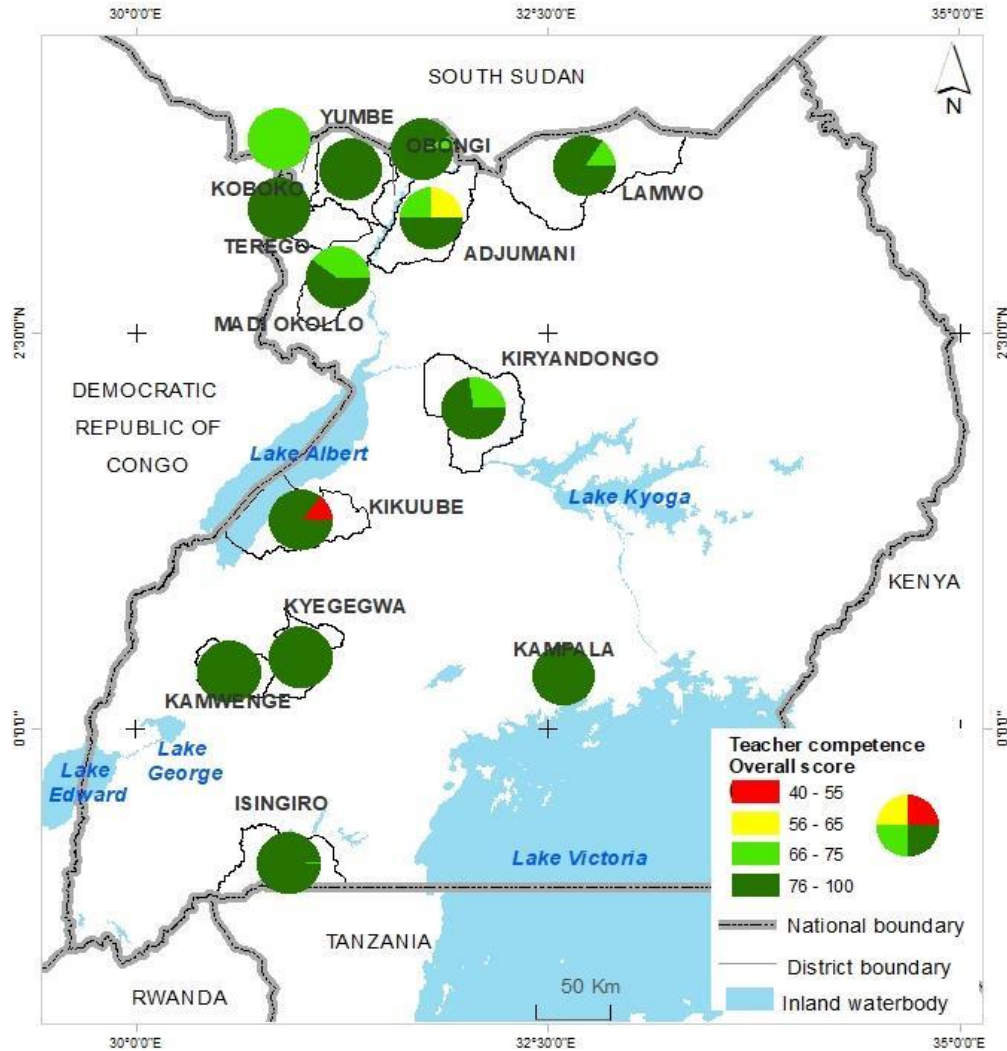
Percentage Score	Performance Level	Level
0-39	1	Low
40-55	2	Fair
56-65	3	Average
66-75	4	Good
76-100	5	High

A performance level of 1-2 means the teacher was not performing well and needs to improve. A performance level of 3 means the teacher was performing fairly well but still needed to work harder. A performance level of 4-5 means that the teacher was performing very well.

The competency areas assessed entailed content knowledge, pedagogical knowledge, professional knowledge, contemporary knowledge, practical skills, mental skills, pedagogical skills, life skills, leadership and management, skills for research and reflection, social skills, professional conduct, professional responsibility, and competencies to teach EGR and EGM.

A total of 204 primary and AEP teachers were assessed, of which 39% (n=79) were females and 61% (n=125) were males. Overall, the teachers' competencies were very high with 94% (93% females, 95% males) scoring 76% and above and only 5% scoring 66-75% (6% females, 5% males), 1% scored 56 – 65% (0% females, 1% males) and 1% scored 40 – 55% (1% females, 0% males). None of the teachers scored below 40% as illustrated in Figure 60.

Figure 60: Map Showing Summary of Teacher Competency Assessment



Content knowledge

Under this competency area, teachers were assessed on knowledge of content regarding the primary school curriculum, the relationship between curriculum content and children's learning needs and experiences, and the relationship between different subjects/learning areas of the curriculum.

The overall performance regarding knowledge of content was very high, whereby 83% teachers (83% females, 84% males) scored 76-100%, 13% (12% females, 13% males) scored 66-75% and 4% (5% females, 3% males) scored 0-39%. At the regional level, the Western Region was in the lead with 90% of teachers scoring 76-100%, followed by Kampala (83%) and the Northern Region (71%).

Further analysis was done to compare performance among qualified and non-qualified teachers. In all, 86% of qualified teachers scored high (76-100%) compared to only 30% of unqualified teachers. More unqualified teachers (40%) scored below 30% compared to 2% of qualified teachers. This triangulates with feedback from some teachers who expressed the need for training and refresher courses. This competency area is one of the most basic components in teaching, the teachers whose performance was fair and low indicated they did not know what they were teaching therefore some missing gaps in their ability to teach.

Pedagogical knowledge

Under pedagogical knowledge, teachers were assessed on the procedures for using child-friendly approaches, methods and techniques of teaching, phasing teaching from known to unknown, inducing children's learning; using, a variety of teaching/ learning aids during lesson delivery, using the local environment as a teaching resource, and assessing pupils' learning.

The overall performance regarding pedagogical knowledge was very high, whereby 96% teachers (99% females, 95% males) scored 76-100%, 3% (1% females, 5% males) scored 66-75% and 1% (0% females, 1% males) scored 40-55%. In this task, the female teachers performed better than male teachers.

At the regional level, Kampala was in the lead with 100% of teachers scoring 76-100%, followed by Western Region (98%) and the Northern Region (90%). In all, 98% of qualified teachers scored high (76-100%) compared to only 70% of unqualified teachers. More unqualified teachers (30%) scored 66-75% compared to qualified teachers (2%). This area entails methods of delivery which according to the findings was generally well performed with some small numbers of teachers that showed some missing gaps in the teaching methods.

Professional knowledge

Under the competency area of professional knowledge, teachers were assessed on knowledge of: the key statutory instruments and other legal frameworks that govern the teaching profession; the sociology, philosophy and management of education; the primary education system and how it relates to other sectors; his/her rights, entitlements and privileges; the national goals of education and related international undertakings; children's learning needs at the various developmental stages; cross-cutting issues in education, such as gender, HIV/AIDS, special needs education; and assessment of learning.

Professional knowledge was moderate with 64% teachers (67% females, 63% males) scoring 76-100%, 19% (16% females, 20% males) scored 66-75% and 8% (9% females, 8% males) scored 55-

65%, 5% (5% females, 6% males) scored 40-55 and 4% (4% females, 4% males) scored 0-39. The female teachers performed better than male teachers in this subtask.

Kampala had the highest proportion of teachers scoring 76-100% (75%), followed by the Western Region (65%) and the Northern Region (56%). In all, 67% of qualified teachers scored high (76-100%) compared to only 20% of unqualified teachers. More unqualified teachers (20%) scored 0-39% compared to qualified teachers (3%). The overall average performance in professional knowledge was an indicator that there were gaps when it comes to professional knowledge.

Contemporary knowledge

Under contemporary knowledge, teachers were assessed regarding the knowledge of the current policy reforms in primary education and the roles of various stakeholders in primary education.

Contemporary knowledge was good with 75% teachers (77% females, 74% males) scoring 76-100%, 20% (20% females, 20% males) scored 40-55% and 5% (4% females, 6% males) scored 0-39%. Female teachers performed better than male teachers in this subtask.

Western Region (78%) had the highest proportion of teachers scoring 76-100% (75%), followed by Kampala (75%) and the Northern Region (70%). Qualified teachers (79%) scored higher than unqualified teachers (0%) with regard to scoring 76-100%. Most of the unqualified teachers (80%) scored between 40-55%, compared to 17% of qualified teachers. More unqualified teachers (20%) scored 0-39% compared to qualified teachers (4%). Qualification of teachers was a determining factor influencing performance relating to contemporary knowledge.

Practical skills

Under the competency of practical skills, teachers were assessed on the ability to handle and care for teaching/learning materials and equipment; make child friendly learning aids; create a safe learning environment and provide first aid.

Performance in practical skills was very high with 94% teachers (98% females, 92% males) scoring 76-100%, 4% (2% females, 6% males) scored 40-55% and 1% (0% females, 1% males) scored 0-39%. Female teachers also performed better than male teachers in this subtask.

The Western Kampala regions both had 97% while Northern Region had 86% teachers scoring 76-100%. The qualified teachers (96%) scored higher than unqualified teachers (70%) with regard to scoring 76-100%. More unqualified teachers (30%) scored between 40-55%, compared to 3% of qualified teachers. None (0%) of unqualified teachers scored 0-39% compared to 1% of the qualified teachers. Qualification of teachers was a determining factor influencing performance relating to contemporary knowledge.

This finding indicates that the percentage of teachers who did not perform well had less ability to train a learner and the ability to handle and care for self and possessions.

Mental skills

Under the competency of mental skills, teachers were assessed to interpret the primary school curriculum and apply both deductive and inductive reasoning.

Performance in mental skills was high with 77% teachers (71% females, 81% males) scoring 76-100%, 18% (15% females, 22% males) scored 40-55% and 5% (7% females, 4% males) scored 0-39%. Male teachers performed better than female teachers in mental skills.

The Western Region (80%) had the highest proportion of teachers scoring 76-100% in mental skills, followed by Kampala (78%) and the Northern Region (70%). The level of qualification did not determine performance in this competency, unqualified teachers (30%) scored higher than qualified teachers (18%) with regard to scoring 76-100%. Most of the qualified teachers (78%) scored between 40-55%, compared to unqualified teachers (50%). More unqualified teachers (20%) scored 0-39% compared to qualified teachers (5%).

Pedagogical skills

Under pedagogical skills, teachers were assessed on their ability to adapt the school timetable, prepare schemes of work and lesson plans, relate curriculum content to pupils' needs and experiences, integrate content across subjects/ learning areas, use child-friendly approaches/methods, use learning aids, use locally available materials, assess learners, provide feedback, create and maintain a conducive classroom environment, foster self-discipline, responsibility and creativity, give instructions and check for understanding.

Pedagogical skills were very high with 99% teachers (99% females, 98% males) scoring 76-100%, 1% (1% females, 1% males) scored 66-75%. Kampala (100%) had the highest proportion of teachers scoring 76-100% in pedagogical skills, while the Western and Northern regions both scored 98%. Qualified teachers (99%) scored higher than unqualified teachers (90%) with regard to scoring 76-100%.

Life skills

Under this competency of life skills, teachers were assessed on the ability to exhibit life skills of knowing and living with oneself, knowing and living with others and effective decision making, apply life skills in the world of work and leadership situations, as well as support learners to develop life skills.

Performance in life skills was very high with 92% teachers (94% females, 91% males) scoring 76-100%, 3% (4% females, 3% males) scored 66-75%, 1% (0% females, 2% males) scored 50-69% and 3% (2% females, 3% males) scored 0-39%. Female teachers performed better than male teachers in life skills.

Kampala (97%) had the highest proportion of teachers scoring 76-100% in life skills, followed by the Western Region (92%) and the Northern Region (90%). Qualified teachers (94%) scored higher than unqualified teachers (70%) with regard to scoring 76-100%. More unqualified teachers (10%) scored between 66-75%, compared to 3% of qualified teachers. Qualification of teachers was a determining factor influencing performance relating to life skills.

Leadership and management

Under leadership and management, teachers were assessed on their ability to help colleagues and team members to work collaboratively to resolve problems, make decisions, manage conflicts and promote meaningful change; present ideas, lead discussions, clarify, mediate and identify the needs of self and others to advance shared goals and continuous professional development, facilitate trust among group members, build effective teams with and among group members, use effective

modelling behaviour, seek the right balance between guidance and counselling, steering and following, confrontational and reconciliation, and corrective measures and stimulation; and identify opportunities/issues/challenges related to pupil learning and consult for possible solutions, and take proper care of the institutional resources.

Performance in leadership and management was very good with 91% teachers (85% females, 94% males) scoring 76-100%, 6% (10% females, 3% males) scored 66-75%, 2% (0% females, 2% males) scored 50-69% and 1% (1% females, 2% males) scored 0-39%.

Kampala (94%) had the highest proportion of teachers scoring 76-100% in leadership and management, followed by the Western Region (92%) and the Northern Region (85%). The level of qualification determined performance in this competency, qualified teachers (91%) scored higher than unqualified teachers (80%) with regard to scoring 76-100%.

Skills for research and reflection

Under the competency area of skills for research and reflection, teachers were assessed on their ability to strive for continuous professional development; widen perception; reflect on personal performance; document and share a personal reflection.

Performance in skills for research and reflection was good with 82% teachers (76% females, 86% males) scoring 76-100%, 13% (17% females, 10% males) scored 66-75% and 5% (7% females, 4% males) scored 0-39%.

Kampala (89%) had the highest proportion of teachers scoring 76-100% in leadership and management, followed by the Northern Region (85%) and Western Region (78%). The level of qualification determined performance in this competency, qualified teachers (83%) scored higher than unqualified teachers (70%) with regard to scoring 76-100%.

Social skills

Under the competency area of social skills, teachers were assessed on their abilities to promote working relationships within and beyond the school; make technical and professional consultations; maintain harmony; share relevant information; carry out supplementary tasks; treat parents with respect and without discrimination; encourage parents to participate in children's learning; effectively communicate progress on learning to pupils and parents; address parents' expectations appropriately; work collaboratively with all stakeholders to promote children's learning; promote community engagement in school activities, and encourage pupil participation in community activities.

Regarding social skills, the performance was high with 95% of teachers (96% females, 94% males) scoring 76-100%, while 4% (4% females, 5% males) scored 66-75%. Kampala (100%) had the highest proportion of teachers scoring 76-100% in leadership and management, followed by the Western Region (99%) and Northern Region (83%). The level of qualification did not determine performance in this competency, unqualified teachers (100%) performed better than qualified teachers (95%) with regard to scoring 76-100%.

Professional conduct

Under professional conduct, teachers were assessed on their ability to: live up to the highest standards of the profession; teach carefully with diligence, honesty and regularity; prepare relevant

schemes of work, lesson plans, teaching notes and teaching/learning aids; assess all written and practical exercise promptly and carefully and give feedback to the learners; seek permission to be absent from school; undertake remedial teaching.

Regarding professional conduct, the performance was high with 98% of teachers (98% females, 98% males) scoring 76-100%, 1% (1% females, 2% males) scored 66-75% and 1% (1% females, 1% males) scored 40-55%. Kampala (100%) had the highest proportion of teachers scoring 76-100% in professional conduct, followed by the Western Region (98%) and Northern Region (95%). The level of qualification determined performance in this competency, qualified teachers (99%) scored higher than unqualified teachers (80%) with regard to scoring 76-100%.

Professional responsibility

Under this competency area of professional responsibility, teachers were assessed on their ability to vote necessary time to their duties; delegate in case of absence; conduct all lessons without discrimination or bias; reorganize and reward good performance, and avoid situations which will distract the attention from teaching or supervising learning.

Regarding professional responsibility, the performance was high with 96% of teachers (98% females, 95% males) scoring 76-100%, while 3% (2% females, 4% males) scored 56-65%. Western Region (98%) had the highest proportion of teachers scoring 76-100% in professional responsibility, followed by Kampala (97%) and Northern Region (91%). The level of qualification did not determine performance in this competency, unqualified teachers (100%) performed better than qualified teachers (96%) with regard to scoring 76-100%.

Competencies to teach EGR and EGM

The teachers were assessed on whether they created rapport before actual teaching, for example, greetings or learners singing. The overall performance was high, with 94% of teachers in agreement that they created rapport before teaching.

The overall percentage of teachers who reported having EGR learning materials was 59% (67% females and 54% males) which indicated that about 4 out of 10 teachers do not have them hence a gap in teaching materials. In terms of regions, Kampala teachers (64%) had more access to EGR learning materials followed by Western Region (59%), then Northern Region (56%). The percentage above reflects significant missing gaps relating to instructional materials, teachers could not perform well without materials.

Similarly, the overall percentage of teachers who reported having EGM learning materials was 58% (65% females and 53% males), which was fair, and needed to be worked on.

At the regional level, Kampala and Western regions tied with 58% while the Northern Region had 56%.

These findings reflect big gaps and agree with the teachers' feedback regarding the need for more instructional materials to teach EGR and EGM better.

The study further assessed the availability of adapted EGR materials for learners with disabilities. Less than half of the teachers (46%) mentioned the availability of adapted learning materials while 54% mentioned that learning materials were not adapted. By region, availability

of adapted EGR materials was higher in the Western region (56%) followed by, the northern (46%) while lowest in Kampala (17%).

The study further assessed the availability of adapted EGM materials for learners with disabilities. Less than half of the teachers (47%) mentioned the availability of adapted learning materials while 53% mentioned that learning materials were not adapted. By region, availability of adapted EGM materials was higher in the Western region (55%) followed by, the northern (49%) while lowest in Kampala (17%).

Competency in EGR

Teachers were asked to rate themselves regarding their ability/competency to teach EGR using a scale of 1-10; 1 being very limited and 10 being very conversant.

The biggest percentage of the teachers (41%) rated themselves 1-4, implying limited competencies to teach EGR. This was highest in the Western (42%) followed by the Kampala (39%) and Northern (39%) regions.

Slightly over one-third of the teachers (35%) rated themselves 5-7 implying moderate competency in teaching EGR. The rating was highest in the Western (40%) followed by the Kampala (31%) and Northern (27%) regions.

Only 25% rated themselves 8-10 implying being very competent in teaching EGR. This was highest in the Northern (34%) followed by the Kampala (31%) and Western (18%) regions.

Teachers were asked whether they needed any support to teach EGR better. The majority of the teachers 92% (96% females, and 89% males) expressed the need for support to teach EGR better.

Competency in EGM

Teachers were asked to rate themselves regarding their ability/competency to teach EGM using a scale of 1-10; 1 being very limited and 10 being very conversant.

The biggest percentage of the teachers (43%) rated themselves 1-4, implying limited competencies to teach EGM. This was highest in Kampala (47%) followed by the Western (43%) and Northern (42%) regions.

Slightly over one-third of the teachers (33%) rated themselves 5-7 implying moderate competency in teaching EGM. The rating was highest in the Western (39%) followed by the Kampala (28%) and Northern (24%) regions.

Only 24% rated themselves 8-10 implying being very competent in teaching EGM. This was highest in the Northern (34%) followed by the Kampala (25%) and Western (18%) regions.

Teachers were asked whether they needed any support to teach EGM better. The majority of the teachers 89% (92% females, 88% males) expressed the need for support to teach EGR better. The areas of support needed to improve teachers' skills for EGR and EGM were refresher courses/workshops/training (55%), and reading materials (38%). This resonates with qualitative findings which highlighted refresher training, EGR and EGM training and materials as presented in Figure 61

school level, teacher staffing challenges were reported due to limited staff recruited on the government payroll as well as the remote location of refugee settlement schools making teachers reluctant to apply to these schools.

Limited funding. The GoU funding for refugee and host community schools in terms of capitation grants, hiring of additional teachers on the government payroll, and operational expenses at the district level, including coordination and monitoring, were limited compared to the need. The refugee and host schools have very high pupil-teacher ratios, particularly as more refugees keep trekking into the country.

Education-related costs burden. Despite free-of-charge universal primary education being one of the great achievements of GoU, education-related costs burden Ugandan families. For instance, Ugandan parents are obliged to purchase school uniforms, and scholastic materials and to either cover the costs of school meals or provide their children with food.

Relatively poor-quality education in free-education schools. Public schools providing universal education access are often characterized by large class sizes of up to 150 learners, which negatively affects the quality of education. People desiring to educate their children often shy away from government schools and opt for costly private schools. This disparity limits families from lower socio-economic classes from accessing quality education (NSGE, 2015-2019).

Long distances to schools. The proximity of schools to learners' homes was cited as a challenge whereby most learners have to walk long distances to schools or incur high transportation costs, especially in host communities.

Physical accessibility for people with disabilities: The limited availability of inclusive and accessible environments. Most of the classrooms, libraries, dormitories, teachers' houses and latrines had no ramps, particularly in Kampala. This hampers learners with disabilities to move to these facilities which hinder learning.

Inadequate staff accommodation. Most schools reported having inadequate staff accommodation hence making teachers reluctant to work in those schools and high staff absenteeism from school due to long distances.

3.4 Efficiency

Conversion of resources/inputs into outputs

The evaluation sought to establish how the ERP was able to convert resources/inputs such as funds, expertise and time economically to outputs. The evaluation established that the ERP did not have a centralised financial management system that would help in recording the ERP's receipts and expenditures. This is because the ERP design had recognised that due to existing project agreements, individual donor restrictions and the humanitarian nature of the work, some donors would continue to directly fund implementing partners. Furthermore, the ERP stated that; for transparency, accountability and efficiency, all donors and IPs were expected to provide timely reports through the coordination structure up to the Secretariat so that all resources and results can be tracked and monitored, regardless of the funding mechanism used.

However, the ERP relies on a finance tracking system to trace backwards any funds that may have been spent on the ERP by different partners, implying that donors and IPs did not provide timely reports to the Secretariat. The ERP funding partners did not have specific expenditure report templates and the few that submitted finance reports did so using their templates hence reporting was not standardised.

It was also pointed out that the programming cycle and planning were not easy to harmonise across implementing partners, government, and EDPs. The humanitarian funding instruments were not harmonised. The government was reportedly slower in decision making. The systems were therefore deemed not sufficiently timely.

The actual status of financing is not known due to difficulties in defining and tracking spending on the ERP. There were no up-to-date Finance Tracking Report for ERP funds by endline data collection and report compilation, the latest finance report received covers the period January 2018 to June 2020. There is no record of expenditure on the ERP for the remainder of the period July 2020 to June 2021. However, the evaluation was informed that the compilation of the Financial Tracking Report was ongoing and the report was available later on.

According to the financial data available, only 33% of the total estimated ERP cost of \$389m had been spent during 2 and a half years (January 2018 to June 2020). The total duration of the ERP was 3 and a half years (January 2018 to June 2021); it is not certain that the remaining 68% of the funding gap was realized in the remaining one-year July 2020 to June 2021 since the report for the period ending June 2021 was not yet available by the time the end line evaluation was concluded.

Additionally, the ERP Finance Tracking Report (January 2018 to June 2020) cited significant data collection limitations. For example, the GoU spending recorded in the report was based on budgets rather than actual spending. The data on Government spending was collected from local government budgets. The partners' spending was based on several assumptions and estimates made by partners. Spending by EDPs and EiE Sector Working Group members was collected using an online questionnaire. Partners were sent a link to the questionnaire, with instructions, and asked to complete the questionnaire for each project/source of funding which had been in place since January 2018. However, the consultant conducted quality assurance of entries and went back to partners with queries to ensure an accurate set of data. The ERP Finance Tracking Report (January 2018 to June 2020) further stated that "there may be partner projects missing, due to partners' lack of time or awareness of the ERP" which affects reporting on how economically the resources/inputs were converted to outputs.

There were no standardised reporting timelines provided by the funding partners. Most partners used a calendar year in their respective organisations to prepare project reports, which was not aligned to the ERP year which ends in June. Because of the calendar year reporting, IPs normally get funding in January. Such funds are usually short-term (one year), yet the ERP is 3 and a half years which makes it difficult to appropriately allocate funds to the ERP.

The COVID-19 lockdown meant that children were not in school and no proper data collection was conducted. The ERP lost almost two years hence affecting time efficiency.

Due to the COVID-19 lockdown, the ERP had to conduct individual district meetings as opposed to gathering districts in one place. This meant spending more resources on the same staff facilitating

these sessions and more time needed to accomplish these activities. This was more costly than meeting districts together although it allowed deeper engagement.

Additionally, the implementing partners' craving for visibility was cited as a challenge affecting efficiency as indicated in the quote below.

“For instance, you find a toilet coloured in partner organisational colours and each toilet has a placard, which is costly. This affects ownership and is costly. One building was painted, again and again by one partner yet others were neglected”, lamented one national level KII respondent.
Minimisation of duplication of efforts

The evaluation further sought to establish the extent to which the ERP was able to avoid duplication of efforts between EiE partners' actions and actions financed by different sources. There are national and district level EiE coordination committees as well as the EiE task teams that coordinate implementation and minimise duplication. These committees were functional and held regular meetings as planned. The District ERPs mapped partners and what they do in each school, each settlement has lead partners who coordinate with other operating partners. The EiE working group meetings were regularly conducted at the national, district and settlement level.

The OPM, MoES, and UNHCR further performed coordination and oversight roles for partners to ensure activities are aligned to the ERP and ESSP to minimise duplication. At the district level, DEO coordinates ERP activities.

According to the Phase 1 report, all partners operating in a particular settlement meet once a month, focusing on 'avoiding duplication and developing synergies.

Working in a consortium of many partners meant spreading into different settlements hence reducing duplication.

However, some stakeholders raised concern that more work still needs to be done to further minimise duplication of efforts by key stakeholders as discussed below:

“The ERP did not efficiently translate inputs into outputs due to duplication. There were too many partners supporting the same schools covering smaller activities. There is a need to reduce the number of partners in one given area, and spread out more rationally”, remarked one national level KII respondent.

“The number of partners visiting the same school many times in a term is not efficient, the trips and activities could be harmonized”, remarked one national level KII respondent.

Creation of synergies among ERP partners

The evaluation assessed the extent to which synergies among ERP partners had been created. Under the EiE task force, ERP partners implemented complementary interventions, where each partner was allocated activities and areas where to work. The ERP has a joint M&E framework and joint ERP database that enhances coordination and reporting. Coordination meetings were also held at both cluster and settlement levels.

The ERP Secretariat, in collaboration with the EiE Sector Working Group, played the coordination role to support the government in developing, implementing and monitoring the ERP and the COVID-19 response plan to ensure continuity of learning. Three task teams were constituted and a COVID-19 log frame was developed. The ERP M&E team, in coordination with EDPs, developed

a set of indicators to track new activities for refugees and host communities to support continuity of learning in response to COVID-19 and thus feed into decisions on further responses.

Most partners complemented each other. At the national level, joint field monitoring was conducted spearheaded by the ERP secretariat. Additionally, the ERP I implementation created synergies with line Ministries such as Ministry of Water and Environment (MWE) to provide Water, Sanitation and Hygiene (WASH) services in schools, Ministry of Health for health promotion and MGLSD for, child protection services. For instance, the available child-friendly spaces were used as play centers and early learning centers. However, the evaluation established that IPs did not come together in advance to conduct joint strategic planning and agree on how to fundraise and optimally use available funds as stated in the quote below.

“EiE partners did not come together in advance to make a joint strategy, how to use the funding, and how to do fundraising”, lamented one KII respondent.

Mobilization and utilization of ERP resources against the targets

The evaluation sought to establish the extent to which the ERP mobilized and utilised resources against the targets. The 2018-2021 ERP stated that funding for the ERP was expected from the donor community and the contribution from the GoU, but the document was not specific on how much contribution would come from each of the funding sources nor does it have details of the donor community from whom funding is expected. Funding flows through a variety of mechanisms for implementing the ERP but there was no centralised system for tracking the funds. According to the Financial Tracking Report (January 2018 -June 2020), only 33% of the total estimated ERP cost of \$389m was mobilised. At the time of concluding the endline evaluation (May 2022), the final finance tracking report was not yet ready. As such, the evaluation was not able to comment on what extent to which the ERP had mobilized and utilised resources against the targets in the 3 and a half years of the ERP.

Analysis of Budget and Expenditure by Activity Area

The ERP budget was majorly allocated to infrastructure (27%), teachers' salaries (27%), materials (20%) and training of children (15%) as analysed in Table 22. These four activity areas combined to form 89% of the entire ERP budget. According to the Financial Tracking Report (January 2018 - June 2020), funding to the four respective areas was not realised. Recorded expenditure as a per cent of the budget was; infrastructure (26%), teacher's salaries (21%), materials (13%) and training of children (48%). Expenditure as a per cent of the budget on teachers' training (153%) and district strengthening (1267%) exceeded the budget as shown in Table 27. It should also be noted that the ERP budget allocation to these activity areas was minimal (only 1%). Such activities need to be paid attention to while developing the ERP II.

Table 27: Analysis of Budget and Expenditure by Activity Area

Activity Area	Budget USD	% Allocation of Budget	Actual USD	% Allocation of Actual	% Expenditure of Budget
Infrastructure	104,159,467	27	27,356,493	22	26
Materials	77,870,055	20	16,061,229	13	21
Teachers Salary	106,846,143	27	22,106,725	17	21
Teacher training	5,820,164	1	8,907,087	7	153
Training to the Children	59,263,167	15	28,288,828	22	48
Strengthening Community	25,642,996	7	4,315,573	3	17
Strengthening District	1,073,533	0	13,606,413	11	1,267

Activity Area	Budget USD	% Allocation of Budget	Actual USD	% Allocation of Actual	% Expenditure of Budget
Strengthening National	3,188,150	1	2,668,477	2	84
Piloting / Material Development	5,243,944	1	3,014,358	2	57
	389,107,619	100	126,325,183	100	

Source ERP and Finance tracking report (January 2018 - June 2020)

There is a limitation that a systematic and regular tracking process for resources utilised on the ERP is not available, especially for funds from partners that are not channelled through government systems or approved by the Parliament of Uganda.

According to interview responses, some IPs are of the view that fundraising and funding of the ERP have been to a greater extent left to the development partners and that the Government and the ERP steering committee and Secretariat have not put in a lot of effort towards raising funds for the ERP. Without an ERP finance report, it is also not possible to tell how much the Government has contributed and how much has come from the donor community to substantiate this finding.

3.5 Sustainability

The likelihood of continued interventions

The evaluation assessed the extent to which the net benefits of the interventions will continue, or are likely to continue.

The GoU has a very conducive enabling environment for refugee-hosting and provision of education services that are incorporated in the national development policies and frameworks such as the NDP III and the ESSP where the ERP is an annex. The provision of quality education is well embedded in the Constitution of Uganda Article 30, and it is spelt out that all children in Uganda are entitled to quality education. The GoU/MoES has inclusive policies and plans such as the Inclusive Education Policy, UPE, and USE which will continue providing a framework for the provision of education services to learners in refugee and host communities.

The developed and costed district ERPs for all the 12 targeted districts are likely to continue being implemented by the districts and will provide a guiding framework to funding agencies regarding priority issues for funding. The district ERPs were contextualized and adapted to suit specific district needs and show district priorities, mapping of service providers, available resources, and funding gaps. The costed ERPs at district level will further serve as resource mobilization tools and will provide a framework from which funding agencies will support interventions with funding gaps.

The established district ERP secretariats will coordinate ERP activities. Eight out of the 12 districts had established district ERP secretariat which will continue to coordinate implementation and monitoring of ERP interventions at district level.

The ERP National M&E system which was established and is operational, comprising implementing partners, funding agencies, and relevant government sectors will continue to be used in monitoring and evaluation of the ERP interventions. The information management (IM) task team established the National EiE Strategic Information Working Group (WG) comprising M&E experts from key partners in the ERP implementation to coordinate, follow up, and discuss technical M&E activities,

documents, challenges, and solutions. This is likely to enhance the continuity of information sharing. The ERP Secretariat in collaboration with the MoES planning division and OPM started the process of integrating refugees' data into the Education Management Information Systems (EMIS). This will ensure continued tracking of data on refugees through the national system.

Additionally, the EiE technical working groups will continually provide technical oversight of national and district-level ERPs. The EiE technical working groups are functional at national and district levels.

The constructed physical/ permanent infrastructure such as classrooms (786 in primary, 146 in secondary, and 114 AEP centres) teachers' houses and latrines during the ERP I will continue to be used for many years after ERP I funding. However, some voices from the community expressed worry that there is a likelihood of limited continuity of interventions beyond the ERP 1 as shown in the quotes

"...right now, if I lose support from the government and my parents there is no way I'll be able to stay in school", remarked one in school FGD participant, Isingiro District.

"There will be difficult in learning since some teachers have been getting their salaries paid by these donors," remarked one in school male FGD participant, Kikuube District

"Some parents may not be able to pay school fees for their children, they will prioritise for just a few children" pointed out one female in school FGD participant, Terego District.

"..Girls may get married early since they will not be having support to go to school like school fees. Some children with disabilities may fail to come to school because of lack of transport since some of them have been being transported by these donor organizations", noted one in school female FGD participant, Lamwo District.

Systems and resources to continue providing services

The evaluation assessed systems and resources in place to continue providing the results and benefits to refugees and the host communities.

The ERP operated through existing systems and structures at the national and district levels. At the national level, the national EiE steering committee, EiE TWGs, and the national IM task force will provide an overall coordination framework and strategic oversight for the implementation of district ERPs. At the district level, the District ERPs, the ERP coordination committees, and school management committees will provide coordination and technical oversight role for ERP interventions in the districts. At the education institution level, the BoGs, PTAs, and SMCs will continue serving as oversight bodies for the implementation of ERP interventions at the school level.

The GoU releasing funds in form of capitation grants to local government budgets will enable the provision of scholastic materials and relevant school infrastructure which will enable continuity of education service delivery. However, it was pointed out by some stakeholders that the MoES computation of the capitation grants does not consider the number of refugees at the school and community levels, which makes the grant very limited compared to the need.

However, several stakeholders in the district and stakeholders expressed concern that some interventions are likely not to continue after the end of the ERP as per the quotes below:

“The continuity plan for learners is limited unless there is continued funding. If the funding stops, there is no hope”, lamented one PTA member, District level KII, Isingiro District.

“It will be difficult for us because our income is little, and the schools need money to provide the services and if it is not there, we cannot provide the services well”, remarked one school head teacher, Kikuube district.

“It will be difficult for us because our income is little, and the schools need money to provide the services and if it is not there, we cannot provide the services well”, reported one BoG member, District level KII, Isingiro District.

“There are no sustainability plans”, noted one BoG member District level KII, Lamwo District

“I fear they will all collapse once the help stops as the IPs are playing a very significant part in the establishment and operation of the school”, remarked one parent FGD participant, Lamwo District.

The capacity of human resources to continue providing services

The evaluation assessed the extent to which the human resources at national, and district institutions in the education sector have the capacity to continue providing services to refugees and the host communities.

The ERP made significant investments toward strengthening the capacity of teachers through CPD at all levels. A total of 920 teachers at ECCE, 2,530 at primary, 185 at secondary, and 250 at AEP received CPD support from ERP partners to enhance their technical capacity to continue providing education services. Additionally, the trained, district local government staff including DEOs, parish chiefs, sub-county chiefs, Head teachers, and their deputies. Centre coordinating tutors and associate assessors will continue overseeing the implementation of supervision activities.

Available committed financial and human resources to maintain results

The endline evaluation established that the ERP did not have a separate budget or source of funding, rather it is made up of several activities implemented and funded by various partners – some of which were in motion even before the ERP was developed and would exist even in the absence of the ERP (ERP Financial Tracking Report, 2020). The GoU funds the districts through district grants and school capitation grants for all districts and schools at all levels. The allocated funds to districts and schools will constitute partial funding for district ERP implementation. However, there were negative voices from respondents at district and community levels regarding the financial sustainability of the ERP interventions as presented in quotes below.

“I have a feeling most of the schools around may close as most of them are getting support from the ‘bazungu’. This will mean we will have to pay for the teaching staff, the meals, and the materials. That will most likely make them very expensive to be afforded by poor parents, and yet they are the majority”, remarked one parent FGD respondent, Kamwenge District.

“It will be hard to stay in school if partner and government support is not there, most of us would not be at school,” remarked one in-school-girl FGD respondent, Kiryandongo District.

“Continuity is very hard. If they are the ones building schools and paying the teachers. That would mean the end of the schooling if the program ends”, remarked one parent FGD participant, Kamwenge District.

“The parents or guardians who are well to do are the ones that will keep children in the school once the NGOs stop subsidizing education as most of us are struggling. We don’t even have enough food at home, so we can’t for sure manage the fees and other requirements without support”, lamented one parent FGD participant, Lamwo District.

Ownership of the ERP concept and initiative

The evaluation assessed the degree of ownership of the ERP concept and initiative among line ministries and refugee-hosting districts in terms of organizational planning and budgeting processes.

The evaluation established strong ownership of the ERP at the national level by line ministries as well as district levels. The ERP included multi-sectorial interventions bringing together key sectors such as the OPM, MoES, Ministry of Genders and Social Development as well as the Ministry of Local Government to provide technical oversight over the implementation of interventions. The multi-sectorial composition of the national and district level TWG demonstrates strong ownership. The availability of various partners supporting EiE interventions creates a platform for planning and budgeting for the ERP at the national and district level. Additionally, the prioritisation of education provision to both refugees and host communities as well as the incorporation of the ERP into the NDP III and ESSP further displays strong ownership at the national level.

At the district level, the existing ERPs and M&E systems in 12 districts developed during ERP I portray ownership by the local government leaders and key stakeholders. The district level multi-sectorial EiE TWGs that mirror the national TWG demonstrates ownership by key stakeholders who comprise relevant government sectors, development agencies, implementing partners, and civil society. At the community level, respondents expressed ownership of the ERP as per the quote:

“...Education will continue because government schools will not go away and so schooling will continue. If NGOs end their services, we parents have to come up with a solution to make our children continue with school”, remarked one parent FGD, Kikuube District.

However, some respondents expressed concern about why the local communities did not take up ownership of the ERP as per the quote below.

“...at local government level, ownership has been weak and there is a need to deliberately strengthen this process since refugee response at the field level is mostly settlement oriented. The perception from some partners is that they can operate without deeper engagement with local government leaders. This is counterproductive to refugee-host community integration”, remarked one National level KII respondent.

An external environment conducive to the maintenance of results

The GoU has an inclusive and supportive policy toward refugee hosting and providing education for all. This is reflected in the ESSP strategic objective 1, priority number 8: Provision of education to refugees and host communities as well as the CRRF 2017 and the Refugees Act, 2006. In addition, the provision of quality education is embedded in the NDP III objective 4 (Enhance the

productivity and social wellbeing of the population) and the Constitution of Uganda Article 30; and it is spelt out that all children in Uganda are entitled to quality education. In addition, MoES ensures the delivery of inclusive and quality education for all through the provision of USE and UPE.

The ESSP 2017-2020 was formulated in cognizance of the Government's International Policy Commitments, more specifically, the ten UN-SDG 4 targets; for example by 2030 the government will ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes; ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education; and eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations; and build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.

4.0 LESSONS LEARNED

Access

To increase enrolment of children at all levels of school, it is essential to intensify sensitisation of the communities, particularly parents, for a positive mind-set change towards education for both girls and boys, especially among Muslim communities.

Children with disabilities can have increased and productive access to education when the facilities in the schools are accessible to all and when schools have teachers trained to address their needs.

Addressing financial barriers to education is key to increasing access to education. Education support should go hand in hand with income-generating activities (IGAs) at the household level to enable parents to prioritise education. It is essential to link the ERP to IGAs and social protection initiatives to address the household-level vulnerability.

Quality

Given the language barrier among refugees, particularly those from Arab and French-speaking countries, extra focused support is needed to enable them to come to the same level of English reading proficiency as other learners in the same class. The limited English reading proficiency affects performance in other subjects since instructions are given in English.

The AEP, which was supported by the ERP contributed positively towards preparing learners to join the regular school system, it brings learners up to speed to catch up with other learners in the regular school system. It was an omission error not to include AEP of secondary in ERP I.

The ERP I did not include ECCE; this constraint, affected achieving better education outcomes because those enrolled at ECCE perform much better in school.

For EGRA and EGMA to benefit learners with disabilities and contribute to improved performance, the duo needs to be adapted into disability friendly formats for learners with disabilities, especially children with hearing impairment, intellectual impairment and visual impairment.

System strengthening

The government's involvement in planning and designing interventions at national and district levels contributes to the sustainability of the programme. The customization of the national plan to the districts facilitated the contextualization and operationalization of the national plan.

The establishment of coordination mechanisms at national and district levels improves monitoring of the implementation of interventions and presents a sustainable tool for monitoring interventions after the end of ERP. Enhancing operational coordination and better planning efforts contribute to joint outcomes beyond information sharing. The ERP secretariat played a crucial role in improving operational coordination and also. The ERP served as a uniting factor for EiE partners to work together to avoid duplication in interventions and harness synergies.

Limited efforts to implement joint fundraising among the EiiE partners curtailed the realisation of optimal funding for the ERP. Partners primarily raised funds independently for their supported components. The plan was good but not supported by resources to realise aspirations.

5.0 OPPORTUNITIES

The evaluation assessed whether there were opportunities to improve both the cooperation and coordination between the key stakeholders and their support aimed at the improved delivery of the education services. The good political and supportive policies and frameworks such as NDP III, the Constitution of Uganda Article 30, the ESSP 2017/18 2019/20, the CRRF 2017, and the Refugees Act, 2006 present opportunities to rally stakeholder support for, and direct attention towards inclusive education. The GoU programme of UPE, USE, which provides free education, presents a learning opportunity for all learners dwelling in Uganda, both nationals and refugees. The alignment of the ERP with the NDP III creates a learning opportunity for learners in refugees and host communities.

The availability of functional coordination structures at the national, district, and school levels that included the national EiE steering committee, EiE TWGs, national IM task force and district coordination committees, and school management committees present an opportunity to strengthen information sharing and monitoring implementation.

The availability of several development partners willing to finance and support inclusive education is an opportunity for continuity. The ERP partners had supported the recruitment of more teachers and the construction of classroom blocks and latrines to bridge the gap. The development of District ERPs is an enabling factor for securing funds from potential development partners such as Education Cannot Wait (ECW), and the European Civil Protection and Humanitarian Aid Operations (ECHO).

The parents' active involvement in the learning system through supporting teacher recruitment, for instance, at least 3 more teachers have been supported with salaries through the Parent-Teacher Associations (PTAs) across different schools, is an opportunity to enhance the provision of quality education to learners in refugee and host communities.

The deliberate efforts to ensure that learners with disabilities access education at all levels through ERP partners by providing adaptive learning materials and assistive mobility devices such as wheelchairs, braille, hearing aids, and white canes, as well as other scholastic materials; is an opportunity to scale up access to learning for children with disabilities.

According to the draft ERP Annual Review Report 2021, the ERP supported the implementation of innovative approaches which provide an opportunity for improving the quality of education. Examples of such interventions as reported include:

Innovations

“*Early Grade Reading* – a pilot teaching phonics in a multi-linguistic setting with the potential to significantly improve early grade reading;

Can't Wait to Learn’ - an Ed-Tech intervention that uses educative gaming to improve numeracy and literacy results for disadvantaged children;

Bridging programme – work is underway to develop a standardised programme to bridge the gap between children’s mother-tongue and the language of instruction;

Kolibri’ – a distance learning Ed-Tech intervention that provides tablets to children with lessons pre-loaded”,
Source: Draft ERP Annual Review Report 2021.

According to KII respondents, the willingness among stakeholders including GoU, donors and IPs to address the gaps in the provision of education services for learners in both refugee and host communities creates an opportunity to provide improved access to learning.

The support from IPs such as home learning during the COVID-19 lockdown, tablets and scholastic materials such as exercise books create a learning opportunity for learners in refugee and host community schools as presented in quotes below.

"All learners can join the school and access education. We encourage the school dropouts to come after lunch for AEP", remarked one BoG member KII respondent, Kikuube District.

Availability of some facilities and resources for learners with disabilities such as ramps (62%), special latrines (62%), and availability of teachers trained in inclusive education (56%), and parental /guardian support (40%) as mentioned in the school survey shown in Table 28.

Table 28: Major Factors Facilitating Access to Education among Refugees and Host Community

Factors Facilitating Access to	Per cent
Safety and security in school and community	70.2
Availability of/distance to schools	61.5
Availability of facilities for learners with disabilities (ramps and special latrines)	60.6
Availability of teachers trained in inclusive education	55.8
Teachers trained in SNE	37.5
Availability of school fees and other scholastic materials	35.6
Educational policies and guidelines that enforce protection and education for learners with disabilities	37.5
Location/terrain to school	25
Parental/guardian support	40.4

Source: Endline evaluation School Survey

6.0 CONCLUSIONS

Relevant and coherence

Overall, the ERP interventions were relevant and very well aligned to the national and district education sector priorities. The ERP responded to the needs of beneficiaries. The ERP was an annex to the ESSP, and all activities were coherent with those of the ESSP and CRRF.

However, the ERP was not inherently designed to be flexible or to respond to secondary shocks. The lack of integration of the contingency plan to cater for changes in the context such as COVID-19, natural hazards, and the influx of refugees was a limitation. It was also noted that although coordination and monitoring roles of the secretariat were done, these functions started relatively late, more than one year into the ERP life span.

Effectiveness

Access to education for refugees and host communities

The ERP made a significant contribution towards improving access to education for refugees and host communities through supporting the recruitment of more teachers, construction of more classrooms and teachers' quarters, provision of scholastic materials and textbooks, and the like, which led to improved GER at all levels, particularly at the primary school level. Investments in the construction of classrooms, teacher training, recruitment and deployment, community engagement, scholarships and modifying schools to improve physical accessibility contributed to improved PTR, PCR, and pupil-textbook ratio which led to increased enrolment and attendance.

Access to education for learners with disabilities and inclusiveness of education

A significant number of learners with disabilities were enabled to access education through the provision of assistive devices, supporting SNE teachers, integrating them into regular schools and addressing barriers hindering them from accessing education such as medical and financial barriers. However, several children with disabilities are still not yet accessing education due to limited funds, and those integrated into regular schools, face quality challenges due to limited SNE teachers, as well as negative attitudes and stigma from homes, teachers, students and communities that limit their participation and ultimate benefits of education. Which calls for intensive awareness creation campaigns promoting the rights of children with disabilities.

Overall, school accessibility for people with disabilities was still a challenge. Most of the facilities (classrooms, teachers' houses, dormitories, libraries, and dining halls) in the surveyed schools lacked ramps, and some ramps were dilapidated with big cracks, making it difficult for wheelchairs to navigate through. Among the school facilities (classrooms, teachers' houses, dormitories, libraries, and dining halls), dining halls (60.7%) and libraries (48.3%) emerged to be the facilities that lacked ramps the most. The highest proportion of the facilities without ramps at all or with inadequate ramps was located in Kampala, while school facilities with relatively adequate ramps were from northern Uganda. Whereas physical accessibility goes beyond ramps, the lack of ramps is a serious barrier to school facilities because ramps serve as entry and exit points into and out of the facilities.

Generally, schools lacked adapted textbooks, special equipment, and assistive devices for learners with special needs. Moreover, EGRA and EGMA materials were not adapted. This reveals limited

inclusiveness of the teaching curriculum and low investment in special equipment and assistive technology on the side of duty bearers (the government, parents and education partners).

Learning outcomes

EGRA Conclusions

Overall, performance in EGRA was very low for both P.3 learners with disabilities and those without disabilities where with only 3% and 4% respectively having full competencies by scoring 70% and above. Performance in EGRA was particularly low for subtasks of letter sounds and word segmentation of syllables. Performance was relatively better in oral passage reading, reading comprehension, and English vocabulary.

The P.3 learners' age and school location (refugee settlement versus host) influenced their performance in EGRA as evidenced by significant variations, learners aged 15 years and above performed significantly better than those below 15 years. Learners in refugee settlement schools performed significantly better than those in host community schools. However, learners' sex did not affect EGRA performance.

The overall P.6 performance in EGRA was higher for learners with disabilities, whereby only 18% had full competencies and scored 70% and above, compared to 5% for learners without disabilities. Scores were particularly lower for subtasks related to letter sounds and segmentation of syllables. Performance was relatively better in oral passage reading, reading comprehension, and English vocabulary.

The P.6 learners' sex and age had no significant effect on their performance in EGRA. However, learners in refugee settlement schools performed significantly better than those in host community schools. There was no statistically significant variation between the performance of learners with different disabilities.

EGMA Conclusions

Overall, the performance in EGMA at P.3 was higher among learners without disabilities (34%) than learners with disabilities (12%), with full competencies in mathematics proficiency having scored 70% and above. The performance was higher in number identification, addition, and subtraction at level one. However, the performance in procedural and conceptual subtasks such as word problems and missing number subtasks indicated a very low understanding of Mathematics beyond memorization of facts, rules, and procedures.

Age, sex and location were determining factors in P.3 EGMA performance with significantly more learners aged 15 years and above performing better in EGMA than those aged less than 15 years by scoring 70% and above (p-value 0.01). More male P.3 learners performed significantly higher than female learners scoring 70% and above (p-value 0.01). Full competency in mathematics (70% and above) was higher among learners in refugee settlement schools than those in host communities. The disability status or kind of disability however did not influence EGMA performance.

EGMA performance at P.6 level was higher among learners without disabilities (63%) than learners with disabilities (50%), who scored 70% and above. The P.6 learners performed relatively better in number identification, number discrimination, addition, and subtraction. However, performance was low in missing numbers and word problems. The low performance in word problem solving could partly be attributed to limited English reading skills and the language barrier whereby most refugees were not fluent in English, which is an integral part of word problems.

Improving the quality of education

The ERP made significant investments toward improving the quality of education for refugees and host communities by supporting CPDs, supporting the recruitment of additional teachers, provision of school textbooks, and re-stocking libraries. These interventions are very directly linked to improving the quality of education.

Teacher competency

Overall, the teachers' competencies were very high with 94% (93% females, 95% males) scoring 76% and above. As expected, qualified teachers performed better than non-qualified teachers in all competency areas except in social skills. The biggest percentage of the teachers rated themselves as having limited competencies to teach EGR (41%) and EGM (43%). Only 25% of EGR teachers and 24% of EGM teachers reported being very competent in teaching the duo. This was highest in the Northern (34% EGR, 34% EGM) followed by the Kampala (31% EGR, 25% EGM) and Western (18% EGR, 18% EGM) regions. The majority of the teachers 89% (92% females, 88% males) expressed the need for support to teach EGR better in terms of refresher courses/workshops/training (55%), and reading materials (38%).

System strengthening

The ERP established and strengthened systems at national, district and education institution levels through the establishment of the national and district level EiE WGs serving as coordination mechanisms, the development of District ERPs, human resource capacity enhancement at the district and school level, supporting the recruitment of more teachers and infrastructure improvement.

Gender equity and equality

Overall, the ERP interventions were very gender-sensitive ensuring that both boys and girls benefit from the program. The ERP M&E Framework and interventions were gender-sensitive. The ERP indicators, data and data collection tools were disaggregated by sex and were designed to capture gender-disaggregated data. All interventions were gender sensitive targeting both males and females including recruitment of teachers targeting 70% females as well as the composition of school management committees such as BoGs and PTAs.

Efficiency

Without an accurate and complete picture of what had been funded to date, it was extremely difficult for the endline evaluation to comment on how economically the resources/inputs were converted to outputs. The unavailability of a centralized financial management system and up-to-date Finance Tracking Report constrained the assessment of efficiency.

The ERP partners made efforts to minimize duplication and harness synergies such as national and district coordination through the ERPs, the joint M&E framework and ERP database enhanced coordination and reporting, joint monitoring visits and monthly settlement level coordination meetings. The OPM, MoES, and UNHCR further performed coordination and oversight roles for partners to ensure activities are aligned to the ERP and ESSP to minimise duplication. At the district level, DEO coordinates ERP activities. Working in a consortium for the majority of EiE partners meant spreading into different settlements.

However, time efficiency was affected by the COVID-19 lockdown for almost 2 years with delayed several activities. The ERP had to conduct individual district meetings as opposed to gathering districts in one place which was more costly. The craving for visibility among the IPs affected efficiency and coordination.

Sustainability

Overall, Uganda has a very conducive environment for the continuation of education for refugees and host communities, with all key policy and institutional frameworks in place. The recognition of the ERP as an annex to the ESSP ensures the integration and institutionalisation of the ERPs. The ERP interventions are largely sustainable, due to implementation through existing structures, development of ERPs for all the 12 districts and significant investment in strengthening the capacity of schools and teachers. However, the development and integration of ERPs without matching resources limits the extent to which the Plan can be effective. Some parents expressed fear and desperation in case the ERP comes to an end, an indicator that more needs to be done to prepare all key stakeholders to sustain the education for refugees and host community members.

7.0 RECOMMENDATIONS

Following the analysis of findings, lessons learnt and conclusions, the following recommendations were made to address the identified challenges in different technical areas. The entities responsible for acting are also identified.

<i>Learning Outcomes</i>	
<p>i. Learning was interrupted by the 2-year COVID-19 lockdown. This was reflected in the poor performance of P.3 and P.6 learners, particularly in EGRA tests at baseline and endline.</p> <p>Low school completion rates at all levels with only 14% completing P.7 and 9% completing S.4 (World Bank 2018).</p>	<p>Develop and support the ERP II building on the achievements of ERP I. The design of ERP II should be flexible with a contingency plan to respond to unforeseen shocks such as COVID-19. Since schools are now fully open, virtual learning should be included in ERP II design as part of the contingency plan, in case another situation like COVID-19 lockdown occurs to ensure continuous learning opportunities.</p> <p>Support the implementation of district ERP Plans.</p> <p>Focus on supporting the most vulnerable learners such as learners with disabilities and female learners for improved school continuity and completion rates.</p> <p>Train and support retired teachers, S.4 and S.6 leavers to conduct community-level teaching during lockdowns and sensitise communities on the value of education.</p> <p>Support adult education and adult literacy for guardians to support home learning.</p> <p>Provide targeted technical support to enhance teachers' competencies in imparting literacy skills.</p> <p>Responsibility: RHDs, MoES, EiE IPs, EDPs.</p>
<p>ii. The language barrier among refugees, particularly those from Arab and French-speaking countries affected English reading proficiency.</p>	<p>Establish intensive transitional classes to teach English to refugees from non-English speaking countries. Promote bridging learning classes to address language barriers.</p> <p>Institute a harmonized performance-based monitoring of teachers, to evaluate teacher performance, identify gaps and focus areas for improvement.</p> <p>Responsibility: MoES, EiE IPs, EDPs.</p>
<p>iii. Although education is supposedly free in public primary and secondary schools, there were several education-related charges that parents were required to pay and that often resulted in many school-age children failing to attain education.</p>	<p>Address financial barriers to education by linking ERP to IGA and other social protection, psycho-socio support and child safeguarding initiatives to address the household-level vulnerability and increase resilience.</p> <p>Responsibility: MoES, MGLSD, EiE IPs, EDPs.</p>
<p>iv. The increased cases of teenage pregnancies and young mothers, which worsened during the COVID-19 lockdown led to increased school dropouts. The problem of high school dropout rates was worsened by parents,</p>	<p>Support more afternoon sessions for AEP learners, including young mothers who fear missing with younger learners.</p> <p>Enhance life skills and children's rights/ responsibilities for all learners to enable go through school life and life after.</p>

	<p>who married off their young daughters. Young mothers feared facing their peers at school, and hence dropped out of school and kept at home. It was also pointed out in out of school FGDs that some teachers were responsible for making girls pregnant.</p>	<p>Enforce penalties for sexual offenders.</p> <p>Enhance sensitisation of parents/ guardians and the community on government policies and the benefit of their children's education, even after giving birth.</p> <p>Responsibility: MoES/DLG, MGLSD, Police, community leaders and EiE IPs.</p>
	Supply-side issues	
i.	<p>Although the progress in PCR was still below the national standards at all levels, there was a slight improvement in primary school PCR from 154:1 at baseline (2018) to 135:1 at endline (2021) versus the standard of 53:1 and national performance of 55:1. ECCE PCR was 122:1 way below the national standard (25:1) and national performance (28:1). Secondary school PCR from 143:1 in 2018 to 87:1 in 2021, lower than the national standard (53:1). The school population had more than tripled since the beginning of the ERP.</p>	<p>Advocate for MoES to pass guidelines for the double-shift school system to decongest classrooms and enhance quality.</p> <p>Continue supporting the construction of more classrooms.</p> <p>Integrate refugee data into national MIS for proper planning purposes.</p> <p>Responsibility: MoES, EiE IPs, EDPs.</p>
ii.	<p>The ERP I did not include ECCE; this was a constraint, which affects achieving better education outcomes.</p>	<p>The ERP II should focus on improving access to ECCE to improve the learning outcomes.</p> <p>Responsibility: MoES, EiE IPs, EDPs.</p>
iii.	<p>Limited staffing level in schools, which was worsened by the refugee influx from DRC.</p> <p>Fewer female teachers were willing to work in settlement areas due to difficult working conditions.</p>	<p>Recruit more teachers and teaching assistants including language teachers, particularly at ECCE and primary levels. Conduct regular school monitoring. Improve teachers' living and working conditions, including providing accommodation for teachers and catering for their mental health.</p> <p>Improve living and working conditions of teachers including the provision of accommodation for teachers.</p> <p>Responsibility: MoES, DEOs, DISs, PTA/BOGs/SMC, EiE IPs, EDPs.</p>
iv.	<p>Limited teacher accommodation was a big constraint affecting the quality of education. Although the partners tried to bridge the gap by supporting the recruitment of more teachers, the need was still significant.</p>	<p>Continue supporting the construction of more teachers' houses.</p> <p>Lobby the government for increased resource allocation to the education sector.</p> <p>Responsibility: MoES, EiE IPs, EDPs.</p>
v.	<p>The ERP I excluded AEP secondary, yet it was essential for quality education.</p> <p>Limited transitioning of learners from AEP to formal education with only 13% to secondary schools, compared to 74% primary schools.</p> <p>Limited ERP support for tertiary education</p>	<p>Include AEP secondary in the ERP II to further enhance the quality of education and facilitate more learners to enrol in secondary schools.</p> <p>Scale up support for tertiary education in ERP II to facilitate increased access to post-secondary education.</p> <p>Responsibility: MoES, EiE IPs, EDPs</p>
	Teacher Competency	
i.	<p>Limited competencies for teaching EGR and EGM. Limited refresher courses and training materials, particularly for EGR</p>	<p>Provide periodic refresher courses for teachers and instructional materials.</p>

	and EGM. Unqualified teachers who were handling the teaching-learning process with gaps in professional competency.	Teacher competence strengthening in EGRA and EGMA should be integrated in MoES and LG plans for sustainability. Speed up the certification of qualified refugee teachers. Responsibility: MoES, DEO, Colleges/ Universities, Partners. DLG, ERP partners.
ii.	Some missing gaps in varied professional competency areas.	Conduct training and refresher courses should be competency-based rather than topical. Responsibility: MoES, DEO, Colleges/ Universities, Partners.
	<i>Learners with disabilities</i>	
i.	Learners with disabilities still faced challenges ranging from knowledge, attitudes and practices such as negative attitudes among children, communities and families/ negative attitudes from education personnel; low level of sensitization and training of teaching and non-teaching staff, and low level of sensitization at authority level hence misinterpretation between special education and inclusive education. Limited access to specific and targeted services: medical treatment, mental health and psycho-social support (MHPSS), assistive devices, social protection (including livelihood and nutrition), targeted class support, and adapted learning materials.	Scale-up community mobilisation and awareness raising focusing on change in attitudes and practices in communities, families and schools to address the negative attitudes and practices as well as the rights of children with disabilities at the community and school levels. Train all teachers on inclusive education pedagogical approaches using the MoES national inclusive education training module to equip them with the knowledge, skills, and positive attitudes to support children with disabilities. Support more adaptation of teaching and learning materials, including EGR and EGM, into accessible formats for learners with disabilities. Responsibility: MGLSD, MoES, DEOs, Community Based Services Department (CBSD), IP
ii.	Limited coverage of ramps and dilapidated ramps in surveyed schools around classrooms, dormitories, libraries and latrines, made these school structures inaccessible for people with disabilities. This also showed that existing accessibility standards, laws, regulations and policies were not being enforced.	Support construction and renovation of ramps on all classrooms, dormitories, libraries and latrines to increase accessibility for people with disabilities. Conduct awareness training of all education stakeholders on existing accessibility standards and strengthen enforcement of the accessibility standards. Responsibility: MGLSD, MoES, DEOs, CBSD, Police, EiE IPs
iii.	The widespread mind-set that children with disabilities should study in special schools was strong across various categories of stakeholders. This goes against the UNCRPD Article 24 which requires an inclusive education system for persons with disabilities at all levels.	Sensitize stakeholders on the fact that inclusive education is a right for all children. Train all teachers on inclusive education pedagogy to equip them with the knowledge, skills, and attitudes to support children with disabilities in inclusive settings. Responsibility: MGLSD, MoES, DEOs, DCBSD, EiE IPs
	<i>Efficiency</i>	
i.	Lack of a centralized financial management system and up-to-date Finance Tracking Report, which constrained assessment of efficiency.	Produce expenditures through a centralised financial management system preferably at the ERP secretariat as opposed to tracking finance expenditure backwards. Submit quarterly financial reports to the ERP secretariat. Responsibility: EiE IPs, EDPs
ii.	Short-term ERP funding, which was for one year at a time, limited the	Contributions to the ERP should be multi-year rather than one year. This will ensure more efficiency and effectiveness.

	achievement of results and efficiency.	Responsibility: EiE IPs, EDPs
iii.	Limited transparency among partners regarding funding amounts and funded interventions create potential duplication and inefficiency.	Take advantage of existing ERP implementation arrangements to share data and financial information promptly to inform planning and coordination. Responsibility: EiE IPs, EDPs
iv.	<i>Sustainability</i>	
v.	Uncertainty among community and district stakeholders about continuity of ERP interventions after the end of external funding.	Develop a clear exit strategy and sensitise all key stakeholders about it. UNHCR will continue to raise funds for refugees since it is its mandate.
	<i>Partnership and Coordination</i>	
i.	Multiple coordination platforms, particularly for NGOs resulted in some duplication hence undermining the broader coordination mechanisms. Additionally, it was pointed out that stakeholders used existing strategies mostly for information sharing as opposed to forming joint implementation and conducting joint fundraising.	Adopt a uniform and harmonized sector level ERP coordination structure. Minimise coordination activities by varied NGO coordination consortiums and ensure they are aligned to sector coordination. Enhance operational coordination and better planning effort to contribute to joint outcomes beyond information sharing. EiE partners should conduct joint fundraising and implementation. Responsibility: EiE IPs, EDPs
ii.	The EiE working group was deemed very broad and generic. In most cases, EiE WG participants had no mandate to make decisions on behalf of their institutions.	Constitute a technical EiE committee to feed into the EiE working group. Nominate EiE WG, representatives with authority to make decisions. Responsibility: MoES, EiE IPs, EDPs
iii.	Off-budget support often led to uncoordinated activities and duplication of efforts.	Integrate service delivery and off-budget support into the mainstream services to improve coordination of services and minimise duplication. Off budget district contributions should be directly contributing to District ERP objectives. Responsibility: MoES, EiE IPs, EDPs
iv.	Partners often focused on attribution and desire to shine rather than working complementarily with other key stakeholders. Some buildings branded by partners with their logos were renovated over and over yet others were neglected.	Strengthen partnerships in areas of EiE implementation for better outcomes and the reports should reflect the joint effort. Conduct more joint monitoring visits by the ERP, line ministries, OPM and partners. Desist from branding and marking items using partners' logos and other details. Consult school management/BoGs regarding activities/buildings that require prioritisation. Include a budget for demolishing condemned buildings such as toilets, since they put learners at risk. Responsibility: EiE IPs, DEOs and MoES
v.	Partners often put pressure on senior government officials to officiate and support their activities without considering several other partners requiring the same attention. They also reportedly did not fully cooperate with ministry or district officials because of the amount of funds they bring in and hence off-budget support was often associated with coordination related challenges.	Sensitise and orient partners to understand the immense pressure on government officers and only engage them in consideration of requests from other partners and routing activities. Integrate off-budget support into the District ERPs for improved coordination. Responsibility: EiE IPs MoES
vi.	Lack of standardised allowances for the	Review and standardise allowances for LG staff across all EiE

	involvement of LG staff in IP activities. The cost of movement was often underestimated at the cost of government resources for field monitoring in districts where government cars were used especially for new districts such as Obongi and Kikuube where districts are very distant from settlements.	partners, considering distances to distant settlements for off-budget activities. Responsibility: The ERP partners, MoES
vii.	Lack of harmonised teachers' salaries for those supported by partners, hence high staff turnover.	Harmonise teacher salaries and use a standard approach to salaries, benchmarking on MoES salaries scales. Responsibility: EiE IPs, EDPs
viii.	Lack of harmonised contract duration for teachers which was often short-term about 6 months, hence as soon as they sign one, they focused more on getting another contract than focusing on teaching.	Standardise the duration of the contracts and consider longer-term periods. Responsibility: EiE IPs, EDPs
System challenges		
i.	Different grading systems across countries. For instance, South Sudan takes average performance while in Uganda if one fails Mathematics and English, they cannot get a 1 st or 2 nd grade. Some refugee teachers were not accredited and were mainly used as teaching assistants. This exacerbates the problem of lack of teachers and affects the quality of education.	Support qualified refugee teachers to get certified quickly to supplement teaching efforts. Advocate for harmonised education system in the region. Responsibility: EiE IPs, MoES
ii.	MoES computation of the capitation grants does not consider the number of learners at the school and community levels. Refugees do not benefit from the capitation grant.	Consider the number of refugees at the school and community levels while computing capitation grants. Advocate for consideration of refugees to benefit from the capitation grant. Responsibility: MoES
iii.	Unfunded District ERPs limited implementation of activities such as monitoring and supervision of schools.	Support districts to implement the ERPs and implement a joint ERP fundraising strategy and use District ERPs for resource mobilisation. Contributions to ERP should be multi-year rather than one year, which are very short-term, benchmarking on the World Bank Uganda Intergovernmental Fiscal Transfers Programme (UGIFT) programme which supports districts for refugee impacted programmes, supports wage and non-wage transfers to districts and capitation grant to schools. Responsibility: MoES, EDPs, EiE IPs
iv.	Big variation in infrastructure and human resources across schools in the settlement and host communities created conflicts with hosting communities and thus a risk to sustainability.	Increase investment in educational infrastructure and human resources in host communities to bridge the gap between schools in the settlement and host communities. Include a budget for the maintenance of infrastructure, including ramps. Responsibility: MoES, EDPs, EiE IPs
v.	The EMIS data was not disaggregated disability.	Strengthen the EMIS to include disability disaggregated data. Responsibility: MoES, the ERP secretariat and EiE IPs

Impact	Indicators	Level	Refugees (12 Refugee Hosting Districts)												Host Community (34 refugee hosting Sub Counties)		Notes		
			Baseline	Milestone 2018	Milestone 2018-2019	Results 2018-2019	Baseline 2.0	Milestone 2019-2020	Results 2019-2020	Target 2020-2021	Results 2020-2021	Percentage Achievement	Ind. average. performance	Means of verification	Results 2020-2021	Means of verification			
Goal: Improved learning outcomes for refugees and host community children and adolescents	Literacy and numeracy rate (Primary 3 and Primary 6). Indicator aligned with SDG indicator 4.1.1 and ESSP - include children disability	Literacy Rate P3 F											5.80%	No target		Survey -Study -	2.40%	Survey -Study -	Targets will be established based on baseline survey results
		Literacy Rate P3 M											7.30%	No target			3.10%		
		Literacy Rate P6 F											29.20%	No target			32.40%		
		Literacy Rate P6 M											36.60%	No target			33.00%		
		Numeracy Rate P3 F											65.70%	No target			54.00%		
		Numeracy Rate P3 M											74.80%	No target			66.40%		
		Numeracy Rate P6 F											92.90%	No target			93.30%		
	Completion rates (all levels). Indicator aligned with ESSP include children disability	P7 F														Survey-study		Survey-study	
		P7M																	
		S4F																	
	Continuous Access include children disability	ECD														Survey-study		Survey-study	
		Primary																	
		Secondary																	
		Tertiary																	
Outcome	Indicators	Level	Refugees (12 Refugee Hosting Districts)												Host Community (34 refugee hosting Sub Counties)		Notes		
			Baseline	Milestone 2018	Milestone 2019	Results 2018-2019	Baseline	Milestone 2019-2020	Results 2019-2020	Target 2021	Results 2020-2021	Percentage Achievement	Ind. average. performance	Means of verification	Results 2020-2021	Means of verification			
Suitable access and inclusive relevant learning opportunities improved	% of children enrolled (GER). Indicator aligned with ESSP	Primary Total	58.2%	59.2%	61.1%	66.0%	75.0%	63.1%	79.0%	65.0%	88.0%	135%	98%	Gap Analysis	88.0%	Gap Analysis			
		Primary F				6.0%				74.0%									
		Primary M				72.0%				83.0%									
		Secondary Total	11.3%	12.5%	12.1.0%	18.0%	11.0%	17.5%	15.0%	20.0%	12.1%	61%			8.0%				
		Secondary F				10%				7.0%									
	Secondary M				29.0%				19.0%										
% of children accessing learning opportunities (sum of all types of learning) GER +	Overall					45.0%						No target							
Delivery of quality education and learning for refugee and host community improved	# of learners transition from AEP to formal education (primary and secondary)	Female											No target		ERP Database, IP and District Report		District monitoring reports and database		
		Male										No target							
	Pupil: teacher ratio. Aligned with ESSP	Primary	85	83	77	80	88	71	82	65	67	97%	137%	Gap Analysis	47	Gap Analysis			
		Secondary	50	53	53		55	53	31	53	30	177%			18				
		AEP	34	50	50				50	50									
	Pupil: textbook ratio. Aligned with ESSP	Primary	8	7	6	7	10	4	6	3	5	167%	183%	Gap Analysis	2	Gap Analysis			
		Secondary	36	31	22				7	12	13	3	6		200%		1		
	Pupil: classroom ratio (PCR)	Primary	154	147	135				161	122	131	110	135	123%	101%	ERP gap analysis	74	Gap Analysis	
		Secondary	143	138	129				168	119	109	110	87	79%	46				
	% Of teachers that have the professional competency required for implementing the programme	ECD											No target		Survey		Survey		
Primary											No target								
Secondary											No target								
Tertiary											No target								
Systems for effective delivery strengthened	% of schools supervised at least once a term by the district education office/ DES/ MOES/CCT	Primary	0	0	6		0	6		12	12	100%	100%	ERP Database, UNICEF and District		UNICEF and district records and database			
		Secondary																	
		EAP																	
		ECD																	

	Number of district with functioning refugees inclusive M&E system		0	0	0	6	12	12	100%	100%	records	12	District monitoring reports and database				
Outputs	Indicators	Level	Refugees (12 Refugee Hosting Districts)										Host Community (34 refugee hosting Sub Counties)		Notes		
			Baseline	Milestone 2018	Milestone 2019	Results 2018-2019	Baseline 2.0	Milestone 2020	Results 2019-2020	Target 2021	Results 2020-2021	Means of verification	Means of verification				
Available access and inclusive relevant learning opportunities increased																	
Learning environment strengthened	# of classrooms constructed (permanent, semi-permanent, temporary)	Primary	1,673	1,865	66	234	1,881	459	1,884	768			ERP data base	652	ERP database		
		Secondary	157	194	14	26	212	103	227	146				64			
		AEP (centre)			-	31		48		114				20			
	# of gender sensitive wash facilities (stances constructed/rehabilitated)	Primary girl	811	1,575	52				1,527	1,611	1,886		ERP data base	681	ERP database		
		Primary boy			46	194			1,456		1,825			666			
		Secondary girl			15	40			154		268			77			
	# of additional Child Friendly Spaces	Overall	20	17		0				12			Activity Info and District Report/M&E system		District plan M&E system and IP records		
		# of learners provided with scholastic materials	Primary	316,053	358,433	28,875	141,495		163,087	379,602				Activity Info			District plan M&E system and IP records
			Secondary	22,322	28,486	-			11	36,566							
	Developed Skills and Livelihoods opportunities for in and out of school adolescents and youth	# of learners enrolled in life skills	In school F	4,256	9,533	865	56 (Male), 48 (Female)		9941	4,141			ERP data base	492	ERP database		
In school M								28,165	1,074			368					
Out school F			M/F	M/F					M/F								
Out school M																	
# of learners enrolled in Vocational skills training		Formal						47(all)	1,474		535		589				
		Non-Formal									1726		429				
# of learners enrolled AEP		F			-	10625		6,131		6,935			603				
		M			-	11725		6,436		6,728			649				
Expanded Access Education for children with Disabilities		# of learners with Disabilities enrolled	Primary F			-	721		1,533		3,644			3,626			
			Primary M				51		1,360		4,466			4,140			
	Secondary F							30		182			164				
	Secondary M				-			51		339			185				
# learners with disabilities receiving adapted and individual support to improve functioning and ability to learn	AEP			-							ERP data base		ERP database				
	ECD			22													
	PRI	18,964	21,506		1,219		36										
	SEC	1,675	2,137					154	22,777	886				429			

er Innovations mprove access o education	% of facilities operating double shift system	Primary School				10%			20%		2,743	90			Activity Info and District Report/ M&E system	15	District monitoring reports School observation and spot- check
		Secondary School				10%			20%		30%						
reased Teacher Supply and Capacity	# of teachers supported by salary by partners	Primary	2,867	3,829	5,141			745			2,620	7,593	3,375	ERP data base	517	ERP database	
		Primary F						281			992		1,360		235		
		Primary M	341	527	673			464			1,628	863	2,015		282		
		Secondary						26			308	M/F	294		123		
		Secondary F	166	307	730			82			104	1,402	93		31		
		Secondary M						56			204		201		92		
		AEP						123			116		308		39		
		AEP F						46			52		156		15		
		AEP M						77			64		152		24		
	# of teachers trained	Primary	2,750	1,346	1,809			949			2,291			Activity Info and District Report/M&E system		District plan M&E system and IP records	
		F/M															
		Secondary	-	186	146			-				96					
		F/M															
		AEP	-	284	846			317				634					
		F/M															
	# teachers accessing Continuous Professional Development	ECD	1,029	306	301			-			-	233	576	ERP data base	467	ERP database	
													M/F		344		
		Primary	770	1,050				59			250	1,074	985		120		
												M/F	103		694		
		Secondary	149	117				23			563	77	52		1,184		
											44	M/F	133		105		
		AEP	133	246				19			94	868	116		254		
											25	M/F	134		14		
Skills		144	288							31		134	38				
											M/F	18	21				
# teachers supervised	ECD		1,781	2,156			-			-	2,686	985	ERP data base	995	ERP database		
	Primary		3,829	5,141			69		416	7,593	3,047	4,221					
	Secondary		527	673			73		35	863	504	790					
# of schools inspected by DEO/DIS	Primary						84						ERP data base	578	ERP database		
									59			205					

		Secondary							9		31				74			
Improved pilot of innovations	# education innovations piloted	Overall	0	0			3		3					Activity Info and District M&E system		n/a		
	# education innovations piloted implemented								3									
	# of learners' education innovations piloted (Detach or not)	Female					1370(all)			M/F								
		Male								1,370								
# of schools with at least 3 functions students clubs	Overall		309	433			105		81,958	841	265			ERP data base	603	ERP database		
Improved management and coordination of education services delivery	# of districts with education coordination mechanism, meeting at least 6 times a year	n/a		6	8		0	10			12			Activity Info. and District Report/M&E system				
	# of district level plans in place with an M&E system	n/a					0			9		12			District Report	12	ERP database	
	MoES annual review includes ERP for Refugee and Host community	n/a					0					1			Annual review Report	1		
Increased community engagement on education issues	# of schools with functional school management structures (SMCs, CMCs, BOGs, PTAs)	ECD	0	304	408						717	254		ERP data base	394	ERP database		
		Primary	0	268	367.2				195	668	241		601					
		Secondary	0	40.8	65.6		154			173	33		70					

All indicators should be disaggregated by sex/ disability refugee/host community where appropriate, activity level indicators are only measuring the activities undertaken under this plan

ANNEX 2A: LIST OF NATIONAL LEVEL RESPONDENTS

SN	Category	Name of Respondent	Title
1.	OPM	Darlson Kusasira	Community Service Officer
2.	MoLG	Mayie Banyenzakyi	Senior Inspector
3.	MoES	Joseph Kajumba	PI/TVET; FPO- CDRM; Principal Inspector/DES
4.	MoES	Dr. Pamela Nizeyimana	Senior Education Officer, Special Needs Education
5.	MoES	Sarah Ayesiga	Assistant Commissioner, Inclusive and Non-Formal Education
6.	Education in Emergency (EIE) Working	Shakirah Luwedde EIEWG	Group Co-chair
7.	Humanity & Inclusion	Youri FRANCX	Regional Technical Unit Manager
8.	ERP Secretariat	Connie Alezuyo	ERP Coordinator
9.	ERP Secretariat	Enid Ankunda Hende	Assistant coordinator
10.	ERP Secretariat	Andi Jimmy Ronald	IM Officer
11.	ERP Secretariat	Rosa Valeria	M&E Office
12.	Education Development Partner Group	Torres Miralles Jordi (ECHO Kampala)	ECHO EDP Representative, Member of the ERP Steering Committee
13.	UNHCR	Vick Ikobwa	Senior Education Officer
14.	UNICEF	George Gena	Education Officer, Emergencies
15.	Education in Emergency (EIE) Working Group	Denis Okullu	Education Specialist FCA

ANNEX 2B: LIST OF DISTRICT LEVEL RESPONDENTS

SN	Designation	Institution
1.	Deputy Head Teacher	Rwekubo Primary School
2.	District Inspector of School	KCCA
3.	Community Development Officer - on behalf	KCCA
4.	Settlement Manager	Bweyale Teachers College
5.	Special Needs Education (SNE) Officer	Isingiro District
6.	Inspector of schools	Isingiro District
7.	Education Officer	Isingiro District
8.	Senior Community Development Officer	Isingiro District Local Government
9.	Parents and Teacher Association	Kahirimbi Primary School
10.	Head Teacher	St Denis Sebugwawo Secondary School
11.	Vice Chair Person Academic Committee	St Denis Sebugwawo Secondary School
12.	Parents and Teacher Association Member	St Denis Sebugwawo Secondary School
13.	Chair Person Parents and Teacher Association	Ruhoko Primary School
14.	Special Needs Education (SNE)	Innovation Primary School
15.	Parents and Teacher Association	Vision of God Primary School
16.	Settlement Manager	Whindle International Uganda
17.	Parents and Teacher Association	Kabahendo Primary School
18.	Assistant Researcher Parents and Teacher Association	Innovation Primary School
19.	Member Parents and Teacher Association	Kajaho Primary School
20.	Research Assistant	Rwamuruga Primary School
21.	SMC	Bright International School
22.	Trained Secondary Teacher	Nakivale Secondary School
23.	School Bursar	Rwekubo Primary School
24.	Parents and Teacher Association	Good Hope Primary School
25.	Parents and Teacher Association	Kabazana Primary School
26.	SMC Member	Kabahinda Primary School
27.	SMC Member	Kajaho Primary School
28.	SMC Member	Musyera Primary School
29.	Chairman SMC	Kabazana Primary School
30.	Senior Man Teacher	Nakivale Secondary School
31.	Secondary Teacher	Nakivale Secondary School
32.	Chairman PTA	Musyera Primary School
33.	PTA Member	Nateete Muslim
34.	Program Officer	FCA
35.	SMC Chair Person	Bujubuli Primary School
36.	Monitoring and Evaluation	Finn Church AID
37.	Senior Community Development Officer in Charge of Gender and Disability	CBS –SNE
38.	District Community Development Officer	Kamwenge District
39.	Education Officer Special Needs	Education Department Kyegegwa
40.	District Inspector of Schools	Education Department Kamwenge
41.	District Education Officer	Kilyandongo Local Government
42.	Senior Woman	Kagoma Primary School
43.	Senior Man Teacher	Kinakyeitaka Primary School
44.	Chairperson for People with Disabilities	Kikuube KLG
45.	District Education Officer	Kikuube District Local Government
46.	Education Project Officer	IP WIU Kyangwali
47.	Vice Chair Person	RWC III Vice Chairperson Office
48.	Education Officer Assistant	Education Department Kikuube Local

SN	Designation	Institution
		Government
49	Secretary for Education	Bweyale Secondary School
50	Chairperson for People with Disabilities	Kiryandongo District
51	District Community Development Officer	Kiryandongo District Local Government
52	Vice Chairman SMC	Albertine C.O.U Primary School
53	SMC Chair Person	Maratatu Primary School
54	Parents and Teacher Association	Maratatu Primary School
55	Chairperson PTA	Siriba Primary School
56	Chairperson SMC	Arnold Primary School Kiryandongo
57	SMC Representative	Siriba Primary School
58	Vice Chairperson SMC	Can Rom Primary School
59	Chairperson SMC	Bidong Primary School
60	Parents and Teacher Association Chairperson	Can Rom Primary School
61	Senior Woman/ Nurse	St Denis Sebugwawo Secondary School
62	Chair Person	RWC
63	Chair Person	Kyaka II Steering Committee
64	District Inspector Of Schools Kyegegwa	Education Department
65	Senior Education Officer	Education Department
66	Parents and Teacher Association – Teachers Representative	Uganda Martyrs Primary School Rubaga
67	Education Officer	NRC/IP
68	Chairperson- Parents and Teacher Association	Mirembe Primary School
69	Parents and Teacher Association- Member	Kabowa Church Of Uganda Primary School
70	Head Teacher	St Peters Primary School
71	Head Teacher	Ntinda School Of Deaf
72	Teachers Representative on PTA	St Peters SS Nsambya
73	Head Teacher	St Paul Primary School Nsambya
74	Chair Man	LCI Mapeera
75	SMC Member	Gab Demonstration
76	PTA Executive	Kololo High School
77	Deputy Head Teacher	Kololo High School
78	Councillor PWDS	KCCA
79	Teachers Representative	Rubiri Secondary School
80	District Education Officer	Terego Local Government
81	District Inspector of Schools	Obong District Local Government
82	Inspector of Schools	Terego District
83	PTA Member	Obong Primary School
84	SMC Representative	Odobu Primary School
85	Board of Governors' Member	Yikuru Primary School
86	MEAL Officer	Immunity And Inclusion
87	Parents and Teacher Association Member	Yikuru Secondary School
88	Parents and Teacher Association Chairman	Kiriadaku Primary School
89	Chairperson Parents and Teacher Association	Luru Primary School
90	IMVEPI	Longmere
91	Parents and Teacher Association_ Member	St Like Secondary School
92	Head Teacher	Odubi Primary School
93	Parents and Teacher Association_ Member	Morobi Primary School
94	Parents and Teacher Association _ Teachers Representative	Rulu Primary School
95	District Focal Person ERP	District Local Government of Adjumani
96	Education Project Officer	Windle International Uganda
97	Regional Monitoring and Evaluation	Windle International Uganda
98	District Disability Chairperson	District Local Government Adjumani
99	LCI	Keguru-Palorinya Sub County
100	Vice Chairperson PTA	Morobi Primary School
101	RWCI	Keguru Village Zone I

SN	Designation	Institution
102	Senior Man Teacher	Morobi Primary School Obong District
103	Senior Woman Teacher	Morobi Primary School
104	IMVEPI Camp	Long Mere Primary School
105	District Education Officer	Koboko District
106	District Education Officer. Focal Person	Yumbe District
107	Monitoring And Evaluation Officer	Finn Church Aid (FCA)
108	IMVEPI Camp	Longmere Primary School
109	Senior Man Teacher	Palabek Ogil SS
110	Senior Woman Teacher	Palabek Ogili SS
111	Senior Woman Teacher	Paluda Secondary School
112	Parents & Teachers Association-Member	Ogili Hills PS
113	SMC	Ogili Hills PS
114	Parents & Teachers Association -Member Treasurer	Palabek Ogili Secondary School
115	District Education Officer	Lamwo District Local Government
116	Chairman SMC	Bukere P.S
117	Board Of Governors (Chairperson SMC)	Mahega P.S

ANNEX 3: ADDITIONAL ANALYSIS

P.3 EGRA Performance by District by Sex

District/Rating	Male (%)	Female (%)	P-value
Adjumani	2.1	1.5	0.11
1 - 24	50.0	40.0	
25 - 49	37.5	40.0	
50 - 59	12.5	20.0	
Isingiro	12.8	11.7	0.14
0	14.6	10.3	
1 - 24	29.2	20.5	
25 - 49	39.6	48.7	
50 - 59	12.5	7.7	
60 - 69	2.1	7.7	
70 - 99	2.1	5.1	
Kampala	10.7	11.4	0.42
0	15.0	7.9	
1 - 24	37.5	44.7	
25 - 49	37.5	31.6	
50 - 59	0.0	15.8	
60 - 69	7.5	0.0	
70 - 99	2.5	0.0	
Kamwenge	1.9	3.3	0.26
0	14.3	0.0	
1 - 24	28.6	27.3	
25 - 49	28.6	63.6	
50 - 59	14.3	0.0	
60 - 69	14.3	9.1	
Kikuube	9.4	8.7	0.32
0	17.1	0.0	
1 - 24	31.4	10.3	
25 - 49	40.0	51.7	
50 - 59	2.9	20.7	
60 - 69	5.7	6.9	
70 - 99	2.9	10.3	
Kiryandongo	4.8	5.4	0.42
0	5.6	0.0	
1 - 24	27.8	27.8	
25 - 49	38.9	50.0	
50 - 59	5.6	0.0	
60 - 69	5.6	16.7	
70 - 99	16.7	0.0	
100	0.0	5.6	
Koboko	0.5	2.4	0.11
0	0.0	12.5	
1 - 24	0.0	37.5	
25 - 49	100.0	12.5	
50 - 59	0.0	37.5	
Kyegegwa	8.3	8.4	0.36
0	6.5	3.6	
1 - 24	41.9	28.6	
25 - 49	38.7	57.1	

50 - 59	0.0	7.1	
60 - 69	6.5	0.0	
70 - 99	6.5	3.6	
Lamwo	12.3	10.2	0.13
1 - 24	37.0	35.3	
25 - 49	45.7	38.2	
50 - 59	6.5	8.8	
60 - 69	8.7	8.8	
70 - 99	2.2	8.8	
Madi-Okollo	4.5	5.1	0.50
1 - 24	17.6	41.2	
25 - 49	58.8	41.2	
50 - 59	17.6	17.6	
60 - 69	5.9	0.0	
Obongi	10.2	11.1	0.46
0	7.9	2.7	
1 - 24	15.8	32.4	
25 - 49	50.0	54.1	
50 - 59	15.8	8.1	
60 - 69	10.5	2.7	
Terego	10.7	9.6	0.09
0	7.5	9.4	
1 - 24	22.5	18.8	
25 - 49	50.0	59.4	
50 - 59	10.0	3.1	
60 - 69	10.0	3.1	
70 - 99	0.0	6.3	
Yumbe	11.8	11.1	0.15
0	2.3	0.0	
1 - 24	34.1	37.8	
25 - 49	45.5	54.1	
50 - 59	13.6	2.7	
60 - 69	4.5	2.7	
70 - 99	0.0	2.7	

P.6 EGMA Performance by District and Age-group

				P-value
Adjumani		3.6	1.8	0.03
	25 - 49	26.7	0.0	
	50 - 59	6.7	25.0	
	60 - 69	33.3	50.0	
	70 - 99	33.3	25.0	
Isingiro		8.0	10.9	0.11
	1 - 24	3.0	0.0	
	25 - 49	18.2	8.3	
	50 - 59	15.2	12.5	
	60 - 69	3.0	8.3	
	70 - 99	60.6	66.7	
Kampala	Kampala	5.1	25.0	0.10
	1 - 24	9.5	0.0	
	25 - 49	28.6	3.6	
	50 - 59	14.3	20.0	
	60 - 69	19.0	30.9	
	70 - 99	28.6	45.5	
Kamwenge	Kamwenge	2.2	1.4	0.01
	25 - 49	22.2	33.3	
	50 - 59	11.1	0.0	
	60 - 69	22.2	0.0	
	70 - 99	44.4	66.7	
Kikuube	Kikuube	5.1	6.8	0.26
	25 - 49	9.5	13.3	
	50 - 59	4.8	13.3	
	60 - 69	14.3	20.0	
	70 - 99	71.4	46.7	
	100	0.0	6.7	
Kiryandingo	Kiryandingo	9.9	4.1	0.09
	0	2.4	0.0	
	1 - 24	4.9	11.1	
	25 - 49	4.9	0.0	
	50 - 59	14.6	0.0	
	60 - 69	9.8	44.4	
	70 - 99	63.4	44.4	
Koboko	Koboko	1.2	2.3	0.50
	1 - 24	20.0	0.0	
	25 - 49	20.0	40.0	
	50 - 59	40.0	40.0	
	60 - 69	0.0	20.0	
	70 - 99	20.0	0.0	
Kyegegwa	Kyegegwa	10.1	10.0	0.03
	1 - 24	4.8	0.0	
	25 - 49	7.1	4.5	
	50 - 59	23.8	9.1	
	60 - 69	28.6	22.7	
	70 - 99	35.7	63.6	
Lamwo	Lamwo	11.6	8.2	
	1 - 24	0.0	5.6	
	25 - 49	16.7	11.1	

	50 - 59	4.2	5.6	
	60 - 69	4.2	5.6	
	70 - 99	62.5	61.1	
	100	12.5	11.1	
Madi-Okollo	Madi-Okollo	4.8	6.4	0.15
	100	5.0	0.0	
	1 - 24	5.0	28.6	
	25 - 49	10.0	0.0	
	50 - 59	20.0	14.3	
	60 - 69	20.0	21.4	
	70 - 99	40.0	35.7	
Obongi	Obongi	16.6	5.9	0.03
	1 - 24	4.3	0.0	
	25 - 49	8.7	0.0	
	50 - 59	15.9	23.1	
	60 - 69	20.3	30.8	
	70 - 99	49.3	46.2	
	100	1.4	0.0	
Terego	Terego	12.5	10.9	0.09
	1 - 24	0.0	4.2	
	25 - 49	15.4	12.5	
	50 - 59	3.8	12.5	
	60 - 69	23.1	25.0	
	70 - 99	53.8	41.7	
	100	3.8	4.2	
Yumbe	Yumbe	9.4	6.4	0.03
	0	0.0	7.1	
	1 - 24	15.4	14.3	
	25 - 49	20.5	7.1	
	50 - 59	15.4	14.3	
	60 - 69	7.7	14.3	
	70 - 99	41.0	42.9	
All districts				
	0	0.2%	0.5%	0.04
	1 - 24	4.3%	4.1%	
	25 - 49	14.0	7.3	
	50 - 59	13.0	14.7	
	60 - 69	15.9	22.5	
	70 - 99	50.1	48.6	
	100	2.4	2.3	

ANNEX 4: DATA COLLECTION TOOLS



ERP Endline
DCTs.docx

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