



PlayMatters



GENDER AND WELL BEING ASSESSMENT REPORT IN THE REFUGEE AND HOST COMMUNITY DISTRICTS OF UGANDA

In partnership with



The LEGO Foundation

REPORT SUBMITTED

TO PLAN INTERNATIONAL UGANDA & MINISTRY OF EDUCATION AND
SPORTS 17th NOVEMBER 2022

BY SARAH KALEMBE
SOCIAL DEVELOPMENT AND GENDER CONSULTANT
TEL: 077 3332777
Email: sarah.kalembe@gmail.com

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LIST OF ACRONYMS

AEP	Accelerated Education Programme
CSOs	Civil Society Organizations
DEO	District Education Officer
DIS	District Inspector of Schools
ECD	Early Childhood Development Centre
FGD	Focus Group Discussion
GBV	Gender Based Violence
GER	Gross Enrolment Ratio
GMU	Gender Mainstreaming Unit
MHM	Menstrual Hygiene Management
MoES	Ministry of Education and Sports
MoGLSD	Ministry of Gender, Labour and Social Development
NER	Net Enrolment Ratio
NGO	Non - Government Organization
OPM	Office of the Prime Minister
PWD	People with Disability
RHDs	Refugee Hosting Districts
SMT	Senior Man Teacher
SNE	Special Needs Education
SWT	Senior Woman Teacher
UBOS	Uganda Bureau of Statistics
UNHCR	United Nations High Commissioner for Refugees
UNHS	Uganda National Household Survey
VACiS	Violence against Children in Schools
WASH	Water, Hygiene and Sanitation.

EXECUTIVE SUMMARY

In March 2020, the Government of Uganda temporarily closed all education institutions in the country, in an effort to minimize the spread of the COVID-19 virus in the country. This affected over 15 million learners, both boys and girls across the country. The 2 year closure of education institutions not only disrupted the education system, but also led to substantial losses and inequalities in learning, thus jeopardizing children's overall wellbeing and development. In the wake of school re-opening on 10th January 2022, there were many reports from partners and the media that many children had not returned to school. There is still much that is unknown regarding the unique gender and wellbeing needs of girls and boys by the education sector.

This thus prompted the Gender and Well-Being Assessment that was conducted by the Ministry of Education and Sports (MoES), spearheaded by the Gender Mainstreaming Unit (GMU), supported by the Play Matters Consortium. The assessment was conducted in the month of August 2022, with 100 education institutions located in 6 sampled refugee and host community districts of Uganda. These included; Adjumani, Yumbe, Lamwo, Kyegegwa, Kikuube, and Isingiro. It covered different education sub sectors, namely; Pre-primary, Primary, Secondary, Vocational / Technical institutions, Tertiary institutions and Non-Formal Education Centres.

PURPOSE OF THE ASSESSMENT

The assessment was aimed at providing information needed for targeted programming and supporting equitable access to holistic education outcomes, and strengthening inclusive re-integration of children, both boys and girls into schools for refugee children and host communities after COVID 19 schools re-opening.

METHODOLOGY ADOPTED

Both qualitative and quantitative data collection techniques were adopted for purposes of triangulation and strengthening the validity and rigor of the assessment. A comprehensive semi structured survey tool was developed and administered to 100 school administrators (67% male and 33% female) for statistical/ quantitative data collection. The tool was administered to Head teachers, Deputy Head teachers, Principals, Head Care givers for Pre-primary schools), or other responsible designated school administrators of the sampled education institutions.

The Focus Group Discussion (FGD) and Key Informant (KI) tools were developed to collect qualitative data from the respondents and were administered to over 80 respondents from the Office of the Prime Minister (OPM),

Refugee Settlement and host community leaders, and district local government officials from District Education and Community Based Services Departments. Other respondents included; CSO partners, learners (boys and girls), male and female teachers, parents, school drop outs, senior men and senior women teachers, and children with disabilities. A total of 91 FGDs were conducted during the assessment. Raw data from the semi structured survey tool was entered into the EXCEL Computer program and was analyzed using the Statistical Package for Social Scientists (SPSS). Qualitative data was coded thematically and presented in narrative form alongside the statistical data.

NATURE OF THE INSTITUTIONS.

The Education Institutions were scientifically sampled with the adoption of both probability and non-probability sampling techniques. A total of 100 Education Institutions were reached for the assessment and these included; 19 Pre-Primary schools, 48 primary schools, 19 Secondary schools, 9 Vocational and Technical Institutes, 05 Accelerated Education Centres (Non-formal) and 01 Tertiary Institution. Fifty two institutions (52%) were located in the refugee settlements, while 48% were in host communities.

Of these, 73% were rural based, 16% were in peri-urban areas, while 11% were in urban communities. While all the institutions (100%) were mixed with boys and girls, 78% were operating as "Day" institutions, 18% were mixed schools, while 4 were fully fledged Boarding schools. Majority of the institutions were community founded (38%), 23% were founded by Government, while 20% were Faith Based founded. Further, 14% of the institutions were established by Development Partners/ NGOs, while 4% were Private schools.

SUMMARY OF FINDINGS

Limited understanding of the concept of Gender. Interaction with respondents, mainly learners and teachers revealed their limited understanding and definition of the gender concept. To majority, it meant *"the act of being male or female, or difference between male and female"*. This is a core concept that should be well understood by the key stakeholders to facilitate the successful implementation of the education based gender interventions.

Factors affecting enrolment for girls and boys in refugee and host community schools: cross cutting factors for the girls in the refugee settlements and host communities included negative attitude towards girls' education (45%), financial hardships (45%), trauma/psycho socio issues (24%), child labour/ domestic chores (24%), early child marriage (22%) and teenage pregnancy (21%). The cross cutting challenges for boys in both the refugee and host communities included; (i) Financial hardships (49%), lack of parental guidance (33%), peer pressure (28%), negative attitude towards boys education (24%) and child labour/ domestic chores (24%).

Factors affecting retention and completion of school: the cross cutting factors affecting girls and boys retention and completion of school included; financial hardships, peer pressure, early child marriage, lack of parental guidance, lack of scholastic materials and trauma/ psycho-social issues.

School drop outs: Majority of the school administrators/ respondents for the semi structured survey tool representing 96% confirmed that they had school drop outs in their respective education institutions. Categories of learners that mostly dropped out of school included both boys and girls equally mentioned by 96% of the respondents respectively, while 38% of respondents reported learners with disability to have too dropped out of school.

Reasons for dropping out of school: The most outstanding reason mentioned by the respondents was financial hardships accounting for 64%. This was followed by teenage pregnancy (53%), early child marriage (41%) and negative attitude of parents towards girl child education (31%). The negative attitude towards boy child education was mentioned by 13% of respondents.

Age category of learners that mostly dropped out of school:

Findings varied across the different sub groups, but overall, they point to the fact that the boys and girls in teenage age 15-16 were the most affected by the drop outs, followed by those aged 17-18 and then 13-14. For the age category 15-16, the boys and girls without disability were the most affected, reported by 36% of respondents for boys and 24% for girls. For the boys and girls with disability in the same age category, an equal number of respondents (21%) reported their drop out.

This was followed by the age category of 17-18 where the boys without disability were reported at 25% and 24% for boys with disability. For children of ECD age, the most affected age category was that of 4-5 represented by 11% for both boys without disability and those with disability. The girls without and with disability were reported by 9% and 8% of respondents respectively.

Reasons for dropping out of school for girls and boys without disability: the major reasons for girls included; teenage pregnancy accounting for 41%, early marriage (30%), financial hardships (24%), and negative attitude towards girls' education by parents (21%). Dominantly, the challenges affecting girls were related to puberty / sexual reproductive health and economic hardships. For the boys, their major reason for dropping out of school was discomfort due to over age accounting for 49% of the respondents. This was followed by financial hardships (32%), child labour (16%), negative attitude of parents towards boy child education (14%) and peer influence and drug abuse respectively (11%).

Reasons for dropping out of school for girls and boys with disability: for both girls and boys with disability, their main reason for dropping out of school included; long distance to schools reported by 18% and 26% of respondents respectively for girls and boys. This was followed by negative attitude towards the education of girls and boys with disability (17%, 16%) respectively and poor parenting / child neglect. Uniquely, the boys were reported to lose hope in education due to their disability status, were engaged in child labour, while peer influence too played a toll on their education.

Classes where most learners dropped out of school after COVID 19 schools re-opening: At Pre-Primary level, it was mostly in Baby class where learners dropped out. This was reported by 47% of respondents for girls and 37% for boys. At Primary school level, the learners mostly dropped out in Upper Primary (P.5-P.7). This had almost an equal representation of respondents that indicated 88% for girls and 85% for boys.

In secondary schools, it was in lower secondary classes mostly (S.3-S.4) with a respondent's representation of 53% for girls and 47% for boys. For Vocational schools, Year 2 and Year 1 presented challenges to the students while for non-formal education, it was in month 2. Overall, the findings imply that the girls mostly dropped out at all levels, compared to the boys and as indicated, the reasons were more economic and puberty related.

Violence against children: the commonest form of violence experienced by school going children was emotional violence (72%). This was followed by child neglect (67%), physical violence (61%) while sexual violence was the least (37%). Emotional violence was highest in host schools (77%) than in refugee schools (67%).

Categories of Learners most affected by violence: The categories of learners most affected by the different forms of violence included the following; girls-mentioned by 67% of respondents, boys (24%), while the learners with disability were the least affected (7%).

Peer to peer Violence: This featured prominently implicating learners to be major perpetrators for most forms of violence against fellow learners. There is little focus on eliminating peer to peer violence in schools.

CRITICAL EDUCATION CHALLENGES AFFECTING LEARNERS & TEACHERS

Learners in Pre-Primary Schools: at Pre-Primary level, one of the cross cutting challenges for both boys and girls was financial hardships (32% for boys, 26% for girls). Specifically for girls, their specific challenges included; the lack of support from parents (42%), costly school feeding challenges and lack of play materials for the girls (16%) of ECD age. For the boys, the challenges included; long distance to school (26%), lack of meals (21%) and absenteeism from school partly attributed to poor parenting (21%). Other critical challenges for boys included; lack of scholastic and play materials mentioned by 21% of respondents respectively.

Learners in Primary Schools: Findings revealed that the needs of girls slightly varied from those of the boys after schools re-opening. While the poor menstrual hygiene management issues affected the girls mostly (35%) in adolescent age, for the boys it was lack of parental support (38%). This challenge was cross cutting for the boys and girls at the different sub sector levels. Teenage pregnancy was uniquely affecting the girls mentioned by 15% of respondents, while the boys were uniquely affected by the negative peer influence mentioned by 29% of respondents.

Learners in Secondary Schools: For the secondary school students, the most outstanding three challenges for girls included lack of support by parents (32%), negative attitude of parents towards girls' education (32%) and teenage pregnancy (26%). The boys were affected by their negative attitude towards education (42%), lack of financial and scholastic materials (32%), inadequate parental support (26%) and peer pressure (21%).

Learners in Vocational and Technical Institutes: The girls in Vocational / Technical Institutes, mainly faced challenges of financial constraints (78%), lack of parental support (56%) and lack of sanitary pads (33%). The while the boys were grappling with similar challenges of financial support (67%), lack of scholastic materials (32%) and family responsibilities (21%).

Learners in Non-Formal Education Programmes (AEPs): the non-formal school going girls mainly experienced the challenges of lack of scholastic materials (75%), lack of parental guidance (50%) and lack of MHM materials (50%), while for the boys, it was long distances to school (75%), family responsibilities (50%) and lack of scholastic materials (25%).

Learners with disability (girls and boys): The lack of scholastic materials was outstanding for both girls and boys accounting for 24% and 21% respectively, including the negative attitude of parents towards their education (16% for girls, 13% for boys). Some of the other challenges that specifically confronted the girls included; stigmatization/ isolation (21%), lack of financial support (13%) and unfavorable school environment (13%). For the boys, their specific challenges included poverty (18%), long distance to schools (11%) and inaccessible infrastructure.

MHM Challenges for the girls: the most outstanding MHM challenges for the adolescent girls that experience their menstruation included; lack of emergency pads in some of the schools, incinerators for waste disposal, changing rooms, emergency clothing and pain killers. Most of the available MHM support is more concentrated in refugee than host community schools.

Teachers Well- being Challenges: the most commonly reported challenges included; low salaries, limited school-based accommodation facilities, limited access to psycho-socio support services and challenges in managing the current behavioral changes of the learners; especially the over grown girls and boys.

CRITICAL NEEDS FOR THE LEARNERS IN THE DIFFERENT EDUCATION INSTITUTIONS

Needs for Learners in Pre-Primary Schools: the priority needs were the same for both girls and girls. These included; provision of scholastic materials and school fees (53%, 47%), provision of mid-day meals (42%, 37%) and sensitization of parents on the value of Pre-primary education (37%) for girls and boys respectively.

Needs for Learners in Primary Schools: For the girls and boys in primary schools, their needs were similar, with the exception of a few that were specific to both categories of learners. Guidance and counselling and provision of scholastic materials was cross cutting for both categories of learners. While guidance and counselling was mentioned by 38% of the respondents for girls, this was 40% for boys. Similarly, the provision of scholastic materials was mentioned by 27% of respondents for girls and 29% for boys.

Uniquely for the adolescent girls, there was need to provide for their MHM needs (sanitary materials) mentioned by 38% of respondents, while for the boys there was need to sensitize parents on the value of education for boys mentioned by 40% of respondents. This relates to the absenteeism, and involvement in child labour, financial hurdles and family responsibilities that the boys experienced.

Needs for Learners in Secondary Schools, Vocational and Technical Insititutes: For the girls in both secondary and vocational / technical Insititutes, there was almost no significant difference in their needs. The most outstanding included; sensitization of parents about the need for girl child education (58% for secondary, 44% for Vocational/ Technical), provision of sanitary materials (37%, 22%) and provision of scholastic materials (26%, 44%) for the girls in secondary schools and Vocational / Technical Insititutes respectively.

For the boys in both secondary and vocational/ technical Insititutes, guidance and counselling was the most outstanding need represented by 42% and 44% respectively. Specifically, the boys in secondary schools needed sensitization of parents about the value of boy's education (42%), and provision of scholastic materials (26%). The boys in Vocational and Technical Insititutes included; provision of support in terms of school fees (22%) and involvement in income generating activities (22%) to facilitate financing of their education needs.

Needs of girls and boys in Non-formal Education Programmes (AEPs): For the girls in Non-formal education, there was need for provision of financial support (100%), and provision of scholastic materials (50%), while for boys, their need was provision of meals at school (75%), career guidance (50%) and sensitization of boys to embrace non-formal education (50%).

Recommendations

- i. **Adoption of gender sensitive and responsive programming by stakeholders in the education sector.** There is need to strengthen gender programming in education institutions through stakeholder engagements and scalability of gender mainstreaming and responsive trainings in both Government and non-government education institutions.
- ii. **Livelihoods enhancement for Education achievements:** MoES should engage Partners implementing livelihood interventions in the refugee and host communities to deliberately review, integrate and strengthen livelihood programming for households with school going children. There should be deliberate targeting of such households to enable parents and guardians support their childrens' education.
- iii. **Parental Engagement for Education Support:** There should be deliberate interventions and programs that target parents with school going children to be reminded to meet their parental obligations of supporting their childrens' education as contained in the Education Act (2008). Parenting skills and psycho-socio support would be critical areas to consider for enhancement parents roles and responsibilities towards their children.
- iv. **Education and Livelihoods stakeholders that subscribe to the Education Sector should provide varied support to parents, and communities to adopt positive discipline strategies for children in homes.** Children complained of domestic child labour, child neglect and harassment/ mistreatment by parents in home environments, among their critical challenges. Parental engagement on elimination of violence against children and adoption of positive discipline strategies is therefore critical for the safety of children in home and community environments.
- v. **Psycho-socio Support and Career Guidance for Learners:** At school level, the MoES should deliberately strengthen career guidance and psycho-socio support services for the school going girls' and boys' by equipping the teachers with basic skills in the two aspects. The Senior Men (SM) and Senior Women Teachers (SWTs) should be trained in their roles and responsibilities, and should be supported with office space and other facilitation to enable them effectively perform their roles and responsibilities in schools.
- vi. **Life skills and Sexual Reproductive Health Education:** there is need for the MoES to re-invigorate their effort towards mandatorily offering life skills education to the young girls and boys in school to minimize the current school dropout challenges associated with self-sacrifice to life threatening actions; e.g.; early sex debut. Similarly, schools should be targeted with Adolescent and Sexual Reproductive Health Information (ASRH) to facilitate easier access to such critical information by the school going girls and boys.

- vii. **Strengthen the formation and functionality of school clubs.** These offer opportunities and spaces for the young girls and boys to interact, share experiences, and learn from each other. Guided School Clubs enhance the participation and life skills of learners and therefore should be prioritized to enable learners navigate and adopt behavior, knowledge and skills critical to their education success.
- viii. **MoES and Education Partners should strengthen and scale up efforts geared towards promotion of safe environments in schools.** This can be achieved through engagement and reprimand of perpetrators using a multi-sectoral coordination mechanism at the different levels. This implies improvements in reporting and response structures at the different levels in the refugee and host communities for child protection enhancement.
- ix. **Improve Menstrual Hygiene Management in Education Institutions:** the Ministry of Education and Sports through the Gender Mainstreaming Unit has been delivering Menstrual Hygiene Management (MHM) trainings to school teachers and learners, however, they are constrained by resources. Education Partners and other stakeholders are urged to support the Unit in scaling up such trainings to both public and private schools, but also across the different sub sector education levels; i.e.; pre-primary, primary, secondary, Non-formal and post-secondary institutions to enhance support for the girls in MHM issues.
- x. **Address the boys' critical challenges of Child Labour, Drug Abuse and Negative Peer Influence:** Specifically for the boy child, these three challenges featured among the critical findings of this research. As such, there is need for education stakeholders and partners operating in the refugee and host community context to design interventions that integrate such aspects to address the boy child education frustrations. Not many interventions target boys nationwide and this eminently poses a risk to the future of the boy child in all contexts including in the refugee context.
- xi. **Promote Disability Inclusive Education in Schools:** Similarly, the programming around disability inclusive education is still weak in the country. There is therefore need for MoES to continue engaging with Development Partners, CSOs and other Education stakeholders to prioritize resource mobilization, allocation and strengthening disability inclusive education programming in the refugee and host community context.
- xii. **Prioritization of Teachers Gender and Well-being needs is critical.** Teachers that are offering education services in refugee and host communities should be prioritized in terms of provision of school based accommodation facilities, salary enhancements / facilitation and psycho-socio support to enable them effectively perform their roles in such fragile contexts.

1.0: INTRODUCTION

This report presents findings from the Gender and Well-Being Assessment that was conducted in the month of August in 100 education institutions in both the Refugee and Host community Districts (RHDs) of Uganda. The study covered the 6 RHDs of; Adjumani and Yumbe in West Nile, Kyegegwa and Kikuube in South Western Uganda, Isingiro in Western Uganda and Lamwo in Northern Uganda.

1.1: Background

In March 2020, the Government of Uganda temporarily closed all education institutions in the country, in an effort to minimize the spread of the COVID-19 virus in the country. This affected over 15 million learners, both boys and girls across the country. The 2 year closure of education institutions not only disrupted the education system but also led substantial losses and inequalities in learning; thus jeopardizing children's overall wellbeing and development. In the wake of school re-opening on 10th January 2022, there were many reports from partners and the media that many children had not returned to school. Besides, there is still much that is unknown regarding the unique gender and wellbeing needs of girls and boys by the education sector.

Uganda has been ranked 3rd among the Refugee Hosting Countries in the world and the first in Africa, hence, home to many refugees including children of school going age. Refugees are currently hosted in 13 districts, of Yumbe, Adjumani, Madi Okollo & Terego, Isingiro, Kikuube, Kyegegwa, Obongi, Kampala, Kamwenge, Kiryandongo, Lamwo and Koboko. By **September 2021**, Uganda was hosting **1,524,352** refugees and migrants (52% female and 48% male)¹, **59%** of whom were children under the age of 18. About **52%** of the refugee population in Uganda were of school-going age (3-17), approximately **739,674** by 2021². By December 2021, the refugee figure had risen to 1,573,291³, attributed to the continued fighting in the neighboring countries of South Sudan and Congo, among other reasons. Ninety four percent (94%) of the total refugee population lives in settlements, including school going children⁴.

Refugee children are already a vulnerable population, and evidently, the COVID 19 pandemic outbreak compounded their level of vulnerability-exposing them to several risks. According to UNHCR (2019), refugee children are five times more likely to be out of school than non-refugee children. As such, it is the Ministry of Education and Sports (MoES) mandate to ensure that all children of school going age acquire some level of education in the country, including in emergency contexts. It is thus justifiable for the MoES through the Gender Unit, with support from Partners like Play Matters consortium; (consisting of IRC, Plan International, War Child Holland) to support Education in Emergency (EiE) research and interventions for purposes of strengthening programming and service delivery by the sector.

¹ UNHCR Dashboard Statistics, February 2022.

² UNHCR-Uganda Fact sheet, January 2020.

³<https://data2.unhcr.org/en/country/uga>.

⁴ UNHCR (2021) Refugee Statistics Map-September 2021.

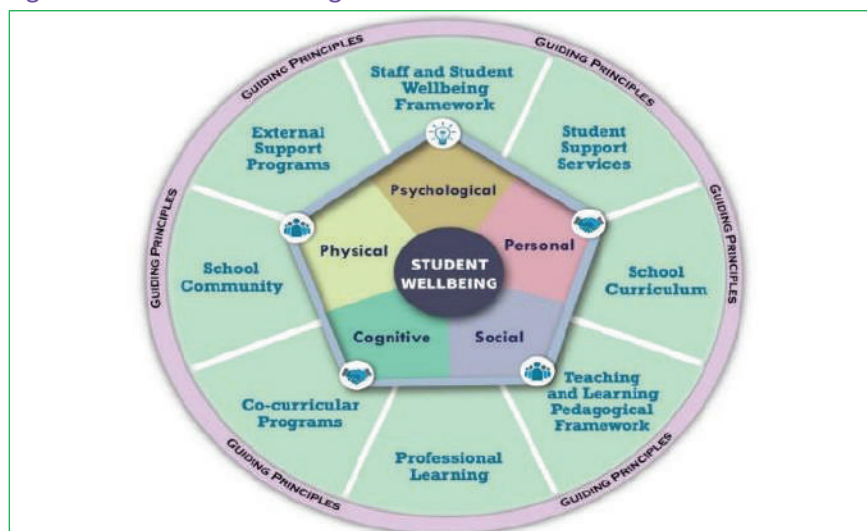
1.2: Gender and Well-Being as key assessment focus areas

Gender: According to UN Women, Gender refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes⁵. Gender is context and time specific and is changeable overtime depending on the nature of society, culture, attitudes and the policy frameworks.

Due to the COVID 19 outbreak and national Lockdown, it was realized that school going girls and boys, men and women, male and female teachers were uniquely affected by different challenges, vulnerabilities, risks and impacts. It was therefore imperative to research about such issues in the RHDs to inform the Education and Sports Sector and its partners, to enable them respond to such issues through improved programming.

Well-Being: Broadly, wellbeing can be described as the quality of a person's life that is characterised by the key 8 domains that relate to **physical, financial, social, emotional, physical, spiritual, intellectual and environmental aspects**. As such, well-being is holistic and multi-dimensional in nature⁶. Within a school environment, the concept of well-being emphasizes more of these five domains; (i) Personal, (ii) Psychological, (iii) social, (iv) Cognitive and Physical environments and these were the key domains that informed this assessment⁷.

Fig 1: Domains of well-being in a school context



Source: <https://www.google.co.uk/the+wellbeing+framework+for+schools>

⁵ (UN Women; <https://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>; accessed 22nd May, 2022.

⁶Albrecht, N. (2014); Eight Dimensions of Wellness; Dunn's Wheel of Wellness.

⁷Well-being aspects for deepening analysis in school environments; <https://www.google.co.uk/the+wellbeing+framework+for+schools>; accessed 22nd May 2022.

1.3: Purpose of the Assessment

The assessment was intended to provide information needed for targeted programming and supporting equitable access to holistic education outcomes, and strengthening inclusive re-integration of children, both boys and girls into schools for refugee children and host communities after COVID 19 schools re-opening.

1.4: Objectives of the Assessment

- i. To identify the current gender and wellbeing needs of boys, girls, children with special needs.
- ii. Assess risks and vulnerabilities faced by male and female learners, teachers in the Settlement and host community learning environment currently that are constraining children's return and retention.
- iii. Capture data on the gender and wellbeing awareness levels of teaching, non-teaching staff and members on education coordination cluster.
- iv. Provide data on the composition of teaching staff and members of the EiE education coordination clusters in the districts
- v. Provide information on the Gender and PSS services provided currently and existing gaps with in the districts.
- vi. Provide gender sensitive evidence-based recommendations to inform policies, back to school campaigns and recovery programmes.

2.0: METHODOLOGY ADOPTED FOR THE ASSESSMENT

The assessment team adopted a mixed methods study approach for the successful execution of the assignment. Under this design, qualitative and quantitative data was collected concurrently. While Qualitative methods generated more detailed descriptive information about the gender and well-being issues affecting the learners and teachers, the quantitative methods largely generated statistical evidence about the same issues under study. The mixed design not only facilitated the cross-validation of findings, but further contributed to the authenticity of the findings to inform programming in the RHDs.

2.1: Preparation Phase for Data Collection

In preparation for the assessment, a literature review workshop was organized to analyze the gender and well-being issues and gaps from the existing policy documents, reports and related publications. The workshop took place at Collin Hotel Mukono from the 14th – 18th February 2022. It comprised of MoES staff drawn from different Departments and a consultant that facilitated the process. A literature review report was produced and shared with the MoES Gender Mainstreaming Unit and the Play Matters Consortium.

The report informed the development of tools for data collection. There was a back and forth review of the tools by the MoES officials drawn from different departments and Units; (Gender Unit, Guidance and Counselling, and Special Needs Department), Play Matters Consortium project teams and the consultant. This was aimed at refining the tools and ensuring their quality and relevance prior to data collection. Gaps were identified, and emerging issues were modified and or integrated into the tools. This process generated consensus, understanding, ownership and easy application of the tool during data collection.

2.2: Actual Data Collection

Data was collected by a group of Ministry of Education officers, drawn from the different departments; namely; Gender Unit, Guidance and Counselling and Special Needs Departments. These collected both quantitative and qualitative data from the respondents. Each district was allocated **2** officials from the national level Ministry departments, while these were supported by other District Local Government officials (**2**) of them from each district. These were drawn from the district education departments and Community Based Services.

While some of the officials from the district supported data collection by collecting qualitative data, others collected quantitative information using the semi structured survey tool. All officials were trained prior to data collection. The consultant too collected data, supported by other co-consultants. These mainly conducted Key informant interviews and Focus Group Discussions. In all districts, the Play Matters Consortium staff were present to support with the mobilization and facilitation needs for the research teams.

2.3: Data collection tools

Quantitative data collection tools:

A semi structured survey tool was developed with dominantly close ended and to a lesser extent –open ended questions. The tool was used to collect data that could be easily quantified to communicate the magnitude of some of the gender and well-being issues affecting the school going boys and girls, men and women in education institutions. The survey tool was administered directly to the Heads of education institutions or other designated persons at the different sub sector education levels; namely; pre-primary, primary, secondary schools, vocational, tertiary institutions and non-formal education learning centres. It was an integrated tool by design that aimed to generate gender and well-being information at a broader level (first analysis) but also at the different sub sector levels (second level analysis). Findings from this tool are presented in the subsequent sections of this report.

Qualitative data collection tools

Focus Group Discussions (FGDs): Aware that the semi structure tool would be devoid of in-depth details that can affect effective analysis of a problem, other tools were developed to facilitate the triangulation of information to support the authenticity of findings. As such, the Focus Group Discussion tool (FGD)⁸ was developed to adequately capture information that could be missed in the survey tool or even some that would need more clarification.

A total of **91**FGDs were conducted targeting different categories of respondents that included; (i) girls in primary, secondary and Tertiary/Vocational schools; (ii) boys in primary, secondary and Tertiary/Vocational schools; (iii) male and female teachers; (iv) parents in refugee and host communities (v) school drop outs (girls and boys), and (vi) Children with Special Needs. Each FGD comprised of between 8-12 participants for easy manageability. Information collected from the FGDs has been triangulated with the one from the semi-structured survey tool for purposes of cogency of findings.

Table 1: FGDs conducted in the RHDs

S/N	FGD Subsector	Total No. FGDs	No. Female FGDs	No. Male FGDs	No. Participants	
					Females	Males
1	Pre-primary	6	4	2	32	11
2	Primary schools	18	10	8	105	80
3	Secondary Schools	13	6	7	45	37
4	Vocational Insititutes	5	2	3	20	25
	MHM FGDs					
5	Primary schools	6	6	0	58	0
6	Secondary schools	6	6	0	58	0
7	Vocational Insititute	1	1	0	10	1
	FGD-SPECIAL NEEDS CHILDREN					

⁸An FGD is a group of sampled participants selected to share in-depth information about a particular topic. A focus group discussion helps to clarify, validate and offer more information about a subject under investigation.

8	Primary schools	2	1	1	10	4
	FGD-SCHOOL DROP OUTS					
9	Primary & Secondary	3	2	1	20	14
	MIXED PARENTS FGDs					
10	Community	3	0	0	27	12
	TEACHERS FGDs					
11	Pre-primary	4	2	2	16	17
12	Primary schools	13	10	3	84	35
13	Secondary schools	8	5	3	48	12
14	Vocational	3	2	1	15	11
	TOTAL	91	57	34	548	259

Key Informant Tool (KIT): A key informant tool was administered to resourceful and more technical people that were more knowledgeable about Gender and Well Being issues in the RHDs. Key informants were drawn from; (i) CSOs, (ii) Education Cluster Working and Coordination groups in the refugee and host communities, (iii) Refugee and host community leaders, (e.g.; settlement commanders, Refugee Welfare Council leaders, Gender/ GBV Task force leaders, etc); (iv) Senior Women and Senior men teachers, (v) District Local Government officials from the Gender and Education Departments, and Office of the Prime Minister (OPM).

In summary, **80** KIs were interviewed in all the 6 districts. These included; 7 officials from the Office of the Prime Minister (OPM), 10 education officers (mainly DEOs, DISs, Senior Education Officers), and 6 District Community Development Officers. Other KIs included; 6 CSO officials, 5 Refugee leaders (mainly Refugee Welfare Council leaders), 5 Host community leaders and 46 Senior Men and Senior Women teachers. The KIs provided more technical information that has been triangulated with information from other tools. A list of Key informants is annexed to this report.

2.4: Sampling strategies

Both probability and non-probability sampling techniques were adopted for the Assessment. While the former presented an equal chance for different respondents to participate in the assessment, the latter presented the irony. Random sampling; a probability sampling technique was applied to education institutions that participated in the assessment, while the purposive and convenience sampling strategies were applied to key informants.

For FGD participants, both the purposive and random sampling strategies were applied for purposes of objectivity and mitigation of interview biases. Geographically, 6 out of the 13 districts were purposively sampled for the assessment. The reasons included; the need to have geographical representativeness of the RHDs in the assessment, Play Matters Consortium presence in such districts that would make it easier to mobilize the respondents; and prevalence of gender and well-being challenges observed in the sampled RHDs through Secondary literature.

Determination of the quantitative sample size

In the 6 RHDs, there was a total of 1,075⁹ education institutions, namely; (pre-primary, primary and secondary). The total of vocational and Accelerated Education Centres (AEC's) could not be established. There was only one tertiary Institute in the 6 RHDs. The pre-primary schools were 328 (160 in the refugee settlements, and 170 in the host communities). Similarly, the Primary schools were 671;-160 in the refugee settlements and 511 in the host communities respectively. There were few secondary schools (76) of them; 22 in the refugee settlements and 54 in the host communities. In determining the quantitative sample size of the education institutions, a scientific formula by Krejcie and Morgan (1970) adopted by the Research Advisors (2006) was applied. The formula states that; $n = \frac{X^2 * N * P (1-P)}{ME^2 * (N-1) + X^2 * P * (1-P)}$ was adopted.

$$ME^2 * (N-1) + X^2 * P * (1-P);$$

Where n=sample size, X² is the Chi-Square value for 1 degree of freedom (3.841), N is the Population size / number of education institutions (1,075), P is the Population Parameter (0.5) and ME is the Margin of Error (0.05). The Confidence level adopted was 95%. When the formula was substituted, it yielded a sample size of **670** education institutions. This was a big sample size considering the amount of resources (both financial and human) available for the assessment. Scientifically and in survey research, a minimum sample of 10% is permissible and due to the resource constraints that prevailed at that time, it was much more viable to obtain a 15% sub sample from 670 education institutions. This yielded a sample size of **the 100 education** institutions that were targeted for the assessment. The sample was even distributed among the 6 RHDs; yielding averagely 17 education institutions per district.

2.5: Data Analysis and presentation

Raw data was entered into the Excel Program by experienced data entrants and managed by a statistician and the quality assurance staff. This was later exported to the Special Package for Social Scientists (SPSS) program for analysis. The analysed data has been presented in this report in form of percentages, tables, graphs/ charts. Qualitative data was coded thematically to determine frequency of the responses. Most of it has been presented in form of text/ narrative alongside the statistical data to authenticate the findings.

2.6: Quality Control

- i. The consultants worked with MoES-Gender Unit and Play Matters Consortium to standardize data collection tools for the assessment.
- ii. The team of research assistants were trained by the consultants prior to data collection.
- iii. Review meetings were conducted each day by the team leaders to review the quality of data collected and challenges experienced during data collection. These were addressed accordingly with the teams.
- iv. Raw data was edited by the research teams prior to entry to minimize inconsistencies, while data cleaning was done after data entry by the statistician before running the analyses.
- v. Data presented in the report has been triangulated from both the qualitative and quantitative sources.

⁹ UNHCR Gap Analysis report (2021)

2.7: Limitations of the assessment

- i. The resources were not adequate to cover all the 13 RHDs, and a bigger sample of education institutions. This thus explains the limited but justified sample for the assessment. The tool was comprehensively designed to cover in-depth aspects of gender and well-being in the RHDs, for representativeness and validity of the findings.
- ii. The assessment was conducted at a time when education institutions were closing for their termly holidays. This thus limited the availability of some respondents. To address this gap, some of these were followed up with phone call interviews, while others were replaced randomly with other respondents as long as they bore similar characteristics of the ideal respondents for the assessment.

3.0 FINDINGS FROM THE ASSESSMENT

This section of the report presents detailed findings from the assessment. It contains a triangulation of both qualitative and quantitative data from the 6 RHDs. A total of **100** education institutions were reached for interviews; 52 of them located in the refugee settlements while 48 were in the host communities, representing 52% and 48% respectively.

This denotes an almost equal representation of education institutions in the assessment, thus contributing to the rigor of the research. All the institutions (100%) were mixed with boys and girls, thus facilitating generation of information from a gender perspective that would enhance understanding of education and wellbeing challenges to facilitate improvements in programming.

Table 2: Number of institutions by category and location

S/N	Category of Institution	Location of the Institution		
		Refugee settlement	Host community	Total
Frequency				
1	Pre-primary	12	7	19
2	Primary	24	24	48
3	Secondary	10	9	19
4	Vocational/Technical	3	6	9
5	Tertiary		1	1
6	AEP	3	1	4
	Overall Total	52	48	100
Percentage				
1	Pre-primary	12%	7%	19%
2	Primary	24%	24%	48%
3	Secondary	10%	9%	19%
4	Vocational/Technical	3%	6%	9%
5	Tertiary	0%	1%	1%
6	AEP	3%	1%	4%
	Overall Total	52%	48%	100%

3.1: Nature of Institutions and Respondents:

3.1.1: Types of Education Institutions: As indicated in the table above, primary education institutions dominated among those visited; 48 of them representing (48%), while the least were tertiary institutions represented by 1%. According to UNHCR (2021) primary schools are the majority in the refugee settlements and host communities. By 2021, there was a total of 1,699 schools in both refugee and host communities, 53% of which were primary schools (901), 32% were pre-primary schools (552), while 7% (116) were secondary schools. Vocational schools were only 30.¹⁰ This thus justified the dominance of primary schools in this assessment.

¹⁰UNHCR Gap Analysis Report (2021)

3.1.2: Operation Status of the Institutions: It was established that from the education institutions visited, 78% were Day schools, 18% were both Day and Boarding, while only 4% were fully Boarding schools. The mix of the types of education institutions adds to the diversity of responses generated to depict the gender and well-being issues across the different types of institutions.

3.1.3: Categorization of institutions by Founding Bodies: The assessment team interacted with institutions founded by different bodies. Majority (38%) were Community founded, while 14% were founded by NGOs/Development Partners. Others were founded by Government (23%) and Faith Based Organizations (20%). Private Entrepreneur founded schools constituted 4%. This mix of institutions implies that the findings were diverse to facilitate generation of gender issues to inform better programming.

TABLE 3: CATEGORIZATION OF INSTITUTIONS

Foundation Body	Operation status		Overall
	Government	Private	
Frequency			
Government	23		23
Community	10	28	38
Private Entrepreneur	2	2	4
Faith Based	4	16	20
NGO/Development Partner		14	14
UPDF	1		1
Total	40	60	100
Percentage			
Government	23%	0%	23%
Community	10%	28%	38%
Private Entrepreneur	2%	2%	4%
Faith Based	4%	16%	20%
NGO/Development Partner	0%	14%	14%
UPDF	1%	0%	1%
Total	40%	60%	100%

3.1.4: Geographical Location of Education Institutions: majority of the education institutions (73%) were rural based, 16% were peri-urban, while 11% were urban based. In essence, the assessment targeted a right mix of institutions for comparison of findings across the different contexts.

3.1.5: Nature of Respondents: It was established that majority of respondents interviewed were male, represented by 67%, while 33% were female. This may not be surprising because nationally, there is male dominance in the headship of education institutions compared to the female and therefore the refugee context is not an exception. In terms of age, majority (48%) were aged 30-45 years, followed by those aged 46-59 (35%), 19-29 (10%), while 6% were not willing to disclose their age. Nevertheless, the statistics so far shared imply that all respondents were adults that were capable of sharing information relevant to the study.

Majority of those interviewed were Head teachers (57%), Deputy Head teachers (20%), Principals (3%), Deputy Principals (3%), and Directors of Studies (4%). Other categories of respondents interviewed included; Lead teachers, Lead instructors, Head Care givers and Assistant Care givers, and Senior Women teachers that were designated to respond to the interviews on behalf of the Head teachers. The respondents interviewed were education insitutions administrators and were knowledgeable about several aspects surrounding their insitutions, including the gender and well-being issues that affected the learners. This contributes to the reliability of information generated from these respondents.

3.2: Enrollment and the Learners' Retention in Schools

School enrolment relates to the students currently in school in relation to the population in the age bracket expected to be in school for the specified school level. Enrolment is measured in terms of Net¹¹ and Gross Terms. According to UBOs (2020), Primary School Net Enrolment Ratio for Uganda was **80 percent** in 2019/20 and was the same for the period between 2016/17. GER for Uganda was estimated at 118 percent and the GER for girls was slightly higher than that of boys (119% and 117% respectively). Enrolment into school above the official age was more pronounced in the sub regions of Teso (143%), Elgon (136%) and **West Nile (131%)**¹².

The Net Enrolment Rate in Secondary schools indicates the share of students of official Secondary school age (13 years to 18 years) who were enrolled for Secondary education. The Secondary School Net Enrolment Ratio for Uganda was 23 percent in 2012/13 which rose to **28 percent** in 2016/17 and remained more or less the same in 2019/20. Across all years, Secondary School NER for females was higher than that for males. Secondary School Gross Enrolment Rate in Uganda was estimated at **37 percent**. The GER for females was slightly higher than that of males (37% and 36% respectively)¹³.

During the COVID period, it was assumed that many learners (boys and girls) dropped out school due to various challenges, some of which were gender related. Some learners were virtually unable to retain themselves in school or even transit to other education levels. In order to build evidence around these assumptions, the assessment team investigated the enrolment and retention in school by the learners after COVID 19 outbreak and eventually schools re-opening.

3.2.1: Factors affecting girls and boys enrollment in schools in the RHDs

During the COVID 19 period and after schools re-opening, it was assumed that many children dropped out of school hence affecting enrolment, retention into the education system and consequently completion of school. An investigation was conducted into these assumptions. Findings revealed the major factors affecting enrolment for **girls in both refugee and host communities.**

¹¹ Net Enrolment Rate is the number of children of official school age for the given level who are enrolled at that education level as a percentage of the total children of the official school age population. Gross Enrolment Rate (GER) is the number of students enrolled at a given education level as a percentage of the total children of the official school age population The Net Primary Enrolment Rate refers to the number of children of official primary school age (6 years to 12 years) who are enrolled in primary education as a percentage of the total children of the official school age population.

¹²Uganda Bureau of Statistics (UBOS), 2021. Uganda National Household Survey 2019/2020. Kampala, Uganda; UBOS

¹³ Ibid

These include; negative attitude towards girls' education by parents/ guardians (45%), financial hardships (45%), trauma/psycho socio issues (24%), child labour/ domestic chores (24%), early child marriage (22%) and teenage pregnancy (21%).

The cross cutting challenges **for boys in both the refugee and host communities** included; (i) Financial hardships (49%), lack of parental guidance (33%), peer pressure (28%), negative attitude towards boys education (24%) and child labour/ domestic chores (24%).

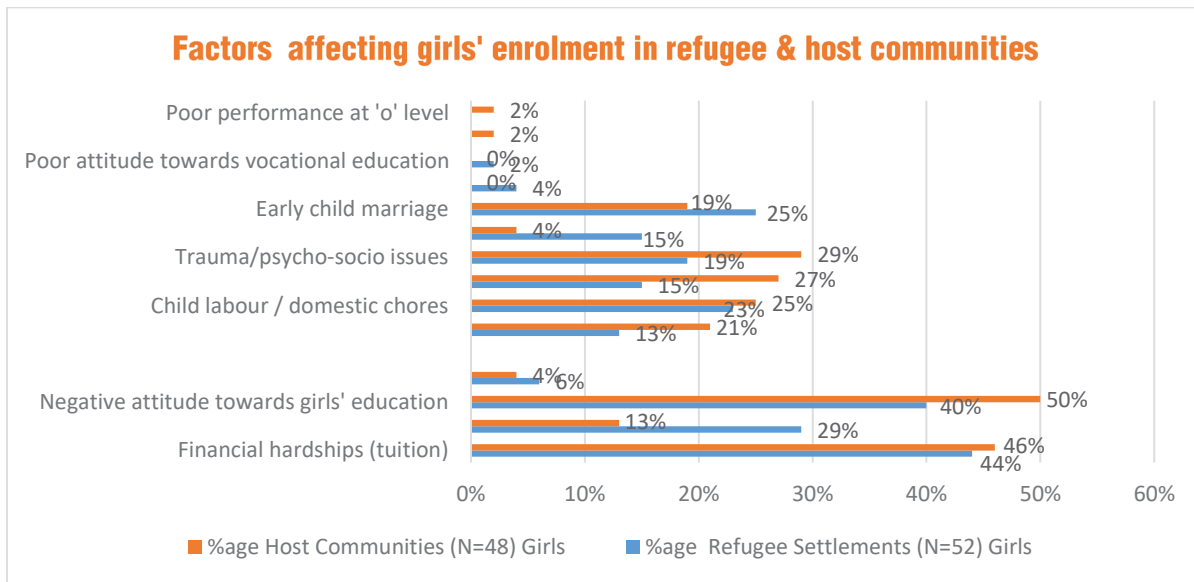
TABLE 4: CHALLENGES AFFECTING ENROLMENT FOR GIRLS AND BOYS IN THE REFUGEE AND HOST COMMUNITIES

S/N	Reason	%age Refugee communities		%age Host communities		Overall	
		Girls	Boys	Girls	Boys	Girls	Boys
1	Negative attitude towards girls' education	40%	0%	50%	0%	45%	0%
2	Negative attitude towards boys' education	0%	29%	0%	19%	0%	24%
3	Peer pressure	6%	31%	4%	25%	5%	28%
4	Trauma/psycho-socio issues	19%	15%	29%	6%	24%	11%
5	Financial hardships (tuition)	44%	40%	46%	58%	45%	49%
6	Child labour / domestic chores	23%	21%	25%	21%	24%	21%
7	Teenage pregnancy	15%	0%	27%	0%	21%	0%
8	Early child marriage	25%	4%	19%	4%	22%	8%
9	Lack of scholastic materials for the children	13%	8%	21%	38%	17%	22%
10	Lack of parental guidance	29%	37%	13%	29%	21%	33%
11	Lack of MHM facilities at school	15%	0%	4%	0%	10%	0%
12	Drug/alcohol abuse	4%	2%	0%	0%	2%	1%
13	Poor attitude towards vocational education	2%	0%	0%	4%	1%	2%
14	Long distance	0%	0%	2%	0%	1%	0%
15	Involved in petty business	0%	2%	0%	0%	0%	1%

Specifically **for girls in the refugee settlements**, their reasons included; financial hardships (44%), negative attitude towards girls education (40%), lack of parental guidance (29%), early child marriage (25%), child labour and domestic chores (23%), trauma/psycho-socio issues (19%), teenage pregnancy (15%) and lack of MHM facilities (15%).

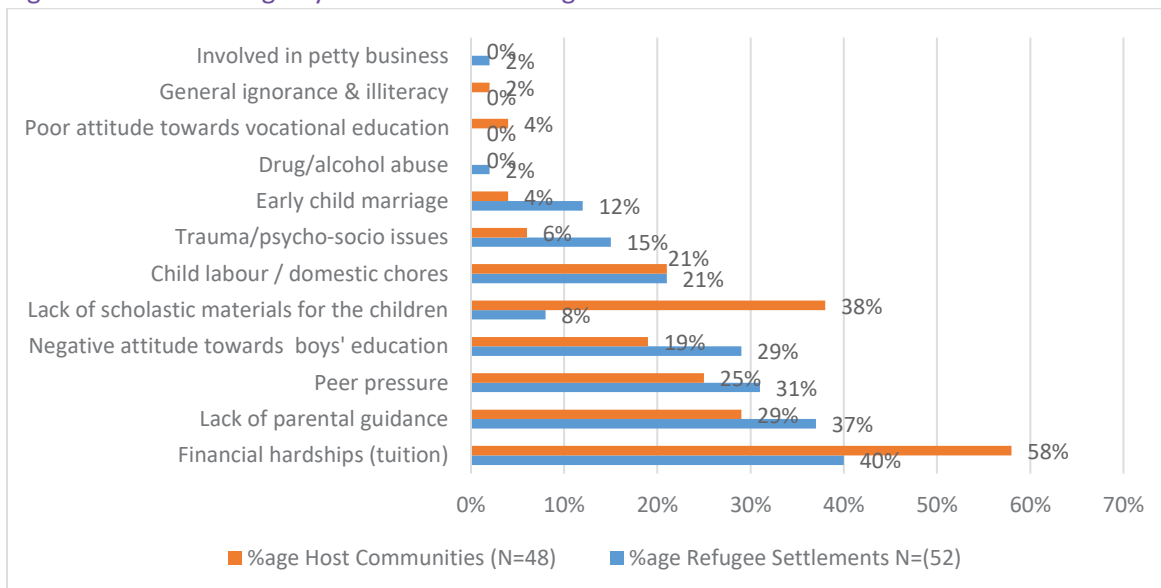
The **girls in the host communities** were affected by the following factors; negative attitude towards girls' education (50%), financial hardships (46%), trauma/pyscho-socio issues (29%), teenage pregnancy (27%), child labour/ domestic chores (25%), lack of scholastic materials (21%) and early child marriage (19%). Comparatively, the refugee girls faced more enrolment challenges than the host community girls. The most outstanding challenges among the two categories of girls included; **negative attitude towards girls' education and financial hardships**. See figure below;

FIG 2: FACTORS AFFECTING GIRLS' ENROLMENT IN REFUGEE AND HOST COMMUNITIES



For the **boys**, the most outstanding enrolment challenges affecting them in **host communities** included; financial hardships (58%), lack of scholastic materials (38%), and lack of parental guidance (29%). For the **boys in the refugee settlements**, their challenges included; financial hardships (40%), lack of parental guidance (37%), peer pressure (31%), and negative attitude towards boys education (29%). According to the key informants, while some boys in the refugee settlements were often targeted by some livelihood interventions by the CSOs, little trickles down to the host communities, hence exposing the host community boys to more financial hardships.

Fig 3: Factors affecting boys' enrolment in refugee and host communities



N=Boys 96 N=Girls 96

The factors highlighted to have affected enrolment in schools for both the girls and boys were more related to economic hardships which is partly justified by the COVID 19 outbreak that affected the parents/ guardians income streams. More of the factors however, were associated with societal influence and puberty management and Adolescent Sexual Reproductive Challenges. Notably, the parenting challenges have gained momentum in all contexts, yet with limited interventions. It is thus plausible to for the education sector partners and stakeholders to design interventions that ultimately address the challenges highlighted.

3.2.2: Factors affecting girls and boys retention and completion¹⁴ of school

The **cross cutting factors affecting girls and boys** retention and completion of school included; financial hardships, peer pressure, early child marriage, lack of parental guidance, lack of scholastic materials and trauma/ psycho-socio issues. Specifically, the major factors affecting **refugee girls'** retention and completion of school were almost similar among the refugee and host communities. These included; negative attitude towards girls' education (40%), financial hardships (38%), teenage pregnancy (27%) trauma/ psycho socio issues (27%) and lack of parental guidance (23%). For the **host community girls**, the major factors included; negative attitude towards girls' education (44%), financial hardships (40%), teenage pregnancy (29%), early child marriage (23%), lack of scholastic materials (21%) and lack of parental guidance (21).

In the FGDs, the girls highlighted factors that have contributed to their dropping out of school. The most commonly mentioned in most of the girls FGDs included; teenage pregnancy, early and forced child marriages due to the negative cultural practices, and over age. Other factors included; lack of school fees and other scholastic materials, lack of parental guidance, peer group influence, and fear of being caned. Some girls and boys dropped out due to their status of being child household heads so they had to fend for their families.

Some of these factors were confirmed by majority of the local leaders the assessment team interacted with. Most decried of the teenage pregnancies and early child marriages mostly instigated by the parents and the learners themselves. The DEO of Adjumani district had this to say;

“Even after the opportunity of re-entry into schools by teenage mothers, few learners have returned to school due to fear, stigmatization, and schools' proximity to the homes of girls that were victims of teenage pregnancy,” DEO Adjumani District

For the **refugee boys**, the factors affecting their retention and completion of school included; lack of parental guidance (42%), peer pressure (37%), trauma/psycho-socio issues (25%) and lack of scholastic materials (21%). For the **host community boys**, their factors included; financial hardships (50%), peer pressure (40%), lack of parental guidance (27%), lack of scholastic materials (25%). Early child marriage was too a factor that affected boys completion of school.

¹⁴ The P.7 completion rate is the total number of pupils (candidates) who registered for their end of cycle primary exams regardless of age, expressed as a percentage of the population at the official primary graduation rate; (MoES, Sector Analysis report, 2019).

TABLE 5; FACTORS AFFECTING GIRLS AND BOYS RETENTION AND COMPLETION OF SCHOOL

S/N	Reason	%age Refugee communities		%age Host communities		Overall	
		Girls	Boys	Girls	Boys	Girls	Boys
1	Negative attitude towards girls' education	40%	0%	44%	0%	42%	0%
2	Negative attitude towards boys' education	0%	17%	0%	13%	0%	15%
3	Peer pressure	13%	37%	13%	40%	13%	38%
4	Trauma/psycho-socio issues	27%	25%	10%	2%	19%	14%
5	Financial hardships (tuition)	38%	19%	40%	50%	39%	34%
6	Child labour / domestic chores	15%	0%	8%	13%	12%	6%
7	Teenage pregnancy	27%	0%	29%	0%	28%	0%
8	Early child marriage	15%	10%	23%	6%	19%	8%
9	Lack of scholastic materials for the children	19%	21%	21%	25%	20%	23%
10	Lack of parental guidance	23%	42%	21%	27%	22%	35%
11	Lack of MHM facilities at school	10%	0%	10%	0%	10%	0%
12	Drug/alcohol abuse	2%	0%	2%	2%	2%	1%
13	Change of location	2%	0%	0%	0%	1%	0%
14	Poor Performance	0%	0%	4%	2%	2%	1%
15	Long distance to schools	0%	0%	0%	2%	0%	1%

N=Boys 96 N=Girls 96

The findings above resonate to factors highlighted by the MoES at national level. According to the MoES sector Analysis report (2019), teenage pregnancy and early marriage are the primary reasons affecting girls' education. At national level, the primary reason for girls dropping out of secondary schools is early pregnancy accounting for 40% of drop outs, early marriage (28%) and financial hardships (7.3%).

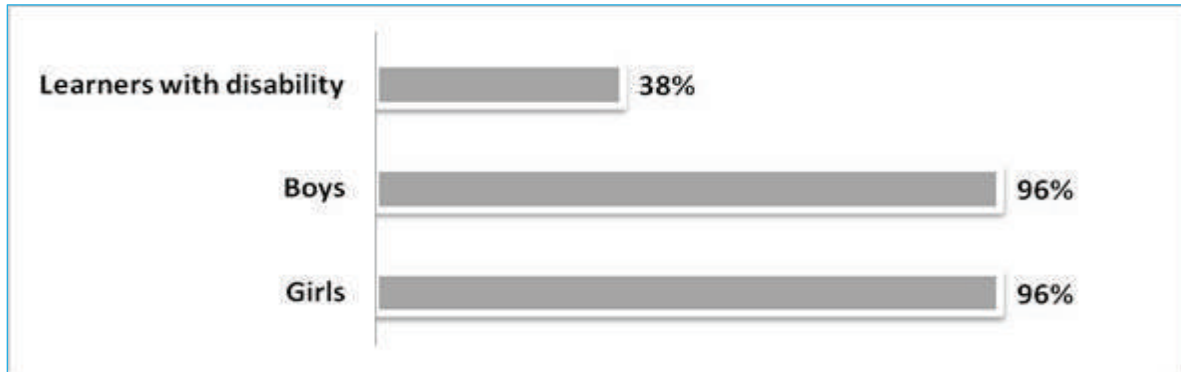
The same report indicates that only 61% of the learners that complete primary seven transit¹⁵ to Senior 1 (EMIS data, MoES 2010-2017). Of these, only 77% complete lower secondary, while only 1/5th complete upper secondary. On average, 9% of pupils enrolled in lower secondary, drop out after each grade before reaching Senior 4. This affects the completion rates at S.4, where in 2016 for instance, completion rates for S.4 for boys stood at 40% against 36% for girls (EMIS, 2016). Only 32% of P.1 entrants survive up to P.7. (MoES, Sector Analysis report, 2019).

¹⁵ Transition rate is defined as the number of children who transition to S.1 as a proportion of students who passed P.L.E. (MoES, sector analysis report 2019, pg 93).

3.2.1.1: Assessment of School Drop outs:

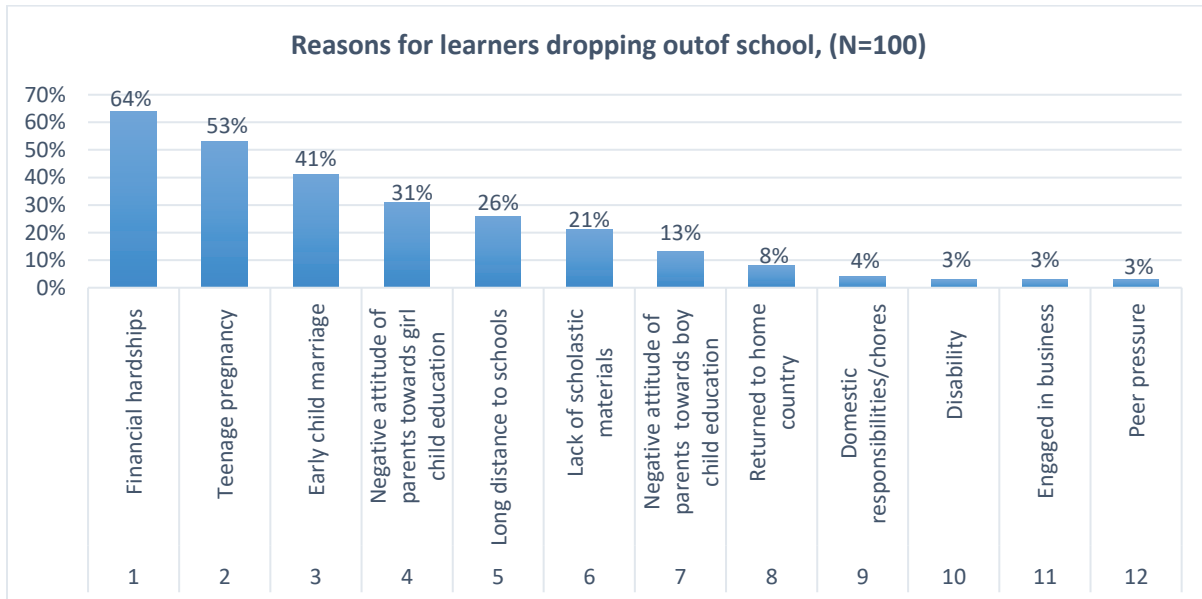
Findings, indicated that truthfully, most learners dropped out of school. This was mentioned by 96% of the respondents that held leadership/ administrative positions in the different education insitutions that were reached for the assessment. An in-depth investigation revealed both girls and boys were equally affected including learners with disability that were reported by 38% of the respondents.

FIG 4: CATEGORIES OF LEARNERS THAT MOSTLY DROPPED OUT SCHOOL



3.2.1.2: Reasons for dropping out of school: It was important to further investigate the reasons why most learners dropped out of school. The most outstanding reason mentioned by the respondents was financial hardships accounting for 64%. This was followed by teenage pregnancy (53%), early child marriage (41%) and negative attitude of parents towards girl child education (31%). The negative attitude towards boy child education was mentioned by 13% of respondents.

FIG 5: REASONS FOR DROPPING OUT OF SCHOOL BY THE LEARNERS



According to some of the key informants that the assessment team interacted with, cultural perceptions had a bearing on the education of the girl and boy child among different refugee tribes. While a girl aged 13 and above is perceived to be mature and a source of wealth for the family, the boy child is considered a heir for the family and therefore deserves an education than the girl child.

“Among some of the tribes in the refugee settlements, some girls are forcefully married off. For instance, there are incidents where while a girl is still at school, her bride wealth is negotiated by the parents, without her knowledge and consent. We once rescued a girl in senior two who fell prey to this circumstance and we rescued her”, said one of the key informants in Adjumani district. Another official added that once a girl starts her menstruation, she is seen as mature and ready for marriage so chances of marrying off such a young girl are high.

According to (FAWEU 2021), in their study conducted with 3,258 young girls and 3,136 young boys aged 10-24 in 25 districts and 16 sub regions of Uganda, over 30.3% of respondents (boys and girls) having multiple sexual partnerships during COVID-19. More boys/males than girls/females reported multiple sexual partners. Reasons cited for sexual engagement by girls and young women included; simply wanting to have sex (85.3%); forced to have sex/rape (2.6%); receiving money for sex (2.6%); access to basic needs including food and accommodation (2.0%); while those that were asked by their parents to have sex with men so that they can get money to support the family constituted (0.6%)¹⁶.

According to the Ministry of Health, there was an increase of 22.5% of pregnancy cases among girls aged 10-24 years between March 2020 (80,655) when the government announced lockdown and June 2020 (98,810)¹⁷. The same data source indicated an increase in teenage pregnancies for the young girls aged 10-19 in the year 2021, from averagely 350,000 in the years 2016 to 2020, to 378, 790 by 2021- during the COVID 19 lock down. This translates into 31,565 pregnancies every month, which translates into 1,052 pregnancies daily¹⁸.

3.2.1.3: Age category of learners mostly affected by the school dropout problem

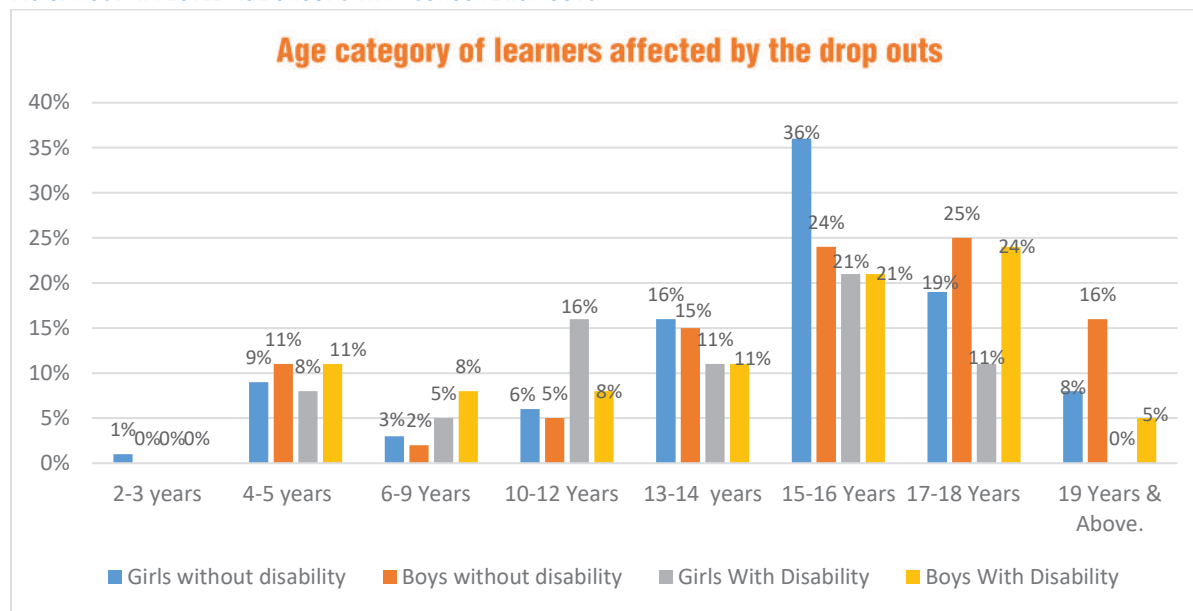
Findings varied across the different sub groups, but overall, they point to the fact that the boys and girls in teenage age 15-16 were the most affected by the drop outs, followed by those aged 17-18 and then 13-14. For the age category 15-16 the boys and girls without disability were the most affected, reported by 36% of respondents for boys and 24% for girls. For the boys and girls with disability in the same age category, an equal number of respondents (21%) reported their drop out. This was followed by the age category of 17-18 where the boys without disability were reported at 25% and 24% for boys with disability. For children of ECD age, the most affected age category was that of 4-5 represented by 11% for both boys without disability and those with disability. The girls without and with disability were reported by 9% and 8% of respondents respectively.

¹⁶ Forum for Women Educationalists Uganda (FAWEU, 2021): The Situation Of and Impact of COVID 19 on School going Girls and Young Women in Uganda.

¹⁷ Ministry of Health Management Information System (HMIS, March-October 2020).

¹⁸ District Health Information System-2 of Ministry of Health 2021).

FIG 6: MOST AFFECTED AGE GROUPS WITH SCHOOL DROP OUTS



N=Girls 96 Boys 96 SNE 38

It was observed that some of the age groups affected are those in the transitional classes. For instance, the age of 13-14 is when learners transition from Primary Seven to Senior One (P.7-S.1), and most of them drop out around this period due to partly financial constraints, sexual and other puberty related challenges. The age group of 15-16 (Senior 2 and senior 3 classes) is too affected with the same challenges, while the age group 17-18 is transitional from senior four classes to upper secondary.

According to the (ERP baseline report 2021¹⁹, VENA report 2020), only 14% of refugees aged 15 to 17 years had completed primary education by 2020, compared to 34% among the host community counterparts. Most dropped out of school due to various reasons. Secondary school completion rates were even much lower, with only 9% of the refugees aged 21-23 years having completed secondary education compared to 27% among the host community counterparts.

The MoES Girls Strategy Review Report (2019), indicated that the girls had a survival rate of 32.7% in 2016/17 in primary seven, slightly higher than the boys that had a survival rate of 31.7% in the same period²⁰. The UNHCR Gap Analysis Report (2021), indicated that a large number of children of ECD School going age (3-5), in the refugee settlements, totaling to 265,459 (132,570 female and 13,889 male)²¹ were estimated to be out of school (OOSC), due to partly economic and equitable centre distribution challenges, and that boys of ECD age (3-5) were more likely to drop out of school than girls.

¹⁹ Baseline survey report for the Education Response Plan (ERP) for Refugees and Host Communities (2021)

²⁰ MoES: Education Sector Annual Performance Reports, Girls Education Strategy review report 2019.

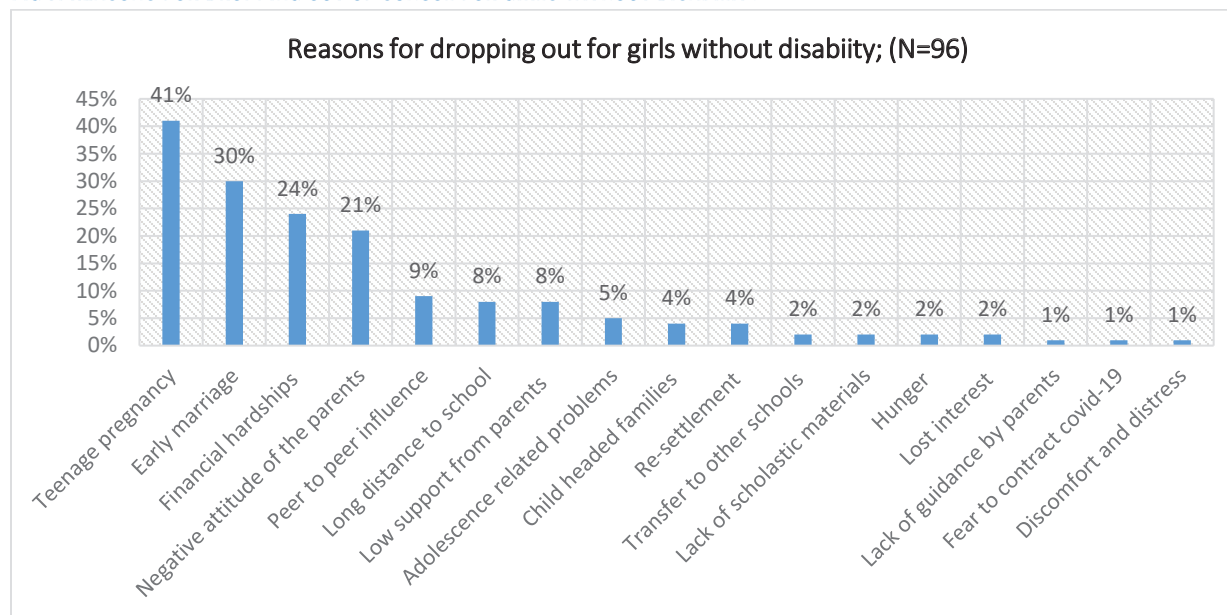
²¹ UNHCR: Gap Analysis Report 2021 (March 2020); This estimate does not include the 3-5 year old children who may be enrolled in primary school as underage children.

3.2.1.4: Reasons for dropping out of school for girls without disability

For specifically girls, the most outstanding reason was teenage pregnancy accounting for 41%. This was followed by early marriages (30%), financial hardships (24%), and negative attitude towards girls' education by parents (21%). Dominantly, the challenges affecting girls were related to puberty / sexual reproductive health and economic hardships. Ministry of Health (2021) indicated that about 250 children aged below 15 years got pregnant daily in 2021 during the COVID 19 period²².

To further confirm this finding, the girls in Bukere Primary school FGD in Kyegegwa district mentioned three major reasons why their friends dropped out of school. These included; early marriages, defilement and teenage pregnancy. The same reasons were re-echoed in Ayilo II secondary school FGD in Adjumani district by the girls.

FIG 7: REASONS FOR DROPPING OUT OF SCHOOL FOR GIRLS WITHOUT DISABILITY



N= 96

For the boys without disability, their major reason for dropping out of school was discomfort and distress accounting for 49% of the respondents. This was mainly due to overage and other responsibilities. Other reasons included; financial hardships (32%), child labour (16%), negative attitude of parents towards boy child education (14%) and peer influence and drug abuse respectively (11%).

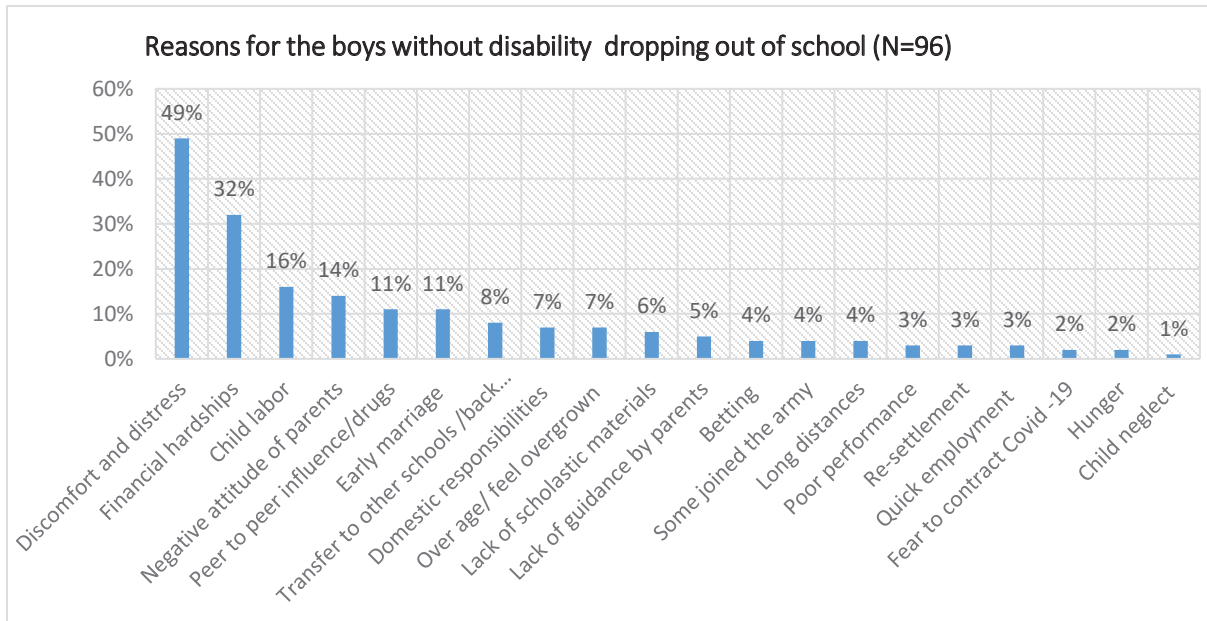
According to some of the key informants especially senior men and senior women teachers, most of the **boys were over grown** and felt shy to stay in the same classes with the younger children. This has prompted many to drop out of school. Secondly, some of the boys were bread winners in their homes (child headed households), while some engaged in some economic activities for income reasons. This therefore puts both emotional and financial stress on their lives. These challenges were confirmed by other sources as follows;

²² Ministry of Health; District Health Information System-2 of Ministry of Health 2021

“Some girls and boys failed to re-join school due to over age. Specifically for boys, some fathered children during the COVID 19 lockdown, so feared to come back to school due to over age and family responsibility”, District Inspector of Schools, LCV Councilor –Lamwo district.

In Kyegegwa district (Bukere Primary School boy’s FGD), and many other FGDs, the boys mentioned the following reasons why their friends dropped out of school; child labour, peer group influence, alcohol and drug abuse, many changed location, poverty, early marriage, and child headed families”. The same reasons were indicated in the ERP Baseline report of 2021.

FIG 8: REASONS FOR BOYS WITHOUT DISABILITY DROPPING OUT OF SCHOOL



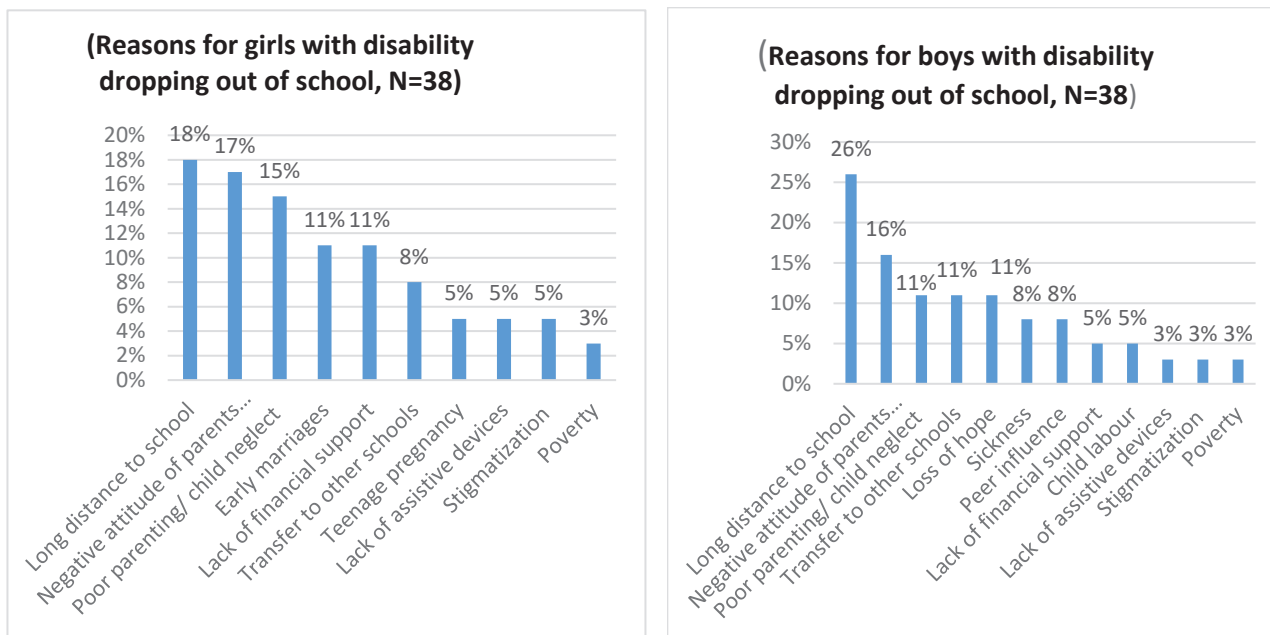
N= 96

3.2.1.5: Reasons for dropping out for Girls and Boys with Disability

Persons with disabilities aged 6-24 years old are less likely to attend school (61.3%) compared to peers without disabilities (68.1%); and more likely to have never attended school especially if they live in rural areas, (UBOS, 2019). Children with disabilities have an equal right to an inclusive quality education; however, their access to learning is largely affected by emergencies, on top of other barriers, including those related to gender.

In relation to these observations, the reasons for the girls and boys with disability dropping out of school were similar and these included; long distance to schools (18%, 26%), negative attitude of parents towards the education of girls and boys with disability (17%, 16%) and poor parenting / child neglect (15%, 11%) for girls and boys respectively.

FIG 9: REASONS FOR DROPPING OUT OF SCHOOL FOR GIRLS AND BOYS WITH DISABILITY



N=38

N=38

According to the Education Response Plan (ERP 2019), the main factors hindering access to education for learners with disabilities include; discrimination, stigmatization, lack of disability-friendly infrastructure in schools, bad roads and long distances from home to school. Other reasons include; lack of Special Needs Teachers (SNE) teachers, as well as lack of assistive devices by learners, among others²³. As such, there is need for a much more strengthened focus towards the education of the education of girls and boys with disability through targeted and gender inclusive programming.

3.2.1.6: Classes where most Boys and Girls Dropped out of School

With regard to the classes where most learners dropped out of school in the refugee and host community context; including during the COVID 19 period, findings indicated that at Pre-Primary level, it was mostly in Baby class; reported by 47% of respondents for girls and 37% for boys.

At Primary school level, the learners mostly dropped out in Upper Primary (P.5-P.7). This had almost an equal representation of respondents that indicated 88% for girls and 85% for boys. In secondary schools, it was in lower secondary classes mostly (S.3-S.4) with a respondent's representation of 53% for girls and 47% for boys, while in Vocational schools, Year 2 and Year 1 presented challenges to the students. For non-formal education, it was in month 2. Overall, the findings imply that **the girls mostly dropped out at all levels, compared to the boys.**

²³Education Response Plan Refugee Data Base, Term3, 2019).

TABLE 6: CLASSES WHERE MOST SCHOOL DROP OUTS WERE EXPERIENCED.

Level	Class	Frequency		Percentage	
		Girls	Boys	Girls	Boys
Pre-primary	Baby class	9	7	47%	37%
	Middle Class	7	4	37%	21%
	Top Class	3	2	16%	11%
Primary	Lower Primary- (P.1-P.4)	4	3	8%	6%
	Upper Primary-(P.5-P.7)	42	41	88%	85%
	Non-response	2	3	4%	6%
Secondary	S.1-S.2	8	7	42%	37%
	S.3-S.4	10	9	53%	47%
	S.5-S.6	1	3	5%	16%
Vocational/Technical	Year 1	3	3	33%	33%
	Year 2	5	6	56%	67%
	Year 3	1	0	11%	0%
Non –Formal (AEP, ALP):	Months 1	0	1	0%	25%
	Months 2	3	3	75%	75%
	Months 3 and above	1	0	25%	0%
Tertiary	Year 1	0	1	0%	100%
	Year 2	1	0	100%	0%
	Year 3	0	0	0%	0%

N=Pre-primary 19 Primary 48 Secondary 19 TVET 9 AEP 4 Tertiary 1

3.2.1.7: Reasons for dropping out in those classes

Pre-primary:For pre-primary learners, the most outstanding challenge for dropping out in such classes included; financial hardships (21% for girls and 26% for boys respectively), and long distance to schools (16% for girls, 11% for boys). Other reasons included; negative attitude of parents towards pre-primary education, resettlement in other camps and lack of scholastic materials accounting for 5% respectively.

Primary school girls and boys: The girls in primary school classes of p5-p7 mostly dropped out due to mostly early child marriage (27%), teenage pregnancy (21%), child labour and negative attitude towards girls’ education (10%), while the peer to peer influence and financial hardships accounted for 8% respectively. For the **boys**, child labour was the main reason (19%), early child marriage (15%), financial hardships (8%), peer to peer influence (10%), lack of parental support (10%) and adolescence and puberty challenges that all accounted for 10%.

Secondary school girls and boys:Similarly, for the secondary school girls, teenage pregnancy featured prominently accounting for 37%, while early child marriage (21%), financial constraints (21%), negative of parents towards girls’ education (11%) were the major reasons. Other reasons included; resettlement in other camps, and lack of scholastic materials.

The reasons for the boys included; negative attitude of parents towards boys' education (11%), child labour (11%), migration and resettlement to other camps and change of school (11%). Other reasons included drug abuse (5%), over age (5%), early child marriage (5%), poor parenting (5%), engagement in petty businesses and drug abuse.

Vocational and Technical Insitute learners: the most outstanding reasons for both boys and girls included; financial hardships (44% for girls and 33% for boys), and early child marriages accounting for 11% for both boys and girls. Uniquely, the girls were further affected by teenage pregnancy (11%), while the boys were engaged in early employment (22%) thus contributing to their drop out.

Non Formal learners; the reasons for the drop out for the girls and boys did not differ that much. While the girls mostly dropped out due to teenage pregnancy (50%), child marriage (25%) and long distance to schools (25%), the boys dropped out due to early marriage (50%), child labour (25%) and long distance to schools (25%).

Ultimately, the reasons for dropping out of school in those classes were largely related to economic hardships, sexual and adolescent reproductive issues/ puberty challenges and inequitable distribution of schools manifesting in long distances to education institutions. Teenage pregnancy, early child marriage and financial hardships featured prominently among the girls. For the boys, child labour, early child marriage, peer to peer influence, financial hardships and over age were main reasons.

According to the MoES Sector Analysis report (2019), financial constraints is one of the major reasons children aged 6-12 drop out of school for girls and boys.²⁴In a study by Development Pathways, OPM, WFP and UNHCR (2020) in 10 refugee settlements involving 5000 respondents, more than **25%** of refugees **lived on less than UGX1,000 per day per person**, while 69% lived on less than UGX2,000 per day per person. This corresponds to around (US\$0.56 per day in actual dollars), which is below the internationally recognized extreme poverty line.²⁵ As such, interventions aimed at retaining the girls and boys in schools should aim at addressing the challenges mentioned above.

²⁴ Ministry of Education and Sports Sector Analysis Report, 2019.

²⁵ Office of the Prime Minister (OPM), UNHCR, World Food Programme (WFP), Development Pathways; (2020): Analysis of Refugee Vulnerability in Uganda; Working Paper; January, 2020.

4.0: CHILD PROTECTION: A CASE OF VIOLENCE AGAINST CHILDREN IN SCHOOLS

Violence against children is costly to society and destructive to individuals and families. Globally, an estimated one billion children experience moderate to severe physical abuse each year (Hillis, 2017). Survivors of violence suffer a wide range of negative physical, mental, social, and cognitive outcomes. Preventing violence in childhood and providing services for its victims can make gains in the health and well-being of the world's children and can provide the foundation for improved growth of communities in which they live and grow²⁶.

In 2016, the Global Partnership to End Violence against Children released the INSPIRE model with seven strategies: (i) *Implementation and enforcement of laws*; (ii) *Norms and values*; (iii) *Safe environments*; (iv) *Parent and caregiver support*; (v) *Income and economic strengthening*; (vi) *Response and support services*; and (vii) *Education and life skills*. The aim of INSPIRE is to replace children's experiences of violence with safe, stable, and nurturing environments and relationships in which they can thrive (WHO, 2016).²⁷ In this Assessment, Violence Against Children in Schools (VACiS) was explored in terms of prevalence, forms, perpetrators and effects.

4.1: Commonest forms of violence in the Refugee and Host Community schools

According to the Uganda Children (Amendment) Act, "Violence" means any form of physical, emotional or mental injury or abuse, neglect, maltreatment and exploitation, including sexual abuse, intentional use of physical force or power, threatened or actual, against an individual which may result in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation."

It was established through the assessment that the commonest form of violence experienced by school going boys and girls was **emotional violence**²⁸ (72%). This was followed by child neglect²⁹ (67%), physical violence³⁰ (61%) while sexual violence³¹ was the least (37%).

Sexual violence was the least recorded; though highest in host community schools (48%) compared to refugee schools (27%). The low level of sexual violence in refugee schools could partly be attributed to the concentration of anti-sexual violence (SGBV) interventions including functional anti GBV/SGBV community level structures, referral pathways and sensitizations in refugee communities compared to host school communities.

²⁶ Ministry of Gender, Labour and Social Development. Violence against Children in Uganda: Findings from a National Survey, 2015. Kampala, Uganda: UNICEF, 2015.

²⁷ Ibid

²⁸ **Emotional violence** is defined as a pattern of verbal behavior over time or an isolated incident that is not developmentally appropriate and supportive and that has a high probability of damaging a child's mental health or his/her physical, mental, spiritual, moral, or social development.

²⁹ **Child neglect**-any actions that deprive children of their parental care, love and provision of basic necessities as a fulfillment of their rights.

³⁰ **Physical violence** is defined as the intentional use of physical force with the potential to cause death, disability, injury, or harm. VACS Uganda indicators of physical violence included punching, kicking, whipping, beating with an object, strangling, suffocating, attempted drowning, burning intentionally, using or threatening with a knife, gun, or other weapon.

³¹ **Sexual violence** is defined as including all forms of sexual abuse and sexual exploitation of children. This encompasses a range of acts, including completed non-consensual sex acts, attempted non-consensual sex acts, and abusive sexual contact. This also includes the exploitative use of children for sex. All definitions are adapted from the MoGLSD/UNICEF VAC survey report (2015).

It is assumed that sexual violence was under reported by respondents because during the COVID 19 period, it was dominant in most environments. There is further a possibility that respondents did not consider certain outcomes of sexual engagement like teenage pregnancy and early child marriages to constitute sexual violence and could have only considered rape and defilement which are grave forms of sexual violence. Interaction with most of the key informants and boys and girls through FGDs, indicated sexual violence being the most dominant during the COVID 19 period manifesting in teenage pregnancy and early child marriage.

According to the Ministry of Health, there was an **increase of 22.5%** of pregnancy cases among girls aged 10-24 years between March 2020 (80,655) when the government announced lockdown and June 2020 (98,810)³². Similarly, data from the Ministry of Health shows an increase in teenage pregnancies for the young girls aged **10-19** in the year 2021. While averagely **350,000** experienced teenage pregnancy annually from the year 2016 to 2020, this increased to **378, 790** by 2021-during the COVID 19 lock down. **This translates into 31,565 pregnancies every month, which translates into 1,052 pregnancies daily**³³, implying a high rate in the country overall.

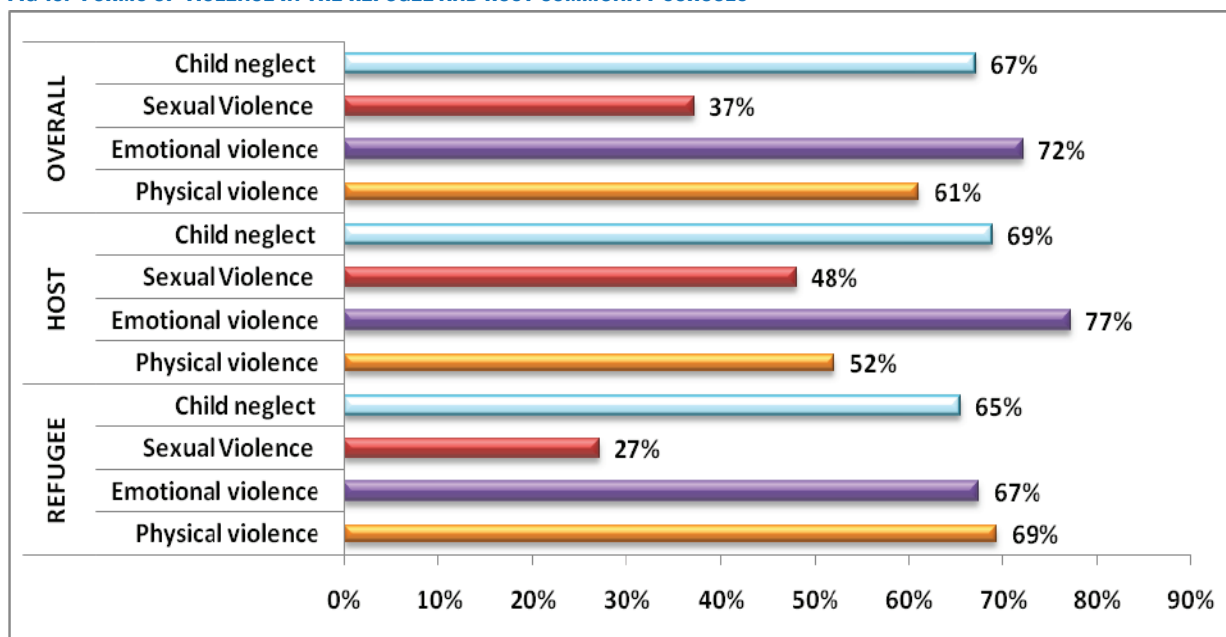
“The commonest form of violence inflicted onto the learners during COVID 19 period was sexual violence that resulted into teenage pregnancy and early marriages for many of the girls. Currently at school however, physical violence is common among learners and manifests in form of fighting. Parental harassment, child neglect and child labour are commonly reported by the boys and girls”, Senior Woman and Senior Man teacher-Nyumanzi P/S-Adjumani District.

A contextual analysis indicated that emotional violence was highest in host community schools (77%) than in refugee schools (67%). This could be partly attributed to the fact that refugee schools have more partners with deliberate interventions on Mental Health and Psycho-socio Support (MHPSS) compared to schools in host communities. Relatedly, physical violence was more prevalent in refugee schools (69%) than in host communities (67%). According to findings from the children and the teachers in the sampled schools, tribal physical fights were common among refugee children in the different schools.

³² Ministry of Health Management Information System (HMIS, March-October 2020).

³³ District Health Information System-2 of Ministry of Health 2021).

FIG 10: FORMS OF VIOLENCE IN THE REFUGEE AND HOST COMMUNITY SCHOOLS



N= Overall 100 R= 52 H=48

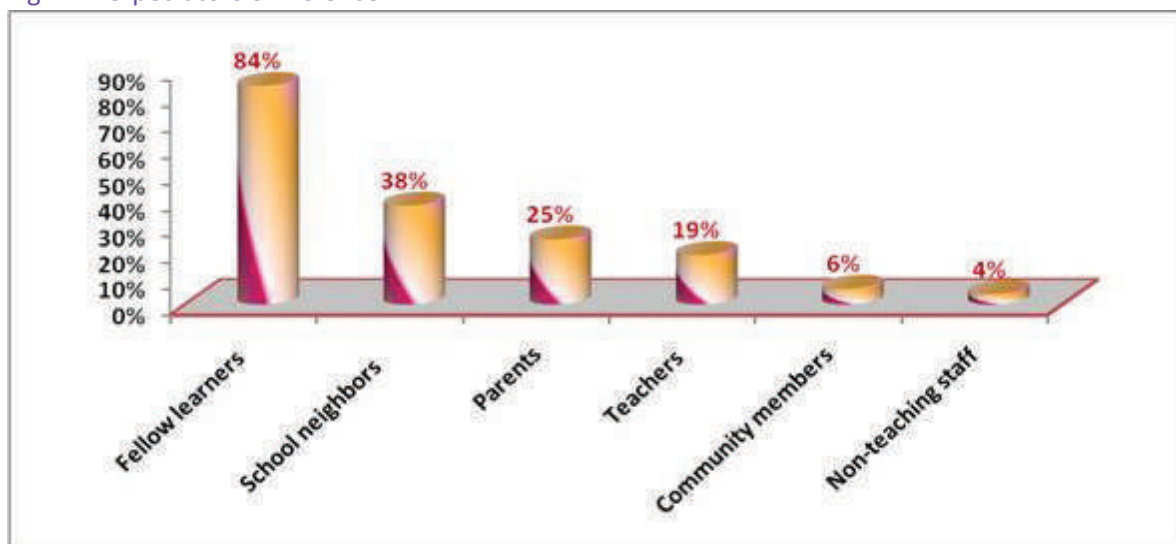
Meanwhile, there was almost no significant difference between the prevalence of child neglect in host community schools (69%) and refugee schools (65%). Key informants that included the teachers, school administrators and district leaders interviewed attributed child neglect to mostly poverty among parents, however, uniquely for refugee children, it was due to the wars that have separated them from their parents and other care givers.

Notably, while physical violence mostly manifested in caning of learners, fighting among learners, pinching, slapping, and boxing among others, emotional violence manifested in form of stress, stigma, verbal abuse, and nick naming. Child neglect was reflected in non-payment of school fees and non-provision of meals, and scholastic materials to learners; e.g. uniforms, books, pencils, pens, etc, by parents and the childrens’ care givers.

4.2: Perpetrators of the different forms of violence

The perpetrators of the different forms of violence included; **fellow learners (84%)**, school neighbours (38%), parents (25%) and teachers (19%). The teachers featured prominently as perpetrators in the learners conversations to be perpetrators of mostly emotional and physical violence. According to the respondents, the commonest forms of violence inflicted by learners against fellow learners included; physical violence mentioned by 70% of respondents, emotional violence (69%), and sexual violence (16%). Indeed in many FGDs, learners testified to the violence inflicted on them by fellow learners. It was observed that interventions focusing on learners as perpetrators of violence against fellow learners in school environments were limited and least emphasised as compared to other perpetrators like teachers, parents and community members.

Fig 11: Perpetrators of violence



N= Overall 100 R= 52 H=48

According to the MoGLSD VAC Survey report (2015), the perpetrators of sexual violence for the 13-7 year olds were the neighbors and strangers, while for physical violence, it was the adults in the community and teachers, mostly the male teachers against both boys and girls. Emotional violence for the same age category was mostly perpetuated by parents especially mothers or stepmothers (girls, 33%; boys, 31%) and fathers or stepfathers (girls, 22%; boys, 35%)³⁴.

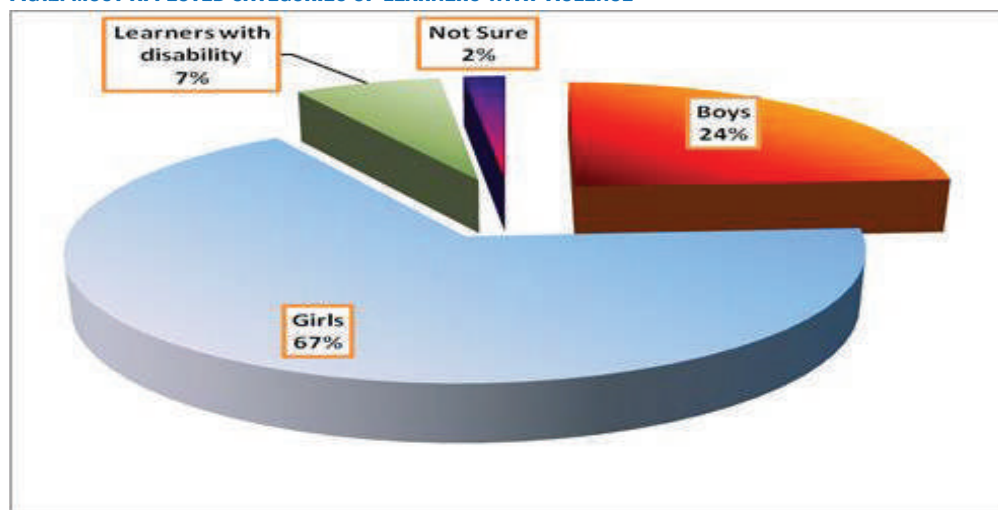
It should be observed that the MoGLSD survey was broader in scope and covered both school and non-school contexts, while this current Gender and Well-being assessment focused more on school environments. In spite of the slight differences in the survey scope, the findings are similar and continue to prove that violence against children is prevalent, however, the violence perpetuated by fellow learners is most outstanding in both refugee and host communities currently.

4.3: Categories of learners affected most by violence

According to the respondents, the categories of learners most affected by the different forms of violence included the following; girls-mentioned by 67% of respondents, boys (24%), while the learners with disability were the least affected (7%). Interaction with most of the key informants revealed that not many had much knowledge about the violence and wellbeing issues of the learners with disability and yet factually, they were the most affected by all forms of violence.

³⁴ Ministry of Gender, Labour and Social Development. Violence against Children in Uganda: Findings from a National Survey, 2015. Kampala, Uganda: UNICEF, 2015

FIG12: MOST AFFECTED CATEGORIES OF LEARNERS WITH VIOLENCE



N=98

Some of the reasons to account for the girls being the most victims of violence included; inferiority complex among the girls (34%), stigmatized by body changes (15%), negative cultural beliefs that mostly affected girls (6%) and powerlessness to fight back. Other reasons included; lack of parental support, they are shy to report cases of violence perpetuated against them-most those of emotional and sexual nature.

Further, boys were least affected partly because they were mostly the perpetrators for most forms of violence against the girls, although they were also affected by some forms of violence manifesting in physical fights (50%), child labour, substance abuse, and child neglect by parents. For the learners with disability, these were not many in most schools hence justifying their lowest ranking. For the few that they were available in schools, experienced violence due to their weak defense because of their disability (43%), and lack of a supportive environment from fellow learners, teachers and parents (29%) contributing to their stigmatization.

4.4: Reporting of the different forms of violence and Services offered

Although it was evident that the boys and girls experienced different forms of violence perpetuated against them, it was important to establish whether they were reporting such cases of injustice to the responsible authorities. It was established that **91%** of the learners knew where to report in case faced with violence. Respondents indicated that majority of learners reported to the Senior Women Teachers - SWTs(**71%**), Senior Men Teachers (48%), Head Teachers (47%), Teacher Care givers for the case of Pre-primary schools (13%) and prefects (**10%**).In essence, peer to peer reporting is low and there would be need to strengthen it in schools.

The dominance in reporting to the SWTs could partly be attributed to the fact that it was mostly girls that experienced the different forms of violence and therefore the SWTs were in position to respond to such issues compared to their male counterparts. Another reason is due to the SWTs' long time known traditional roles of handling different issues that affected both boys and girls in school environments.

The **available support services offered to the learners** that reported the different forms of violence included; counseling and guidance/ psycho-socio support mentioned by **91%** of respondents, and referral to other service providers (e.g. Police, Health facilities, hospitals, CSOs, local leaders) for further management (58%). Other services included; provision of first aid treatment (30%) and follow up of violence cases (1%). The limited follow up of violence cases was partly due to lack of facilitation, according to some of the key informants. Some children lived far away from school and following up such cases required transport and other forms of facilitation which was not readily available all the time.

Further, the school administrators worked together with parents to address certain forms of violence (school-parent collaboration) inflicted by teachers onto learners. There were measures of warning and reprimanding some offenders; through suspension and dismissal in extreme cases. “Light” work like slashing the compound, cleaning, and digging were some of the violence deterrent actions given to the learners.

4.5: Case by Case Analysis of the Different Forms of Violence against boys and girls

Although the discussion above pointed to the fact different forms of violence were experienced by the school going boys and girls, it was important to assess each form in detail to inform targeted interventions in schools.

4.5.1: Emotional Violence

Emotional Violence is a pattern of verbal behavior over time or an isolated incident that is not developmentally appropriate and supportive; and that has a high probability of damaging a child’s mental health or his/her physical, mental, spiritual, moral, or social development.³⁵ As earlier indicated, emotional violence was experienced by the school going girls and boys and this was consented to by **61%** of the respondents. These indicated that emotional violence took the form of insulting language or using derogatory language (56%), nicknaming learners (34%), threatening learners (30%) apportioning blames (28%), discrimination (28%), and bullying of learners (7%).

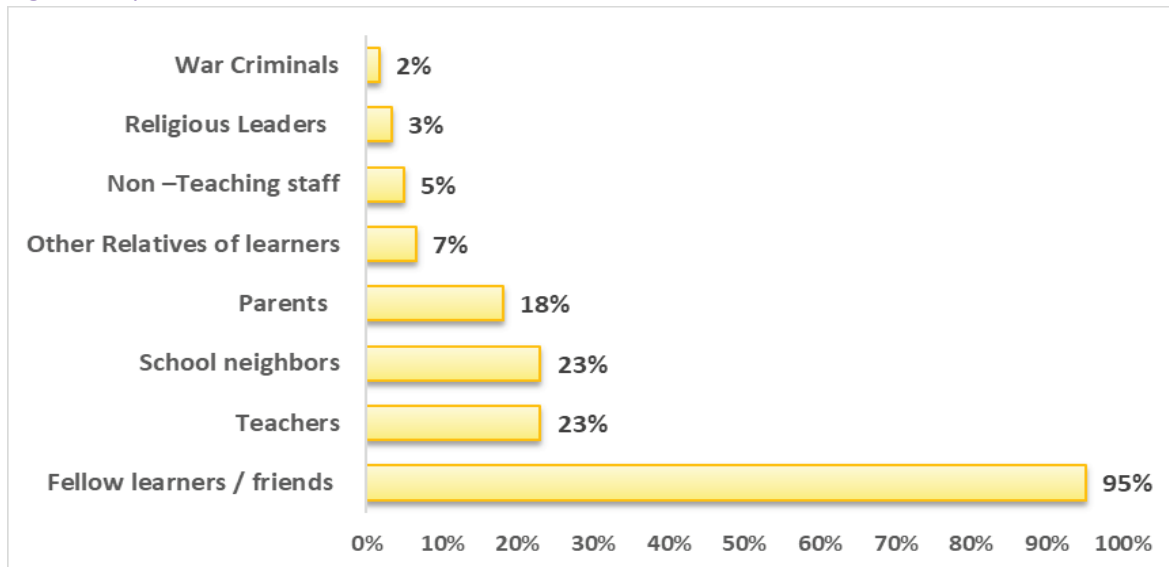
The **commonest causes** of emotional violence to the learners included war trauma (56%), poverty/ financial hardships (52%), puberty changes (includes MHM Stigma)-39%, mistreatment at home (31%), drug and alcohol abuse (15%), discrimination due to disability (7%) and COVID 19 effects (3%).

The **commonest perpetrators** of emotional violence against the boys and girls included; fellow learners mentioned by 95% of respondents, teachers (23%), school neighbors (23%) and parents (18%). Contrary to this finding, according to the MoGLSD VAC Survey report (2015), the most common perpetrators of emotional violence against 13-17 year olds were parents-mothers or stepmothers (girls, 33%; boys, 31%) and fathers or stepfathers (girls, 22%; boys, 35%).

³⁵Ministry of Gender, Labour and Social Development. Violence against Children in Uganda: Findings from a National Survey, 2015. Kampala, Uganda: UNICEF, 2015

The difference in these findings is partly attributed to the different contexts within which the studies were conducted. While the findings by MoGLSD were in largely community, homes and to smaller extent school environments, the current Well-being assessment had focus on the school environment. Even then, parents still featured among the perpetrators for this type of violence signifying the inter-relationship between the different environments where violence happened.

Fig 13: Perpetuators of emotional violence



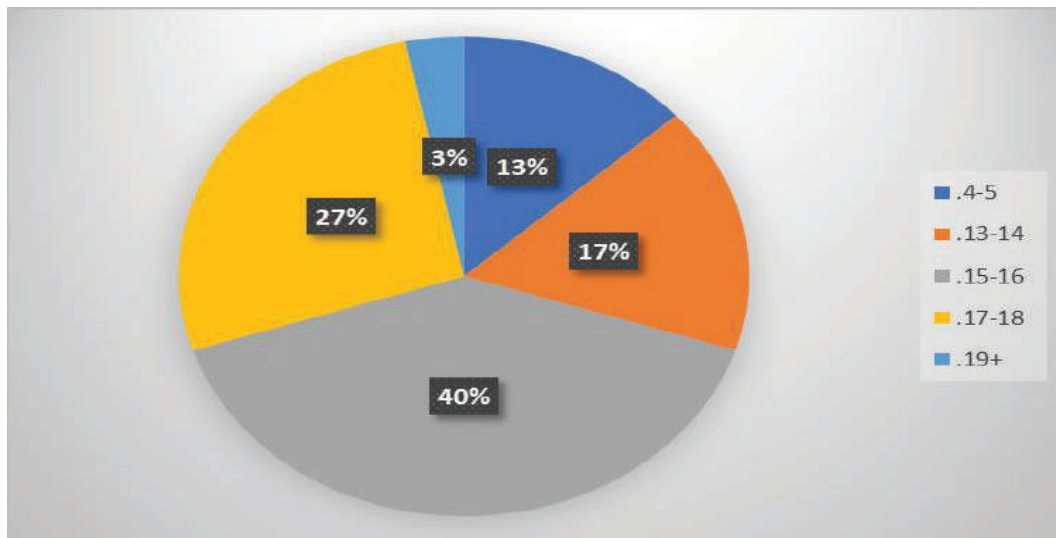
N=61

4.5.1.1: Category of Learners and Age Group mostly affected by emotional violence

According to majority of respondents (80%), girls were the most affected by emotional violence. This was followed by boys (15%) and learners with disability (5%). This finding is confirmed through the MoGLSD VAC Survey report (2015)³⁶, where more than one in five 13-17 year old children reported experiencing emotional abuse in the year prior to the survey, and that girls suffered more from this form of violence than boys. One of the reasons is that girls are targets and victims for most forms of violence and yet do not commonly report or defend themselves against such injustices, so they end up emotionally struggling with how to come out of such situations. The **age categories** mostly affected by emotional violence according to the respondents included; the 15-16 year olds mentioned by 40% of respondents and the 17-18 year olds reported by 27% of the respondents.

³⁶Ministry of Gender, Labour and Social Development. Violence against Children in Uganda: Findings from a National Survey, 2015. Kampala, Uganda: UNICEF, 2015

FIG 14: AGE CATEGORIES MOST AFFECTED BY EMOTIONAL VIOLENCE



N=61

The major reasons attributed to this age category were similar for both boys and girls. These included; war trauma because at that age, most of the refugee children slightly understand the effects of war compared to the young ones. Other reasons included; puberty changes that both boys and girls were ignorant to deal with, peer pressure, child headship of families, poverty/ financial hardships and limited parental support. For specifically the boys, substance and drug abuse were outstanding among the reasons, as these end up affecting their mental health.

The services and interventions available in education institutions for boys and girls that suffered from emotional violence included; teachers offering counselling and guidance mentioned by 95% of respondents, teacher-parent engagement (72%), and promotion of sports and classroom based Psycho-socio activities (38% & 18%) respectively. Other services and interventions included; promotion of peer to peer counselling (31%) and referral to professional Psycho-Socio Support (PSS) service providers; e.g. counselors (26%).

4.5.1.2: Gaps in the provision of Psycho-Socio Support (PSS) services

Since it was evident that the boys and girls experienced emotional violence, and there were some services and interventions to support such learners, it was important to establish gaps in service delivery for such a form of violence. The most outstanding gap was the lack of trained teachers in PSS reported by 95% of respondents. This was followed by the limited skills in identifying such learners experiencing emotional violence (72%), and limited knowledge and access to PSS referral services reported by 38% and 31% of respondents respectively. These gaps are substantial and if not addressed, can contribute to mental distress of the boys and girls.

TABLE 7: GAPS IN EMOTIONAL SUPPORT SERVICES DELIVERY

S/N	Gaps in Emotional Violence Support (N=61)	Percentage
1	No trained teacher in psycho-socio support	95%
2	Limited skills to identify such learners	72%
3	Limited knowledge of psychosocial referral services	38%
4	Limited access to psychosocial referral services	31%
5	Lack of experience in managing cases	2%
6	Lack of financial support	2%
7	Learners don't report	2%
8	Limited time	2%

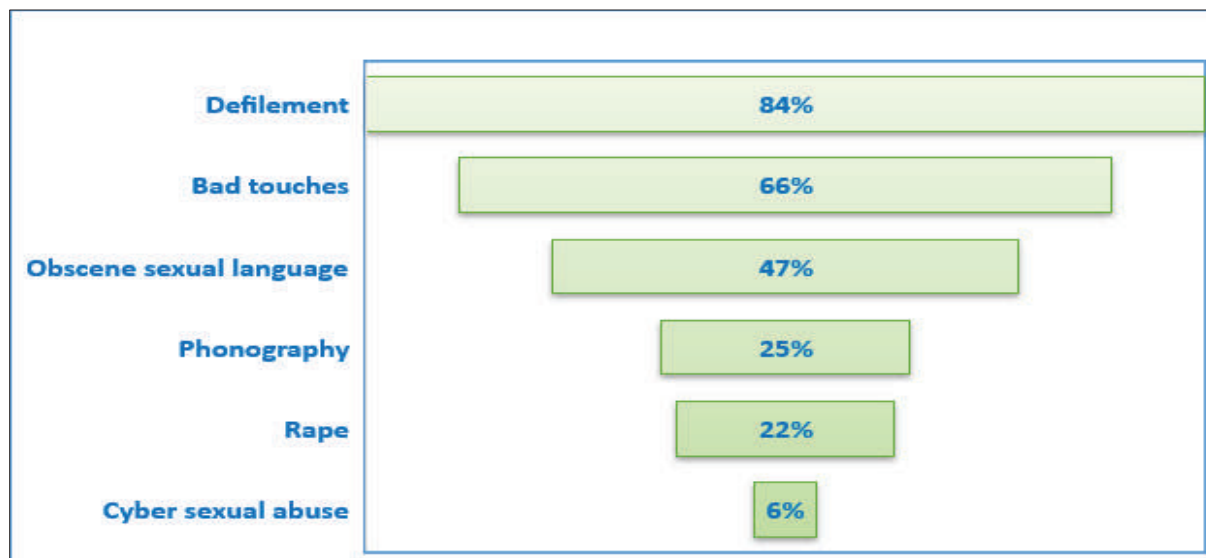
According to the respondents, the above gaps can best be addressed by sensitizing learners about emotional violence and encouraging them to report such issues/ challenges to their teachers (80%), training teachers in basic PSS services delivery to the learners (79%) and sensitizing learners about the available PSS services (30%).

4.5.2: Sexual Violence

Sexual violence includes all forms of sexual abuse and sexual exploitation of children. It encompasses a range of acts, including completed non-consensual sex acts, attempted non-consensual sex acts, and abusive sexual contact. This also includes the exploitative use of children for sex, (MoGLSD/UNICEF VAC survey report, 2015). According to the same report, both boys and girls aged 13-17 mostly experienced sexual violence in their own homes or at school³⁷. It was established through the assessment that sexual violence happened on a minimal scale, reported by **37%** of respondents. This manifested in form of defilement, mentioned by **84%** of respondents, bad touches (66%), obscene sexual language (47%), phonography (22%) and rape (22%).

³⁷Ministry of Gender, Labour and Social Development. Violence against Children in Uganda: Findings from a National Survey, 2015. Kampala, Uganda: UNICEF, 2015

FIG 15: TYPES OF SEXUAL VIOLENCE EXPERIENCED BY THE LEARNERS



N=37

“By close of COVID -19 period- Adjumani district registered 658 cases of defilement, 157 child marriages, and 68 teenage pregnancies. We even think this data was under reported because cases of sexual violence were higher during the COVID 19 period. Some parents sneaked their girls to South Sudan for marriage yet they were still young”, said one of the officials from the District Education Department- Adjumani.

The factors that exposed learners to sexual violence included; household/ child poverty/ material gains mentioned by all respondents (100%), peer to peer influence (59%) and exploitation by older people (22%). Alcohol and drug abuse, including exposure to internet phonography sites accounted for 19% of respondents respectively.

Table 8: Factors exposing learners to sexual violence

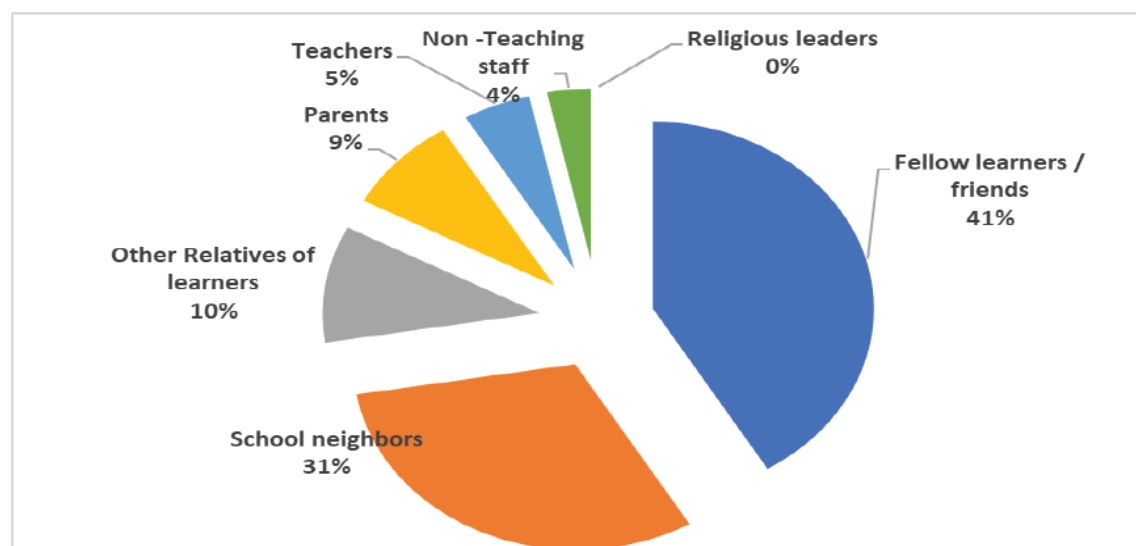
S/N	Factors exposing learners to sexual violence	Percentage
1	Household/ child poverty / material gains	100%
2	Peer to peer influence	59%
3	Exploitation by older people	22%
4	Alcohol and drug abuse	19%
5	Internet usage / phonographic sites	19%
6	Long distance to school	16%
7	Negative cultural norms and practices	13%
8	Parental neglect	6%

N=37

The **perpetrators of sexual violence** to the school going girls and boys as mentioned by the respondents included; fellow learners/ friends mentioned by **41%** of respondents, school neighbors (31%), Parents (9%) and teachers (5%). *In some of the FGD with learners, especially in Secondary schools, they expressed their disappointment that they were often separated from girls during leisure time, and that some of the boys were seriously punished by the teachers for dating the girls.*

The Assessment findings are in tandem with those of the MoGLSD. According to the MoGLSD VAC survey report (2015), the 13-17 year old girls that experienced sexual violence, 12 months prior to the survey mentioned neighbors, strangers and **friends** as the major perpetrators, while the boys aged 13-24 reported **friends**, classmates, and neighbors as the most frequent perpetrators of sexual violence³⁸. Overall, findings indicated that within the school environment, learners were the major perpetrators of sexual violence against fellow learners.

FIG 16: PERPETRATORS OF SEXUAL VIOLENCE



N=37

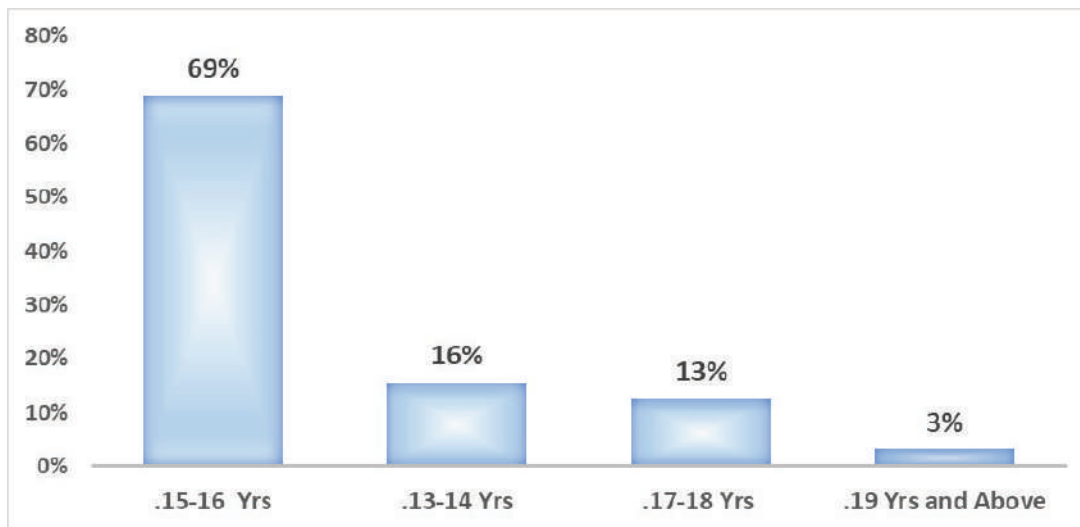
4.5.2.1: Category of Learners and Age Group mostly affected by sexual violence

With regard to the **category of learners most affected by sexual violence**, all respondents (100%) mentioned girls. According to them, the age categories most affected included; the 15-18 year olds. By breakdown, the 15-16 year olds were the most affected mentioned by 69% of respondents, the 13-14 year olds (16%) and the 17-18 year olds, mentioned by 13% of respondents. The reasons advanced for these particular age categories included; involvement with bad peer groups (25%), puberty changes that the girls and boys were not well versed with their management (25%), limited parental support (13%) and financial constraints/ poverty (9%).

³⁸Ministry of Gender, Labour and Social Development. Violence against Children in Uganda: Findings from a National Survey, 2015. Kampala, Uganda: UNICEF, 2015

Other reasons included; love for material things (6%) especially by girls, lack of guidance and counselling (6%) by mostly parents and guardians, negative/ harmful cultural beliefs that exposed girls and boys to early marriage (6%) and lack of sanitary pads for girls (3%). Many girls have sought for men and boy lovers that could provide them with their menstrual requirements e.g. pads, and these end up giving in themselves for sex in return. This was commonly mentioned by Senior Men (SM) and Senior Women Teachers (SWTs) during the key informant interviews.

Fig 17: Age categories most affected by sexual violence



N=37

Among the **services and interventions** available for boys and girls that experienced (survivors and victims) of sexual violence included; some teachers offered and still offer guidance and counselling services to the learners (88%), teacher-parental engagement (81%), referral to Police (41%), and referral to professional counselors and health facilities (31%). Other available mechanisms included; peer to peer counselling support (25%) and referral to CSOs and other service providers, mentioned by 25% of respondents.

4.5.2.2: Gaps in the provision of SGBV Prevention & management services

It was established through the assessment that although some services and interventions were available to prevent and or manage cases of sexual violence against the boys and girls, gaps still existed. The key ones included; limited skills of identifying learners affected by SGBV mentioned by 71% of respondents, few trained teachers in SGBV prevention and management, limited knowledge of SGBV referral services mentioned by 47% of respondents respectively, and the limited access to SGBV referral services reported by (38%) of the respondents.

TABLE 9: GAPS IN SEXUAL GENDER BASED VIOLENCE SERVICES PROVISION

S/N	Gaps in the provision of SGBV services	Percentage
1	Limited skill of identifying learners affected by SGBV	72%
2	Few trained teacher in management of SGBV	47%
3	Limited knowledge of SGBV referral services	47%
4	Limited access to SGBV referral services	38%
5	Lack of support from parents	6%
6	Limited engagement with the learners	3%
7	Negative cultural norms and practices	3%

N=37

4.5.2.3: Recommendations for prevention and management of SGBV cases

Some of the recommendations made by all the respondents regarding the prevention and management of SGBV included; sensitizing learners about their rights (41%), creating awareness to learners about Sexual violence and its prevention (34%), and encouraging learners to report cases of SGBV to teachers (19%). Other options included; creating awareness to learners about the available SGBV services and referral pathways (18%) and training teachers to identify and handle SGBV cases. In a nutshell, most of the recommendations shared were more learner centred aimed at self-empowerment to protect themselves and report cases of sexual violence perpetuated against them to other authorities/ service providers for further management.

TABLE 10: RECOMMENDATIONS TO PREVENT AND MANAGE SGBV CASES AGAINST LEARNERS (BOYS AND GIRLS).

S/N	Gaps	Percentage
1	Sensitize learners about their rights	41%
2	Create awareness to learners about SGBV prevention	34%
3	Encourage learners to report SGBV cases to teachers.	19%
4	Create awareness to learners about available SGBV services and referral pathways	18%
5	Train teachers about how to handle SGBV survivors	16%
6	Strengthen school clubs	11%
7	Strengthen community sensitization	3%
8	Strengthening follow-ups of SGBV cases	1%

N=100

4.5.3: PHYSICAL VIOLENCE

In most of the communities and lives of children, physical violence is deemed to be the commonest form experienced by children. By definition, physical violence is the intentional use of physical force with the potential to cause death, disability, injury, or harm. Physical violence encompasses acts like caning, punching, kicking and whipping, beating with an object, strangling, suffocating, and or burning intentionally, among other acts-(MoGLSD VAC Survey report, 2015). The assessment team explored from the respondents if physical violence happened in their respective education institutions.

Findings indicated that while **60%** of respondent's testified to physical violence happening in their insitutions, 34% indicated not. At least 6% were not aware of such incidents. Most cases of physical

violence happened in refugee schools (60%) than in host community schools (40%). Most of the physical violence was experienced in primary schools (55%), pre-primary schools (22%) and secondary schools (15%). It was very minimal in non-formal education (5%) and Tertiary level institutions (3%) respectively. Physical violence **manifested** in the following ways; caning (68%), pinching (57%), slapping (30%), kicking (27%), fighting (20%), punching (18%), scratching, bullying and throwing stones at each other (by learners).

Among the major causes of physical violence that the respondents mentioned included; poor anger management by teachers reported by 68% of respondents, poor performance in classes-more so academically (40%), drug abuse and alcoholism (35%) and poor anger management by learners (10%).

TABLE 11: CAUSES OF PHYSICAL VIOLENCE

S/N	Causes of physical violence	Percentage
1	Poor emotional/ anger management by teachers	68%
2	Poor performance in class	40%
3	Drug abuse/alcoholism	35%
4	Poor anger management by learners	10%
5	Teachers belief in physical violence as a way of discipline	8%
6	Indiscipline of learners	8%
7	Family/cultural background that inculcates fighting into children	7%
8	Inadequate materials for sharing e.g. text books	5%
9	Tribal sentiments mostly among refugees	3%
10	Age differences among learners (older learners younger learners)	2%

N=60

The **major perpetrators of physical violence** were the teachers reported by **93%** of respondents, learners (**33%**), parents (20%), school neighbors (18%), other relatives (8%) and non-teaching staff (2%). According to the MoGLSD VAC Survey report (2015), nearly one half of girls (45.3%) and boys (48.5%) experienced physical violence by a parent, adult caregiver, or other adult relative. Over one third of boys (38.6%) and 22.0% of girls experienced physical violence by a peer according to the same report, while males were significantly more likely than females to have experienced physical violence by a peer before age 18. The most common perpetrators of physical violence by adults in the community were teachers³⁹.

Nearly half (45.7%) of girls and 60.4% of boys experienced their first physical violence incident by a male teacher, while almost half of girls (48.7%) and 25.7% of boys experienced the first physical violence incident by a female teacher⁴⁰. The Gender and Well-being assessment findings are analogous with those of MoGLSD, where the boys were identified to be the most affected by physical violence, while teachers and peers too played a role in perpetuating such against the learners. Indeed in many learners FGDs, girls and boys testified to physical violence caused by fellow learners and teachers.

We sometimes don't feel safe at school. Boys slap us, learners fight each other, boys push girls, some

³⁹ Ministry of Gender, Labour and Social Development. Violence against Children in Uganda: Findings from a National Survey, 2015. Kampala, Uganda: UNICEF, 2015

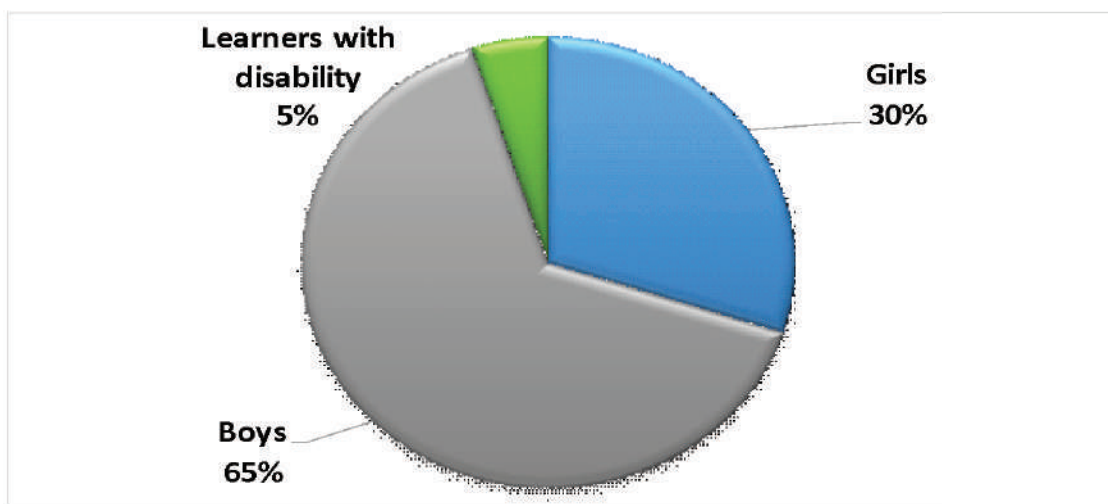
⁴⁰ Ibid

boys attack teachers, and they mention funny words “that girls are ugly”. “They say that girls in P.7 dress to kill but English No. There is caning by teachers due to poor academic performance and late coming. Sometimes teachers make us slash or dig when we come late to school”, girls FGD-Nyumanzi P/s-Adjumani District.

4.5.3.1: CATEGORY OF LEARNERS AND AGE GROUP MOSTLY AFFECTED BY PHYSICAL VIOLENCE

The categories of learners that mostly suffered from physical violence were the boys, mentioned by 65% of respondents, followed by girls (30%) and learners with disability (5%). The boys were most involved in physical fights with fellow learners (mostly boys), and were subjected to harder child labour and corporal punishments at school compared to the girls.

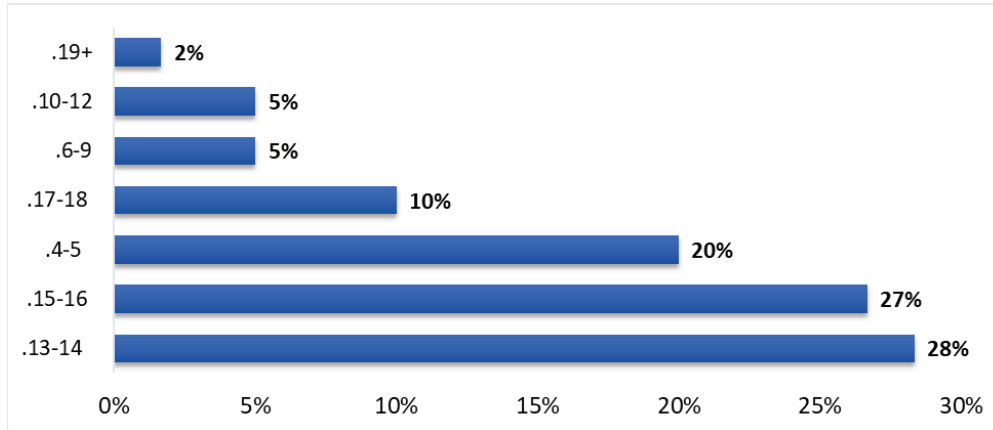
FIG 18: CATEGORY OF LEARNERS MOSTLY AFFECTED BY PHYSICAL VIOLENCE



N=60

The **age categories mostly affected** by physical violence were those aged between 13-18, but most specifically, boys and girls aged 13-14, and 15-16 reported by 28% and 27% of respondents respectively. Uniquely, 20% of respondents reported children in pre-primary schools aged 4-5 to be experiencing physical violence too. The physical violence could be partly attributed to puberty & adolescent changes where boys and girls feel mature, aggressive, defensive and stronger. Another reason could be attributed to the fact that these age categories fall in ideal age for learners in transitional classes (P6-P7, S3-S4) and from Top class to Primary one, therefore teachers tend to physically punish them for better academic outcomes. The Ministry of Education and Sports (MoES) banned corporal punishments in schools but this has persisted due to partly weak law enforcement in schools, where teachers who would have prevented such are primary perpetrators.

FIG 19: AGE CATEGORIES MOST AFFECTED BY PHYSICAL VIOLENCE



N= 60

According to the respondents, boys in the most affected age categories experienced violence due to; bad behavior/ indiscipline mentioned by 20% of respondents. According to findings from key informant interviews with teachers and learners, currently and most especially after COVID 19 outbreak, most boys re-joined school when they were older and were currently unruly at school. Both sources indicated that the boys physically attempted to fight the teachers (with the female teachers most affected); therefore forcing teachers to cane them as a deterrent measure for indiscipline.

Other reasons for the boys included; poor anger management (13%), adolescence/ puberty changes (12%), substance/ drug abuse (12%), tribalistic tendencies / aggression (10%), peer pressure (10%), poor academic performance, and economic challenges where most were stressed because they were family bread winners. This affects their emotional resilience, hence contributing to the physical violent acts. The girls too fell victims of physical violence in those age categories due to; puberty changes/ adolescence, peer group influence, self-defense from the aggressive boys, and poor academic performance, which in most cases attracted punishment from teachers.

The **services / interventions** available for preventing or supporting boys and girls that experienced physical violence included; offering psycho-socio support by teachers (73%), discouraging physical violence through awareness creation (68%), referral for medical services (43%) and encouraging teachers to adopt positive discipline mentioned by 12% of the respondents.

4.5.4: Child Neglect

Refers to any actions that deprive children of their parental care, love and provision of basic necessities as a fulfillment of their rights. From the assessment, **65%** of respondents reported having learners (boys and girls) that experienced child neglect in their respective education institutions. According to the respondents, child neglect manifested in the following ways; denial of scholastic materials mentioned by 58% of respondents, denial of clothing e.g. uniforms (55%), and denial of school fees and parental care and love respectively (49%). In the FGDs, the girls and boys shared testimonies of child neglect.

“Many times when we ask our parents for school fees, scholastic materials and other basic needs, they often cry of money. We end up doing odd jobs to make ends meet and meet some of our education requirements, otherwise, some of us would have already been out of school”, boys FGD in Ayilo SS, Adjumani.

TABLE 12: MANIFESTATIONS OF CHILD NEGLECT

S/N	Manifestations of child neglect	Percentage
1	Denial of scholastic materials (books, pens...)	58%
2	Denial of clothing (Uniform)	55%
3	Denial of school fees	49%
4	Denial of parental care & love	49%
5	Denial of food (school meals)	22%
6	Non provision of MHM materials for the adolescent girls	18%
7	Denial of medical care	5%

N=65

The **major causes** of child neglect included; poverty reported by 85% of respondents, poor parenting/ child care practices (63%), poor attitude towards childrens’ education (40%) and war trauma reported by 26% of respondents. In the focus group discussions with children and key informants, most of these factors contributing to child neglect were mentioned, and largely contributed to the high school dropout rate of children in both the refugee and host community schools.

TABLE 13: CAUSES OF CHILD NEGLECT

S/N	Causes of child neglect	Percentage
1	Poverty	86%
2	Poor parenting/ child care practices	63%
3	Negative attitude towards childrens’ education	40%
4	War trauma	26%
5	Teachers are not motivated	6%
6	Orphans without guardians	3%
7	Negative attitude towards children with disability by parents	2%

N=65

From the assessment, it was established that the **major perpetrators** of child neglect were; parents mentioned by 92% of respondents, other relatives (35%), teachers (9%), and school neighbors (3%).

4.5.4.1: Category of Learners and Age Group mostly affected by Child neglect

The category of learners mostly affected by child neglect included; girls reported by 57% of respondents, boys (35%), while 3% of respondents mentioned learners with disability. According to the findings, almost all age categories were affected by child neglect, although those aged 15-16 years were mostly affected mentioned by 25% of respondents and those aged 13-14 years reported by 20% of respondents.

FIG 20: AGE CATEGORIES MOST AFFECTED BY CHILD NEGLECT



N=65.

The **reasons** advanced for child neglect for the above age categories of children were similar for both boys and girls. These included; poverty/ financial hardships leading to non –provision of basic needs for children (31%), negative attitude towards the education of the boy and girl child (14%), while the teenage girls and boys aged 12 and above were perceived to be mature by parents/ guardians and can fend for themselves (15%). Other factors specific to girls included; negative cultural attitudes and norms that attached less value to the girl child (14%). According to the key informants, most girls fell prey to teenage pregnancy and early child marriage due to parental neglect. Specifically for learners with special needs, parents/ guardians attached less value to their well- being resulting into denial of their basic needs, parental love and care.

According to the parents engaged through the FGDs, the children have gotten into the company of bad peer groups, are unruly and they have ended up losing morale to look after their children. The parents reported poverty to be among the other factors incapacitating them to adequately provide for the childrens needs.

Although the children experienced child neglect, **some services/ interventions** were being implemented by the education institutions at the different sub sector levels. The major ones included; provision of psycho-socio support (58%), improvising and providing for some childrens’ needs (42%), linkage of the neglected children to some care givers (35%), while some teachers and school administrators engaged with the parents, guardians and care givers about child support (34%). Other services included; referral to Child Protection agencies (e.g. Police, Para social workers, and CSOs, reported by 26% of respondents.

4.5.4.2: Testimonies of Violence and Un safe Learning Environments

The testimonies were drawn from girls that participated in the different FGDs. The acts of violence inflicted onto the girls made them feel unsafe and uncomfortable at school. Learner to learner violence was commonest in schools.

Girls Testimonies

Girls of Sweswe Primary school-Kyegegwa District, disliked fighting among pupils, bullying, bad touches, stealing and bad behavior.

“The school has toilets though they are located in the bush. There is no regular water supply, hand washing facilities, and rest room or sickbay”. We have no incinerators, changing rooms, and the toilets are not lockable. We have no emergency clothing. Some girls experience bad smell, itching and wounds that result from pads burn” Bukere P/S Girls FGD Kyegegwa.

“Some of us the girls are bothered about our menstrual issues. We experience menstrual cramps that we have limited knowledge to manage. We have dirty toilets, lack MHM and even scholastic materials, yet even the food is little. These things make us unsafe at school”, girls FGD- Bujubuli SS-Kyegegwa District.

The girls of Ayilo SS in Adjumani district mentioned the lack of school fees that affected their concentration in class. They lacked bathing and changing rooms, including emergency sanitary pads and other materials like nickers.

We are abused emotionally by both teachers and the boys. Some teachers say we are useless, we cannot pass, we are big for nothing, and that we are big for food”. The boys make funny comments about girls. For instance, when you have big breasts, they call you BBC-meaning; Big Breast Company”. This stresses such girls and some have kept away from school” -girls of Nyumanzi P/S-Adjumani.

The boys too were engaged and revealed violence acts that made them feel unsafe at school. Some of these were similar to those of the girls and continue to confirm that violence is experienced by both the girls and boys almost in equal magnitudes

Boys Testimonies

“There is no food at school, and teachers arrive late. We have drunkard gate keepers that sometimes beat us. Further, as boys, we feel left out sometimes when most projects promote girl child education at the expense of boys. Even most learning materials are given to girls. They are more favored than boys”, Bukere P/S Boys FGD Kyegegwa District

“Parents never guide us and only prepare us for growth. When we grow bigger, they just make fun of us that we are old for school. During COVID 19 period, we experienced a lot of child labour, and exposure to drugs by fellow pupils. That is why some boys dropped out of school”, Bukere P/S Boys FGD Kyegegwa District

“As boys, we feel not loved. All projects tend to target girls. It is as if we are not children. There is no food at school. Even some teachers abuse us. They say, we are sons of witch doctors, and that we are hopeless”-boys FGD -Nyumanzi P/S.

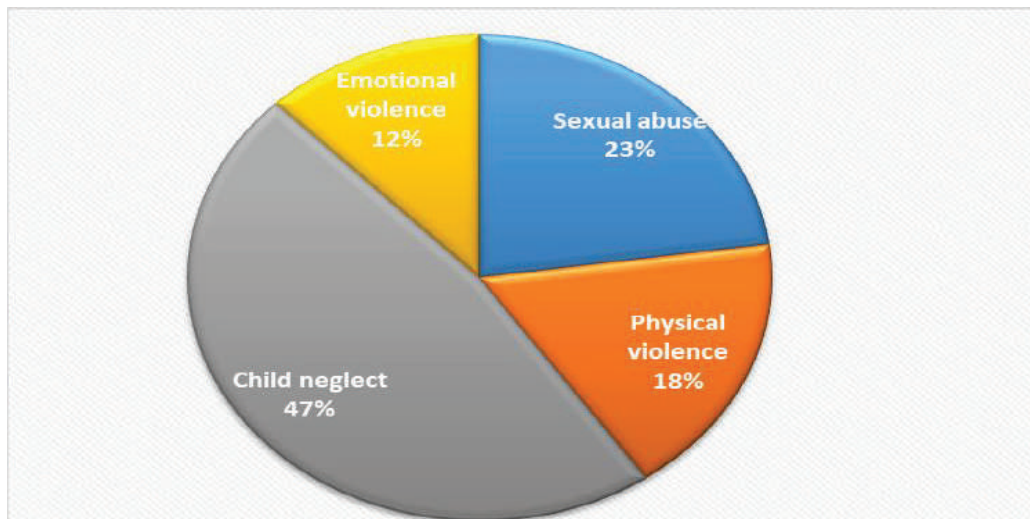
“Caning is common in this school due to poor academic performance and late coming. Fighting among learners especially boys is also common due to misunderstandings and tribal differences,” boys of Nyumanzi P/S

4.5.4.3: Reported Acts of Violence by Learners to Teachers after Schools Re-opening

The outbreak of the COVID 19 pandemic was horrific to the country and led to the closure of schools as a strategy to save childrens’ and teachers’ lives. During this 2 year closure period, children experienced different acts of violence, many of which went unreported, while some were reported to the different authorities and service providers. In this assessment, it was pertinent to establish whether children reported any acts of violence to their teachers & school administrators after schools re-opening.

Findings from the assessment indicated that **31%** of respondents received such complaints from the learners after schools re-opening. The children mostly reported experiencing child neglect (47%), sexual abuse (23%), Physical violence (18%) and emotional violence, reported by 12% of respondents. Respondents (84%) indicated that girls were the biggest reporters, 10% reported the boys, while 6% indicated the learners with disability.

FIG 21: RESPONDENTS THAT INDICATED RECEIVING REPORTS OF ACTS OF VIOLENCE FROM THE LEARNERS



N=31

According to the VENA report (2020), the most common sources of livelihood for refugees include relief aid, pension and allowance (9%), agricultural wage labour (8%), small business/self-employed (8%), salary and wages (8%), and remittances/gifts (8%)⁴¹. With the COVID 19 Lockdown, such sources of income were disrupted, partly contributing to child neglect for children.

The learners that reported the different acts of violence they experienced were assisted in the following ways according to the respondents; counseling the child reported by 61% of respondents, some teachers (52%) followed up the violence cases, while (48%) of the respondents referred the violence issues to other relevant authorities. Another 45% of respondents reported the cases to the senior men and senior women teachers, 10% reported to Police, while 6% chose to engage the parents of the affected children. These interventions indicate the willingness of the school administrators to curb acts of violence against children if supported in different ways.

4.5.4.4: Effects of Violence to the learners

Just as it was indicated in the MoGLSD VAC Survey report (2015), learners experienced several negative effects attributed to the violence they experienced in schools and other environments. Profoundly according to the respondents, most learners were observed to have lost concentration in class mentioned by 59% of respondents, loss of self-esteem (49%), and while some have dropped out of school (49%). Other effects included; limited socialization with others (35%), negative attitude towards education (35%), mental ill health (6%), decline in academic performance (5%) and physical injuries (4%).

⁴¹UNHCR, WFP, REACH: Vulnerability and Needs Assessment Report (VENA report) 2020

It should be noted that the respondents to this assessment were school teachers and administrators that spent most of the time with the learners, and therefore the effects shared could be those evidently observed among the learners. Further, the effects mentioned are detrimental to the well-being of the boys and girls and have reaching consequences for their individual survivability and lifelong outcomes. Efforts to address violence against children should be uppermost for their well-being.

4.5.4.5: Anticipated Risks for the Girls and Boys Learners Associated with COVID 19 Outbreak

The closure of schools for 2 years created uncertainties among learners, and exposed them to various challenges. While some challenges are individual based, others are associated with the community environments in which the boys and girls thrived. Interaction with the Senior Men and Senior Women teachers, refugee and host community leaders, and district level key informants from the Education and Community Based Services Departments, anticipated the following risks for the school going girls and boys as a result of COVID 19 outbreak

- Increase in school drop outs due to several factors like lack of school fees, over age, negative peer group influence, indulgence in drug and alcohol abuse and early engagement in economic activities for income gains.
- The girls were more likely to experience an increase in sexual abuse in form of defilement and rape leading to teenage pregnancies. This is due to engagement in early sex debut by the learners themselves but also from older people.
- Many boys and girls were likely to engage in early child marriage due to redundancy and influence from their peers, including harmful cultural practices that forced them into marriages.
- The boys and fewer of the girls were more likely to engage in alcohol and drug abuse due to idleness, peer pressure and affordability of such substances.
- There was a possibility of increase in child neglect due to the household poverty among parents that would cripple their provision of basic needs for the children.
- Some of the young girls and boys were likely to acquire Sexually Transmitted infections such as HIV & AIDS.

According to the respondents, the contributing exposure factors to these risks include; the limited parental influence and control over their children, existence of disco places that expose the girls and boys to immoral interactions, poverty and negative peer influence.

4.6: Other Well-Being Issues

As indicated earlier, well-being is broad and encompasses the psychological, personal, social, cognitive and physical well-being of learners, their teachers and the learning environment. In the assessment, it was important to explore more of the well-being issues relating to the friendliness of the learning environment, students care and support for each other, emotional support to the learners, parents and community support to the learners/ schools and school policy environment, among others. Overall, 15 parameters were assessed as indicated in the table 14 below.

TABLE 14: OTHER WELL-BEING ISSUES

S/N	Wellbeing practice/perception (N=100)	Not at all	A little	Quite a lot	Very much	Not Sure
1	The school is seen as an appealing place to work by those who work there.	0%	20%	42%	32%	6%
2	Staff encourage the students to care for each other	0%	8%	40%	46%	6%
3	Teachers support students who are in distress.	2%	18%	43%	28%	9%
4	There is a trusted person who the students know they can approach if they have a problem or need confidential advice.	2%	17%	42%	33%	6%
5	The school community is confident that they will receive help and support from other staff when they need it.	0%	19%	54%	22%	5%
6	The school community have a strong sense of belonging to the school.	3%	20%	36%	37%	4%
7	Parents are interested in and supportive of the school and its governance	1%	33%	41%	20%	5%
8	Teachers organize students for group activities so that they can work together.	0%	11%	45%	38%	6%
9	Teachers are seen to be co-operating with each other	0%	6%	49%	40%	5%
10	The school has written or documented policies and procedures (code of conduct) to help decision-makers to deal fairly and consistently with aggression and violence (including sexual) that occurs against students & teachers.	7%	14%	33%	41%	5%
11	The school community members feel safe in their school.	2%	17%	44%	31%	6%
12	The school recognizes good behavior practiced by students.	2%	19%	38%	35%	6%
13	Female students and teachers are not subjected to sexual harassment at school.	10%	14%	28.5%	41%	6%
14	There are regular times available for recreation and play through the school day.	2%	21%	36%	34%	7%
15	The play and recreation periods are supervised by adequate number of responsible adults.	4%	30%	30%	30%	5%
	Average (%)	2%	20%	40%	33%	5%

In the table above, the well-being aspects are summarily hinged on a safe, protective and supportive learning and teaching environment. Findings indicated that averagely, the schools tried as much as possible to provide for such a safe and supportive learning environment to the learners and teachers; perceptionally expressed under the rankings of “*quite a lot (40%) and very much (33%)*” as indicated in the table above. Although the findings indicated so, a lot still needs to be done to ensure safe learning and teaching environments in the schools as perceptionally expressed under the “*A little ranking-20%, and Not at all-2%*”

4.6.1: School Feeding initiatives

Nutrition for learners is essential for it not only contributes to the mental well-being of a child, but likewise to positive learning outcomes. In Uganda, most schools (especially day schools) do not provide feeding for learners due to limited resources by Government. Parents too have not fulfilled their responsibility of providing meals as provided for in the Education Act (2008). In the Assessment, it was explored whether schools provided feeding for all learners and supplementary feeding for child mothers and pregnant teenagers.

Findings indicated that only **2%** of respondents (schools) provided supplementary feeding, **7%** did it occasionally, while **91%** of respondents did not provide at all. Meanwhile, only **32%** provided meals for all other learners, **9%** provided occasionally, while **59%** did not provide at all. A few parents occasionally contributed to school feeding, but more emphasis is put on learners in candidate classes; e.g. P.7 to facilitate their better performance. In some schools like Kashojwa Primary school, teachers through their FGD indicated having a nutritional program for the child/ teenage mothers supported by some of the partners. These findings indicate a dire need to support school feeding programmes for learners as part of the strategies for promoting their well-being.

4.6.2: Life Skills and Child Participation

The existence and functionality of school clubs is critical for learners’ socialization and cognitive development. It is one of the avenues where learners develop their reasoning capacity and gain confidence, self-expression and self-esteem, including other life skills. The failure to have such Clubs in place cripples the social and cognitive gains for the learners which in turn affects their performance. Clubs facilitate peer to peer learning, experience sharing and problem solving.

The assessment explored whether the education insitutions visited had active School Clubs. The findings indicated that while **72%** of respondents indicated having such Clubs, **28%** did not. For those that mentioned not having school clubs shared the following reasons; not a priority (43%), children still young (32%), not trained on how to form school Clubs (11%) and no funds to run Clubs.

4.6.2.1: Most active school clubs

According to the respondents, the most active and functional Clubs included; Debating Clubs (35%), Child rights clubs (19%), Music, Dance and Drama Clubs (17%) and Peace Clubs (17%). Other Clubs included; Patriotism Club/scout Club (4%), Eco Club (4%), Scripture Union (4%), Games and sports (4%), Safe Club (4%), Sexual gender based violence Club (3%), SexualReproductive Health Club (3%),Human rights Club (3%), Farmers Club (3%), Chast Club (3%), Volunteers Club (1%), Writers Club (1%), GEC Club (1%), Science Club (1%) and PIASCY (1%).

TABLE 15: MAJOR CATEGORIES OF FUNCTIONAL CLUBS

S/N	Reason	Percentage
1	Debating	35%
2	Child Rights	19%
3	Music Dance Drama	17%
4	Peace Club/Guidance	17%
5	Health club	15%
6	Environment /Green	11%
7	Patriotism	8%
8	Girls and boys brigade/Peer educators	7%
9	Teenage club	7%
10	Sanitation	7%

N= 72

The major activities performed by the Clubs included; sensitization about life skills and childrens' rights (19%), general cleaning in schools (Sanitation)/community) 17%, planting trees and maintenance (15%), debating (13%), educating learners to love their country (11%), and promoting sports and games/health parade (10%). Other activities included; educating learners on health related information (8%), dancing (4%), singing (3%), farming, praying, and making pads and co-curricular activities. **The major challenges faced by the Clubs included;** lack of adequate funds/financial constraints (67%), limited time (18%), lack of materials to use (18%), and lack of trained technical personnel, among others.

TABLE 16: CHALLENGES FACED BY THE CLUBS

S/N	Challenges	Percentage
1	Lack of adequate funds/financial constraints	67%
2	Limited time	18%
3	Lack of materials to use	18%
4	Lack of technical trained personnel	17%
5	Negative attitude from some learners and teachers	13%
6	Partner led clubs	6%
7	Poor facilitation	4%
8	Miss-understandings	4%
9	Tight school programme	3%
10	Not aware on how to manage them	3%
11	Irregular attendance of learners	3%

12	Limited facilities for MDD	1%
13	Low enrollment	1%

N= 72

Failure to support schools address the challenges faced in the management and sustainability of School Clubs is equally precarious to the well-being of learners. Mechanisms should thus be devised to ensure existence and effective functionality of the Clubs to enhance the learners' life skills and participation in different aspects of the school society.

4.6.3: Access to Facilities

Availability, accessibility to and the safety of school facilities contributes to a safe learning environment for the learners. Although this is a prerequisite for all schools in Uganda to have essential learning infrastructure and hygiene facilities, not all schools have complied to this requirement due to several reasons.

According to the Inter-Agency Network for Education in Emergencies (INEE), **Sanitation facilities in an Emergency school context must be** available within or close to the learning environment. Such include; solid waste disposal facilities, e.g.; waste pits, drainage channels, soak pits, menstrual hygiene facilities, and adequate water for personal hygiene and cleaning toilets. Sanitation facilities should be accessible for persons with disabilities and should maintain privacy, dignity and safety. Toilet doors should lock from the inside. To prevent sexual harassment and abuse, separate toilets for boys/men and girls/women should be located in safe, convenient and easily accessible places⁴².

4.6.3.1: Existence of Latrine/ Toilet Facilities

In this assessment, it was important to establish if the sampled education institutions had latrine/ toilet facilities for the learners and teachers. Findings indicated that all the 100 institutions had such facilities. Majority of respondents (**91%**) indicated having separate latrine stances for boys and girls; (overall total of 781 stances for girls and 784 for boys)-implying almost an equal number for the two categories of learners. There have been ongoing advocacy efforts for girls to have more stances than boys due to their biological nature that requires them to spend a little more time in utilization of such facilities compared to boys, however, these findings indicate that such efforts have so far not yielded much change.

4.6.3.2: Disability Friendly Latrine/ Toilet Infrastructure

Relatedly, **62%** of respondents indicated having latrine/ toilet facilities for learners with disability, while **32%** indicated not. Currently, the MoES has included a provision for learners with disability in their construction designs for classrooms and sanitation and hygiene facilities, and this could partly explain the existence of such facilities in the refugee and host communities.

Similarly, the CSOs have promoted the notion of inclusiveness and have supported education institutions in the construction of disability user friendly facilities for the learners-more so in the refugee

⁴²The Inter-Agency Network for Education in Emergencies (INEE); Minimum Standards for Education; Preparedness, Response and Recovery (2020)

communities. This in essence contributes to the well-being and a conducive learning environment for that special category of learners. For respondents that indicated having no such facilities in place, shared the following reasons; such schools had no learners with disability, no considerations in the building designs by school administrators and lack of funds.

4.6.3.3: Location and Safety of the Latrine/ toilet facilities

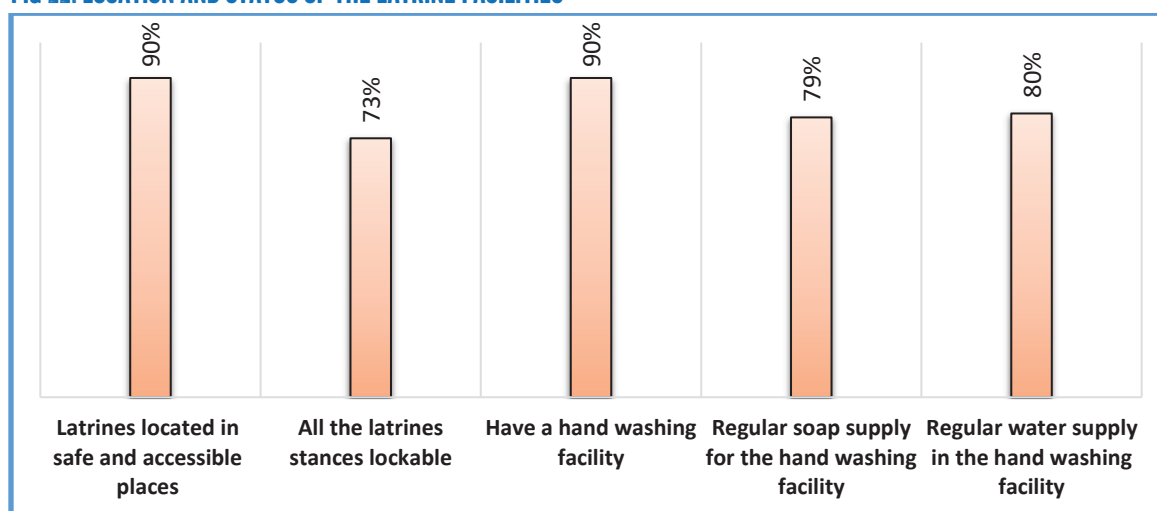
The location of latrine/ toilet facilities is essential for maintaining the privacy and accessibility of the users. Latrines in open and unsafe locations may discourage users, while those in more accessible and safer locations influence usage. Owing to these dynamics, it was explored through the assessment whether the latrine/ toilet facilities were in safer and accessible locations. Majority of respondents (90%) indicated their latrine/ toilet facilities being in safe and accessible locations.

For purposes of this assessment, “*accessibility*” implied the facilities being located within the school premises, while “*safety*” meant such facilities being located in places where no harm is inflicted onto the users and includes the condition of the toilet facilities as well; (i.e.; teachers, learners & non-teaching staff).

According to the Assessment findings, only 73% of respondents indicated that their stances were lockable, while 27% had such facilities without locks. This implies that such facilities were quite unsafe for the users, since their privacy was compromised and exposed the users to sanitation and hygiene risks; in one way or another.

While (90%) of respondents indicated having a hand washing facility at the school premises, only 79% had regular soap available, and 80% had water regularly available in the hand washing facilities. By far, the findings indicate that some of the basic hygiene and sanitation facilities were available although lacked in adequacy in terms of facilitating quality hygiene for the users.

FIG 22: LOCATION AND STATUS OF THE LATRINE FACILITIES



N=100

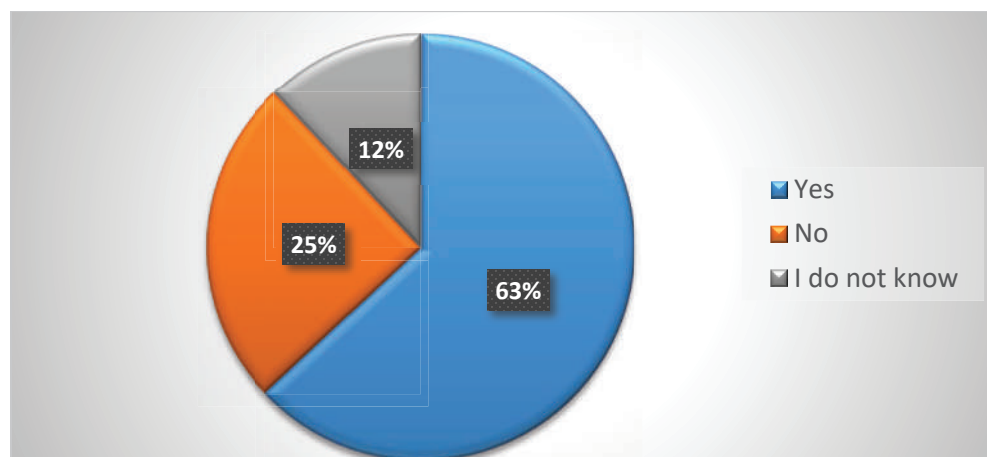
4.6.3.4: Menstrual Hygiene Management (MHM)

Menstrual Hygiene Management (MHM) is a core component in ensuring human rights and dignity. The Constitution of the Republic of Uganda 1995 provides that “Women shall be accorded full and equal dignity of the person with men” (Art. 33[1]). Menstruation should never be a barrier for a girl or woman to attaining her full potential in all the aspects of life. The United Nations Educational, Scientific and Cultural Organization report (UNESCO, 2014), estimates that one in ten girls in Sub-Saharan Africa lose about 4 to 5 days of school per month, and about 10- 20% of their school calendar time due to menstruation.⁴³

At individual level, inadequate menstrual hygiene management predisposes adolescent girls and women to urogenital infections⁴⁴, psychosocial stress and reduces opportunities for accessing school and work.⁴⁵In a study conducted by SNV in 140 schools located in seven districts of Uganda; namely; Arua, Adjumani, Bundibugyo, Kasese, Kyenjojo, Lira, and Soroti, 70% of the adolescent girls acknowledged that menstruation affected their optimal education performance, while 77% of girls indicated missing averagely 2-3 school days per month. In a study by Performance, Monitoring and Accountability Group (PMA 2017), only 35% of women in Uganda reported having everything they needed to manage their menstruation. By implication, majority of women; (65%) are unable to adequately meet their MHM needs⁴⁶.

Given the importance of MHM and its impact on girls’ education, it was explored through the assessment whether some education institutions supported the MHM needs of the girls in any way. Findings indicated that **63%** had emergency menstrual hygiene materials for the girls that experienced their menstruation at school.

FIG 23: WHETHER RESPONDENTS HAD EMERGENCY MHM MATERIALS FOR THE GIRLS



N=100

⁴³ Ibid United Nations Educational, Scientific and Cultural Organization (UNESCO (2014); *Puberty, Education and Menstrual Hygiene Management*; <https://unesdoc.unesco.org/ark>

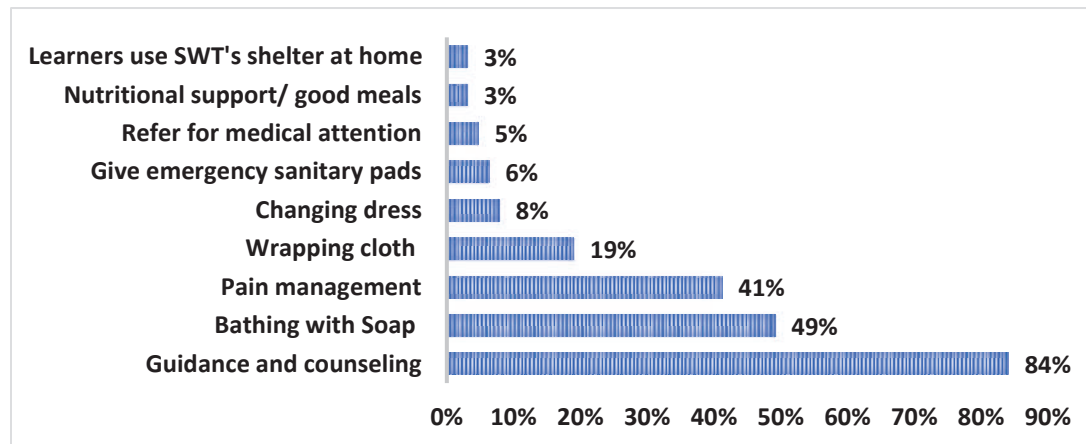
⁴⁴ Winkler IT, Roof V. *Taking the Bloody Linen out of the Closet – Menstrual Hygiene as a Priority for Achieving Gender Equality*. *Cardozo JL & Gender*. 2014:1–54.

⁴⁵ Phillips-Howard PA, Caruso B, Torondel B, Sahin M, Sommer M, Caruso B, et al. *Menstrual hygiene management among adolescent schoolgirls in low- and middle-income countries: research priorities schoolgirls in low- and middle-income countries*. *Glob Health Action*. 2016;9:1–7.

⁴⁶ Performance Monitoring and Accountability (PMA 2020) 2017 ; *Menstrual Hygiene Management, Uganda*

Majority of respondents (84%) provided sanitary pads, knickers were provided by 43% of the respondents, while 29% provided emergency wrapping clothing for the girls. Other emergency provisions included; bags for carrying used pads (2%), and emergency uniforms (5%). Other than these MHM basics, other kinds of support given to the girls included; guidance and counselling (84%), bathing soap (49%) and pain management (41%). These findings indicate tremendous efforts made by the Gender Unit of the MoES and other partners to promote the dignity of the girls by addressing one of the most critical puberty challenges experienced by the girls.

FIG 24: OTHER MHM SUPPORT GIVEN TO THE GIRLS



N=63

4.6.3.5: MHM Materials Waste Disposal Facilities

This is one of the major gaps in Menstrual Hygiene Management, and is one of the biggest challenges in school communities. Through this assessment, it was established that only **36%** of respondents had incinerators in their education institutions for disposing off MHM used materials. The 64% of respondents that did not have these facilities shared the following reasons; lack of enough funds at school level to construct incinerators (38%), lack of support from NGOs (2%), use of other alternatives (3%) and limited prioritization for integration of incinerators into the construction designs and components (3%).

For education institutions that lacked incinerators, their girls disposed their used materials using other means. These included; toilets/ latrines (50%), carrying in their bags (9%), bush (8%), dust bins (8%), a temporary pit for burning used materials (3%), bathrooms (2%) and encouraging the girls to use re-usable washable pads (2%). Other than the use of incinerators, and using re-usable pads, the rest of the disposable mechanisms are unhealthy to both human life and the natural resources environment. As such, efforts should be geared towards advocating for and providing MHM incinerators in schools.

4.6.3.6: Major Menstrual Hygiene Challenges and Needs for the Girls

Other than the provision of basic MHM facilities, materials and other kinds of support, the girls had other major challenges that included; lack of sanitary pads and knickers, inadequate WASH facilities, poor waste disposal mechanisms, lack of emergency clothing, pain killers, irregular water supply, limited access to soap and MHM counselling and guidance. These challenges as expressed through the girls and female teachers FGDs, informed the girls priority needs indicated in Table 18 below.

TABLE 17: MAJOR MHM NEEDS FOR GIRLS

S/N	Menstrual Needs	Percentage
1	Provision of pads and knickers	71%
2	Construction of WASH facilities- incinerators	39%
3	Enough water and soap	10%
4	Provision of changing clothes	6%
5	Changing rooms	4%
6	Guidance and counseling	3%
7	Provision of pain management strategies	2%
8	Training girls and boys on making reusable pads	2%
9	Provide meals for learners	1%
10	Material and Financial Support to Senior man and senior woman teacher	1%

N=63

4.6.3.7: Girls Perspective of their MHM Challenges (FGDs)

Interaction with the girls through various FGDs indicated that they were aware about puberty changes including Menstruation. They mentioned changes the girls experienced and these included; breast enlargement, menstruation, enlargement of hips, and growth of pubic hair, among others. The girls managed their menstruation in different ways; through wearing pads, bathing 2-3 times a day, changing pads at least twice a day, taking pain killers, taking warm water, doing physical exercise and staying away from boys.

In terms of MHM support, this varied from one school to another. While most schools provided emergency pads to the girls, a few did not, and that the Senior Women Teachers (SWTs) guided and counselled some of them during their menstrual periods. A few of the girls indicated the SWTs being rude and unapproachable.

The major MHM Challenges majority of the girls shared included; lack of incinerators, changing rooms and adequate bath shelters. Some mentioned lack of emergency pads, knickers and emergency wrapping cloths, while majority lacked pain killers at school. The day scholars decried of limited access to regular water supply to keep themselves clean while at school. Other health challenges that featured prominently included; heavy blood flow to the extent that some girls collapsed during such periods, stomach pain (dysmenorrhea), head ache and back ache. Nutritional challenges were too mentioned by the girls.

“We sometimes carry our used pads in our bags due to lack of disposal facilities and this makes us very uncomfortable. Many times we even lack water to keep ourselves clean”, one of the girls FGD in Isingiro District.

The girls recommended more MHM education and sensitization to help reduce menstrual stigmatization, provision of incinerators to make waste disposal easier, and provision of emergency pads, knickers, wrapping cloth and pain killers. Most girls were anxious to know how to manage stomach pain (dysmenorrhea) that has kept most of them away from school until they completed their periods. They feared to be noticed by boys.

4.7: Teacher Availability and Quality in Refugee and Host Community Schools

The availability and well-being of teachers in schools has a bearing on the quality of education and well-being of learners. Uganda’s refugee hosting districts are remotely located and therefore difficult to attract teachers in such areas. Even locally available and qualified teachers within the districts are inadequate hence partly constraining the offering of education services in such a vulnerable context. For gender issues to be partly addressed, the availability of both male and female teachers is critical in schools as it facilitates advocacy for gendered services in education institutions. The assessment explored the availability and quality of teachers in the RHDs.

It was established that of the 100 education institutions reached for the assessment, there were at least male and female teachers available, however, these varied in number, by gender and by location. Of the 1,914 teachers that were in such schools, 1,137(59%) were male, while 777 (41%) were female. The refugee based education institutions had more male and female teachers (643, & 501) respectively, compared to the host community schools (494, 276) respectively for male and female teachers.

TABLE 10: TEACHERS IN THE REFUGEE AND HOST COMMUNITIES

Category	Sex	Frequency	Percentage
REFUGEE	Male	643	56%
	Female	501	44%
	Total	1,144	100%
HOST	Male	494	64%
	Female	276	24%
	Total	770	100%
Overall	Male	1,137	59%
	Female	777	41%
	Total	1,914	100%

N=100

The refugee schools were served with a higher number of teachers partly due to the high partner presence (CSOs, Development Partners, etc) that have partly facilitated some teachers, compared to those in host communities, whose facilitation largely comes from Government. The limited number of female teachers in schools has an implication on addressing the needs of the girl child in a school environment, since some issues affecting them require the intervention of a female teacher; e.g.; MHM issues and other puberty challenges.

As such, efforts from both Government and non-Government partners should aim at recruiting more female teachers in education institutions to facilitate balanced attendance to and advocacy for the girl and boy child needs and challenges.

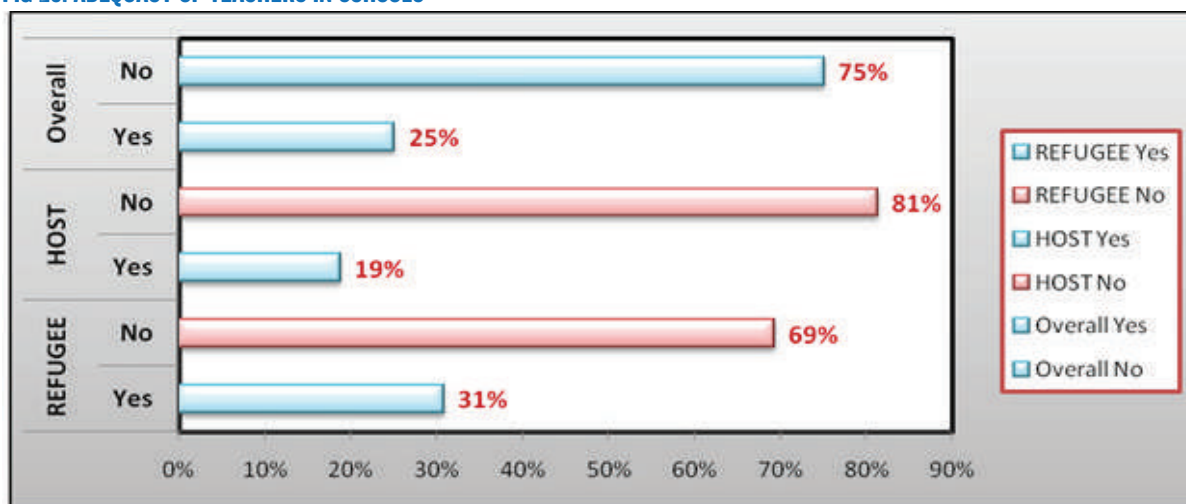
4.7.1: Adequacy of teachers

Although the number of teachers presented above seems bigger, to the heads of institutions and other administrators that were interviewed, the teachers available in their schools were inadequate. An investigation into this issue revealed that only **25% of respondents** indicated having adequate teachers, while the majority (**75%**) indicated not. Forty four percent (**44%**) of the respondents indicated lacking more of the female teachers, while 40% indicated lacking more of the male teachers in their schools. The Heads of education insitutions interviewed indicated that they would require an additional total number of **1,255** teachers in the refugee settlements and **793** teachers for the host communities. The lack of adequate teachers was acknowledged by some of the key informants especially the district officials from the respective Education Departments.

“In the settlements, there is a high Pupil classroom ratio. Only about 70% of theschools have an acceptable ratio of 50:1. In Ayilo 1A Primary School for instance, P.1 has 400 learners, implying a PCR of 400:1. The same applies to Ayilo 1B. Inspite of this high enrolment, we have a challenge of inadequate teachers. We have a staff ceiling of 801 and only 758 are on pay roll. This has quite affected the quality of learning in the district. These few teachers cannot handle the needs of girls and boys”, one of the District officials from the Education Department in Adjumani District.

The inadequacy of teachers has a bearing on the quality of education offered to the learners, which directly impacts on their enrolment, retention and completion of school. In Bukere Primary school FGD in Kyegegwa district, and other FGDs in the different districts, the learners decried of the inadequate number of teachers in their school, which was partly affecting their motivation and attendance of school.

FIG 25: ADEQUACY OF TEACHERS IN SCHOOLS



N= overall =100 R= 52 H= 48

4.7.2: Availability of the Senior Men (SM) and Senior Women Teachers (SWTs)

The availability and active functionality of the SM & SWTs is very important as these are tasked with the responsibility of addressing most of the socio-emotional, social needs of the learners as per the mandate bestowed upon them by the Ministry of Education and Sports. The assessment explored whether the education institutions visited had SMT and SWTs. Findings indicated that **82%** of the institutions had SWTs, while **81%** had SMTs.

Of these, **75% (61)** had been trained in their roles and responsibilities, while **25% (20)** had not. For those that were trained, 70% of respondents indicated receiving such trainings from CSOs/ NGOs, 15% from the Gender Unit of the MoES, 11% from the Centre Coordinating Tutors (CCTs), while 4% indicated having received the trainings from the district officials. The Development Partners, CSOs/NGOs that mainly offered the trainings included; UNICEF, Save the Children in Uganda (SCiUG), World Vision, Windle International, Right to Play, JRS, VSO, International Refugee Council (IRC), FinnChurch Aid (FCA) and FAWE, among others.

Evidently, in Kashojwa, Rutsya and Kabahinda Primary Schools in Isingiro district, the SM and SWTs reported receiving some trainings from Humanity and Inclusion (CSO), ALIGHT, Right to Play and Windle International about their roles and responsibilities, Violence Against Children in Schools (VACiS), Special Needs Education, and managing Menstrual Hygiene. They indicated that these training have enabled them to perform their roles effectively.

4.7.3: Roles effectively performed by the SM & SWTs.

The MoES issued guidelines about the roles and responsibilities mandated to be performed by the SM & SWTs. The assessment team explored whether these were performing their roles as mandated. Findings revealed that the SM & SWTs mainly offered guidance and counselling to the learners (98%), conducted regular meetings with learners (58%), supported adolescent girls with MHM needs (43%), created awareness and offered life skills to the learners (40%).

In Bukere and Sweswe Primary Schools in Kyegegwa District, both boys and girls reported that the SW and SMTs were friendly and easy to approach. The girls indicated that the senior woman teacher often provided emergency pads and guidance and counselled the girls during their menstruation.

TABLE 19: ROLES ACTIVELY PERFORMED BY THE SM & SWTS

S/N	Roles	Percentage
1	Offer Guidance and Counselling to the learners	98%
2	Conduct regular meetings with learners	58%
3	Support adolescent girls with MHM and other puberty needs	43%
4	Create awareness and offer life skills to the learners	40%
5	Protect learners from different forms of violence	21%
6	Identify, report and follow up cases of violence against learners	16%
7	Offer adolescent health and HIV Education to learners	11%
8	Encourage participation of learners in school activities	2%
9	Discipline learners	2%

10	Advocate for the rights of learners	1%
11	In charge when HT and Deputy not at school	1%
12	Tracking learner's attendance	1%

N= overall =81 R= 40 H= 41

4.7.4: Challenges experienced by the SM & SWTs

The education institutions that had SM/SWTs highlighted challenges of; lack of facilitation for the office of the SM/SWTs, lack of office space, lack the Guidelines for the SM/SWTs and lack of training for the SM/SWTs. These challenges negatively impacted on the effective performance of the SM & SWTs. For instance, the lack of office space implies that the learners would not be able to seek the teachers services as their privacy would be compromised, while the lack of access to the Guidelines for the SM & SWTs issued by the MoES implies the teachers performing their roles haphazardly hence affecting the quality of their services.

TABLE 20: CHALLENGES OF THE SW/SMTS

S/N	Challenges experienced by SW/SMTs	%age SWT	%age SMT
1	Office of the SM/SWT not facilitated	71%	46%
2	Lack of office space for the SM/SWT	70%	62%
3	Lack of access to the Guidelines for the SM/SWTs	44%	41%
4	The SWT is not trained in their roles	30%	30%
5	Negative attitude of SM/SWT towards learners	18%	10%
6	Large enrollments	8%	7%
7	lack of support from other teachers	6%	4%
8	Tight school program	3%	1%
9	Lack of parental support	1%	2%

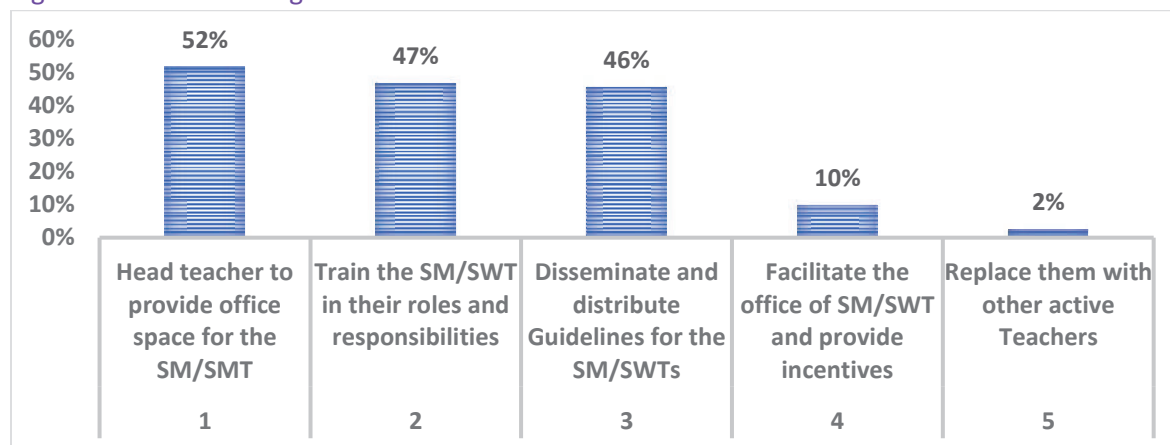
N=81

“We cannot effectively perform our roles due to lack of office space as one of the reasons. Some issues need to be discussed privately, especially those affecting girls. Critically, the office of the SM & SWT is not facilitated. We lack basic MHM facilities like the incinerators, bathrooms and changing rooms, including regular water supply”. Some of the SM & SWTs have not been trained in their roles and responsibilities, and yet some have not received the Guidelines to facilitate performance of their roles. Sometimes it is difficult to divide our time between teaching, the learners that need our attention, and our family responsibilities, but we are trying our best to perform within our means”.

Combined voices of Senior Women and Senior Men Teachers of Nyumanzi P/S in Adjumani

For the above challenges to be addressed, the respondents suggested the following options. The most outstanding priority was to have the Head teachers of education institutions allocate office space for the SM & SWTs (52%), train them in their roles and responsibilities (47%) and distribute the Guidelines for the SM & SWTs issued by the MoES.

Fig 26: How the challenges of the SM & SWTs should be addressed



N=81

Other than the teachers that had been trained and were performing their roles, there were education institution officials that indicated having SM & SWTs but had not been trained. The reasons included; no trainer (50%), lacked funds for the training (45%), while 30% indicated that they were not aware that their teachers were to be trained. Meanwhile, it was established that majority of the institutions (59%), confirmed not having the Guidelines for the Senior Men and Senior Women Teachers, 6% were not aware of such Guidelines, while only 35% indicated having such Guidelines in their institutions.

Other than this gap, there were insitutions like the ECD and Non-Formal Education Centres that indicated not having SM & SWTs at all. The reasons they advanced included; the learners in the ECD Centres were too young to have SM/SWTs, while for the non-formal learners, these only stayed for a short time in schools, so did not require a designated SM/SWTs. This in essence implies re-enforcement of the MoES guidelines for purposes of ensuring availability and functionality of the SM & SWTs in such institutions.

4.7.5: Training Opportunities For Teachers

Continuous Professional Development (CPD) is among the key requirements for enhancing the quality and skills of teachers in education institutions. As such, it was important to establish whether the teachers in the refugee settlements and host communities received any trainings from Government or any other institutions. Findings indicated that some education institutions did receive some trainings; more so in child protection, (78%), Gender mainstreaming (63%) and Gender responsive pedagogy (59%).

TABLE 21: TRAININGS OFFERED TO TEACHERS (EDUCATION INSTITUTIONS)

S/N	Trainings for teaches	Refugee Settlements (N=52)	Host Community (N=48)	Overall %
Frequency				
1	Gender Mainstreaming	29	34	63
2	Gender Responsive Pedagogy	28	31	59
3	Life Skills	34	23	57
4	Child Protection/VACiS/GBV/SEA	43	35	78
5	Special Needs Education	14	11	25
Percentage				
1	Gender Mainstreaming	56%	71%	63%
2	Gender Responsive Pedagogy	54%	65%	59%
3	Life Skills	65%	48%	57%
4	Child Protection/VACiS/GBV/SEA	83%	73%	78%
5	Special Needs	27%	23%	25%

N=100R=52 H=48

The trainings were offered by different insitutions mostly development partners, and NGOs/ CSOs. For **Gender mainstreaming** for instance, the partners that trained the education institutions included; UNHCR, UNICEF, USAID, Right to play, Plan International, Windle International, NRC, LWF, IRC, Play Matters, FCA, World Vision, War Child Canada, Save the Children in Uganda and AWAYD. In Nakivale Vocational Training Insitute in Isingiro district for instance, the teachers in their FGD reported being trained in Gender Mainstreaming and Child Protection. Some of the topics covered included; Gender Equality, Inclusive Education, Gender and Sexual Harassment at the Workplace, and Childrens rights. The training was conducted in the first term of 2022 by Windle International.

Similarly, for the **Gender Responsive Pedagogy**, the partners included; UNICEF, USAID, Windle International, War Child Canada, NRC, IRC, Play Matters and AVSI and MoES-Gender Unit. Findings imply that the partners that offered such a training were fewer, and yet this is one of the key foundational capacities for ensuring gender responsiveness in schools.

Life Skills education was provided by UNICEF, IGAD, Plan International, NRC, Windle International, World Vision Care International, IRC, FCA, AWAYD, ECW & UNATU, AVSI, Save the Children in Uganda, and War Child Holland.

The trainings on **child protection**, prevention of violence against children in schools (VACiS), Gender Based Violence (GBV) were provided by; UNICEF, USAID, Plan International, NRC, Windle International, World Vision, LWF, War Child Holland, Dr. dip, Care Caritas, Play Matters, FCA, AVSI, AWAYD, FAWE and Save the Children in Uganda.

Special Needs Education: these trainings were provided by Windle International, NRC, and Humanity Inclusion. Some of the beneficiaries of these trainings included; teachers of Kashojwa and Rubondo

Primary Schools in Isingiro district. The training content included; non-discrimination of learners with Special Needs, positive discipline, Sign Language, Inclusive Education, and types of impairments, among others.

TABLE 22: SUMMARY OF TOTAL NUMBER OF TEACHERS TRAINED IN THE EDUCATION INSITUATIONS

Thematic areas	Refugee		Host		Overall Total
	Male	Female	Male	Female	
Gender Mainstreaming	287	216	113	101	717
Gender Responsive Pedagogy	259	209	135	91	694
Life Skills	244	174	108	77	603
Child Protection/VACiS/GBV/SEA	364	292	122	109	887
Special Needs / disability	60	36	19	22	137

Findings indicated that only 10% of the education insitutions interviewed had learning materials for learners with Special Needs in refugee settlements, while only 15% had such in host communities. The reasons for not having learning materials for learners with special needs included; inadequate funds and resources mentioned by 22 institution officials, majority of schools have few learners with Special Needs (5), some teachers were not trained to handle learners with special needs so lack the capacity to use the learning materials (9), while some schools do not perceive it to be a priority (4). Among the materials available for learning included; slats, brails, SNE friendly furniture, SNE bicycles, text books, charts, puzzles and modeling clay.

Overall, findings indicate that Government together with the Education Partners and CSOs have invested in training of teachers for better service delivery, however, evidence is also rife that some teachers still lacked understanding of some key basics in Gender Responsive Education. This was revealed through interaction with most of the teachers through FGDs and key informant interviews.

“Add dolls to the girls because girls love them. “Babies are meant for women; these are mothers to be. Culture dictates that way.” said one of the teachers, ECD Care givers, one of the ECD centres-Adjumani District”

This is a clear testimony that there still gender stereo typing among some teachers. These gaps need to be urgently addressed to facilitate gendered programming and education service delivery in RHDs.

4.7.6: Impacts of COVID 19 on Teachers Well-Being

It was established through the assessment that both male and female teachers were impacted negatively by COVID 19 outbreak and in different ways. Among the positive impacts included; teachers adopting other income diversification strategies for survival, and learning their families better given the time they spent at home. Some indicated learning to save for future uncertainties. The negative impacts included the following;

All teachers the Assessment team interacted with indicated losing income and not completing their syllabus on time. Majority of teachers in their FGDs acknowledged an increase in childrens enrolment after COVID 19 compared to the period before its outbreak. This has created pressure on the teaching and learning facilities; hence increasing the Teacher-Pupil Ratio (TPR) and the teachers' workload. This was more applicable to Pre-Primary, Primary and Secondary Schools.

In other instances however, there was a drop in enrolment in some education institutions. In Nakivale Vocational Training Insitute for instance, enrolment after COVID 19 Lockdown was reported to be low, partly attributed to learners losing interest in schooling, peer pressure, child marriages, teenage pregnancy and income poverty among parents. Majority of teachers reported more girls dropping out of school compared to the boys.

COVID 19 created psychological torture due to loss of income and loss of relatives. As a result, many teachers acquired loans, which have defeated them to repay. The result has been contemplation of committing suicide, abandoning school, while others have become alcoholics due to failure to deal with stress.

“Most teachers are suffering from mental health and psych-social issues as one of the effects of COVID outbreak. Almost every day we receive such cases of teachers that want to commit suicide. Even today, there was a suicide case due to failure to pay a loan. Some teachers have adopted negative coping mechanisms like drug abuse and drinking, which is affecting their families and schools at large”, DEO Adjumani.

Some teachers suffered from COVID 19 contributing to their ill health and loss of life, while many faced domestic violence at home. *In Kabahinda, Gayaza, Rutsya, and Kamatarisi Primary Schools in Isingiro District, teachers reported domestic violence in their homes.* Most teachers were not used to staying home all the time with their partners/ spouses. Their full time stay at home caused quarrels, fights and misunderstandings hence leading to family instability. They said that overstaying at home was not proper at all.

Among the coping strategies, the most dominantly mentioned was engaging in other income generating activities that did not require heavy capital investments. Such small scale businesses included; boda boda riding, brick laying, making Chapatti, and selling vegetables, while a few teachers engaged in making herbal remedies. Many teachers however got more actively involved in crop farming and livestock rearing. Some teachers turned to their friends for psycho-socio support and acquisition of credit facilities.

4.7.7: Well-Being Issues Specific to Male and Female Teachers

There were a number of well-being issues that affected both the male and female teachers. Some of the teachers were associated with teachers themselves, while others were related to the learners and the external environments in which they lived. Further, while some issues were cross cutting among the male and female teachers, others were specific to the two categories of teachers (i.e.; male Vs female).

4.7.7.1: Cross cutting issues

- Low salaries paid to teachers. This has demotivated them since they are unable to meet even their basic needs as teachers.
- Lack of accommodation facilities at school premises thus making teachers walk long distances. This affects their teaching performance and concentration in class since they are often weary by the time they reach class.
- Both male and female teachers have limited access to Mental Health and Psycho-socio Support Services (MHPSS) hence affecting their mental well-being and performance at school. Most are still grappling with COVID 19 effects.
- Lack of medical insurance for teachers limiting their access to better health care services.
- There were no sustainable water supply sources in some of the schools, hence affecting the hygiene and sanitation practices of the teachers.
- Majority of teachers were not trained in Special needs education hence affecting their service delivery to learners with disability.
- Commonly mentioned among the refugee settlement schools was the long distances to schools and lack of time to exercise their leisure and social life.
- Most decried of the changed behavior of learners from better to worse, which they partly attributed to over age and the bad peer group influence during the COVID 19 Lockdown. The most mentioned behavior change was the lack of respect for teachers; especially among the boys. Some of these have reached an extent of attempting to fight their teachers. Female teachers were the most despised by the over aged male learners. Majority of teachers reported that they were not inducted on how to handle the behavioral changes of school learners after COVID 19 outbreak schools re-opening.

“The big boys in this school are badly behaved. They play music in class, and sometimes tell the teachers that this is not your time. This term, one of the boys wanted to fight a female teacher just because the science teacher used the time of the English teacher”, girls of Nyumanzi P/S Adjumani district.

“Some refugee boys have become rebellious and unmanageable in schools. Culture has a part to play. For instance, in the Dinka culture, when a boy reaches the age of 14, he qualifies to be a man, so calling him a boy while at school is an insult and they can always resent to it. Even in their homes and at school, they do not want to be sent to do work. They say work is for Girls. They cannot even sweep a compound. They even want to fight us the teachers.”-Senior Man and Senior Woman Teacher-Nyumanzi P/S.

The teachers were addressing the bad behavior of learners through counselling and guidance, rewarding well behaved learners, engaging learners in Sports and recreational activities e.g. drama, school debates. Other school administrators have re-activated school Clubs to enhance learners’ participation and teaching of life skills, while some learners are punished for their bad mannerisms, which sometimes takes the form of caning and lighter punishments (slashing, digging, fetching water, etc). Some few of the errant learners are either suspended or sometimes dismissed from school but this has been on rare occasions.

4.7.7.2: Critical Well-Being Issues for Female Teachers

- Female teachers were few in refugee and host community schools, hence overloaded with work.
- Most of the female teachers have missed out of Continuous Professional Development (CPD) opportunities due to the office and home workload. Work-Life balance is poor among female teachers. This has made them miss out on promotional opportunities in schools. As such, female teachers were said to be synonymous with late coming at school due to their nature of responsibilities.
- Short maternity leave of 2 months which often exposes their children to health risks since they have to leave their babies in the hands of caregivers that sometimes have limited experience of taking care of tender babies.
- In some schools, female teachers shared toilet facilities with male teachers; a case of Kamatarisi Primary School in Isingiro District. In Adjumani District in Ayilo SS, some female teachers shared accommodation facilities with male teachers. This has compromised their privacy.

“Female teachers share bathrooms and accommodation facilities with male teachers in this school. There is no privacy at all. Besides, we do not have enough time for our families, and this is completely affecting our social life. Sometimes we are even called back to work during holidays”, female teachers in one of the Refugee Settlement Secondary schools in Adjumani district.

4.7.7.3: Critical Well-Being Issues for Male Teachers

- Short Paternity leave that limits their physical support to the mothers and the young babies.
- Most male teachers especially those in refugee settlements work away from home and this violates their conjugal rights. The available small accommodation facilities limit accommodation with their families.
- Some male teachers in some schools shared accommodation facilities with female teachers. This can be an exposure factor to sexual violence.
- Performance of workload often left behind by female teachers due to their reproductive roles and other family responsibilities.

“When female teachers get pregnant, they over load male teachers with work. These have a double work load , both at home and at school, hence always come to school late,” Male teacher, Victory ECD Centre-Pakele Refugee Settlement.

“As male teachers, we have no accommodation facilities to enable us stay with our families. Our conjugal rights are thus violated yet we are monitored like young children in terms of our social life”- male teachers in one of the Secondary schools in Adjumani district.

4.7.7.4: Critical Well-Being Needs for Male and Female Teachers

- Provision of spacious accommodation facilities for both male and female teachers in schools where these were lacking.
- Providing Mental Health and Psycho-socio support for teachers to enable them recover from the negative impacts of COVID 19.
- Recruitment of both female and male teachers to facilitate reduction of their work overload
- Training teachers in Special Needs Education to enable them better serve learners with disability.
- Re-orientation of male and female teachers about how to deal with the Post COVID 19 behavioral changes of the learners.
- Strengthening advocacy efforts towards extending the maternity and paternity leave for teachers to at least 3-4 months. The same efforts should be directed to increasing teachers' salaries and facilitating their medical insurance needs.

Overall, it is evident that both male and female teachers had well-being issues some of which were escalated by the outbreak of the COVID 19 pandemic. As indicated, while some were gender cross cutting, others were specific to male and female teachers. Efforts should thus be made to address some of the teacher's needs as indicated above.

4.7.7.5: Teachers' Opinion about the Child / Teenage mothers.

The Government of Uganda through the Ministry of Education and Sports has provided an opportunity for child/ teenage mothers to re-enter and complete school. This has been received with mixed reactions among the different stakeholders. Among the critical ones are the teachers that spend most of their time with the learners. As such, it was important for the Assessment team to assess the perception of the teachers towards school re-entry by the child/ teenage mothers.

Positive Perceptions

- The children should not be discriminated, instead they should be counseled to complete their education
- Other teachers recommended good feeding for such learners and allocating them breast feeding rooms within the school premises
- Such children need to be supported with baby seaters.
- It's good for them to return because some of them were just sexually abused.
- Its good but some cannot manage both school and babysitting.
- Parents should be sensitized about giving the child mothers a second chance.
- It is good because we need to achieve our Education Agenda 2030 which states that, "*Education cannot wait*". Getting pregnant is normal but we need to talk to the young girls to protect themselves so as not to spoil their education career.
- They should be enrolled in vocational schools other than re-joining primary or secondary schools. They will be already over grown children.
- Those that conceived during the COVID 19 lockdown should be allowed back to school because they fell victims of circumstances, but others should not be allowed especially those that conceived after schools re-opening.

Negative Perceptions

- If the teenage mothers are allowed to come back to school, they will infect other learners with bad manners. This will motivate other learners to conceive hence increasing teenage pregnancies in schools.
- It is not good for such girls to come back to school. Those are repercussions of irresponsibility. The teenage mothers should first remain home and then be re-admitted after 3 years.
- It would not be good for such children to come back to school as this will their parents to take care of their babies. The girls should first remain home and look after their babies.

There all evidence that teachers have mixed perceptions about the child/ teenage mothers returning to school. Efforts should thus be re-directed towards re-shaping their attitudes and perceptions towards the child/ teenage mothers. This will aid in creating an enabling environment for such learners to stay and complete school.

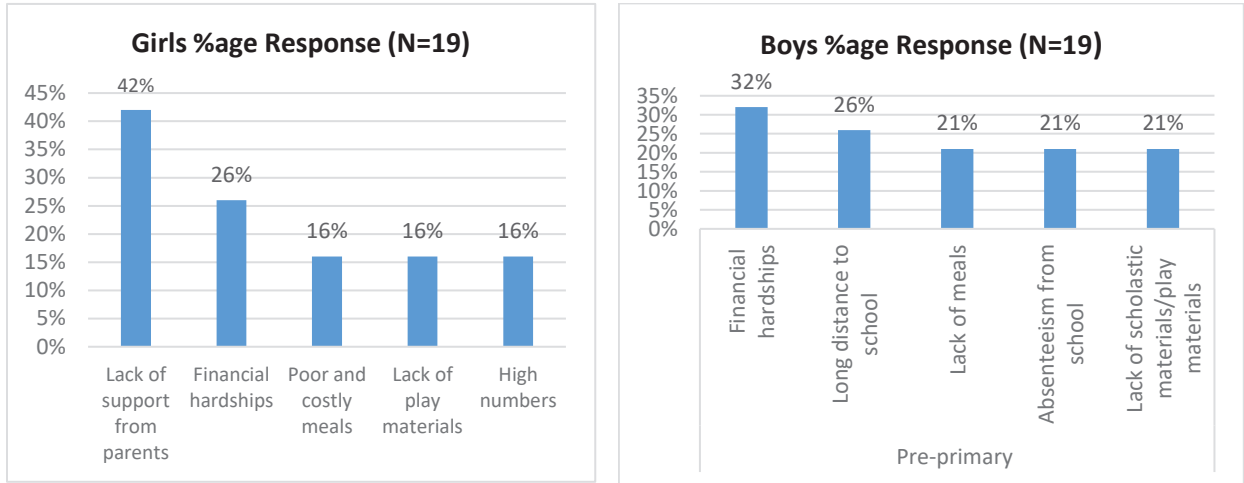
4.8: Major Challenges Affecting Boys' and Girls' Education After COVID 19 Schools re-opening

After the COVID 19 Lockdown and more particularly after schools re-opening, not much information or research was available about the major challenges uniquely affecting boys' and girls' education. As such, it was important for the Education Sector through the Gender Mainstreaming Unit to explore such challenges in the refugee and host community context.

4.8.1: Challenges affecting the girls and boys at Primary school level

According to the assessment findings, at Pre-Primary level, one of the cross cutting challenges for both boys and girls is financial hardships; (32% for boys, 26% for girls). Other challenges for girls included, lack of support from parents (42%), poor and costly feeding as well as lack of play materials for the girls (16%). For the boys, it is the long distance to school (26%), lack of meals (21%) and absenteeism from school partly attributed to poor parenting (21%). These findings are in conformity with those of (UBOS, UNHS 2020) where financial hardships has been reported among the factors affecting education across all sub sectors leading to higher rates of school drop outs.

FIG 27: CHALLENGES AFFECTING BOYS AND GIRLS IN PRE-PRIMARY AND PRIMARY SCHOOLS



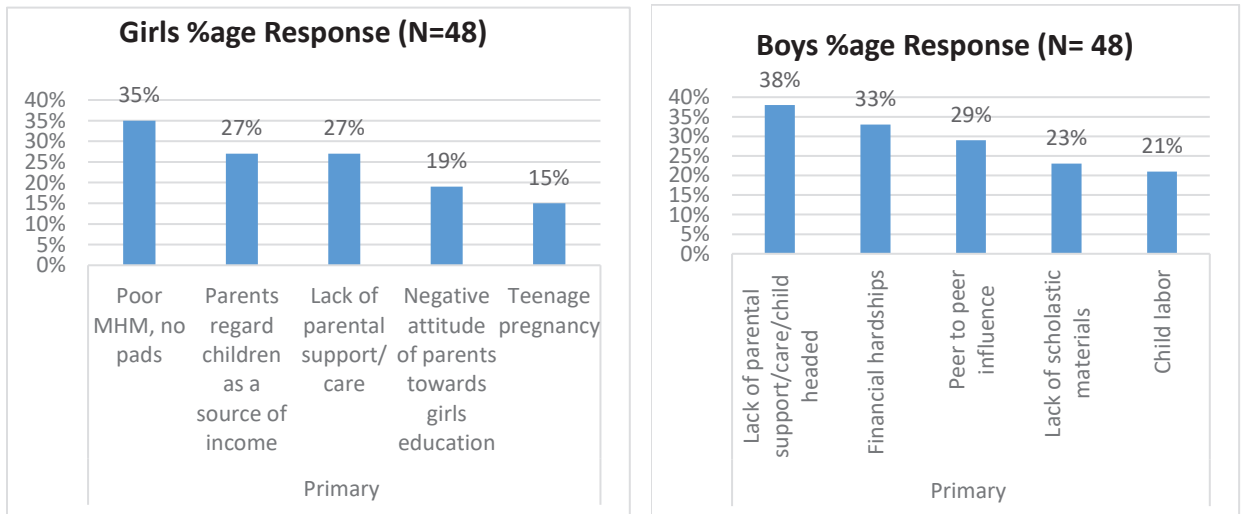
N=19

N=19

4.8.2: Challenges affecting the girls and boys at Primary school level

Findings revealed that the needs of girls slightly differed from those of the girls after schools re-opening. While the poor menstrual hygiene management issues affected the girls mostly (35%), for the boys it is lack of parental support (38%). This challenge is cross cutting among the boys and girls. Teenage pregnancy was uniquely affecting the girls mentioned by 15% of respondents, while the boys were affected by the negative peer to peer influence mentioned by 29% of respondents. Consistently, the lack of parental support and peer pressure are the most outstanding for boys compared to the girls, while the financial hardships are affecting both categories of learners at primary school level.

FIG 28: CHALLENGES AFFECTING GIRLS AND BOYS IN PRIMARY SCHOOLS



4.8.3: Challenges affecting Secondary, Vocational, Tertiary and non-formal school going boys and girls

For the secondary school students, the most outstanding three challenges for girls included lack of support by parents (32%), negative attitude of parents towards girls' education (32%) and teenage pregnancy (26%). The boys were affected by their negative attitude towards education (42%), lack of financial and scholastic materials (32%), inadequate parental support (26%) and peer pressure (21%).

For Vocational / Technical Institutes, the girls were faced with financial constraints (78%), lack of parental support (56%) and lack of sanitary pads (33%), while the boys were grappling with similar challenges of financial support (67%), lack of scholastic materials (32%) and family responsibilities (21%). For non-formal school going girls, the challenges included; lack of scholastic materials (75%), lack of parental guidance (50%) and lack of MHM materials (50%), while for the boys, it was long distances to school (75%), family responsibilities (50%) and lack of scholastic materials (25%).

Broadly, the major cross cutting challenges affecting both boys and girls across the different education sub sector levels include; financial hardships, lack of parental support and lack of scholastic materials. These three are livelihood related challenges. According to most key informants, the lack of parental support is mainly attributed to the livelihood stress manifesting in limited access to livelihood opportunities and income diversification streams among families.

TABLE 23: CHALLENGES AFFECTING GIRLS AND BOYS IN SECONDARY, VOCATIONAL/ TECHNICAL, NON –FORMAL AND TERTIARY INSTITUTIONS

Level	Girls		Boys	
	Reasons	%age	Boys	%age
Secondary	Lack of support by parents	32%	Negative attitude of boys towards education.	42%
	Negative attitude of parents towards girls education	32%	Lack of financial support	32%
	Teenage pregnancy	26%	Lack of scholastic materials	32%
	Long distances	21%	Inadequate parental support	26%
	Lack of scholastic materials	16%	Peer pressure	21%
	Early marriages	16%	Long distances to school	16%
	Financial hardships	16%	They feel out of place	11%
Vocational/Technical	Financial constraints	78%	Financial hardships	67%
	Lack of support from parents	56%	Lack of scholastic materials	32%
	Negative attitude towards Vocational and Technical education by girls	44%	Family responsibilities	21%
	Lack of sanitary pads	33%	Bad peer groups	16%
Non –Formal (AEP, ALP):	Lack of scholastic materials	75%	Long distances to school	75%
	Lack of parental guidance	50%	Family responsibilities	50%
	Lack of MHM materials	50%	Lack of scholastic materials	25%
Tertiary	Financial hardships	100%	Financial hardships	100%
	Early marriages	100%	Lost interest	100%

N=Secondary schools = 19 TVET =9 AEP =4 Tertiary =1

4.8.4: Challenges affecting learners (girls and boys with disability)

The National Council on Disability Act 2003 defines disability as permanent or substantial functional limitation of daily life activities caused by physical, mental or sensory impairment and environmental barriers resulting in limited participation. During the assessment, it was observed that majority of education institutions either didn't have or had few learners with disability. For a few respondents that had learners with disability they shared quite similar but also differential challenges current facing boys and girls in education institutions.

The lack of scholastic materials was outstanding for both girls and boys accounting for 24% and 21% respectively, including the negative attitude of parents (16% for girls, 13% for boys). Some of the other challenges that specifically confronted the girls included; stigmatization/ isolation (21%), lack of financial support (13%) and unfavorable school environment (13%). For the boys, their specific challenges included poverty (18%), lack of trained SNE teachers (18%), long distance to schools (11%) and inaccessible infrastructure.

Generally, there has been little focus on inclusive education programming in the sector and among partners in the refugee and host community context, hence affecting attainment of education by that category of people. As such, the challenges highlighted in table 24 below should inform programming to facilitate attainment of education for the learners with disability.

TABLE 24: CHALLENGES AFFECTING LEARNERS (GIRLS AND BOYS WITH DISABILITY) IN SCHOOLS

S/N	Girls		Boys	
	Challenges	%age Response	Boys	%age Response
1	Lack of scholastic materials/SNE materials	24%	Lack of scholastic materials like SNE materials	21%
2	Stigmatization /isolation	21%	Poverty	18%
3	Negative attitude of parents/community	16%	Lack of trained teachers.	18%
4	Lack of financial support	13%	Negative attitude of parents	13%
5	Unfavorable school environment-	13%	Long distances to school	11%
6	Not comfortable with some learners/shyness	11%	Inaccessible Infrastructures	11%
7	Not trained in SNE teachers	8%	Limited PWD services	11%
8	Inaccessible structures	8%	Isolation by peers	5%
9	Negative cultural practices	5%	Lack of self confidence	5%
10	Lack of Guidance and counseling	3%	Poor parenting	5%

N=38

4.9: Outstanding Needs for learners (girls and boys) in Education Institutions

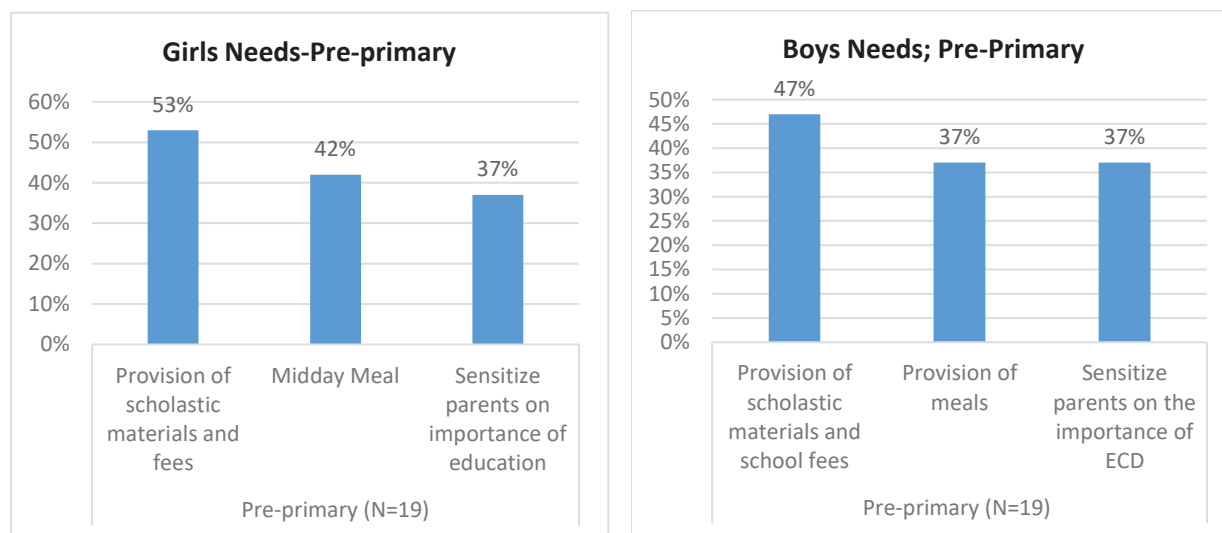
As the findings above indicated, there were cross cutting challenges for both boys and girls across the different education institutions, while some differed across the two categories of learners. Respondents

were asked to identify at least three most outstanding needs for the boys and girls in the different institutions.

4.9.1: Needs for Pre-Primary School Learners:

The priority needs were the same for both girls and boys. These included; provision of scholastic materials and school fees (53%, 47%), provision of mid-day meals (42%, 37%) and sensitization of parents on the value of education (37%) for girls and boys respectively.

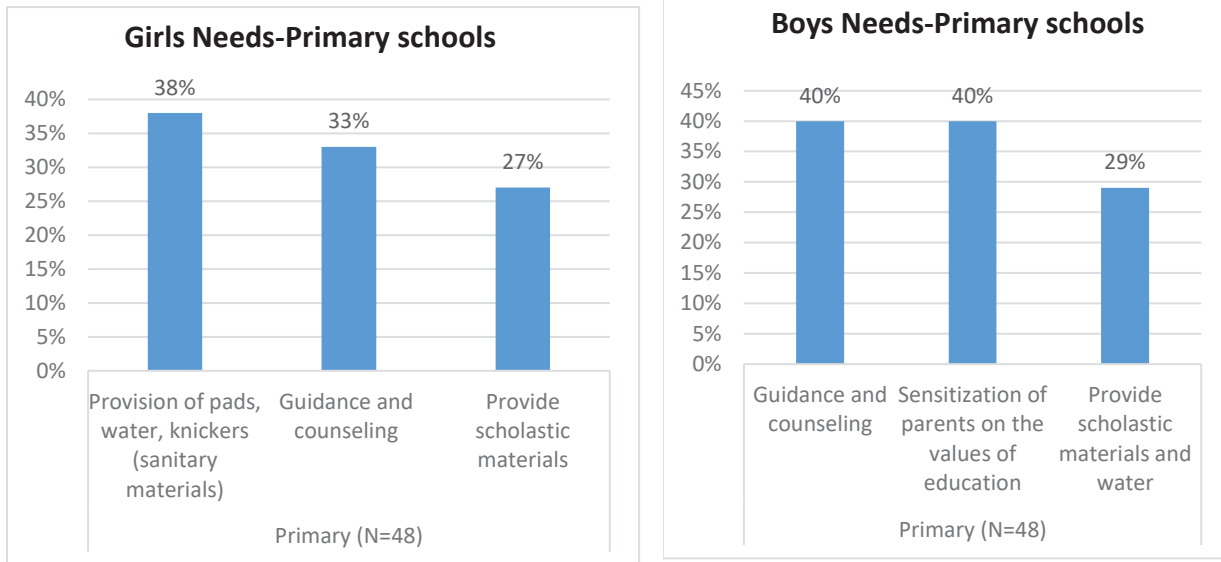
FIG 29: GIRLS& BOYS' NEEDS; IN PRE-PRIMARY SCHOOLS



4.9.2: Needs for Primary Schools Learners:

For the girls and boys in primary schools, Guidance and Counselling and provision of scholastic materials was cross cutting for both categories of learners. While guidance and counselling was mentioned by 38% of the respondents for girls, this was 40% for boys. Similarly, the provision of scholastic materials was mentioned by 27% of respondents for girls and 29% for boys. Uniquely for the girls, there was need to provide for their MHM needs (sanitary materials and water) mentioned by 38% of respondents, while for the boys there was need to sensitize parents on the value of education mentioned by 40% of respondents. This relates to the absenteeism, child labour and involvement in financial hurdles and family responsibilities that the boys experience.

FIG 30: NEEDS OF GIRLS IN PRIMARY SCHOOLS

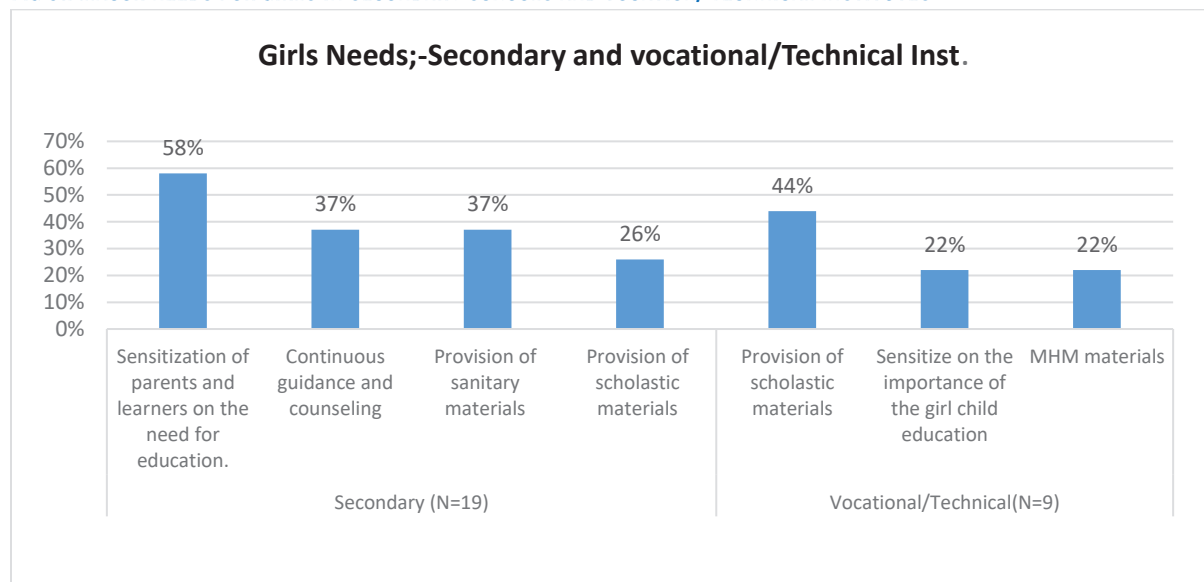


4.9.3: Needs of girls and boys in Secondary schools and Vocational/ Technical Institutes

For the girls in both secondary and vocational / technical Institutes, there was almost no significant difference in their needs. The most outstanding included; sensitization of parents about the need for girl child education (58% for secondary, 44% for Vocational/ Technical), provision of sanitary materials (37%, 22%) and provision of scholastic materials (26%, 44%) for the girls in secondary schools and Vocational / Technical Institutes respectively. The analysis still points to the financial hardships of parents and guardians contributing to their inability to provide for the scholastic and MHM needs of the girls.

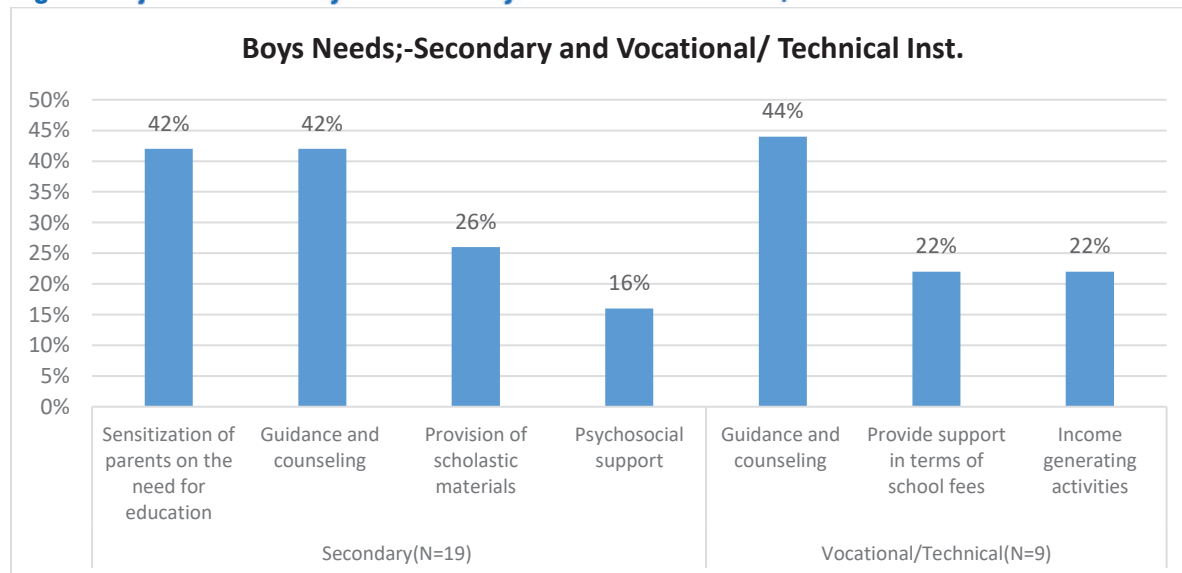
According to some of the senior men and senior women teachers, including other key informants, most parents perceive the learners in secondary schools and vocational / technical Institutes to be mature therefore able to provide for themselves. This is what is partly contributing to involvement in abusive sexual relationships in exchange for money, leading to teenage pregnancy among others.

FIG 31: MAJOR NEEDS FOR GIRLS IN SECONDARY SCHOOLS AND VOCATION/ TECHNICAL INSTITUTES



For the boys in both secondary and vocational/ technical Institutes, guidance and counselling was among the most outstanding needs represented by 42% and 44% respectively. Specifically, for the boys in secondary schools, their other need is sensitization of parents about the value of education (42%), and provision of scholastic materials (26%), while the needs for boys in Vocational and Technical Institutes included; provision of support in terms of school fees (22%) and involvement in income generating activities (22%).

Fig 32: Major needs for boys in secondary schools and Vocation/ Technical Institutes



4.9.4: Needs of girls and boys in Non-formal education centres and Tertiary Institutions

For the girls in both Non-formal and Tertiary schools, the need for provision of financial support (100%) respectively, provision of scholastic materials for non-formal (50%) and career guidance (100%) for tertiary education for girls were outstanding. For boys, provision of meals at school was the most outstanding accounting for 75% and the need for career guidance (50%), while the boys in tertiary Institutes, the most outstanding needs were provision of skills training and financial support.

TABLE 25: MAJOR NEEDS FOR GIRLS AND BOYS IN NON-FORMAL EDUCATION CENTRES AND TERTIARY INSTITUTIONS

Level	Girls		Boys	
	Need	%age Response	Boys	%age Response
Non –Formal (AEP, ALP): (N=4)	Provision of financial support	100%	Meals at school	75%
	Provision of scholastic materials	50%	Need for career guidance	50%
Tertiary (N=1)	Provision of financial support	100%	Sensitization of boys to embrace non-formal education	50%
	Career Guidance	100%	Provision of skills training	100%
			Provision of financial support	100%

Overall, across all the different sub sectors of education; i.e.; Pre-primary, Primary, Secondary schools, Vocational/ Technical Institutes and Tertiary Institutes, the boys and girls had similarities in their needs, while some differences were observed. The need to provide scholastic materials, financial support, and parental education support for girls and boys was outstanding. The need to provide for the MHM needs of the girls was prominent among girls in primary, secondary and vocational/ Technical Institutes, while provision of financial support featured for boys in vocational Institutes. Guidance and counselling / psycho-socio support provision was cross cutting for girls and boys in primary, secondary and vocational/ tertiary institutions.

From the **teachers' perspective** across the different sub sector levels, there are **six** critical needs for the learners. These included; (i) Guidance and Counselling for both boys and girls at all levels, (ii) Provision of MHM facilities for girls of reproductive age experiencing menstruation. Notable of these facilities included; emergency sanitary pads, changing rooms, emergency clothing and incinerators, (iii) supporting the school feeding programmes for both boys and girls with more emphasis on child/ teenage mothers that were breast feeding their babies, and (iv) deliberate parental engagement to address issues of child neglect, and (v) promoting inclusive education among schools and (vi) provision of scholastic materials for the learners.

5.0: CONCLUSIONS

The Gender and Well-Being Assessment in the sampled Refugee Hosting Districts revealed issues currently affecting the boys, girls and their teachers. Uniquely, the issues were revealed for learners at the different sub sector levels to prompt focused programming for the respective gender and well-being issues in respective dimensions. Summarily, the following is deduced from this Assessment;

- I. That the gender and well-being challenge and needs of girls and boys were both analogous and divergent, and hence require an elaborate and multi-stakeholder approach for effective redress as informed by the Assessment findings.
- II. The livelihood challenges manifesting in income poverty seem to be the major cause for most of the challenges the boys and girls are facing in their education pursuit. This has contributed to child and parental neglect and non-provision of the learners' education needs by the parents. The same challenge has prompted more school drop outs for both boys and girls.
- III. Negative Peer to peer influence including child labour and indulgence in alcohol and drug abuse seems to be affecting more of the boy child hence distressing their education journey.
- IV. Poor Menstrual Hygiene Management (MHM), and Adolescent Sexual Reproductive Health (ASRH) issues are affecting more of the girl child. The outcomes of ASRH and puberty challenges have been teenage pregnancy and early child marriages that have impacted negatively on the education success of the girl child.
- V. Psycho-socio support services were seen to be on high demand for all learners across the different sub sector levels including teachers, yet limited in accessibility and provision.
- VI. The Assessment revealed that peer to peer violence was common in school learning environments, yet with limited interventions targeting the child perpetrators.
- VII. Limited Parental engagement for purposes of supporting the education of children and performance of their other parental roles and responsibilities presented to be critical and one of the major contributing factors to the current challenges the boys and girls are facing.
- VIII. The changed behavior of the boys and girls after COVID 19 lockdown has proved to be a demotivating factor for most teachers, yet with limited positive discipline approaches to handle the errant learners.
- IX. Inclusive education has been implemented on a limited scale in most education institutions partly affected by the negative attitude of parents towards the education of children with disability, limited facilities in schools and less supportive school environments comprising of teachers and learners.

6.0: RECOMMENDATIONS

- i. There will be need to strengthen the adoption of gender sensitive and responsive programming by stakeholders in the education sector. The findings have revealed that truthfully, the girls and boys are faced with various challenges in pursuit of their education across the different education sub sector levels. As such, there is need to strengthen gender programming in education institutions through stakeholder engagements and scalability of gender mainstreaming and responsive trainings in both Government and non-government education insitutions. Specifically, Education Partners need to support the Gender Unit of the MoES with resources to widen their training scope to include other teachers and stakeholders in private and public schools, but also across the different sub sector levels.
- ii. Livelihoods enhancement for Education achievements: MoES should engage Partners implementing livelihood interventions in the refugee and host communities to deliberately review, integrate and strengthen livelihood programming for households with school going children. There should be deliberate targeting of such households to enable parents and guardians support their childrens' education. Learners in higher education institutions like in Vocational, Technical and Tertiary institutions should too be targeted with such livelihood interventions to enable them meet their education needs.
- iii. Parental Engagement for Education Support: this has been currently recognized as a nationwide challenge; partly attributed to economic and other social constraints. There is therefore need for MoES to work in collaboration with Ministry of Gender Labour and Social Development (MoGLSD) and partners implementing interventions in the refugee and host communities to disseminate the National Parenting Guidelines to communities. There should be deliberate interventions and programs that target parents with school going children to be reminded to meet their parental obligations of supporting their childrens' education as contained in the Education Act (2008). Parenting skills and psycho-socio support would be critical areas to consider for enhancement of parents roles and responsibilities towards their children. This should include sensitization of parents about the value of education for their children regardless of sex.
- iv. Education and Livelihoods stakeholders that subscribe to the Education Sector should provide varied support to parents, and communities to adopt positive discipline strategies for children in homes. Children complained of domestic child labour, child neglect and harassment/ mistreatment by parents in home environments, among their critical challenges. Parental engagement on elimination of violence against children is therefore critical for the safety of children in home and community environments.

- v. **Psycho-socio Support and Career Guidance for Learners:** At school level, the MoES should deliberately strengthen career guidance and psycho-socio support services for the school going girls' and boys' by equipping the teachers with basic skills in the two aspects. More importantly to target are the Senior Men (SM) and Senior Women Teachers (SWTs) that are required to deliver such services as part of their mandate in the Guidelines issued by the Ministry of Education and Sports. Further, the SM & SWTs should be trained in their roles and responsibilities, and should be supported with office space and other facilitation to enable them effectively perform their roles and responsibilities in schools.
- vi. **Life skills and Sexual Reproductive Health Education:** there is need for the MoES to re-invigorate their effort towards mandatorily offering life skills education to the young girls and boys in school to minimize the current school dropout challenges associated with self-sacrifice to life threatening actions; e.g.; early sex debut. Similarly, schools should be targeted with Adolescent and Sexual Reproductive Health Information (ASRH) to facilitate easier access to such critical information by the school going girls and boys. This will possibly reduce the rates of teenage pregnancy for the school going girls. Further, the MoES should strengthen their efforts towards dissemination of the National School Re-entry Guidelines for Teenage Mothers to enable them regain their education opportunities and complete school.
- vii. **Strengthen the formation and functionality of school clubs.** These offer opportunities and spaces for the young girls and boys to interact, share experiences, and learn from each other. Guided School Clubs enhance the participation and life skills of learners and therefore should be prioritized to enable learners navigate and adopt behavior, knowledge and skills critical to their education success.
- viii. **MoES and Education Partners should strengthen and scale up efforts geared towards promotion of safe environments in schools.** This can be achieved through engagement and reprimand of perpetrators using a multi-sectoral coordination mechanism at the different levels. This implies improvements in reporting and response structures at the different levels in the refugee and host communities for child protection enhancement.
- ix. **Improve Menstrual Hygiene Management in Education Institutions:** the Ministry of Education and Sports through the Gender Mainstreaming Unit has been delivering Menstrual Hygiene Management (MHM) trainings to school teachers and learners, however, they are constrained by resources. Education Partners and other stakeholders are urged to support the Unit in scaling up such trainings to both public and private schools, but also across the different sub sector education levels; i.e.; pre-primary, primary, secondary, Non-formal and post-secondary institutions to enhance support for the girls in MHM issues.

- x Address the boys' critical challenges of Child Labour, Drug Abuse and Negative Peer Influence: Specifically, for the boy child, these three challenges featured among the critical findings of this research. As such, there is need for education stakeholders and partners operating in the refugee and host community context to design interventions that integrate such aspects to address the boy child education frustrations. Not many interventions target boys nationwide and this eminently poses a risk to the future of the boy child in all contexts including in the refugee context.
- xi. Promote Disability Inclusive Education in Schools: Similarly, the programming around disability inclusive education is still weak in the country. There is therefore need for MoES to continue engaging with Development Partners, CSOs and other Education stakeholders to prioritize resource mobilization, allocation and strengthening disability inclusive education programming in the refugee and host community context.
- xii. Prioritization of Teachers Gender and Well-being needs is critical. Teachers that are offering education services in refugee and host communities should be prioritized in terms of provision of school based accommodation facilities, salary enhancements / facilitation and psycho-socio support to enable them effectively perform their roles in such fragile contexts.
- xiii. Promote inclusive education of the girls and boys with disability through parental, society and learner sensitization about the rights of children with disability. There further need to strengthen deliberate programming and advocacy for the education needs of the learners with disability.
- xiv. There is need to continue strengthening Menstrual Management Education and prioritizing the provision of WASH facilities in schools, with emphasis on MHM infrastructure for the girls. Notably, the provision of changing rooms, incinerators, and other support services like Emergency pads, psycho-socio support and skilling the girls on menstrual pain management. This will help to minimize school drop outs for girls arising from MHM related challenges.

ANNEX:

Schools/ institutions Visited

S/ N	DISTRICT	SCHOOL/INSTITUTION	SUB- COUNTY	PARISH	VILLAGE / WARD/ ZONE:	LOCATION
1	ADJUMANI	ELEMA PRIMARY SCHOOL	DZAIPI	MINIKI	ONIGO	HOST
2	ADJUMANI	METKU ECD/CFS CENTRE	DZAIPI	AJUGOPI	NYUMANZI	REFUGEE
3	ADJUMANI	NYUMAZI AEP	DZAIPI	AJUGOPI	EGGE	REFUGEE
4	ADJUMANI	PAGIRINYA PRIMARY SCHOOL	DZAIPI	LOGOAN GWA	PAGIRINYA	HOST
5	ADJUMANI	LIBERTY PRIMARY SCHOOL	PAKELE	LEWA	OKAWA	REFUGEE
6	ADJUMANI	NYUMANZI VOC SKILLS TRAINING CENTER	DZAIPI	AJUGOPI	EGGE	REFUGEE
7	ADJUMANI	AMELO TECHNICAL INSTITUTE	PAKELE	PERECI	AMELO	HOST
8	ADJUMANI	NYUMANZI SEC SCHOOL	DZAIPI	AJUGOPI	EGGE	HOST
9	ADJUMANI	PAGIRINYA ECD CENTER	DZAIPI	LOGOAN GWA	PAGIRINYA	REFUGEE
10	ADJUMANI	AYILO S.S	PAKELE	LEWA	AYILO	REFUGEE
11	ADJUMANI	PAGIRINYA S.S	DZAIPI	LOGOAN GWA	PAGIRINYA	REFUGEE
12	ADJUMANI	NYUMANZI III P/S	DZAIPI	AJUGOPI	EGGE	REFUGEE
13	ADJUMANI	AYILO I P/S	PAKELE	LEWA	AYILO	REFUGEE
14	ADJUMANI	AYILO II P/S	PAKELE	LEWA	OKAWA	REFUGEE
15	ADJUMANI	PAGIRINYA AEP	DZAIPI	LOGOAN GWA	PAGIRINYA	HOST
16	ADJUMANI	MINIKI P/S	DZAIPI	MINIKI	ANGWARAPI EAST	HOST
17	ADJUMANI	NYUMANZI PRI SCH	DZAIPI	AJUGOPI	EGGE	HOST
18	ADJUMANI	ST JOSEPH ECD	DZAIPI	AJUGOPI	EGGE	REFUGEE
19	ADJUMANI	ELEMA ECD	DZAIPI	MINIKI	ONIGO	REFUGEE
20	ADJUMANI	NYUMAZI II PRIMARY SCHOOL	DZAIPI	EGGE	EGGE	REFUGEE
21	ADJUMANI	DAGIRINYA II PRIMARY SCHOOL	DZAIPI	LONGONLUA	DAGIRINYA	REFUGEE
22	ADJUMANI	ST JOSEPH NURSERY/PRIMARY SCHOOL	DZAIPI	AJUGOPI	EGGE	REFUGEE
23	ADJUMANI	HOPE CFS/ECD-PAGIRINYA	DZAIPI	LOGOAN GWA	PAGIRINYA	REFUGEE
24	ISINGIRO	GAYAZA MIXED P/S	ISINGIRO TC	KAHARO	KABUNGO CENTRAL	HOST

S/ N	DISTRICT	SCHOOL/INSTITUTION	SUB-COUNTY	PARISH	VILLAGE / WARD/ ZONE:	LOCATION
25	ISINGIRO	RUBONDO PRIMARY SCHOOL	RUSHASHA	IHUNGA	RUBONDO	REFUGEE
26	ISINGIRO	RUTSYA DAY AND BOARDING P/S	RUTSYA TOWN COUNCIL	KABEREBERE WEST	KIKOKWA 1	HOST
27	ISINGIRO	KAMATARISI P/S	NGARAMA	KABAARE	NGANDO	REFUGEE
28	ISINGIRO	KABAHINDA P/S	KASHUMBA	KANKING I	JURU	REFUGEE
29	ISINGIRO	KABAHINDA PS/ECD	KASHUMBA	KANKING I	JURA ZONE	REFUGEE
30	ISINGIRO	KASWOJWA ACCELERATED EDUC PROG CENTRE	RUGAAGA	KASHIJWA	KASHIJWA	REFUGEE
31	ISINGIRO	RWEIZIGIRO TECHNICAL SCHOOL	KABEREBERE TC	KABEREBERE EAST WARD	RWEIZIRINGIRO II	HOST
32	ISINGIRO	NAKIVALE VOCATIONAL TRAINING CENTRE	KASHUMBA	KASHUMBA	KABAHINDA	REFUGEE
33	ISINGIRO	KATANOGA SECONDARY SCHOOL	NYAMUYA NJA	KATANOGA	KATANOGA	HOST
34	ISINGIRO	RWEIZIRINGIRO P/S	KABEREBERE TC	KABEREBERE EAST WARD	RWEIZIRINGIRO	REFUGEE
35	ISINGIRO	NAKIVALE S.S	KASHAMBA	JURU	KABAHINDA	REFUGEE
36	ISINGIRO	RUBONDO COMMUNITY SECONDARY SCHOOL	RUSHASHA	IHUNGA	KISURA	REFUGEE
37	ISINGIRO	KASHOJWA COMMON PRE-PRIMARY SCHOOL	RUGAAGA	KASHOJWA	KASHOJWA	REFUGEE
38	ISINGIRO	KASHOJWA COMMON P/S	RUGAAGA	KASHOJWA	KASOJWA	REFUGEE
39	KIKUUBE	KYANGWALI S.S	KYANGWALI	KASONGA	KYEBITAKA	REFUGEE
40	KIKUUBE	BUGOMA PRIMARY SCHOOL	KYANGWALI	KYANGWALI	NYAMYEHE MBO	HOST
41	KIKUUBE	KISAARU PRIMARY SCHOOL	KABWOYA	KIMBUGU	NYAIGUGU	HOST
42	KIKUUBE	KABWOYA SECONDARY SCHOOL	KABWOYA	BUBOGO	KIKONDA 1	HOST
43	KIKUUBE	KARUHINDA ECD CENTRE	KYANGWALI	KASONGA	KARUHINDA	REFUGEE
44	KIKUUBE	ST JOHN PAUL II SS RWEMISANGA	KYANGWALI	BUTOOLE	BUTOOLE EAST	HOST
45	KIKUUBE	BUGOMA NURSERY AND PRIMARY SCHOOL	KYANGWALI	KYANGWALI	NYAMYEHE MBO	HOST

S/ N	DISTRICT	SCHOOL/INSTITUTION	SUB-COUNTY	PARISH	VILLAGE / WARD/ ZONE:	LOCATION
46	KIKUUBE	ST. KAROLI LWANGA RWEMISANGA P/S	KYANGWALI	KYANGWALI	RWEMISANGA	HOST
47	KIKUUBE	ST.KAROLI LWANGA RWEMISANGA NUR SCHOOL	KYANGWALI	KYANGWALI	RWEMISANGA LC1	HOST
48	KIKUUBE	COBURWA SECONDARY SCHOOL	KYANGWALI	KASONGA	KASONGA	REFUGEE
49	KIKUUBE	MARATATU PRIMARY SCHOOL	KYANGWALI	KASONGA	BIYANJA	REFUGEE
50	KIKUUBE	WAIKAGAZA PRIMARY SCHOOL	KYANGWALI	BUTOOLE	WAIKAGAZA	HOST
51	KIKUUBE	KARUHINDA PRIMARY SCHOOL	KYANGWALI	KASONGA	KARUHINDA	REFUGEE
52	KIKUUBE	RWENYAWAWA PRIMARY SCHOOL	KYANGWALI	KASONGA	RWENYAWAWA	REFUGEE
53	KIKUUBE	KASONGA P/S	KYANGWALI	KASONGA	KASONGA	REFUGEE
54	KIKUUBE	COMMUNITY TECHNOLOGY ACCESS	BUGOOMA	KASONGA	KAGOMA	REFUGEE
55	KIKUUBE	BUHIMBA TECHNICAL INSTITUTE	BUHIMBA	MUSAIJA KURU WEST	IBANDA VILLAGE	HOST
56	KYEGEGWA	HUMURA PRIMARY SCHOOL	KYEGEGWA T/C	KYEGEGWA WARD	HUMURA	HOST
57	KYEGEGWA	HUMURA COU ECDC	KYEGEGWA T/C	KYEGEGWA WARD	HUMURA	HOST
58	KYEGEGWA	WEKOMIRE P/S	KYEGEGWA T/C	KYEGEGWA WARD	WEKOMIRE LC1	HOST
59	KYEGEGWA	HUMURA SEC SCHOOL	KYEGEGWA T/C	KYEGEGWA WARD	KYEGEGWA WARD	HOST
60	KYEGEGWA	WEKOMIRE NURSURY SCHOOL	KYEGEGWA TC	KYEGEGWA WARD	WEKOMIRE LC1	HOST
61	KYEGEGWA	BUJUBULI SS	NKANJA	BUJUBULI	BUJUBULI EAST	REFUGEE
62	KYEGEGWA	WEKOMIIRA P/S	KYEGEGWA TC	WEKOMIIRA WARD	WEKOMIIRA	HOST
63	KYEGEGWA	KISAMBYE P/S	MPARA T/C	KISAMBYE	BARWENDA	HOST
64	KYEGEGWA	KAKO P/S	KYEGEGWA	WEKOMIIRA	KAKO	HOST

S/ N	DISTRICT	SCHOOL/INSTITUTION	SUB-COUNTY	PARISH	VILLAGE / WARD/ ZONE:	LOCATION
			A T/C	RA WARD		
65	KYEGEGWA	WEKOMIIRA SS	KYEGEGWA TC	KYEGEGWA WARD	WEKOMIIRA	HOST
66	KYEGEGWA	BUKERE P/S	KYEGEGWA	KABWEZA	BUKERE	REFUGEE
67	KYEGEGWA	BUKERE ECD	KYEGEGWA	KABWEZA	BUKERE	REFUGEE
68	KYEGEGWA	SWESWE AEP	KYEGEGWA	KYEGEGWA	SWESWE	REFUGEE
69	KYEGEGWA	KABWEEZA PRI SCHOOL	KYEGEGWA	KABWEEZA	KABWEEZA	HOST
70	KYEGEGWA	SWESWE PRIMARY SCHOOL	KYEGEGWA	SWESWE	SWESWE I	REFUGEE
71	LAMWO	PROGRESSIVE PRIMARY SCHOOL	PALABEK OGILI	OGILI CENTRAL A	ZONE 5B	REFUGEE
72	LAMWO	BEYOGOYA PRIMARY SCHOOL	PALABEK GEM	ANAKA	BEYOGOYA	HOST
73	LAMWO	OGILI HILL P/S	PALABEK OGILI	AKWORO	AKWORO CENTRAL	REFUGEE
74	LAMWO	PALUDA SEC	PALABEK OGILI	OGILI	APYETA WEST	REFUGEE
75	LAMWO	DON BOSCO VOCATIONAL TRAINING CENTRE	PALABEK OGILI	APYETTA	APYETTA	HOST
76	LAMWO	LUGWAR P/S	OGILI	LUGWAR	LUGWAR CENTRAL B	HOST
77	LAMWO	DICHWINYI PRIMARY	PALABEK KAL TOWN COUNCIL	LABIGIRY ANG	ALIMOLIKO	HOST
78	LAMWO	AYWEE N/PS	LAMWO	APYETTA	APYETTA SOUTH ZN 2	HOST
79	LAMWO	PADWAT P/S	NYIMUR	PADWAT	PADWAT CENTRAL B	HOST
80	LAMWO	PALABEK OGILI SS	PALABEK OGILI	OGILI	OGILI CENTRAL B	HOST
81	LAMWO	GLORYLAND N/PS	PALABEK OGILI	APYETA	APYETA SOUTH	REFUGEE
82	YUMBE	INIA PRIMARY SCHOOL	KURU	ROGALE	INIA	HOST
83	YUMBE	TWAJIJI PRIMARY SCHOOL	ROMOGI	BIDIBIDI	TWAJIJI ZONE 1	REFUGEE
84	YUMBE	LUZIRA BRIGHT VIEW PRIMARY SCHOOL	KULULU	YOYO	LUZIRA ZONE 3	REFUGEE
85	YUMBE	ALABA PRIMARY SCHOOL	LORI	YAYARI	ZONE 2	REFUGEE

S/ N	DISTRICT	SCHOOL/INSTITUTION	SUB-COUNTY	PARISH	VILLAGE / WARD/ ZONE:	LOCATION
86	YUMBE	ST. JOHN BOSCO CORE PTC	LODONGA T/C	YIIBA	BAZIRIKA CELL	HOST
87	YUMBE	ELEKE PRIMARY SCHOOL	APO	KERILA	ELEKE	HOST
88	YUMBE	LODONGA POLYTECHNIC	LODONGA T/C	YIIBA	BAZIRIKA CELL	HOST
89	YUMBE	ARINGA SECONDARY SCHOOL	YUMBE TOWN COUNCIL	ARIGUYI	YUMBE WEST	HOST
90	YUMBE	MUNIR ECD	YUMBE TOWN COUNCIL	EAST YUMBE	BILEAU	HOST
91	YUMBE	YANGANI ECD	ODRAVU WEST	OLUBA	ZONE 5	REFUGEE
92	YUMBE	YANGANI PROGRESSIVE PRIMARY SCHOOL	ODRAVU WEST	OLUBA	OBOMIRI VILAGE	REFUGEE
93	YUMBE	KULIKULINGA ISLAMIC PRIMARY SCHOOL	KULIKULI NGA T/C	KULIKULI NGA	KULIKULING A NORTH	HOST
94	YUMBE	NEW LIFE ECD CENTER	KULULU	YOYO	ZONE 3	REFUGEE
95	YUMBE	ARIWA SECONDARY SCHOOL	ARIWA	RIGBONG A	ZONE 5	REFUGEE
96	YUMBE	VALLEY VIEW SECONDARY SCHOOL	ROMOGI	UNUKO	BATULU	REFUGEE
97	YUMBE	LOKOPIO HILL TECHNICAL INSTITUTE	LORI	YAYARI	LOKOPIO	HOST
98	YUMBE	ODRAVU SECONDARY SCHOOL	ODRAVU WEST	LUI	ULULUWIRI	HOST
99	YUMBE	APO ARMY BOARDING P/S	APO	YETA	ANGUWIRA	HOST
100	YUMBE	CHILD JESUS NURSERY	LODONGA TOWN COUNCIL	YIIBA	BASILICA CEL	HOST

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