

# ARUA OPERATION HOME LEARNING CONTINUITY ASSESSMENT REPORT

ASSESSMENT CONDUCTED IN IMVEPI, KIRYANDONGO,  
LOBULE AND RHINOCAMP REFUGEE SETTLEMENTS

JULY/AUGUST 2020

UNHCR ARUA SO

P.O. BOX 847, ARUA CITY PLOT 66/67 WEATHERHEAD PARKLANE



*FGD at Ofua VI RWC I Office with Girls in Upper Primary @Asiimwe UNHCR*

## Executive Summary

Uganda hosts over 1.43 million refugees in 13 Districts among those are Terego, Madi Okollo, Koboko and Kiryandongo Districts that hosted 263,614 refugees as of 31 August 2020. UNHCR continues to support the Government of Uganda in executing its mandate of protecting asylum seekers and refugees.

Under the Uganda Refugee Act of 2006, refugees are granted access to public services like education and health among others, at the same level as nationals. This has enabled refugees to enroll in public education institutions to access inclusive, equitable and quality education services that allow them to learn, thrive and develop their potential, build individual and collective resilience, and contribute to peaceful coexistence as well as civil society in the country of asylum.

119,582 children and youth (33,406 Nationals and 86,176 Refugees) were enrolled in learning institutions in refugee Settlements and host communities in the Sub Office Arua area of operation by March 2020. With the onset of the COVID 19 Pandemic worldwide in late 2019, Uganda shut down all learning institutions, disrupting the normal systems, to safeguard the 15 million learners, who were enrolled for term I of studies across the country, among whom were refugee children and youth. New modalities of continuing with education were sought as guided by the Ministry of Education and Sports (MoES), which include print and media learning through online, radio, television, and printed self-study material.

In the interest of ascertaining efficiency and effectiveness of the two approaches in adding value and worthiness of investing in more resources, an assessment was conducted by UNHCR and WIU in the four settlements under Sub office Arua, that is Kiryandongo, Imvepi, Rhino Camp and Lobule in July 2020.

The assessment revealed that 99% of the learners, teachers, parents and key informants interviewed claimed that the children were demoralized by the closure of schools citing that learners missed something by not going to school physically including interaction with fellow learners, guidance from teachers, learning itself, games and sports activities, face to face classroom learning/assessment, guidance and counselling as well as girls being exposed to early pregnancies /marriage for having stayed idle at home for a long time.

The study further revealed that 91% of the learners in both refugee settlement and the host community received the Home Learning Materials (HLMs) majority of which were given in the month of May 2020, nearly two months after closure of schools and total lock down due to COVID 19. 92% of the assessment respondents claimed that the package was useful and only 23% had prior knowledge of the content. The majority 72% claimed that the learners partially learnt the content given in the HLMs.

89% of the respondents claimed that learners encountered challenges in understanding the content of the HLMs and up to 60% of them believed that learners sought or received support from their siblings, parents, guardians and other stakeholders like teachers, neighbours and friends in understanding the content.

91% of the respondents were aware of the ongoing radio teaching Programme in response to school closure due to COVID 19. The challenges associated with Radio teaching include limited access to radio sets coupled with poor signals, ineffective assessment of learners' understanding of the materials, lack of guarantee that learners attend sessions, language barrier for lower primary learners, unclear timetable for learners to follow on radio teaching and difficulty of learners asking questions or consulting teachers, among others.

The assessment suggests that more self-study materials should be given to the learners who missed out and that the RWC structures be used to distribute the materials to learners who cannot move long distances, Radios should be procured and distributed for families to scale up listenership to the Radio Teaching Programme (RTP) and increase access to radio. These measures must be backed by distribution of more HLMs to the learners, more teachers being involved, particularly in home-based learning, while they follow COVID-19 SOPs. Community sensitization/awareness should be embraced to empower parents on the importance of education and the role they play in promoting home learning amidst COVID 19.

<b>Table of Contents</b>		<b>Page</b>
Executive Summary.....		i
1.0 Introduction .....		1
1.1 Background.....		1
2.0 Purpose .....		2
3.0 Methodology and sample size estimation.....		2
4.1 Sample characteristics/Composition.....		2
4.2 Perception on the abrupt closure of schools .....		3
4.3 Access to Home Learning Materials (HLM) from Government or NGO or other sources .....		4
4.4 Relevance and prior knowledge on the content of the home learning Materials.....		4
4.5 Level of utilization of the home learning materials.....		6
4.6 How teachers should support the learners in the home learning Programme.....		6
4.7 Adequacy of the content to engage learners throughout the lock-down period .....		7
4.8 Need for more home learning materials .....		7
4.9 Challenges encountered in understanding the content of the home learning material.....		7
4.10 Guidance from Teacher or Village leader .....		8
4.11 Schedule and duration of self-study by learners.....		8
4.12 Motivators of learners to continue learning/studying while at home .....		9
4.13 Awareness and access to Radio Teaching Programme (RTP).....		9
4.14 How Learners can best learn during the lockdown period .....		11
5.0 Summary of findings, Conclusion and recommendations.....		11

<b>List of Figures</b>		<b>Page</b>
Figure 1: Sample size and sampling methodology .....		2
Figure 2: Perception of respondents on the abrupt closure of schools .....		3
Figure 3: Aspects learners have missed due to closure of schools as a result of COVID 19 .....		3
Figure 4: Access to home learning materials.....		4
Figure 5: Useful of the HLMs and prior knowledge of the content .....		5
Figure 6: Utilization of the content of HLM by learners .....		6
Figure 7: Support required from teachers to the learners during home learning .....		6
Figure 8: Adequacy of the content of the HLM .....		7
Figure 9: Existence of need for more HLMs .....		7
Figure 10: Challenges in understanding the content of the HLMs .....		7
Figure 11: Guidance from teachers of village leaders during home learning.....		8
Figure 12: Period learners actively engage in home learning.....		8
Figure 13: Activities learners engage in other than studying during lockdown .....		9
Figure 14: Motivation of learners to continue studying during the COVID 19 while at home.....		9
Figure 15: Awareness and access to RTP by learners .....		9
Figure 16: Effectiveness of radio teaching, associated challenges and suggested remedies .....		10
Figure 17: Best practices for learners' home learning during the lockdown period.....		11

<b>List of tables</b>		<b>Page</b>
Table 1: Period and average time in minutes spent studying .....		8
Table 2: Weekly learning frequency and time spent .....		8
Table 3: Radio listenership by settlement.....		11

## REPORT ON HOME LEARNING CONTINUITY ASSESSMENT

### 1.0 Introduction

This report is on the findings of the focus group discussions and key informants' interviews conducted on the home learning continuity assessment in the months of July and August 2020 across the four Settlements of Imvepi, Kiryandongo, Lobule and Rhino Camp which are under Sub Office Arua.

### 1.1 Background

Uganda hosts over 1.43 million refugees in 13 Districts among which Terego, Madi Okollo, Koboko and Kiryandongo Districts host 263,614 refugees as of 31 August 2020. Majority at 81% of the total refugee population are children and women. UNHCR continues to support the Government of Uganda in executing its mandate of protecting asylum seekers and refugees while in Uganda.

Refugee Education 2030 Strategy for Refugee Inclusion aims to contribute directly to the goals of the Global Compact on Refugees which are: Ease the pressure on host countries' resources; Enhance refugee self-reliance and Support conditions in countries of origin for return in safety and dignity. Its strategic objectives are geared towards including refugees in national systems for those who have not had access to or whose education was disrupted by displacement

Under the Uganda Refugee Act of 2006, refugees are granted access to public services like education, and health, among other, at the same level as nationals. This has enabled refugees to enroll in education institutions to access inclusive equitable quality education services that enable them to learn, thrive and develop their potential, build individual and collective resilience, and contribute to peaceful coexistence and civil society in the country of asylum.

119,582 (33,406 Nationals and 86,176 Refugees) learners were enrolled in Schools (ECD, Primary and Secondary) within the Settlements and the Host Community in the Sub Office Arua area of operation by March 2020.

With the onset of COVID 19 Pandemic worldwide in late 2019, Uganda shut down all learning institutions thereby disrupting the normal education systems to safeguard the 15 million learners who were enrolled by March 2020, among whom were refugee children and youth from COVID 19.

New modalities of continuing with education were sought as guided by the Ministry of Education and Sports (MoES), among them were print and media learning through online, radio, television and printed self-study material. The Ministry of Education through National Curriculum Development Centre (NCDC) produced a framework to guide Continuity of Learning during Lockdown. This, therefore, warranted UNHCR to print more material for all children (both nationals and refugees) within the settlements and host community while some radio lessons were also conducted to supplement the printed self-study materials.

In the interest of ascertaining efficiency and effectiveness of the two approaches in adding value and worthiness of investing in more resources, an assessment was conducted in the four settlements under Sub office Arua, that is Kiryandongo, Imvepi, Rhino Camp and Lobule in July 2020.

The survey was majorly conducted by staff of Windle Trust International Uganda (WIU), the UNHCR Education Implementing Partner (IP) and other Education Operating Partners, with close guidance and supervision of UNHCR Sub-Office Arua Education and Information Management Units.

<b>Report Writer</b>	Arua Sub-Office ( <b>Education and IM Units</b> )
<b>Location</b>	Arua Sub-Office
<b>Assessment Target Groups</b>	Students, Pupils, Parents, Teachers, School Administrators, District Education Officers, RWCs, LCs and Village Education Committees
<b>Period</b>	July-August, 2020

## 2.0 Purpose

The purpose of the survey is to better understand the efficiency and effectiveness of the home learning programme, lessons learnt, challenges encountered in the Settlements and the host communities. Focus was on access and utilization of the home learning package and the radio teaching programme introduced to learners in response to COVID 19 upon closure of Schools.

## 3.0 Methodology and sample size estimation

The survey employed two data collection methods that is Focus Group Discussions (FGDs) and Key Informant Interviews (KII). A total of 80 FGDs were conducted separately in groups of 5-8 members comprising of boys and girls separately in Lower Primary and Upper Primary, boys and girls separately in Ordinary Level secondary education, Parents (women and men Separately) and Teachers.

The FGDs with students and pupils accounted for 46% while for parents and teachers accounted for 25% of the respondents. The respondents were sampled using the stratified sampling method where the Settlements were divided into Zones that represented the strata. The selected strata were of homogeneous characteristics representative of the entire population.

Regressively, the number of FGDs conducted were proportionately estimated from the population of the Settlement and later the Zone to conclusively determine the number of groups per each stratum.

32 KIIs (12 in Terego, 4 in Madi Okollo, 5 in Imvepi and 11 in Rhino) were drawn from among Head Teachers, Refugee Welfare Councils (RWC), the Office of the Prime Minister (OPM), Local Councils (LC), Village Education Committees and education partners. Both purposive and snowball sampling methods were used to draw the Key Informants during the survey.

The total sample size of 822 respondents (525 learners, 265 parents & teachers and 32 key informants) were reached during the survey which was more than twice the estimated target of 383 respondents estimated using the sample size calculator (<https://www.surveysystem.com/sscalc.htm>) drawn from a population of 88,826 Persons of Concern (PoCs). This was considered on the argument that the bigger the sample size, the higher the precision of the results.

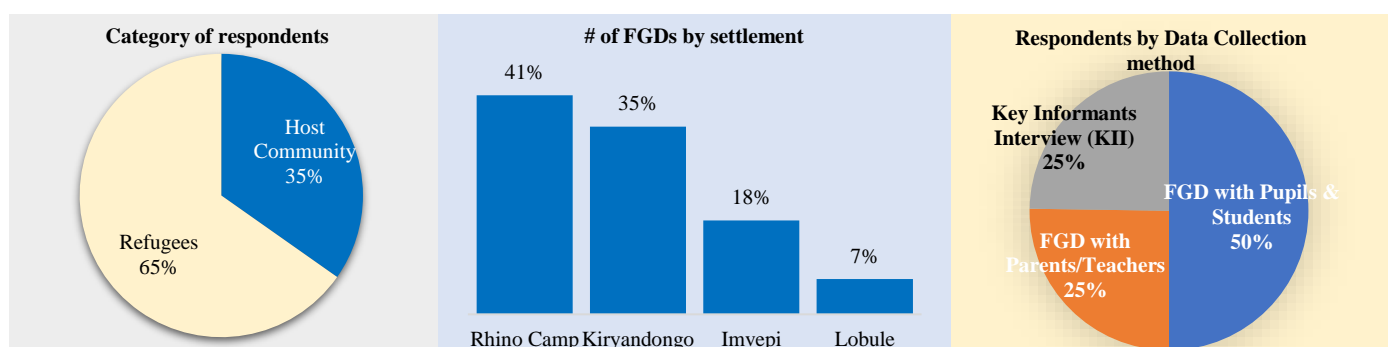
The choice of sampling methods did not pose any limitation or challenge to the study, but rather enhanced representative sampling where the results of the study can be statistical inferenced at the 95% confidence interval and acknowledged as credible representation of the entire population.

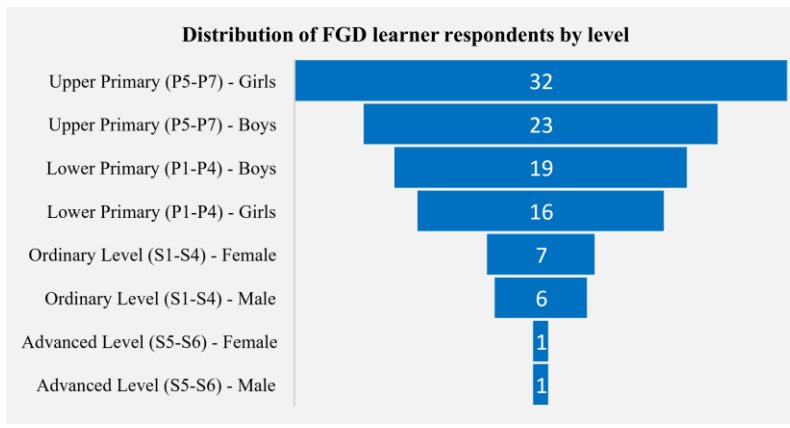
## 4.0 Findings of the Study

### 4.1 Sample characteristics/Composition

The survey reached 65% refugees compared to 35% members of the host community. Based on population of learners and persons of concern in the settlements, 41% of the FGDs were conducted in Rhino Camp, 35%, 18% and 7% in Kiryandongo, Imvepi and Lobule respectively. 50% of the respondents were learners and 25% parents and teachers whose views were gather through FGDs meanwhile 25% responded as Key Informants. Majority of the learners drawn for the FGDs were from Upper Primary with details as shown in figure 1 below.

**Figure 1: Sample size and sampling methodology**



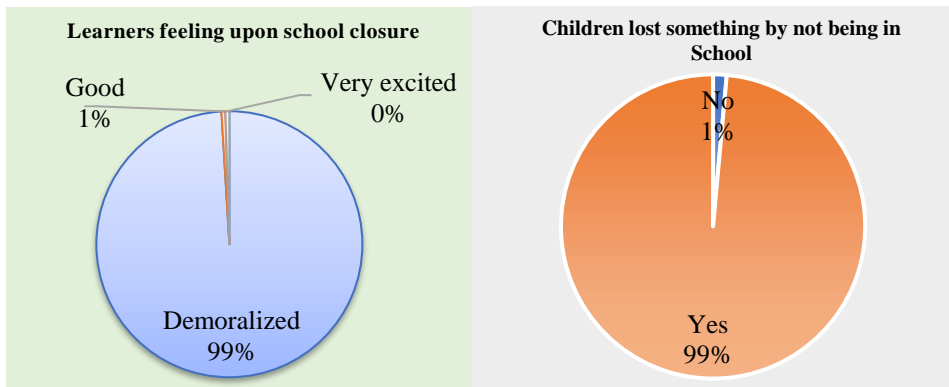


Source: FGD with Learners, Parents & Teachers and KIIs, July 2020

Photo after KIIs with Head Teacher Bidong PS © UNHCR

**4.2 Perception on the abrupt closure of schools**

**Figure 2: Perception of respondents on the abrupt closure of schools**

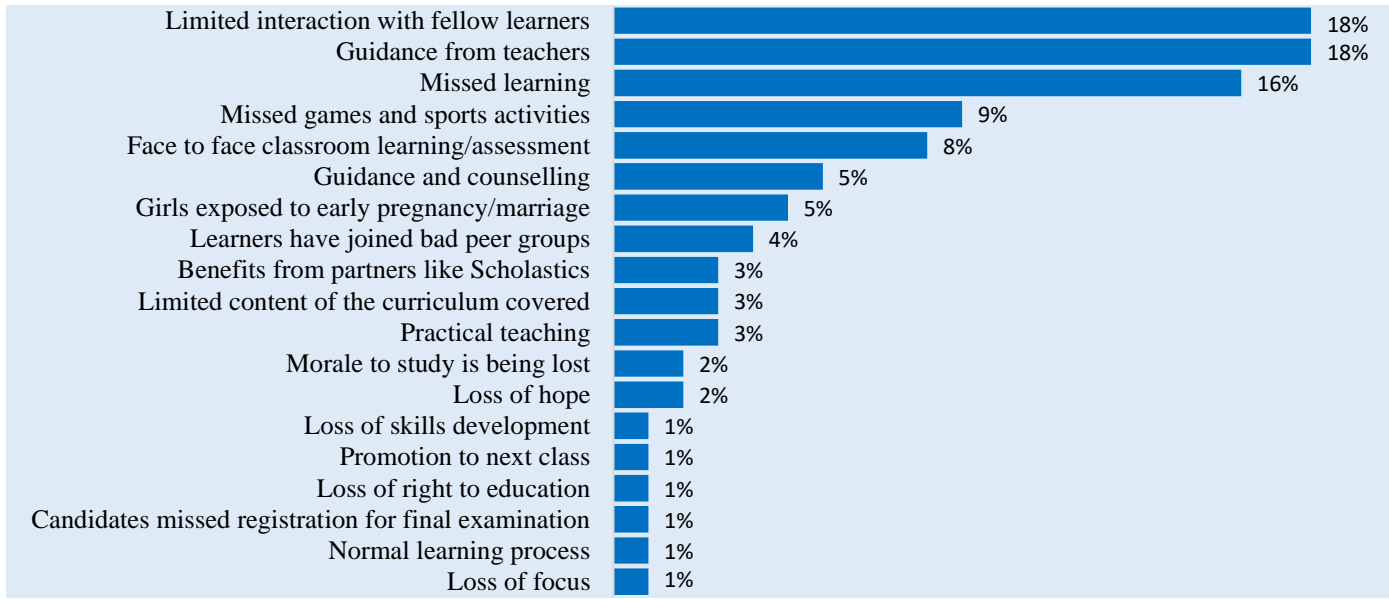


Source: FGD with Learners, Parents & Teachers and KIIs, July 2020

The study sought to understand how learners felt when the schools were closed abruptly. All the students, pupils, teachers and the parents claimed that the children were demoralized on the closure of schools citing that the children missed something for not going to school physically.

This view has not been any different the learners' feeling among the Key Informants who shared the same view on the closure of the Schools with. They further confirmed that the learners had missed interaction with fellow colleagues, guidance from teachers, learning itself, games and sports activities, face to face classroom learning/ assessment, guidance and counselling and that girls are exposed to early pregnancy/marriage among others as enumerated in the figure 3 below.

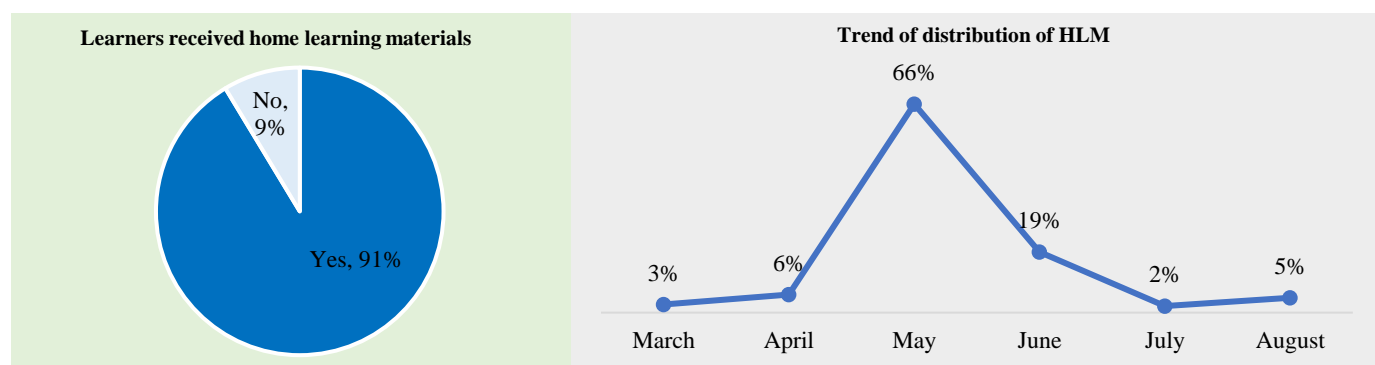
**Figure 3: Aspects learners have missed due to closure of schools as a result of COVID 19**



Source: FGD with Learners, Parents & Teachers and KIIs, July 2020

### 4.3 Access to Home Learning Materials (HLM) from Government or NGO or other sources

Figure 4: Access to home learning materials



Source: FGD with Learners, Parents & Teachers and KIIs, July 2020

The study reveals that 91% of the learners in both refugee settlement and host community received the HLMs majority of which were given in the month of May 2020, nearly two months after school closure and total lock down due to COVID 19.



Learners in a small group being supported by a teacher hired by ZOA in Ofua 6 © Abusa/ UNHCR

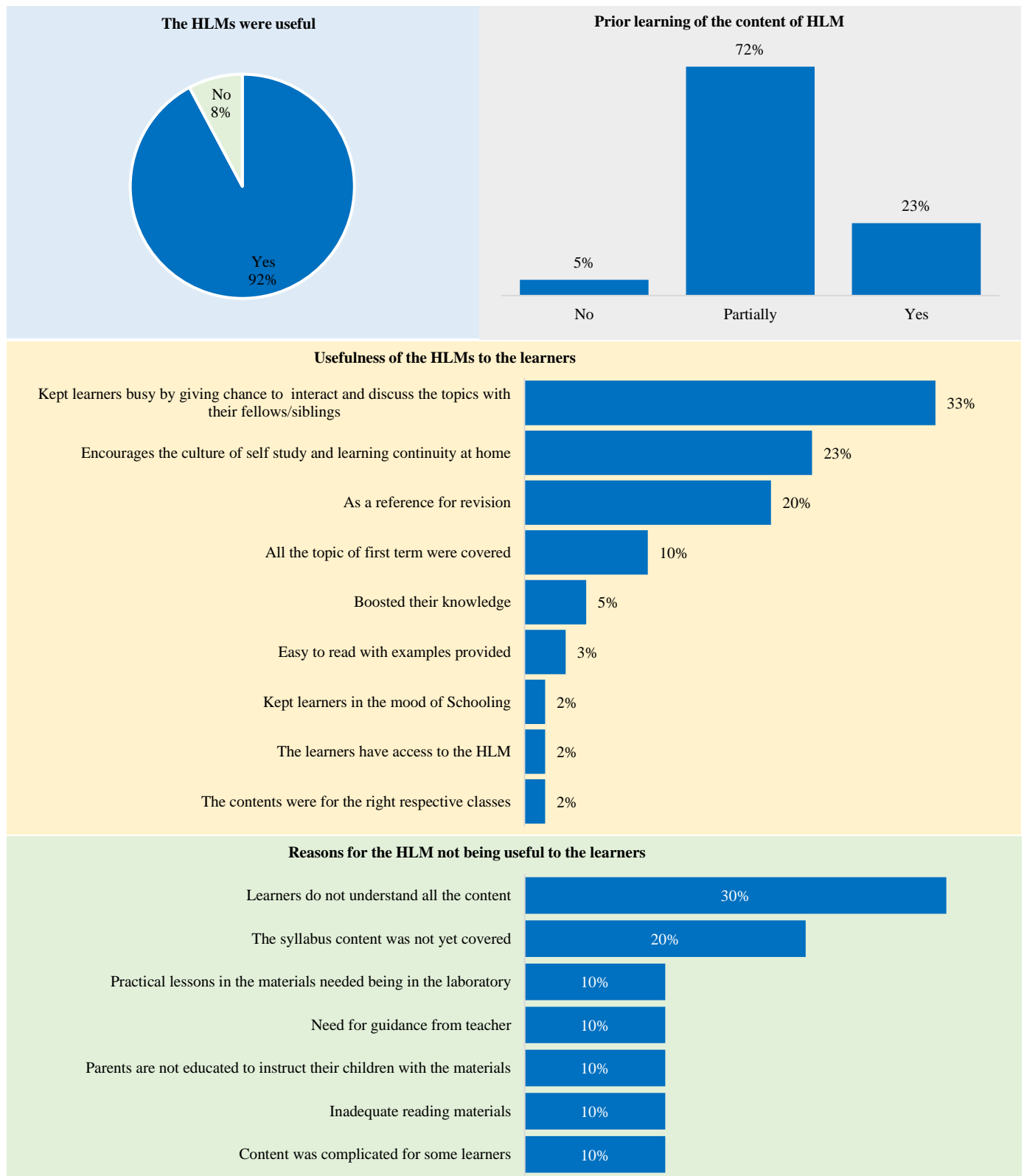
### 4.4 Relevance and prior knowledge on the content of the home learning Materials

In the interest of the survey to understand the relevance of the HLMs to the learners, 92% of the respondents claimed the package was useful and only 23% of the learners claimed to have had prior knowledge of the content. The majority at 72% claimed that the learners partially learnt the content given in the HLMs.

On how useful the HLMs have been to the learners, the study reveals that learners were kept busy by giving chance to interact and discuss the topics with their fellows and siblings, it encouraged the culture of self-study and learning continuity at home, served as reference for revision, all the topics of first term were covered in the HLM and it helped boost learners’ knowledge.

However, 8% of the respondents, claimed that the materials were not useful and advanced the following reasons, among others, as enumerated in the figure below. These include that learners do not understand the content, the syllabus content given to learners was not yet covered and that practical lessons needed physical laboratory setting for effective learning to take place.

**Figure 5: Useful of the HLMs and prior knowledge of the content**

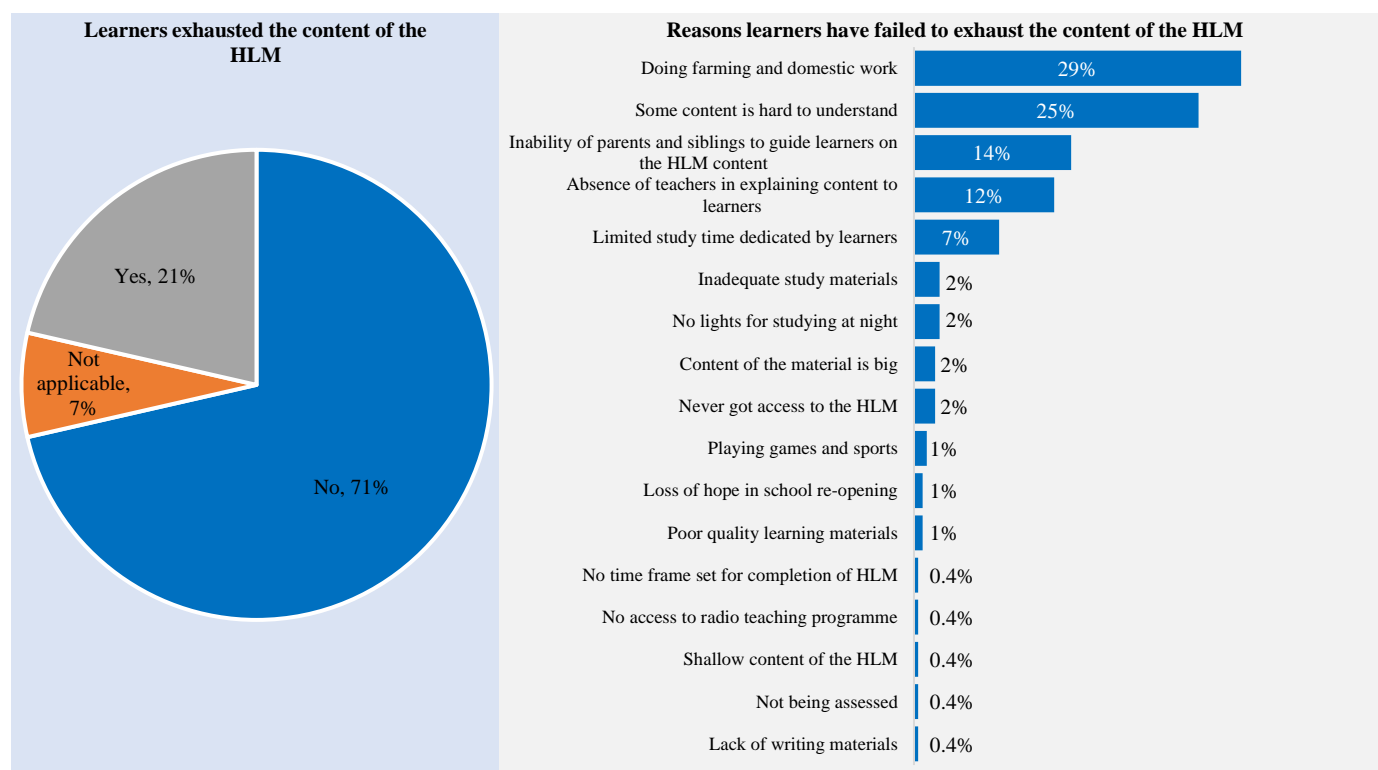


Source: FGD with Learners, Parents & Teachers and KIIs, July 2020



## 4.5 Level of utilization of the home learning materials

Figure 6: Utilization of the content of HLM by learners



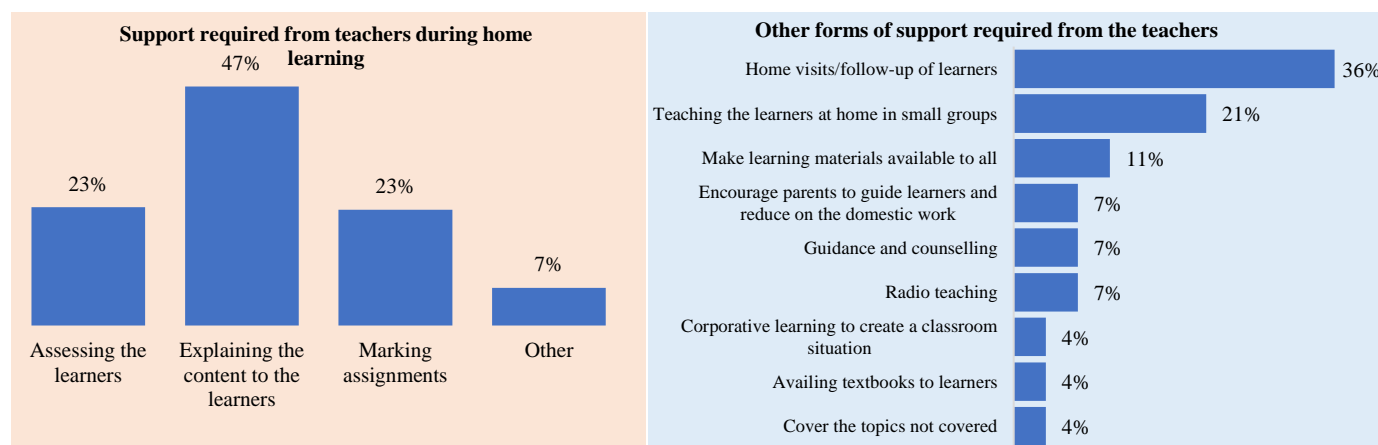
Source: FGD with Learners, Parents & Teachers and KIIs, July 2020

Majority (71%) of the respondents claimed that learners had, by the time of the survey, not exhausted the content of the HLMs citing reasons like learners are engaged in farming and other domestic chores, some content being hard to be understood by the learners, inability of parents and siblings to guide learners on the HLM due to either illiteracy or lack of commitment to support, absence of teachers in explaining the content to learners and the limited study time dedicated by the learners, among other, reasons as detailed in figure 6 above.

## 4.6 How teachers should support the learners in the home learning Programme

In understanding how teachers can support learners during the home learning, respondents emphasized the need for teachers to explain the content of the HLM to the learners, assess and mark assignments. However, they advanced other forms of support teachers need to render to the learners including home visits, follow-up of learners, teaching the learners at home in small groups, making learning materials readily available to all learners as key among other forms of support required from the teachers.

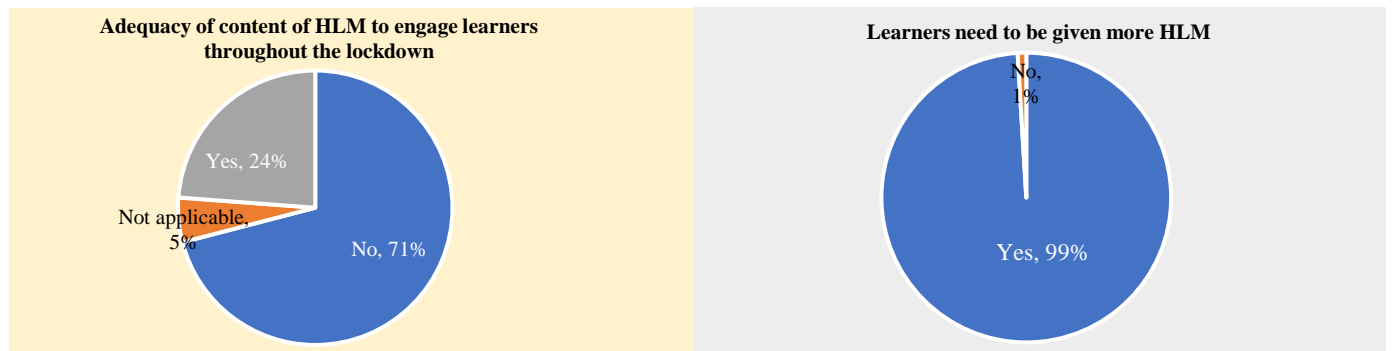
Figure 7: Support required from teachers to the learners during home learning



Source: FGD with Learners, Parents & Teachers and KIIs, July 2020

## 4.7 Adequacy of the content to engage learners throughout the lock-down period

**Figure 8: Adequacy of the content of the HLM**

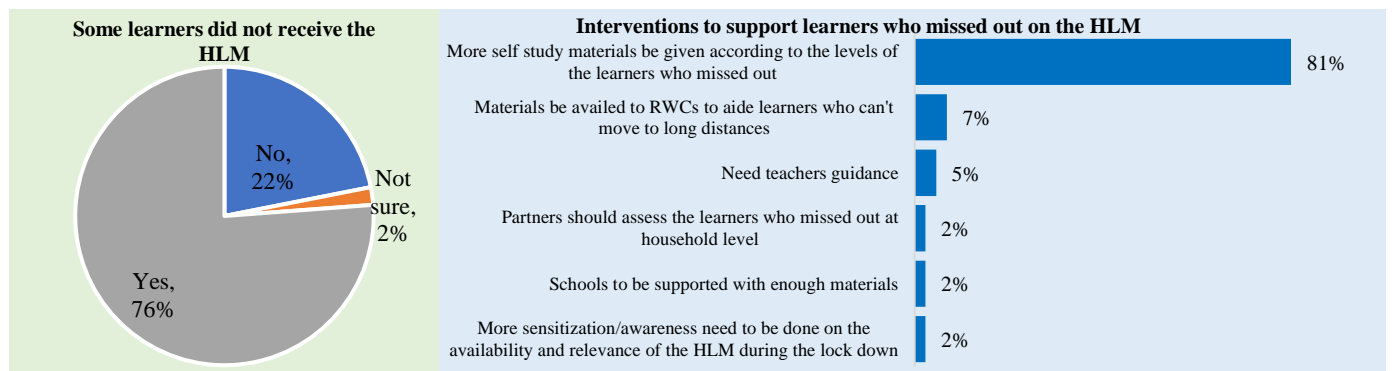


Source: FGD with Learners, Parents & Teachers and KIIs, July 2020

The study also reveals that up to 71% of the respondents claim that the HLM given to the refugees and their host community learners in the four settlements were not adequate in terms of content to engage the learners throughout the lockdown period. This claim was backed by 99% of them agreeing to the need to support the learners with more HLMs as detailed in figure 8 above.

## 4.8 Need for more home learning materials

**Figure 9: Existence of need for more HLMs**

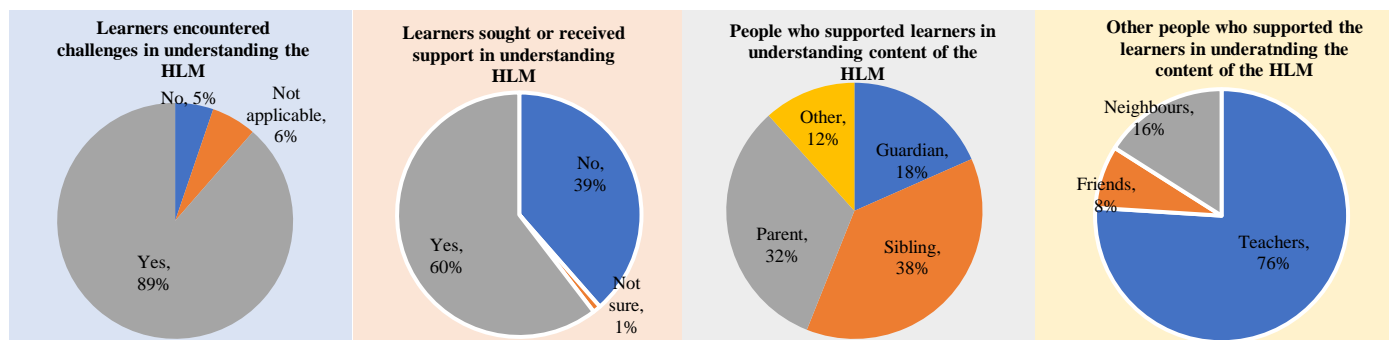


Source: FGD with Learners, Parents & Teachers and KIIs, July 2020

Up to 76% of the respondents claimed that some learners in their communities did not receive the HLMs against 22% who claimed that all received. Moving forward, the respondents suggest that more self-study materials should be given to the learners who missed out and that the RWC structures be used to distribute the materials to the aid of learners, who cannot move long distances to access the materials.

## 4.9 Challenges encountered in understanding the content of the home learning material

**Figure 10: Challenges in understanding the content of the HLMs**

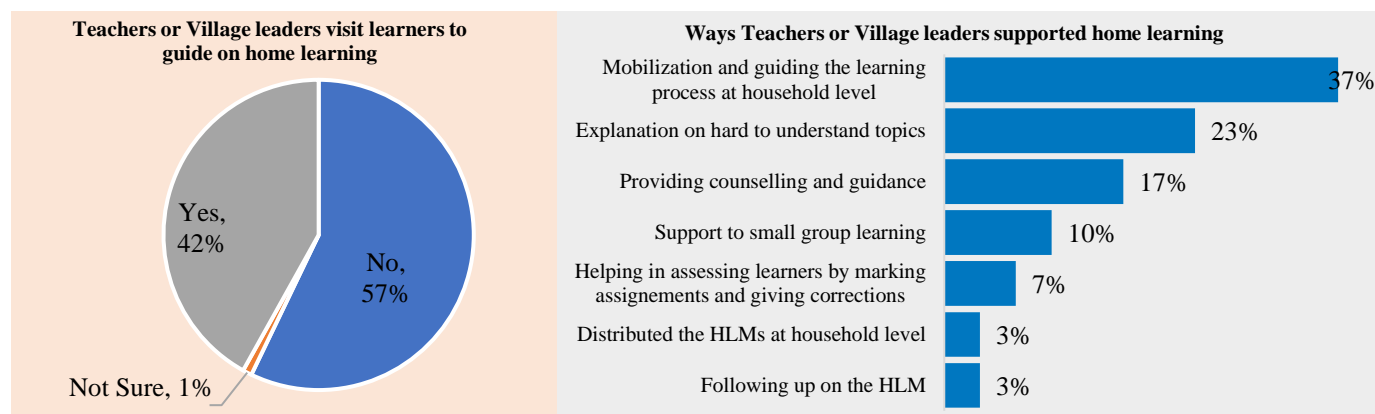


Source: FGD with Learners, Parents & Teachers and KIIs, July 2020

The study reveals that 89% of the respondents claimed that learners encountered challenges in understanding the content of the HLM and up to 60% of the respondents believed that learners sought or received support from their siblings, parents, guardians and other stakeholders including teachers, neighbours and friends as detailed in figure 10 above.

#### 4.10 Guidance from Teacher or Village leader

Figure 11: Guidance from teachers of village leaders during home learning

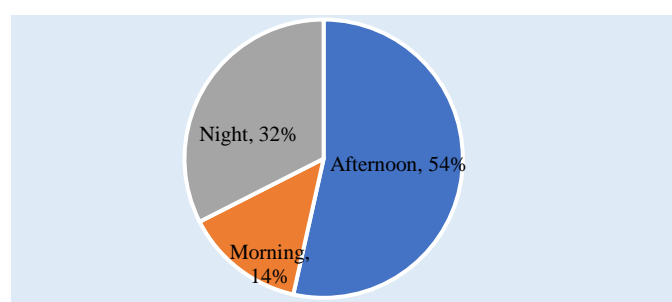


Source: FGD with Learners, Parents & Teachers, July 2020

In the interest to understand how teachers and village leaders support the home learning Programme, 57% of the learners, teachers and parents interviewed reported that no teacher or village leader visited the learners to guide on home learning. Meanwhile, on the other hand, 42% of them agreed that teachers and or village leaders visited the learners to give guidance on home learning through some of the following ways as detailed in figure 11 above; mobilization and guidance of the learning process at household level, explanation on hard-to-understand topics, provision of counseling and guidance, and support to small group learning. The huge variance in views can be attributed to the fact that partners like ZOA who operate in specific Zones and Villages were able to send teachers on Bicycles to support home learning while in other locations it was not the case.

#### 4.11 Schedule and duration of self-study by learners

Figure 12: Period learners actively engage in home learning



Source: FGD with Learners, Parents & Teachers, July 2020

Table 1: Period and average time in minutes spent studying

Study period	Average time in minutes
Afternoon	71
Morning	55
Night	69
Overall	67

Source: FGD with Parents & Teachers, July 2020

54% of the respondents claimed that learners actively engage in studying in the afternoon after

completing farming and other domestic chores for an average study time of an hour and 10 minutes. Meanwhile, 32% argued that learners study at night for an average time of an hour.

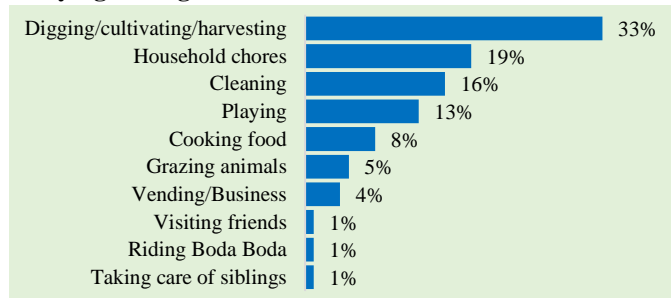
Table 2: Weekly learning frequency and time spent

Frequency of learning	# of learners	Average time (in Mins)
Daily	30	74
Five times a week	5	84
Four times a week	9	52
More than five times a week	7	66
Thrice a week	23	61
Twice a week	30	49
Grand Total	105	62

Source: FGD with Learners, July 2020

From figure 2 above, 30 learners claimed to study daily for an average of 1 hour 14 minutes, the same number claim to study twice a week for an average of 49 minutes. Meanwhile, overall, the learners spend at least 1 hour studying when they intend to do so in a day.

**Figure 13: Activities learners engage in other than studying during lockdown**

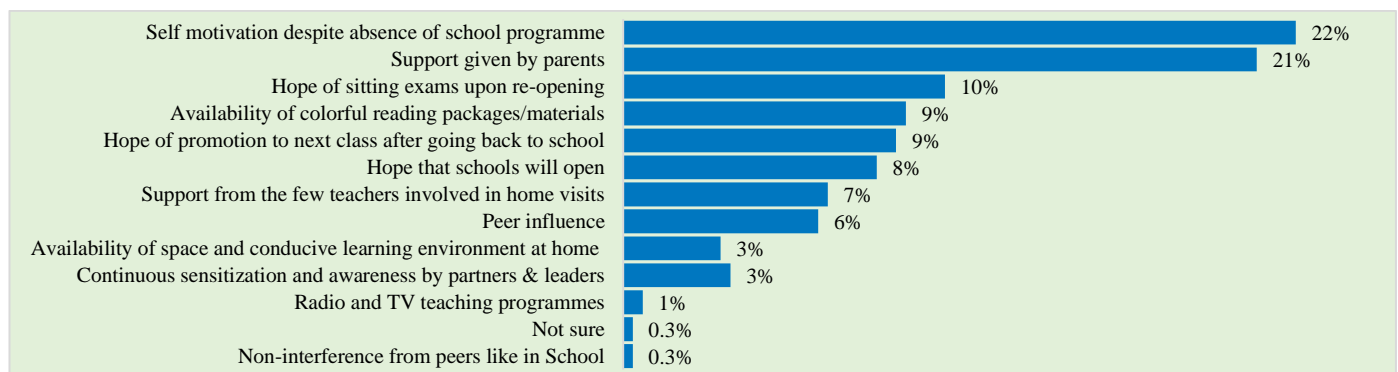


Source: FGD with Learners, July 2020

The study revealed that majority of the learners are involved in farming (digging, cultivating and harvesting), household chores cleaning and playing which also pre-occupy them other than the home learning.

#### 4.12 Motivators of learners to continue learning/studying while at home

**Figure 14: Motivation of learners to continue studying during the COVID 19 while at home**

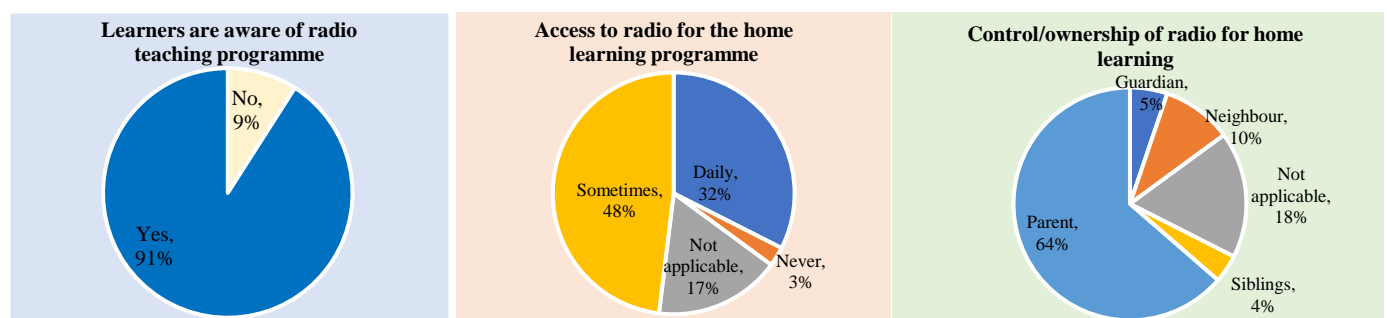


Source: FGD with Learners, Parents & Teachers and KIIs, July 2020

According to the key informants, the main motivators of learners to continue learning while at home include; self-motivation despite absence of school Programme, support given by parents to understand the HLM content, words of courage and support with basic scholastic materials, hope of sitting exams upon re-opening of schools, the availability of colorful reading packages/materials with pictorials, hope of promotion to next class after going back to school, hope that schools will open soon. The informants further stated that continuous sensitization and awareness by partners and leaders, support from the few teachers involved in home visits as well as peer influence were highlighted as key motivators for the continuity of learning at home.

#### 4.13 Awareness and access to Radio Teaching Programme (RTP)

**Figure 15: Awareness and access to RTP by learners**



Source: FGD with Learners, Parents & Teachers and KIIs, July 2020

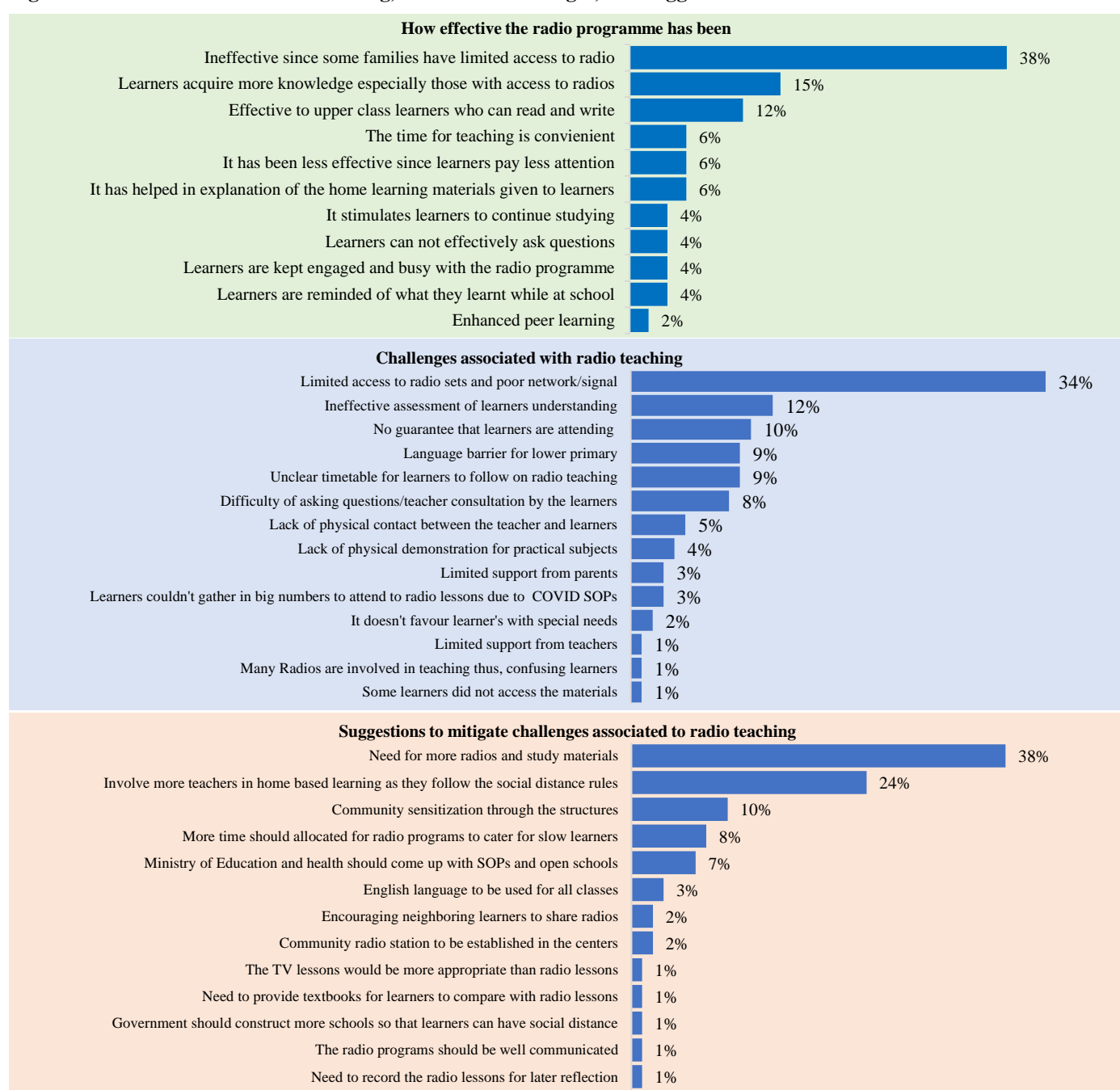
The study reveals that 91% of the respondents are aware of the ongoing radio teaching Programme in response to school closure due to COVID 19. On access to radio by learners, 48% of them sometimes do access radios, 32% of them accessing daily, 17% do not have radios and 3% have no access at all. The radios are owned and controlled by the parents of the learners while 10% of the learners access radios through their neighbours as detailed in figure 15 above.

On how effective learning through radio has been, 38% of the key informants claimed that it is ineffective since some families have no access to radio while 15% believe that radio teaching has been effective in the sense that learners acquire more knowledge, especially those with access to radio. 12% share the view that it has been effective to upper class learners who can read and write details as indicated under figure 16.

However, the key informants cited challenges associated with radio teaching including limited access to radio sets couple with poor signals, ineffective assessment of learners' understanding, no guarantee that learners attend sessions, language barrier for lower primary learners, unclear timetable for learners to follow on radio teaching and difficulty of learners asking questions or consulting teachers, among others.

The key informants suggested that radios should be procured and distributed for families to scale up listenership to the Radio Training Programme (RTP) and increase access to radio, and this must be backed by distribution of more HLMs, more teachers should be involved, particularly in home-based learning. They also cited community sensitization to empower parents on the importance of education as well as the role they play in promoting home learning amidst COVID 19 as per details in figure 16 below.

**Figure 16: Effectiveness of radio teaching, associated challenges, and suggested remedies**



Source: Key Informants Interviews, July 2020

**Table 3: Radio listenership by settlement**

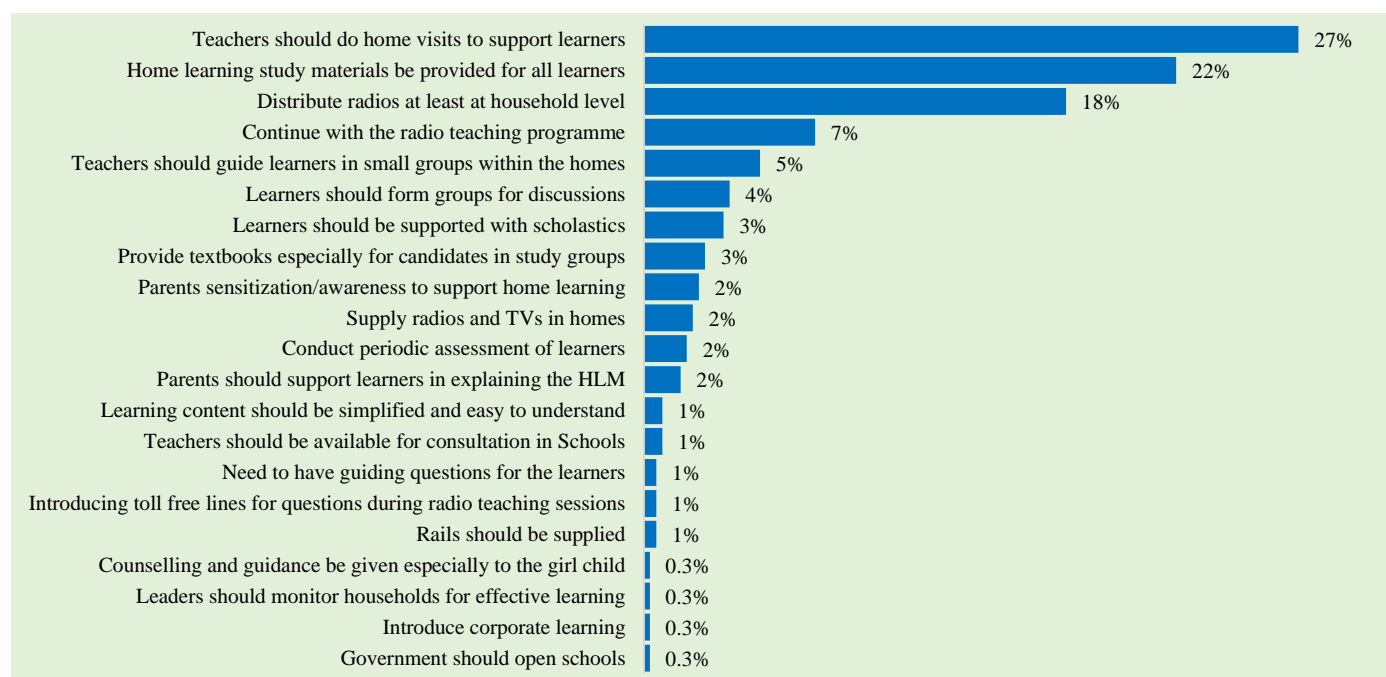
Radio Listened to by Settlement	Response	Percentage	Radio Listened to by Settlement	Response	Percentage
<b>Imvepi</b>			<b>Lobule</b>		
Arua One	11	34%	Spirit FM	9	82%
Radio Pacis	11	34%	Arua One	2	18%
Voice of Life	8	25%	Radio Pacis	1	9%
Nile FM	2	6%	<b>Total</b>	<b>11</b>	<b>100%</b>
<b>Total</b>	<b>32</b>	<b>100%</b>	<b>Rhino Camp</b>		
<b>Kiryandongo</b>			Radio Pacis	28	44%
Kibanda FM	37	43%	Arua One	19	30%
VCC FM	19	22%	Nile FM	19	30%
Radio Rupiny	13	15%	Voice of Life	10	16%
Divine FM	6	7%	Access FM	8	13%
Kiryandongo FM	6	7%	Capital FM	4	6%
Apac FM	3	3%	Spirit FM	3	5%
UBC Radio	1	1%	<b>Total</b>	<b>63</b>	<b>100%</b>
BBS	1	1%			
KFM	1	1%			
<b>Total</b>	<b>87</b>	<b>100%</b>			

Source: FGD with Learners, Parents & Teachers and KIIs, July 2020

Details in table 3 above reveal that, Arua one, Radio Pacis and Voice of Life are Radio Stations more listened to in Imvepi Settlement, Lobule listens to Spirit FM and Rhino Camp listens to Radio Pacis, Arua One and Nile FM. Meanwhile, Kiryandongo residents listen to Kibanda FM, VCC FM and Radio Rupiny.

#### 4.14 How Learners can best learn during the lockdown period

**Figure 17: Best practices for learners' home learning during the lockdown period**



Source: FGD with Learners, Parents & Teachers and KIIs, July 2020

The respondents home learning can be best practiced by ensuring the following: teachers should do home visits to support learners by explaining content of the HLM, support in explaining content delivered through radio teaching Programme, assessing learners and doing corrections, home learning materials be given to all learners, radio sets be distributed at least at household level and that the RTP should continue.

#### 5.0 Summary of findings, Conclusion and recommendations

- 99% of the students, pupils, teachers and the parents surveyed claimed that children were demoralized on the closure of schools citing that the children missed something for not going to school physically. This view has not been any different among the Key Informants who shared the same view on the closure of the Schools and the learners' feeling. They further confirmed that the learners had missed interaction

with fellow colleagues, guidance from teachers, learning itself, games and sports activities, face to face classroom learning/ assessment, guidance and counselling and that girls are exposed to early pregnancy/marriage.

2. The study reveals that 91% of the learners in both refugee settlement and host community received the HLMs - majority of which were given in the month of May 2020 nearly two months after the closure of Schools and total lock down due to COVID 19.
3. 92% of the respondents claimed that the package was useful and only 23% of them claimed learners had prior knowledge of the content which makes it not useful. 72% claimed that the learners partially learnt the content given in the HLMs. On a positive note, the survey indicates that learners were kept busy by giving chance to interact and discuss the topics with their fellows and siblings, it encouraged the culture of self-study and learning continuity at home, served as reference for revision, all the topics of first term were covered in the HLM and it helped boost learners' knowledge.
4. The 8% of the respondents who claimed that the materials were not useful cited reasons such as; learners do not understand the content, the syllabus content given to learners was not yet covered and that practical lessons needed physical laboratory setting for effective learning to take place.
5. Majority (71%) of the respondents claimed that learners had, by the time of the survey, not exhausted the content of the HLM citing reasons like learners are engaged in farming and other domestic chores, some content being hard to be understood by the learners, inability of parents and siblings to guide learners on the HLM due to either illiteracy or lack of commitment to support, absence of teachers in explaining the content to learners and the limited study time dedicated by the learners among other reasons.
6. Respondents emphasized the need for teachers to explain the content of the HLM to the learners, assess and mark assignments. However, they advanced other forms of support teachers need to render to the learners including home visits/follow-up of learners, teaching the learners at home in small groups, making learning materials readily available to all learners are key among other forms of support required from the teachers.
7. 71% of the respondents claim that the HLM given to the refugees and host community learners in the four settlements was not adequate in terms of content to engage them throughout the lockdown period. This claim was backed by 99% of them agreeing to the need to support the learners with more HLMs
8. Up to 76% of the respondents claimed that some learners in their communities did not receive the HLMs against 22% who claimed that all received.
9. 89% of the respondents claimed that learners encountered challenges in understanding the content of the HLM and up to 60% of them believed that learners sought or received support from their siblings, parents, guardians and other stakeholders like teachers, neighbours, and friends. 57% of the learners, teachers and parents reported that no teacher or village leader visited the learners to guide on home learning meanwhile, on the other hand, 42% of them agreed that yes teachers and or village leaders visited the learners to give guidance on home learning through; mobilization and guidance of the learning process at household level, explanation on hard-to-understand topics, provision of counselling and guidance, and support to small group learning.
10. 54% of the respondents claimed that learners actively engage in studying in the afternoon after completing farming and other domestic chores engaging for an average study time of an hour and 10 minutes. Meanwhile, 32% argued that the learners' study at night for an average study time of an hour. The study revealed that majority of the learners are involved in farming (digging, cultivating and harvesting), household chores cleaning and playing among others also pre-occupy them other than the home learning.

11. According to the key informants, the main motivators of learners to continue learning while at home include self-motivation despite absence of schooling, support given parents to understand the HLM content, words of courage and support with basic scholastic materials, hope of sitting exams upon re-opening of schools, the availability of colourful reading packages/materials with pictorials, hope of promotion to next class after going back to school, hope that schools will open soon. According to the key informants, continuous sensitization and awareness by partners & leaders, support from the few teachers involved in home visits and peer influence were highlighted as key motivators for the continuity of learning at home.
12. The study reveals that 91% of the respondents are aware of the ongoing RTP in response to school closure due to COVID 19. On access to radio by learners, 48% of them sometimes do access radios, 32% of them on daily basis, 17% do not have radios and 3% have no access at all. The radios are owned and controlled by the parents of the learners meanwhile 10% of the learner's access radios through their neighbour's.
13. On how effective learning through radio has been, 38% of the key informants claimed that it is ineffective since some families have no access to radio, 15% believe radio teaching has been effective in the sense that learners acquire more knowledge especially those with access to radio and 12% share the view that it has been effective to upper class learners who can read and write.
14. However, the key informants cited challenges associated with radio teaching including limited access to radio sets couple with poor signals, ineffective assessment of learners' understanding, no guarantee that learners attend sessions, language barrier for lower primary learners, unclear timetable for learners to follow on radio teaching and difficulty of learners asking questions or consulting teachers among others were cited.
15. Arua one, Radio Pacis and Voice of Life are more listened to in Imvepi Settlement, Lobule listens to Spirit FM, Rhino Camp listens to Radio Pacis, Arua One and Nile FM while Kiryandongo listens to Kibanda FM, VCC FM and Radio Rupiny.

## Recommendations

1. More self-study materials should be given to the learners, who missed out and that the RWC structures be used to distribute the materials to the aid of learners who cannot move long distances to receive HLMs.
2. Radios should be procured and distributed for families to scale up listenership to the RTP and increase access to radio, and this must be backed by distribution of more home learning materials to the learners, more teachers should be involved particularly in home-based learning as they follow COVID SOPs and community sensitization to empower parents on the importance of education and the role they play in promoting home learning amidst COVID 19.
3. Home learning can be best practiced by ensuring the teachers do home visits to support learners by explaining content of the HLM, provision of radio sets, assessing learners and doing corrections, home learning materials be given to all learners, radios be distributed at least at household level and that the radio teaching programmes should continue.

## Annex



Learning\_continuity\_a  
ssessment\_tool\_v.2.pdf

## Contacts:

**Sokhna Thiandoume** | Senior Protection Officer | UNHCR SO Arua | thiandou@unhcr.org

**Jane Asiimwe** | Assistant Education Officer | UNHCR SO Arua | asiimwe@unhcr.org

**Michael Abusa** | Assistant Information Management Officer | UNHCR SO Arua | abusa@unhcr.org