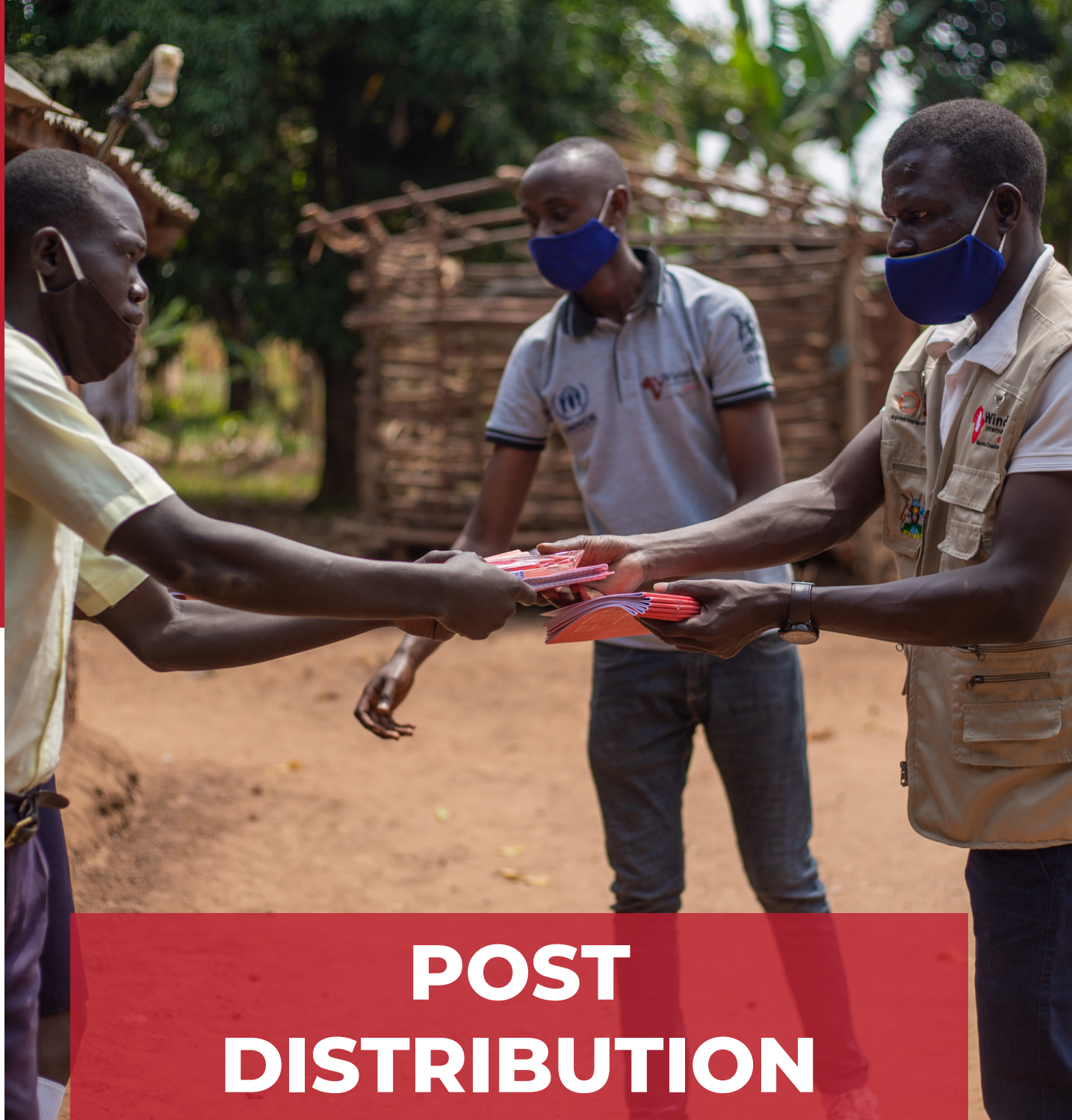


SEPTEMBER 2022



POST DISTRIBUTION MONITORING REPORT



ABOUT

Windle International Uganda (WIU) is an International Non-Governmental Organization managing Education programs in humanitarian operations in Uganda. WIU was established in 1996 to promote peace and development in communities. Windle empowers refugees and people affected by conflict to achieve their academic potential and contribute to sustainable development by providing education and training opportunities. Our mandate is to expand access to and improve the quality of education for refugees and communities affected by conflict, neglect, or discrimination.

In partnership with the United Nations High Commissioner for Refugees (UNHCR), the Office of the Prime Minister (OPM), and other development partners, WIU manages the administration of schools including hiring and remuneration of teachers at pre-primary, primary, and post-primary institutions in the settlements, as well as Infrastructure development, where we construct classroom blocks, latrines, teachers' accommodation, libraries, and dormitories to improve the conditions of learning for both the students and the teachers in the schools.

WIU provides scholastic materials like chalk, textbooks, charts, scheme books, and pens as well as furniture like desks and chairs, beds for the dormitories with mattresses, toys for children in the Early Child Development (ECD) centers, school uniforms and much more for the schools we support in the settlements. We support the functionality of school structures through the facilitation of regular school inspection by district officials, establishment and strengthening of school and education community structures such as Parent Teachers Association as well as School Management Committees

WIU has made great strides in delivering education programs for refugees in the following settlements; Adjumani, Palabek-Lamwo, Palorinya-Obongi, Imvepi, Rhino camp, Kiryandongo, Kyangwali, Nakivale, Oruchinga, Rwamwanja, Bidibidi-Yumbe, and Kyaka II. Currently, WIU manages 64 ECD Centres, 149 Primary schools, 17 Secondary Schools, 09 AEP Schools, 02 Vocation Training Centres, and 02 Community Technology Access Centres within 09 Refugee settlements in Uganda reaching 24,391 with 90% Refugees in ECD; 251,786 learners in primary with 78% Refugees; 14,000 learners in Secondary levels with 70% refugees; 2,471 participants reached through the supported WIU AEP, and 580 students reached through Vocational and Community Technology Access Centres accessing formal and non-formal training for skill's development within Term II of 2022.

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ABBREVIATIONS

DEO	District Education Officer
DIDQA	Directorate of Quality Assurance and Institutional Development
EAC	Educate A Child
FGD	Focus Group Discussion
HT	Head teachers
KII	Key Informant Interview
M&E	Monitoring and Evaluation
MS	Microsoft Teams
OPM	Office of the Prime Minister
PDM	Post Distribution Monitoring
PoC	Persons of Concern
PSNs	Persons with Special Needs
PTA	Parent-Teacher Association
RAs	Research Assistants
SMCs	School Management Committee
SOPs	Standard Operating Procedures
UNHCR	United Nations High Commissioner for Refugees
VEC	Village Education Committee
WIU	Windle International Uganda

ACKNOWLEDGEMENTS

Windle International Uganda profoundly appreciates everyone who proactively participated in the interaction and the invaluable support of those that helped to secure respondents for conducting this Post Distribution Monitoring (PDM). Without your time and input, this study would have been incomplete. This study would not be possible without the Research Assistants' dedication, commitment, and hard work to feed us with Quality data, including adhering to the WIU professional code of conduct and core values, Windle International Research team, settlement offices, and teachers, we thank you.

We acknowledge the commendable support that was provided by the Office of the Prime Minister through the Settlement leaders, Education Officials including the DEOs and the UNHCR Officials in guiding, coordinating, and presenting the necessary support including field technical responses, field permissions to conduct this study, we are forever indebted to you all.

Additionally, much applause goes to the teachers for taking time off their tight schedules to share the flight and amplify the voice of the learners in their respective locations. We are more than grateful for the cordiality, positivity, and acceptance to participate in this exercise.

This report is an output of a collaborative effort of the Windle International Uganda team and all the partners (Stakeholders) in Education Management.

We appreciate you all.

EXECUTIVE SUMMARY

Introduction

Windle International Uganda (WIU) is a lead Education Management partner with support from the United Nations High Commissioner for Refugees (UNHCR). Following Uganda's firm commitment to implement the 2022 Country-Level EAC Programme, WIU expedited the Post Distribution Monitoring on Scholastic Materials in September 2022 and reached key stakeholders mainly Pupils and Education Partners including the teachers, Village Education committee's members, District education officials (DEOs)/Office of the Prime Minister (OPM) and UNHCR officials. Windle International Uganda (WIU) currently supports over 251,786 learners in Primary Education with 78% (197,375) refugee representation and 54,411 learners as nationals across the 9 refugee-supported settlements. 24 Research Assistants were recruited, trained, and deployed reaching a total of 1096 respondents including 84 sampled primary schools. For this, the study conducted post-distribution monitoring on scholastic materials by measuring learners' levels of satisfaction with the adequacy, distribution processes, quality, timing of distribution, and transparency in 9 refugees supported settlements reaching learners from Primary Four to Primary Six (P.4-P.6).

Methods

Methods: The Post Distribution Monitoring on Scholastic Materials explored a mixed method including both the qualitative and quantitative approaches involving vast surveys, Key informant interviews, and Focus Group Discussions. The quantitative methods consisted of a cross-sectional study analysis of a representative sample of the various groups (Pupils within different Classes-P.4-P.6) with learners' representation from the supported settlements and schools. The qualitative component used census and/or purposive sampling for the targeted categories.

Key findings

Key findings: The PDM results reveal that the participants reached during the Post distribution monitoring exercise across the 9 refugee supported settlements in Education represented by 25% Nationals and 75% Refugees. 98.8% of the learners acknowledged receipt of the scholastic materials including exercise books, pens, pencils, math sets, and rulers. However, these were noted to be inadequate. 81% were satisfied with the adequacy of the items, 89% of respondents were satisfied with the quality of the given items, 79% noted these materials were given on time, and 66% of the respondents reported that they were told of the exact quantities before the distribution. Additionally, there is an outcry from the children and/or learners with learning difficulties in accessing the scholastic materials that would support their learning especially Assistive Devices like Tactiles. The materials commonly supplied include but are not limited to exercise books, pens, erasers, mathematical sets, school bags, and sanitary buckets. Secondary to these were the buckets, shoes, and assistive devices for those with disabilities. Across the different locations, 65% of the respondents noted that the distributions are always done late and compromise learning. This emerges as the result of delays in determining the gross enrolment with the stakeholders because respondents attested to having received most of the scholastic materials late.

Recommendations

Recommendations: Windle International Uganda should have a benchmark through joint consultation with the education partners including the MoES on the Adequacy, Frequency of distribution, Quality, Quantity, and timeliness for the distribution of the scholastic materials. Secondly, Monitoring, Evaluation, and Learning (MEL) should be at the center of verification and reporting across the different locations and ensuring that complaints are well managed, analyzed and feedback provided to participants in ensuring effective accountability; the findings noted low satisfaction on adequacy as compared to quality and timing of distribution. Therefore, it is pivotal to increase the volume of items

nd/or provide a clear message about the capacity of the institution to provide including both human and financial resources. The distribution leads should expound and increase information provision about support materials (especially type, usage, quantity, and quality) during distribution.

Conclusion

Overall, the PDM results indicate that the scholastic materials given to the learners are of benefit with 75% indicating improved academic performance, 60% representing improved reading culture, and 43% being able to continuously revise. This seems to be attributed to the support of the teachers through teaching for learning continuity. 89% appreciated the quality, 79% applauded the timeliness, 57% valued the distribution process and transparency, and 66% were satisfied with the distribution processes confirming the 98% utilization of the items they have received. However, there is need to close those gaps for effectiveness through effective coordination. It, therefore, indicates the effectiveness of the intervention which needs improvement through joint engagements, especially among actors in Education in Emergencies.

STUDY BACKGROUND

Windle International Uganda (WIU)-Education Management with support from the United Nations High Commissioner for Refugees (UNHCR) following Uganda's firm commitment to implement the 2022 Country-Level EAC Programme expedited the Post Distribution Monitoring on Scholastic Materials. The Education Management interventions support refugees and asylum seekers and strive for an education that transforms society. As WIU envisages educated, empowered, and inspired young people, it is pivotal to check and fast-track the effectiveness of these key interventions and ascertain the results including utilization of the scholastics given to the learners across the refugee hosting districts.

The Post Distribution Monitoring (PDM) on scholastic materials was conducted in September 2022 and reached key stakeholders mainly Pupils and Education Partners including the teachers, Village Education committee members, District education officials (DEOs)/Office of the Prime Minister (OPM)/ UNHCR Refugee Led. The PDM explored mixed methods exercises including both Quantitative (Questionnaire) and Qualitative (Key Informants and Focus Group Discussions) approaches.

The exercise examined the perspectives on how the distribution of scholastic materials as interventions to support the refugees and host communities are designed including adequacy, distribution processes, quality, the timing of distribution, and transparency to inform further programming. WIU supports over 9 settlements in Uganda, and each year within the first term of Uganda's School Calendar, WIU with funding from UNHCR provides and coordinates the distribution of Scholastic and instructional materials to all the learners in the refugee-supported settlements, and with the increasing influx of refugees and asylum seekers, WIU with support from UNHCR, Windle International Uganda (WIU) currently supports over 251,786 learners in Primary Education with 78% (197,375) refugee representation and 54,411 learners as nationals across the 9 refugees supported settlements. 24 Research Assistants were recruited, trained, and deployed with each settlement holding 4 research assistants covering Rhino Camp, Imvepi, Kiryandongo, Nakivale, Oruchinga, and Kyangwali reaching a total of 1096 respondents including 84 sampled primary schools as represented in the table below;

The PDM results reveal that 98.8% of the respondents received scholastic materials including exercise books, pens, pencils, math sets, and rulers. However, these were noted to be inadequate. 81% were satisfied with the adequacy of the items, 89% of respondents were satisfied with the quality of the given items, 79% noted these materials were given on time, and 66% of the respondents reported that they were told of the exact quantities before the distribution. However, there are still gaps that need planning for adequacy for the learners.

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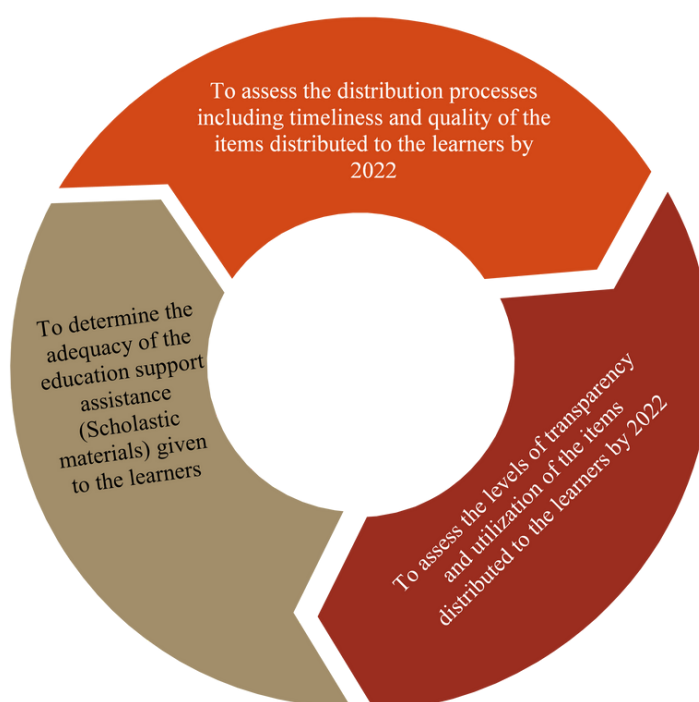
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<i>Mapped Settlements and Sampled Respondents</i>		
<i>Settlements</i>	Supported Primary P.4-P.6	
	Sampled Schools	Sampled Respondents
<i>Rhino-Camp</i>	11	157
<i>Imvepi</i>	09	127
<i>Kiryandongo</i>	05	141
<i>Oruchinga</i>	04	146
<i>Kyangwali</i>	09	128
<i>Nakivale</i>	08	113
<i>Palorinya</i>	14	64
<i>Adjumani</i>	16	114
<i>Palabek</i>	08	106
	84	1096

STUDY OBJECTIVE

To conduct post-distribution monitoring on scholastic materials by measuring learners' levels of satisfaction with the adequacy, Distribution processes, Quality, timing of distribution, and transparency in 9 refugee-supported settlements.

Specific Objectives



STUDY SCOPE

Sampling Procedures:

This PDM was organized to reach the learners in primary education with a concentration on Adequacy, distribution processes, quality, timing of distribution, and transparency to inform further programming giving the notion on the impacts of the Scholastic materials given to the learners. Thus, the changes realized in this report are a result of the monitoring exercise held with learners from Primary Four to Primary Six (P.4-P.6). The distinction in this report included the engagement of the participants from the Windle International Uganda supported schools within the 9 refugee hosting districts, in Uganda with each school holding to 14 learners.

Thus, the PDM monitoring team hoped to look at the impact including satisfaction on this key intervention in enhancing equitable learning outcomes in the following key areas;

1. Adequacy of the scholastic materials given to the learners
2. Distribution processes of the scholastic materials
3. Quality of the items given to the learners
4. Timing of the distribution of the scholastic materials
5. Transparency during the distribution of the materials.

It should be noted that the learners from P.4-P.6 were intended as control groups (benchmark to the programming on the distribution of scholastic materials), and the purpose was to gather good ideas and best lessons from those that received the scholastic materials than those who did not.

Study Limitations:

- Originally, the plan to conduct PDM was meant to cover schools with learners present in those schools, and the uncertain closure of the primary schools by MoES due to the escalating cases of EBOLA Virus affected the reach to the participants in some locations attributed to the hardship in the mobilization of the targeted categories and samples as planned.

- Secondly, the planned sampled schools were to be many because of the huge support by WIU/UNHCR across the different locations in Uganda so that more reliable conclusions could be derived including those that received the scholastic materials and those who had not received the items, however, during the school selection, this was not possible.
- No reliable comparisons could be made between the schools that received the scholastic materials and those that had not received the items. However, the distinctions were held within those that received the scholastic materials.
- Time constraints limit the schools and the respondents to be sampled. These dictated sampled learners and schools, the coverage for the PDM, and the amount of time allowed for analysis and report writing were tight marked.



Figure 1: A Learner signing in the attendance form during the distribution of the scholastic materials in Oruchinga

METHODOLOGY

The Sample:

The Post Distribution Monitoring on Scholastic Materials explored a mixed method including both the qualitative and quantitative approaches involving vast surveys, Key informant interviews, and Focus Group Discussions. The quantitative methods consisted of a cross-sectional study analysis of a representative sample of the various groups (Pupils within different Classes-P.4-P.6) with learners' representation from the supported settlements and schools.

The qualitative component used a census and/or purposive sampling for the targeted categories including Head-teachers (HTs), Village Education Committee Members (VECs), District Education Officers (DEOs), School Management Committee Members (SMCs), Education Partners, Office of the Prime Minister (OPM)-Education Focal person from each of the settlements, UNHCR-Education Focal Person from each of the reached settlements. The purposive with a random element was ensured to ease an effective and/or appropriate weighting when the schools and the Key Informants, especially on receipt of the scholastic materials.

The initial selection of the learners focused on those that received the scholastic materials and those that did not based on the sample from P.4-P.6 at the primary level of education. For this, where the number exceeded the sampled numbers as needed, the Research Assistants were selected in a random order as well as those that were few, the respondents (learners) were selected in other classes to make up the group number up to the total sample per school, and per settlement for the PDM.

The overall sample from the reached location is shown in the table below;

Table 2: Mapped settlements, sampled schools, and sample size

Mapped Settlements, Sampled Schools, and Sampled Respondents			
Settlements	Supported Primary		P.4-P.6
	WIU Schools	Sampled Schools	Total Respondents
Rhino-Camp	26	11	157
Imvepi	13	9	127
Kiryandongo	6	5	141
Oruchinga	4	4	146
Kyangwali	13	9	128
Nakivale	11	8	113
Palorinya	28	14	64
Adjumani	33	16	114
Palabek	12	8	106
Totals	146	84	1096

Total Sample Size: 84 Primary schools; 1,096 learners.

Sampled Settlement	Qualitative Section (Key Informants-Participants)
Rhino Camp	<ol style="list-style-type: none"> FGD (Teachers and SMCs) KII (DEO, VEC Member, and HT) KII (Education Partners, OPM, and UNHCR)
Imvepi	
Kiryandongo	
Oruchinga	
Kyangwali	
Nakivale	
Palorinya	
Adjumani	
Palabek	

The Research Assistant's (RA) Training:

Windle International Uganda through the M&E Technical team recruited and selected Research Assistants who could collect quality data. The research Assistant shared links for virtual and/or online training through MS. Teams and the training was held for one day. The piloting was done on the second day at the nearby schools. Effectively, the Research Assistants and the WIU M&E Team discussed the feedback from the pre-test and adapted the tools for friendly use, including the set questions.

The training covered the following activities;

- The study and its objectives,
- The detailed data collection methods including sampling, sample sizes, and locations,
- Key research ethics with consideration on child safeguarding and protection as well as prevention from COVID-19 and Ebola virus.
- Piloting and clarifying questions on the pre-test.
- All the RAs proceeded to collect day with slated schedules, and tools deployed on KOBO Toolbox.

The Data Collection Tools:

The data collection tools were designed for both offline and text-based. The Quantitative data collection (questionnaire) was designed and collected using the KOBO Toolbox with questions outlined from section A to Section H. These tools were shared with the WIU Directorate of Institutional Development and Quality Assurance (DIDQA). The Research Assistants used 4 designed tools for data collection and information triangulation.

1. **Post-distribution Monitoring Questionnaire:** The first tool used by the Research Assistants was the Post Distribution Monitoring Questionnaire, and the learners were asked about the receipt of the scholastic materials, 1) the Adequacy of the scholastic materials given to the learners, 2) the Distribution processes of the scholastic materials, 3) Quality of the items given to the learners, 4) timing of the distribution of the scholastic materials, 5) transparency during the distribution of the materials.

2. **Focus Group Discussions (FGD) Guide for Teachers and School Management Committees (SMCs):** The enumerators held friendly discussions with the teachers and SMCs with guiding questions covering the materials distributed, frequency of the distribution, distribution processes, quantities of the items distributed, timeliness of the distribution including schedules, satisfaction on the distribution channels, utilization of the items like the usefulness of the materials, knowledge on the use of items/guidance, common malpractices during and after the distribution of the scholastic materials, challenges experienced during and after the distribution of the materials.
3. **Key Informants Interview Guides for the District Education Officer, Village Education Chairpersons (VEC), and Head teachers:** These key persons were asked by the enumerators with questions covering the materials distributed, frequency of the distribution, distribution processes, quantities of the items distributed, timeliness of the distribution including schedules, satisfaction on the distribution channels, utilization of the items like the usefulness of the materials, knowledge on the use of items/guidance, common malpractices during and after the distribution of the scholastic materials, challenges experienced during and after the distribution of the materials, schedules, materials given to children with Disabilities and/or Children with learning difficulties, and key stakeholders involved in the Distribution of the items to the learners.
4. **Key Informants Interview Guides for the Education Partners, Office of the Prime Minister (OPM), and UNHCR:** These were administered and the key persons and the enumerators discussed the questions covering the materials distributed, frequency of the distribution, distribution processes, quantities of the items distributed, timeliness of the distribution including schedules, satisfaction on the distribution channels, utilization of the items like the usefulness of the materials, knowledge on the use of items/guidance, common malpractices during and after the distribution of the scholastic materials, challenges experienced during and after the distribution of the materials, schedules, materials given to children with Disabilities and/or Children with learning difficulties, and key stakeholders involved in the Distribution of the items to the learners.

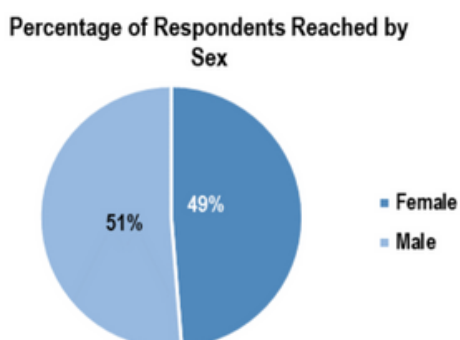
The Data Collection Monitoring Considerations:

This exercise was extensively supported and monitored with the technical backstopping from the Directorate of Institutional Development and Quality Assurance including daily checks at each location for the 9 settlements, held brief introductions, consent and assent seeking from each school, learners, and the Key informants. Further to note, the principal investigator under WIU held on-spot checks including ensuring daily data submission to the WIU online servers and locations were updated every evening on the progress of their data collection. Additionally, rapid phone-sense meetings were held with the Regional Coordinators and M&E Assistants within WIU in ensuring the submission of the daily reports, and timely completion of the PDM exercise.

Findings:

The Post Distribution Monitoring (PDM) findings cover the following key objectives and areas including an action for further programming within WIU and other partners in Education. The findings share the following key areas: adequacy, distribution processes, quality, the timing of distribution, and transparency. Each finding will draw on evidence from the data collected and gathered using at least two or more of the PDM tools. The PDM objectives were to determine the effectiveness of support including the distribution processes and timeliness, that is;

- To determine the adequacy of the education support assistance (Scholastic materials) given to the learners;
- To assess the distribution processes including timeliness and quality of the items distributed to the learners by 2022;
- To assess the levels of transparency and utilization of the items distributed to the learners by 2022.

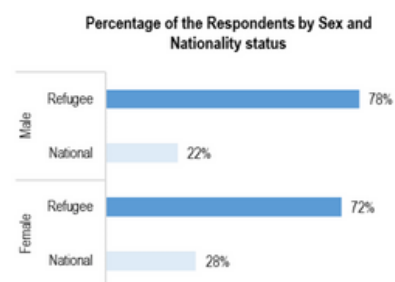
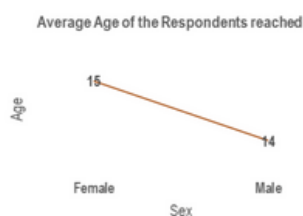
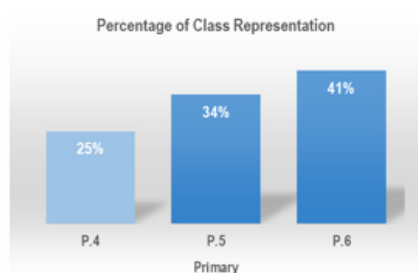


The PDM reveals that 51% of the participants reached were Female and 49% male including 41% of those in primary education from Primary Six (P.6) with Kiryandongo and Rhino Camp holding to 14%, 34% from Primary Five (P.5) with 16% from Oruchinga and 14% Rhino Camp, and 25% were in Primary Four (P.4) holding Kiryandongo to 18% representation.

It is also important to note that the average age of those in primary educations ranges from 8 years to 12 Years, however, the PDM engagement reached Females within an average age of 15 years and Males within the range of 14 years.

By nationality status, 49% were male and 51% were females reaching 24.91% Nationals and 75.09% Refugees during the Post distribution monitoring exercise across the 9 refugees supported settlements in Education represented by 25% Nationals and 75% Refugees.

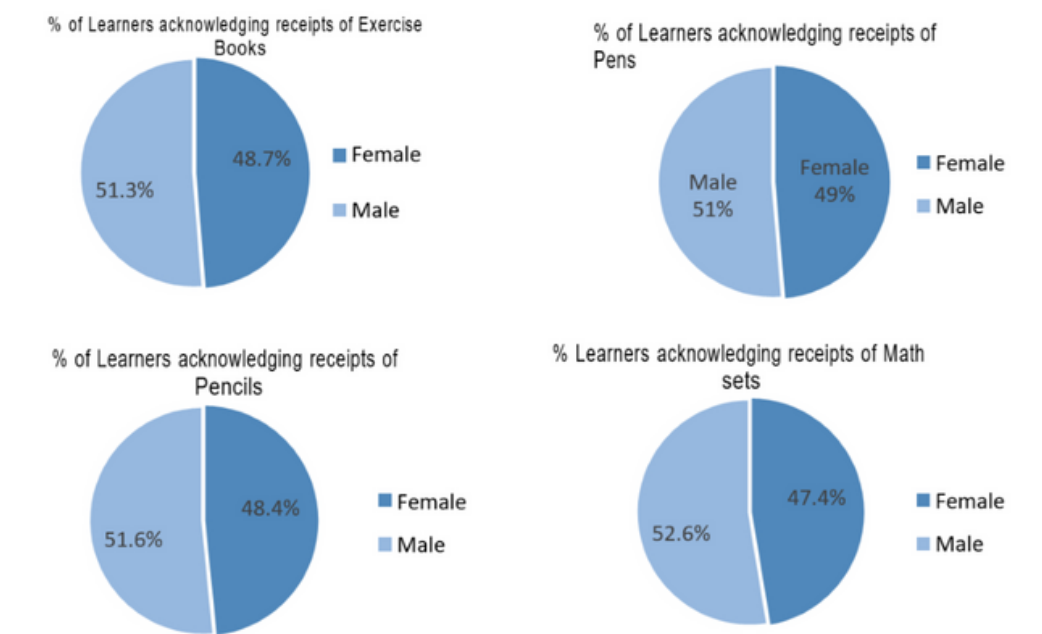
98.8% of the learners acknowledged receipt of the scholastic materials.



1. The adequacy of the education support assistance (Scholastic materials) given to the learners:

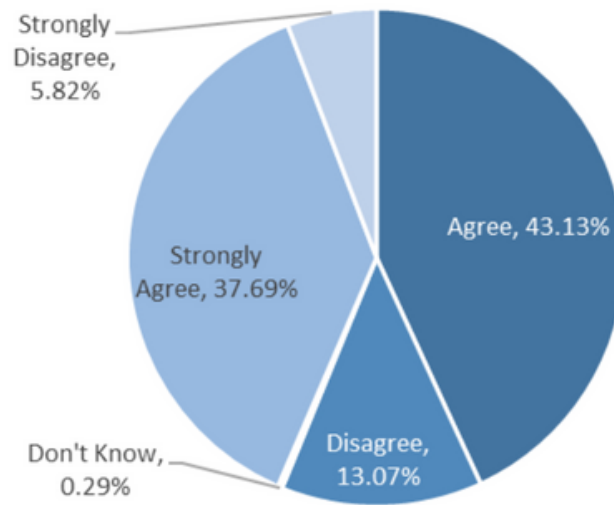
The key considerations under the adequacy were the extent to which these materials were satisfactory to support the learners' learning and the proportion of the nationalities that are often supported easing the determinants of the most affected population on receipt of the scholastic materials.

Windle International Uganda provides and coordinates the distribution of scholastic materials including; Exercise books, Pens, Pencils, Math sets, rulers and Counter books, etc. The findings noted that the following items and materials were received by the learners as presented in the chart below;



There is positive feedback from the learners acknowledging receipts of the education support assistance with 98.8% of the learners noting to have received the scholastic materials. For this, 51.3% (Males) and 48.7% (Females) acknowledged to have received Exercise books during their school calendar year, 51% (Males) and 49% (Females) referred to having received pens, and 52.6% (Males) and 47.4% (Females) noted to have received Math sets and these are mainly given to those in upper primaries (P.4-P.6) across the different settlements and 51.6% (Males) and 48.4% (Females) assented to have received pencils. It is important to note that, the number of learners is determined by the records each school is having including gross enrolment, this informs the planning and Budgeting within WIU to provide further assistance to the Persons of concern. Notably, some of the materials distributed are the Books including 48/96 pages & counter books), Pens, Pencils, Pads, Rulers, rubbers, sharpeners, PSN's personal effects such as soap, knickers, and underpants.

Satisfaction Levels on the adequacy of the materials received by the learners.



It is pivotal to note that, 81% of the learners are satisfied with the adequacy of the scholastic materials given for the whole term. The FGD with the teachers and SMCs members acknowledge this;

“The respondents were generally happy that everyone in the school was budgeted for, regardless of their status. The number of books for lower classes is so fixed (6 per learner) that when one loses one, one has the chance of starting to dodge writing in class and the teacher loses track of following. Meanwhile, the number of pens for the upper primary is few to finish the term”. A participant noted during the FGD_Imvepi.

WIU provides and coordinates access to education for the refugees, and it is important to provide sufficient scholastic materials to the learners as noted from the above Focus Group Discussion in Imvepi with learners being given 06 exercise books for the whole term, especially for the lower classes. Justifiably, during the interaction with the Key Informants, added that;

“Quantities are not enough for the learner’s enrolment in the school because; Sanitary materials provided are not enough compared to the Girl’s enrolment, and the number of scholastic materials provided is not enough compared to the period they are to be used”-KII-Education partner, Palabek Refugee Settlement noted.

Secondly, the key informants under the category of OPM, UNHCR, and Education partners had mixed reactions as reference:

“No, the only challenge we have in our school is the quantity, and this target specific group of people. This quantity only targets a specific group of people during the time of distribution, you find other needy people who would also want the same support but realize, they are not the person of concern, so! the materials are not adequate to support them. This distribution process involves many partners and they all speak for themselves. For example; OPM will say that you are a refugee and you are not, and to be a refugee, you must be registered with the number and you who are not a refugee, you are not entitled to this, so! you provide for yourself just like the school, and UNHCR will speak the same language”- KII_District Official_ Isingiro.

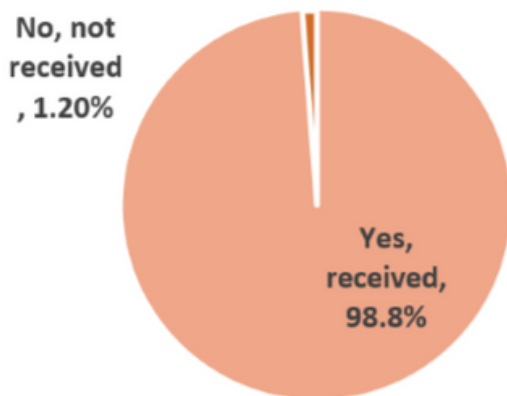
Additionally, there is an outcry from children and/or learners with learning difficulties in accessing the scholastic materials that would support them learn especially the assistive devices. For this, in ensuring an inclusive environment holding to the Age, Gender, and Diversity principle, it is important to map and/or profile children with learning difficulties within the continuum of health and education including those with some difficulties, those with a lot of difficulties, and those who cannot do all and provide adequate and timely scholastic materials to them. The Adequacy of the theme on the Scholastic material shares how primary school learners have received support to ensure learning continuity. The responses are representative of the opinions of the Learners, Office of Prime Minister (OPM) officials, development partners, implementing and operating partners, school administrations, and parents focused on access to the scholastic materials.

The primary school learners (98.8%) had access to the materials distributed provided they are registered with the school and 95.5% were noted to have signed the attendance form or had a thumbprint on the day of receipt. The respondents shared that the distributions are inclusive for vulnerable groups like learners living with disability materials and sanitary materials for girls. However, the learners with disabilities are given class support materials and not

assistive devices. When assistive devices are provided then the maintenance becomes a very big challenge. There was a proposal that the learners with disabilities are supplied with assistive materials very often. If this is costly then, maintenance should be budgeted for during the distribution timelines. This is because it is one thing for them to receive books, pens, and mathematical sets among other materials and they are unable to use them because of their learning difficulties and/or disabilities.

“...If there are children with disabilities and they are being identified, the distribution should purposefully target them... if that's not being taken care of, I feel it should purpose them in ways of maintaining their assistive devices so that they can comfortably use their scholastic materials.” _ KII Education Partner _ Rhino Camp.

Percentage of representation on access to scholastic materials by the learners



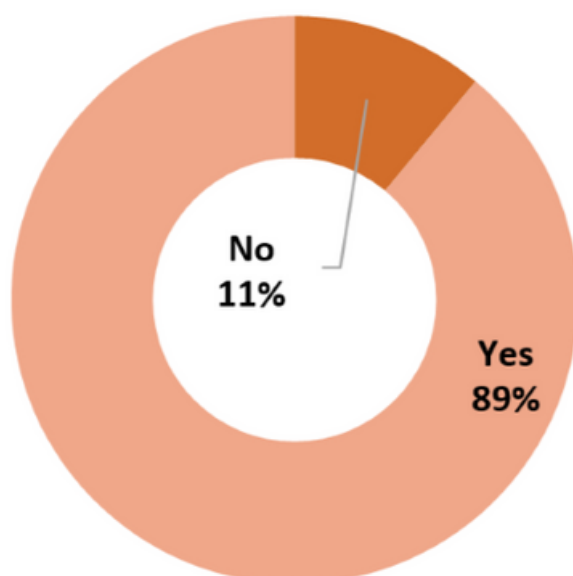
There was a general outcry where refugee learners are receiving more support compared to the nationals. The respondents foresaw an increased vulnerability of the host community if processes like the distribution of scholastic materials do not address the needs of both refugee and host communities moving forward.

Moreover, there were some cases where the girls were receiving more support compared to the boys. The respondents were concerned that the girls will have too much and the boys will be lacking overtime. This is because very less or no attention is given to the boys yet they have their own needs too. They reckoned that before these distributions are done, assessments are conducted to find out what these learners need to avoid giving out the same materials yet the needs keep shifting. In this way, the needs of the boys can be registered and catered for, and adequately supported

“... Emphasis have been put on the girl child and yet boys left out and for that case boys should also be supported because they are now looking at girls as enemies now.” _ KII _OPM Official.

2. The Distribution Processes including Quality and timeliness of the items:

Percentage of satisfaction by learners on the Quality of the scholastic materials distributed



For this, 89% of the Respondents 41.7% of the learners noted the quality of the items as excellent, 33.6% mentioned the quality of the items distributed as being very good, and 23.9% of the respondents recorded the quality of the scholastic materials distributed as good. In response to the quality of the items distributed, 89% of the respondents were contented, whereas, 11% of the respondents were not satisfied with the scholastic materials distributed. In terms of the Quantity and the frequencies of the supplies, the respondents noted that

“.... No, the only challenge we have in our school is the quantity, and this target specific group of people. This quantity only targets a specific group of people during the time of distribution, you find other needy people who would also want the same support but realize, they are no person of consideration so the materials are not adequate.” _KII_District Official_ Isingiro.

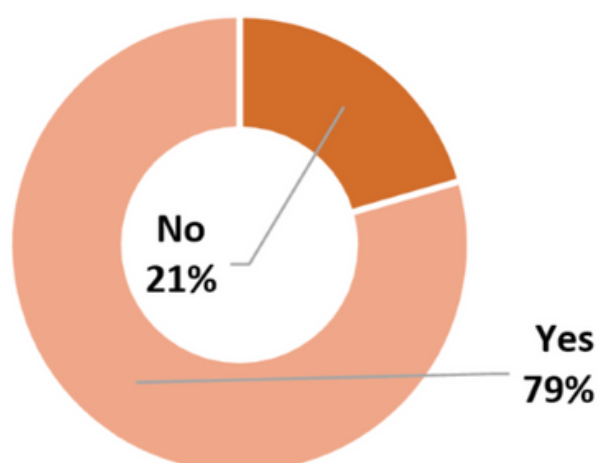
The learners who are not registered also want to receive the materials- District Education Officer, Madi Okollo/Terego District, Rhino Camp noted.

The materials commonly supplied include but are not limited to books, pens, erasers, mathematical sets, school bags, and sanitary buckets. Secondary to these were the buckets, shoes, and assistive devices for those with disabilities. Usually, these were reported to be less compared to the number of beneficiaries. This is a result of the partners or stakeholders in charge of distributing registration too early into the term when some learners have not reported to the school. All the participants reached said these materials are never enough and there is a need to strategize or always deliver in excess to cut on the large number of learners that never receive scholastic materials.

The materials are normally distributed on a termly basis where 98.8% of the participants said this was the ideal. They reported that this is the easiest way to reach most of the learners' holding schools being a central place for all. However, the timeliness of the distribution processes was questionable and was reported to have room for improvement.

"...Challenges may be outside. But inside, these materials received are inadequate. The population of school learners is large (so inadequacy is there). Also, little is given to the part of the district to give out." _ KII_OPM Official Kyangwali

**Percentage of the satisfaction on
timeliness of the scholastic materials
distributed**



In addition to the inadequacy, some distribution policies/SOPs are misinterpreted by the beneficiaries. This is common in cases of registered and non-registered refugee learners. therefore, there is a great need to have these misinterpretations addressed for fairness as elaborated in the verbatim below.

“...The challenge is, you may have for example 50 learners in one class, and out of 50 20 are the refugee(registered) and 30 are not, so you who is distributing these materials with the humanity of the humanitarian heart you have, what challenges do you think you will have, (1) the learners will think that you are segregating. (2) the materials are not adequate for the learners.” _ KII_Village Education Committee member_ Kyangwali

The respondents noted that “...We have not yet recorded any case, especially this distribution, but we always have risk and we plan for those risks like thefts, storage and water may come in and destroys those materials, security, at home some parent may not be supportive to their children and we have the risk of not being able to distribute to everybody because we have a lot of un-registered people, they are not nationals, they are refugees. I call them foreign learners who are not recognized anywhere and with the new ministry of education policy on inspecting people whom we know, am sure there is going to be a problem we have not yet uncounted that yet but it is coming. so we have to look at how those people are supported because it is not only scholastic material, they are a lot of things that are going to affect them.” _ KII _ District Official_ Isingiro.

The above narrative denotes that the number of materials given to the learners does not match their expectations, this usually creates a perception that materials are not enough among the learners and their social networks. This calls for a great need to manage the expectations of the end users of these materials through clear communication lines and transparency.

“...I don't think some challenges may be the number,them being few then they would have somebodywanting 10 books but you are giving them but they are not enough” _KII_OPM official,Nakivale.

Timeliness and coordination of the distribution:

Late delivery of scholastic materials has affected the adequacy of education support. There was the general submission that materials are usually delivered very late during the mid-term or end of term which defies their relevance. The delays are partly caused by the uncoordinated distribution processes among the different stakeholders. In addition to this, the verification and the registration process create a difference in action and response during distribution.

"This distribution process involves many partners and they all speak for themselves. for example; OPM will say that you are a refugee and you are not. And to be a refugee, you must be registered with the number and you who are not a refugee, are not entitled to this to provide for yourself and so like the school, UNHCR will speak the same language." _ KII_ District Official _Isingiro

"...since the materials might reach in mid-term and you find more pupils have also arrived in mid-term and the materials are counted 1000 but you find the pupils in the school are 1200. I guess I would term this as malpractice since an oversight will not be seen and so the right number of materials purchased are for the heads counted." _ KII _ Humanitarian worker _Kyangwali

"...The children safely receive their items only but they did not receive equal numbers of the items, either few meanwhile others many. The distribution of the items also delays a lot." _ FGD _ SMC _ Nakivale

There is access to scholastic materials but the adequacy is compromised by the reasons listed above. These can be addressed by making the distribution processes inclusive of all stakeholders especially the learners that use these materials. Moreover, with all parties involved then the issue of poor coordination is addressed over time. The processes of distribution of scholastic materials are explained in the section below.

Distribution Processes; This theme shares the a) key players in scholastic materials distribution, their level of involvement, b) best practices that make distribution a success, c) malpractices in distribution that affect the process, general or inevitable challenges, and d) key actionable solutions. The sub-themes in this section explain the factors affecting adequacy as described earlier in this report.

a) Key stakeholders:

The key stakeholders in the distribution processes include government through the district local government, humanitarian agencies with funding from different donors, school administration parents, learners, the private sector who do one-offs, and funding donors. The processes are commonly spearheaded by humanitarian agencies, especially education partners. These are followed by the government through the capitation grant, the private sector, school administration, parents, and learners. The figure below shows the current hierarchy of key stakeholders and their responsibilities in the distribution cycle;

Current distribution process– phases and actors' responsibilities

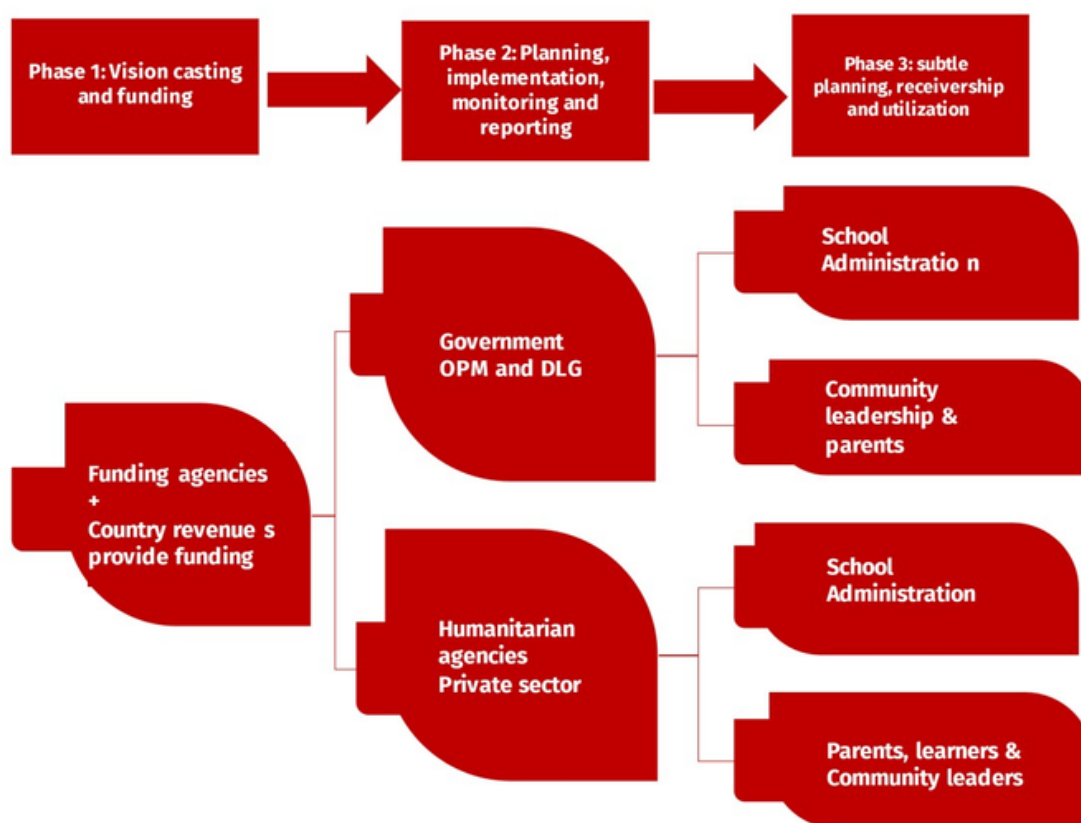


Figure3: Source: Windle International Uganda,PDM 2022

The figure aboveshowsthat the learners, parents,and community were minimally involved. They are commonly engaged in phase III where they are receiving and also supporting the planning minimally. This makes it a challenge because there is uneven distribution, some parents encourage learners to benefit from more than 2 distribution centers for their interests. Several other malpractices are described further in this report and are a result of limitedor no involvement of the learners, parents, and community.

"No schedules are there except short notices before distribution exercises...Yes, PSNs always receive Soap, jelly, pads, toothpaste, buckets, shoes, and mosquito nets among others ...Communities, and parents are not involved. Few class teachers are called to help facilitate the processes." _ FGD SMC/PTA Oruchinga

b) Distribution best practices:

There are several in place initiated by the key stakeholders among these was; holding coordination meeting to avoid duplication, registration of learners for even distribution, involvement of community structures, inclusive distribution, learner signing on distribution forms after receiving items, involving of learners' leadership (prefects) in distribution and retaining of materials to cater for the learners that are absent during the general scholastic materials distribution. The key informants noted the following;

"... Yes, the children together with other partners usually come up with the coordination meetings usually chaired by Windle International Uganda to avoid duplication. in the meetings each partner lists out the activities it's going to do to avoid a collision." _ KII_ Humanitarian Worker _Kyangwali.

"... The distribution starts by having a planning meeting with the stakeholders like the UNHCR, OPM, and the education partners." _ KII Village Education Committee Member_ Rhino Camp

"...As far as the distribution process is concerned, the pupils who are the beneficiaries are first identified and registered by the teachers, and then Windle International Uganda will base on that to study, shop the materials, and distribute them to various schools in the resettlement. The teachers and some WIU staff will distribute those scholastic materials to learners." _ FGD SMC/PTA Nakivale.

Furthermore, the materials that are distributed are of good quality which encourages the beneficiaries to sell them. Some respondents shared that the learners and their social networks are encouraged to sell these materials because they are marketable in terms of quality. This calls for critical sensitization as shared verbatim below;

"...The materials are friendly because they can be sold in the market meaning they are marketable...Buckets given to girls are normally sold in the market which is not good... serious sensitization of the community." _ KII_ OPM Official Rhino Camp.

c) Distribution malpractices:

The malpractices are distributed among learners, parents, school administration, and other actors. this sub-theme breaks down the malpractices per category in tabular form.

Category	Malpractices
Learners	<ul style="list-style-type: none"> ⇒ Stealing scholastic materials from other learners; ⇒ Double receivership through the trickery of registering in more than one school; ⇒ Selling off the materials and misreport not receiving any; ⇒ Learners duplicate names to get more materials compared to other learners; ⇒ Not reporting the peers that are involved in practices.
Parents	<ul style="list-style-type: none"> ⇒ Get involved in the buying and selling of distributed scholastic materials; ⇒ Misuse of materials like books for making harmful smoking substances; ⇒ Covering up for their children that steal from their peers; ⇒ Conveying with partners and government in misrepresenting the distribution processes.
School administration	<ul style="list-style-type: none"> ⇒ Teachers deny learners from accessing the materials and selling them; ⇒ Double reporting to government and development partners; ⇒ Non-involvement of parents, learners, and community representatives to cover up for their malpractices.
Education partners	<ul style="list-style-type: none"> ⇒ Forging documents for accountability; ⇒ Intended late distribution; ⇒ Poor monitoring of the distribution process; ⇒ Intentional non-follow-ups on materials distributed by teachers; ⇒ Selling of scholastic materials; ⇒ Delivering opened materials makes them less compared to the number of beneficiaries.
District Administration	<ul style="list-style-type: none"> ⇒ Ghost distributions; ⇒ No inspection; ⇒ Intended late deliveries because funds were misused before distribution.
Community	<ul style="list-style-type: none"> ⇒ Covering up malpractices; ⇒ Spreading wrong information about the products distributed (infodemic); ⇒ Stealing undistributed materials from partner's stores; ⇒ Misuse of scholastic materials

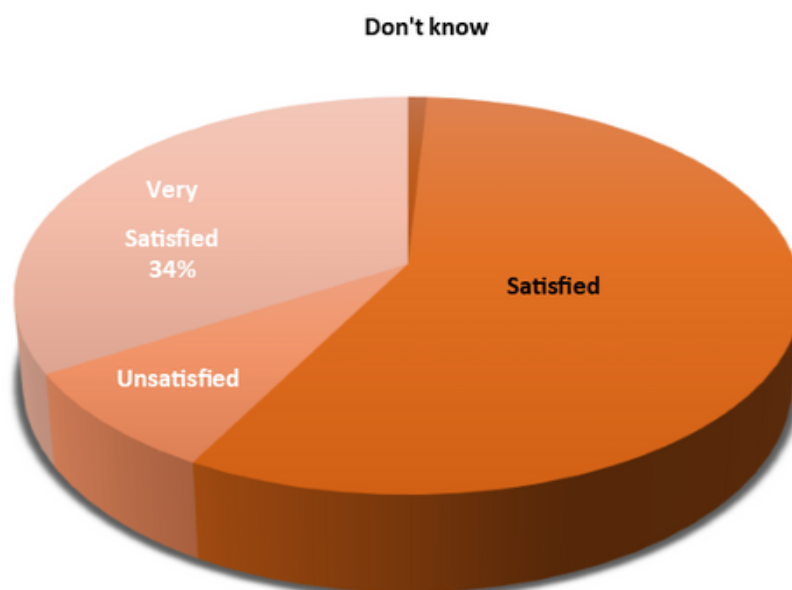
d) General challenges in distribution

The major challenge besides the malpractices, inadequacy, and inequality was the broken cycle of distribution. That is to say, there was a bulk of some scholastic materials and others were either less or never distributed. For example, learners received more books compared to school bags, yet without a bag, the utilization of the books is compromised. There were several reports that learners had received very good quality books but during the rainy seasons, these books are destroyed due to a lack of bags.

“...These learners also lack schoolbags for keeping the materials for proper safety and to avoid destruction by rain” – KII_ Headteacher _ Rhino Camp.

“No schoolbags for carrying the items from home to school or from school to home hence the items get damaged easily.” – KII _Education Partner_ Imvepi.

Percentage of representation of satisfaction on the Distribution processes of the scholastic materials.



In addition to the above is the poor quality of some materials. The study participants cited long shelving and poor storage compromises the quality. These are procurement with very good quality but by the time they are delivered to the schools they are spoilt. Despite storage, poor transportation of these materials was highlighted as a cause too, 57% of the respondents revealed a level of satisfaction with the distribution processes of the scholastic materials, however, 34% of the respondents showed were very satisfied and 8% were unsatisfied. For this, it depicts slight effectiveness in the distribution processes. WIU and the education partners in Emergency should ensure the proactive and consultative processes with the different stakeholders for the efficiency and effectiveness of the henceforth distribution of items including the scholastic materials.

“... Some of the materials brought are spoiled even before they are delivered to the children. For example, some sets were rusted and got tone, books were tone plus others. The cover of the books is soft that they can easily get torn by the learners. The books (96 pages) are small in volume for upper-class learners. The pens are so bad that if it comes into contact with oil or ground, it fails to write again. Other materials like liquid soap and posho are of poor quality that they easily get spoilt once stored for long.” _ FGD SMC/PTA Imvepi.



Figure4: Books in the school library to facilitate learning

3. The Transparency, Utilization of the scholastic materials:

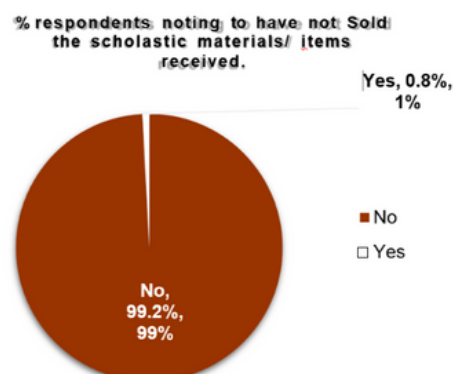
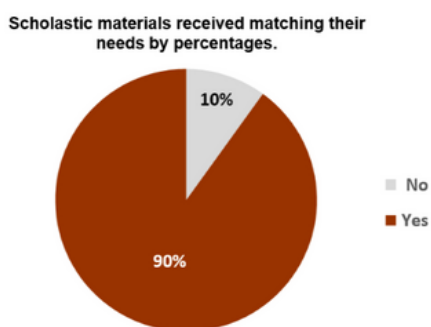
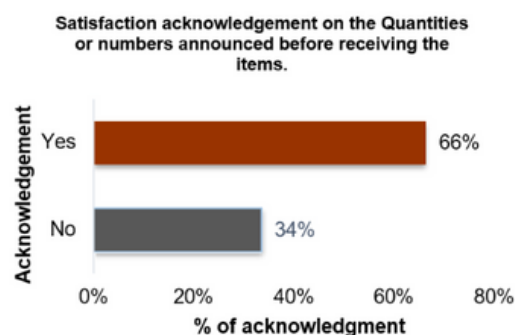
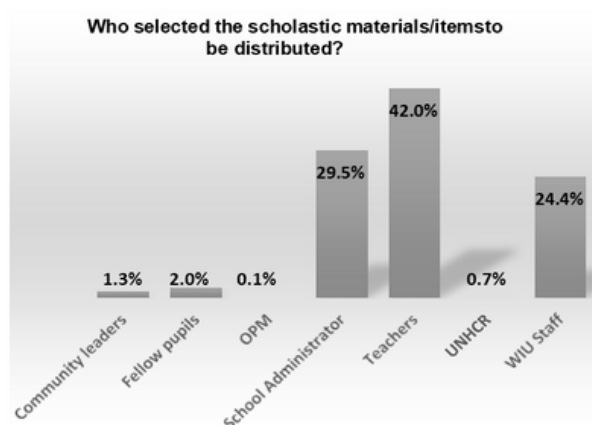
Level of Transparency:

The PDM shows the clearness and involvement of the key stakeholders in the distribution processes. This subsection tallies the levels of engagement and key activities. However, these are parallel with limited or no intersection leaving some key stakeholders underutilized in the distribution processes.

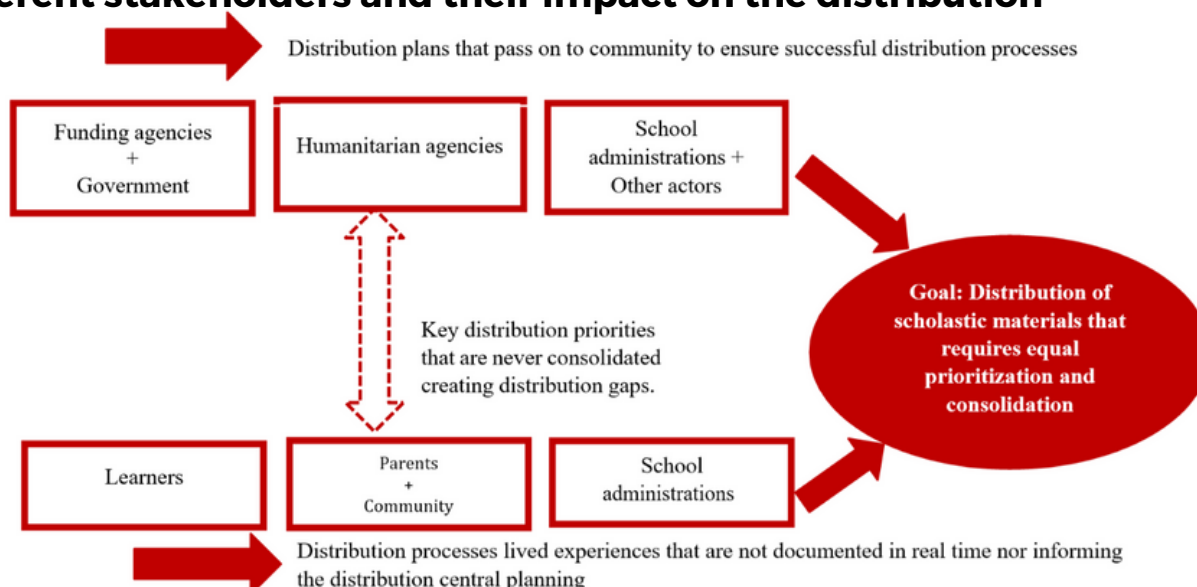
In terms of the quantity and/or amount announced or communicated to the learners, the PDM results show 66% of the learners reporting having been told about the amount and/or numbers of the items to be distributed, whereas, 34% of the respondents (learners) noting to have not been told on the amount to be received but received the items. This is as presented graphically below;

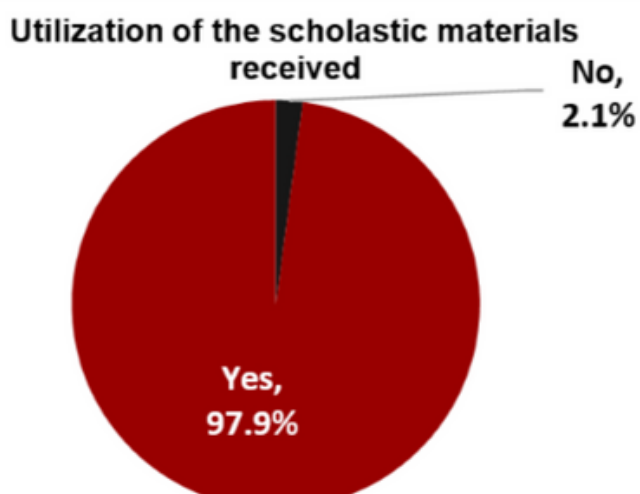
“...Yes, there is our involvement in the distribution process with the administration of the school. There is transparency in the distribution process.” _ FGD _ Teachers_ Oruchinga

“...Yes, am satisfied except the quality of materials is not favorable for all learners mostly those in the upper classes require counter books...There is also transparency.” _KII Humanitarian Worker _ Rhino Camp.



Distribution Chart below presents the levels of involvement of different stakeholders and their impact on the distribution





In terms of utilization of the scholastic materials, 98% of the respondents acknowledged that the materials received were in use including writing, doing homework, making- notes, lessons, conducting classwork, summarizing class assignments, reading and

revision. This shows a positive drive for the application of these items in enhancing learning and retention in the school. The provision of these scholastic materials is meant to support the Persons of concern to enroll, stay and finish their education without any loopholes, and the PDM findings show significant progress for the learners to harness their potential.

The PDM results show that 98% of the respondents noting to have benefited from the scholastic materials received. 98% of the respondents noted that these materials received were able to help them start continuous revision, improved their academic performance, and supported other learners to remain in school, and improved their reading culture. 75% of the learners noted that the scholastics given to them have improved their academic performance.

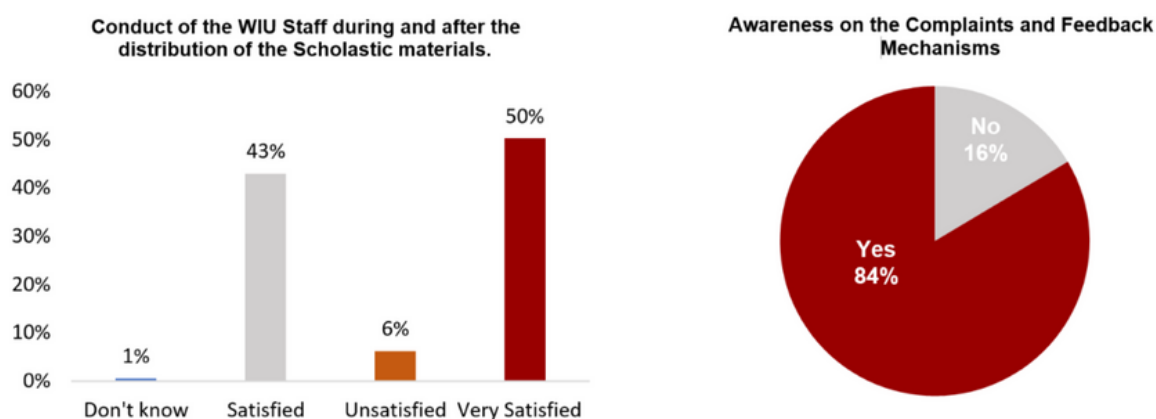
Utilization and benefits of the scholastic materials:

Key Areas/Confirmations	Improved Reading Culture	Improved Academic performance	Others can remain in school	Reduced idling in the community	Able to continuously revise
Yes, the items are of benefit to us the learners	653 out of 1096	824 out of 1096	410 out of 1096	273 out of 1096	466 out of 1096
	60%	75%	37%	25%	43%

Overall the PDM results indicate that the scholastic materials given to the learners are of benefit with 60% indicating improved reading culture, 75% improved academic performance, and 43% being able to continuously revise. This seems to be attributed to the support of the teachers through teaching for learning continuity.

Rightfully, the PDM indicates that the distribution of the scholastic materials was effective with 98.8% being satisfied including no indication of fraud or payment of fares to access those materials indicating the fairness in the distribution exercises across the different locations.

Conduct of the staff and other persons toward the children during the Distribution and Learner's awareness of the complaints and feedback available and accessible:



Among the 1096 individual respondents, 50% were very satisfied with the conduct of WIU staff during and after the distribution of the scholastic materials. Whereas, 43% were satisfied. Regarding the awareness on the complaints and feedback mechanisms, 85% of the respondents were aware of the available mechanisms in place for raising complaints and receiving feedback including complaint boxes, OPM, UNHCR, WIU Staff, community leaders, school rights clubs etc., whereas 16% were not aware of the complaints and feedback mechanisms, thus the need to expand access to these mechanisms to ease referrals and responses to issues that may affect the Persons of concern.

LESSON LEARNT:

- The digital data collection and technical supervision of the different locations eased the timely collection of quality data easing adherence to the environmental friendliness of non-paper-based tools.

- There were complaints presented during the PDM exercise, which justifies the community's understanding of the Standard Operating Procedures is low regarding the distribution including the distribution list, plan, criteria, registrations, attendance, and physical presence of a learner to be able to acquire those scholastic materials. Notably, it is very pivotal to inform the participants as learners through the community or school structures before the actual distribution dates to minimize missing and double counts through SMC/PTA meetings, and community engagement events.
- Overall, the distribution of the scholastic materials went on well, 98.8% of the respondents confirmed receipt of the items holding accountability to the affected persons and the effectiveness of the intervention.
- Across the different locations, the distribution is always done late and compromises the learning for the learners. This emerges as the result of poor planning and limited consultation with the stakeholders because respondents attested to having received most of the scholastic materials late.
- Documentation of the intervention is seen to be low with some files still missing the distribution plans, criteria, and verification reports for the learner's items given.

CONCLUSION:

- 98% of the respondents revealed to have received the items distributed across the different support locations.
- There is an outcry on the number of scholastic materials distributed mainly exercise books, pens, and pencils. These seem small, and the need for rapid planning based on the available resources to increase the numbers from 6 exercise books for lower primary learners to 10 considering the length and/or duration of the school term. All the key elements of scholastic materials should be increased with the massive engagement of the parents for ownership and sustainability.

- 81% of the respondents were satisfied with the quantities of the items, noting the items were adequate, however, to close the gaps, thorough planning with the school management and partners on the provision of adequate scholastic materials with cases of malpractice.
- Extensive support to the Children with Disabilities-assistive devices and the Nationals (host communities) seems very low, to ensure peaceful co-existence and sustained relationships, there should be equal and equitable provision of scholastic materials so long as they are learners.
- Overall, 89% appreciated the quality, 79% applauded the timeliness, 57% valued the distribution process transparency, and 66% were satisfied with the distribution processes confirming the 98% utilization of the items they have received. However, the need to close those gaps for effectiveness through effective coordination.

RECOMMENDATIONS:

- Expand extensive support to the PSNs including children at risk especially those with disability or children with learning difficulties through the provision of both scholastic materials and assistive devices.
- Strengthen awareness in the community including schools through the school management to minimize the mismatch and/or malpractices by all the stakeholders and restrictive guidelines should be initiated, discussed with the community, and rolled out to ease buy-in.
- Documentation of this distribution intervention should be at the epicenter for the provision of accountability to the affected persons. The detailed distribution cycles including the involvement of the learners at the planning stage should be documented including the development of the distribution criteria, plan, schedules, verification reports, and actual distribution should be documented and stakeholders proactively engaged.

- Considering the provision and coordination of education, some learners are refugees and are not registered, to ease access to the scholastic materials, there should be extensive community advocacy campaigns to support those key persons of concern.
- The Education Response Plan (ERP II) should re-strategize its target to supporting the nationals, 23% of nationals in the refugee hosting districts reported having an inadequate and unequal share of the items given to the refugees, this will ensure inclusivity and fairness holding Age gender and diversity at the center of humanitarian programming.
- Proactive engagement of the stakeholders including the learners, teachers, SMCs, PTAs, and partners in education to ease the provision of adequate, transparent, timely, and quality scholastic materials to the learners, this eases ownership and sustainability henceforth.
- Windle International Uganda should have a benchmark through joint consultation with the education partners including the MoES on the Frequency of distribution, Quantity, and timeliness for the distribution of the scholastic materials.
- Monitoring, Evaluation, and Learning (MEL) should be at the center for verification and reporting across the different locations and ensuring that complaints are well managed and analyzed and that feedback is provided to participants in ensuring effective accountability.
- The findings noted low satisfaction adequacy as compared to quality and timing of distribution. Therefore, it is pivotal to increase the volume of items and/or provide a clear message about the capacity of the institution to provide including both human and financial resources.
- The distribution leads should expound and increase information provision about support materials (especially type, usage, quantity, and quality) during distribution.

- There were complaints presented during the PDM exercise, which justifies the community's understanding including limited understanding of the Standard Operating Procedures (SOPs) regarding the distribution including the distribution list, plan, criteria, registrations, attendance, and physical presence of a learner to be able to acquire those scholastic materials. Notably, it is very pivotal to inform the participants (learners) through the community or school structures before the actual distribution dates to minimize missing and double counts through SMC/PTA meetings, and community engagement events.

Windle International Uganda aims at providing and coordinating inclusive and equitable quality education and promoting lifelong learning opportunities for all by ensuring that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education, and ensuring equal access for all women and men to affordable and quality technical, vocational and tertiary education, including University.

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