



## 2021 report to Project the Project

### Bridge to Formal Schooling



### Executive Summary

Street Child, together with our partner Young African Refugees for Integral Development (YARID) have successfully established and resourced 8 bridging centres in Kyaka II refugee settlement and enrolled 1,606 Congolese refugee children. This Bridge to Formal Schooling programme will support these learners to gain foundational numeracy, literacy and English skills, which will enable them to transition into formal education. Thanks to Project the Project's generous support we have been able to resource centres and provide home learning packs to children during the Covid-19 lockdown in Uganda.

### Context

The Bridge to Formal Schooling programme was designed in response to the high rate of Congolese children out of school in Uganda's refugee settlements. Children arriving from the Democratic Republic of Congo had previously been taught in French and, as Uganda's language of instruction is English, they were being placed in classes well below their cognitive ability or were dropping out of school entirely.

This programme aims to build learners' basic numeracy, literacy and English skills, using a play-based interactive pedagogy. Children are grouped according to their ability and have both a Ugandan teacher and Congolese teaching assistant - the Ugandan teachers provide contextual insight and Congolese teaching assistants provide linguistical support. This model has proved to be hugely successful in engaging learners and improving learning outcomes.

In addition to this, mentors are responsible for working with learners and their parents/guardians to ensure they are supported throughout the duration of the programme and during transition into formal education. This is especially important for many of the children who have experienced extreme trauma as a result of displacement and for families who were previously unable to prioritise education.

## Activities Completed

Street Child has so far established 8 bridging centres in Kyaka II refugee settlements and recruited and trained 24 teachers, 24 teaching assistants and 26 mentors. Thanks to Project the Project we were able to provide these 8 centres with the necessary teaching and learning materials for children to learn on this programme. As a result of this, in total 1,606 Congolese refugee children have been enrolled for the new cohort. In the previous cohort, in just 6 months the proportion of learners unable to read letters decreased from 81% to 38% and those able to read letters increased from 17% to 46%. Those unable to recognise numbers decreased from 61% to 18%; and those able to recognise 1-digit number increased from 29% to 42%. These children have now begun enrolling into formal education due to their ability to speak English, now that schools have reopened after the COVID-19 closures. We are therefore hopeful that due to Project the Project's support, the new cohort of students will have the same success and be able to successfully transition into primary school.

## Case study

### Mariatah, 14 years old

*"My name is Mariatah. I am Congolese and a learner at Kaborogota bridging centre. I was in senior three back in Congo when my family moved to Uganda because of the war. Reaching Uganda, I could not continue learning because I couldn't understand the English language which is used by teachers and so I dropped out. When I joined BFS [Bridge to Formal Schooling] I was on word level in reading and two digits in numeracy, as I speak now, I am at story level in reading and operation in numeracy. The secret behind my success is getting time to concentrate on my books whilst at home, the hard work of the teachers who have consistently supported me even during lock down and the home learning packs they give me. My dream is to continue my studies from where I had stopped. I would want to thank Street Child and YARID for giving us hope for a better future and my teachers who have continuously supported us even though they really had to move very long distances."*

