



Educational Success Metrics in Refugee Children's Curriculum Adaptation within Northern Uganda Public Schools

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Abstract

Educational success of refugee children in Northern Uganda public schools has been a subject of interest in African Studies. The study employed mixed methods including quantitative data from standardised test scores and qualitative insights through interviews with teachers and parents, focusing on curriculum adaptation efforts in schools serving refugee populations. A significant proportion (35%) of refugee children outperformed their non-refugee peers in mathematics tests, indicating potential benefits of tailored educational interventions. Curriculum adaptations varied widely across schools, with some integrating local cultural elements effectively while others struggled to maintain continuity and relevance. The findings suggest that curriculum adaptation plays a crucial role in enhancing educational success for refugee children, though variability exists based on school-specific strategies and resources. Schools should prioritise ongoing professional development for teachers, especially those teaching refugee populations. Curriculum developers could benefit from case studies highlighting successful integration of local cultural contexts into curricula.

Keywords: *Uganda, refugees, mixed methods, curriculum adaptation, qualitative research, quantitative analysis, educational outcomes*

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