

Project Evaluation Report

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| Report title: | Building Girls to Live, Learn, Laugh and 'SCHIP' in Strong, Creative, Holistic, Inclusive, Protective, Quality Education: Midline 1 Report |
| Evaluator: | VIVA EET Team |
| GEC Project: | Building Girls to Live, Learn, Laugh and 'SCHIP' in Strong, Creative, Holistic, Inclusive, Protective, Quality Education, VIVA in partnership with CRANE, Uganda |
| Country | Uganda |
| GEC window | GEC-Transition |
| Evaluation point: | Midline 2 |
| Report date: | June 2022 |

Notes:

Some annexes listed in the contents page of this document have not been included because of challenges with capturing them as an A4 PDF document or because they are documents intended for programme purposes only. If you would like access to any of these annexes, please enquire about their availability by emailing uk_girls_education_challenge@pwc.com.

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|--------------------------|---|
| Report title: | Midline 2 Study and Evaluation Report |
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| GEC Project: | 6595 – Viva in partnership with CRANE (Children at Risk Action Network) Building girls to live, learn, laugh, SCHIP in Strong, Creative, Protective, Holistic, Inclusive Schools |
| Country: | Uganda |
| GEC window: | GEC Transition |
| Evaluation point: | Midline 2 |
| Report date: | 2022 |

SUMMARY

Introduction

The Viva and CRANE project started in GEC1 (2012-2017) and continued into GEC-T and has an expected end date in 2024. The project fits with the declared commitment of the UK government to provide a 12-year input into girls' education. The project is managed by a collaboration between Viva, a UK-based network working on children's issues, and CRANE, a Ugandan organisation that works as a network of local NGOs and is also a member of the Viva network.

The project works through a number of CRANE's partner organisations which are largely based in the Central Region of Uganda. The project does not manage any schools but provides a wide range of activities that support schools in management and teaching and child protection. The project provides support, at the national level, to the Ministry of Education (MoES).

Key components of the project include Mentors, Creative Learning Centres, Learning Support Teachers, and a capacity-strengthening program in school management called the Quality Improvement System (QIS). Mentors live in the communities where project schools are located. Mentors were responsible for the initial recruitment of Girls considered likely to fail in education during GEC1. Creative Learning Centres (CLCs) provide high-quality teaching that helps the selected Girls to go into or continue in mainstream school. The project provides support to over 50 different schools which includes Learning Support Teachers who provide targeted teaching and teacher training. The Quality Improvement System (QIS) covers six different areas in school management. Improvements in management performance are checked by Viva and CRANE school visits and validated by external assessors. The project supports the MoES in assessments of special education needs and has helped create an assessment centre in Kampala. It has also been pioneering an improved system for school inspections.

This report describes the findings and recommendations of a second midline evaluation (ML2) of the project approximately two years after the first midline evaluation (ML1) and three years after the Baseline evaluation (BL). The main survey work for ML2 took place in October 2021 when schools were still closed but restrictions on travel and meetings were lifted after COVID-19 Lockdown. Viva contracted the same External Evaluation Team (EET) that had carried out the previous two evaluations.

Approach

The evaluation approach was significantly different from that used in ML1 in that the sample was not based on recontacting the same Girls who had taken part in earlier evaluations. The *Follow-the-Girl approach* had led to a sample at ML1 which included a large number of Girls who were not benefiting from project activities. The sample for ML2 was based on a selection of schools covering rural and urban settings and government and private management and where larger numbers of Girls from previous evaluation samples were likely to attend when schools reopen.

This evaluation creates a cohort approach that should provide better assessments of Learning at Endline and also a sufficiently large sample to allow some comparisons between ML2 and Endline based on individual Girls. The evaluation includes the collection of information that will allow a more effective evaluation at Endline.

1,098 Girls and their Primary Care Givers were interviewed separately using a household survey programmed in KoBoCollect running on tablets. The Household Survey was based on the same surveys carried out at Baseline and ML1. Most of the Girls also carried out short learning assessments, Streamlined Aggregate Grade Assessments, (SAGA) in Numeracy and Literacy. SAGA tests include 3 subtasks instead of the 7 or 8 tasks used at Midline 1.

The new sample was found to be adequately similar to the Midline sample in terms of most socioeconomic factors and likely to provide a good basis for comparisons at Endline.

90 people took part in Qualitative interviews. There were 6 Key Informant Interviews with individuals; 7 group interviews with a total of 58 stakeholders; one large group interview with 11 Mentors and 8 other interviews with project staff in pairs.

Key Findings

1.1 Effects of Lockdown and school closures

The evaluation survey work raised areas of concern about the negative effects of Lockdown and school closures. These areas include falling material wellbeing; lower levels of safeguarding; lower levels of confidence and less agency in decision-making for Girls.

| | |
|---|---|
| Most participants in the Household survey report that their lives have become harder - | <ul style="list-style-type: none"> 86% say their situation has got harder since March 2020. 80% also say that the situation of their Girl has got worse. See Table 23 |
| They say their standard of living has decreased - | <ul style="list-style-type: none"> Increased 11%, Stayed the same 30% Decreased 59%. See Table 21. |
| They also say that Girls are less safe during Lockdown - | <ul style="list-style-type: none"> 74% say that Girls are less safe during Lockdown compared with normal times. See Table 47. |
| Comparisons with results at Midline show that the parents are less confident in the reporting of abuse - | <ul style="list-style-type: none"> Almost all cases of abuse are reported - <ul style="list-style-type: none"> ML1 86% Agree ML2 52% Agree <p>See Table 50.</p> |
| Girls' responses to questions on Life Skills suggest that they have lower self-confidence than at Midline - Girls are less involved in decisions that affect them - | <ul style="list-style-type: none"> See the evidence presented in this summary under 1.7 Good Confidence |

These issues are important in that they may reduce the Girls' chances of making successful Transitions and reduce the probability of project impacts at some levels from becoming Sustainable.

1.2 Learning Outcome

The project Learning Outcome is defined in the logframe as specific increases in aggregate mean scores in Literacy and Numeracy tests compared with a Control group. This definition no longer applies to the way that the evaluations are to be done. There is no Control group and evaluations of learning will be designed to fit the GEC Benchmarking model. The logframe should be updated to include this change before Endline.

The change to a No-Control approach and to comparing the mean progress made by groups of Girls means that success in the Learning Outcome is assessed by methods that are quite different from the methods used at Midline 1. The SAGA tests show characteristics of reliable

tests, including a good distribution of results with no floor or ceiling effects. The SAGA tests return overall higher aggregate marks than might be expected of the full EG and SeG tests although the results seem comparable between the two methods. This effect is discussed in paragraph 104, under Findings - Learning.

Learning test results show that Girls have made important improvements since ML1. Improvements are shown by overall mean scores and by comparing the scores of Girls who were assessed at both ML1 and ML2. The benchmarking approach for No Control projects also shows very significant increases in performance in learning tests. These tests are based on larger sample sizes at all grades and the Girls' progress is compared with the scores in Learning Tests at Baseline. The project Girls exceeded the targets set by the Benchmarking by over 400% in Numeracy and over 500% in Literacy. Regressions based on the ML1 to ML2 Benchmarking data are very highly significant in both literacy and numeracy. The ML2 benchmarking data will be important in assessing learning between Midline 2 and Endline.

The project's response to the pandemic situation was extremely positive and contributed greatly to the Girls' continued learning. The project structure based on staff in the community and in schools was very important in allowing the continued support to project Girls during the extremely long school closures.

Government statistics on public examinations were examined in order to make overall comparisons with project Girls' results. The project Girls did far better than the averages for the whole country but the comparisons may not be fair.

1.3 Transitions Outcome

The definitions of successful Transitions in the project logframe are focused on progress in school, training and employment. It was not appropriate to examine the indicators of Transitions after the long school closures and repeated lockdowns on movement and economic activity.

The EET found that barriers to Transitions were made more severe by the effects of Lockdown. Reduced incomes, reduced safety and lower confidence are likely to make consistent attendance and performance in school more difficult.

1.4 Sustainability Outcome

The project logframe uses a Sustainability Scorecard which includes 17 indicators in three categories – Community, School and System. Success is defined in terms of specific increases in scores on a scale for each indicator. The scores in this evaluation show some negative changes at Community and School levels. The overall scores are weakly positive.

The impacts of the pandemic that negatively affect Transition also potentially affect Sustainability. However, the EET finds that attitudes towards Girls' education have continued to follow a positive trend despite the setbacks of the pandemic. This is an important achievement probably made possible by the ability of the locally-based staff to keep in touch with GEC Girls and their families during Lockdown.

The EET finds that the significant progress made in School Management is a major contribution to sustainability. This is an important achievement. Schools have made great improvements in all areas of management and the QIS approach creates momentum for continued change being driven by the school staff themselves.

The QIS approach has also led to a proposal for a new school inspection tool to replace the rather limited current tool. The project is actively pursuing the adoption of the new tool at the national level which would be a major and sustainable improvement in how schools are inspected.

Other changes at System level driven by the project include the work of the special needs assessment centre in Kampala and the use of project tools and resources in carrying out assessments. Training and support in infrastructure and tools have also created sustainable improvements in the handling of children in the Justice Law and Order Sector (JLOS).

Intermediate Outcomes

1.5 Good Teaching

| Logframe indicators | |
|---|---|
| Teachers deliver creative, inclusive lessons and are aware of how to improve their delivery | 1. Proportion of project teachers who consistently demonstrate the 10 essential criteria in the project lesson observation tool |
| | 2. Project teachers can identify ways in which they have improved based on new skills they have learned |

The EET has no observations to make on school-based teaching and performance in classroom lessons since virtually none took place in the evaluation period.

We note the positive skills of the Learning Support Teachers in applying new methods and skills during Lockdown and on their awareness of the effects of using remote tools. For example, the divisive effect of using smartphones and social media.

1.6 Good Management

| Logframe indicator | Evidence in this report |
|--|--|
| 1. # SCHIP Schools/Centres that make progress in demonstrating better school management as they achieve the Viva Quality Improvement System (QIS) Foundations or Accountability Quality Mark | <p>44 schools have been Assessed at the end of the QIS training program. The average QIS score is 81% compliance with 180 international standards across the 6 subject areas.</p> <p>59 schools have improved over 3 years by an average of 20% - equivalent to compliance with 36 more standards in every school¹.</p> |

The QIS training program has been a great success. Competencies are increased in a large number of schools. The QIS approach gives responsibility for improvements to the school staff and this seems to lead to continued improvements after the training leading to a more sustainable impact. The successful schools should be rewarded with certificates or other symbols of success.

1.7 Good Confidence

The logframe indicator is "*Improvement of girls' self-esteem, self-efficacy, self-confidence*".

¹ There is only one school in the QIS training where compliance is below 50%.

The terms are defined by the milestones which relate to specific questions about decision making, self-confidence and assessing the value of going to school. The indicators in the logframe mention the Lifeskills Index which does not exist.

| Logframe Indicators | Evidence in this report |
|---|---|
| Lifeskills Index Decision Making | Decision-making relates to the age of the Girl with a gradual shift from parents taking decisions alone to the Girl taking decisions alone. Although the Girls in the Midline-2 sample are older than those in Midline-1, the proportions taking decisions alone have fallen. The roles of Girls in decisions about their schooling, their choice of career and their contact with friends have diminished since Midline-1. See table below See 9.5 Decision making . |
| Lifeskills Index Confidence | The percentages of Girls who agree with the statements about feeling nervous when speaking to Girls their own age or to an adult they do not know have increased between ML1 and ML2. That is, more Girls do feel nervous and are therefore seen to be less confident. Confidence increases with age but the trend is towards less confidence. See table below See 9.3 Confidence |
| Girls can identify skills that will be useful | The percentage of Girls who Strongly Agree with the statement “ <i>Going to school does influence what you end up doing in adult life</i> ” has risen from 54% at ML1 to 62% at ML2. The rise of 8% is beyond the 5% target. See 9.6 Girls know what is useful |

| Decision making | Girl alone decides - ML1 | Girl alone decides - ML2 |
|--|--------------------------|--------------------------|
| Who decides whether you go to school? | 31% | 19% |
| Who decides whether you go to vocational training? | 29% | 18% |
| Who decides on what job or career you will do? | 78% | 74% |
| Who decides how often you spend time with friends? | 60% | 46% |

| Feeling confident | ML1 | | ML2 | |
|--|----------------|-------|----------------|-------|
| | Strongly agree | Agree | Strongly agree | Agree |
| I get nervous talking to people my own age | 9% | 19% | 15% | 23% |
| I get nervous talking to an adult I don't know | 19% | 33% | 25% | 37% |

The changes suggest that there has been negative progress in Confidence since ML1 and this may be due to the experiences of Lockdown and school closures. We do not have evidence that directly relates to self-efficacy but we expect that the Girls have not improved their levels during the difficult times between ML1 and ML2. It is not clear if these negative changes are likely to be temporary or long-lasting. The EET has introduced a new battery of questions relating to life skills and this may lead to better assessments of change at Endline.

Overall assessments

1.8 Relevance

The project activities are highly relevant. The initial targeting by the Mentors in the selection of GEC Girls has created a population of beneficiaries based on a sound poverty focus. The project works on raising incomes through savings and loans as part of its response to the importance of the financial barrier to education. The Creative Learning Centres address the key issues of poor progress in school and low levels of confidence. Poor school management is addressed directly and successfully through the Quality Improvement System. Work with local and central government is leading to improvements at levels where positive impacts are on a large scale.

1.9 Effectiveness

The project has been very effective since ML1 despite the difficulties imposed by the COVID-19 pandemic. Almost all (96%) Girls who were in both the ML1 and ML2 surveys have increased their scores in Learning. Benchmarking the learning scores for each grade shows significant increases in learning scores in almost all grades for literacy and numeracy. The increases shown may be inflated by differences between the learning tests at ML1 and ML2 but the overall pattern is one of continued successful learning despite school closures.

School management has been transformed over the last three years for over 50 schools by the QIS training program. The schools have been assessed against a large number of international standards and the assessments have been verified and almost all schools can be awarded QIS Quality Marks. The evidence from earlier training is that schools continue to improve their compliance with standards after the training has been completed.

The Mentors and the Learning Support Teachers have provided a continuous presence at Community level which made it possible to support Girls in their learning and families in managing the difficulties created by the pandemic. Nevertheless, family standards of living are reported to have declined and safeguarding issues have increased. Girls' confidence is lower and their involvement in decisions that affect them has been reduced. It is not clear if these negative trends can be rapidly reversed or if they are long-term problems. At the same time, survey returns show an increasingly strong commitment to Girls' education and development and against early marriage.

The project is having impacts at the national level in the Ministry of Education and the Justice Law and Order Sector. The project appears to operate effectively at the family and community level while at the same time having an impact on central government.

Recommendations

1.10 Project Management

The EET recommends using a revision of the Theory of Change as a method of focusing staff attention on changes to the project priorities for the next phase.

The logframe indicators need to be brought up-to-date and new milestones should be agreed upon for the next phase of project work. The monitoring of work with government agencies could be modified to reflect the nature of work on influencing, perhaps by using an Outcome Mapping approach.

1.11 Recovery

The evaluation findings include apparent losses in household material wellbeing, Girls' safeguarding, Girls' confidence and Girls' roles in decision-making. The project must develop

and follow a strategy that will attempt to redress these losses. This may mean repeating methods used in previous phases and it may require new methods.

1.12 Knowledge

The project should invest increasingly in how it learns from its work and how it shares the learning with others. The FM should help in identifying areas of activity where learning would be helpful, linking the project with other grant holders who have complementary learning to share and in supporting opportunities for sharing the knowledge.

The project should check its ability to learn from the data it is collecting from its routine monitoring. There should be interim assessments of how well the data can be used to monitor changes in material wellbeing and in attitudes.

An assessment on the rates of return to school by GEC Girls should be made later in 2022.

1.13 VfM to create resources

The project should focus staff time and attention on collecting observations of impact and on understanding how project interventions work. Time and resources could be created by taking the ongoing VfM exercises to completion and closing down on areas of work that are seen to be less effective.

1.14 Returning to Learning

It is necessary to define clear roles for the CLCs. This includes the identification of the Girls best able to benefit from attendance at a CLC and likely to continue to make a success of education. The Mentors should be engaged in identifying those who would most benefit in their own communities and share their understanding and the criteria they would use in selection.

The CLCs may need to adapt their material and methods to suit the new target group. This could include shorter courses or a mix of full-time and part-time support packages.

The CLCs and the LSTs should exploit the methods that were found to be helpful during Lockdown in order to promote learning alongside or separately from the learning the Girls are doing in school or a CLC. Learning and Confidence-building should be promoted in ways that could allow Girls to continue with some income-generating activities where these have become important for the household to recover its standard of living.

1.15 Returning to Earning

Returns from the project monitoring should provide evidence of changes in household standards of living. Specific enquiries should be done with VSLA members and other groups of PCGs to assess changes in levels of material wellbeing.

The project must produce good data on the workings and benefits to individual households of being a member of a VSLA. Given the primacy of the Financial Barrier to education, the project has to reach clear conclusions on its biggest intervention in reducing that barrier.

1.16 School Management

The project should support the award of QIS Certificates to the schools that have achieved Foundation or Accountability levels. The awards should be delivered with appropriate ceremony involving staff from the District Education Office where possible.

Continuous improvement should be promoted by asking each school to identify three areas where they intend to improve over the next year and progress should be checked at appropriate intervals.

1.17 School Inspection Tool

The campaign to improve the main tool used in school inspections should be continued at all relevant levels. Any modifications required to get the School Inspection Tool ratified should be done swiftly to maintain the momentum of this piece of work.

1.18 Endline planning

Planning for the Endline evaluation should start at once. The project, the EET and the FM should discuss options for carrying out an effective Endline evaluation.

“When you have studied, you are more brave towards life”. CLC Graduate

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Abbreviations

| | | | |
|-------|---|--------------------|--|
| BER | Basic Efficiency Resource | OoS | Out of School |
| CARAT | CRANE Activity and Response Tracking | ORF | Oral Reading Fluency |
| CLC | Creative Learning Centre | OWG | Operational Working Group |
| CP | Child Protection | PCG | Primary Care Giver |
| CwD | Children with Disabilities | PTA | Parent Teacher Association |
| DEO | District Education Officer | PwC | PricewaterhouseCoopers |
| EET | External Evaluation Team | QIS | Quality Improvement System |
| EG | Early Grades (when referring to Learning Tests) | qual | Qualitative (interviews or methods) |
| EGMA | Early Grades Maths Assessment | QUIP TM | Qualitative Impact Protocol |
| EGRA | Early Grades Reading Assessment | Sauti | National child helpline |
| FM | Fund Manager | SCHIP | Strong Creative Holistic Inclusive Protective |
| GBP | UK Pound (Sterling) | SeG | Senior Grades (when referring to Learning Tests) |
| GEC1 | Girls' Education Challenge | SeGMA | Senior Grades Maths Assessment |
| GEC-T | Girls' Education Challenge Transition | SeGRA | Senior Grades Reading Assessment |
| GESI | Gender Equality and Social Inclusion | SEN | Special Education Needs |
| GwD | Girls with Disabilities | SHRP | School Health and Reading Project |
| HHS | Household Survey | SIT | School Inspection Tool |
| HoH | Head of Household | TBQ | Transition Benchmark Questionnaire |
| ICT | Information Communication Technology | ToC | Theory of Change |
| IO | Intermediate Outcome | TVET | Technical and Vocational Education and Training |
| ISG | In-School Girl(s) | UGX | Uganda Shilling |
| IT | Information Technology | UPE | Universal Primary Education |
| JLOS | Justice Law and Order Sector | USAID | United States Agency for International Development |
| KCCA | Kampala Capital City Authority | USD | US Dollar |
| M&E | Monitoring and Evaluation | USE | Universal Secondary Education |
| ML1 | Midline 1 evaluation 2019 | <i>UWEZO</i> | A project on literacy and numeracy in East Africa |
| ML2 | Midline 2 evaluation 2021 | VfM | Value for Money |
| MoES | Ministry of Education and Sports | VSLA | Village Savings and Loans Association |
| NIT | National Inspection Tool | WG | Washington Group (definitions of disability) |

Notes

The words Girl, Learning Test, Lockdown (and their plurals) all start with a capital letter in this report to indicate that they are labels rather than ordinary nouns.

1. INTRODUCTION

1.1. Background to the GEC

1. The Girls' Education Challenge (GEC) was launched by the UK's then Department for International Development in 2012 as a 12-year commitment to reach the most marginalised girls in the world. The UK is committed to ensuring millions of girls in some of the poorest countries, including girls who have disabilities or are at risk of being left behind, receive a quality education.

2. The first phase of the GEC (2012 - 2017) directly provided quality education for over a million marginalised girls. The GEC is now in its second phase (2017-2025), with up to 41 projects in 17 countries. The second phase is enabling existing GEC beneficiary girls to complete primary school, transition to secondary education, and progress on to technical and vocational training or employment. Within the second phase, a second cohort of girls is also being supported through the Leave No Girl Behind funding window, which consists of interventions for highly marginalised, adolescent girls who are out of school - either because they have never attended school or have dropped out without gaining a basic education.²

1.2. Project background and context

3. Project 6595 started in GEC1 (2012-2017) and continued into GEC-T and has an expected end date in 2024. The project fits with the declared commitment of the UK government to provide a 12-year input into girls' education, as described above.

4. The project is managed by a collaboration between Viva, a UK-based network working on children's issues, and CRANE, a Ugandan organisation that works as a network of local NGOs and is also a member of the Viva network.

5. The project works through a number of CRANE's partner organisations which are largely based in the Central Region of Uganda. Most are in or near Kampala. Working through locally-based partners is a key element of the project work.

6. The UWEZO report (2017)³ highlights the low levels of achievement in Ugandan schools compared with performance in schools in Tanzania and Kenya and the lack of progress over the five years to 2015 (see Figure 1).

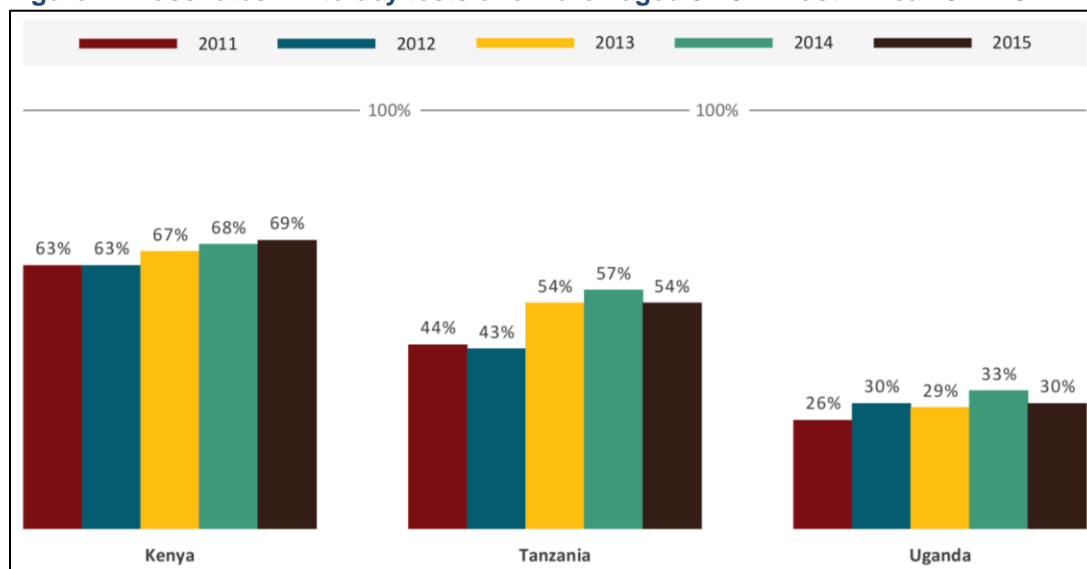
7. There are not enough places in government schools and there is a general lack of investment in education services. Parents are obliged to use private schools and the fees required are a considerable barrier to education. What Works in Girls' Education⁴ describes this situation in this way, "*Indeed, it would be hard to devise a policy more likely to deny girls an education than charging poor families an individual fee for each child they send to school*".

² <https://girlseducationchallenge.org/#/>

³ UWEZO (2017) *Are Our Children Learning? Lessons from UWEZO learning assessments from 2011 to 2015*. Dar es Salaam: Twaweza, East Africa p12.

⁴ Sperl, G. and Winthrop, R. (2015) *What Works in Girls' Education*. Brookings Institution Press. Available at: <https://www.perlego.com/book/742808/what-works-in-girls-education-pdf> p106

Figure 1 - Pass rates in literacy tests of children aged 9-13 in East Africa 2011-15



8. In addition to problems created by poverty, Girls' life chances are diminished by HIV/AIDS, early marriage, teenage pregnancy, gender-based violence and low participation in secondary education. The 2021 UNICEF report states that 15% of girls are married by the time they are 15, and 50% are married by 18. 25% of teenagers are pregnant or have a baby⁵.

9. The context of the project since Midline 1 (June 2019) was dramatically changed by the COVID-19 pandemic and the Lockdown and school closures that followed. See section 1.7 below.

1.3. Project Theory of Change

10. The project Theory of Change (ToC) has been modified several times during the GEC-T phase and has been described in the previous Baseline and Midline Reports. The most recent version of the Theory of Change is shown as a diagram in Figure 2.

11. The Theory of Change is based on four main areas of work which correspond with the four Outputs of the Logical Framework (logframe). The four areas are known to project staff under the headings – Live, Learn, Laugh and SCHIP.

- **Live** combines elements of life skills and savings to overcome the financial barriers to education and better sharing of decision-making within families.
- **Learn** involves improving the methods of teaching and supporting girls in school and better assessments of children with learning needs. This element includes the Creative Learning Centres (CLC) and Learning Support Teachers (LST).
- **Laugh** is concerned with different elements of safeguarding, particularly in school.
- **SCHIP** is a made-up word to cover the many aspects of improving school management which includes the Quality Improvement System (QIS) used by the project.

12. The Midline (ML1) Report describes the project approach as containing a large number of inter-related activities and suggests⁶ that the many activities might represent an appropriate

⁵<https://www.unicef.org/uganda/what-we-do/adolescent-development>

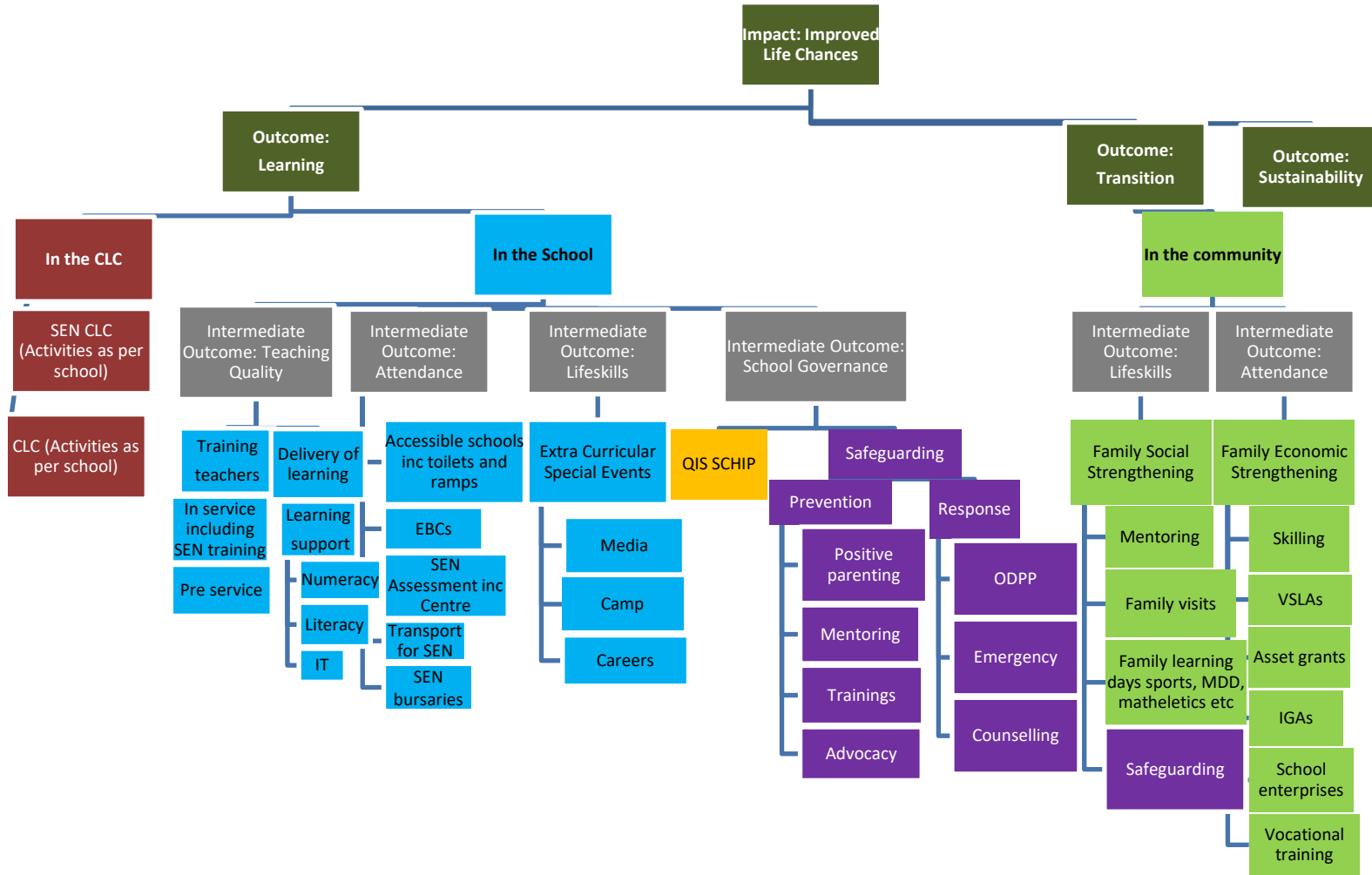
⁶ Midline Report pp2-3.

response to the situation in which different measures might help different girls to make more of their education. It also makes the point that it is not easy to link individual activities to specific observed changes.

13. The Theory of Change diagram shows some of the difficulties of describing the work of the project in a simple way. The diagram separates work in schools and in the community, although both contain components that contribute to the Intermediate Outcome of Life Skills in the Logframe. In the diagram, the work directly engaging staff in the Ministry of Education (MoES) sits slightly uncomfortably under improving school governance. Nevertheless, the ToC makes it possible to appreciate the wide range of different initiatives that are undertaken.

14. The ToC does not highlight the important initiative of the introduction of Learning Support Teachers (LST). The project funds an additional teacher in project schools who does not have specific teaching duties but who can provide direct support to specific girls who would benefit from or need additional attention and can also support other teachers in their schools with new teaching methods. Initially, the Learning Support Teachers also collected data on the Attendance of GEC and other girls. The LSTs have proved popular with Headteachers and are an interesting experiment in improving Teaching Quality.

Figure 2 Project Theory of Change Diagram



1.4. Relevance of project approach and activities

15. A key element of the relevance of the project is the **targeting** carried out by the project Mentors of girls who were most likely to miss out on schooling. This targeting started at the beginning of GEC1 and was subsequently enlarged to include sisters of the original selection who benefited from attending a Creative Learning Centre. This targeting led to a beneficiary group made up of girls from poorer families in each community. The low socio-economic status was confirmed in interviews at Baseline using the Pile of Beans method. It is also shown in the frequencies of the most common sources of income and the levels of education achieved by the parents and carers. See Table 5.

16. The involvement in Village Savings and Loan Associations (VSLA) is particularly relevant to the major **barrier of paying** fees and other costs. The 2016/2017 Uganda National Household Survey⁷ shows that financial barriers account for an estimated 64.6% of girls who drop out of school. Bursaries are also used to overcome the financial barrier. Previous evaluations have found the cost to be the most commonly cited barrier and the most commonly cited improvement when a barrier has been overcome⁸.

17. The focus on **safeguarding** is highly relevant to the problems of abuse that occur in schools and in community settings. The UNICEF⁹ Annual Report for 2019 using data collected before the pandemic¹⁰, states that 35% of girls and 17% of boys experience sexual violence and 59% of girls and 68% of boys experience physical violence. These are generalised figures for all areas of Uganda and all ages. Violence in school is also reported to be high. Karen Devries's report in 2015 showed over half of children (54%¹¹) surveyed had experienced violence in the past week in school. In a later paper on the experience of children with disabilities (CwD) in school¹², the same author reported much higher levels of violence experienced by primary school children. The definition of violence in this research includes the use of violent language and the proportions reporting violence are over 90%.

18. Improving the **management of schools**, including the management of staff and the safeguarding of pupils, is clearly relevant to an education project and seems to be particularly important in the context of this project. This is partly because the quality of management appears to be low and partly because there are few alternative opportunities for improving the wide range of competencies covered in the project QIS approach.

19. Project inputs in improving the **quality of teaching** are relevant as levels of teaching quality are low¹³ and alternative options for improving teaching skills are limited. Previous evaluations have shown significant improvements in teaching methods and in self-awareness among teachers of their strengths and weaknesses.

⁷ https://www.ubos.org/wp-content/uploads/publications/03_20182016_UNHS_FINAL_REPORT.pdf

⁸ Midline Report, Table 5, p14.

⁹ https://www.unicef.org/uganda/media/6806/file/UNICEF_UgandaAR2019-WEBhighres.pdf

¹⁰ The report cites the Ministry of Gender, Labour and Social Development. Violence against Children in Uganda: Findings from a National Survey, 2015. Kampala, Uganda: UNICEF, 2015.

¹¹ Devries, K. M., et al (2015), "The Good School Toolkit for reducing physical violence from school staff to primary school students: a cluster-randomised controlled trial in Uganda", *Lancet Global Health*, 385, e378–386

¹² Devries *et al.*: Violence against primary school children with disabilities in Uganda: a cross-sectional study. *BMC Public Health* 2014 14:1017.

¹³ " *the quality of teaching and learning needs significant improvement*". UNICEF, <https://www.unicef.org/uganda/what-we-do/education>

20. The project works on **changing attitudes** to education and other aspects of parenting that would lead to support of girls to have higher ambitions and aims in their lives. There are many barriers created by current attitudes and ideas of acceptable behaviour. The EET evaluates this area of work in terms of changes in attitudes of those contacted by the project and not in terms of changes in social norms.

1.5. Project Approach in more detail

21. There are three components of the project work that deserve special attention. These are the Creative Learning Centres (CLCs), the Mentors and the Learning Support Teachers. These are important because they work together to provide support to a wide range of situations. Project schools can be large or small; primary or secondary; government or private and, rural or urban. The schools are not managed by the project but are provided with support that can be locally specific, based on the local knowledge of the Mentors; the inside position of the LSTs and the proven ability of the CLCs to provide intense high-quality teaching for selected girls.

1.6. Project Beneficiaries

22. The project beneficiaries were identified during the first phase of the GEC1 program. The Mentors identified girls in their own local community who had dropped out of school or who were likely to drop out. The Mentors knew the families sufficiently well to know who was struggling to keep their girls in school and who might benefit from the help offered by the project. The number of girls in contact with the project by the end of GEC1 was just below 10,000. These girls were considered as the main beneficiaries for the continuation of the project work into the GEC-T phase.

23. The EET found at ML1 that an important number of GEC girls (about 200 out of 800) had changed school since Baseline and were no longer in project schools and effectively not benefiting from ongoing project work. Although these girls may have benefitted from earlier work in GEC1, it was decided to remove them from the beneficiary group for the purposes of the ML1 evaluation, particularly for the assessment of the Learning Outcome.

24. The EET adopted a new approach for this evaluation (ML2) by basing the sample of girls on project schools rather than following girls individually from each evaluation event to the next. The beneficiaries are therefore more closely defined by the inputs they have received from the project. However, the EET has continued to monitor girls individually so that where numbers are sufficiently large it will still be possible to make before-and-after comparisons based on individuals.

1.7. Impact of the COVID-19 pandemic

25. Uganda recorded its first case of COVID-19 in March 2020 and schools were closed almost immediately (20/03/2020). Uganda has been praised for the swiftness and thoroughness of its Lockdown response – closing borders, preventing movement and markets and creating District Task Forces to inform people, implement policy decisions and monitor risks. In September 2020, as the first wave was receding across Africa, Uganda had recorded 4,101 confirmed cases and 46 deaths. Lockdown was perceived as harsh and there are records of District Task Forces and Local Defence Units exceeding their authority and distributing aid in inequitable ways¹⁴.

¹⁴ Tom Kirk *et al* (2021) *Crisis responses, opportunity, and public authority during Covid-19's first wave in Uganda, the Democratic Republic of Congo, and South Sudan*. *Disasters*, 2021, 45(S1): S195 – S215. Overseas Development Institute. doi:10.1111/disa.12513 (accessed January 2022).

26. School closures in Uganda were the longest in the world although candidate classes (those grades in which pupils were sitting public exams) were allowed back to complete their exams. The closure of markets deprived many of their income and others also lost their jobs as enterprises closed. People renting were evicted when they could not pay their rent and were obliged to find cheaper accommodation. Many moved to villages and stayed with relatives who took on the burden of supporting them. Kirk *et al* (op. cit. p.S203) say that Lockdown measures caused “*enormous economic suffering, especially among the urban poor*”.

27. Kirk *et al* also suggest that Lockdown encouraged more pregnancies where people could not travel home and were able to spend the night with their girlfriend or boyfriend. Also, the ban on meetings might have enabled some people to get married as they could afford the costs of a smaller event while a full wedding would have been too expensive. Regardless of the mechanisms, it seems clear that Lockdown led to more pregnancies and marriages of girls of school age. See, for example, reporting in the New African¹⁵. In the Rutgers report¹⁶, 85% of children in Uganda questioned said that teenage marriage became more common during Lockdown.

28. Lockdown also contributed to higher rates of safeguarding incidents. The Child Helpline-116, known as Sauti, which is run by the Ministry of Gender, Labour & Social Development experienced a significant increase in the number of calls¹⁷ during the first Lockdown. The Rutgers report (op. cit. p127) says that 33% of children surveyed in Uganda said they felt more vulnerable to abuse during Lockdown. Cases of abuse in most of its forms appear to have increased in all countries where Lockdowns were enforced.

29. Le Monde produced a good synopsis of the issues that make up the challenge of getting Girls back into school. It mentions - the problems of early marriage and early pregnancies; the increases in fees being charged since Lockdown; the loss of incomes during Lockdown; the lack of learning that has gone on over the last two years¹⁸ and the inequalities that have been aggravated by Lockdown. One school in Kampala has so far enrolled 72 pupils in comparison with the 400 who attended before Lockdown. A staff member of the Initiative for Social and Economic Rights is quoted saying that 30% of those who were in school before the pandemic will not return¹⁹.

30. In August 2021, UNICEF produced a thorough and authoritative assessment of the socioeconomic impact of COVID-19 on children²⁰ in Uganda. The report is backed up with data from the 2019/2020 Uganda National Household Survey. In its inventory of impacts caused by COVID-19 are:

- Households where one member is in formal employment – drop from 57% to 47%

¹⁵ Pandemic leads to surge in child mothers in Uganda, <https://newafricanmagazine.com/27222/>

¹⁶ https://rutgers.international/wp-content/uploads/2021/09/Rutgers-SRHR-COVID-19-Report_International-Study.pdf (p145)

¹⁷ <https://soundcloud.com/user-964764696/during-the-periods-of-lockdown-calls-regarding-sexual-violence-increased-to-43-from-38> The number of calls in 2020 was 20% higher than in 2019. More of the calls concerned sexual violence.

¹⁸ A parent is quoted as saying that their children had even forgotten how to write.

¹⁹ https://www.lemonde.fr/afrique/article/2022/01/13/en-ouganda-la-plus-longue-fermeture-au-monde-des-ecoles-a-laisse-des-traces_6109372_3212.html

²⁰ https://www.unicef.org/uganda/media/10831/file/Impact%20of%20COVID-19%20on%20children%20in%20Uganda_01_13.09.2021.pdf

- Households where one member has a small business – drop in urban 51% to 37%, drop in rural 30% to 25%
- Households living below the national poverty line – rise from 18.7% to 21.9%
- Households having reduced the number of meals per day = 23.8%
- Increases in food crop prices from May to July 2021 by 6.6%
- Between March and September 2020 an increase of 366% in pregnancies among girls aged 10-14 years
- An increase in “*dangerous survival tactics*”, including selling children, abducting children for ransom, child trafficking and deployment of children to cities to work contributing to an increase in child labour from 21% to 36%.

In addition to this catalogue of negative observations at the household level, the UNICEF report also describes the loss of revenue collected by the government at a time when spending at the national level should be increasing to relieve some of the stresses under which people are living.

1.8. The Project Response

31. The project adapted its methods during Lockdown and school closures and was forced to change some activities when travel was restricted and public transport was suspended. A key principle in the project Lockdown approach was to maintain contact with families and directly with girls as much as was possible. Mobile phones were used when travel and meeting were impossible. Mentors were able to keep in touch with families in their areas when meeting people from different households was permitted. Other staff, including LSTs, were able to meet beneficiaries when travel was permitted. Standard Operating Procedures involving the use of hand sanitisers, the wearing of face coverings, physical distancing and limited numbers in meetings were practised by staff and by members of the EET during meetings that were allowed.

32. Uncertainty has been a key element of the COVID-19 context. This is partly because of the unprecedented nature of the pandemic and partly because of the unpredictable responses from governments. It has been difficult to know when policy announcements would be made; what policies would be announced; how long the new policies would be imposed for, and how strictly they would be enforced. Constraints on normal activities were particularly long in Uganda.

33. Teaching materials were distributed to girls. Some of them were developed by the CRANE staff and some were from other sources, including the MoES. Teachers used text messages and phone calls (including WhatsApp communications) where possible. The teachers were able to create cycles of setting and marking work with some girls. LSTs were aware that the use of phones was discriminating against poorer girls whose families could not make phones or airtime available to them. A PCG in the Household Survey commented, “[...] *there's no money to buy basic needs like food and clothes and also buying data for the children to study online.*” A Girl said, “[...], *even buying data has been hard for mum because she no longer works so I would miss studying on phone some days.*”²¹

34. When movement and meeting became possible, teachers arranged short face-to-face meetings to give work and return marked exercises. In some places, school rooms were available for such meetings but in other cases, the schools were closed or turned to other uses.

²¹ Girl response to *Why have things got harder?* In the Household Survey.

Figure 3 - Support provided by project during Lockdown

A list in alphabetical order of activities carried out by the project. This list is taken from the monitoring tool used to collect data from beneficiaries. It allows them to mention any of the following activities and to add others, if they choose.

Baby care for my child or grandchild, Creative Learning Centre, Examination registration fees, Food parcel during Lockdown, Help from a learning support teacher, Help to find a new family, Help to find us as the child's family, Holiday camp, Hope Studio lessons, Hope Studio recording, I Can Journal, ICT lessons, Information about how to stay safe, Information about where to report abuse, Kitchen garden & seeds, Learning pack written by CRANE, Learning pack written by NCDC, Legal support, Medication, Phone calls from a mentor, Phone calls from a teacher, Reading books, Safe club, Sanitary kit, Savings group, School fees bursary, School uniform, Skills development, SMS lessons, Support when I or my child has faced a crisis, Tablet for learning, Textbooks, Vocational training, ...

2. PURPOSES OF THE ML2 EVALUATION

2.1. Origins of the Evaluation

35. A second midline evaluation was always part of the M&E plan for the project. The original plan would have been to assess results in the Intermediate Outcomes and Outcomes, especially the Learning and Transition. This purpose was compromised by the COVID-19 pandemic, school closures and Lockdown which made it unreasonable to expect significant progress to be made at Outcome or Intermediate Outcome levels.

36. The **timing** of the ML2 evaluation seems appropriate for the task of designing activities for the next two years of the project and adjusting the focus in the light of the impact of COVID-19. The evaluation work came while schools are still closed and before it is possible to assess the real impact on attendance at school.

2.2. Objectives of the Evaluation

37. The evaluation aims to understand the processes that work for and against the project's effectiveness. This means not only observing what has worked well and what has not, but also finding explanations for where the initiatives have been successful and where they have not.

38. The evaluation will describe the effects of COVID-19 on the progress made by GEC girls towards project Outcomes. The results, both positive and negative, are disaggregated by socioeconomic status where possible.

39. The evaluation should answer the question - *How well did the project adapt its activities during school closures and Lockdown due to COVID-19?* These assessments should be based on how effective the newly-designed and implemented activities had been. The evaluation should answer the questions of how well the activities were designed and implemented as well as the effectiveness of the activities. Effectiveness needs to be assessed in terms of progress towards milestones but also in terms of inclusion and safeguarding.

40. There should be a stronger focus on the roles and effectiveness of the Learning Support Teachers, who were only barely in post at the time of ML1. The Inception Report also suggests that more attention should be paid to the work of the CLCs and the Mentors as these are important components of the project which had not been assessed in detail in ML1. The Inception Report also includes the aim to invest more in assessing Life Skills because of their importance in

determining outcomes for girls and because previous evaluations have seemed incomplete in some aspects of this Output.

41. This evaluation is more formative than Baseline and ML1. This is partly because the timing and the disruption to normal working mean that there is a lot of pressure on planning activities for the next, and possibly the last, two years of the project. It is also partly because ML1 was more summative and focused on assessing progress made in Learning between Baseline and Midline 1.

42. The evaluation makes recommendations to project staff based on the formative assessments which cover –

- Modifications to the Theory of Change and the Logframe;
- The choice and prioritisation of activities in the next phase of the project; and,
- The focus and the methods of M&E in the next two years.

43. The evaluation also makes recommendations to the Fund Manager relating to the focus and scope of the Endline study and evaluation.

44. The impact of COVID-19 on **sustainability** is an important area of the evaluation. The Midline 1 Report (pp38-46) confirms important progress made in all areas of sustainability but it seems likely that the COVID-19 events will have reversed some of that progress.

2.3. Changing the approach

45. The EET is using the ML2 evaluation to change the overall approach to assessments of Learning from the earlier model of comparing the before and after levels of individual girls to a cohort approach. The ML1 evaluation found that a large number of the “Intervention” girls (that is, the GEC girls) had left project schools after Baseline and were in non-project schools. The numbers involved were far higher than had been anticipated in the design of the Baseline sample. The EET believes that it will be more reliable to assess changes in levels of literacy and numeracy by using learning tests on large groups in each grade at each evaluation event.

46. The numbers in the ML2 sample have been increased to the highest possible within the limits of time and budget. This should make it possible to continue some assessments based on the “*Follow the Girl*” approach. This may be helpful for other evaluation questions including life skills, transitions and safeguarding.

2.4. Sharing the Findings

47. The prime readership of this report is the project management team and the main learning for the project is in terms of the effectiveness of the work since Midline 1 and the modifications that could be made before Endline. The project staff may share the findings with the partners working on this project and other stakeholders. This might include funders who may be encouraged to continue or increase their support.

48. The project may also share the findings with government departments, communities and with other partners who work alongside the project.

49. The Fund Manager will make use of the findings and the evaluation database as part of its reporting on the entire GEC programme of work. The Fund Manager will also see that the evaluation carries out its role in the accountability of the GEC programme to the Foreign Commonwealth and Development Office and, by extension, the UK public.

50. The report should also be of value to others working in Girls' education, in particular other GEC Grant Holders. Responsibility for this sharing lies to a great extent with the Fund Manager. This report is not a particularly good tool for the sharing of learning with busy project managers. Some other learning methods or events might be more effective.

3. EVALUATION QUESTIONS

51. The Evaluation questions that are set out in the Inception Report are based on the structure of the Logframe in order to produce a report that is in line with the project indicators and easily recognisable by project staff.

52. The evaluation questions are based on the Development Assistance Committee (DAC²²) criteria and are structured like a conventional evaluation. The COVID-19 pandemic has made it almost impossible to assess some components of the Logframe, for example – the indicator of Better Teaching which is based entirely on classroom teaching cannot be assessed because schools have been closed for so much of the time covered by the evaluation.

3.1. Learning Outcome

53. The main question relating to Learning is - *to what extent has the project supported learning in literacy and numeracy for girls in school?* Learning is defined in the logframe as changes in the mean aggregate marks in literacy and numeracy tests taken at the beginning and end of the evaluation period. Successful Learning was defined as an increase in mean aggregate marks of project Girls greater than the increase of Control Girls by 0.25 Standard Deviations of the Baseline means per year. The change in the evaluation approach requires important changes to the logframe indicators.

54. The use by the project of short Learning Assessments makes it possible to draw some comparisons between Aggregate marks in literacy and numeracy at ML1 and ML2. It is not clear at this stage how robust the comparisons will be. The fact that the Girls are not in school at the time of the evaluation makes assigning them to Grades rather uncertain. The EET survey asks what year the Girls were in when last in school but this is not entirely reliable.

55. Lockdown has meant that during this evaluation period the project has been supporting Learning through informal and sometimes remote contact with Girls. The most important evaluation question is, *“How well did the project adapt to the COVID-19 situation and modify its activities to support Learning?”*

56. At ML1, the EET assessed Learning by comparing the aggregate marks of individual Girls and compared the mean results of the Intervention Girls with those of the Control Girls. The EET has agreed with the FM to change the approach to comparing the mean marks of groups of Girls at different evaluation events and assessing the extent of change without a Control group. This means that individual Girls will not be followed from evaluation to evaluation.

57. However, the sample created for this evaluation is likely to contain large numbers of GEC Girls in the same schools and there may be a significant overlap in the Girls interviewed at ML2 and Endline. This will make it possible to make some *before-and-after* comparisons on individual girls.

²² <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

3.2. Transitions Outcome

58. The Transitions question is – *to what extent has the project enabled girls to make successful Transitions?* Successful Transitions are defined as making progress in school, training or paid work but a huge majority of the GEC Girls were in school and successful Transitions for them are moving annually to a higher grade. The milestones in the logframe are percentages of Girls making successful Transitions. The average percentage for In-School Girls was above 90% at ML1. School closures mean that these indicators are not meaningful in this evaluation. Similarly, successful Transitions for Out of School Girls like starting training or moving from training into work also do not apply to this period of repeated Lockdown.

59. The most important Transition for GEC girls in 2022 will be for those girls who go back into school after the extremely long school closures. The EET will not be able to assess this Transition as it will mostly take place after this report has been completed. It is important for future reporting and evaluation work that project monitoring can capture the rates at which GEC Girls do return to school over 2022.

60. Avoiding teenage marriage and teenage pregnancy remain as successful forms of Transition but notice must be taken of the huge increase in pressure on these major life events that COVID-19 has created.

61. The EET has been working with the project to develop a more comprehensive and more accurate database for all M&E work called the All Girls List (AGL). This database is being used to collect information on all project activities and to store the observations so that records can be securely linked to individual girls and reliably analysed. The AGL will be used to assess the overall situation of GEC girls at the time of this evaluation which will provide a good basis for a more thorough assessment of Transition rates at Endline.

62. This report will include assessments of the changes to the barriers to successful Transitions that have occurred during the evaluation period mostly, of course, relating to the COVID-19 pandemic.

3.3. Sustainability Outcome

63. The EET will continue with assessments of Sustainability using the same methods that were used at Baseline and ML1. The logframe contains seventeen scalar indicators based on the Sustainability Scorecard. The indicators are arranged in three groups – Community, School and System. The milestones are increases in the scores of the individual indicators and total changes for each group.

64. This report will include assessments of the changes to the barriers to Sustainability that have occurred during the evaluation period. This report will explore changes in attitudes to education that may have an influence on Sustainability. Similarly, the report will include observations on safeguarding where greater risks during Lockdown and school closures may impact on progress towards Sustainability.

3.4. School Management Intermediate Outcome

65. The logframe indicators for school management at Output level are based on scores attributed to the schools in six different areas of the Quality Improvement System. The QIS includes six different modules and progress in each is assessed separately. At Midline 1, good progress was observed in all the modules but greater progress was made in modules where more effort had been concentrated by the project training program.

66. At IO level, the logframe indicators are based on the numbers of schools that have successfully completed the QIS program and have been found to be successful at Foundations or Accountability level.

67. The evaluation is investing in an in-depth review of school management by analysing the work done by the project in delivering QIS training and support and in assessing progress made in the schools which took part in the program. In previous evaluations, the EET has based its assessments on the results collected by the project M&E system. The fact that schools have been closed does not prevent the completion of the assessments of the different steps that have to be taken to demonstrate the successful completion of QIS levels of competence. Inspection visits and Validation inspections have been carried out by teams that include CRANE staff and external evaluators. The main points of the evaluation are found in the relevant sections of this report under [10.1 School Management](#).

3.5. Teaching Quality Intermediate Outcome

68. The logframe contains two indicators for Good Teaching – one is based on lesson observations of specific teaching practices and the other is the demonstration of self-awareness of teachers in their own skills and improvements in their practice. The first indicator is clearly not appropriate to the situation given the long school closures which were continuing at the time of the ML2 survey work. The second indicator is hard to apply to the context in which teaching was based on informal contact with Girls of school age and activities such as the delivery of teaching materials.

69. An attempt will be made to assess the quality of support provided by the other methods used during Lockdown and of the awareness of staff of the effectiveness of what they were doing.

3.6. Life Skills Intermediate Outcome

70. Indicators of Good Confidence in the logframe are based on assessments of Life Skills in the Household survey questions and through qualitative interviews. The milestones are that the Life Skills scores will increase. The logframe indicators still reference a “Lifeskills Index”. One specific question in the Household survey is selected as an indicator of Girls’ ability to identify skills that are useful. See Table 44.

71. Assessments of Life Skills will be important for assessing some of the changes that may result from school closures and Lockdown. It will be useful to know if levels of confidence and ambition have been affected by the enforced inactivity and particularly if the ambition to continue in school has been diminished or replaced by other aims in life. It seems likely that reduced contact with Mentors and teachers will have lessened the influence of the project. If Self-efficacy is built through the personal experience of success, it is likely that the Girls will have suffered some reverses during Lockdown.

72. In this evaluation, the EET tested a range of new questions and a new question format in order to improve the quality of information collected on levels of Life Skills and to prepare for better assessments of change at Endline.

4. SCOPE OF WORK, METHODOLOGY AND APPROACH

73. All the methods and tools used in this evaluation are listed were approved by the FM. The overall approach has been to combine two areas of work – one is to repeat the use of methods that were used in Baseline and ML1 in order to observe contributions made by the project and

the other is to capture observations and use new methods that will make it possible to carry out an effective Endline evaluation at the end of this phase of the project.

74. The Midline-2 evaluation takes its place in the progression from Midline-1 and Endline. The expected progressions in grades of in-school Girls and ages of all Girls are shown in the following Table 1 and Table 2.

| Baseline | Midline | Midline 2 | Endline |
|---------------|-------------------------|-------------------------|--------------------|
| 2018 | 2019 | 2021 | 2023 |
| Primary 1 | P2 | P4 | P6 |
| Primary 4 | P5 | P7 | S2 |
| Primary 5 | P6 | S1 | S3 |
| Primary 7 | S1 | S3 | S5 |
| Senior 1 | S2 | S4 | S6 |
| Senior 2 | S3 | S5 | TVET, work |
| Senior 3 | S4 | S6, TVET, work | TVET, work |
| CLC | CLC, School, TVET, work | CLC, School, TVET, work | School, TVET, work |
| TVET | TVET/ work | TVET/ work | work |
| Out of School | CLC, School, TVET, work | CLC, School, TVET, work | School, TVET, work |

| Baseline | Midline | Midline 2 | Endline |
|----------|---------|-----------|---------|
| 2018 | 2019 | 2021 | 2023 |
| 8 | 9 | 11 | 13 |
| 11 | 12 | 14 | 16 |
| 12 | 13 | 15 | 17 |
| 14 | 15 | 17 | 19 |
| 15 | 16 | 18 | 20 |
| 16 | 17 | 19 | 20+ |
| TVET | 17-20 | 19-20+ | 20+ |
| OoS | 17-20 | 19-20+ | 20+ |

75. The focus of the ML2 review is shown in the Evaluation Framework, see Table 3.

| Table 3 - Evaluation Framework | | | | | |
|---------------------------------------|---|--|--|---|---------------------------------|
| Logframe | Evaluation Question | | Milestones | Sources | DAC Criteria |
| Learning | To what extent has the project enabled girls to learn (literacy/numeracy) | Which project activities contributed to girls' learning? How effective were they? | Increased scores in literacy and numeracy tests | Learning Tests | Effectiveness |
| | Other learning | | | Project M&E | |
| Transition | To what extent has the project enabled girls to make successful transitions | Which project activities contributed to successful transitions? | Numbers of girls transitioned in education, training or employment | Household Survey All Girls List | Effectiveness Sustainability |
| | | | | | |
| Sustainability | To what extent will the project benefits continue | Can project activities be continued by other actors at different levels? | Sustainability Scorecard scores | Sustainability scorecard Household survey | Sustainability |
| | At family, community, school and system levels | Can impacts be maintained without project interventions? | | VSLA data | |
| Life Skills | To what extent has the project supported girls to develop Life Skills | Which project activities have contributed to the girls' development of confidence, ambition and self-esteem? | Numbers of girls reporting positively. | Household Survey | Effectiveness |
| | | | | Qual interviews | Sustainability |
| School Management | To what extent has the project contributed to better management of schools | Which components of QIS training and support have contributed to better management of schools? | QIS score and awards | QIS assessments | Effectiveness Sustainability |
| | | | | | |
| Safeguarding | To what extent has the project contributed to improved safety for girls | Which project activities contributed to improved safety and better reporting of safeguarding incidents? | Numbers of girls and PCGs reporting positively. | HHS, School assessments Sustainability Scorecard | Effectiveness |
| Theory of Change | How well designed and implemented is the project | Which activities are necessary and unique contributions by the project? How well are activities targeted? | Reports on Outcomes | BER exercises | Coherence |
| | | | | | Efficiency |
| Project design and management | How well did the project respond to school closures and Lockdown? | Which changes in activities were most supportive to project aims? | Reports on Outcomes | Household Survey Qual interviews | Coherence Relevance |

76. The evaluation framework is based strongly on the logical framework but includes areas of investigation such as Safeguarding and Attitudes to Education which are important to the project but do not appear in the logframe.

77. There is also an investigation into Value for Money (VfM) which has been initiated by the EET and carried out by project staff. The results are reported under [Findings - Design and Management](#).

5. FINDINGS - THE SAMPLE

78. The sample of PCGs and Girls was designed to follow the evolution of ages and grades in normal times. School closures have made it impossible to assign grades accurately to the Girls in the sample. Most Girls go through a normal progression but there are exceptions and, as noted in the Midline Report²³, Girls are sometimes held back from candidate grades and there is some fluidity in the allocation of Girls to grades at the beginning of the school year.

79. Project staff ask the PCGs and the Girls who fit the profile required in terms of age, grade and attendance at a project school to take part in the interviews. The question of school attendance was difficult to apply as schools were closed at the time of the survey. There is an element of self-selection in the decision to accept the invitation as taking part involves giving the time necessary for being available. There was a good response overall and the numbers who presented themselves and their Girls for interviews were very high. There may be a bias towards those positively disposed towards the project in those who choose to attend. This bias affects all sampling where interviewees can choose whether or not to take part.

80. Overall the numbers and the distribution of characteristics of the participants in the survey work are adequately similar to the ML1 sample to allow comparisons to be made. The important characteristics of the age of the Girls and the rural or urban locations can be seen in [Table 4](#) to be very similar between both evaluation events. The differences in Urban and Rural proportions are not significant (chi-squared $p=0.20$).

| Age Set | ML1 | | | ML2 | | |
|---------|-------|-------|-----------|-------|-------|-----------|
| | Urban | Rural | Age set % | Urban | Rural | Age set % |
| 6-8 | 2 | 3 | 1% | 10 | 10 | 2% |
| 9-11 | 35 | 55 | 12% | 29 | 37 | 6% |
| 12-13 | 36 | 142 | 23% | 57 | 205 | 24% |
| 14-15 | 55 | 147 | 26% | 59 | 281 | 31% |
| 16-17 | 23 | 137 | 21% | 37 | 194 | 21% |
| 18-19 | 10 | 101 | 14% | 14 | 121 | 12% |
| 20+ | 7 | 27 | 4% | 4 | 40 | 4% |
| Totals | 168 | 612 | 780 | 210 | 888 | 1098 |
| %U/R | 22% | 78% | | 19% | 81% | |

81. The EET was expecting to find higher numbers in rural areas as we had heard of numbers of people moving from urban to rural areas as a strategy to cope with Lockdown and bans on movement. People who had lost their livelihoods in towns could move to stay with relatives in rural areas where some economic or productive activities could be continued.

82. The main source of income is an important variable in influencing performance in Learning Tests and is linked to other variables like the highest level of education achieved by

²³Midline Report, see page 28 and footnote 59

the head of the household and probably to a general level of material wellbeing in the household.

83. There are very few households where the head of the household has a “Professional” source of income, see Table 5. This is defined by being paid a monthly salary. At Baseline, a distinction was made between higher and lower levels of professional employment but it was abandoned since there were so few in each category. The small number of PCGs with “Professional” incomes supports the observation that the initial targeting during GEC1 had an effective poverty focus.

84. The proportion of participants who say they have no paid employment is larger in ML2 but the number of households concerned is relatively small. The other apparent difference between the ML1 and ML2 samples is the lower percentage of farmers in ML2. A chi-squared analysis of all five categories of the main source of income returns a highly significant difference. However, the proportions in each category are not significantly different.

| | ML1 | | ML2 | |
|--------------------|-----|----|------|----|
| | n | % | n | % |
| Professional | 66 | 8 | 90 | 8 |
| Farmer | 328 | 42 | 339 | 31 |
| Small business | 222 | 28 | 357 | 33 |
| Casual labour | 131 | 17 | 200 | 18 |
| No paid employment | 38 | 5 | 112 | 10 |
| | 785 | | 1098 | |

85. The main source of income overlaps with the question of the urban or rural location of the household because almost all Farmers are rural.

| Have you ever attended a CLC? | ML1 | | ML2 | | |
|-------------------------------|--------|-----|-----|-----|-----|
| | a) Yes | 367 | 45% | 722 | 66% |
| | b) No | 452 | 55% | 377 | 34% |

86. It seems likely that the sample contains a larger proportion of families who have had closer links to the project than was the case at ML1. This assumption is based on the observations of the larger proportion of Girls who have attended a CLC and similar observations of involvement with the project, see Table 6. This fits with the EET aim of interviewing and following more CLC graduates in order to provide more learning on the effects of attending a CLC. The difference in proportions in the samples of those who have attended a CLC is very highly significant.

87. The process by which households were invited to take part may also have been influenced by how recently they had been in contact with the Mentors or other project staff. The staff had been working very hard to contact GEC Girls throughout the disruption of the pandemic and some families would be easier to find than others and easier to recontact at the time of the survey.

88. Overall the EET is satisfied that the ML2 sample is adequately similar to the sample at ML1 and sufficiently well distributed over the key variables for analyses to be carried out and comparisons made between earlier evaluation events. The sample will also be adequate for comparisons and judgements to be made at Endline.

6. FINDINGS - LEARNING

6.1. Indicators

89. In the logframe, the main indicators for Learning are scores on Learning Tests. The milestones are set levels of increases between evaluation events. The targets are set based on the results of the preceding evaluation and are calculated within the Outcomes Spreadsheet. After ML1 the milestones were based on the Baseline Learning Tests and assume a gap of two years between evaluation point 2 and evaluation point 3 and appear in the Spreadsheet as:

- Weighted evaluation point 3 = 3.67 (Literacy) and
- Weighted evaluation point 3 = 3.01 (Numeracy).

90. Regression analyses at ML1 demonstrated highly significant differences between the progress made since Baseline in both literacy and numeracy by GEC Girls compared with Girls in the control group. It is reasonable to suggest that Girls who remained in project schools after ML1 will have continued to make good progress in Learning.

91. It was not considered useful to assess Learning using Learning Tests in the ML2 evaluation partly because schools had been closed for most of the time since ML1 and were closed at the time of the ML2 surveys. Nevertheless, the ML2 survey presented a perfect opportunity to assess Girls' levels of competencies in literacy and numeracy and the project carried out the simpler assessment methods that the EET had developed.

6.2. How many are Learning?

92. We understand that the Fund Manager is interested in estimates of **the numbers of Girls who are Learning**. Effectively all (97%) of the Girls assessed at both ML1 and ML2 are making progress, whereas the same calculations for Girls assessed at both Baseline and ML1 produce figures around 75%. If we apply this ratio to the total population going into GEC-T, then 7,500 of the 10,000 can be said to be Learning at least partly because of the work of the project.

6.3. Streamlined assessments

93. The EET had developed shorter and simpler assessment methods based on a small number of the subtasks in Early Grade and Secondary Grade assessments that were used at Baseline and ML1. Details of the development and testing of the Streamlined Aggregate Assessment (SAGA) methods were shared with the FM in 2020.

94. The SAGA are based on three subtasks rather than the 10 in the full EGRA and SeGRA tests or the 11 in the EGMA and SeGMA tests. There are two EG-level tasks and one SeG-level task. When these shorter configurations of subtasks were compared with results from the full sets of subtasks the correlations were very strong and the regression lines were convincing. Piloting the shorter tests produced data that conformed to the expectation that older Girls would have higher scores and the results did not show any *ceiling* or *floor* effects. The overall levels of the tasks in the SAGA are low. The education specialist on the EET suggests that 11-year-old pupils in the UK would score around 70% on the SeG tasks and older Girls (early Secondary grades) would score more highly. However, the aggregate results from over a thousand tests show no ceiling effects.

95. The weighting used in this evaluation assigns half the marks to the EG tasks and the other half to the SeG task. This gives an aggregate mark out of 100. The aggregate marks in the tables in this report are effectively equivalent to percentages.

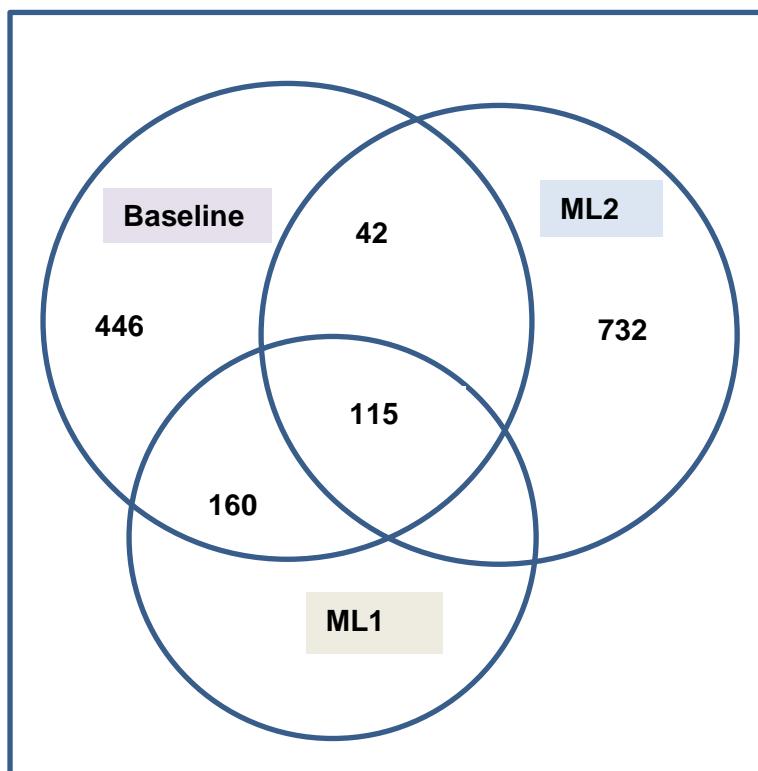
6.4. The Learning Assessments Sample

96. The sample of Girls who successfully completed both Literacy and Numeracy SAGAs is substantially smaller than the sample who took part in the Household Survey. This is due to Girls completing the Household Survey and then not taking part in the Learning Assessments. There may be many reasons for this and it is difficult for the EET to keep track of all the Girls present at a survey event and ensure that they all take part. There are also Girls who only partially do the Assessments. Some, for example, complete the EG tasks and leave without doing the SeG tasks. There are further losses when the data are cleaned and found to be unacceptable for analysis.

97. The numbers in the samples in the three evaluation events are shown in the Venn diagram in Figure 4. The Figure does not include the numbers in Control groups at Baseline and ML1 and does not include the numbers of Girls who took part in the Household survey but did not satisfactorily complete the Learning Assessments.

98. The overlap between ML2 and previous evaluation samples appears to be small. This is a result of the necessary change in approach to evaluating changes in Learning. The ML2 sample and previous samples seem otherwise very similar. The approach creates a situation in which it should be easy to recreate a sample at Endline that will allow good assessments of Learning and where a good number of the ML2 Girls will be present which will allow some analyses of individuals' changes.

Figure 4 - Learning Test Sample Sizes



99. Some of the general characteristics of the ML1 and ML2 samples are shown above in Table 4 (similar urban/rural split; similar ages of Girls) Table 5 (similar main source of income) and Table 6 (larger proportion of CLC graduates in ML2).

100. The numbers from different districts in the different samples are shown in Table 7. All have large numbers in Mukono and similar smaller numbers in Kampala and Wakiso. At

Endline, it may be necessary to decide on the representation from Nakaseke which has been variable. An appropriate proportion from Buikwe would be easy to arrange.

| | ML1 | | ML2 | | BL, ML1 and ML2 | |
|----------|-----|-----|-----|-----|-----------------|-----|
| | n | % | n | % | n | % |
| Kampala | 40 | 14% | 93 | 13% | 17 | 13% |
| Wakiso | 31 | 11% | 242 | 33% | 21 | 16% |
| Mukono | 130 | 44% | 271 | 37% | 60 | 44% |
| Nakaseke | 94 | 32% | 28 | 4% | 18 | 13% |
| Buikwe | | | 93 | 13% | 19 | 14% |
| Totals | 295 | | 727 | | 135 | |

101. The mean AggRA and AggMA marks can be disaggregated by the declared grades in the survey even though the grades are based on recall from before the first Lockdown and may not be very reliable. The means show a gradual increase with the grade, which suggests the results have a level of credibility. When the data for the entire ML2 sample are compared with the results from the Girls who were in both ML1 and ML2, the same pattern is observed even though some of the numbers per grade in the overlap are very small²⁴.

| Grades ²⁵ | ML2 sample | | | ML1/ML2 overlap | | |
|----------------------|------------|-------|-----|-----------------|-------|-----|
| | AggRA | AggMA | n | AggRA | AggMA | n |
| d) Primary 4 | 34.4 | 34.2 | 69 | 34.2 | 35.7 | 4 |
| e) Primary 5 | 48.3 | 39.8 | 104 | 43.2 | 37.3 | 11 |
| f) Primary 6 | 58.1 | 50.0 | 192 | 55.7 | 49.1 | 20 |
| g) Primary 7 | 65.1 | 62.6 | 173 | 65.8 | 64.5 | 24 |
| h) Senior 1 | 71.1 | 64.4 | 75 | 69.9 | 66.3 | 9 |
| i) Senior 2 | 70.8 | 63.1 | 71 | 64.1 | 46.1 | 8 |
| j) Senior 3 | 73.9 | 69.9 | 75 | 69.7 | 62.9 | 7 |
| k) Senior 4 | 74.4 | 67.3 | 58 | 69.6 | 63.9 | 16 |
| l) Senior 5 | 83.5 | 77.3 | 10 | 75.0 | 72.6 | 2 |
| | | | 827 | | | 101 |

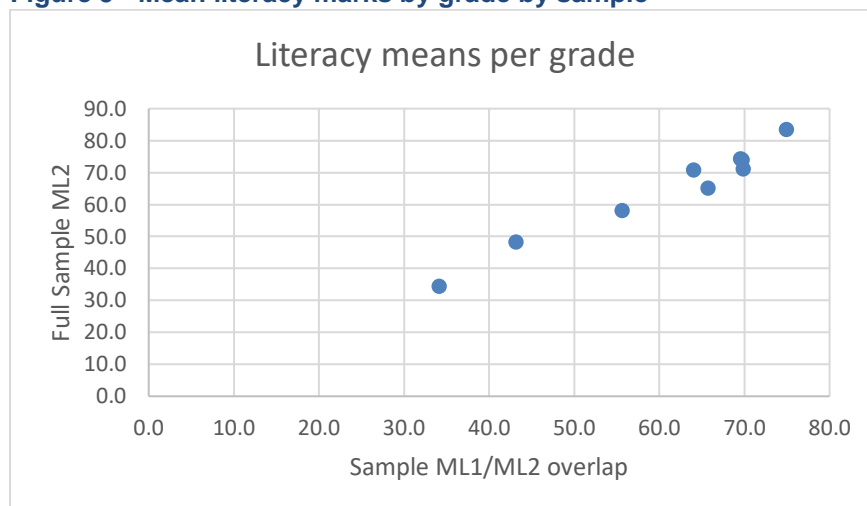
102. The correlations between the results of the whole sample and the overlap with ML1 are very strong. The coefficient for AggRA is 0.98 (p=0.0006) and for AggMA 0.91 (p=0.002). The means based on age-sets rather than remembered grades are also very highly significant and may be more robust given the higher numbers making up each mean value.

103. The nature of the correlation between the full ML2 sample and the Girls who were in both the ML1 and the ML2 samples can be seen in Figure 5.

²⁴ Some grades have very few observations and age-sets may be a more reliable assessment than grades.

²⁵ The table contains data only from cases where the grade was specified.

Figure 5 - Mean literacy marks by grade by sample



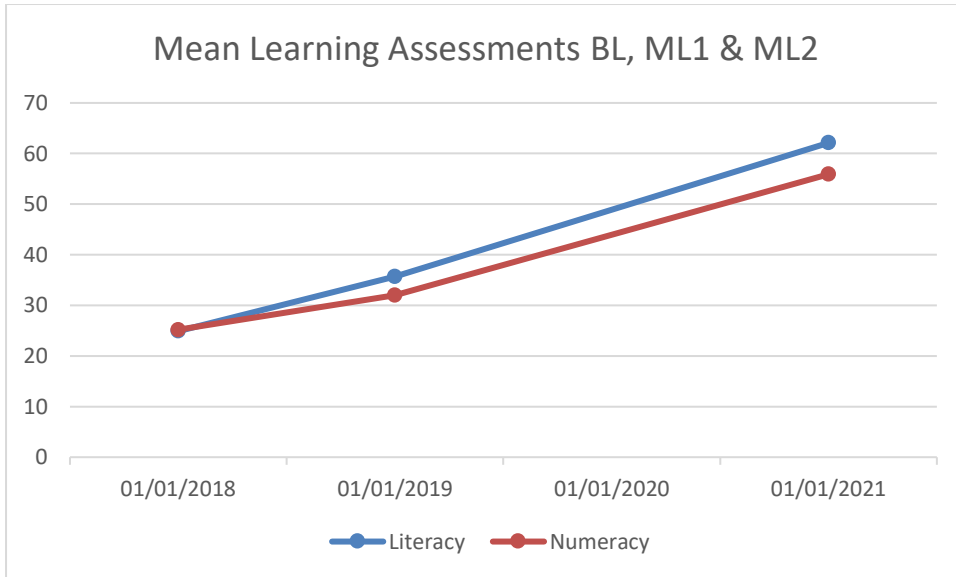
6.5. Streamlined assessment mean scores

104. The results based on the mean SAGA scores of Girls grouped by age at ML1 and ML2 show the GEC Girls making considerable progress in literacy and numeracy. The increases in mean scores are larger than the increases between Baseline and ML1 which would make sense if the Girls had been in school as the time between assessments is longer. Several theories could explain the increased mean scores despite the absence of teaching in schools. These include:

- i. The time between ML1 and ML2 was longer than the time between Baseline and ML1 so the girls had more time to learn. The lines in Figure 6 suggest that the rate of learning over the three evaluation events is consistent.
- ii. The Streamlined Aggregate Assessments are less intimidating than the full battery of 15 subtasks of the complete EG and SeG tests and girls perform better because it looks easier.
- iii. The SAGA tests are better and better presented. The EET reviewed the subtasks that had been developed at Baseline and edited the scripts to make them clearer.
- iv. The CRANE staff were more lenient in their marking of the SeG tests in comparison with the EET members at ML1²⁶.
- v. The girls encountered in the ML2 survey work are more engaged with the project than those met in ML1 and have benefited from more contact and support from the project.

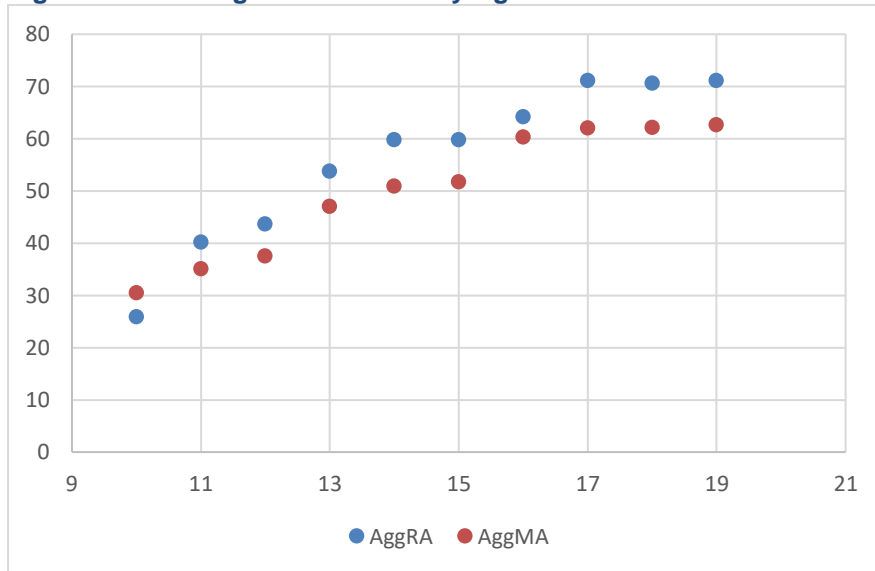
Figure 6 - Mean Learning Assessments at BL ML1 & ML2

²⁶ The EGRA and EGMA tasks are more clear-cut with answers objectively either right or wrong. The SeG tasks allow some discretion in allocating marks.



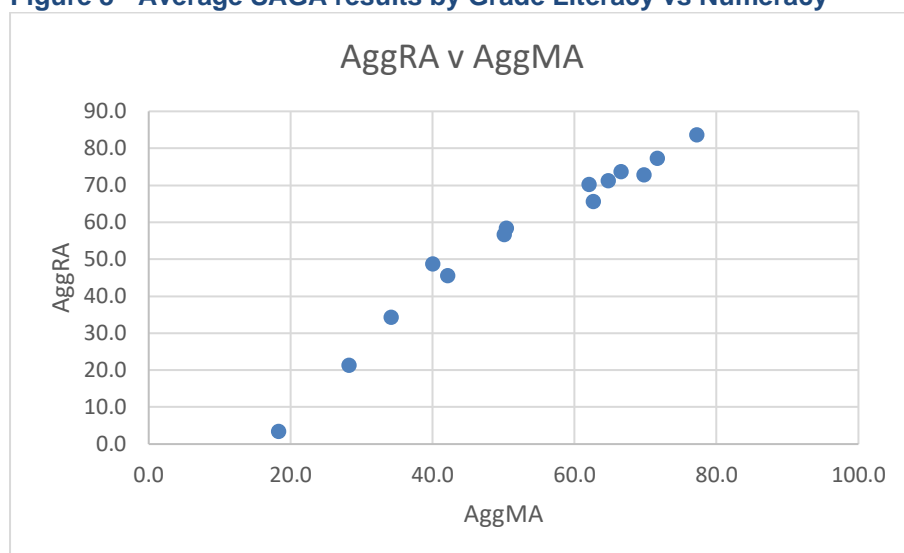
105. The mean values from the SAGA behave like reliable data. They show strong correlations with age (see Figure 7) although there appears to be a plateau after Girls reach 17-years-old. This may be an artefact created by the weighting of the different sub-tasks which could be removed by increasing the weighting of the Senior Grade tasks.

Figure 7 - Learning Assessments by Age



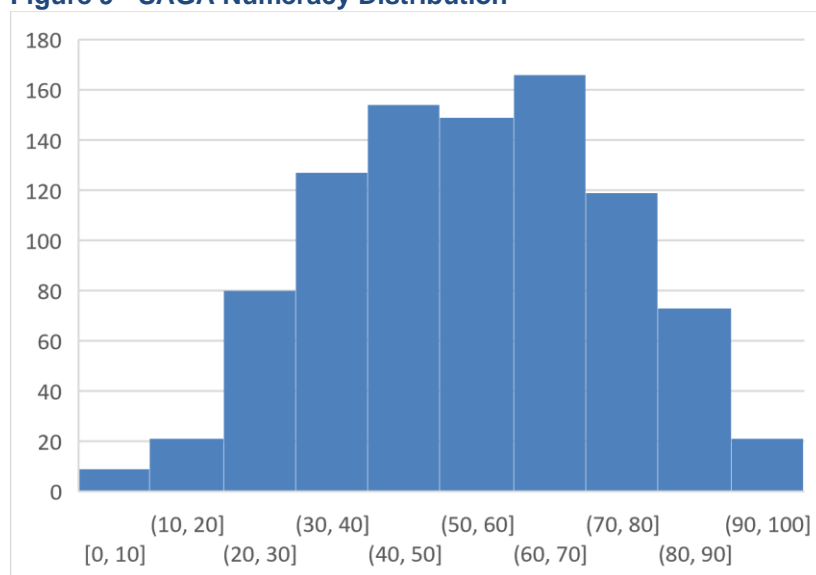
106. There is a strong correlation between assessments of literacy and numeracy (Figure 8).

Figure 8 - Average SAGA results by Grade Literacy vs Numeracy



107. The data create frequency histograms that look like Normal Distributions. There are no *ceiling* or *floor* effects (see Figure 9).

Figure 9 - SAGA Numeracy Distribution



108. The SAGA data also show differences that relate to the main source of income in the household and the highest level of education of the Head of the Household. The variables are probably not entirely independent but it is important to note that these observations replicate those made at Baseline and Midline-1 in terms of the links between these variables and performance in learning assessments.

Benchmarking

109. The FM provides advice on assessing Learning where there is no Control population²⁷ and provides an Outcomes Spreadsheet that assesses the progress made by Girls according to the grade they are in and sets targets for future evaluation events. The approach is based on the mean learning test scores for each grade at Baseline which are used to create a

²⁷ GEC (Nd) The GECT Outcomes Spreadsheet for No-Control Group Projects v1.3.docx

benchmark against which to assess progress between evaluations. The increase in mean scores in successive grades at Baseline is the “*hypothetical counterfactual*” which is compared with actual progress made as the GEC Girls move up through the grades in later years.

110. The EET carried out a benchmarking exercise at ML1 using a different methodology from that in this evaluation. Overall, the results were positive and showed a significant difference between the Intervention and Control groups. The mean values at Baseline increased by roughly 4 points between successive grades. The mean values at Midline 1 were roughly 9 points higher in successive grades. The GEC Girls exceeded the benchmarks in almost all steps up through the grades in both literacy and numeracy.

111. The methodology used in this evaluation follows the FM guidance for projects with no Control group and is different from that used at ML1 and uses different data. The sample sizes are slightly larger than in previous analyses because there is no longer a requirement to match data from the same Girls in different evaluation events. Therefore all Girls for whom the EET has learning test data at Baseline or at Midline are included in the analyses. The overall findings are, however, the same as those at ML1 – that is, the GEC Girls have continued learning and are scoring higher aggregate marks in both literacy and numeracy above the levels set out in the Benchmarking.

| BL grade | BL n | BL mean scores | Increase in mean score by grade = Benchmark | Nominal grade shift between BL and ML1 | ML n | Midline 1 mean scores | Increase in mean scores from Baseline to Midline 1 | Increase in excess of Benchmark |
|-----------------|-------------|-----------------------|--|---|-------------|------------------------------|---|--|
| P3 | 65 | 9.9 | | | | | | |
| P4 | 88 | 13.9 | 4.0 | P3 to P4 | 56 | 18.9 | 9.0 | 5.0 |
| P5 | 96 | 19.3 | 5.4 | P4 to P5 | 78 | 23.6 | 9.7 | 4.3 |
| P6 | 118 | 22.3 | 3.0 | P5 to P6 | 100 | 29.1 | 9.7 | 6.7 |
| P7 | 84 | 30.5 | 8.2 | P6 to P7 | 72 | 36.5 | 14.2 | 6.1 |
| S1 | 68 | 33.6 | 3.2 | P7 to S1 | 58 | 41.1 | 10.6 | 7.4 |
| S2 | 66 | 36.6 | 3.0 | S1 to S2 | 59 | 41.5 | 7.9 | 4.9 |
| S3 | 65 | 37.6 | 1.0 | S2 to S3 | 49 | 46.5 | 9.9 | 8.9 |
| S4 | 56 | | | S3 to S4 | 52 | 45.9 | 8.2 | 7.1 |

112. The extent by which GEC Girls at Midline 1 exceeded the Benchmarks set at Baseline can be seen in the right-hand column of Table 9. For example – where the Benchmark for P3 Girls was set at an increase of 4 points in their literacy tests, they actually increased their scores by 9 points. Overall, the weighted mean improvement between Baseline and Midline 1 in literacy was 235% of the Benchmarks. That is, the Girls achieved an increase over 2 times that which was expected.

| M2 grade | Nominal grade shift between ML1 and ML2 | ML2 mean scores | ML2 n | Increase in mean scores ML1 to ML2 | Increase in mean score by grade over two | Increase in excess of Benchmarks |
|-----------------|--|------------------------|--------------|---|---|---|
|-----------------|--|------------------------|--------------|---|---|---|

| | | | | | years = Benchmark | |
|----|----------|------|-----|------|------------------------------|------|
| P4 | P2 to P4 | 36.0 | 68 | | | |
| P5 | P3 to P5 | 49.1 | 104 | 36.7 | 9.4 | 27.3 |
| P6 | P4 to P6 | 58.3 | 198 | 39.4 | 8.4 | 30.9 |
| P7 | P5 to P7 | 65.3 | 178 | 41.7 | 11.2 | 30.5 |
| S1 | P6 to S1 | 70.8 | 76 | 41.8 | 11.3 | 30.4 |
| S2 | P7 to S2 | 71.7 | 72 | 35.2 | 6.1 | 29.0 |
| S3 | S1 to S3 | 74.2 | 78 | 33.2 | 4.0 | 29.2 |
| S4 | S2 to S4 | 73.7 | 63 | 32.2 | 2.1 | 30.1 |

113. The Benchmarking for Midline 2 takes into consideration the length of time that elapsed after Midline 1 and the target increases are based on the idea that Girls would, in theory, have moved up by two grades during that time. The targets are therefore made up of the sum of the targets for the grades the Girls would have moved through. Nevertheless, the Girls can be seen to have exceeded these larger targets by even larger margins than they had achieved at Midline 1. The right-hand column of Table 10 shows that the targets were exceeded by around 30 points in all grades. Overall, the weighted mean improvement between Midline 1 and Midline 2 in literacy was 548% of the Benchmarks. That is, the Girls achieved an increase in literacy scores 5 times greater than the target.

114. The Benchmarking data for Numeracy tell the same story as the data for Literacy. The benchmarks set at Baseline suggest relatively small increases per grade and the actual learning test data at Midline 1 show the GEC Girls making increases in excess of the targets. The increases at each grade at ML1 are shown in the right-hand column of Table 11. The weighted mean for achievement by all grades at ML1 is 179%, a significant improvement even though it is lower than that achieved in literacy.

| BL grade | BL n | BL mean score | Increase in mean score by grade = Benchmark | Nominal grade shift between BL and ML1 | ML1 mean scores | ML1 n | Increase in mean scores from Baseline to Midline 1 | Increase in excess of Benchmark |
|-----------------|-------------|----------------------|--|---|------------------------|--------------|---|--|
| P3 | 65 | 10.5 | | P3 to P4 | 17.1 | 56 | 6.6 | 2.4 |
| P4 | 88 | 14.7 | 4.3 | P4 to P5 | 21.2 | 78 | 6.5 | 2.5 |
| P5 | 96 | 18.7 | 4.0 | P5 to P6 | 26.6 | 100 | 7.9 | 3.9 |
| P6 | 118 | 22.8 | 4.0 | P6 to P7 | 36.6 | 72 | 13.9 | 6.7 |
| P7 | 84 | 29.9 | 7.2 | P7 to S1 | 39.1 | 58 | 9.1 | 3.6 |
| S1 | 68 | 35.4 | 5.5 | S1 to S2 | 40.2 | 59 | 4.8 | 5.7 |
| S2 | 66 | 34.5 | -0.9 | S2 to S3 | 39.7 | 49 | 5.2 | 0.4 |
| S3 | 65 | 39.4 | 4.9 | S3 to S4 | 45.2 | 52 | 5.6 | 5.4 |
| | | | | | 50.3 | 56 | 10.7 | |

115. The same pattern as found in Literacy at Midline 2 also re-appears in numeracy. The target increases required by the Benchmarking are again increased by the length of time between ML1 and ML2 which would, had schools been open, have allowed the Girls to complete two shifts in grade. The increases beyond the targets set in each grade appear in the right-hand column of Table 12. The benchmarks are surpassed by more than 20 points in most grades and the weighted mean achievement is 465%.

Table 12 - Numeracy Benchmarking – Midline 1 to Midline 2

| M2 grade | Nominal grade shift between ML1 and ML2 | ML2 mean scores | Increase in mean scores ML1 to ML2 | Increase in mean score by grade over two years = Benchmark | Increase in excess of Benchmarks |
|----------|---|-----------------|------------------------------------|--|----------------------------------|
| P4 | P2 to P4 | 34.9 | | | |
| P5 | P3 to P5 | 40.5 | 29.0 | 8.3 | 20.7 |
| P6 | P4 to P6 | 49.5 | 32.4 | 8.0 | 24.4 |
| P7 | P5 to P7 | 62.3 | 41.0 | 11.2 | 29.9 |
| S1 | P6 to S1 | 64.1 | 37.5 | 12.7 | 24.8 |
| S2 | P7 to S2 | 63.8 | 27.2 | 4.6 | 22.6 |
| S3 | S1 to S3 | 70.1 | 31.0 | 4.0 | 27.1 |
| S4 | S2 to S4 | 67.6 | 27.4 | 5.1 | 22.3 |
| S5 | S3 to S% | 77.3 | 37.5 | 4.9 | 32.7 |

116. The EET also repeated the regression analyses that were carried out on Benchmarking data at Midline 1 and all four regressions (that is – Baseline to Midline 1 and ML1 to ML2 for both Literacy and Numeracy) are very highly significant.

6.6. Interpreting data from the Ministry of Education

117. The EET and the project have been interested in the possibility of using the data produced by the MoES as a method for assessing project progress in its contribution to Learning. The project compared the national-level results with those of the GEC Girls who had been in candidate years in 2020. The national results are presented as the numbers of students in each of several categories from lower to higher scores and the GEC Girls do better than the national averages. That is, a larger proportion of GEC Girls are found in the higher categories.

118. It is not easy to interpret these results since the government figures are not disaggregated according to several variables that we know would influence the results. These include the sex of the pupils and their location. The UWEZO Report in 2016²⁸ found differences in performance in tests that relate to administrative Districts and overall higher scores in English where the local language is Luganda.

6.7. Project activities in Lockdown

119. The location of project staff, particularly the Mentors and Learning Support Teachers (LST), in most communities where GEC Girls were based made it possible to respond to school closures and Lockdown restrictions with a range of activities that allowed some forms of contact with the Girls to continue.

120. Just after the first Lockdown the EET ran a short exercise with Learning Support Teachers who were asked to answer three questions about how they were assessing their students and how well they thought their students were doing. The Quick Overview exercise asked LSTs to identify the types of Girls who were doing well in continuing to learn during Lockdown and those who were having trouble in trying to continue school work. A lot of their answers relate to access to a mobile phone. This was during the first Lockdown when

²⁸ UWEZO (2016): *Are Our Children Learning?* Uwezo Uganda 6th Learning Assessment Report. Kampala: Twaweza East Africa. And see Midline Report p7.

enforcement was strict. The Lockdown Essays also made it clear that access to a mobile phone was a key part of keeping in touch and continuing to do school work exercises.

121. The ML2 survey suggests that those who had access to a phone during Lockdown scored more highly in the SAGA assessments, see Table 13. Access to the radio, television and newspapers (the government published learning exercises in daily papers) did not seem to have an equivalent effect but the results may be inter-connected. It is possible that access to all these media is related to a level of material wellbeing.

| | Numeracy average | Literacy average |
|----------------------|------------------|------------------|
| No, not at all | 54 | 58 |
| A few times | 59 | 64 |
| Often | 57 | 65 |
| Very often/most days | 62 | 68 |

122. The ML2 survey asked PCGs what the most useful intervention had been for the GEC Girls during Lockdown. *Meeting a teacher* was the most popular response with a big majority (over 50% of all responses mentioned meeting a teacher, see Table 14). This input seems to relate to increased scores in the learning assessments for the younger Girls but there is no noticeable effect on older Girls. It is possible that being in touch, in itself, was the most important project activity. The teaching component of the meetings may have been less important.

| Intervention | n | % |
|-----------------|-----|-----|
| Phone | 29 | 3% |
| Smartphone | 51 | 5% |
| Newspapers | 46 | 5% |
| Radio | 10 | 1% |
| TV | 71 | 7% |
| Meeting teacher | 534 | 54% |
| Other | 252 | 25% |
| | 993 | |

123. The respondents to the question on the most important input during Lockdown were offered the option of "Other". Of the 252 who took this option, 102 mentioned CRANE and another 11 mentioned a CRANE partner organisation. The most common form of support mentioned under "Other" was in terms of reading matter (books, notes, homework, school work and reading materials are all mentioned). This tallies with the CRANE activities described in project reports including the distribution of about 22,000 documents and packages of documents and about 4,000 books. There are other references to personal reading matter among the responses - her books, her textbooks, personal books and old notes are all included in the lists making up about 50 responses.

124. It is also worth noting the responses to questions about reading at home which are included in the ML2 survey. Girls are asked what stops them from reading when they are at home. The second most important response, chosen by 25% of Girls, is a *"lack of things to read"*. The only factor more important, selected by 45%, is *"Too many other duties"* (See Table 15). The lack of things to read at home may be another indicator of learning poverty. The Lockdown provision of reading materials might be an area of work that could be useful during normal times as well, at least for some Girls.

| Tick all that apply n=1057 | No of mentions | No of Girls for whom this is the only problem |
|--------------------------------|----------------|---|
| Too many other duties (chores) | 457 | 253 |
| Lack of things to read | 247 | 89 |
| Lack of support | 227 | 65 |
| No quiet space to read | 163 | 63 |
| Lack of light for reading | 109 | 42 |

7. FINDINGS - TRANSITION

125. Transition is an Outcome that is achieved as a result of a range of different activities and a combination of those activities.

126. Successful Transitions were defined at Baseline and mostly relate to remaining in school and making progress through the grades (see summary in Table 16). There was some discussion at ML1 as to whether repeating a year was a successful Transition because the EET saw that some Girls were being held back from entering P7 where the school seemed unconfident that they would pass the Primary Leaving Examination. The numbers involved were very small. Nevertheless, the Transition from Primary to Secondary was seen as an important Transition because it had been a key moment in Girls' Education.

| Stage or grade | Successful Transition |
|-----------------|---|
| Lower Primary | In-school progression Drops out but is recruited to a CLC. |
| Upper Primary | In-school progression PLE success. Moves into secondary school (P7→S1) |
| Early Secondary | In-school progression |
| Upper Secondary | Sits S4 exams. S6 exams and completion Enrols in vocational education & training Gainful employment |
| CLC | Graduates from CLC and goes into mainstream school. Remains in mainstream school |
| Out of school | Enrols in appropriate grade level in education Enrols in training Starts gainful employment |

127. It is an area where the project is making contributions but the results are dependent on many other factors. There is a strong overlap in the reporting on Transition and the reporting on Sustainability because both require an assessment of changes in the context in which the project is operating. For example – a lower standard of living caused by Lockdown could have a negative influence on a Girl's schooling, training or employment.

7.1. Transition Indicators

128. The reporting on Transition at Baseline and ML1 was almost entirely focused on in-school transitions but there is no reporting on that this time as schools had been closed for a long time and were still closed at the time of the ML2 surveys. The milestones set for ML1 were exceeded with an average above 90% success²⁹. The milestones recommended in the Midline Report depend on schools and CLCs being open. In the current logframe the milestone for transition is a 5% increase on the rates of Transition at Baseline. Milestones for the Endline Evaluation will need to be recalibrated.

²⁹ See Midline Report, p38.

129. Project activities should lead to a lowering of the barriers to successful Transitions. In practice, this means making the Girls and their families more able to overcome the barriers. For example – school fees are the most commonly mentioned barrier to school attendance. The project work in this area is to help families with income generation and savings; support schools in making it easier for PCGs to pay fees and support families and Girls in their ambitions for a successful education. This report looks at the extent to which barriers to Transition have been affected by Lockdown and school closures.

7.2. The financial barrier

130. Key observations on the financial situation:

- 86% of PCGs say that life has got harder for them since the first Lockdown.
- 60% say that their standard of living has decreased in the last year³⁰.
- Many schools have increased their fees.
- The situation may be worse for the families of Girls who have been to a CLC where 62% say their Standard of Living has declined compared with 52% of those whose Girl has not been to a CLC.
- This observation makes sense if poorer families had a harder time during the pandemic as the selection of Girls to attend a CLC included an element of targeting the poorer. It is also supported by the Pile of Beans exercises carried out with the VSLA groups in ML2 and with LSTs. Both identify most of the GEC Girls' families as being in the poorest category.

131. The financial barrier is specifically important to the project because the original recruitment of Girls to the CLCs in GEC1 was based on Girls most likely to fail in school and this targeting created a poverty focus. The families of the GEC Girls are in general poorer than others in their community. This has been triangulated with learning from Pile of Beans exercises which were repeated in this evaluation and again show the GEC families being in the poorer or poorest sub-group in the communities³¹. This starting point has been a key element of the Inclusion practice of the project.

7.2.1. A few steps back

132. The Qual interviews with VSLA members provide some insights into the financial difficulties encountered during Lockdown. There are accounts of individuals dropping out of VSLAs when they could not pay into their accounts. Group enterprises seem to have done better than individual Income Generating Activities but even groups have had a hard time. *“We still save but we have been taken a few steps back because of the dropping off of people³².”* One member reports having to close their shop because they could not afford to replace stock. Another described how selling vegetables in the market became unprofitable because new sellers arrived from rural areas selling their own vegetables at lower prices. Quotes from this group included, *“We could not compete because the food the interlopers were selling was of a high quality”* and *“The second Lockdown was not so bad because CRANE brought food”*.

133. The Qual interviews with Out of School Girls also explained how many Girls started trying to earn money in some cases *“to care for their parents”*. The closure of a factory meant that many people were looking for work in the same area. Participants mentioned a range of activities taken up to make ends meet. Some had worked on building sites as unskilled labour earning UGX6000³³ for a full day's work. Some were selling street food or digging gardens or

³⁰ Only 11% say their standard of living has increased while at ML1 it was 38%.

³¹ Only 8% of PCGs are paid a salary.

³² Ebenezer VSLA Group

³³ USD1.70 or GBP1.30.

doing housework for others. Some were doing crafts like making mats. Some, including one GEC Girl, had gone to Dubai.

7.2.2. A step forward

134. The Pile of Beans exercise carried out by one VSLA group contained four categories - *Poor, Not so badly off, Middle class, and Rich*. The group members said that most of them were now in the Not so badly off category although they had been in the poorest category. They credited their improved financial status to having been in the VSLA.

7.2.3. Bursaries

135. Bursaries are often contentious because of the lack of sustainability in the provision of funding. Bursaries are used by the project in its work on the inclusion of Girls with Disabilities because they enable Girls, mostly those with special educational needs, to travel to the specific CLCs and to start learning. The arguments for supporting this kind of intervention include the transformation of the Girls’ opportunities which can continue long after the bursaries have ended. The Midline Report (p36) mentions a GwD from a CLC moving into mainstream school which her mother described as a previously unimaginable success.

136. Bursaries were provided during the period when schools opened for the candidate grades in order to allow some Girls to attend and register for the exams that they were going to sit. For some Girls, this was the last chance of continuing in education and was particularly important for those sitting the end of Primary School exam (PLE). Passing this exam will make it possible for the Girl to continue into Secondary School. Failing or not entering for the exam could easily lead to an end of school education.

137. Bursaries were reduced during 2021 – 275 were issued for a total of just over £30,000 in the whole year. The use of bursaries as the project goes into the next two years could be limited to cases where there was the potential of a “*catapult*” effect – propelling a Girl into a new situation rather than maintaining an ongoing process.

7.3. Paid work barrier

138. One of the OoS Girls interviews included reminiscences about Girls who had been in S4 at the beginning of Lockdown and how they “*have refused to go back to school because they now work and make money*”. Part of the reason given is that, “*They make UGX10,000³⁴ per day and feel that is enough for them*”.

139. The HHS results suggest that 150 Girls (about 15%) in the sample started doing paid work during Lockdown.

| Table 17 – Ever worked for cash | | |
|--|---------|---------|
| Have you ever been paid directly in cash for work you have done? | | |
| p=0.001 | CLC | No CLC |
| No | 67% | 77% |
| Yes | 33% | 23% |
| | n = 703 | n = 329 |

140. Before Lockdown, CLC graduates were more likely (12%) than other Girls (6%) to be doing paid work (see Table 18).

Table 18 – Worked for cash before Lockdown

³⁴ 2.2 GBP or 2.8 USD.

| | | |
|---|---------|---------|
| Did you do paid work outside the house before Lockdown? | | |
| p=0.005 | CLC | No CLC |
| No | 88% | 94% |
| Yes | 12% | 6% |
| | n = 704 | n = 329 |

141. Doing paid work can make it more difficult to go back to school partly because of the time it takes and partly because of the reward for Girls of having their own money. It may also be that families will come to depend, at least partially, on the earnings from Girls and that would make it harder for the family to support the Girl's return to schooling. The lesser role that Girls appear to have in decision-making (See Decision making 9.5) might also play a part in this.

142. Doing paid work seems to relate to more experience of unpleasant or high-risk events (see Table 54 - Working for cash and bad experiences). This might be a correlation with another underlying variable like higher levels of poverty or the increasing age of the Girls. That is, older girls and poorer Girls may be more likely to be involved in paid work and, coincidentally more likely to find themselves in higher-risk situations.

143. Working for money is more common in poorer families according to the Pile of Beans exercise done by one LST. It is one of the characteristics identified with the poorest group in the exercise. This is also the category in which there is more early marriage. The same LST describes the local Mentor becoming concerned when a Girl appears with "expensive things". The implication is that it is likely that the Girl is being given these things by a boy who may be trying to impress her and she may be drawn away from education

7.4. The chores barrier

144. Girls did more household chores during Lockdown than during "normal times" and this may not be a surprising result. PCGs and Girls have the same opinions on this, see Table 19.

| Table 19 - Has housework increased or decreased during Lockdown – PCG & Girl | | | |
|--|------|----------|------|
| | More | The same | Less |
| PCG – Does [GIRL] do more work in the house during Lockdown or during normal times? | 64% | 34% | 2% |
| Girl – Do you do more work in the house during Lockdown or during normal times? | 64% | 31% | 5% |

145. The impact of housework is mentioned in Table 15 - *What stops you reading at home when you want to read?* in terms of how domestic duties are also seen as a barrier to reading at home (see also paragraph 124 in this report).

146. In Qualitative interviews, we heard of ways in which domestic work can be loaded onto Girls in indirect ways. One OoS Girl talked about how a baby may be left with the father of the family who does not know how to look after children, so the eldest child has to take care of the younger. She concludes her account with the statement, "I had no time for school".

147. Members of the VSLA group interview saw chores as making life difficult for Girls in several ways. They were particularly negative about sending Girls on errands to buy alcohol or cigarettes not only because it took up their time but also because it would lead them to places where bad people might be and it would make it easier for the Girls to buy these bad things for themselves.

7.5. Safety barrier

148. The increased problems in safeguarding are discussed in some detail in 12 Findings - Safeguarding. In addition to the overall comments on increased risks, it may be useful to point out that the EET has picked up reports of Girls being fearful of corporal punishment in schools. The CLC Girls said that caning was one of the differences between studying at a CLC and in school and as one of the reasons Girls drop out of school. The OoS Girls said that caning was one reason that Girls had given up school. The comments are usually historical and presented as hearsay in which unidentified Girls are said to have been scared of school because of caning.

149. The VSLA group made comments about how the wearing of trousers was indecent. The key point being made was not about the wearing of trousers but a change in behaviour in which adults no longer discipline the children of others. This means that a Girl could behave badly – for example, by wearing a mini-skirt or trousers, when their parents were absent. The participants were saying that safeguarding has become more difficult because of a cultural shift in which potentially dangerous behaviour by a Girl can no longer be addressed by adults in the community other than the Girl's parents.

7.6. Getting older barrier

150. The pandemic has thrown light on another barrier to school attendance which is that school becomes unattractive to older girls. The passage of two years without schooling has made it easier to see how this barrier works. In Qual interviews at ML1, we heard of a Girl not wanting to go back to school because she has got her hair done with extensions. Many school-age Girls have their heads shaved so the implication is that the Girl has moved on from the practices of school days.

151. At ML2 we heard the same message presented more forcefully. One of the CLC Girls said, *“Some girls feel they are too grown up to go back to school”*. In the OoS Qual interview, one Girl mentioned how some girls have started *“putting on bras now so they won't want to go back”*. Another said, *“Most Girls have grown old during Lockdown, have gained weight and feel bad going back to school when they are looking old.”*

152. The OoS Girls were clear that the situation was far more difficult for school-age mothers who would face so much *“backbiting”* and name-calling that they have a real fear of returning to school, even those whose families could pay the fees. One said, *“When you get pregnant you think it is the end for you”*.

153. In contrast to this, the CLC teacher interview contained a story of a Girl who dropped out of P6 but then attended a CLC and went back to school and is now in S3 despite being 22 years old. The CLC staff had doubts about getting a uniform big enough for her but she is making them proud by her progress.

7.7. Disability and inclusion

154. The household survey used in this evaluation did not make use of the Washington Group short questions that were used at both Baseline and ML1. We have checked the results between ML2 and the other events and found one or two Girls who said that they had *“A lot of difficulty”* in one type of disability and were also present in the ML2 sample. This looks like under-representation which may be due to the focus on Girls who would normally be in school because attending school may be more difficult for GwD which reduces the numbers normally attending school. The under-representation could also be due to the potential difficulties in taking part in the survey interviews.

155. Devries³⁵ found that between 8 and 9% of primary-school-age children identify themselves as having a disability. The proportion in school tends to be lower than in the general population because of the difficulties in getting to school and in learning once there.

156. One of the most important changes that affect the inclusion of CwD is the attitudes of their carers. The specialist CLCs have worked with the parents on this question³⁶. People who had been ashamed of their child had found ways to be proud of them and neighbours who had previously teased or mocked were impressed by the child's progress and became supportive. These changes in attitude among small numbers that are directly influenced by the project can contribute to larger more general changes in ways of thinking.

157. In the Qual work, we found evidence of the project work in trying to improve access for GwD. The Learning Support Teacher spoke of their work in helping other teachers to teach in a more inclusive way. The LST said that their work in helping other teachers to develop lesson plans and to teach using "*differentiation*" improves the quality of teaching and the progress of those with the most difficulties.

158. Classroom seating was mentioned by a Mentor in one interview as a method of helping CwD. The CwD, it was said, could be placed next to a very strong student who would be able to provide additional assistance during lessons. This requires the teacher to be acting in an inclusive manner and not abandoning the CwD at the back of the class which was described negatively as a common bad practice.

159. Mukisa is one of the CLCs supported by the project which specialises in working with CwD. They have had some remarkable successes with CwD who go on to mainstream school although their parents had never thought that such a thing was imaginable. The Mentor who works with Mukisa describes some additional measures that they now use to help their CLC graduates to do well in school. In some cases, they advise the parents to hire a "*caretaker*" to be with the child. The Mentors also make it clear that they have to do some work with the staff of the school to help them to support the CwD who come to their school.

160. The Mentors are aware of building works done to improve schools including the building of toilets and washrooms. They believe that this improves access and attribute some building works to lobbying by local councillors and material interventions by the District office. The project's own building program ended before the current phase of work but may be a contribution to a more sustainable input.

7.8. Church and State

161. At the time of writing (February 2022) there is an important inclusion issue being debated in Uganda on whether pregnant Girls and mothers should be allowed to attend school³⁷. The project staff have been supportive of the rights of Girls to an education which is the position of the Government of Uganda. The project has been working with the Church of Uganda to adopt the same more inclusive position and against the idea that pregnant Girls in schools will encourage immoral behaviour. The struggle continues as can be seen in the links to Ugandan media in Footnote 37.

8. FINDINGS - SUSTAINABILITY

³⁵ Devries *et al.*: Violence against primary school children with disabilities in Uganda: a cross-sectional study. BMC Public Health 2014 14:1017

³⁶ Midline Report, p89.

³⁷ See for example <https://www.monitor.co.ug/uganda/news/national/govt-to-church-we-re-open-to-talks-over-pregnant-students--3725274> or <https://www.independent.co.ug/pregnant-learners-expose-clash-between-human-rights-societal-norms-and-religious-beliefs/>

162. Project activities contribute to sustainability when they increase the probability of the activities continuing or of the impacts lasting beyond the project inputs. The evaluation of sustainability has to examine the effectiveness of project work and changes in the environment which may increase or decrease the probability of lasting effects.

8.1. Sustainability Indicators

163. Sustainability is assessed in part using the Sustainability Scorecard which is made up of 17 indicators in four domains in the logframe. Each indicator is a scale from 1 to 4. Participants give a score to each according to their assessments of patterns of behaviour. If they think it *never* happens, they score 1 and if they think it *always* happens, they give a score of 4. Usually, the Sustainability Scorecard exercise is carried out once with all the Mentors and once with senior project staff. The EET leads the exercises and records the discussions that surround the process of reaching agreements on a score for each indicator.

164. In this evaluation, it was possible only to have a group of 8 Mentors. As is usual in such exercises the discussion around the scores given is richer in meaning than the scores themselves. In the case of the first indicator, for example, the Mentors told of parents doing a lot to support their children’s learning but that overall there were far more parents who were financially unable to provide materials. This explains the negative score which hides the positive attitudes reported in the meeting by the Mentors.

165. The scores for the Mentors are shown in Table 20. The data in this table that relate to earlier exercises are for the same eight communities covered by the Mentors present in 2021. The scores show the negative impressions that the Mentors have of the results of school closures.

| Table 20 - Sustainability Scorecard results Mentors | | | | | | |
|---|---|------|------|------|------|-----|
| | | 2018 | 2019 | 2020 | 2021 | +/_ |
| Family | INDICATOR 1 Material support to girls’ education | 2.50 | 2.50 | 3.00 | 3.00 | == |
| | INDICATOR 2 Involvement in school | 2.38 | 2.00 | 2.57 | 3.38 | |
| | INDICATOR 3 Moral support for education | 2.50 | 2.75 | 3.00 | 3.13 | |
| | INDICATOR 4 Child protection | 2.63 | 2.63 | 3.00 | 3.25 | |
| Community leaders | INDICATOR 5 Engagement with schools | 2.00 | 2.50 | 2.57 | 2.63 | |
| | INDICATOR 6 Moral support to girls’ education | 2.13 | 2.38 | 2.43 | 2.75 | |
| | INDICATOR 7 Child protection | 2.50 | 2.88 | 3.14 | 3.38 | |
| School | INDICATOR 8 Engagement with parents | 2.63 | 3.25 | 3.57 | 3.25 | — |
| | INDICATOR 9 Engagement with students | 3.38 | 3.50 | 3.14 | 3.38 | |
| | INDICATOR 10 Teaching methods | 2.63 | 3.43 | 2.71 | 3.13 | |
| | INDICATOR 11 Child protection | 2.63 | 3.13 | 3.43 | 3.00 | — |
| | INDICATOR 12 School administration | 2.13 | 2.63 | 2.57 | 2.38 | — |
| | INDICATOR 13 Management of teachers | 2.50 | 3.00 | 3.14 | 2.13 | — |
| | INDICATOR 14 Inclusion of CWD | 1.00 | 2.13 | 2.29 | 2.25 | — |

| | | | | | | |
|--------|--------------------------|------|------|------|------|---|
| System | INDICATOR 15 Local | 1.88 | 2.25 | 2.86 | 3.00 | |
| | INDICATOR 16 District | 1.63 | 1.75 | 2.57 | 2.13 | — |
| | INDICATOR 17 National | 1.63 | 2.63 | 2.71 | 2.63 | — |

166. The Mentors are not impressed by what they saw of government action and said that resources were not provided during the difficult periods of Lockdown. There were different statements made about the role of District level officers – some were seen to have been working on improvements to schools and promoting local issues at the District level. The overall scores show a decline at District level.

167. This section on Sustainability takes account of the effects of COVID-19 and assesses the extent to which barriers to sustainability have been changed by the effects on project beneficiaries and on the overall context.

168. Overall living standards have been impacted negatively and this matters because the major barrier to Girls' education is the financial cost.

169. Table 21 shows responses to the HHS in which a large majority say that their standard of living has declined in the year before the survey took place. It contrasts with the minority who said their living standards had declined at ML1.

| Table 21 - Standard of Living change in last year | | |
|--|---------|----------|
| Over the last year, has your household standard of living increased, decreased or stayed the same? | | |
| | ML1 | ML2 |
| Increased | 38% | 11% |
| Stayed the same | 33% | 30% |
| Decreased | 29% | 59% |
| | n = 818 | n = 1086 |

170. There is evidence that the pandemic affected poorer families more and this may be shown in Table 22 where the data are disaggregated according to whether the Girl has attended a CLC. The differences are highly significant (chi-squared $p=0.003$).

| Table 22 - Standard of Living change in last year | | |
|--|---------|---------|
| Over the last year, has your household standard of living increased, decreased or stayed the same? | | |
| | CLC | No CLC |
| Increased | 11% | 10% |
| Stayed the same | 27% | 37% |
| Decreased | 62% | 52% |
| | n = 710 | n = 343 |

171. The targeting of poorer families in the initial recruitment of Girls to the CLCs may mean that the families of the CLC graduates are poorer.

172. The Household survey also included a more general question on respondents' perceptions of whether the current situation is easier or harder than before the first Lockdown.

Table 23 - Easier or Harder since first Lockdown

| | | | | |
|--|-----------|----------|----------|-----------------|
| Since March 2020 have things got easier or harder ...? | | Easier % | Harder % | Not different % |
| Adult | for you? | 7 | 86 | 7 |
| | for GIRL? | 12 | 80 | 8 |
| GIRL | for you? | 23 | 70 | 7 |

173. The perceptions are very largely negative (see Table 23) although the Girls' perceptions seem less negative than the adults'. The participants were asked to explain their choice of "Got harder". The reasons given for the negative statements concern every aspect of economic livelihoods. See the Box below for some examples.

174. The most common words and phrases³⁸ give an idea of the litany of loss and reduced capabilities and reduced options that form the responses to this question: "No" 417; "needs" 212; "lack" 88; "lost" 81; "work" 210; "job" 122". The word "rent" only appears 21 times but in each case, it is in terms of being unable to pay and facing eviction.

EXAMPLES OF LIFE GETTING HARDER

Work lost to Lockdown

It was easier for me to get work (washing clothes) when people were working but due to covid19 people stay at home and they do their own laundry.

Move as a coping strategy

We had to give her away to her aunt in [location] and shortly after, the aunt lost her husband who was the breadwinner so she lacks most of her needs. She misses school and does a lot of housework

Work lost to school closures

I used to be hired by people to dig for them in their gardens but now since children are home, they are the ones doing my work. My sources of income are no more, now my land lord is yet to throw me out of the house due to rent arrears of 3 months

I used to work at school as a cleaner. Now I am jobless I can no longer pay the rent.

Reduced choices

I wasn't in school for close to two years. I became idle and started a relationship where I conceived and gave birth to a baby a few months back. This is something I will live to regret all my life because I wasn't ready to be a mother. I always wanted to first finish school before producing children.

175. The EET was interested in the issue of Girls working for money because it is mentioned as possibly being linked with issues of safeguarding, see Footnote 49. It may also be an indicator of need within a household.

| Have you ever been paid directly in cash for work you have done? (p=0.001) | | Did you do paid work outside the house before Lockdown? (p=0.005) | | |
|---|---------|--|---------|---------|
| | CLC | No CLC | CLC | No CLC |
| No | 67% | 77% | 88% | 94% |
| Yes | 33% | 23% | 12% | 6% |
| | n = 703 | n = 329 | n = 704 | n = 329 |

³⁸ For example -phrases like "lack of basic needs" are seen as one comment to avoid double-counting.

176. Table 24 shows that most GEC Girls do not work for cash but a larger proportion of those who have attended a CLC worked for cash before Lockdown and have worked for cash since Lockdown. The differences between CLC Girls and non-CLC Girls are very highly significant.

177. These changes may increase the financial security of the household and this may increase the sustainability of investments in education but there is also the fear that doing paid work acts as an additional barrier to going to school, see Paid work barrier.

178. Savings groups can help to overcome the financial barrier. Between two-thirds and three-quarters of the respondents say they are in a savings group. When the data are disaggregated by the main source of income, an exception is revealed in the case of those with no paid income where less than half are in a savings group, see Table 25.

| Table 25 - Are you a member of a savings group? | | |
|--|-----|-----|
| | Yes | No |
| Professional | 76% | 24% |
| Farmer | 72% | 28% |
| Small business | 68% | 32% |
| Casual labour | 70% | 30% |
| No income | 44% | 56% |

179. Membership of the project VSLA savings groups shows the same pattern with overall lower figures but with the *No paid income* group being significantly less often in a savings group, see Table 26.

| Table 26 - Are you a member of a CRANE VSLA savings group? | | |
|---|-----|-----|
| | Yes | No |
| Professional | 52% | 48% |
| Farmer | 49% | 51% |
| Small business | 46% | 54% |
| Casual labour | 44% | 57% |
| No income | 28% | 72% |

180. The ML1 report³⁹ contains observations from VSLA members on how membership helps to overcome the fees barrier partly by giving them more negotiating power with schools. PCGs were allowed to pay fees in instalments and were able to raise loans to pay for fees which also helps to spread the cost. The Mentors were said to have argued the case for a more cooperative approach with schools and belonging to a project savings group acted as a form of collateral. Exactly the same comments were heard in the Qual interviews with VSLA members in this evaluation. These advantages are not available to most households in the *No paid income* category.

181. Data from savings groups seen by the EET do not seem to show significant income for the members. This does not tally with the testimony of VSLA members or the enthusiasm for project savings groups that we have encountered in interviewing the groups. The EET has asked the project for more data and will explore methods for assessing the benefits for each VSLA group member.

³⁹ Midline Report, p15, “The savings groups are seen as a form of collateral making it easier for schools to be confident that fees will be paid”.

182. Families that own where they live are more likely to be in a savings group - 66% of those who own and 57% of those who rent are in a savings group, see Table 27. The difference is highly significant (chi-squared $p=0.007$).

| Are you a member of a savings group? | | | | |
|--------------------------------------|-----|-----|-----|-----|
| | Yes | | No | |
| Own | 439 | 66% | 226 | 34% |
| Rent | 211 | 57% | 156 | 43% |

183. These results should be treated with caution because owning and renting is confounded by the rural or urban location of the family. Renting is more common in urban areas and owning is more common in rural, see Table 28.

| | Urban | | Rural | |
|-------------|-------|-----|-------|-----|
| Own | 57 | 30% | 608 | 72% |
| Rent | 135 | 70% | 232 | 28% |

184. Being in a savings group also looks as if it links to the number of meals eaten per day by the household (see Table 29) but the differences are not significant.

| | | Meals per day | | | |
|----------------------------|-----|---------------|-----|-----|-----|
| | | 1 | 2 | 3 | |
| Member of a savings group? | Yes | 49% | 54% | 60% | |
| | No | 51% | 46% | 40% | |
| p=0.092 | | n= | 130 | 427 | 298 |

185. The concern for the EET is whether the savings groups are helping to reinforce sustainability and there is a question of whether those in most need of financial support are getting it from the VSLA program. The members say (see 7.2.2) that they are from the poorest section of the community and it may be that a new round of VSLA initiatives is required to support the poorest who have suffered more as a result of the COVID-19 pandemic.

8.2. Attitudes to education remain strong

186. The Household Survey asked carers, “When schools reopen fully will {Girl’s name} go back to school?” The responses were massively positive, see Table 30.

| | n | % |
|----------------|-----|-----|
| Yes, certainly | 921 | 84% |
| Yes, probably | 110 | 10% |
| Probably not | 52 | 5% |
| Certainly not | 15 | 1% |

187. Of the 67 carers saying that their Girl will probably or certainly not be going back to school, 39 cite cost as the reason or one of the reasons. This is typical of responses to questions about barriers to attending school – cost is always the most frequently mentioned barrier.

188. The survey asks the carers what they think is the highest level of education that is appropriate for girls. Almost 80% say, “*University*”, see Table 31.

| | |
|-------------------------|------|
| Primary | 0.2% |
| Some Secondary | 1% |
| Complete Secondary | 6% |
| Vocational | 9% |
| University | 78% |
| The Girls should decide | 4% |
| Other | 2% |

189. The HHS contains a sequence of questions relating to the PCGs’ willingness to support a Girl in education. The questions are in different formats but the responses tell the same story of intense (97-99%) support for Girls’ education.

| | | | | |
|---|----------------|------|--------------|--|
| To what extent do you agree that 'even when funds are limited it is worth investing in a girl's education'? | Strongly Agree | | Agree | |
| | 66% | | 33% | |
| When funds are limited who would you send to school as a priority? | Boy | Girl | Both equally | |
| | 2% | 51% | 47% | |
| To what extent do you agree that a girl is just as likely to use her education as a boy? | Strongly Agree | | Agree | |
| | 60% | | 37% | |

190. The same commitment is shown in the responses to the question on what PCGs think is the best time for a Girl to get married.

| | | | | |
|---|--------------------|------------------|--------------------------|-------|
| The best time for a girl to get married is? | Finished Secondary | Starting to earn | When told to by an adult | Other |
| | 3% | 79% | 1% | 17% |

191. Of the 186 respondents who chose “*Other*”, 90% of them specified a time after studies have been completed.

8.2.1. Positive attitudes and actions

192. The positive attitudes indicated by the responses to these questions are backed up by observations of practical actions taken by PCGs and Girls during the Lockdown. Qualitative interviews contained a number of good examples, including -

- parents paying teachers to work with informal groups to continue teaching;
- Girls forming their own informal learning circles; and
- the organisation of the distribution of learning materials through local leaders and families.

193. The Mentors found that parents were motivated to be more engaged in their children’s learning after they received school materials from CRANE⁴⁰. The arrival in the home of the materials seemed to encourage them to be more active and supportive of attempts to keep learning.

⁴⁰ Mentors’ meeting on the Sustainability Scorecard.

194. The distribution of tablets was seen as extremely positive by the Mentors. The tablets can contain a huge amount of material and lessons and can cover large parts of the curriculum. They confer status and provide motivation to the Girls. They can be used to exchange assignments and marking of bits of work. The distribution of about 200 tablets in 2020 seems to have been a short-term intervention (like the distribution of more conventional equipment like exercise books and pencils) which would provide a boost to the recipients that might help them through the difficult time of school closures.

8.3. Sustainability at System Level

195. The Sustainability Scorecard was used again with Mentors and their views on changes at Community and District levels show a mix of positive and negative movements since ML1.

196. At the System level, the Mentors report on Local, District and National levels. The reports make it clear that CRANE is well-known to District-level staff and collaboration is very positive. CRANE seems to have done well to support education without by-passing the local system including, for example, engaging the District staff in the distribution of school materials to individual homes.

197. The Mentors' scores at local levels are rather mixed with some reporting positive actions from leaders and councillors but also some negative practices in some schools. In some private schools, the teachers were not paid at all and those who had been teaching part-time were often badly affected by their loss of income. Many left the sector simply to survive. Some schools were used as lodging or for other purposes which provided some form of income to the school management but offered nothing to the local population. This contrasts with other schools where the classrooms were available for informal teaching and as a meeting place for teachers and pupils.

198. The Mentors' views do not touch on the issues recorded in the following sections from the EET on capacity strengthening at the local level of partners and at the national level with central and local government bodies.

8.3.1. Capacity strengthening of partners

199. CRANE partners are being supported through training in the QIS management programme. This is a capacity strengthening tool that covers six different components of management for institutions that work with children.

8.3.2. Capacity strengthening of schools

200. A key element of sustainability has been the QIS training provided to school management through the project. The management of 50 partner schools has improved hugely with individual schools improving their scores in the six QIS components by 20-30% over the last three years and qualifying for QIS awards. On the back of the work with the partner schools, the project is promoting a new and more comprehensive method for school inspections. This is covered in detail in [10 Findings - School Management](#). The adoption of the new school inspection method would be a major contribution by the project with a long-term sustainable impact.

8.4. Sustainability at national level

201. The project has already had a major sustainable impact at national level in the area of the assessment of children with special needs. The project has a long collaboration with the Department of Special Needs and Inclusive Education within the Ministry of Education (MoES) and has developed an Identification Tool and a Resource Guide. These tools were published under the insignia of the MoES with the Viva and CRANE logos prominently displayed. The acknowledgements and introductions to these publications are full of praise for Viva and CRANE.

202. The project also has a major collaboration with the Kampala Capital City Authority (KCCA) through support to the Assessment Centre. The value of the collaboration is underlined by the presence of the Viva and CRANE logos on the regular reports from the Assessment Centre which also contain praise for the support from CRANE. The reports detail the numbers of children who have been assessed and referred for specific forms of support. The Centre also provides training for teachers which includes the use of the Identification Tool. Eight CRANE partner schools are being used for the dissemination and continued testing of the tool.

203. The continuation of the Assessment Centre will depend on continued funding of the staff costs currently covered by the project. The Centre works with another dozen agencies besides the Viva and CRANE project and one or more of these are likely to cover the costs until the KCCA or the MoES take over.

204. The project has been working with the Justice Law and Order Sector (JLOS) throughout its duration principally concerning child protection. Prosecutors have been trained by CRANE in appropriate behaviour, including ways of speaking when working with child witnesses, victims and offenders. Training has been provided to staff in 16 different regional offices of the Office of the Director of Public Prosecutions (ODPP). The specific case of training for staff of the Department of Gender, Children and Sexual Offences in mid-September 2020 is described in the ODPP Newsletter⁴¹. The training was entitled Child Psychology and Child Development and covered difficult areas like helping children to give evidence that could be used in a legal process where they may be traumatised or have been coached to hide the truth.

205. This work has been supported by the provision of anatomically-correct dolls which can help children who would otherwise find it difficult or impossible to give accurate and complete evidence.

206. The project has also provided support to the Office of the Directorate of Public Prosecution in the form of child-friendly rooms where child witnesses could be more comfortable and occupied while they wait. So far eight have been built and equipped. Three were officially opened during the reporting period of this evaluation⁴². The opening speeches referred to the training provided by CRANE.

207. The EET is not in a position to evaluate the impact of the training and other support provided to the JLOS in terms of numbers of users or proportions of successful legal processes. The description here of these initiatives is to include the delivery of training and support to better facilities in the account of project contributions to sustainable change.

9. FINDINGS - LIFE SKILLS & CONFIDENCE

208. The logframe refers to Life Skills as Better Confidence and the first indicator is based on the Lifeskills Index Scores although the Index has fallen into abeyance. The first indicator contains observations on Decision Making and on Confidence. The milestones are for increases in scores since Baseline. The EET will report on the changes in levels of Girls' participation in decisions that affect them.

| Indicator | Evidence in this report |
|----------------------------------|--|
| Lifeskills Index Decision Making | See 9.5 Decision making. |
| Lifeskills Index Confidence | See 9.3 Confidence |

⁴¹ The ODPP Newsletter, July-September 2020, Issue 1 Volume 2, pp25-26.

⁴² ODPP Press Release 20th May 2021

| | |
|---|-----------------------------------|
| Girls can identify skills that will be useful | See 9.6 Girls know what is useful |
| | |

209. Girls' assessments of their own levels of self-confidence, the first indicator, are reported on below in 9.3 Confidence. The second indicator is, "Increasing evidence that girls will identify skills that will be useful to them in life". The specific observation is of responses to the statement, "Going to school does influence what you end up doing in adult life." The EET will examine the survey responses to this statement, see below 9.6 Indicator – Girls know what is useful.

9.1. Life is harder

210. The Household Survey includes a general question about how respondents see the situation of Girls, see Table 34.

| | Strongly agree | Agree | Disagree | Disagree strongly |
|-----------------|----------------|-------|----------|-------------------|
| n=1043 Baseline | 38% | 35% | 23% | 5% |
| n=777 Midline | 38% | 35% | 18% | 10% |
| n=970 ML2 | 41% | 39% | 11% | 9% |

211. The difference between the Midline and ML2 results is very highly significant (chi-squared p=0.0006). There has been an important change from 73% to 80% agreeing with the statement which suggests that respondents feel more strongly that life is harder for Girls. The direction of change is different from the smaller change between Baseline and ML1 when there was a smaller move towards disagreeing with the statement.

212. A move towards a more negative appreciation of the situation of Girls would fit with observations of Girls being moved between locations and between families (see Box on page 28 and paragraph 26) and taking up more chores (see 7.4 The chores barrier) and more paid work (see 7.3 Paid work barrier) and facing more safeguarding issues. It chimes also with the more general statements that life has become harder for both PCGs and Girls (see Table 23).

9.2. Persistence

| | Age sets | | | | | |
|-------------|----------|-------|-------|-------|-------|-----|
| | 9-11 | 12-13 | 14-15 | 16-17 | 18-19 | 20+ |
| Not like me | 68% | 79% | 80% | 79% | 86% | 81% |
| Like me | 32% | 21% | 20% | 21% | 14% | 19% |

213. A number of different questions were used to explore the question of persistence and stamina in completing tasks or working towards ambitions which reveals an uncertain picture in which responses do not seem to be linked to age although most Life Skills questions do respond to age since Girls tend to become more mature or "grown-up" as they get older. There is no evidence of Girls becoming more persistent since the Baseline survey.

9.3. Confidence

214. There are two questions that address confidence by asking Girls to agree or disagree with statements relating to feeling nervous when speaking in front of other people, either *Girls your own age* or *An adult that you do not know*.

| | Strongly agree | Agree | Disagree | Disagree strongly |
|-----------|----------------|-------|----------|-------------------|
| Midline 1 | 9% | 19% | 40% | 32% |

| | | | | |
|-----|-----|-----|-----|-----|
| ML2 | 15% | 23% | 41% | 20% |
|-----|-----|-----|-----|-----|

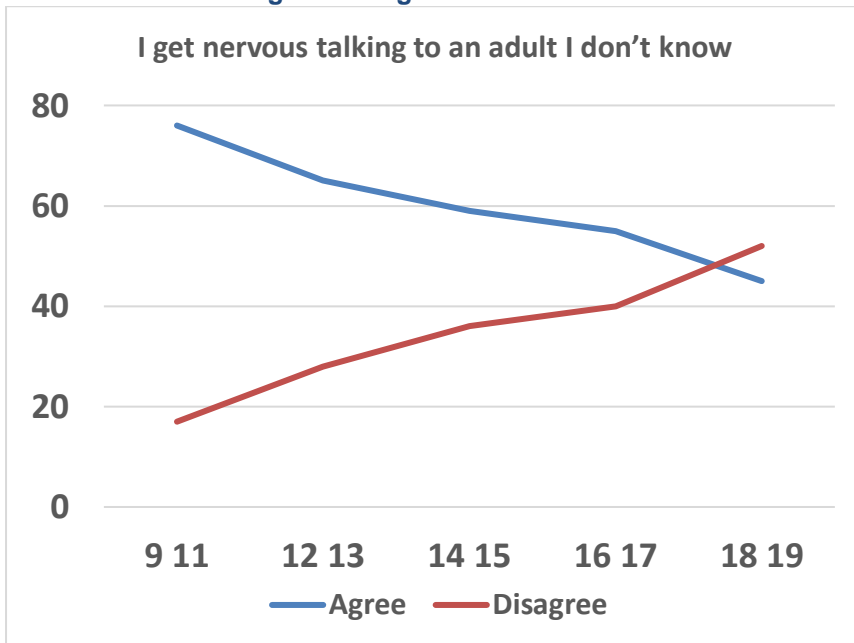
215. The results from the first question (see Table 36) appear to show an increased lack of confidence between ML1 and ML2.

| Table 37 - I get nervous talking to an adult I don't know | | | | |
|---|----------------|-------|----------|-------------------|
| | Strongly agree | Agree | Disagree | Disagree strongly |
| Midline | 19% | 33% | 27% | 20% |
| ML2 | 25% | 37% | 28% | 10% |

216. The same phenomenon of Girls becoming less confident appears in the second question (Table 37). Both results are very highly significant. At face value, Girls have become less confident since ML1.

217. Both questions show a trend of greater confidence occurring with greater age which seems to be what would be expected and which suggests that the question is getting at a real phenomenon in Life Skills (see Figure 10 - Confidence changes with age).

Figure 10 - Confidence changes with age



218. In a Qual interview with CLC graduates, the question of confidence was addressed by starting with a Spectrum Line exercise in which the participants assess their levels of confidence along a line from low to high. In the following discussion, a range of experiences was mentioned that had helped them to increase their confidence. These included – selling vegetables in the market; attending a CRANE camp; taking part in sports and learning to dance. The range is important for understanding that there are many ways to help young people build their confidence.

219. The HHS also contains questions about having sufficiently strong relationships to feel able to rely on support from trusted friends or trusted adults. The relationships with a trusted adult do not seem to have changed since ML1 but the links to reliable friends seem to be weaker. That is, a smaller majority agrees with the statement, “I have trusted friends I can talk to when I need to”.

220. This observation seems to be corroborated by the responses to a question about dealing with a problem. The respondents choose between three options for solving the problem but the frequency of those who choose “*I ask a friend to help me*” has declined significantly since ML1, see Table 38.

| Table 38 - When I have a problem | | |
|--|-----|-----|
| | ML1 | ML2 |
| a) I normally work out how to solve it on my own | 4% | 8% |
| b) I ask a friend to help me | 17% | 11% |
| c) I ask a trusted adult to help me | 79% | 81% |

9.4. Safety and confidence

221. The decline in perceptions of safety (see Findings - Safeguarding) must be considered one possible reason for a decline in Girls’ confidence. We mention this here because confidence is such a key element of Life Skills and being warned of terrible risks and losing the possibility of easy movement from one place to another can be reasonably supposed to reduce Girls’ feeling of agency and confidence.

9.5. Decision making

222. There are four questions in the HHS addressed to the Girl and one to the PCG on who makes decisions relating to the Girls education, choice of occupation, and seeing her friends. The first question relates directly to attending school, see Table 39.

| Table 39 - Who decides whether or not you go to school? | | |
|--|-----|-----|
| | ML1 | ML2 |
| Girl alone | 31% | 19% |
| Joint | 22% | 28% |
| Adults alone | 46% | 53% |

223. The responses are significantly different (chi-squared $p=0.022$) which implies that the Girls are having (or feeling that they have) less involvement in the decision making.

224. The same pattern is seen in the question about schooling or vocational training, see Table 40. The differences between ML1 and ML2 are very highly significantly different ($p<0.0001$).

| Table 40 - Who decides whether or not you can go back to school or vocational training? | | |
|--|-----|-----|
| | ML1 | ML2 |
| Girl | 29% | 18% |
| Joint | 21% | 27% |
| Adults | 50% | 55% |

225. Disaggregation by age set of the data on all these decisions shows the same trend of older Girls being more involved which is what would be expected to be the real situation. See Figure 11 - Decision making by age.

| Table 41 - Who decides what type of job/future career you will do? | | |
|---|-----|-----|
| | ML1 | ML2 |
| Girl | 78% | 74% |
| Joint | 9% | 15% |
| Adults | 13% | 11% |

226. The differences between ML1 and ML2 are highly significant ($p<0.001$).

| Table 42 - Who decides how often you spend time with your friends? | ML1 | ML2 |
|--|-----|-----|
| Girl | 60% | 46% |
| Joint | 6% | 13% |
| Adults | 34% | 41% |

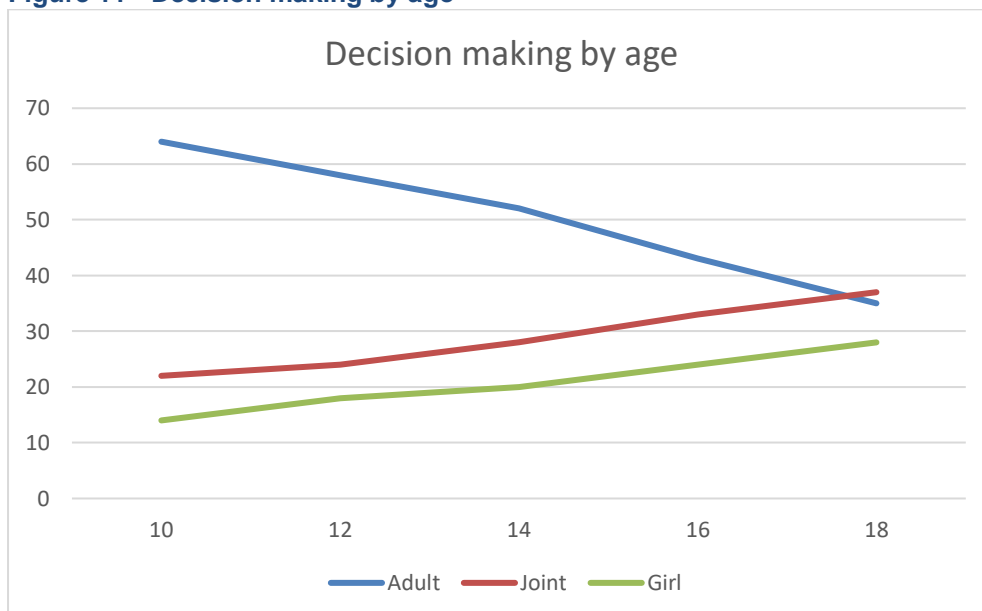
227. The questions put to the PCGs show the same pattern. There is an increase in the frequency that the decision is made by the adults and decreases in the frequency of shared decision making and the Girl making the decision herself, see Figure 11.

228. The question put to PCGs concerns the decision to end the Girl's education and shows the same change since ML1 with Girls being involved less and adults taking decisions alone more often.

| Table 43 - Who decides on end of [GIRL] education? | ML1 | ML2 |
|--|-----|-----|
| Girl | 21% | 16% |
| Joint | 50% | 31% |
| Adults | 29% | 53% |

229. The question to the PCGs seems to show that older Girls are more involved than younger Girls and this again is what one would expect and raises our confidence that the question is being dealt with correctly, see Figure 11 - Decision making by age.

Figure 11 - Decision making by age



9.6. Indicator – Girls know what is useful

230. The evidence for the logframe indicator that Girls can identify what skills will be useful to them comes from the responses to the statement in the Household survey “*Going to school does influence what you end up doing in adult life*”. The response options are in a classic Likert scale from Strongly Agree to Strongly Disagree. The milestone in the indicator is that the proportion who opt for Strongly Agree should increase by 5%. Table 44 shows that the percentage has increased by 8% since Midline and by 13% since Baseline. The overall Agree proportion has risen from 87% at Baseline to 96% at Midline 2. The positive direction of responses is important especially over the Lockdown periods when support for education

could have declined. There is some doubt if the question can act as an indicator for Endline as it may be difficult to improve from 96% agreement with the statement.

| Table 44 - Going to school matters | | | |
|---|-----|----------------|-------|
| Going to school does influence what you end up doing in adult life. | | Strongly Agree | Agree |
| | BL | 49% | 38% |
| | ML | 54% | 38% |
| | ML2 | 62% | 34% |

9.7. Blame men, blame poverty

231. The EET introduced two questions in the ML1 survey in which Girls and PCGs were asked to agree or disagree with the statements:

- *Poverty is the main reason for girls getting pregnant - they have sex to get money for basic needs; and*
- *Often men should be blamed for pregnancies of young girls because they often persuade girls to have sex.*

232. Both questions show the same patterns of responses over the two evaluation events. At both events the responses from urban areas agreed more strongly with the statements, that is – they felt more strongly that poverty was driving pregnancy and that men were to be blamed. At both ML1 and ML2, the responses from older Girls (and from the PCGs of older Girls) were more strongly in agreement with both statements than the overall average figures.

| Table 45 - Men should be blamed ML1 and ML2 | | | | |
|---|-----|------|-----|------|
| | ML1 | | ML2 | |
| | PCG | Girl | PCG | Girl |
| Strongly agree | 59% | 45% | 44% | 37% |
| Agree | 24% | 32% | 35% | 36% |
| Disagree | 14% | 20% | 15% | 19% |
| Strongly disagree | 2% | 3% | 6% | 9% |

233. In all the cases, the PCGs were more strongly in agreement than the Girls. This is true for both statements at both events. That is – the adults were more likely to blame men and blame poverty than the Girls.

234. Attitudes seem to have softened between ML1 and ML2 with both PCGs and Girls agreeing less forcefully with the statements after the Lockdown periods than they had before, see Table 45. It is not immediately obvious why this might be the case. A repeat at Endline may make it easier to interpret.

235. At ML1 the EET carried out some Open Qual interviews with Girls who made important observations on how their relationships with their parents and carers had improved. This same message emerged from Qual interviews with PCGs in a VSLA group and with CLC graduates and Out of School Girls although it was not a theme of questioning. The PCGs said that some parents do not like to talk with their Girls and do not know how to do it well. They attribute their own confidence in speaking with their Girls to the Positive Parenting interventions by the project. In the discussion, being able to talk easily with children included your own children and those of other families. The CLC Girls did not refer to Positive Parenting but recognised that they are more confident and this makes their relationships with their PCGs⁴³ better.

⁴³ In fact, they only mention their mother.

236. The CLC teacher provides some triangulation of these observations and said that increased confidence was a key result of the interactions between the Girls and the teachers at the CLC.

237. It seems necessary to point out that the Girls themselves come in for criticism from the witnesses interviewed. Project staff and others speak of the Girls with sympathy but they also say that the Girls can make bad decisions and sometimes have to take some blame for the situations they find themselves in.

238. Overall, the data seem to be suggesting that Girls have taken backwards steps in confidence, independence, and decision-making.

10. FINDINGS - SCHOOL MANAGEMENT

239. The logframe has indicators on school management at Output and at Intermediate Outcome levels. At Output level, the indicator is that schools have increasing scores in the different component parts of the Quality Improvement System. The QIS contains a large number of components with 29 Aims arranged in 6 modules and these provided a good basis for assessing progress in earlier evaluations. Participating schools were found to be making progress in all six modules but greater improvements were observed in areas where the training had been focused. See Tables 68, 69 and 70 in the Midline 1 Report (pp56-58).

240. The indicator at Intermediate Outcome is that the schools achieve Quality Marks at the lower Foundations level or the higher Accountability level. These Quality Marks can only be awarded after inspection visits and verification exercises which require a team of inspectors including external evaluators.

| Logframe indicator | Evidence in this report |
|--|--|
| 1. # SCHIP Schools/Centres that make progress in demonstrating better school management as they achieve the Viva Quality Improvement System (QIS) Foundations or Accountability Quality Mark | <p>44 schools have been Assessed at the end of the QIS training program⁴⁴. The average QIS score is 81% compliance with 180 international standards across the 6 subject areas.</p> <p>59 schools have improved over 3 years by an average of 20% - equivalent to compliance with 36 more standards in every school⁴⁵.</p> |

10.1. The QIS training

241. The EET involved additional expert staff to manage a detailed evaluation of the work done in the QIS training and in the inspection visits and took part in a number of the verification visits.

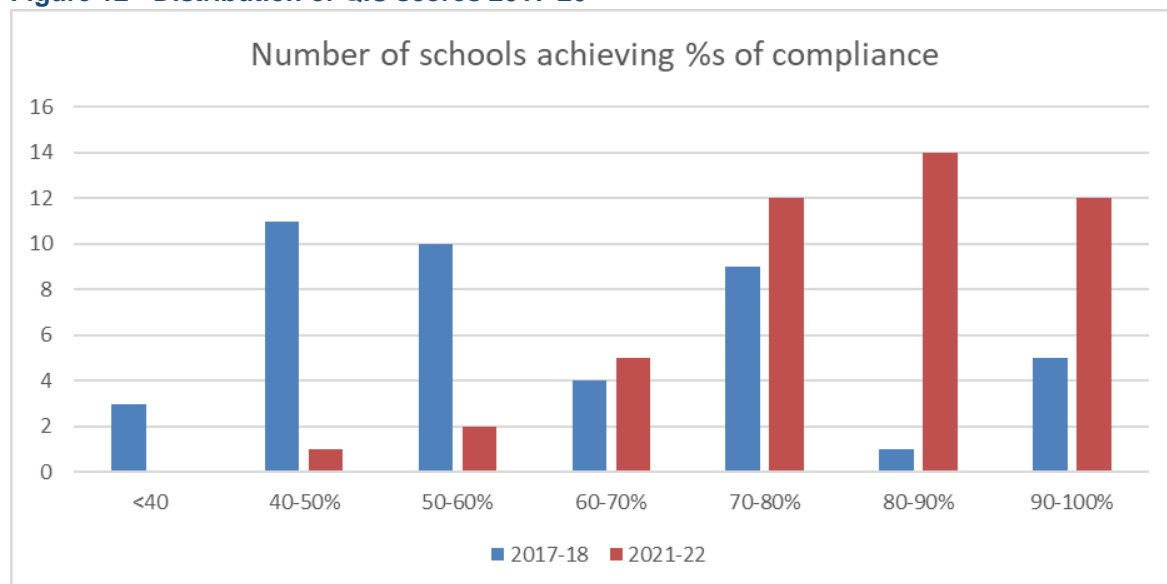
242. The evaluation work shows that schools have made very significant progress and the overall score for the schools where verification reports have been completed is over 80%. Overall scores for Child Protection have increased by 26% since 2017 and Financial Accountability by 38%. This result is interesting because the participants' perceptions were that they had made greater progress in Child Protection. Project Planning is a module that is more appropriate for the capacity strengthening role that the QIS plays with CRANE partner agencies and less appropriate for schools and showed a lower level of improvement (14%).

⁴⁴ A separate detailed account of the evaluation of the QIS training program has been provided to the FM..

⁴⁵ There is only one school in the QIS training where compliance is below 50%.

243. The change in the distribution of overall scores during the QIS training is shown in Figure 12. The distribution has moved dramatically to the right and the scores of individual schools have increased. In 2017 most schools were achieving 40-60% compliance - 14 were below 50%. In 2021, most of the schools were between 70% and 100% compliance – 5 were over 90% and only 1 was below 50%.

Figure 12 - Distribution of QIS scores 2017-20



244. There was a lot of interest in the training and over 40 of the schools involved had not had a previous connection to CRANE before the GEC-T program started. Their willingness to take part and accept assessment visits is important in understanding how positive the QIS experience has been. It was a long training with 26 events over three years and attendance was high at nearly 70% (100% would be if all schools sent representatives to all 26 events).

245. A survey of Headteachers was carried out online and showed strong support for the work on child protection and child welfare. A majority of respondents said that child protection had improved in their schools. The focus on child protection is important and it may be that it is an area where CRANE is seen as a useful resource and fulfilling a need that is not being met from other sources.

246. The training process has required specialist trainers for the events and follow-up from the CRANE Mentors in each community. Other CRANE staff have been involved in supporting assessments and CRANE and Viva staff took part in verification visits. There are many inputs from different staff members and cross-checking between them which makes the initiative a great deal more than a sequence of training sessions.

247. The EET has made a large separate study for the evaluation of the QIS inputs by the project. This includes the details of the online survey of Headteachers and the results of the verification visits that were carried out.

248. The online survey showed that MoES inspections had taken place in most schools and that the Headteachers thought that the inspections had been useful. The National Inspection Tool (NIT) has been examined by CRANE and Viva staff and advice has been obtained from experienced school inspectors in the UK. The NIT was seen to be narrow and missing some important areas that should be checked in schools. A new inspection tool has been drafted with all of the NIT questions included but with a wider range of other issues included, see Table 46). This has been developed into a complete document with checklists and boxes for

comments and could be used as a stand-alone guide to a school inspection. The new tool is provisionally called School Inspection Tool (SIT).

| Table 46 - National Inspection Tool and proposed improvements | |
|--|--|
| Current version | Proposed version |
| Pillar 1 – Learning Environment | Pillar 1 – Quality of Overall Leadership and Management |
| Pillar 2 – School Management and Teacher Performance | Pillar 2 – Quality of Financial Management |
| Pillar 3 – Classroom Observation | Pillar 3 – Quality of Teaching and Learning |
| Pillar 4 – Involvement of Parents and Community | Pillar 4 – Teachers Assessment and Standards |
| | Pillar 5 – Quality of Staff Deployment and Development |
| | Pillar 6 – Provision and Management of Structures and Facilities |
| | Pillar 7 – Quality of Governance |

249. Some work may be necessary to make it clear to MoES staff that nothing has been lost from the NIT and to explain what is covered in the different “pillars”. This should be part of an organised campaign to get the improved inspection tool examined, tested and adopted as standard practice. A process is underway and a draft of the Improved National Inspection Tool was submitted to the Ministry in mid-2021. Some piloting and amendments are probably necessary and some advocacy may be required within the ministry itself. It could be a good time for such an initiative as schools have recently had to re-register and the re-opening of schools would be a logical time for inspections. Support will probably be required from the inspectors in the field and the officers in the Ministry and the campaign may need a dedicated member of staff to orchestrate the different activities.

250. Overall the QIS results are extremely positive and the schools should be given an award that would demonstrate to others their higher levels of competence and serve as a reward for the amount of work done. These are significant improvements that contribute directly and indirectly to better school experiences for Girls and are likely to be providing benefits long after the project has closed. The improvements could not be achieved without the project – one finding from the online survey was that there are very few alternative sources of training and virtually none that are free and as comprehensive in their approach as the QIS.

251. Schools that have made good progress in the QIS deserve to be rewarded with framed certificates or similar objects of prestige. CRANE itself should be given its award for its sustained achievements in QIS scoring. The QIS process for CRANE partners should continue as a targeted effort at capacity strengthening as part of building sustainability of the project initiatives.

10.2. Other observations on school management

252. At ML1 the EET asked parents three questions about the management of their school – How well managed is the school? Has the management changed for better or worse? and How do you rate the performance of the Headteacher? The results were:

- PCGs saying that their school is *Extremely well managed* up from 15% to 25% since Baseline.
- PCGs saying that management of their school has improved = 80%.
- PCGs saying that performance of Headteacher is *Excellent* up from 24% to 36% since Baseline.

253. It would seem likely that progress would have continued into ML2 but none of these questions was appropriate given the long closures at the time of the survey. Progress could have continued in a positive direction as the QIS training scheme was continuing during 2019. The training was not possible after the first Lockdown was announced but the QIS was largely completed by that time.

254. The ML1 Report also states that Schools having a Child Protection Policy had gone up from 60% to 96% since Baseline. This change is likely to have been a direct result of the QIS training module on Child Protection.

11. FINDINGS - GOOD TEACHING

255. The project logframe has indicators of Good Teaching which are based on performance in school lessons. The first milestone depends on returns from lesson observations. The second milestone involves interviews with school teachers in which they may demonstrate awareness of changes in their skills and practice. The EET has no observations to make on this indicator or the milestones.

| Logframe indicators | |
|---|---|
| GOOD TEACHING Teachers deliver creative, inclusive lessons and are aware of how to improve their delivery | 1. Proportion of project teachers who consistently demonstrate the 10 essential criteria in the project lesson observation tool |
| | 2. Project teachers can identify ways in which they have improved based on new skills they have learned |

256. The long school closures (around 80 weeks over two years) are said to have led to many teachers leaving the profession and finding alternative livelihoods⁴⁶. If this is true for staff in project schools, it may mean that when schools re-open, the project may be working with teachers who have less training in creative and inclusive lessons. This may reduce the quality of teaching and this may lead to a negative movement in the first milestone. However, it would not change the monitoring of progress in the second milestone as all teachers can learn new skills.

257. The logframe is focused on the teachers in schools but it may be useful to mention here the skills and awareness of the LSTs because they will be working with school teachers in the next phase of the project.

258. The LSTs show considerable self-awareness in their use of new methods of teaching during Lockdown. The Quick Overview exercise revealed how LSTs saw the benefits and limitations of the remote methods they were using. They mentioned how effective social media can be, especially the capacity for Girls to send photographs of completed assignments and for teachers to send back photographs of the work with marks and comments. An LST in a qualitative interview spoke about how the use of the mobile phone was divisive because it benefited those with smartphones and airtime and disadvantaged those without. It increased inequalities. They said that they would use more face-to-face visits to redress the balance.

12. FINDINGS - SAFEGUARDING

259. The logframe focus on safeguarding is at Output level with four indicators. The Output is focused on schools but covers how safe children feel in school and in their community. The first indicator is of evidence of safeguarding measures at Community level. The second

⁴⁶ See for example the Guardian article - <https://www.theguardian.com/global-development/2021/sep/30/ill-never-go-back-ugandas-schools-at-risk-as-teachers-find-new-work-during-covid>

indicator is based on how safe Girls feel in school. The third relates to identifying a specific person who has responsibility for safeguarding issues.

| Indicator | Evidence in this report |
|---|--|
| Safeguarding in the community | We do not have information on specific new measures at community level. Travel to school is perceived as more dangerous Table 48 Moving around the community is less safe Table 49 |
| School is a safe place to learn | Qual evidence – school is safer than no school Lockdown is less safe than normal times Table 47 |
| Proportion of Girls who can identify an individual to whom they would report concerns | Who would you tell? Table 51 |

260. The overall situation regarding safety is summed up in [Table 47](#) which shows how 8% of those questioned felt that Girls were safer during Lockdown than during normal times. The others replied that Girls are safer in normal times including 64% who think they are much safer. Lockdown exposed Girls to greater dangers.

261. In a Qual interview, an Out of School Girl said, “*You are safe at school from men*”.

| | n | % |
|-------------------------|------|-----|
| Much safer in normal | 694 | 64% |
| A bit safer in normal | 104 | 10% |
| The same | 196 | 18% |
| A bit safer in Lockdown | 14 | 1% |
| Much safer in Lockdown | 77 | 7% |
| | 1085 | |

262. The situation did not change much between Baseline and ML1 but the responses to the question about how safe Girls are on their way to school at ML2 show a serious loss of confidence in the PCGs who responded, see [Table 48](#). The difference is very highly significant.

263. The proportion of respondents who said that Girls were *Always safe* on their way to school dropped from 52% to 14% from ML1 to ML2. This seems to be a very serious loss of confidence. It could be driven by a change in understanding of the level of risk or a real change in the level of risk or a combination of both.

| | BL | ML1 | ML2 |
|--------------|-----|-----|-----|
| Always safe | 55% | 52% | 14% |
| Usually safe | 19% | 20% | 36% |
| Rarely safe | 17% | 18% | 30% |
| Never safe | 10% | 9% | 20% |

264. A very similar picture emerges from the responses to the question about Girls moving about in their community. There is a collapse in the votes for *Always safe* from 55% to 36% and the proportion who chose the *Never safe* response jumps from 9% to 16%, see [Table 49](#).

265. There are many corroborations of this in the Qual interviews. Child protection issues emerge in many contexts. For example, it is mentioned as an issue being worked on with the VSLA groups. It comes up in the way PCGs are seen as being more engaged and less tolerant of stories of abuse. It is mentioned by teachers as something they need to take up as part of the dress code with parents and how children increasingly raise protection issues with them rather than with their parents. The children say that they ask a child “ambassador” for advice. In an interview with VSLA members, the long distances to school were mentioned again as a danger. There may be nearer schools but the government schools with lower costs are too few and widely spaced. A Mentor explains a new development during Lockdown in which a PCG calls him to say that her Girl has just left home and asks him to call her when the Girl has safely arrived. Qual interviews, especially with OoS Girls, include many stories of dangerous events or situations. The accounts may be anecdotal and refer to unnamed individuals like “a friend” or “I know a girl ...”. Where individuals were identified, the information was passed from the EET to the project and investigated following normal procedures.

**Table 49 – How safe is it for girls to go around the area outside the house?
ML-ML2**

| | ML1 | | ML2 | |
|--------------|-----|-----|------|-----|
| | n | % | n | % |
| Always safe | 450 | 55% | 392 | 36% |
| Usually safe | 142 | 17% | 287 | 27% |
| Rarely safe | 150 | 18% | 230 | 21% |
| Never safe | 75 | 9% | 168 | 16% |
| | 817 | | 1077 | |

266. The responses to the statement that “*Almost all cases of abuse are reported*” show a collapse of confidence. The Agree and Strongly Agree proportion of 86% at ML1 descends to 52% at ML2, see Table 50. The difference is extremely highly significant with an almost invisible p-value.

Table 50 - Almost all cases of abuse are reported

| | ML1 | ML2 |
|-------------------|-----|-----|
| Strongly agree | 40% | 18% |
| Agree | 46% | 34% |
| Neither | 3% | 11% |
| Disagree | 7% | 26% |
| Strongly disagree | 3% | 12% |

267. The lack of confidence is mentioned in Qual interviews: “*Worst of all the law cannot do anything about it.*” “[...], *even when you report them somewhere, nothing is done to them.*” “*The whole village knows the culprits but everyone keeps quiet. Even they connive with police [...]*”⁴⁷.

268. There are several interpretations of these observations on the loss of confidence in the management of abuse cases. The simplest is to take it at face value and conclude that the reporting mechanisms and procedures have got worse over the period since ML1. It could also be that the respondents have become more aware of how weak the existing procedures are. And it may be that they have changed their understanding of what constitutes abuse and therefore think that there is more abuse that is not being reported or acted on compared with their appreciation of the situation at the time of ML1.

⁴⁷ OoS Girls interview.

269. The household survey contained the question addressed to the PCGs “If a child in the community were being harmed [], who would you tell?” The Girls were asked, “If a friend were being harmed [], who would you tell?”. The responses are shown in Table 51.

| | Girls | | Adults | |
|-------------|-------|-----|--------|-----|
| | n | % | n | % |
| No One | 4 | 0% | 5 | 0% |
| Teacher | 53 | 5% | - | |
| Headteacher | 22 | 2% | - | |
| Parent | 515 | 47% | - | |
| Police | 170 | 16% | 168 | 15% |
| Leader | 169 | 15% | 710 | 62% |
| Adult | 108 | 10% | 165 | 14% |
| Other | 47 | 4% | 49 | 4% |
| Don't know | 8 | 1% | 1 | 0% |
| | 1096 | | 1098 | |

270. The 22 Girls who mentioned a Headteacher were all in rural locations. The adults who would tell the Police make up 25% of the urban group but only 13% of the rural. Adults in rural areas are more likely to contact a community leader ((69%) than those in urban settings (48%).

271. The Girls' most common response was a Parent (47%) and the adults' most common response was a community leader (62%). Of importance to the project, only a tiny number said that they did not know and a smaller number who said that they would not tell anyone as it might make things more dangerous for the Girl or for themselves.

272. The participants who chose “Other” were then asked to specify who they would tell. Of the 47 adults who chose “Other”, 22 mentioned CRANE and 7 specified a Mentor, and 4 mentioned Sauti.

273. Of the 38 Girls who chose “Other”, 15 mentioned CRANE; 6 mentioned a child protection person; 5 a Mentor, and 7 mentioned “116” and another said a “*phone number*”. A total of 16 named a specific person⁴⁸.

274. The EET presentation of these observations to the project staff led to a discussion in which the situation of awareness and knowledge of who to call was improving. It did not lead to a definition of a specific proportion of Girls who were being adequately specific about who they would contact.

275. The HHS at ML2 included a set of five questions asking if the Girl had had certain potentially abusive or frightening experiences in the last month. The experiences are:

- have you heard adults at home shouting in a frightening way?
- have you been frightened by seeing people drinking alcohol or using drugs?
- have people tried to humiliate you or make you feel embarrassed?
- have you felt unimportant and not cared for?
- has someone hissed or winked at you in a way you did not like?

⁴⁸ There is some double-counting here as some responses had several answers. For example – I’d tell Mike the CRANE Mentor.

276. The Girls can answer *No, not at all; Yes, once or twice; Yes, several times or Yes, many times*. To make reporting easier, the results in Table 52 below contain only the percentage of Girls who responded *No, not at all*. Thus 16% of 10-11 year-olds had to put up with some overtly sexual taunting in the last month while 64% of 18-19 year-olds had to endure the same behaviour.

| % No, not at all | Age-set | | | | | |
|-------------------------|---------|-------|-------|-------|-------|-----|
| | 10-11 | 12-13 | 14-15 | 16-17 | 18-19 | 20+ |
| Shouting at home | 68 | 65 | 66 | 69 | 74 | 77 |
| Alcohol or drugs | 65 | 56 | 56 | 55 | 60 | 34 |
| Humiliation embarrassed | 73 | 72 | 64 | 62 | 64 | 53 |
| Unimportant uncared for | 83 | 80 | 77 | 71 | 74 | 67 |
| Hissed or winked | 84 | 69 | 60 | 44 | 36 | 33 |

277. The EET has explored a range of questions in an attempt to find links between these safeguarding issues and other variables in the HHS. We put some questions into the survey which had been used by Karen Devries in her studies of cases of abuse in Uganda⁴⁹. This included questions about how many children and how many adults shared the space that the Girl normally slept in. There seems to be a negative correlation between the frequencies of these disturbing events and the number of both other children and adults who share the sleeping space. That is, more people sleeping in the same space correlates with fewer incidents of concern being reported.

278. The number of rooms used for sleeping is strongly affected by being in a rural or urban location. Respondents to the HHS in urban areas have fewer rooms that they use for sleeping. But it is more common for Girls in urban areas to sleep in a room with no other children.

| No of children | Urban | | Rural | |
|----------------|-------|------------|-------|------------|
| | Count | Percentage | Count | Percentage |
| 1 | 24 | 12% | 46 | 5% |
| 2 | 42 | 20% | 147 | 17% |
| 3 | 49 | 24% | 181 | 21% |
| 4 | 52 | 25% | 194 | 22% |
| 5 | 20 | 10% | 141 | 16% |
| 6 | 9 | 4% | 87 | 10% |
| 7 | 6 | 3% | 34 | 4% |
| 8+ | 6 | 3% | 43 | 5% |
| | 208 | | 873 | |

279. There is also a correlation between the Girls who have worked for cash and their exposure to incidents of concern (see Table 54) which was also noted by Devries⁵⁰.

| All differences are highly significant | | Have you ever been paid directly in cash for work? | |
|--|--|--|-----|
| In the last month - | | No | Yes |
| | | | |

⁴⁹ For example - Devries *et al.*: Violence against primary school children with disabilities in Uganda: a cross-sectional study. BMC Public Health 2014 14:1017

⁵⁰ Devries *et al*, op.cit. p4.

| | | | |
|--|-----|-----|-----|
| have you heard adults at home shouting in a frightening way? | Yes | 29% | 40% |
| have you been frightened by seeing people drinking alcohol or using drugs? | Yes | 39% | 56% |
| have people tried to humiliate you or make you feel embarrassed? | Yes | 30% | 43% |
| has someone hissed or winked at you in a way you did not like? | Yes | 39% | 54% |

280. In both cases (numbers sharing a sleeping space and working for money) it is not easy to put an interpretation on the correlation. It seems possible that the linking factor could be the level of material wellbeing but there may be other variables that have an influence. Repeating some of the questions at Endline may throw more light on these links and the links could be explored in Qualitative interviews before the full evaluation survey work.

12.1. Getting married – having babies

281. Table 55 shows the details of two key life events that happened only rarely during Lockdown to the GEC girls in the survey. About 3% of Girls got married or engaged and 1% had a baby or became pregnant. In both cases, the Girls involved were much older than the average age of the sample and were reaching the age at which these events would be considered normal.

Girls in the Household survey:

- *“Not being in school for all this time a lot of men disturb me some want to marry me and yet I feel am not ready for marriage.”*
- *“...being home made me vulnerable to men who usually vibe me.”*
- *“I reached an extent of getting married to survive.”*

282. The CLC Girls pointed out in a Qual interview that none of the Girls who were in the CLC with them had become pregnant. It may be that getting married is not entered into as a result of pregnancy as it might have been in the past. The OoS Girls interviewed mention that many of them have babies but are not married.

Table 55 - Life events during Lockdown

| | Response | n | Average age |
|---|----------|-----|-------------|
| During Lockdown, did GIRL become pregnant or have a baby? | Yes | 10 | 18.2 |
| | No | 883 | 15.0 |
| During Lockdown, did GIRL get married or get engaged to be married? | Yes | 27 | 17.9 |
| | No | 865 | 15.0 |

283. The HHS results show a strong and uniform position on the right time to get married being after the Girl has completed education and started to earn a living, see Table 56. The responses under “Other” reinforce this view with almost all the times specified in this question being about finishing university or another form of higher education and starting paid work.

284. The CLC Girls in the interview suggest ages of 28 to 30 and specify that it should be after studying and when a Girl has *“your own money”*.

Table 56 – The best time to get married

| | ML1 | ML2 | |
|----------------|-----|-----|------|
| | PCG | PCG | Girl |
| Finish Primary | | | 0% |

| | | | |
|----------------------|-----|-----|-----|
| Finish Secondary | 6% | 3% | 1% |
| Start to earn income | 72% | 79% | 79% |
| When told to | 4% | 1% | 4% |
| Other | 18% | 17% | 15% |

285. It is important to note that the data come from those who chose to attend the survey interviews and project staff are aware of other cases of GEC Girls who did become pregnant and who were not part of the survey sample. The sample is likely to include a proportion of Girls who are among the closest to the project. This is partly because they are among the Girls who have been contacted recently by a Mentor and partly because they have agreed to be interviewed.

286. The responses to questions in the Household Survey about the value of education for Girls (Table 44); the best time to get married (Table 56); the Life Skills questions on confidence (Table 36) and ambition and the declared intentions to return to school as soon as they reopen (Table 30) are also part of the background of evidence that PCGs and Girls are committed to keeping safe and keeping in education.

287. The Lockdown Essays are also a testament to how strongly the GEC Girls have got the message about the need to keep themselves safe. Of the 650 essays, 237 (36%) contain the word “abuse” or forms of abuse; sex is mentioned 42 times and pregnancy (always negatively) 144 times (22%).

288. It is possible to regard positive responses to questionnaires as attempts to please the interviewer but there is also the possibility that the responses are genuine.

13. FINDINGS - DESIGN AND MANAGEMENT

13.1. Project name

289. The phrase “*Building girls ...*” in the project title seems odd partly because the immediate meaning is absurd but also because of the implication that the project has a leading role when the language of development is usually based on accompaniment and support to existing processes in which the main actors retain agency.

13.2. Theory of change

290. The various versions of the project Theory of Change contain the same four pillars and the same characteristic of describing a very large range of activities. The large numbers of activities make it hard to identify the contribution from any particular area of activity.

291. In previous reports, the EET has defended the multiplicity of activity areas on the basis that one cannot know for any particular Girl what will encourage her to stay in school or help her to do well in learning. The ToC is also true to life because it is true that the results of the activities are all interdependent. For example – child protection work may make children safer but can also lead to better attendance and performance regardless of other work done in these areas.

292. The word SCHIP is not easy to understand for outsiders although it seems to be a useful shorthand for project staff who also use the names of the other ToC pillars (Live, Learn and Laugh). If a Theory of Change is useful and motivating to staff then it has served a useful purpose.

293. Not being able to isolate the impact of separate project components makes it harder to promote them now that the time has come to share the learning from the interesting and important areas of work. The project and the EET have not been able to report on the specific effects of the work done by the CLCs, the LSTs and the Mentors. For example – Learning

Tests done at the beginning and end of Girls' time in CLCs were only done sporadically and the reporting was often impossible to analyse. Separating the impacts is not easy and promoting particular areas of project work may be seen as inequitable.

294. The ToC is a tool for the project to use and it can take any form that is found to be useful to the project. It might be helpful to update the logical flow that leads to "*Family Economic Strengthening*" so that monitoring could be focused on the economic status of participating families. It might also help to include the Learning Support Teachers' role in improving Teaching Quality. This might also have the effect of looking at methods for assessing the impact LSTs can have on their colleagues teaching in the same school. The exercise might lead to the design of an indicator for Output 2 in the logframe (*Girls make significant progress in learning*) that could be monitored by the LSTs themselves.

13.3. The Logframe

295. The indicators and the milestones for Learning at Outcome level are no longer relevant and they should be replaced. The approach based on groups of Girls and with no Control should lead to indicators based on benchmarking. The ML2 results could be used to set ambitious milestones.

296. Definitions of successful Transitions should be reviewed in the light of initial observations of the rates at which GEC Girls are returning to school. There may be a population of Girls who have not returned to school who require support to achieve a transition that is not in the current inventory.

297. Reference to the Lifeskills Index should be removed from the Confidence Intermediate Outcome and it could be useful for the project and the EET to work together on the milestones that could be developed for Endline that could be based on some of the observations at ML2.

298. The Sustainability Scorecard does not provide good assessments of progress at System level. The scorecard can be maintained as it will provide for continuity and it can be populated from the results of a single meeting of CRANE staff. However, it would be good to plan to monitor the advocacy for the adoption of the School Inspection Tool and other changes at central and district government levels. Monitoring should be based on supporting activities rather than on the final desired achievement. Outcome Mapping could be used helpfully in this context.

299. School Management work has reached a point where most of the schools will be awarded a Quality Mark. This means that the current indicator will become redundant. However, the QIS approach is intended to make the trainees take responsibility for selecting changes that they want to make and then monitoring the delivery of those changes and this could be used to replace the existing indicator. It might be as simple as asking the management of the schools to identify three issues they want to address and asking them to report on progress. This would mimic the standard QIS mechanism. The milestones could be simply - *x% of schools report progress on their identified issues* followed by *x% of schools report completion on their identified issues*. A lower level achievement is also required in Output 4 and the indicator could be modelled on the same approach.

13.4. M&E

300. The project has on some occasions provided the EET with poor-quality data. Some data had obviously taken a lot of effort to collect but had been entered in ways that created multiple spellings of the same names; mismatched rows or columns of data; confusion between blanks and zeroes and other common weaknesses. The EET has found it impossible to do useful analyses on some of the data provided.

301. These problems are not specific to the project. Microsoft Excel runs a large number of standard procedures which are invisible to most users so frustration and confusion are caused when the standard operations are not what the user wants. Sometimes the solutions sought are time-consuming and likely to introduce new errors. Fortunately, there are usually simple ways to resolve the most common issues.

302. Improvements have been made harder by a turnover of staff. This is also a common problem for smaller NGOs who train their staff and then lose them to larger organisations.

303. The situation is much improved over the last year with the use of the CARAT information collecting KoBoCollect program. The programs contain double-checking the spelling of names, a new identity number system, and more drop-down menus of common responses to remove the need for the enumerators to enter text.

304. The EET has been providing some inputs to CRANE staff in order to get good data for our analyses. The inputs involve explaining how Excel works and how KoBoCollect programs can be made to deliver cleaner data and how to avoid common errors in manipulating data.

13.5. VfM exercises

305. The EET encouraged project staff to use Basic Efficiency Resource (BER⁵¹) exercises to explore the relative value for money (VfM) of different components of project activities. The exercises produced insights into the sustainability of different areas of work. Figure 13 shows a transcription of a BER exercise carried out by staff that work on the Village Savings and Loans Associations (VSLA) where the relative viability of the different Income Generating Activities can be seen in the results of the Two-Way Ranking by impact and by cost.

306. In earlier reviews, the EET has raised issues about the sustainability of the IT Truck, the Library Bus and the transport bus to Mukisa and PASNEC, the CLCs which work with children with disabilities. The work done by the use of these vehicles is valuable but the scope is limited and there is no possibility of the vehicles continuing to function without funding from the project. The project staff are aware of these difficulties and the VfM exercises are allowing them to get a visual impression of the problems in sustainability and the chance to discuss other options.

307. We expect the continued use of BER exercises to lead to decisions that will improve the focus of project activities and their sustainability. The unpopular activity of cutting existing work may be made easier by the concerned staff seeing the basis of the decisions in their own analyses of the different components of their work.

13.6. Networking and relationships

308. Viva has made an enormous contribution to the project through the QIS that it had developed as a capacity strengthening package that was modified for the specific situation of schools. The Viva network has also brought in other expertise and ideas from experienced teachers and school inspectors.

309. The QIS has had a significant impact on the capacity strengthening of partner agencies but its most important impact has been on the management and performance of the GEC schools. This is covered in more detail in 10 Findings - School Management. The project has proposed a new tool for school inspections which is modelled on the QIS and the current

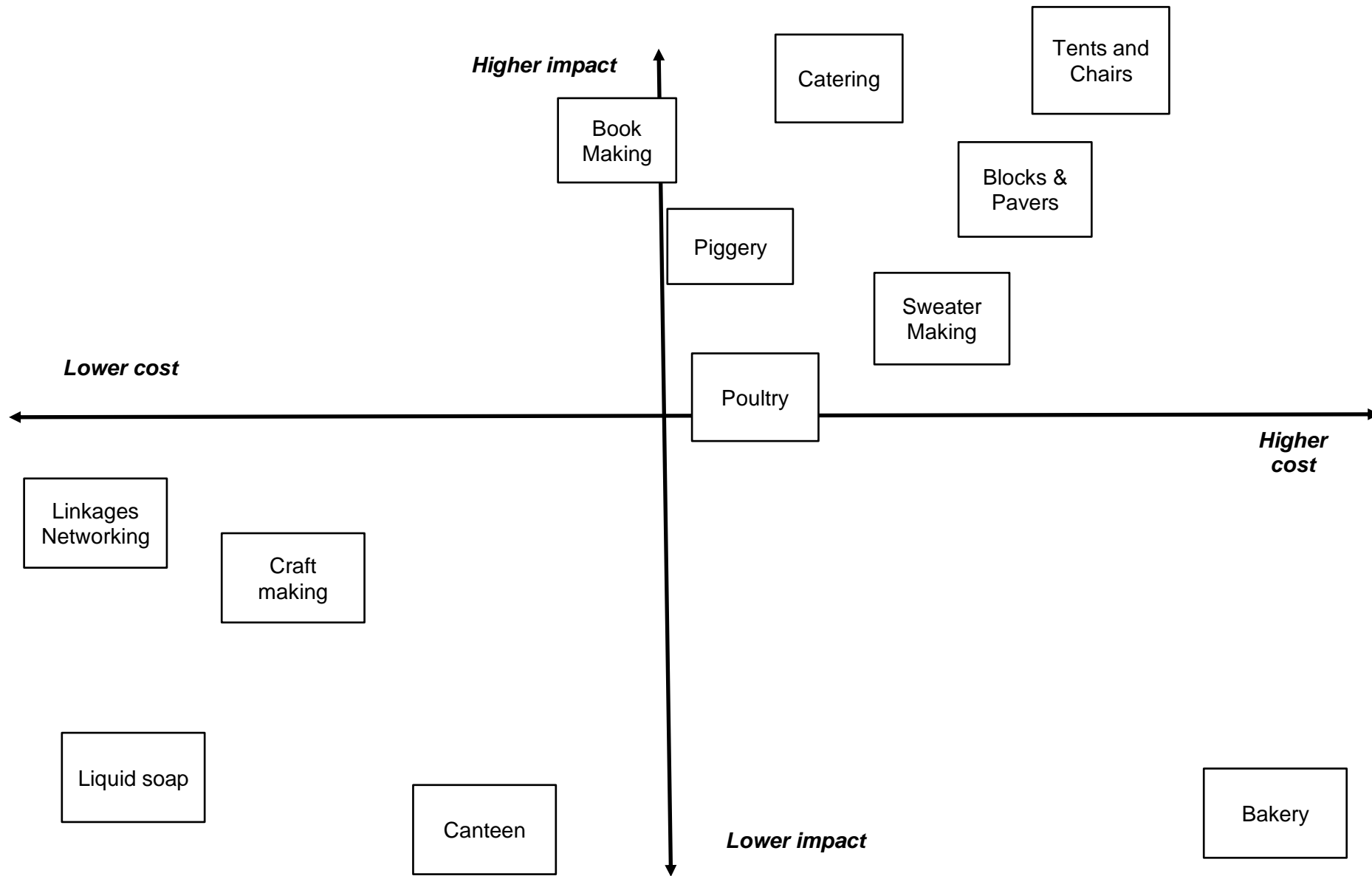
⁵¹ Cugelman B. and Otero E. (2010) Basic Efficiency Resource: A framework for measuring the relative performance of multi-unit programs. Leitmotiv and AlterSpark. And <https://www.bond.org.uk/hubs/value-for-money#methodologies>

National Inspection Tool. The adoption of this tool could be one of the most important legacies of the project.

13.7. Links to CRANE partners

310. CRANE was already a national leader in child protection and the convenor of a multi-stakeholder committee on Special Education Needs and has been able to raise the capacity of many of its partner agencies through the work on the GEC project. All partners have developed and adopted child protection policies.

Figure 13 - BER of components of VSLA initiatives



311. The CRANE partners who joined the GEC program were largely responsible for providing the Mentors who have had a pivotal role in the project. In the first instance, they were responsible for identifying the Girls who would be the first to attend the CLCs.

13.8. The Mentors

312. The Mentors have provided a means of communication between the project and the community leaders to improve the learning on both sides. They have also been important in communication between the project and the GEC Girls and their families. The Mentors have worked to keep in touch with Girls who have moved to different locations or to different households. They make the project entirely different from what it would be if it depended on schools as the main means of communication with the GEC families.

313. At ML1 the Mentors made enormous efforts to track down the GEC Girls who had been interviewed at Baseline. The EET approach at the time was to do Learning Assessments based on changes in test results of individual Girls which depended on re-contacting the same Girls. The recontacting rate was very high and the EET was able to interview over 900 Girls who had been in the Baseline assessments. However, a large proportion of the Girls who had been in the GEC schools at Baseline and were considered part of the Intervention group had left those schools and were no longer genuine “beneficiaries” of the project. The EET has since changed its approach and will base learning assessments on cohorts in schools. This should liberate the Mentors from the time-consuming tasks of tracking down GEC Girls who have moved location or gone to a different household or a different school. We have heard that some Mentors were resistant to this change and want to continue to engage with Girls that they have had contact with. This seems like a normal human response and suggests that the Mentors see personal contact with Girls’ families as part of their roles.

314. The EET has tried to learn more about the roles of the Mentors during this evaluation and asked questions about the Mentors during several Qual interviews. The CLC Girls were extremely positive and in some cases attributed their current position to the interventions of the Mentor. They used the possessive form “*my Mentor*”. They said that it was the Mentors who first suggested that they attend the CLC and then helped to make it possible often making several visits to the family. They said that their Mentors check up on them and supported them with school work. On a Spectrum Line, the Mentors were scored 10 out of 10. And were said to “*really care*” about the Girls.

315. The LSTs acknowledge that the Mentors play a key role in contacting the Girls and can reach Girls that the LSTs themselves cannot. In one interview, the point was made that the Mentors are the first to notice if a Girl starts to have “*expensive things*”. This is taken as a warning sign that she has taken up with a man who is trying to impress her. This could be a threat to her schooling or training and the Mentor can engage with the Girl and her family and provide advice and support where appropriate.

316. The Mentors and the project work have become better known and more respected in their communities. The EET has heard of Local Councillors and other leaders asking the Mentor to intervene with particular families and recommending particular Girls for project support.

317. **CLCs** appear to have important roles to play in the situation created by school closures and Lockdown. These may be different from their initial role at the beginning of the project.

318. **LSTs** have been a key innovation for the project and have provided a new channel for communication between the project staff and the schools and the in-school Girls. There is a need to demonstrate the added value that the LSTs deliver and provide reasons why a headteacher should choose to appoint an LST instead of another classroom teacher. This

could include some observations under the Good Teaching outcome where a link could be made between the LST and improvements or innovations in teaching practice by other teachers in their schools.

13.9. Links to local and national government

319. CRANE has performed an important role in convening a stakeholder group on issues in Special Educational Needs within the Ministry of Education and Sports. The role guarantees privileged contact with staff in the MoES and with all the stakeholders in the sector and access to knowledge on where decisions are made and how processes can lead to completion.

320. The development of the SEN assessment tool is described in more detail under Sustainability. Clearly, it represents a long-lasting legacy based on highly-respected levels of competence and diligence and good links with the Ministry and others in the sector.

321. The Sustainability Scorecard provides for monitoring the impact of project work at the level of local or central government under the “System” indicators but the indicators are not subtle enough to report on specific initiatives like the promotion of the SIT, the use of child-friendly rooms during legal procedures or the use of the SEN assessments. These pieces of work are important to the creation of sustainable benefits of the project and routine project monitoring should collect observations on progress that is made. This is partly because promoting change in government institutions is never guaranteed and a project cannot usually take responsibility for bringing about such change. Instead, a project should take responsibility for the actions it takes to promote change and it should monitor those activities.

13.10. Promotion of QIS inspections

322. DEOs are supportive of the use of the hybrid QIS/MoES system for school inspections (the School Inspection Tool, (SIT)) but more work is required to convince School Inspectors and decision-makers at the level of the Ministry. A pilot might be launched in a District where there are champions in schools and in the District Office. The experiment will need to be well-documented and the learning shared. All these activities require resources and some rearrangement of budgets is probably necessary.

13.11. Scaling up

323. The next two years should include a strong element of promotion of learning about the project achievements. This has started with the publication of the “*What works ...*” articles on the CLC model and the LST experiences. The papers have been presented at a conference at Makerere University in Kampala in November 2021. The sessions were well-attended and there was a high level of interest in the initiatives described by project staff.

324. More needs to be done in this area in order to improve the level of understanding of the methods used and better knowledge of how to replicate the work. This will require more resources in drafting guidelines and hosting visits and dissemination of results.

325. The What Works documents are highly-produced in colour with many photographs and ornamentation. Almost half the What Works pamphlet on the CLCs is made up of individual case histories. The paper submitted to the November symposium is simpler in style and delivers a lot of practical information on how the CLCs are run and how they relate to the Mentor and other components of the project. This is good evidence of creating materials for different readerships. There needs to be a strategy that involves a clear analysis of the targets, techniques and timings of the campaigns to share the learning from the project work and promote a greater and longer-lasting impact. Project monitoring should include recording of the efforts made to share the knowledge gathered by the project and the responses of the target population.

14. CONCLUSIONS AND RECOMMENDATIONS

14.1. Evaluation methods

326. The methods used in this evaluation were negotiated through the development of an Inception Report and the sharing of tools with the Fund Manager. The tools including a Household Survey, with sections for carers and Girls, and Qual interviews based on guidelines, are essentially similar to those used at Baseline and Midline 1. Large sections of the Household Survey, relating to school management and teaching methods, were not used since schools had been closed and were still closed at the time of the survey.

327. The EET wanted to change the work on Learning to a cohort approach based on the schools where large numbers of GEC Girls were attending. The actual configuration of the sample across schools will become clearer when school attendance has settled down. The EET is confident that the ML2 sample will be adequate for evaluation purposes at Endline. The sample may include a higher proportion of Girls who have had a longer or greater involvement with the project.

14.2. The context

328. The period between the first Midline survey (June 2019) and the second Midline survey (October 2021) covers the arrival of the COVID-19 pandemic, Lockdowns on movement and economic activities, and the longest school closures experienced anywhere. The situation caused considerable hardship to many people in Uganda and, in general, poorer people suffered more.

329. Lockdown caused **economic damage** to beneficiaries' economic situation. Large majorities of the respondents in the evaluation survey reported that life had got harder and that their standard of living had gone down. Some project beneficiaries moved house and changed their main source of income. Lockdown coincided with **increases in violence** and abuse and higher rates of teenage pregnancy and early marriage.

330. The pandemic created a situation far worse than anything imagined in the "*Assumptions*" of a project logframe and worse than anything anyone on the project or in the EET had experienced or was prepared for. There were impacts on material wellbeing, learning, safety and family dynamics. The negative experiences are likely to have impacted negatively on self-efficacy. The extent to which these setbacks have lasting negative effects will become clearer at Endline.

331. The project had to change its activities radically during long periods of time when Lockdown made normal project work impossible. It was necessary to invent and test new ways of working. No one had experience of running an education program when schools were closed for months at a time and meeting students or their parents or carers was impossible. The situation was made more difficult by the fact that the duration of Lockdown was uncertain and the nature of the enforcement of Lockdown measures was not known.

14.3. The project response

332. Project management was hampered by Lockdown and for long periods of time by general and specific bans on movement and meetings. The project responded with a large number of new activities which were tried out in the new circumstances.

333. Monitoring of the different new activities was patchy but some clear observations were made. Delivery of school materials was highly appreciated and said to motivate greater interest by parents and carers in supporting Girls and their efforts to keep learning. The teaching staff experimented with remote means of support and had some success with phone calls and social media. The use of smartphones discriminates against those without access

but seems effective for those who have. One Girl in the HHS put it bluntly, “*Others are learning online while I am not because no money.*”

334. The Learning Support Teachers and the Mentors were very active in getting in touch with project Girls and met them whenever the rules allowed. Just being in touch may be of value in itself as a means of motivating and encouraging Girls to study.

335. It is difficult to separate all the activities carried out during Lockdown since so many were tried and some were only for a short time. The project and the EET are not able to disaggregate the effectiveness of each different initiative.

14.4. Safeguarding

336. Overall, Lockdown and school closures made Girls more exposed to risks and to more unsafe situations. This was partly through the increased tensions created by people being locked down in confined spaces. This was a global phenomenon that led to increased dangers of abuse in many countries. It was also due to reactions to the situation in which people relocated to places where they were less well-known or where there were greater dangers, for example – moving to cheaper accommodation can mean moving to slum areas where services are poorer and risks are higher. It may also have been due to new behaviours like Girls going out to work for money which might also lead them into more dangerous situations.

337. Despite the worsening situation in child protection during Lockdown, there were relatively few serious safeguarding cases involving GEC Girls. The Household survey returns show carers and Girls saying that Girls were less safe than before Lockdown and that respondents have less confidence that abuse cases are dealt with correctly. However, the numbers of GEC Girls in the sample who got married or became pregnant are very low and far below the numbers mentioned in reports on the overall safeguarding situation.

338. The Household survey asks Girls if they have experienced any of five unpleasant or potentially dangerous situations in the last month. In each case, about 65% say they have not had the experience. The proportion of Girls affected by the dangerous events increases with age. The main conclusion, however, is that every month 35% of all Girls are facing situations with potential safeguarding issues.

14.5. The economic damage

339. GEC families who are members of the project savings and loans groups appear to be better off than those who are not members. It is not easy to draw a causal connection. Overall, a small number are clearly worse off as a result of changes over the last year and the project should look at measures that might be helpful. The financial barrier to education is the most important and the most likely to lead to a Girl missing out on education.

14.6. Life Skills

340. Girls seem to have lower levels of self-confidence and are being less involved in decisions that affect them since ML1, according to their responses in the Household Survey. It is easy to see how the family's responses to Lockdown and lower income could result in more authoritarian parenting. Girls may have felt that their parents were being more controlling when they were implementing or obeying Lockdown directives from the Government.

341. At the same time, the Household Survey responses indicate an increasingly strong commitment to Girls' education and to avoiding early pregnancy or marriage. The results indicate stronger support of project aims than at ML1. There is evidence from Qual interviews that the parents and carers were working to support learning by their Girls during the difficult times over Lockdown.

14.7. School Management

342. The evaluation includes a detailed look at the capacity strengthening work carried out by the project with the schools taking part. The QIS system has led to very significant improvements in six different areas of management. There is evidence that this progress is a direct result of project work and is sustainable. This is a major achievement for the project.

14.8. Learning

343. Proxy measures of learning (for example – Lockdown Essay results; Ministry results by school; project M&E data) have not been particularly helpful beyond suggesting positive progress by Girls. The Streamlined Aggregate Assessments (SAGA) developed by the EET and implemented by the project deliver results similar to those obtained from the standardised tests used at Baseline and ML1. Girls seem to have continued to learn during Lockdown at the same rates at which they learned between Baseline and Midline. It is not obvious how to interpret these data at this time. It is fair to credit the project with an important role in promoting Learning throughout Lockdown. The Learning Support Teachers and the Mentors had a great deal of contact with the project Girls and the project's diverse initiatives in providing learning materials and other forms of support were important in supporting learning and promoting the idea of the importance of learning. The situation concerning Learning will become clearer at Endline when it will be possible to put the ML2 data in perspective.

14.9. Sustainability

344. There are signs that the project has already created conditions for sustainable impact at System level with the support to the Assessment Centre and the development of the Assessment Tool and the accompanying Resource Guide. Significant numbers of children with disabilities have been identified and referred and this process will continue. This may also be seen as a project contribution under Inclusion in GESI.

345. There are also sustainable impacts in the Justice Law and Order Sector (JLOS). Training has been provided to prosecutors; child-friendly rooms have been designed and equipped and anatomically correct dolls have been provided. These inputs are complementary and support better engagement with child victims, witnesses and offenders which should improve their experience of being in contact with the JLOS and the results of legal processes.

346. The management in the 50 partner schools has been improved very significantly across a range of domains through the QIS training events and inspections. Evidence from previous QIS graduates in the first GEC program suggests that improvements will continue.

347. The whole approach to school inspections may be sustainably improved with the adoption of the School Inspection Tool (SIT) developed by the project that is based on the QIS and the Ministry of Education inspection tool. The SIT has been welcomed by staff at the ministry and in certain Districts by school inspectors. The project is promoting the testing and adoption of the new tool.

348. Positive attitudes to Girls' education seem to have survived the pandemic when there may have been reasons to sacrifice a child's schooling for short-term gain or to obtain some income from getting her out of education and into paid work. There is also evidence of carers trying out new methods to help their Girls to go on learning during Lockdown which may imply that the questionnaire returns are more than giving what is thought to be the "*right*" answer.

14.10. Value for Money

349. The initial exercises in Value for Money show interesting possibilities for assessing the effectiveness of some project initiatives and for moving resources to the most effective. The

exercises should be continued and cross-checked with data from Finance. Some operational decisions should be taken to improve the overall value for money of the project by a tighter focus on fewer activities.

14.11. The CLCs

350. The project LSTs should be monitoring the situation of Girls' attendance at school since the reopening at the beginning of 2022 and the Mentors should be monitoring the position of Out of School Girls who are of school age. The project will need good data on the Girls who do return to school and those who do not return. This will make it possible to develop work to help the girls who have not returned to school in the initial period after re-opening. These considerations may lead to a repurposing of the CLCs so that they meet the needs of those Girls to help them into or back into school. It is possible that the model used at the beginning of the project (identifying younger Girls in poorer families who were likely to fail or face great difficulties in mainstream school) will work again. However, it may be that the Girls most likely to lose out on education are Girls who are already older and need different forms of support to increase their confidence and their skills so that they can more easily return to and succeed in mainstream schools.

14.12. Sharing the Knowledge

351. The project is beginning to collect better data that could be used to assess the effectiveness of different initiatives. The staff have drafted a number of "*What works ...*" papers that attempt to put clear evidence of success in front of a readership that would be able to make use of the learning either in repeating what the project has done or in modifying their own work to make it more effective. So far only the Learning Support Teacher and the Creative Learning Centre papers have been published. It seems obvious from the reception of the presentations by project staff at a symposium of educationalists that there is an interest and a willing readership.

352. The project should adopt a campaign approach for each area of work that is presented under the *What works* banner. The SIT example is important as it includes assigning responsibility to a specific member of staff and several approaches (District Level staff and school inspectors; Headteachers; Ministry staff in the central office). These different constituencies may need different information, differently presented at different times.

353. The same is true of the LST promotion where headteachers are more likely to experiment with an LST rather than simply appointing a classroom teacher if they can clearly see the benefits that have been experienced in project schools that have an LST. The headteachers may need to be supplied with different information and ideas from staff in a District Education Office or other stakeholders.

15. SUMMARY OF RECOMMENDATIONS

15.1. Project Management

354. The EET recommends using a revision of the Theory of Change as a method of focusing staff attention on changes to the project priorities for the next phase.

355. The logframe indicators need to be brought up-to-date and new milestones should be agreed upon for the next phase of project work. The monitoring of work with government agencies could be modified to reflect the nature of work on influencing, perhaps by using an Outcome Mapping approach.

15.2. Two Themes

356. Project activities in the next phase of the GEC project until the Endline Evaluation which may be in late 2023 or early 2024 should fit into two major themes. The first is **Recovery** and the second is **Knowledge**.

15.3. The Recovery

357. The evaluation findings include apparent losses in household material wellbeing, Girls' safeguarding, Girls' self-confidence and Girls' roles in decision-making. The project must develop and follow a strategy that will attempt to redress these losses. It needs to cover learning and earning.

15.4. The Knowledge

358. The project should invest increasingly in how it learns from its work and how it shares the learning with others. This may be difficult for staff who are keen activists but they need to see that they can have a greater impact through sharing what they know than they can by doing more work on their own.

359. The FM should help in identifying areas of activity where learning would be helpful, linking the project with other grant holders who have similar or complementary learning to share and in supporting forums and other communication mechanisms or opportunities for sharing the knowledge.

360. The project needs to find ways to reward staff for work on Knowledge through its own systems of incentives. The FM can also help by encouraging the delivery of good knowledge. Contributions could be published internationally under the author's name. Regional or global meetings of Grant Holders could be used to promote face-to-face sharing.

361. The project should check its ability to learn from the data it is collecting using the CARAT program in KoBoCollect. There should be interim assessments of how well the data can be used to monitor changes in activities, material wellbeing and in attitudes and opinions. This should be done with some participation from the EET so that plans can be made on both sides for the Endline review. An assessment on the rates of return to school by GEC Girls should be made later in 2022.

15.5. VfM to create resources

362. The project should be ready to divert staff time and attention to collecting and making sense of observations. Time and resources could be created by taking the ongoing VfM exercises to completion and closing down on areas of work that are seen to be less effective. The FM will need to allow some budget flexibility so that the project can benefit from moving resources into Knowledge management.

15.6. Returning to Learning

363. Define clear roles for the CLCs – including the identification of girls best able to benefit from attendance at a CLC and likely to continue to make a success of education. This need not be the same targeting that was used in the early phases of the project. The Mentors should be engaged in identifying those who would most benefit in their own communities and share their understanding and the criteria they would use in selection.

364. The CLCs may need to adapt their material and methods to suit the new target group. This could include a greater number of shorter courses or a mix of full-time and part-time support packages.

365. The CLCs and the LSTs should exploit the methods that were found to be helpful during Lockdown in order to promote learning alongside or separately from the learning the Girls are doing in school or a CLC. Learning materials should be provided for home study; phone calls or social media used to support learning including the submission and marking of assignments. Learning and Confidence-building should be promoted in ways that could allow

Girls to continue with some income-generating activities where these have become important for the household to recover its standard of living.

15.7. Returning to Earning

366. Returns from the CARAT interviews may provide some evidence of changes in economic activities and standard of living. If this is not the case, specific enquiries should be done with VSLA members and other groups of PCGs to assess changes in levels of and attitudes to material wellbeing.

367. The EET needs to see good data on the workings and benefits to individual households of being a member of a VSLA. It may be necessary to run a small VSLA group with better observations and calculations in order to reach conclusions on the economic findings⁵² from the interventions. Given the primacy of the Financial Barrier to education, the project has to reach clear conclusions on its biggest intervention in reducing that barrier.

15.8. School Management

368. The project should present the findings of this evaluation to Viva and support the award of QIS Certificates to the schools that have achieved Foundation or Accountability levels. The awards should be delivered with appropriate ceremony involving staff from the District Education Office where possible.

369. The management of all project schools should be asked to identify three areas where they intend to improve over the next year and progress should be checked at appropriate intervals.

15.9. School Inspection Tool

370. The campaign to improve the main tool used in school inspections should be continued at all relevant levels. It may be necessary to modify the latest version of the SIT to get its use ratified and the modifications should be done swiftly and accurately to maintain the momentum of this piece of work.

15.10. Endline planning

371. Planning for the Endline evaluation should start at once. The project, the EET and the FM should discuss options for carrying out meaningful Learning Assessments at Endline which will include the sampling method, the type of assessment and the creation or use of comparison groups.

⁵² The social and reputational benefits of belonging to a VSLA are not in doubt.

ANNEX 20 – DETAILED FINDINGS

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16. THE SAMPLE

The analyses of the actual sample serve several purposes:

- To compare the sample with the Midline-1 sample and assess the likelihood of being able to make useful links between observations made at the different events;
- To manage analyses in this evaluation and
- To facilitate the design of the Endline evaluation and the sampling at that event.

The key variables of the age of the Girls and their urban or rural locations are shown in **Table 57**. The numbers seem adequately similar to the sample in Midline-1.

| • Table 57 - ML1 and ML2 samples by Girl's age and Urban or Rural | | | | | | |
|---|-------|-------|-----------|-------|-------|-----------|
| Age Set | ML1 | | | ML2 | | |
| | Urban | Rural | Age set % | Urban | Rural | Age set % |
| 6-8 | 2 | 3 | 1% | 10 | 10 | 2% |
| 9-11 | 35 | 55 | 12% | 29 | 37 | 6% |
| 12-13 | 36 | 142 | 23% | 57 | 205 | 24% |
| 14-15 | 55 | 147 | 26% | 59 | 281 | 31% |
| 16-17 | 23 | 137 | 21% | 37 | 194 | 21% |
| 18-19 | 10 | 101 | 14% | 14 | 121 | 12% |
| 20+ | 7 | 27 | 4% | 4 | 40 | 4% |
| Totals | 168 | 612 | 780 | 210 | 888 | 1098 |
| %U/R | 22% | 78% | | 19% | 81% | |

The ages and sex of the PCGs are shown in **Table 58** and **Table 59** respectively. The smaller number of families in urban settings may cause some difficulties with analyses especially where further disaggregation is necessary and subsets may become quite small.

| • Table 58 - Age of Carers in HHS | | | | |
|-----------------------------------|-------|----|-------|----|
| Age set | Urban | | Rural | |
| | n | % | n | % |
| <18 | | | 2 | |
| 19-30 | 33 | 16 | 101 | 11 |
| 31-40 | 74 | 35 | 345 | 39 |
| 41-50 | 70 | 33 | 269 | 30 |
| 51-60 | 26 | 12 | 110 | 12 |
| 60+ | 7 | 3 | 62 | 7 |
| | 210 | | 889 | |

| • Table 59 - Sex of Carers in HHS in ML2 | | | | |
|--|-------|-----|-------|-----|
| | Urban | | Rural | |
| | n | % | n | % |
| Female | 177 | 84% | 769 | 87% |
| Male | 33 | 16% | 120 | 13% |
| | 210 | | 889 | |

| • Table 60 - Sex of Carers in HHS in ML1 | | | | |
|--|-------|-----|-------|-----|
| | Urban | | Rural | |
| | n | % | n | % |
| Female | 107 | 63% | 336 | 52% |

| | | | | |
|------|-----|-----|-----|-----|
| Male | 62 | 37% | 314 | 48% |
| | 169 | | 650 | |

Main source of income is an important variable that affects the level of material wellbeing and influences other variables. The proportions in each category seem similar to those at ML1. There is a larger proportion of respondents saying they have no paid employment although the subgroup is still relatively small.

• **Table 61 - Carers by main source of income**

| | ML1 | | ML2 | |
|--------------------|-----|----|------|----|
| | n | % | n | % |
| Professional | 66 | 8 | 90 | 8 |
| Farmer | 328 | 42 | 339 | 31 |
| Small business | 222 | 28 | 357 | 33 |
| Casual labour | 131 | 17 | 200 | 18 |
| No paid employment | 38 | 5 | 112 | 10 |
| | 785 | | 1098 | |

The influence of the main source of income is shown in the figures of ownership of a smartphone. Only the Professional group (that is those who receive a monthly salary) has a majority who own a smartphone. The Lockdown Essays and the Quick Overview exercise highlight the importance of a smartphone for receiving support from teachers during school closures.

• **Table 62 – Smartphone ownership by main source of income**

| | Yes | | No | |
|--------------------|-----|----|-----|----|
| | n | % | n | % |
| Professional | 63 | 70 | 27 | 30 |
| Farmer | 64 | 19 | 275 | 81 |
| Small business | 148 | 41 | 209 | 59 |
| Casual labour | 46 | 23 | 154 | 77 |
| No paid employment | 32 | 29 | 80 | 71 |
| | 353 | | 745 | |

Family size

The following five tables cover the average size of families and numbers of adults and children disaggregated by a range of variables including religion, location and main source of income.

• **Table 63 - Average numbers of adults and children by religion**

| | Adults (over 18) | Children |
|------------------|------------------|----------|
| Roman Catholic | 2.47 | 3.69 |
| Protestant | 2.52 | 3.79 |
| Other Protestant | 2.50 | 3.89 |
| Muslim | 2.39 | 3.93 |
| Other | 2.0 | 3.29 |
| Overall average | 2.48 | 3.82 |

Religion does not seem to affect family size.

| • Table 64 - Average numbers of adults and children by urban & rural | | |
|--|------------------|----------|
| | Adults (over 18) | Children |
| Urban | 2.43 | 3.43 |
| Rural | 2.49 | 3.91 |

Families tend to be bigger in rural areas compared with urban.

| • Table 65 - Average numbers of adults and children by main source of income | | |
|--|------------------|----------|
| | Adults (over 18) | Children |
| Professional | 2.75 | 3.79 |
| Farmer | 2.72 | 3.94 |
| Small business | 2.41 | 3.72 |
| Casual labour | 2.20 | 3.81 |
| No paid employment | 2.22 | 3.80 |

Professionals (defined as those receiving a monthly salary) and Farmers tend to have bigger families than other subgroups based on main source of income. This may be due to different reasons. Households may be bigger because they can afford to host more adults and children. The Professional families may have the material resources to take in more people and the Farmers may have the space. Family size may have a purely material basis.

| • Table 66 – Distribution of numbers of adults by main source of income (% by category) | | | |
|---|-----|-----|-----|
| Nos of adults | 1-2 | 3-4 | 5+ |
| Professional | 48% | 38% | 14% |
| Farmer | 49% | 37% | 14% |
| Small business | 60% | 32% | 8% |
| Casual labour | 66% | 27% | 7% |
| No paid employment | 63% | 32% | 5% |

| • Table 67 – Distribution of numbers of children by main source of income (% by category) | | | |
|---|-----|-----|------|
| Nos of children | 1-3 | 4-5 | 6-8+ |
| Professional | 43% | 46% | 10% |
| Farmer | 42% | 45% | 10% |
| Small business | 46% | 46% | 7% |
| Casual labour | 45% | 49% | 5% |
| No paid employment | 48% | 42% | 10% |

The section on sustainability contains a large number of other observations on the socioeconomic status of the GEC families. See **SUSTAINABILITY**.

It has not been possible to generate socio-economic **subgroups** based on a combination of observations. We have seen how the *Main source of income* and the *Highest level of education achieved* seem to overlap and other observations like *Renting or Owning*, *Meals per day* and *Membership of savings groups* also give insights into levels of material wellbeing. However, these variables are confounded by the Rural-Urban split and do not map onto each other with sufficient consistency to be used to create subgroups based on a collation of the variables.

This means that comparisons between subgroups are made on individual variables and the results observed separately.

Disability

The Household Survey used at ML2 did not use the Washington Group short questions on disability that had been used at Baseline and ML1. The questions were skipped partly to make the HHS interview shorter.

The ML2 sample was checked against the disability data collected at Baseline and ML1 and the numbers of those who were interviewed at ML2 who had declared a disability at Baseline or at ML1 are shown in Table 68.

In previous evaluations we have been asked to report on those who declare a disability under “A lot of difficulty” and “Cannot do at all” categories. There are two Girls with such severe disabilities in both ML1 and ML2 and only one in both Baseline and ML1. The overlap between ML2 and previous evaluations amounts to about 20% of the ML2 sample. We could therefore expect to find five times as many declarations if we had asked the ML2 sample the same Washington Group questions.

This take the total to between 5 and 10 cases of more serious difficulties.

| • Table 68 - Numbers in ML2 sample who declared disability in previous surveys | | | | | |
|--|-----------------|---------------------|--|-----------------|---------------------|
| | Baseline | | | Midline 1 | |
| | Some difficulty | A lot of difficulty | | Some difficulty | A lot of difficulty |
| Seeing | 10 | 1 | | 5 | 1 |
| Hearing | 11 | - | | 6 | - |
| Walking | 3 | - | | 3 | - |
| Memory | 15 | - | | 12 | 1 |
| Self-care | 4 | - | | - | - |
| Communication | 2 | - | | 2 | - |

It seems likely that the sample contains smaller numbers of children with disabilities than would be expected in the general population. This may be because of the focus on Girls who would be in school in normal times. We believe that attending school tends to exclude children with disabilities. It might also be that attending the survey event also tends to exclude children with disabilities.

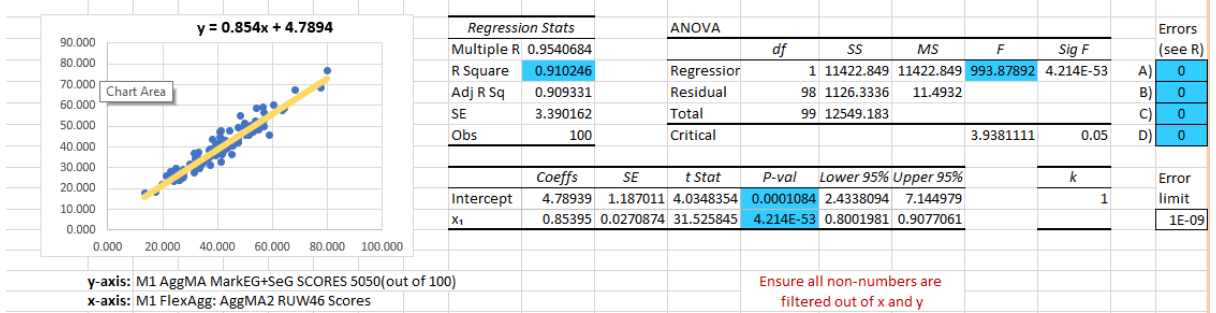
The project approach to working with children with disabilities includes focused work through two specialist CLCs. There is also work in mainstream schools to improve access and to support more inclusive environment and teaching methods. The two strands of work have different timelines for impact.

17. LEARNING

Logframe Indicators are mean scores in Literacy and Numeracy tests. The milestones at ML1 were calculated as 0.33 of the Standard Deviation of the mean aggregate scores at Baseline for both Numeracy and Literacy. See Table 69 and Table 70 for ML1 results.

| • Table 69 - Numeracy indicator and ML1 results | | |
|---|--|---|
| Result | Details | Comments |
| Numeracy Baseline - Midline | Beta = 0.65 p-value (1 tail) = 0.22 | 0.184 (1-tail). See '[p-Values M1 v02.xlsx]!DiD AggMA' for calc |

• **Figure 16 - Grade 6 AggMA against Streamlined Assessments**



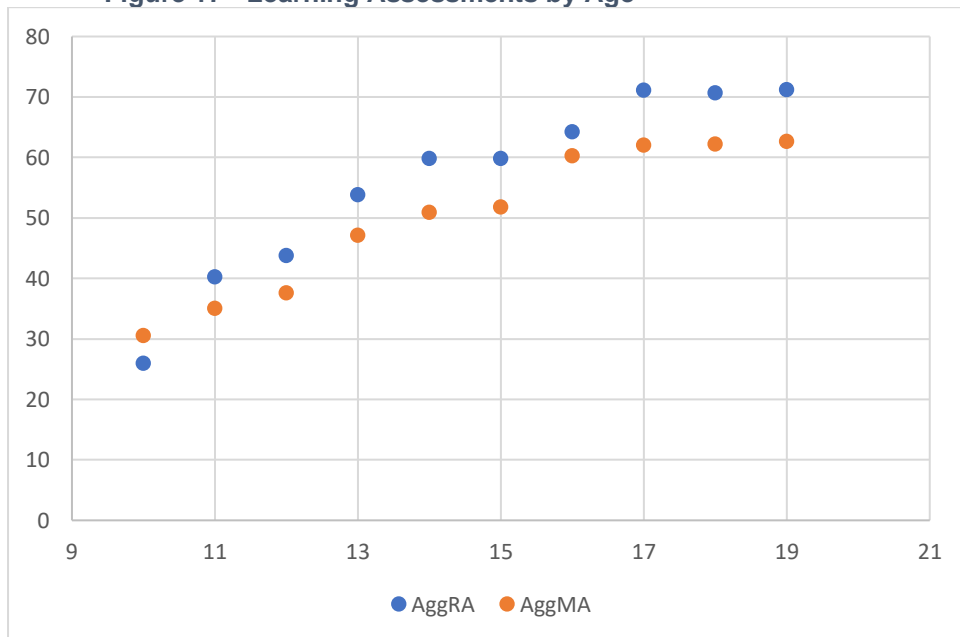
The correlation values are high and the regressions imply a gradient close to one and a small positive intercept which all seem to support the case for using the Streamlined Aggregate Assessments (SAGA) in place of the full sets of subtasks.

The Streamlined Aggregate Assessments were piloted with small numbers of girls and the results showed a strong correlation with age. This is a good indication that the assessments are measuring aspects of literacy and numeracy which increase with age which is what we would expect from a good testing system.

Using the Streamlined Aggregate Assessments

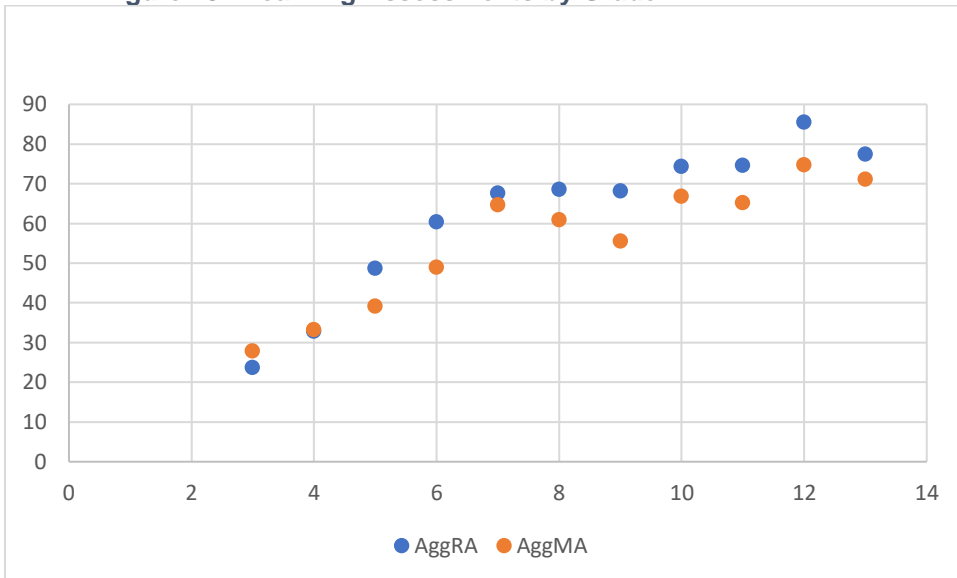
The SAGAs were used by the project as an accompaniment to the survey work being done by the EET. The overall distribution of results show strong correlations with age⁵³ and with grade. Both literacy (AggRA) and numeracy (AggMA) show regular progression followed by a levelling off in the higher grades and older ages. This pattern was first observed at Baseline and could be corrected by a reweighting of the subtasks to create a more continuous increase in average scores.

• **Figure 17 - Learning Assessments by Age**



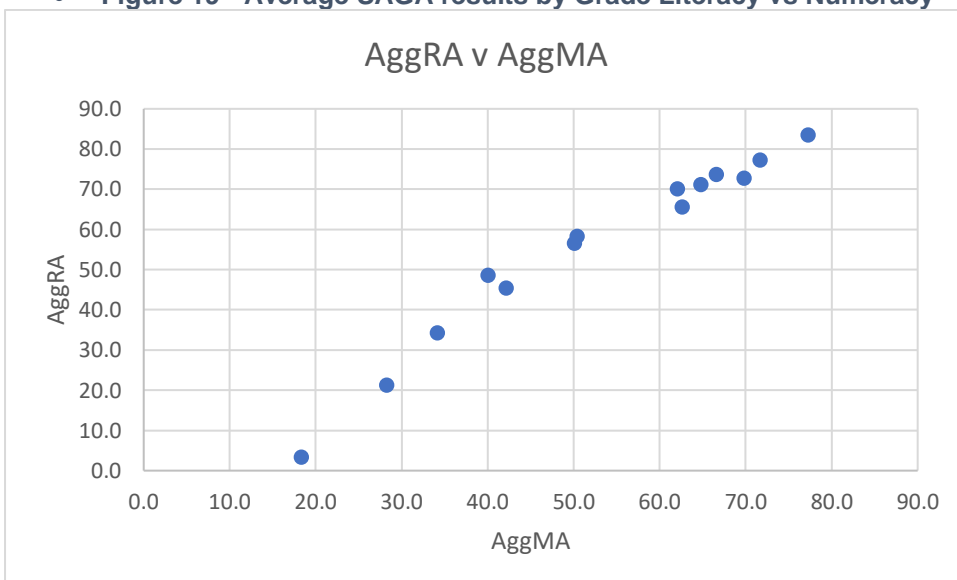
⁵³Correlation coefficients: Literacy by Age = 0.84; Literacy by Grade = 0.91; Numeracy by Age = 0.88; Numeracy by Grade = 0.93. All highly significant.

- **Figure 18 - Learning Assessments by Grade**



Grades start at P3 (3 on the x-axis) and continue to P7. The number 8 on the x-axis represents grade S1 and the Senior grades continue to 13 for S6.

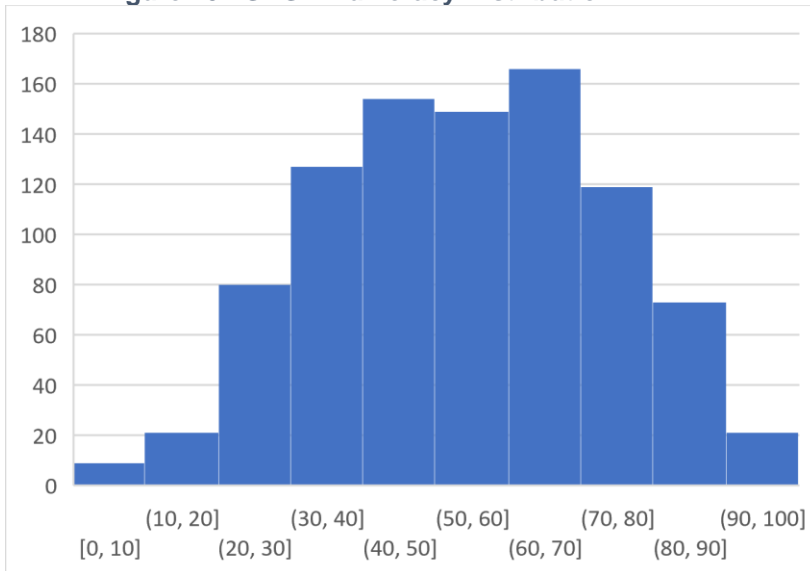
- **Figure 19 - Average SAGA results by Grade Literacy vs Numeracy**



It may be obvious from **Figure 18** that results in Literacy correlate with results in Numeracy but the correlation⁵⁴ can clearly be seen in Figure 8. This result was also observed at Baseline and at ML1 and fits the general case that girls who are good at Literacy are also good at Numeracy. It is also a further validation of the SAGA model.

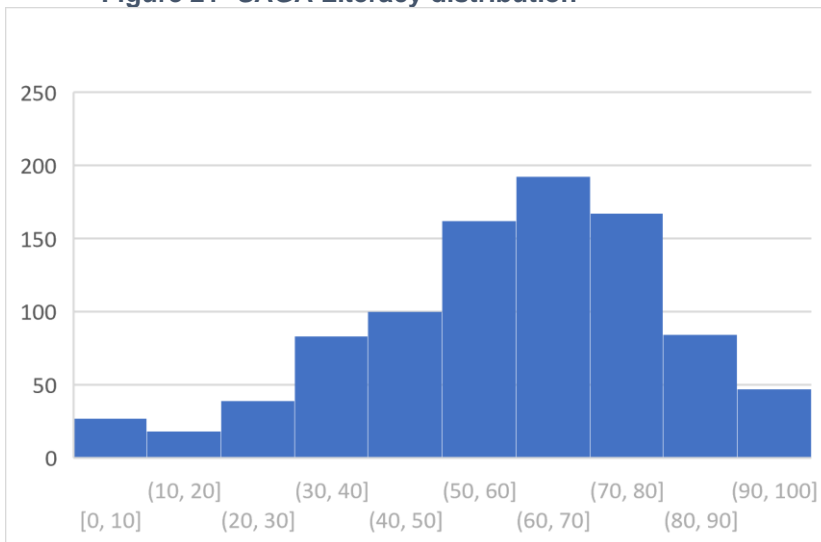
⁵⁴ Correlation coefficient = 0.98.

- **Figure 20 - SAGA Numeracy Distribution**



The spread of results in the numeracy Streamlined Tests resembles a Normal Distribution with a roughly even bell-shape around the mean value.

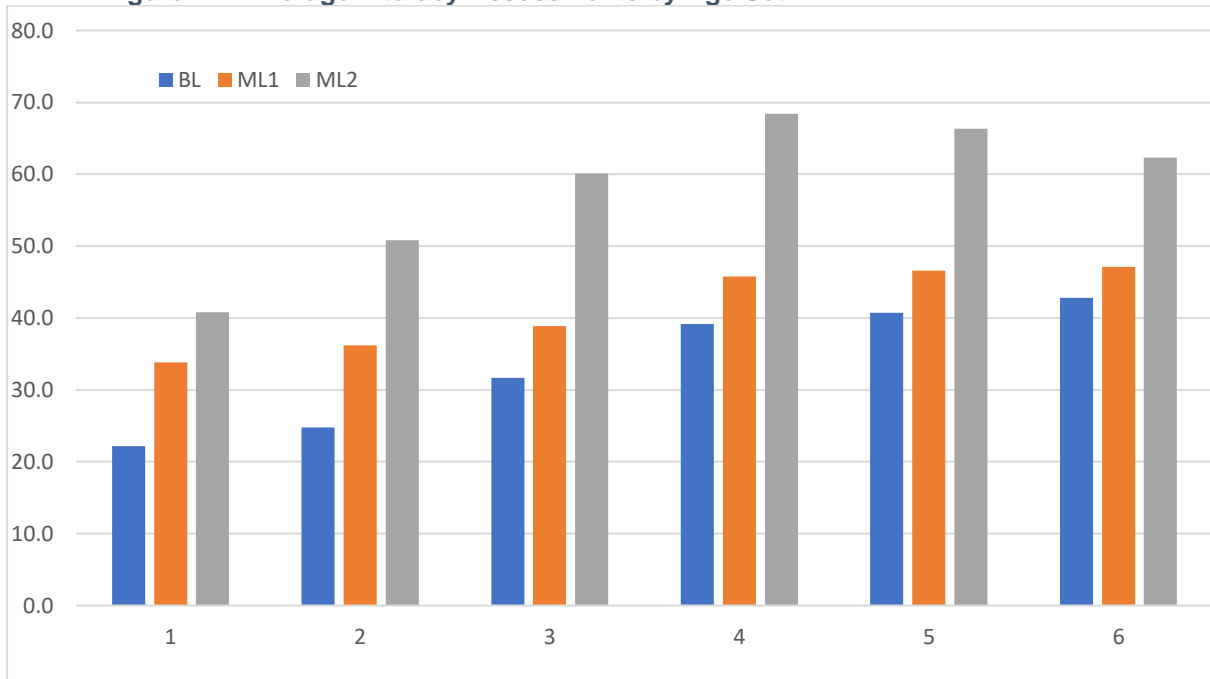
- **Figure 21- SAGA Literacy distribution**



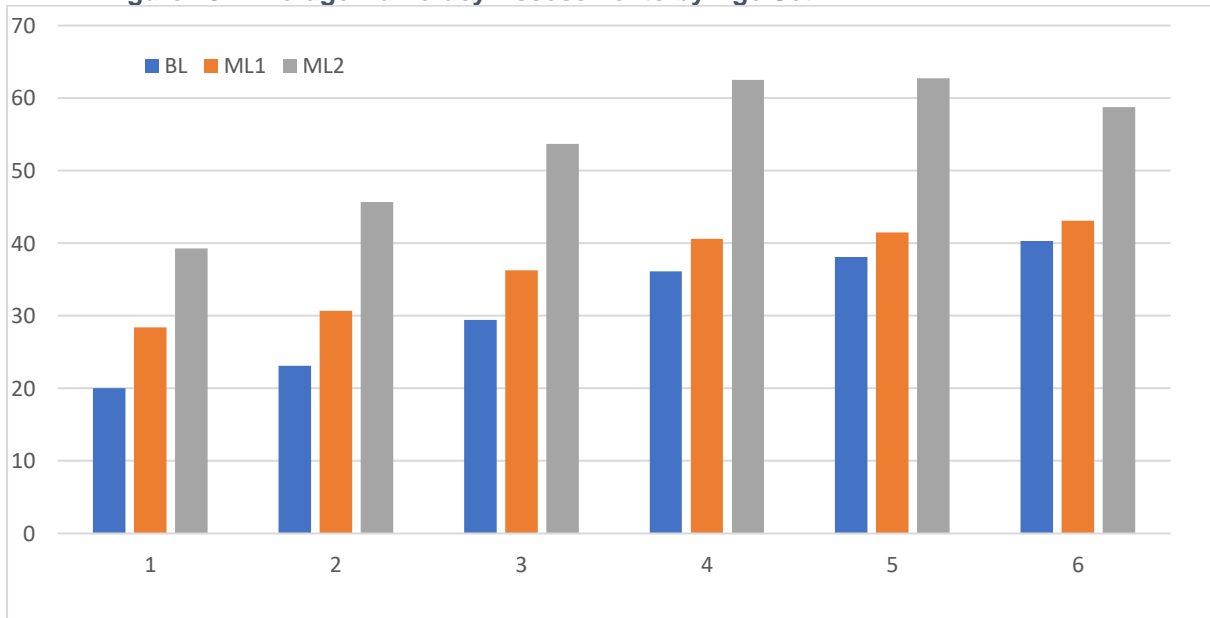
The distribution of results in Literacy also looks like a reasonable slightly skewed spread around the higher mean value. The apparent floor effect is an artefact created by a number of zero scores from girls who did not do the AggRA assessments but remain in the database because they did the AggMA assessments.

- Comparisons of average Learning Test results across the three evaluation events show an increase in scores at each event. The data are presented as cohorts and there is no attempt to link the results of individual girls. All GEC girls in the intervention group at Baseline and ML1 are combined by age set and all the girls in ML2 are treated the same.

• **Figure 22 - Average Literacy Assessments by Age Set⁵⁵**



• **Figure 23 - Average Numeracy Assessments by Age Set**



The increases between Baseline and ML1 were observed at ML1 and it was clear that the project was responsible for significantly greater learning in both Literacy and Numeracy than occurred in Control schools. The increases between ML1 and ML2 appear surprisingly large. If the results are taken at face value, they imply that girls seem to learn more when schools are closed!

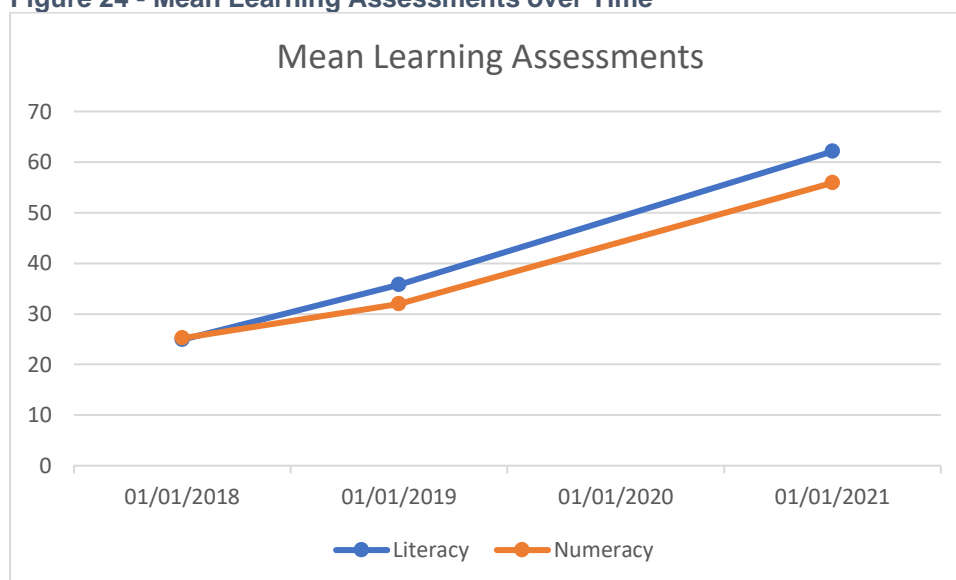
There are several possible explanations for higher increases:

⁵⁵ Age Sets are: 1 = 9-11; 2 = 12-13; 3 = 14-15; 4 = 16-17; 5 = 18-19; 6 = 20+

Age sets usually provide for more robust analyses as each group is bigger and the uncertainties about individuals' ages tend to be less important.

- vi. The time between ML1 and ML2 was longer than the time between Baseline and ML1 so the girls had more time to learn.
- vii. The Streamlined Aggregate Assessments are less intimidating than the full battery of 15 subtasks of the complete EG and SeG tests and girls perform better because it looks easier.
- viii. The CRANE staff were more lenient in their marking of the SeG tests in comparison with the EET members at ML1⁵⁶.
- ix. The girls encountered in the ML2 survey work are more engaged with the project than those met in ML1 and have benefited from more contact and support from the project.

• **Figure 24 - Mean Learning Assessments over Time**



Suggestion ii, that the marking was more generous, was a major concern for the EET and measures were put in place to minimize the probability of introducing errors based on the style of marking. The EET provided training to the CRANE staff in how to mark the scripts. The training was delivered by the head of the EET team that did the marking of scripts at ML1 and led the piloting and marking of the SAGAs.

The fourth suggestion may be the most important and the most useful to examine in more detail. It seems from other observations that the girls interviewed in ML2 were more involved with project activities or more easily contacted than girls in the sample at ML1. This may mean that the girls are more likely to do well in learning assessments. This may be partly because they have benefited more from project initiatives and partly because they are more positively disposed towards the project and more willing to give their time and attention to exercises given to them in a project setting.

Urban and Rural

Learning Test scores at Baseline and ML1 were significantly higher in urban settings compared with rural. This was particularly true for Literacy scores⁵⁷. This was also found to be the case in the work carried out by UWEZO⁵⁸.

⁵⁶ The EGRA and EGMA tasks are more clear-cut with answers objectively either right or wrong. The SeG tasks allow some discretion in allocating marks.

⁵⁷ Midline Report, Table 3, p14 and Baseline Report, Tables 49 & 50, p61.

⁵⁸ UWEZO (2016): *Are Our Children Learning?* Uwezo Uganda 6th Learning Assessment Report. Kampala: Twaweza East Africa.

The SAGA data do not show such a clear-cut difference between mean results in urban and rural settings – see Table 71 and Table 72. Part of the reason for this may be the small numbers of girls in urban areas which make some of the age-set comparisons meaningless. Even in the age-sets with large numbers, the differences may not be significant.

| • Table 71 - Literacy SAGA mean scores in Urban and Rural areas by age-set | | | | | | |
|--|-------|-------|-------|-------|-------|-------|
| Age-sets | 12-13 | | 14-15 | | 16-17 | |
| Urban | 59.9 | n=31 | 65.7 | n=44 | 68.7 | n=27 |
| Rural | 49.8 | n=184 | 59.0 | n=261 | 68.1 | n=178 |

The overall means for urban and rural areas are not different – urban scores are one point higher than rural although the average age of urban girls is slightly lower than for rural girls.

| • Table 72 - Numeracy SAGA mean scores in Urban and Rural areas by age-set | | | |
|--|-------|-------|-------|
| Age-sets | 12-13 | 14-15 | 16-17 |
| Urban | 52.3 | 55.2 | 63.5 |
| Rural | 45.3 | 53.4 | 62.3 |
| n values as Table 71 | | | |

Overall, the EET thinks that urban girls still have an advantage in literacy and probably also in numeracy but our data are not sufficiently robust to demonstrate this across the age range. This is because the numbers of urban girls are too small to create robust mean values for testing.

There is a second point which is that the spread of results in the SAGAs appears to be larger in both literacy and numeracy compared with the results at ML2. This could be because the SAGAs are less consistent than the full EG and SeG tests and it may reflect a genuine increase in the variability of scores achieved. This would fit with the observations that some girls continued to make progress in learning during school closures and others did not.

There are no differences between the mean scores of girls who did and those who did not attend a CLC, see Table 73. Since the girls who were targeted for CLC attendance were those who had dropped out of school or were in danger of dropping out, this may represent a project achievement.

| • Table 73 - SAGA mean scores by CLC attendance | | | |
|---|----------|----------|-----|
| Did GIRL attend a CLC? | Numeracy | Literacy | n |
| Yes | 54.8 | 59.9 | 642 |
| No | 55.0 | 61.0 | 224 |

The highest level of education achieved by the PCG does seem to influence the performance of the girls in learning assessments. The mean scores increase in line with the amount of education the PCG has received, see Table 74. The differences between each level of education received, as reported in the Household Survey, are not significant but there is a significant difference between the girls of those who had no school education and those who say they went to university. The average ages of the girls in each group are roughly similar (between 14.9 and 15.5).

| • Table 74 - Mean SAGA scores by PCG level of education | | | |
|---|----------|----------|----|
| | Numeracy | Literacy | n |
| No school | 47 | 53 | 89 |

| | | | |
|---------------------|----|----|-----|
| Some Primary | 53 | 55 | 321 |
| Completed Primary | 56 | 60 | 123 |
| Some Secondary | 58 | 65 | 250 |
| Completed Secondary | 59 | 66 | 90 |
| University | 61 | 70 | 47 |

The main source of income of the PCG has an influence on the performance of girls in the learning tests. There is a large difference between the mean scores of the children of professionals (those who receive a salary) and those who do casual labour (get paid on days when they find work). Average ages of girls in the difference categories are similar, as in **Table 74**.

| • Table 75 - Mean SAGA scores by PCG occupation | | | |
|--|----------|----------|-----|
| | Numeracy | Literacy | n |
| a) Profession | 61 | 69 | 66 |
| b) Farmer | 54 | 59 | 297 |
| c) Small business | 54 | 61 | 278 |
| d) Casual labour | 51 | 54 | 150 |
| e) No paid employment | 57 | 60 | 83 |

A word of caution

The analyses presented so far should make it clear that performance in learning assessments are directly linked to the age of the girls and can be influenced by their urban or rural location and the level of education or main source of income of their PCG. It is not practical to disaggregate for all these variables and some are linked to each other (for example – the level of education and the main source of income). This situation means that we need to be careful in drawing conclusions from the data from the Learning Tests. The following examples are illustrative of what might be learned and how some restraint is required in reaching conclusions.

Did Lockdown activities influence performance in Learning Assessments?

The evaluation survey asked carers what support their girls had received for learning during school closures and Lockdown which makes it possible to explore whether the support received correlates with better Learning Test scores. The survey asked specifically about using a mobile phone; the television; radio; newspapers and meeting a teacher.

The Lockdown Essays⁵⁹ contained many references to keeping in touch with the project and doing school work using the girl's mother's mobile phone. In all 650 entries, there was only one reference to using a father's phone.

| • Table 76 – During Lockdown did GIRL use your phone to do school work? | | |
|--|------------------|------------------|
| | Numeracy average | Literacy average |
| No, not at all | 54 | 58 |
| A few times | 59 | 64 |
| Often | 57 | 65 |
| Very often/most days | 62 | 68 |

The figures look very positive, as if, using the phone to do school work has contributed directly to higher scores in the learning tests.

⁵⁹ The project organised a competition which drew essays and poems from about 650 girls on their experiences of Lockdown and keeping safe.

| • Table 77 – During Lockdown did GIRL use television to do school work? | | |
|---|------------------|------------------|
| | Numeracy average | Literacy average |
| No, not at all | 54 | 58 |
| A few times | 58 | 67 |
| Often | 59 | 68 |
| Very often/most days | 55 | 60 |

Using the television does not present a clear result. There seem to be some increases but overall there are probably no differences between the results of those who never used the television and those who used it very often.

Using newspapers has a similarly unclear pattern. Those who did buy newspapers for their girls to work from make up a tiny proportion of the sample. There may be some benefits in terms of higher scores in literacy but there seems to be no benefit in numeracy. Only 66 respondents bought newspapers more than “a few times”. The benefits might be confounded by other advantages of living in a household which can afford to buy newspapers.

The household survey asked carers which initiatives they thought had been most helpful to their girls in trying to continue to learn and the most common response, with over 50% of all cases, was being able to meet a teacher. The effects of meeting a teacher do not show in the average marks in the learning tests, see Table 78.

| • Table 78 – During Lockdown did GIRL meet a teacher for school work? | | |
|---|------------------|------------------|
| | Numeracy average | Literacy average |
| No, not at all | 55 | 60 |
| A few times | 59 | 64 |
| Often | 55 | 60 |
| Very often/most days | 52 | 58 |

When the data are disaggregated by age-set there seems to be a difference in the influence of learning test scores with the younger girls benefiting to some extent and the older girls not benefitting in terms of test scores at all.

| • Table 79 – During Lockdown did GIRL meet a teacher for school work by age set? | | | | |
|--|----------|-------|-------|-------|
| Age set | Numeracy | | | |
| | 12-13 | 14-15 | 16-17 | 18-19 |
| No | 43 | 54 | 62 | 62 |
| Yes | 48 | 54 | 63 | 64 |
| | Literacy | | | |
| | No | Yes | No | Yes |
| No | 46 | 60 | 67 | 67 |
| Yes | 53 | 60 | 70 | 66 |

The results do not seem to confirm the carers’ sense of the importance to the girls or meeting a teacher. But it clearly was of use and perhaps being in touch with a teacher is a significant moral support which may not translate into improved performance in an assessment of performance.

The same disaggregation by age-set of the data on being able to use a mobile phone for school work seems to tell a different story – that is, the older girls appear to have benefited in terms of their learning test results while it has made no difference to the mean scores of the younger girls. See Table 80.

• Table 80 – During Lockdown did GIRL use a phone for school work?

| Numeracy | | | | |
|----------|-------|-------|-------|-------|
| | 12-13 | 14-15 | 16-17 | 18-19 |
| No | 46 | 52 | 62 | 59 |
| Yes | 47 | 59 | 66 | 69 |
| Literacy | | | | |
| No | 51 | 57 | 66 | 63 |
| Yes | 51 | 66 | 76 | 72 |

When the proportions of the girls in the sample who did meet a teacher are disaggregated by age-set the efforts of the project staff seem well distributed, see Table 81. About a third of girls of all ages were able to meet a teacher during Lockdown. The figure for the entire GEC project population (about 10,000 girls) will be lower than this as that would include girls who are more dispersed harder to find and less likely to make themselves available to the EET survey.

• Table 81 - Proportions who met a teacher during Lockdown by age set

| Age-set | 12-13 | 14-15 | 16-17 | 18-19 | All |
|---------|-------|-------|-------|-------|-----|
| No | 160 | 230 | 150 | 60 | 580 |
| Yes | 54 | 91 | 49 | 41 | 235 |
| Yes % | 25 | 30 | 25 | 41 | 29 |

The UNICEF U-Report survey⁶⁰ suggests that only 10% of Primary and Secondary school children have access to any form of alternative schooling when at home. It also states that a majority of parents say that their children are not learning at home even when there are opportunities via radio, television, the internet and community/home-based interventions. If this is correct, then the project has been addressing very serious issues and having some measure of success.

Official Learning Data

The EET learned that the Endline evaluation of a GEC grant-holder in Uganda had used the data provided by the MoES to assess the performance of the project. We have tried to explore this possibility with only limited success.

The project staff have made comparisons between the overall data published by the Ministry of Education and the data of individual GEC Girls who are part of the project. The comparisons are hampered by MoES procedure of publishing the numbers of pupils in each of a range of categories based on the marks obtained rather than publishing the average marks or the marks of the individual pupils.

Figure 25 - Project and National data from PLE

⁶⁰ Page 9 of https://www.unicef.org/uganda/media/10831/file/Impact%20of%20COVID-19%20on%20children%20in%20Uganda_01_13.09.2021.pdf

The bar charts in Figure 12 show data arranged into five categories with higher performance being further to the right of the chart. Each block shows the evolution of proportions in each category over the years 2018, 2019 and 2020 for both the project Girls and the National figures. It is possible to conclude that the project Girls have done better than the national averages. The important figures are those for 2020 when the Girls in the last year of primary school were allowed back into school in time to sit the exams but with very little time to prepare after a long period when schools were closed.

- **Figure 26 - Project and National data from O Levels**

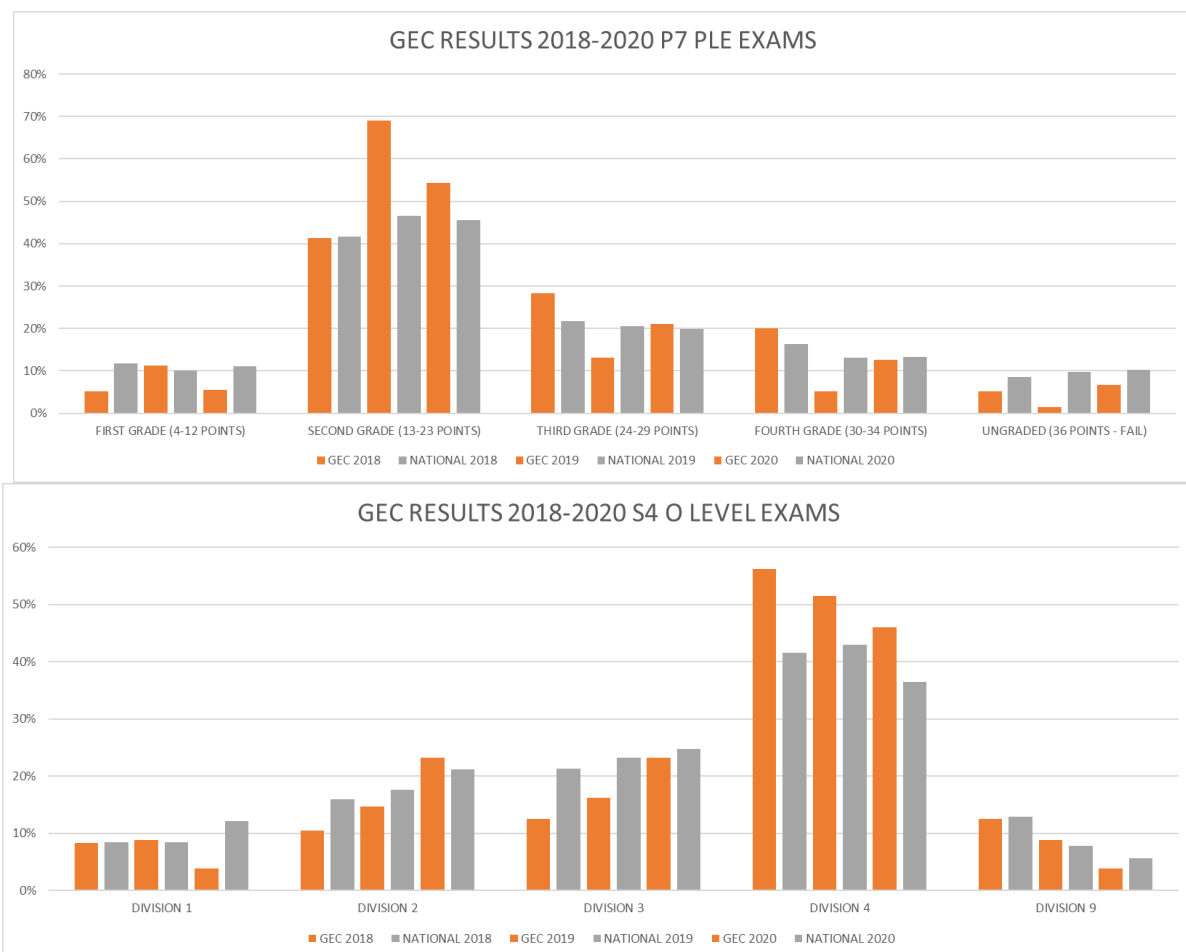


Figure 26 shows the same arrangement of data over the same three years for results in “O” Level examinations which are usually taken in S4. Again the project Girls can be seen to be under-represented in the lower categories and over-represented in the higher categories (particularly Division 4).

At face value the data seem to show that the project Girls have done better than the national average in both the O Levels and the end of Primary exams. There are difficulties with the national level data which are not disaggregated by location or by sex although we know that some Districts return lower results than others and there is often a difference between the performance of Girls and Boys in school exams. These concerns need not be important for the purposes of these comparisons.

There is a more important difference between GEC girls and average performance data which comes from the recruitment and targeting approach of the project. The initial sample of Girls with whom the project works was created by a deliberate policy implemented by the local Mentors of selecting the Girls who had dropped out of school or were considered among the most likely to drop out or otherwise fail to make progress in their education. This issue has been raised many times in earlier reports⁶¹ where the EET has tried to make sense of data on Learning.

Numbers of Learners

There were 136 Girls who did Literacy assessments at both ML1 and ML2 and 134 who completed Numeracy assessments. If we take an increase of 2 points as an arbitrary measure of having made some positive progress then almost all of them (132/136 and 129/134) can be said to be learning. 97% in Literacy and 96% in Numeracy. This high rate of success may be linked to the high rises noted in aggregate marks above in **Figure 22** and **Figure 23**.

If we repeat the analyses for the 544 Intervention Girls who did assessments at both Baseline and ML1 we get different figures. 78% of Girls score more than 2 points higher at ML1 than at Baseline in Literacy and 73% in Numeracy.

The ML2 sample is probably biased towards the Girls who are more closely linked to the project and more likely to be in school and Learning. The actual population of GEC Girls is probably more like those assessed at both Baseline and ML1. It would therefore be safer to say that 75% of all GEC Girls are Learning. This, in round figures, would be 7,500 out of the GEC1 population of nearly 10,000.

18. TRANSITION

Successful Transitions are defined in the ML1 report in a table⁶² which is reproduced here – see **Table 82**.

| • Table 82 - Transition pathways | | | |
|---|---------------------------|---|--|
| | Baseline point | Successful Transition | Unsuccessful Transition |
| Lower primary school | Enrolled in Grade 1, 2 ,3 | In-school progression Starts new year in the same grade but moves up later in year. Drops out but is enrolled into alternative learning program Drops out but is recruited to a CLC. | Drops out of school |
| Upper primary | Enrolled in Grade 4, 5, 6 | In-school progression Moves into secondary school | Drops out of school Moves into work, but is below legal age |
| In CLC | | Graduates from CLC and goes into mainstream school. | Leaves CLC and does not enter school or |

⁶¹ See Baseline Report pp11 & 84 and Table 21 and Midline Report pp20, 81 & 82.

⁶² Midline Report Table 39, p26.

| | | | |
|------------------|----------------------------|---|--|
| | | Remains in mainstream school | drops out of school within a year of leaving CLC. |
| Secondary school | Enrolled in Grade 4, 5, 6. | In-school progression Enrolls into vocational education & training Gainful employment | Drops out of school Moves into employment, but is paid below minimum wage |
| Out of school | Dropped out | Re-enrolls in appropriate grade level in basic education | Remains out of school |

Essentially, Girls are making successful transitions if they make progress in education or take up training or start work. In school successful transitions include: getting into school, staying in school and graduating through school. Taking up training, completing training and starting a paid job are all successful transitions outside of schooling. The CLCs, which may be unique to this project, are also involved in defining successful transitions as attending a CLC is a success for an Out of School Girl and moving from a CLC into school is also a success.

It is not easy and it may be impossible to define paid work as successful or not. Some paid work is liberating and rewarding and some may be poorly-paid drudgery but it is hard for an outside agency to define the difference. The PEAS project uses the concept of “*active citizenship*”⁶³ rather than attempting to define employment as a successful transition. The real issue remains of whether an outside evaluator can identify a contribution by the project to the position of the Girl.

Other successes may also require some interpretation. For some Girls staying in school and repeating a year would be a success. Overall there is an intention to support Girls to postpone marriage and child-bearing and to continue education. Project staff have a nuanced approach and recognise that a particular change might be a successful transition for a particular Girl but might not be seen as a success for another.

The Midline Report showed that almost all⁶⁴ Girls in school made successful transitions into the next grade and most CLC graduates were in school⁶⁵ or in training. Only a tiny number had got married or had babies since the Baseline survey. These changes did not seem to have prevented the Girls from successful transitions. The report calculates an overall rate of successful transition for GEC Girls of 93% and struggles to set realistic targets for the next period that would represent an improvement on this figure⁶⁶.

The most effective methods for assessing Transition involve tracking the history of cohorts of Girls involved with the project and comparing their progress with comparison groups. Such methods have not been possible. The project stopped collecting attendance data following guidance from the Fund Manager. Tracking Girls is difficult and requires considerable resources when Girls change schools and move to different locations which they do rather more than had been anticipated. In any case, school closures and lockdowns made school attendance irrelevant and tracking became even more difficult and, in some cases, impossible.

⁶³ See GEARRING Up for Success, GEC-T Endline Report, Jigsaw Consult, August 2021.

⁶⁴ The graduation rate was over 94% except in the transition from P6 to P7 where 17 Girls had been held back in P6 and the overall graduation rate was 74%.

⁶⁵ Over 80% of CLC graduates were in school a year after leaving the CLC. The overall successful transition rate for CLC graduates was 97%. Midline Report, p33.

⁶⁶ Midline Report, p37.

It has been possible to examine two key aspects of Transition and to make a judgement on project performance on contributing to successful Transitions. The two components are the nature of the barriers to transition and the work of the project in trying to reduce the barriers or to improve the situation of Girls so that they can overcome the barriers.

Barriers to Transition

Poverty

Lack of money to pay school fees is the most commonly cited barrier to Girls' education. The pandemic has made families poorer and the barrier is likely to be more intense now. The situation will be made worse by schools charging higher fees as they try to recoup their losses during the enforced closures.

Safety

See safeguarding

Social attitudes

It is commonly said that parental attitudes are a barrier to Girls' education in Uganda⁶⁷. Jigsaw Consult describes "*Inequitable gender attitudes are embedded in the cultural norms and practices of the communities ...*" as part of the background in which another GEC project in Uganda works⁶⁸. Section 1.7 of the main report of this evaluation cites a range of sources which claim that attitudes became worse during the pandemic partly because of the pressure on resources and partly the experiences of life during very long school closures.

Despite these negative elements of the context, the ML2 survey shows declared attitudes to education that could hardly be more positive towards Girls getting good access to education. A summary of relevant survey responses can be found for PCGs in Table 83 and for Girls in Table 84.

| • Table 83 - Carers on attitudes to education | | |
|---|-----------------------------|-----------|
| Question | Response | Frequency |
| Highest level of education appropriate for girls | University ⁶⁹ | 78% |
| To what extent do you agree that 'even when funds are limited it is worth investing in a girl's education'? | Agree & Strongly Agree | 99% |
| When funds are limited who would you send to school as a priority? | Girl & Boy/Girl equally | 98% |
| To what extent do you agree that a girl is just as likely to use her education as a boy? ⁷⁰ | Agree & Strongly Agree | 97% |
| Best time to marry | Starting to earn | 80% |
| | After studies or university | 15% |

It is hard to see how the PCGs' responses could be more positively focused on girls getting a full education.

| • Table 84 - Girls on attitudes to education | | |
|--|----------|-----------|
| Question | Response | Frequency |

⁶⁷ See Baseline Report, p5.

⁶⁸ Jigsaw Consult, *op.cit.* p12.

⁶⁹ After completing Secondary = 6% and after Vocational training = 10%.

⁷⁰ The ML2 response is significantly more positive than the response at ML1 ($p=0.004$) but only because a number of votes have moved from Agree to Strongly Agree.

| | | |
|--|-----------------------------|-----|
| Going to school does influence what you end up doing in adult life | Agree & Strongly Agree | 96% |
| Girls have a right to go to school | Strongly Agree | 99% |
| Boys have a right to go to school | Strongly Agree | 98% |
| Children with Disability have a right to go to school | Strongly Agree | 97% |
| Best time to marry | Starting to earn | 79% |
| | After studies or university | 16% |
| Do you get the support you need from your family to stay in school? | Yes | 85% |
| Is there an adult (not in your family) who encourages (or encouraged) you to go to school? | Yes | 93% |

The Girls also respond very positively to questions on their attitudes to their own education. It may be that some responses are empty mouthing of the “correct” answers when asked in an evaluation of a Girls’ Education project. But it is also possible that the responses should be taken at face value as evidence of a positive transition and genuinely improved life chances.

Notice that the Girls’ answers also include statements that a large majority of them believe that they are being supported by their family and by “an adult” who is not in their family. These questions are aimed at understanding how Girls see the question of attitudes of adults around them.

Domestic duties

A slightly different view emerges when looking specifically at the question of practical support offered to Girls at home. The survey contains a suite of questions relating to reading at home which seemed an important area of enquiry that emerged from the Midline-1 surveys. See in Table 15 that Lack of support is mentioned directly by over 20% of respondents. In addition, almost half the girls say that doing domestic chores stop them from reading when they are at home.

| | | |
|--|----------------|---|
| <ul style="list-style-type: none"> Table 85 - What stops you reading at home when you want to read? | | |
| Tick all that apply n=1057 | No of mentions | No of Girls for whom this is the only problem |
| Too many other duties (chores) | 457 | 253 |
| Lack of things to read | 247 | 89 |
| Lack of support | 227 | 65 |
| No quiet space to read | 163 | 63 |
| Lack of light for reading | 109 | 42 |

The amount of time spent on household chores also seems to have increased during Lockdown according to the responses shown in Table 19. The responses of Girls and PCGs are remarkably similar and conclusive. The increases in housework may be largely benign since the Girls were not going to school and for some periods of Lockdown, they were not allowed to move beyond the home so they would have had a lot more time at home.

| | | | |
|---|------|----------|------|
| <ul style="list-style-type: none"> Table 86 - Has housework increased or decreased during lockdown | | | |
| | More | The same | Less |
| Does [GIRL] do more work in the house during Lockdown or during normal times? | 64% | 34% | 2% |

| | | | |
|--|-----|-----|----|
| Do you do more work in the house during Lockdown or during normal times? | 64% | 31% | 5% |
|--|-----|-----|----|

The Girls could, therefore, have done more house work and still had more time for reading and doing school work. However, the results in Table 15 and Table 19 tend to reinforce the image of Girls being asked to do domestic chores as a routine response and probably more so than boys. The barrier is probably lower than it was but it remains in place.

Early pregnancy and marriage

The survey work at ML2 revealed very few girls who had become pregnant during Lockdown and none who reported getting married. These life changes tend to be a barrier to education despite the project work on providing support to school-age mothers. School closures may have hidden the extent of the problem.

It may also be true that the sample of family who presented themselves for the ML2 surveys contains fewer married Girls or mothers than exist in the larger population of GEC Girls.

The section of this report devoted to analyses of data on Life Skills tends to reinforce the message emerging from this section on Transitions. The Girls' position is materially weaker than it was before the pandemic but the declared attitudes of the Girls and the carers suggest that their confidence, ambition and understanding of what makes for a successful transition are intact.

19. SUSTAINABILITY

Household

Household Finances

The financial barrier to education is the most commonly cited and the project tries to reduce this barrier with a range of initiatives including supporting savings and income generating groups and providing bursaries. School closures and lockdown have seriously damaged the livelihoods of many poorer families (see Section 1.7 and particularly para 29). This is an area where progress towards sustainability may have been put back and gains over previous years may be lost in the economic hardship created by lockdown.

The HHS asks PCGs and Girls if things have got harder or easier for them since the start of the first Lockdown. The results are in Table 23. The Girls' perceptions are less harsh than those of their carers but the overall picture is very negative.

| • Table 87 - Easier or Harder since first Lockdown | | | | |
|--|-----------|----------|----------|-----------------|
| Since March 2020 have things got easier or harder ...? | | Easier % | Harder % | Not different % |
| Adult | for you? | 7 | 86 | 7 |
| | for GIRL? | 12 | 80 | 8 |
| GIRL | for you? | 23 | 70 | 7 |

A similarly negative picture of the overall situation emerges from the responses to the question on how PCGs perceive their standard of living to have changed in the last year, see Table 21. The responses from Midline are shown for comparison.

| • Table 88 - Standard of Living change in last year | | |
|--|---------|----------|
| Over the last year, has your household standard of living increased, decreased or stayed the same? | | |
| | ML1 | ML2 |
| Increased | 38% | 11% |
| Stayed the same | 33% | 30% |
| Decreased | 29% | 59% |
| | n = 818 | n = 1086 |

When the data are disaggregated according to whether the Girl has ever attended a CLC there is a statistically significant difference (chi-squared $p=0.003$). This implies that the families of Girls who attended a CLC have had a harder time and this would fit with the process by which Girls were initially recruited to attend CLCs which included targeting of poorer families.

| • Table 89 - Standard of Living change in last year | | |
|--|-----|--------|
| Over the last year, has your household standard of living increased, decreased or stayed the same? | | |
| | CLC | No CLC |
| Increased | 11% | 10% |

| | | |
|-----------------|---------|---------|
| Stayed the same | 27% | 37% |
| Decreased | 62% | 52% |
| | n = 710 | n = 343 |

The impact of Lockdown appears to be similar for the different “main source of income” categories, see **Table 90**. It could be argued that those relying on casual labour appear to have had an easier time over the last year and their results are significantly different ($p=0.0004$) compared with an aggregation of the other categories.

| • Table 90 - Standard of Living change in last year by source of income | | | | | |
|--|------------|--------|----------------|---------------|-----------|
| Over the last year, has your household standard of living increased, decreased or stayed the same? | | | | | |
| | Profession | Farmer | Small business | Casual labour | No income |
| Increased | 8% | 13% | 12% | 7% | 10% |
| Stayed the same | 28% | 27% | 28% | 41% | 31% |
| Decreased | 64% | 60% | 60% | 53% | 59% |

| • Table 91 – Changes in main source of income | | | | | |
|--|------------|--------|----------------|---------------|-----------|
| Have you changed main source of income or occupation since the beginning of Lockdown (March 2020)? | | | | | |
| | Profession | Farmer | Small business | Casual labour | No income |
| No change | 65 | 307 | 279 | 175 | 47 |
| Stopped old and started new | 10 | 17 | 38 | 12 | 3 |
| Kept old but started new | 12 | 13 | 20 | 12 | |
| Other | 3 | 1 | 19 | 1 | 45 |
| % changed their income source | 28% | 9% | 22% | 13% | 51% |

CLC Girls are more likely to have done paid work than those who have never attended a CLC. The difference is highly significant, see Table 24.

| • Table 92 – Ever worked for cash | | |
|--|---------|---------|
| Have you ever been paid directly in cash for work you have done? | | |
| p=0.001 | CLC | No CLC |
| No | 67% | 77% |
| Yes | 33% | 23% |
| | n = 703 | n = 329 |

The follow up question of whether Girls had done paid work before Lockdown also shows a significant difference. It also shows that many of the Girls who have worked for money outside their homes, started to do so during Lockdown, See Table 18.

| • Table 93 – Worked for cash before Lockdown | | |
|---|-----|--------|
| Did you do paid work outside the house before Lockdown? | | |
| p=0.005 | CLC | No CLC |
| No | 88% | 94% |

| | | |
|-----|---------|---------|
| Yes | 12% | 6% |
| | n = 704 | n = 329 |

This may explain why some respondents found their Standard of Living to be better or the same over the difficult time of the last year before the survey. Some may have been better off financially because they were not paying school fees and were benefitting from the income generated by the Girl.

Savings Groups

The EET Qual work with members of VSLA groups has encountered positive attitudes to the social value of belonging to a group and, crucially for the case of sustainability, the economic value. The project Theory of Change assumes that savings and loan schemes will improve the financial lot of beneficiaries who will then be better able to pay school fees, that is – to overcome the biggest barrier to education⁷¹. The EET has been working with the project team that manages the VSLA work to analyse the data on savings and earnings from Income Generating Activities. Overall, the findings seem to suggest that the sums generated are not large enough to transform the participants' financial situation to one in which it would be a great deal easier to pay school fees.

The members of VSLA groups have reported in Qual interviews that they are better off because they are able to pay school fees in instalments. Membership of a project savings group acts as collateral and the schools give them time to pay.

Overall the VSLA members say that they have benefitted substantially. In this evaluation the EET repeated the Pile of Beans exercise and the VSLA members put themselves in the poor but not the poorest group. They explained that they had all been in the poorest group before they joined the savings group. Taken at face value, this represents a very big achievement for the project.

Nevertheless, the group interview with VSLA members includes many descriptions of hardship created by COVID-19. Very many small businesses folded and some enterprises were impossible, for example – hiring tents and chairs was impossible when meetings were forbidden. People with gardens in rural area came to town to sell their produce and undercut the prices that the normal market sellers were offering.

Savings groups are very common in Uganda and two-thirds to three-quarters of the participants in the sample agree that they are in a savings group. The exception is those who state that they have no source of income where less than half are in a savings group, see Table 25. This category is quite small (n=112).

The EET was surprised that very few respondents (a total of 75 or 7%) said that they were members of more than one savings group.

| • Table 94 - Are you a member of a savings group? | | |
|---|-----|-----|
| | Yes | No |
| Professional | 76% | 24% |
| Farmer | 72% | 28% |
| Small business | 68% | 32% |
| Casual labour | 70% | 30% |

⁷¹ The importance of the financial barrier is shown clearly in the Midline Report (Table 5, p14) in which PCGs explain why it has become easier for their Girl to get to school – almost half of the respondents say it is because they are better able to pay school fees.

| | | |
|-----------|-----|-----|
| No income | 44% | 56% |
|-----------|-----|-----|

The *No income* group are also less likely to be in a project savings group. Only 28% say there are in a project group compared with about half of the other sub-groups, see Table 26.

| • Table 95 - Are you a member of a CRANE VSLA savings group? | | |
|--|-----|-----|
| | Yes | No |
| Professional | 52% | 48% |
| Farmer | 49% | 51% |
| Small business | 46% | 54% |
| Casual labour | 44% | 57% |
| No income | 28% | 72% |

Overall, it looks as if the project is doing well to reach so many even when we take into consideration the possibility that the sample contains an overrepresentation of members of a VSLA. That is, such people are more likely to accept an invitation to take part in the survey.

Whether people save or not relates to whether they rent or own the place they live in. Half of those who rent where they live are in a savings group whereas 63% of those who own are in a savings group. Of those who are in a savings group 71% of them own where they live, see Table 96. The differences are highly significant (chi-squared $p=0.0005$).

| • Table 96 - Owning or Renting and being in a Savings Group | | | | | | |
|---|---------------------|--------------------|-----|--|---------------------|--------------------|
| | Savings group - Yes | Savings group - No | | | Savings group - Yes | Savings group - No |
| Own | 63% | 37% | 100 | | 71% | 60% |
| Rent | 50% | 50% | 100 | | 29% | 40% |
| | | | | | 100 | 100 |

Owning and renting is also related to the level of wellbeing as assessed in terms of number of meals typically taken per day, see Table 97. The proportions show a trend: more than half of those who have one meal a day are renting; this falls to only a third of those who have two meals a day and only a quarter of those who eat three times a day.

| • Table 97 - Owning or Renting and Meals per day | | | |
|--|---------------|-----|-----|
| | Meals per day | | |
| | 1 | 2 | 3 |
| Own | 45% | 66% | 75% |
| Rent | 55% | 34% | 25% |

Whether one lives in a rural or urban location affects whether you rent or own where you live. 70% of those in an urban setting are renting. The opposite is true in rural areas where 72% own where they live, see Table 98. The difference is so important the chi-squared test returns a p-value of zero to seven decimal places.

| • Table 98 - Owning or Renting in Urban and Rural areas | | |
|---|-------|-------|
| | Urban | Rural |
| Own | 30% | 72% |
| Rent | 70% | 28% |
| | 100 | 100 |

Attitudes to Education

One component of sustainability is the attitudes of PCGs to education and in particular, the education of Girls. There are reasons to fear that the effects of COVID-19 may include weakening the supportive attitudes that have been observed in earlier evaluations⁷².

Will Girl return to school

The Household Survey asked carers, “*When schools reopen fully will Girl go back to school?*” The responses were massively positive, see Table 30. The responses from Urban and Rural areas were the same. There were also no differences in the frequencies of the responses relating to whether the Girl had attended a CLC or received training as an Ambassador.

| • Table 99 - When schools reopen fully will Girl go back to school? | | |
|---|-----|-----|
| | n | % |
| Yes, certainly | 921 | 84% |
| Yes, probably | 110 | 10% |
| Probably not | 52 | 5% |
| Certainly not | 15 | 1% |

There are two issues with taking responses to questions about attitudes to education at face value. First, the participants know that the project is devoted to girls’ education and they may choose to give an answer that they think will be pleasing to the staff. Second, there is an element of self-selection in the sample that take part in the surveys and this may include a larger proportion of those who are well-disposed towards the project or share similar ideas about girls’ education.

Of the 67 carers saying that their Girl will probably or certainly not be going back to school, 39 cite cost as the reason or one of the reasons. This is typical of responses to questions about barriers to attending school – cost is always the most frequently mentioned barrier. Eight mention that the Girl has to care for a baby and five of these girls are under 18 years old. Three say that the reason is that the household needs the income that the Girl provides. There is no mention of marriage as a reason for not returning to school.

Highest level of education for girls

The survey asks the carers what they think is the highest level of education that is appropriate for girls. About 80% say, “University”, see Table 31.

| • Table 100 - What should be the highest level of education for girls? | |
|--|------|
| Primary | 0.2% |
| Some Secondary | 1% |
| Complete Secondary | 6% |
| Vocational | 9% |
| University | 78% |
| The Girls should decide | 4% |
| Other | 2% |

⁷² See, for example, Midline Report p21 and Footnote 55.

| | | |
|---|----------------|-------|
| • Table 101 - It is worth investing in a girl's education | | |
| To what extent do you agree that 'even when funds are limited it is worth investing in a girl's education'? | Strongly Agree | Agree |
| | 66% | 33% |

| | | | |
|--|-----|------|--------------|
| • Table 102 - Would you choose to send a boy or girl to school? | | | |
| When funds are limited who would you send to school as a priority? | Boy | Girl | Both equally |
| | 2% | 51% | 47% |

| | | |
|--|----------------|-------|
| • Table 103 - A girl is as likely to use her education as a boy | | |
| To what extent do you agree that a girl is just as likely to use her education as a boy? | Strongly Agree | Agree |
| | 60% | 37% |

| | | | | |
|---|--------------------|------------------|-----------------------|-------|
| • Table 104 - Best time for marriage | | | | |
| The best time for a girl to get married is? | Finished Secondary | Starting to earn | When told to by adult | Other |
| | 3% | 79% | 1% | 17% |

There were 186 responses under "Other" - 109 of these were after studies or after school; 55 mentioned University; 15 said she should decide herself; 34 mentioned an age between 20 and 25.

There are two general trends in the responses to these questions. First, the urban respondents are more positive about education for girls than the rural respondents. Some of the differences are statistically significant but only in terms of the proportions in Agree and Agree strongly. This does not really suggest a difference of opinion. Second, the responses are more positive about education than they were at ML1. Again these are differences in the proportions in the Agree and Agree Strongly returns which must be seen as positive but

| | | | |
|---|-----|----------------|-------|
| • Table 105 - Going to school matters | | | |
| Going to school does influence what you end up doing in adult life. | | Strongly Agree | Agree |
| | BL | 49% | 38% |
| | ML | 54% | 38% |
| | ML2 | 62% | 34% |

The responses are so extreme that it may not teach us much about trends or changes in attitude over time. The proportion not agreeing with the statement over the three events is, in chronological order – 13%, 8% and 4%. It seems important that, despite COVID-19, the proportion has not increased but it may be wrong to infer anything more elaborate.

The 4% who did not Agree or Strongly Agree in ML2 included 19 Girls who abstained and 27 who disagreed or disagreed strongly. At Baseline, the EET found a similar result and shared with the project the ID numbers of the 12 Girls who disagreed with the statement. A number of these girls were interviewed and said that there must have been a mistake because they agreed with the statement.

Three questions from Baseline and ML1 relating to rights are even more one-sided. They include statements: Girls have a right to education; Boys have a right to education and Children with Disability have rights to an education. In all three cases, 98% of the returns are "Strongly Agree". The numbers are higher than at ML2 but it is hard to argue that this represents a change of attitude because the returns were already so positive.

Overall, it seems that PCGs and Girls profess to very positive attitudes towards Girls' education and, if taken at face value, these results are important and create a basis for continued positive actions in support of girls getting an education. This is the definition of sustainability.

The Mentors provide evidence of action taken to support Girls in their education. During Lockdown parents and carers supported Girls working in small groups to continue their learning and paid teachers to provide lessons for these improvised groups. The Mentors had strong positive views on those schools that allowed their classrooms to be used and the opposite for those that were used for other purposes than education. Some Girls also created their own informal learning circles and shared from their own notes.

The distribution of school materials (exercise books, pens, pencils, etc.) was seen as a very positive contribution by CRANE. This is partly because of the motivating impact that the distribution had on local leaders and on PCGs. Seeing that their children had study material seemed to help engage the PCGs in the continuation of schooling.

Local leaders were also engaged by the process of distribution and called on parents to come and collect materials for their children. They were also reported by the Mentors to engage in recommending Girls who could join a CLC.

All these observations emerge from the Mentors work on the Sustainability Scorecard and demonstrate a level of engagement in education by parents and local leaders which suggest that the positive views on education recorded in the HHS are backed up by positive action in support of education when the opportunity arises.

Teaching Quality

The project work with teachers through direct training and through the Learning Support Teachers is designed to improve teachers' skills. There are particular targets in terms of greater inclusivity and creativity. These skills should outlast the project and wherever teachers find themselves in a supportive environment they will be able to deliver better teaching than if they had not worked with the project.

The CRANE staff BER exercise on teacher training gives some insights into the sustainability of the different components of the training that is being provided. The exercise has created a familiar pattern with most parts of the training ranked along a diagonal line from bottom-left (Low Cost and Low Impact) to top-right (High Cost and High Impact) See Figure 14). This arrangement supports the common notion that you get what you pay for – if you pay less, you get less and if you pay more, you get more.

The ranking also draws attention to where decisions might be made to improve the Value for Money of this area of work. Components that are below the diagonal line indicate a lower level of efficiency and components above the line are apparently more highly efficient.

Figure 14 shows some examples of these situations. ICT Training appears to be very efficient while Phonics Training which costs a great deal more has only the same level of Impact. This first attempt at the VfM assessment would suggest that efforts in Phonics could be abandoned and the resources made available for increased work on ICT.

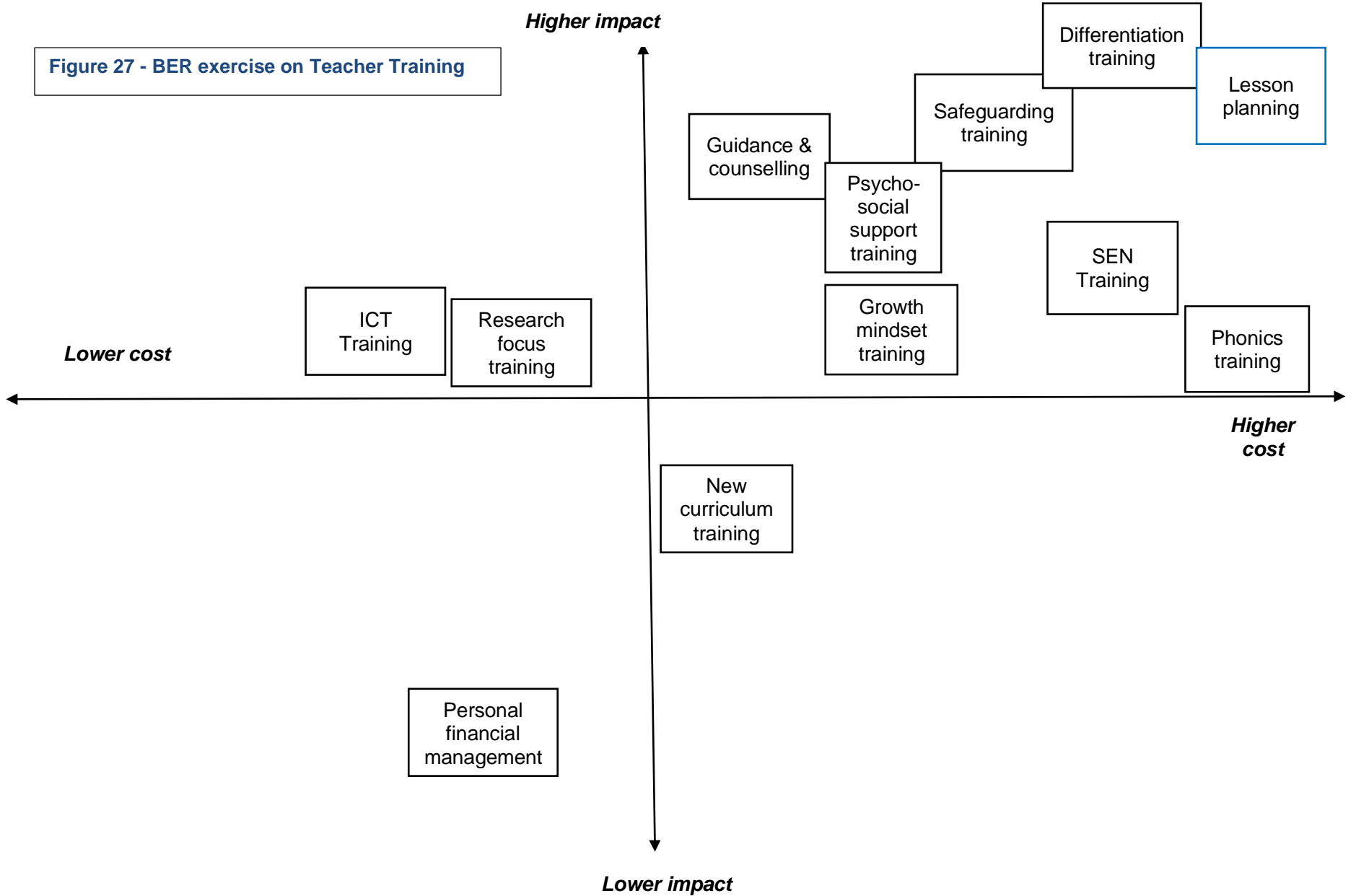
It is unfortunate that the teaching team did not assess the VfM of the use of tablets. The feedback from Mentors on the tablets distributed during Lockdown was very positive not only through the teaching opportunities they offer but also through the motivation of the users⁷³.

⁷³ Some CLC staff told the EET that they thought some tablets were wrongly used to connect with men.

However, there may be some very good reasons for the position of the two areas of work that would make it wrong to make such a decision. Work in Phonics may have limited impact because it is not a formal part of the curriculum and teachers are not very familiar with the approach and may see few rewards in becoming more skilled. ICT training may be higher impact because the project is alone in being able to provide such training and it is seen by teachers as an important and somewhat neglected area where they and their pupils need to make progress. Teachers focused on promoting reading may mount a passionate defence of Phonics and say that the first exercise has not correctly assessed its impact in the lives of those who are struggling with literacy.

The important finding for the EET is that the project is engaged in these exercises and these discussions. There is a need to focus on the most productive activities during the next two years of the project. A management system that can demonstrate self-critical analysis and flexibility in decision-making is more likely to leave a sustainable impact.

Figure 27 - BER exercise on Teacher Training



SYSTEM

System level - Partners

QIS Capacity Strengthening of Partners

The QIS training and support is a major component of the project work that is likely to leave a legacy in terms of sustainable benefits. This is through two related processes – capacity strengthening of the partner agencies and support and training in school management. The partner agencies and the schools can engage in the program and achieve qualification status in the QIS system separately.

The QIS system was developed by Viva between 2003 and 2005 and was piloted during 2006. Viva sponsored the use of the QIS training and assessment methods with over three hundred partners in its children at risk networks in Bolivia, Cambodia, Guatemala, India, Peru, Philippines, El Salvador, South Africa and Uganda.

System level – Schools

The QIS work in schools has been the focus of more intense scrutiny in this evaluation compared with the work done at Baseline and ML1. In the earlier events, the EET examined the assessments collected by the project staff and analysed the levels of change that had been observed. The QIS is made up of six components and each is assessed using scalar indicators. At ML1 there were significant improvements in the scores on most of the components and the EET noted that there had been greater improvements in those areas where the project had been focusing its efforts.

The EET has invested more in evaluating the QIS work in this current study by investigating the methods used and the details of the scoring methods used by the project rather than take the project's own scores at face value. The EET has examined the returns from visits and verification exercises in individual schools and ran an online survey with the Headteachers of the schools involved in the QIS training events.

The EET has also examined the progress made by CRANE itself against the criteria in the QIS and recommended that the organisation be awarded the Viva "Accountability" Quality Mark. This is the highest level of award available under the QIS system but the achievements could also be used to qualify for awards from other institutions. The same could be promoted with the partners who have been similarly successful in improving their management methods.

The project is aiming to have the QIS approved at national level as a means of assessing schools. It would be the basis for all inspections. Additional pressure has come on schools with a new requirement to re-register⁷⁴ and in some cases being challenged by politicians to demonstrate their credentials. The QIS would provide a simple and effective way for schools to improve their management in all aspects and demonstrate to parents and politicians their competencies. The current systems of school inspection are seen as too narrow to provide sufficiently thorough assessments.

The EET will be interested to see if progress has been made in the adoption of the QIS by the time of the Endline study.

System level – Government

Disability and Special Needs

The project has had considerable success in improving processes in several areas of work at government level. In the area of disability, the project has been working for some years with the Department of Special Needs and Inclusive Education. The project has developed

⁷⁴ <https://www.independent.co.ug/teachers-order-to-re-register-private-schools-illogical/>

an assessment tool and process by which children can be assessed. The Identification Tool was published by the Ministry of Education and Sport (MoES) in 2019 and alongside the tool it also published a Resource Guide. The reports are under the insignia of the MoES with the logos of CRANE and Viva prominently displayed. CRANE and Viva are the first organisations thanked in the acknowledgements; the Resource Guide says, “*Special recognition goes to management of Children at Risk Action Network (CRANE) and Viva*”.

The tool is intended to support talented and gifted children as well as those with health-related issues and those with any of a wide range of disabilities. After an initial review using the tool, children may be assessed by other methods to arrive at a diagnosis and recommendations for support for their learning. The methods allow for the collection of data and building up good monitoring of the prevalence of different forms of disability and the measures taken to support the children who have been assessed.

Use of the tool has been supported by the project through funding of staff in the Assessment Centre run by the Kampala Capital City Authority (KCCA). The Report from the Centre provides data on the numbers of cases assessed in Kampala and the support or referrals recommended. CRANE is singled out for thanks and the logos of CRANE and Viva appear on the front cover over the report above the KCCA logo. The CRANE footer is also present on the cover page. The Centre has chosen 8 CRANE partner schools for the dissemination of the Identification Tool to increase the range and reach of the identification processes.

The Assessment Centre carries out training of teachers in needs assessments of children with disabilities and in strategies for teaching in more appropriate and inclusive ways. It disseminates ideas on assessing children with disabilities on several radio and television channels which can be helpful to parents and teachers.

The methods and the approach set out in the Identification Tool have been incorporated into teacher training delivered by the Centre.

The test of sustainability of the Assessment Centre is how the staff costs would be covered when funding from the project comes to an end. There is little doubt that the centre is demonstrating the value of its work not only through its reports but also its media presence. This is a service that the state, directly or indirectly through local government, should be funding and that may become the case. If the state does not take up the staff costs of the centre immediately after the end of project funding, it may be necessary for other external donors, or a consortium of donors, to continue to cover these costs for another period of time. The centre works with about a dozen other agencies including several local NGOs; some International NGOs; multilateral and bilateral agencies. The Centre represents a good investment and it is likely to be funded by one or some of the other partners until the government can take over.

Justice

Child Friendly rooms where children who are being called as witnesses or victims can be more comfortable and occupied while they wait.

Cases where children are involved are being prioritised in sorting out the backlog of cases caused by COVID-19.

The project has provided anatomically correct dolls which have been helpful in interviewing children who would otherwise find it difficult or impossible to give accurate and complete evidence.

Overall Assessments
Sustainability Scorecard

The Sustainability Scorecard allows repeated analyses of the Mentors' views on each of the indicators which can make it possible to identify trends.

• **Table 106 - Sustainability Scorecard - Community - Family**

| | IND 1: Material support to girls' education | | | | | IND 2: Involvement in schools | | | | | IND 3: Moral support for education | | | | | IND 4: Child protection | | | | |
|----------|---|------|------|------|----|-------------------------------|-------|------|------|---|------------------------------------|------|------|------|----|-------------------------|------|------|------|----|
| | 2018 | 2019 | 2020 | 2021 | | 2018 | 2019 | 2020 | 2021 | | 2018 | 2019 | 2020 | 2021 | | 2018 | 2019 | 2020 | 2021 | |
| 1 | 3 | 2 | 3 | 3 | 0 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 2 | 3 | 1 | 2 | 2 | 3 | 3 | 0 |
| 2 | 3 | 3 | | 3 | 0 | 3 | 3 | | 3 | 0 | 2 | 4 | | 3 | -1 | 2 | 4 | | 3 | -1 |
| 3 | 2 | 3 | 3 | 3 | 0 | 3 | 2 | 2 | 4 | 2 | 3 | 3 | 3 | 3 | 0 | 2 | 3 | 3 | 3 | 0 |
| 4 | 2 | 2 | 3 | 3 | 0 | 3 | 3 | 3 | 4 | 1 | 2 | 3 | 4 | 3 | -1 | 2 | 3 | 4 | 4 | 0 |
| 5 | 2 | 3 | 3 | 4 | 1 | 1 | 1 | 3 | 4 | 1 | 2 | 3 | 3 | 3 | 0 | 3 | 3 | 3 | 4 | 1 |
| 6 | 2 | 2 | 3 | 2 | -1 | 3 | 2 | 3 | 3 | 0 | 4 | 3 | 3 | 3 | 0 | 4 | 1 | 3 | 3 | 0 |
| 7 | 2 | 3 | 3 | 3 | 0 | 1 | 2 | 3 | 3 | 0 | 3 | 2 | 3 | 4 | 1 | 3 | 3 | 3 | 3 | 0 |
| 8 | 4 | 2 | 3 | 3 | 0 | 2 | 2 | 2 | 3 | 1 | 2 | 1 | 3 | 3 | 0 | 3 | 2 | 2 | 3 | 1 |
| | 2.50 | 2.50 | 3.00 | 3.00 | | 2.38 | 2.00 | 2.57 | 3.38 | | 2.50 | 2.75 | 3.00 | 3.13 | | 2.63 | 2.63 | 3.00 | 3.25 | |
| | | 0.00 | 0.50 | 0.00 | | | -0.38 | 0.57 | 0.80 | | 2.50 | 0.25 | 0.25 | 0.13 | | | 0.00 | 0.38 | 0.25 | |

Material support takes on a new meaning during the pandemic. In normal times it relates to providing Girls with learning materials (books, pencils, etc. to take to school. In extreme cases, Girls have been sent home for not having the right equipment. At Midline-2, the question relates to materials to use at home in order to continue learning. The Mentors report that some families were making great efforts to support their girls. They were finding ways of providing for materials for them and were effective in distributing the materials that were being made available by CRANE and others.

The Mentors described the delivery of school materials by CRANE as being of great importance in keeping the Girls learning when parents and carers had no money to pay. The distribution had several indirect impacts. First, the mentors described the engagement with community leaders in organising the distribution and, second, they say that the provision motivated parents to engage in the children’s studies.

One key observation of activities at community level which was repeated by Mentors in different parts of the discussions was that the first Lockdown was very difficult and caused a great deal of harm. It seems that during later periods of lockdown, people were more tolerant or had found ways to manage despite the disruption to movement and economic activities.

The responses relating to moral support and child protection at family level are modest with some negative scores. The Mentors discussed the difficulties that had been encountered and their scores reflect the general situation rather than the specific cases of GEC Girls’ families.

• **Table 107 - Community – Leaders**

| IND 5: Engagement with schools | | | | | IND 6: Moral support to girls’ education | | | | | IND 7: Child protection | | | | |
|--------------------------------|------|------|------|----|--|------|------|------|----|-------------------------|------|------|------|---|
| 2018 | 2019 | 2020 | 2021 | | 2018 | 2019 | 2020 | 2021 | | 2018 | 2019 | 2020 | 2021 | |
| 2 | 3 | 2 | 3 | 1 | 3 | 2 | 2 | 3 | 1 | 3 | 2 | 3 | 3 | 0 |
| 2 | 3 | | 3 | 0 | 1 | 3 | | 3 | 0 | 1 | 4 | | 4 | 0 |
| 1 | 3 | 2 | 3 | 1 | 2 | 2 | 3 | 2 | -1 | 3 | 1 | 2 | 3 | 1 |
| 2 | 2 | 3 | 2 | -1 | 2 | 2 | 3 | 3 | 0 | 1 | 3 | 3 | 3 | 0 |
| 3 | 2 | 3 | 2 | -1 | 3 | 2 | 2 | 2 | 0 | 4 | 3 | 4 | 4 | 0 |
| 3 | 2 | 3 | 3 | 0 | 2 | 2 | 3 | 3 | 0 | 2 | 3 | 3 | 3 | 0 |
| 2 | 2 | 3 | 3 | 0 | 2 | 4 | 2 | 4 | 2 | 3 | 4 | 4 | 4 | 0 |
| 1 | 3 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 0 | 3 | 3 | 3 | 3 | 0 |
| 2.00 | 2.50 | 2.57 | 2.63 | | 2.13 | 2.38 | 2.43 | 2.75 | | 2.50 | 2.88 | 3.14 | 3.38 | |
| | 0.50 | 0.07 | 0.05 | | | 0.25 | 0.05 | 0.32 | | | 0.38 | 0.27 | 0.23 | |

The scoring by the Mentors seems consistent with the transcript from their discussions of the topics. At community level they have seen positive action by community leaders and councillors. They say that these people have worked well with CRANE and other external actors and promoted links with schools. Linking needy people to food aid and helping with the distribution of teaching materials are mentioned as helpful activities. The Mentors are, however, aware of failings at local levels and mention the use of school buildings for other purposes as detrimental. The conversion of schools into accommodation need not be detrimental in the long term as they can be turned back into schools.

• Table 108 - Sustainability Scorecard - School (part 1)

| IND 8: Engagement with parents | | | | | IND 9: Engagement with students | | | | |
|--------------------------------|------|------|-------|----|---------------------------------|------|-------|------|----|
| 2018 | 2019 | 2020 | 2021 | | 2018 | 2019 | 2020 | 2021 | |
| 2 | 4 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 0 |
| 3 | 3 | | 2 | -1 | 3 | 3 | | 3 | 0 |
| 3 | 4 | 4 | 4 | 0 | 4 | 4 | 3 | 3 | 0 |
| 3 | 4 | 4 | 4 | 0 | 4 | 4 | 3 | 4 | 1 |
| 2 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 3 | -1 |
| 3 | 3 | 3 | 3 | 0 | 4 | 3 | 2 | 3 | 1 |
| 2 | 2 | 4 | 2 | -2 | 1 | 4 | 4 | 4 | 0 |
| 3 | 2 | 3 | 4 | 1 | 4 | 3 | 3 | 4 | 1 |
| 2.63 | 3.25 | 3.57 | 3.25 | | 3.38 | 3.50 | 3.14 | 3.38 | |
| | 0.63 | 0.32 | -0.32 | | | 0.13 | -0.36 | 0.23 | |

The scoring for the schools' engagement with parents reflects the changes brought about by the pandemic. There were very important improvements during the first phases of the project and the EET reported on similar findings from the HHS which showed parents saying that they felt better informed about school activities. These gains have only partially been lost during school closures although some loss was probably inevitable. Engagement of students by the school is seen (in most cases) to have bounced back after the first school closure in 2020 when there was a significant drop in scores.

• Table 109 - Sustainability Scorecard - School (part 2)

| IND 10: Teaching methods | | | | | IND 11: Child protection | | | | |
|--------------------------|------|-------|------|---|--------------------------|------|------|-------|----|
| 2018 | 2019 | 2020 | 2021 | | 2018 | 2019 | 2020 | 2021 | |
| 3 | 4 | 3 | 3 | 0 | 2 | 4 | 3 | 3 | 0 |
| 3 | 2 | | 3 | 1 | 2 | 3 | | 2 | -1 |
| 4 | 4 | 3 | 3 | 0 | 3 | 4 | 3 | 4 | 1 |
| 3 | 4 | 3 | 3 | 0 | 3 | 3 | 4 | 4 | 0 |
| 1 | 2 | 2 | 3 | 1 | 3 | 3 | 4 | 4 | 0 |
| 3 | 4 | 2 | 3 | 1 | 3 | 2 | 3 | 2 | -1 |
| 2 | 4 | 4 | 4 | 0 | 1 | 3 | 4 | 2 | -2 |
| 2 | | 2 | 3 | 1 | 4 | 3 | 3 | 3 | 0 |
| 2.63 | 3.43 | 2.71 | 3.13 | | 2.63 | 3.13 | 3.43 | 3.00 | |
| | 0.80 | -0.71 | 0.41 | | | 0.50 | 0.30 | -0.43 | |

Indicator 10 contains the Mentors' appreciation of teachers' attempts to work with students who were locked out of school and locked down at home. The response in 2020 was to the fact that schools were closed but the large increase in scores since then represents the way that teachers have tried a range of methods for engaging students.

Child protection is a fraught area for scoring on the Sustainability Scorecard. The Mentors are aware of higher levels of abuse and the threat of abuse and are struggling to report this as they do not really know where to attribute this change.

• Table 110 - Sustainability Scorecard - School (part 3)

| IND 12: School administration | | | | | IND 13: Management of teachers | | | | | IND 14: Inclusion of CWD | | | | |
|-------------------------------|------|------|------|----|--------------------------------|------|------|-------|----|--------------------------|------|------|-------|-------|
| 2018 | 2019 | 2020 | 2021 | | 2018 | 2019 | 2020 | 2021 | | 2018 | 2019 | 2020 | 2021 | |
| 2 | 3 | 2 | 2 | 0 | 2 | 3 | 3 | 2 | -1 | 3 | 2 | 2 | 3 | 1 |
| 2 | 2 | | 3 | 1 | 3 | 3 | | 2 | -1 | 1 | 2 | | 2 | |
| 2 | 3 | 2 | 3 | 1 | 3 | 3 | 3 | 3 | 0 | 1 | 3 | 2 | 2 | 0 |
| 3 | 4 | 3 | 3 | 0 | 3 | 4 | 4 | 2 | -2 | 1 | 3 | 4 | 3 | -1 |
| 2 | 2 | 3 | 3 | 0 | 2 | 2 | 4 | 2 | -2 | 1 | 2 | 3 | 3 | 0 |
| 1 | 2 | 2 | 2 | 0 | 1 | 3 | 2 | 2 | 0 | 1 | 3 | 1 | 1 | 0 |
| 1 | 4 | 3 | 3 | 0 | 2 | 4 | 4 | 2 | -2 | 0 | 2 | 3 | 2 | -1 |
| 4 | 1 | 3 | 0 | -3 | 4 | 2 | 2 | 2 | 0 | 0 | 0 | 1 | 2 | 1 |
| 2.13 | 2.63 | 2.57 | 2.38 | | 2.50 | 3.00 | 3.14 | 2.13 | | 1.00 | 2.13 | 2.29 | 2.25 | |
| | | - | - | | | | | | | | | | | |
| | 0.50 | 0.05 | 0.20 | | | 0.50 | 0.14 | -1.02 | | | 1.13 | 0.16 | -0.04 | -2.25 |

• Table 111 - Sustainability Scorecard – System

| | IND 15: Local | | | | | IND 16: District | | | | | IND 17: National | | | | |
|-----|---------------|------|------|------|---|------------------|------|------|-------|----|------------------|------|------|-------|----|
| | 2018 | 2019 | 2020 | 2021 | | 2018 | 2019 | 2020 | 2021 | | 2018 | 2019 | 2020 | 2021 | |
| 1 | 2 | 2 | 2 | 3 | 1 | 2 | 2 | 2 | 2 | 0 | 1 | 3 | 2 | 3 | 1 |
| 2 | 2 | 3 | | 3 | | 2 | 2 | | 2 | | 1 | 4 | | 2 | |
| 3 | 2 | 2 | 3 | 3 | 0 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 3 | 1 |
| 4 | 2 | 3 | 3 | 3 | 0 | 1 | 3 | 3 | 2 | -1 | 2 | 4 | 3 | 2 | -1 |
| 5 | 2 | 2 | 3 | 3 | 0 | 2 | 2 | 3 | 3 | 0 | 1 | 1 | 3 | 3 | 0 |
| 6 | 2 | 1 | 3 | 3 | 0 | 2 | 1 | 3 | 2 | -1 | 2 | 2 | 3 | 2 | -1 |
| 7 | 2 | 4 | 3 | 3 | 0 | 1 | 2 | 3 | 2 | -1 | 2 | 4 | 3 | 3 | 0 |
| 8 | 1 | 1 | 3 | 3 | 0 | 2 | 1 | 3 | 2 | -1 | 3 | 2 | 3 | 3 | 0 |
| ave | 1.88 | 2.25 | 2.86 | 3.00 | | 1.63 | 1.75 | 2.57 | 2.13 | | 1.63 | 2.63 | 2.71 | 2.63 | |
| -/+ | | 0.38 | 0.61 | 0.14 | | | 0.13 | 0.82 | -0.45 | | | 1.00 | 0.09 | -0.09 | |

The Mentors are not impressed by the work of the District level officers and see the situation as being worse than before the pandemic.

20. LIFE SKILLS

Life is harder

The Household Survey includes a general question about how respondents see the situation of Girls, see Table 34.

| • Table 112 - Life is harder for Girls but there is nothing you can do about it | | | | |
|---|----------------|-------|----------|-------------------|
| | Strongly agree | Agree | Disagree | Disagree strongly |
| n=1043 Baseline | 38% | 35% | 23% | 5% |
| n=777 Midline | 38% | 35% | 18% | 10% |
| n=970.....ML2 | 41% | 39% | 11% | 9% |

The difference between the Midline and ML2 results is very highly significant (chi-squared p=0.0006).

This question was taken from an evaluation carried out by the EET in northern Tanzania in 2018 where a gradual increase in the proportions responding with Agree or Strongly Agree was seen as evidence of an increase in awareness of the difficulties facing Girls in getting an education.

In Uganda in 2021, the question has a different meaning. Pregnancies of teenage Girls increased in 67 districts – in some districts pregnancies were over 25% higher in 2020 than in 2019⁷⁵. Girls were sent to relatives in rural settings and became bread-winners for their families while their parents were out of work and their preoccupation became keeping their Girls safe. The pandemic made life more difficult for almost everyone but it made life much more difficult for Girls. The EET see this result as a reflection of that situation.

Persistence and trying

At Baseline, we asked the Girls for their responses to the statement, “I keep trying even if others have given up”. The results were not helpful as almost all responses were positive.

| • Table 113 – I keep trying even if others give up | | | | |
|--|----------------|-------|----------|-------------------|
| | Strongly agree | Agree | Disagree | Disagree strongly |
| n=1001 Baseline | 50% | 42% | 6% | 2% |

Nor were there any differences in the responses according to the age of the Girls – the total disagreeing varied from 9% to 7% across the entire age range.

At midline we asked Girls to respond to a different statement “I avoid trying new things if they look difficult.” This gave a better spread of results.

| • Table 114 - I avoid trying new things if they look difficult (n=749) | | | | | | | |
|--|----------|-------|-------|-------|-------|-----|--------|
| | Age sets | | | | | | |
| | 9-11 | 12-13 | 14-15 | 16-17 | 18-19 | 20+ | Totals |
| Strongly agree | 13% | 12% | 6% | 9% | 7% | 9% | 9% |
| Agree | 20% | 16% | 17% | 18% | 14% | 16% | 17% |
| Disagree | 40% | 48% | 44% | 42% | 46% | 41% | 44% |
| Strongly disagree | 26% | 24% | 32% | 31% | 33% | 34% | 30% |

However, these responses do not a progression with age which we think should be the case for a good Life Skills question. We assume that Life Skills increase with age and a good indicator would show such progress. This is the case, for example, with “I get nervous...” questions (see Table 120 - Nervous talking by age set - Agree %). That it is not the case with the questions on

⁷⁵ UNFPA, Teenage Pregnancy Fact Sheet, 2021.

persistence in dealing with difficult things may mean that the questions should not be used again. That is, if they do not relate to age, we cannot really expect them to show a response to a project intervention.

The ML2 survey contains some questions relating to Life Skills which are structured differently from the Agree-Disagree model. The design is based on the work of Susan Harter⁷⁶. The design creates two steps in answering each question. It first offers the suggestion that there are two types of Girl; some of whom have one characteristic and the others who have a different characteristic. The respondent says which type of Girl they are most like. They are then asked to say if they are a bit or a lot like this type they have chosen. Each question provides answers in four categories which are comparable with the main answers to a question in the Agree-Disagree model.

Table 114 and **Table 115** show how questions about doing things that are difficult in both the Agree-Disagree model and the Harter model produce similar results with about three-quarters of respondents identifying as mature people who stick at it and one quarter identifying as less mature or “quitters”.

• **Table 115 – PCGs on some Girls give up when things get difficult**

| | Age sets | | | | | |
|-----------------|----------|-------|-------|-------|-------|-----|
| | 9-11 | 12-13 | 14-15 | 16-17 | 18-19 | 20+ |
| Not like [GIRL] | 74% | 73% | 75% | 72% | 82% | 70% |
| Like [GIRL] | 26% | 27% | 25% | 28% | 18% | 30% |

The Harter style question when directed at the Girls may show (see Table 35) some of the difficulties of asking questions about “grown-upness” in a population that includes children who are 9 years-old and adults who are ten years older. In this case there is no clear progression although the extreme ends (youngest and oldest) look very different. Fortunately for the EET the numbers of respondents in the youngest and oldest categories are relatively small and their ability to disturb the average values is limited (see **Table 116**). The small numbers in the highest age set may also explain some of the unusual frequencies observed, for example in **Table 115**.

• **Table 116 - Age set (n and %)**

| | 9-11 | 12-13 | 14-15 | 16-17 | 18-19 | 20+ |
|---|------|-------|-------|-------|-------|-----|
| n | 66 | 262 | 340 | 231 | 135 | 44 |
| % | 6 | 24 | 31 | 21 | 12 | 4 |

The Girls and the PCGs are asked the same set of Harter-style questions and the results correlate well (see **Figure 28 - PCG and Girl scores in LS questions**).

• **Table 117 – Girls on some Girls give up when things get difficult**

| | Age sets | | | | | |
|-------------|----------|-------|-------|-------|-------|-----|
| | 9-11 | 12-13 | 14-15 | 16-17 | 18-19 | 20+ |
| Not like me | 68% | 79% | 80% | 79% | 86% | 81% |
| Like me | 32% | 21% | 20% | 21% | 14% | 19% |

⁷⁶ See for example <https://www.apa.org/obesity-guideline/self-preception.pdf> We are not competent to speak about Harter’s models of self-esteem but we admire the structure of the questions in her self-perception questionnaires.

The survey contains two Agree-Disagree style questions relating to **confidence** in terms of the task of speaking to others – in one case to Girls their own age and the other to an unknown adult.

| • Table 118 - I get nervous talking to people my own age | | | | |
|--|----------------|-------|----------|-------------------|
| | Strongly agree | Agree | Disagree | Disagree strongly |
| Midline 1 | 9% | 19% | 40% | 32% |
| ML2 | 15% | 23% | 41% | 20% |

The results from the first question (see Table 36) appear to show an increased lack of confidence between ML1 and ML2.

| • Table 119 - I get nervous talking to an adult I don't know | | | | |
|--|----------------|-------|----------|-------------------|
| | Strongly agree | Agree | Disagree | Disagree strongly |
| Midline | 19% | 33% | 27% | 20% |
| ML2 | 25% | 37% | 28% | 10% |

The same phenomenon of Girls becoming less confident appears in the second question (Table 37). Both results are very highly significant. At face value, Girls have become less confident since ML1.

| • Table 120 - Nervous talking by age set - Agree % | | | | | | |
|--|----------|-------|-------|-------|-------|-----|
| | Age sets | | | | | |
| | 9-11 | 12-13 | 14-15 | 16-17 | 18-19 | 20+ |
| People my own age | 48% | 44% | 37% | 31% | 26% | 26% |
| Adult I don't know | 76% | 65% | 59% | 55% | 45% | 44% |

The data disaggregated by age-set shows that the proportions agreeing with the statement, that is – those who feel they do get nervous, tend to decrease with increasing age. This seems logical as we would expect older Girls to become more confident. The data show a larger proportion of Girls saying they are nervous when talking to an adult they do not know compared with talking with people of their own age. This, again, appears reasonable.

| • Table 121 - I find it easy to tell people what I am thinking | | | | |
|--|----------------|-------|----------|-------------------|
| | Strongly agree | Agree | Disagree | Disagree strongly |
| Midline | 26% | 41% | 23% | 10% |
| ML2 | 21% | 43% | 20% | 9% |

There is no difference between the responses at ML1 and ML2. The data at ML1 show no trend in the responses for Girls according to their age – the proportion agreeing with the statement remains between 60 and 70% across the age range. However at ML2 there is a trend in the proportion of Girls agreeing with the statement getting larger with age.

| • Table 122 - I find it easy to tell people what I am thinking - Agree % | | | | | | |
|--|----------|-------|-------|-------|-------|-----|
| | Age sets | | | | | |
| | 9-11 | 12-13 | 14-15 | 16-17 | 18-19 | 20+ |
| | 53% | 56% | 66% | 64% | 66% | 76% |

“I have trusted friends I can talk to when I need to” is a question that is aimed at the quality of friendship that the Girl believes she has. Good friendships are taken as a sign of good Life Skills.

| • Table 123 - I have trusted friends | | | | |
|--------------------------------------|----------------|-------|----------|-------------------|
| | Strongly agree | Agree | Disagree | Disagree strongly |
| Midline | 42% | 42% | 9% | 6% |
| ML2 | 36% | 47% | 12% | 5% |

The difference between ML1 and ML2 is significant ($p=0.0006$) and this seems to imply that fewer Girls are saying that they have trusted friends they can turn to. This is despite a large majority agreeing with the statement – it is just that the majority is smaller now than it was in 2019.

| • Table 124 - I have trusted adults | | | | |
|-------------------------------------|----------------|-------|----------|-------------------|
| | Strongly agree | Agree | Disagree | Disagree strongly |
| Midline | 52% | 41% | 4% | 2% |
| ML2 | 51% | 42% | 5% | 2% |

The proportions agreeing with the statement “*I have trusted adults I can talk to when I need to*” are exactly the same at both ML1 and ML2.

| • Table 125 - When I have a problem | | |
|--|-----|-----|
| | ML1 | ML2 |
| a) I normally work out how to solve it on my own | 4% | 8% |
| b) I ask a friend to help me | 17% | 11% |
| c) I ask a trusted adult to help me | 79% | 81% |

The proportions of responses look very similar but the chi-squared test returns a highly significant result ($p<0.0008$). The apparent meaning is that fewer Girls are relying on friends. It is easy and sometimes unwise to speculate on the interpretation of these findings but it seems reasonable for Girls who may have been relocated to new locations and not seen their school friends for 80 weeks to be less dependent on friends and give the answers we see.

When the data are disaggregated by age there is no discernible trend in the ML2 data but the ML1 data show a small tendency for Girls to choose a friend over an adult as they get older up to 16 years-old. The trend then disappears for older Girls.

Decision making

The HHS has four questions which are put to the Girls and which ask if decision-making is done by the Girl alone or jointly with adults in her family or by the adults alone. The involvement of the Girl is seen as relating to maturity and only immature children have decisions made for them by others.

| • Table 126 - Who decides whether or not you go to school? | | |
|--|-----|-----|
| | ML1 | ML2 |
| Girl alone | 31% | 19% |
| Joint | 22% | 28% |
| Adults alone | 46% | 53% |

The responses are significantly different (chi-squared $p=0.022$) which implies that the Girls are having (or feeling that they have) less involvement in the decision making.

| Table 127 - Who decides whether or not you go to school? ML2 | | | | | | | |
|--|------|-------|-------|-------|-------|-----|--------|
| | 9-11 | 12-13 | 14-15 | 16-17 | 18-19 | 20+ | Totals |
| Girl | 13% | 14% | 15% | 25% | 28% | 30% | 19% |

| | | | | | | | |
|--------|-----|-----|-----|-----|-----|-----|-----|
| Joint | 18% | 24% | 30% | 29% | 34% | 40% | 28% |
| Adults | 69% | 62% | 55% | 47% | 38% | 30% | 53% |

| Table 128 - Who decides whether or not you go to school? ML1 | | | | | | | |
|--|------|-------|-------|-------|-------|-----|--------|
| | 9-11 | 12-13 | 14-15 | 16-17 | 18-19 | 20+ | Totals |
| Girl | 12% | 21% | 32% | 41% | 45% | 50% | 31% |
| Joint | 19% | 21% | 25% | 22% | 20% | 35% | 22% |
| Adults | 69% | 58% | 43% | 38% | 36% | 15% | 46% |

Disaggregation by age set of both ML1 and ML2 results show a trend with age which suggests that the responses are reasonably reliable.

| • Table 129 - Who decides whether or not you can go back to school or vocational training? | ML1 | ML2 |
|--|-----|-----|
| Girl | 29% | 18% |
| Joint | 21% | 27% |
| Adults | 50% | 55% |

The difference between ML1 and ML2 are very highly significantly different ($p < 0.0001$).

| • Table 130 - Who decides whether or not you can go back to school or vocational training? By Age set | | | | | | | |
|---|------|-------|-------|-------|-------|-----|--------|
| | 9-11 | 12-13 | 14-15 | 16-17 | 18-19 | 20+ | Totals |
| Girl | 7% | 11% | 15% | 24% | 24% | 44% | 18% |
| Joint | 21% | 23% | 28% | 28% | 35% | 33% | 27% |
| Adults | 72% | 66% | 57% | 48% | 41% | 23% | 55% |

Disaggregation by age set shows the same trend of older Girls being more involved.

| • Table 131 - Who decides what type of job/future career you will do? | ML1 | ML2 |
|---|-----|-----|
| Girl | 78% | 74% |
| Joint | 9% | 15% |
| Adults | 13% | 11% |

The differences between ML1 and ML2 are highly significant ($p < 0.001$).

| • Table 132 - Who decides how often you spend time with your friends? | ML1 | ML2 |
|---|-----|-----|
| Girl | 60% | 46% |
| Joint | 6% | 13% |
| Adults | 34% | 41% |

The questions put to the PCGs show the same pattern. There is an increase in the frequency that the decision is made by the adults and decreases in the frequency of shared decision making and the Girl making the decision herself.

| • Table 133 - ML1 who decides on end of [GIRL] education | | | | | | | |
|--|------|-------|-------|-------|-------|-----|--------|
| | 9-11 | 12-13 | 14-15 | 16-17 | 18-19 | 20+ | Totals |

| | | | | | | | |
|--------|-----|-----|-----|-----|-----|-----|------------|
| Girl | 14% | 18% | 20% | 24% | 28% | 25% | 21% |
| Joint | 64% | 58% | 52% | 43% | 35% | 41% | 50% |
| Adults | 22% | 24% | 28% | 33% | 37% | 34% | 29% |

In both ML1 and ML2 there is the same pattern of greater involvement of the Girl in decision making as she gets older. But the ML2 pattern is more restrictive on the participation of the Girl until she is 20 years-old.

| • Table 134 - ML2 who decides on end of [GIRL] education | | | | | | | |
|--|------|-------|-------|-------|-------|-----|------------|
| | 9-11 | 12-13 | 14-15 | 16-17 | 18-19 | 20+ | Totals |
| Girl | 12% | 12% | 13% | 18% | 22% | 40% | 16% |
| Joint | 30% | 28% | 30% | 33% | 31% | 40% | 31% |
| Adults | 58% | 60% | 57% | 49% | 47% | 21% | 53% |

It seems clear that the results of this suite of questions on the making of decisions about key events in the Girls' lives are showing that the Girls have lost some authority or participation in those decisions. This seems quite likely to be a reaction to the events during Lockdown and school closures where Girls may have had to change location and follow new ways of living on the instruction of guidance of their PCGs. Also it seems reasonable to imagine that the imposition of restrictions and new sets of rules on behaviour will have seemed to the Girls to be a loss of control in their own lives. Even though it was not their own carers who designed Lockdown, it may have felt like a backward step to the Girls who were beginning to feel some agency and autonomy.

Blame poverty, blame men

The two reasons most commonly put forward in Qual interviews for early pregnancies are the poverty of the Girls and predatory behaviour of men. The men most often mentioned are the Rolex men who offer Girls the street-food snack and the boda-boda men who offer Girls a lift on their motorbikes. This may be unfair to those groups of men although it is easy to see how anyone who was hungry or anyone who was tired might accept these offers.

The EET introduced two questions in the ML1 survey in which Girls and PCGs were asked to agree or disagree with the statements:

Poverty is the main reason for girls getting pregnant - they have sex to get money for basic needs; and

Often men should be blamed for pregnancies of young girls because they often persuade girls to have sex.

At ML1, there were high levels of agreement with the two statements and the PCGs were significantly more in agreement than Girls. The correlation between responses to both questions was not significant although there seemed to a lot of agreement. There were no significant differences between the responses from Urban and Rural areas.

At ML2, a significant difference was observed between Urban and Rural in responses from both Girls and PCGs. It is not obvious why such a difference should have emerged. It seems to come from the higher proportions in Urban areas who Strongly agree with the statements.

| • Table 135 - Poverty is the main reason ML1 and ML2 | | | | |
|--|-----|------|-----|------|
| | ML1 | | ML2 | |
| | PCG | Girl | PCG | Girl |
| Strongly agree | 42% | 27% | 30% | 22% |
| Agree | 22% | 29% | 30% | 33% |

| | | | | |
|-------------------|-----|-----|-----|-----|
| Disagree | 27% | 34% | 27% | 28% |
| Strongly disagree | 9% | 10% | 13% | 18% |

There are two things to notice in Table 135 and Table 45. First, the PCGs agree more strongly with the statements than the Girls. This is the case for all four comparisons, that is – it is true at both ML1 and ML2.

Second, the attitudes seem to have softened between ML1 and ML2 with both PCGs and Girls agreeing less forcefully with the statements after the Lockdown periods than they had before.

| • Table 136 - Men should be blamed ML1 and ML2 | | | | |
|--|-----|------|-----|------|
| | ML1 | | ML2 | |
| | PCG | Girl | PCG | Girl |
| Strongly agree | 59% | 45% | 44% | 37% |
| Agree | 24% | 32% | 35% | 36% |
| Disagree | 14% | 20% | 15% | 19% |
| Strongly disagree | 2% | 3% | 6% | 9% |

When the data are disaggregated by the age set of the Girls there is a tendency for the level of agreement with the statements to increase with the age of the Girls. Older Girls agree more strongly with the statements than younger Girls.

In order to remove the possibility of an artefact created by the differences between Urban and Rural responses at ML2, the analyses were repeated using only data from Rural areas. The same significant differences are noted between PCGs and Girls and between ML1 and ML2, see Table 137.

| • Table 137 - Men should be blamed ML1 and ML2 rural data | | | | |
|---|-----|------|-----|------|
| | ML1 | | ML2 | |
| | PCG | Girl | PCG | Girl |
| Strongly agree | 60% | 46% | 42% | 35% |
| Agree | 24% | 33% | 37% | 38% |
| Disagree | 14% | 18% | 15% | 19% |
| Strongly disagree | 2% | 3% | 5% | 9% |

The best time to get married

There has been a lot of reporting of early marriages created by the stress of COVID-19 (see introduction). The EET survey results suggest that this situation has not changed the views of the GEC parents and Girls. At least it has not changed how they answer the question about the best time to get married. The responses overwhelmingly show after starting to earn an income as the best time. This has not changed since ML1 and it is the same for Girls and PCGs, see Table 56.

In all three analyses, there are about 180 respondents who chose “Other” and then very largely specified a time after the end of studies. Just over 50 responses include University in both ML1 and ML2. Twenty or so responses specify an age which is always over 18 and usually in the twenties. Three Girls mention the age of 30. For the adults in ML2 there are about 15 who specify that the Girl should decide.

Two Girls thought that the end of Primary was a good time⁷⁷. This might be an example of GEC beneficiaries going against the project aims. It may also be an error in the interview method or survey recording.

The point is that after being under increased pressure to accept younger marriage for Girls, the GEC interviewees stuck to the project line of postponing marriage beyond education.

• Table 138 – The best time to get married

| | ML1 | ML2 | |
|----------------------|-----|-----|------|
| | PCG | PCG | Girl |
| Finish Primary | | | 0% |
| Finish Secondary | 6% | 3% | 1% |
| Start to earn income | 72% | 79% | 79% |
| When told to | 4% | 1% | 4% |
| Other | 18% | 17% | 15% |

Chores

• Table 139 – PCGs on household chores

| | No | Rarely | Often | Most days |
|-----------------------------|-----|--------|-------|-----------|
| Caring for family members | 7% | 8% | 21% | 64% |
| Cleaning the home | 1% | 4% | 21% | 74% |
| Cooking meals | 4% | 7% | 21% | 69% |
| Fetching water | 6% | 8% | 19% | 67% |
| Garden/farmwork Urban | 79% | 9% | 3% | 9% |
| Garden/farmwork Rural | 36% | 16% | 19% | 29% |
| Family business | 56% | 14% | 16% | 14% |
| Paid work outside the house | 83% | 7% | 5% | 4% |

• – PCGs on household chores

| | No | Rarely | Often | Most days |
|---------------------------|-----|--------|-------|-----------|
| Cleaning the home | 1% | 4% | 21% | 74% |
| Cooking meals | 4% | 7% | 21% | 69% |
| Fetching water | 6% | 8% | 19% | 67% |
| Caring for family members | 7% | 8% | 21% | 64% |
| Garden/farmwork Rural | 36% | 16% | 19% | 29% |
| Family business | 56% | 14% | 16% | 14% |

⁷⁷ 2 voices are too few to register as a percentage so the Girl column does not add up to 100%.

| | | | | |
|-----------------------------|-----|----|----|----|
| Garden/farmwork Urban | 79% | 9% | 3% | 9% |
| Paid work outside the house | 83% | 7% | 5% | 4% |

It is remarkable how close the PCG and Girl responses are. There is a great deal of conformity in the responses, see Table 139 and Table 140.

| • Table 140 – Girls on household chores | | | | |
|---|-----|--------|-------|-----------|
| | No | Rarely | Often | Most days |
| Caring for family members | 9% | 7% | 21% | 64% |
| Cleaning the home | | 3% | 18% | 78% |
| Cooking meals | 4% | 8% | 20% | 68% |
| Fetching water | 8% | 9% | 19% | 65% |
| Garden/farmwork Urban | 80% | 9% | 3% | 8% |
| Garden/farmwork Rural | 40% | 14% | 18% | 28% |
| Family business | 58% | 15% | 13% | 15% |
| Paid work outside the house | 79% | 8% | 6% | 7% |

The question of farm work (often called working in the garden) was the only one that required disaggregation by Urban and Rural location. There were no significant differences between urban and rural responses to the other questions.

Cleaning the house, caring for other family members and fetching water seem to start for Girls aged 6-8 and reach a stable level by the age of 10 or 11. For example – 77% of Girls are cleaning the house on most days by the time they are 12 and this proportion does not change until Girls are 20 or older. The slight decline at 20+ may be due to the numbers of younger Girls who have taken up this role by then.

Cooking meals does not reach the same level until Girls are about 14 or 15. The EET was expecting the take up of cooking to be later than other chores because the Girls who took part in the Lockdown Essays included a large number who described learning to cook for the first time as a change that occurred as a result of Lockdown. By the time the Girls are 15, over 70% are cooking on most days.

Working in the family business does not reach above 40% of Girls regardless of their age This level is reached when they are about 14 and it does not rise much after that although it is higher when the Girls are over 20.

Doing paid work outside the house is relatively rare for younger Girls and only reaches about 20 percent in the oldest teenagers. This kind of work reaches a peak of 35% only for Girls aged over 20.

The Lockdown Essays contained a large number of mentions of learning new practical skills, most commonly cooking and working in the garden which usually means some aspect of farming. The overall tone of these reports was that it was a good thing to have acquired the new skills. The EET added questions relating to these areas of house work to the HHS.

The results were very different for rural and urban locations and analyses were continued on rural data alone.

| • Table 141 - Do you work in the garden (rural data only) | | |
|---|-----|-----|
| | n | % |
| a) No, not at all | 355 | 40% |
| b) Rarely | 129 | 15% |
| c) Often | 160 | 18% |
| d) Most days | 243 | 27% |
| Total | 887 | |

By the time of the HHS some 45% of Girls were working in the garden often or on most days. There is a trend that follows the age of the Girls – 60% of 9–11-year-olds never working in the garden but only 40% of 18–19-year-olds.

| • Table 142 - When did you start working in the garden? (Rural only) | | | |
|--|--------------------|----------------------------|--------|
| | a) Before Lockdown | b) After start of Lockdown | Totals |
| b) Rarely | 76 | 53 | 129 |
| c) Often | 99 | 61 | 160 |
| d) Most days | 167 | 76 | 243 |
| Totals | 342 | 190 | |
| | 64% | 36% | |

Two-thirds of those who work in the garden were doing so before Lockdown started. Nevertheless, 190 Girls (almost 18% of the entire ML2 sample) started doing work in the garden after March 2020.

Do you get the support you need?

Looking at the support that Girls receive from their family to go to school, the EET survey contains a question that asks directly if the Girl gets the support she feels she needs. The responses are extremely positive with nearly 90% of Girls saying that they agree that they get the support they need.

There is a tiny difference between the extremely positive responses to this question which appears to relate to the relationship of the PCG to the Girl. Almost all Girls in the ML2 survey have a family member who is their PCG. About three-quarters have a PCG who is a parent and the others have another family member. Only 11 of the 1,100 are looked after by someone who is not a family member.

| • Table 143 - Do you get the support you need from your family to stay in school? | | |
|---|------------------------|--------------|
| | Relationship to [GIRL] | |
| | Parent | Other family |
| Strongly agree | 37% | 38% |
| Agree | 51% | 41% |
| Other | 12% | 21% |
| | n=759 | n=304 |

The difference between the sense of support received is based on a small number of cases and is highly significant (chi-squared $p=0.00014$) see Table 143.

There is no difference between the responses to the question of whether the Girl knows an adult who is not a family member who encourages (or encouraged) her to attend school.

| • Table 144 – Is there an adult (not in your family) who encourages you to go to school?? | | |
|---|------------------------|--------------|
| | Relationship to [GIRL] | |
| | Parent | Other family |
| Yes | 95% | 93% |
| No | 5% | 7% |
| | n=626 | n=271 |

There are also no differences in the frequencies of almost all the interventions received during Lockdown when the data are disaggregated according to the relationship between the PCG and the Girl.

| • Table 145 – During Lockdown did you meet a teacher from your school? | | |
|--|------------------------|--------------|
| | Relationship to [GIRL] | |
| | Parent | Other family |
| No | 33% | 41% |
| Yes | 67% | 59% |
| | n=614 | n=269 |

The only exception is the significant difference ($p=0.019$) based on the same disaggregation of the responses to whether the Girl met a teacher during Lockdown, see Table 145. It is important to be clear that this does not imply any worse care and support offered by family members compared with what Girls get from a PCG who is a biological parent. For example, the five questions relating to unpleasant or potentially dangerous situations (hearing shouting; seeing drug abuse; being humiliated; feeling uncared for and being hissed at) are all responded to in the same way by Girls – there are no differences based on the nature of the relationship between PCG and Girl.

Harter style questions

The ML2 survey contained some new questions in Life Skills which were built on the design pioneered by Susan Harter. The questions have a two-step structure. First the respondent hears a statement that which takes the form of – Some Girls are like [this] but Other Girls are like [that]. They are then asked with type of Girl are they most like. After they have made their initial choice, they are asked if they are a Bit like the type of Girl they have chosen or a Lot like that type of Girl. The question delivers a score between 1 and 4 where 1 is always the most “mature” or highest level of Life Skill and 4 is the lowest or least mature response.

The method was piloted and the results were encouraging. First, there were very few questions in the Harter model that produced very high levels of “1” responses. This had been a problem with some LS questions which produced over 90% of the Strongly Agree response. Second, the facilitators liked the method and said it was more like having a conversation and less like doing a questionnaire.

Fifteen questions were included in the ML2 survey and they were asked of the adult and the Girl who took part. The questions were formulated as “Are you ...?” or “Is [GIRL] name ...?” as appropriate.

The data in Figure 28 show the strong correlation between average scores for Girls and PCGs in the fifteen questions.

- Figure 28 - PCG and Girl scores in LS questions

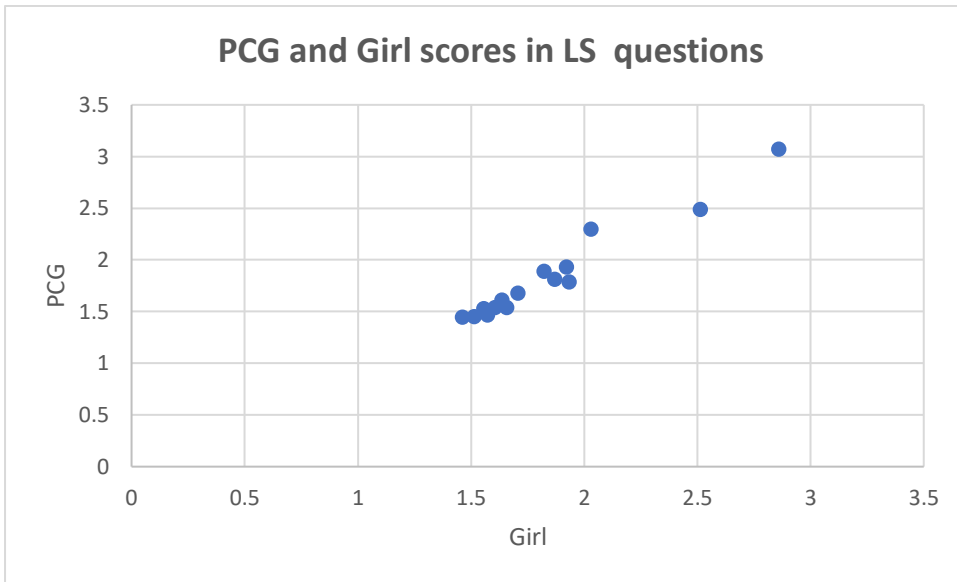
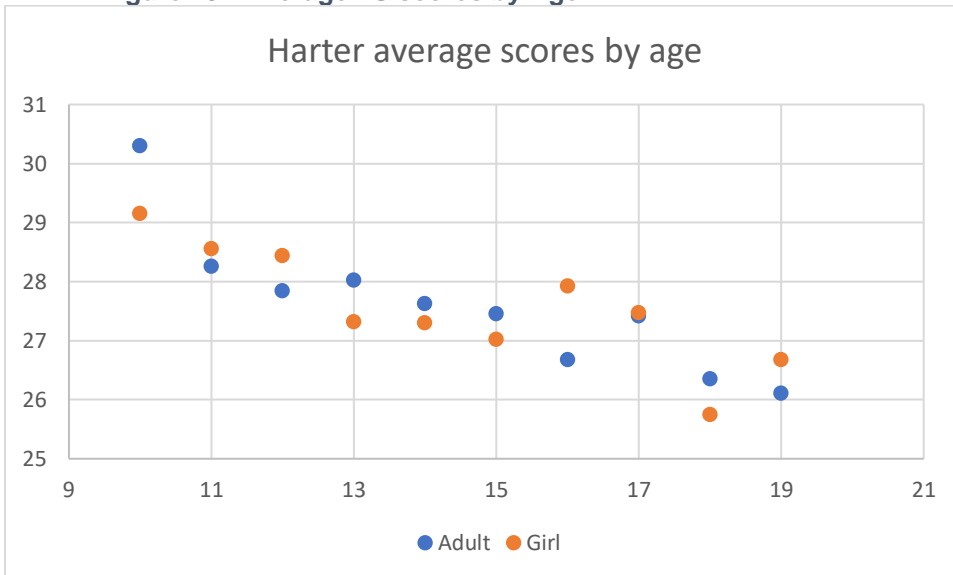


Figure 29 shows the correlation between responses to the LS questions and the age of the Girl. This is true for responses from Girls and from PCGs. The correlation is negative as the Girls get lower scores (more 1s and 2s – fewer 3s and 4s) as they get older and more mature.

- Figure 29 - Average LS scores by Age



21. SCHOOL MANAGEMENT

QIS

CRANE itself was awarded the Viva Accountability Quality Mark in 2021. The letter recommending that award states that CRANE has maintained extremely high levels of compliance with the standards. The analysis shows CRANE scoring above 95% success rates over the last 13 years and reaching 100% on one occasion. This performance is important since it represents continuous attention to detail over a long period of time. It would be reasonable to expect some lapses associated with the turnover of staff, the adoption of new areas of work and the arrival of new technologies. It is also important for the organisation to show that it is possible to maintain high levels of performance and to show partners that it subjects itself to the same scrutiny and testing as it applies to them in the QIS program.

CRANE partners also take part in the QIS training program and improve their performance in the six target areas. There are 11 partners in the GEC program. The QIS is essentially a capacity strengthening program for these partners. In the GEC project managed by CRANE there are another 59 schools who receive the QIS training and support. The 11 partners run 11 of the 59 schools.

These numbers reveal the remarkable feature of the QIS work that 43 schools which were not linked to CRANE chose to take part and allowed the project to carry out inspections and report on the assessments. The desire for training and for improvements in performance appears to be strong enough to overcome any reluctance to welcome external assessments.

Some evidence for the sustainability of the impact of the QIS program comes from looking at the situation of the 11 partners who had completed the training in 2015. Seven of the eleven received no visits and no further training until they were assessed again as part of the 2021 verification visits. They were found to have improved their scores, some by important margins. Project staff involved in the QIS work are not surprised by this observation and say that once a certain level is reached and systems are put in place there are further improvements. The rewards of more efficient and effective management are enough to push the process of continued improvement along.

The fifth component of the QIS is Project Planning and this is a valuable part of training for an organisation like an implementing Non-Government Organisation. It is less valuable for schools which are organised in a different way and where initiatives may not be seen as separate projects requiring their own design process. The Project Planning module received the lowest level of appreciation in the Online Survey and was the area of work which was making the least progress at ML1. The module still has value but it seems to be of less importance than the others.

The online survey of Headteachers found that government inspections had taken place routinely as expected (73% of schools had received a visit in the last 6 months) and in most cases (88%) the inspections had led to useful changes being made. The government inspection methodology is based mostly in assessments of the physical environment and on teaching practices. It is weaker in areas like governance, financial management, child protection and child welfare. Viva staff with specialist support have developed a draft inspection protocol which contains all the components of the Uganda government inspections but is widened by the inclusion of parts of the QIS approach. Relatively little from the Project Planning module is included. The draft system has been lodged with the MoES for consideration.

At ML1 the EET examined the scores recorded by the participating schools in 42 different standards grouped into five areas of development at Baseline and ML1. There were

improvements in each of the five areas and there were greater aggregate improvements in those areas where the project had invested more efforts.⁷⁸

A Control case was created by accident by one school which registered for the QIS training but then did not take part in any of the training events and did not receive any visits. The assessment at the end of the training period showed the school's overall score to have remained almost exactly the same as at the start (44% and 45%) which not only supports the robustness of the scoring methods but also seems to confirm that the changes observed in the other schools can fairly safely be attributed to the QIS training and support.

The very high rates of attendance at the training events is also an indicator of the value attributed to the QIS training by the participants. The QIS involved 26 events over three years which represents a significant commitment by the participants.

22. SAFEGUARDING

Safeguarding

PCGs were asked in the survey Are girls generally safer during normal times or during Lockdown? The results (see Table 47) show a very strong feeling that Lockdown is less safe or much less safe than normal times.

• Table 146 - Are girls generally safer during normal times or during Lockdown?

| | Urban | | Rural | |
|-------------------------|-------|----|-------|----|
| | n | % | n | % |
| Much safer in normal | 130 | 62 | 564 | 65 |
| A bit safer in normal | 26 | 12 | 78 | 9 |
| The same | 38 | 18 | 158 | 18 |
| A bit safer in Lockdown | 8 | 4 | 6 | 1 |
| Much safer in Lockdown | 9 | 4 | 68 | 8 |

In ML1, questions about safety of girls showed urban situations to be considered less safe than rural situations. The difference is not apparent in responses to this question.

• Table 147 – In normal times, how safe is it for girls to travel to school?

| | Urban | | Rural | |
|--------------|-------|----|-------|----|
| | n | % | n | % |
| Always safe | 77 | 36 | 317 | 37 |
| Usually safe | 58 | 27 | 229 | 26 |
| Rarely safe | 51 | 24 | 188 | 22 |
| Never safe | 25 | 12 | 132 | 15 |

There is no difference in the responses from rural or urban settings to the question about safety on the journey to school. However the differences between responses to the same question at Baseline, ML1 and ML2 are significantly different.

⁷⁸ Midline Report, p57.

| • Table 148 – How safe is it for girls to travel to school? BL-ML-ML2 | | | |
|---|-----|-----|-----|
| | BL | ML1 | ML2 |
| Always safe | 55% | 52% | 14% |
| Usually safe | 19% | 20% | 36% |
| Rarely safe | 17% | 18% | 30% |
| Never safe | 10% | 9% | 20% |

There has been a huge shift in opinion with half the respondents at ML2 saying that girls are Rarely or Never safe.

Increased concern over safety is also seen with boys. Table 149 shows how the PCGs have changed their views on boys' safety. The journey to school is still seen as safer for boys than for girls but the differences in views (shown by a move of responses from Always safe to Usually safe) between ML1 and ML2 are significant.

| • Table 149 – How safe is it for boys to travel to school? BL-ML-ML2 | | | |
|--|-----|-----|-----|
| | BL | ML1 | ML2 |
| Always safe | 65% | 59% | 49% |
| Usually safe | 20% | 21% | 32% |
| Rarely safe | 11% | 14% | 13% |
| Never safe | 4% | 6% | 6% |

The data for boys when disaggregated by rural and urban locations show urban situations to be significantly less safe than rural (chi-squared test $p=0.001$). This mostly due to a ten-point difference in the "Rarely safe" category of responses (See Table 150).

| • Table 150 – How safe is it for boys to travel to school? Urban/Rural | | |
|--|-------|-------|
| | Urban | Rural |
| Always safe | 48% | 49% |
| Usually safe | 28% | 32% |
| Rarely safe | 21% | 11% |
| Never safe | 3% | 7% |

At Baseline and ML1 there were significant differences between the rural and urban responses to the question, "*are girls safe when they go around the area out of the house?*" There was no difference in the frequencies of responses from rural and urban settings at ML2.

However, the responses show the same negative trend as seen in responses to the question about going to school with a significant drop in "Always safe" responses, See Table 151.

| • Table 151 – How safe is it for girls to go around the area ? BL-ML-ML2 | | | |
|--|-----|-----|-----|
| | BL | ML1 | ML2 |
| Always safe | 60% | 56% | 36% |
| Usually safe | 16% | 17% | 27% |
| Rarely safe | 14% | 18% | 21% |
| Never safe | 9% | 10% | 16% |

Almost all cases are reported

The household survey asks participants if they agree with the statement "Almost all cases of abuse in the community are reported properly". The results suggest that there has been a

serious loss of confidence in the processes by which cases of abuse are investigated and dealt with, see Table 50. The differences are massively significant (chi-squared $p < 0.000001$).

There are no differences between the frequencies of responses recorded from urban and rural locations. This was also true at ML1.

• **Table 152 - Almost all cases of abuse are reported**

| | ML1 | ML2 |
|-------------------|-----|-----|
| Strongly agree | 40% | 18% |
| Agree | 46% | 34% |
| Neither | 3% | 11% |
| Disagree | 7% | 26% |
| Strongly disagree | 3% | 12% |

Who would you tell

The survey asked both carers and girls “If a child in the community was being harmed physically, emotionally or sexually, who do you think you would tell?” In both urban and rural settings the carers first choice is a community leader. The proportion saying community leader is much higher in rural settings (69%) compared with urban settings (48%). This difference is partly explained by the proportions who say they would report the issue to the police which is 25% in an urban setting but only 13% in rural. This may not mean that people in rural areas have less faith in the police, it may only be that they see police officers less frequently.

There is no such difference in the responses from the Girls where the highest frequency of responses is “a parent” (48%). The police are mentioned in 16% of responses, followed by a “leader” 15% and another “adult” in 10%. There are no significant differences between the responses from girls in rural or urban locations.

A small number (47 Adults and 38 Girls) chose the Other option and specified who they would tell if they knew of a child suffering abuse. CRANE is mentioned 37 times; “Mentor” 7 times and 11 CRANE staff are mentioned by name. One adult explains their choice of CRANE by saying that “*they handle such cases better and faster*”.

The Sauti service is referred to 13 times – once as “Sauti”; 8 times as “116” and 4 times as a “toll-free” number. There are 7 other cases where the respondent mentions specific child protection organisations without naming them.

The EET feedback sessions to staff and to partners on the ML1 findings in November 2019 included discussions of these points and there was a shared appreciation that the situation was getting better. It was hoped that project initiatives at community level and in schools would continue to improve the situation. In particular, the EET was looking to see if survey results would show an increase in reporting to a particular person charged with safeguarding. These might be a specific teacher in a school or a member of a child protection committee in a community level. This is happening in the cases of those who chose the “Other” response and the survey question should be restructured for Endline to capture the

The police are mentioned by 5 people but always in a list of possible contacts, never on their own. In Qual work, the EET has encountered explanations for a lack of confidence in systems used to investigate and resolve cases of abuse. It is said that the police do not follow up on cases and that community elders sometimes seek to cover up cases or resolve them by making the guilty party leave the area for a while. These actions are not seen as satisfactory which is one reason that CRANE attracts positive comments for its work on child protection.

In the last month

The household survey contained five new questions at ML2 which focus on safeguarding and were based on observations from Qual interviews. The questions all have the same structure and ask if the Girl has had a potentially abusive or frightening experience in the last month. The specific cases are:

- have you heard adults at home shouting in a frightening way?
- have you been frightened by seeing people drinking alcohol or using drugs?
- have people tried to humiliate you or make you feel embarrassed?
- have you felt unimportant and not cared for?
- has someone hissed or winked at you in a way you did not like?

The Girls are offered four main options for their replies:

- No, not at all
- Once or twice
- Several times, and,
- Many times

In all five questions there are no significant differences between the responses of girls in urban or rural situations. The frequencies of responses are not different for households with different main sources of income.

There are no differences in the frequencies with which girls experience seeing people using alcohol or drugs according to their location. The EET thought that alcohol abuse was concentrated in certain areas but the averages for each District are not different. Similarly, the proportion of girls reporting being disturbed by drunkenness varies from 37% to 53% over the 17 days on which surveys were done (Mean = 46.2, SD = 4.5).

The household survey asks Girls two questions about their sleeping arrangements. The questions were seen in a paper by Karen Devries et al⁷⁹. One question asks how many other children sleep in the same space as the Girl and the other asks the same thing about adults.

| • Table 153 - Incidents of concern and number of children sharing sleeping space | | | | |
|--|--|-----|-----|-----|
| | How many children sleep in same space? | | | |
| % No, not at all | 0 | 1 | 2 | 3+ |
| Shouting at home | 59% | 63% | 65% | 74% |
| Alcohol or drugs | 49% | 49% | 55% | 63% |
| Humiliation embarrassed | 56% | 60% | 67% | 70% |
| Unimportant uncared for | 61% | 67% | 77% | 82% |
| Hissed or winked | 50% | 54% | 52% | 57% |

The proportion of girls who have not experienced each type of incident of concern rises with the number of children and the number of adults who share the Girl's sleeping space. That implies that sleeping in more crowded spaces reduces the exposure to negative incidents. See Table 8 for data on sharing with other children and Table 154 for sharing with adults.

| • Table 154 - Incidents of concern and number of adults sharing Girl's sleeping space | | | | |
|---|--------------------------------------|---|---|----|
| | How many adults sleep in same space? | | | |
| %no, not at all | 0 | 1 | 2 | 3+ |

⁷⁹ Devries *et al.*: Violence against primary school children with disabilities in Uganda: a cross-sectional study. BMC Public Health 2014 14:1017

| | | | | |
|-------------------------|-----|-----|-----|-----|
| Shouting at home | 59% | 70% | 79% | 86% |
| Alcohol or drugs | 49% | 54% | 71% | 74% |
| Humiliation embarrassed | 58% | 63% | 85% | 80% |
| Unimportant uncared for | 68% | 78% | 86% | 88% |
| Hissed or winked | 45% | 48% | 73% | 82% |

When the data are simplified to assess whether or not the child has experienced each type of incident and whether or not there is any sharing of their sleeping, the results are highly significant. The simplified analysis is made up of a 2x2 table –

No experience of incident: Some experience of incident, against –

No other children sharing: Some other children sharing

See for example Table 155, where the chi-squared test is significant ($p=0.014$).

| | | |
|---|--|-------------------|
| • Table 155 – Simplified analysis of Have people tried to humiliate or embarrass you? | | |
| | How many children sleep in same space? | |
| Experience of incident | No other children | Yes, 1, 2 or more |
| No (not at all) | 56% | 67% |
| Yes (once, several or many times) | 44% | 33% |

These observations are confounded by the way that sharing a sleeping place seems to have a different pattern in urban and rural locations. Sleeping in a space on their own is much more common in urban areas and sleeping in a space with three or more other children is more common in rural areas. See Table 156 where the chi-squared test is highly significant ($p = 0.002$).

| | | | | |
|---|-------|----|-------|----|
| • Table 156 – Children sharing the space they sleep in – Urban vs Rural | | | | |
| | Urban | | Rural | |
| | n | % | n | % |
| None | 47 | 23 | 112 | 13 |
| 1 | 28 | 13 | 159 | 18 |
| 2 | 52 | 25 | 215 | 25 |
| 3+ | 81 | 39 | 390 | 45 |

The overall picture of sleeping space also shows a large and statistically significant difference⁸⁰ between the numbers of rooms available for sleeping⁸¹ in Urban and Rural locations. See Table 157

| | | | | |
|--|-------|-----|-------|-----|
| • Table 157 – Number of Rooms used for sleeping – Urban vs Rural | | | | |
| | Urban | | Rural | |
| No of rooms | n | % | n | % |
| 1 | 111 | 55% | 214 | 25% |
| 2 | 54 | 27% | 360 | 41% |
| 3 | 27 | 13% | 227 | 26% |
| 4 | 7 | 3% | 49 | 6% |
| 5+ | 2 | 1% | 18 | 2% |

⁸⁰ The chi-squared value for p is vanishingly small for these numbers. However, one of the expected values is below 5 which some statisticians think invalidate the test and which calls for aggregation of adjacent values, see for example, Nonparametric Statistics for the Behavioral Sciences. Sidney Siegel. McGraw-Hill, New York, 1956, pp46, 109, 178. This case occurs because there are very few GEC households who have more than 3 rooms in urban settings. The EET is convinced that the difference is very highly significant.

⁸¹ The facilitators were trained to ask about rooms used for sleeping as it is common for rooms to have different uses during the day and then be used as bedrooms at night.

When the data are disaggregated by age, the older Girls appear to be less exposed to incidents of Shouting at home than younger girls. This trend is reversed in all four of the other types of incident – that is, fewer younger girls have negative experiences compared with older girls. See Table 52.

This is particularly notable in the case of Hissing or Winking where 84% of 10–11-year-olds say they have no experience of this kind of event whereas only 33% of the oldest girls say they have not had the experience. This seems likely to be the case, that is, older girls are more likely to face this kind of aggressive behaviour. But it is distressing that 16% of 10–11-year-olds have experienced overtly sexual taunts and it seems bad that two-thirds (63%) of 18-19-year-olds have had to endure this behaviour in the month before the survey.

• Table 158 - Incidents of concern by age-set

| % No, not at all | Age-set | | | | | |
|-------------------------|---------|-------|-------|-------|-------|-----|
| | 10-11 | 12-13 | 14-15 | 16-17 | 18-19 | 20+ |
| Shouting at home | 68 | 65 | 66 | 69 | 74 | 77 |
| Alcohol or drugs | 65 | 56 | 56 | 55 | 60 | 34 |
| Humiliation embarrassed | 73 | 72 | 64 | 62 | 64 | 53 |
| Unimportant uncared for | 83 | 80 | 77 | 71 | 74 | 67 |
| Hissed or winked | 84 | 69 | 60 | 44 | 36 | 33 |

The differences between three of these bad experiences for girls when disaggregated by age are significantly different. It is necessary to combine the data for all those who have had the experience and compare this with those who have not had the experience. The exceptions are the experiences of feeling unimportant or uncared for and hearing shouting at home. In these two cases the differences in frequencies in different age sets are not significantly different. In the other three, they are significant.

The same pattern can be seen in the responses to the question put to Girls in the survey, “*Have you ever been paid directly in cash for work you have done?*” The Yes/No responses correspond to significantly different experiences of the incidents of concern. Feeling unimportant or uncared for is the only exception with no significant differences between the Girls who have worked for cash and those who have not. However, the significantly different experiences of the other incidents of concern could be simply an effect related to age rather than to the potentially risky activities in working for money.

Annex 22

Details of External Evaluation of the Quality Improvement System (QIS)

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Abbreviations used in the report

| | |
|--------|--|
| EET | External Evaluation Team |
| MoES | Ministry of Education and Sports |
| | |
| Ofsted | Office for Standards in Education, Children's Services and Skills (UK) |
| QIS | Quality Improvement System |

1 INTRODUCTION

1.1 This Report

This report is an account of the evaluation of the training and support offered to schools by the CRANE in partnership with Viva project using the QIS program. The evaluation team examined the methods used to improve school management and the assessments made by the project staff of the effectiveness of the training.

The report should be read as part of the ML2 evaluation report. The ML2 evaluation report makes references to some of the content of the

The QIS programme has six training components each followed by a period of improvement before a final verification of all the changes made. This Evaluation Report comes at the end of the original 3-year programme, started at the end of 2017 but due to Covid and school closures has taken until February 2022 to complete the final stages including the verification process.

The purpose of this evaluation is therefore to:

- a) review the final data available, from the training, survey and evaluations and compare it with the original design and assess its completeness and adequacy
- b) review the results achieved and the improvements made
- c) review the wider process of collaboration with Ministry of Education Inspectors with regard to standards in schools.

The project provided the evaluation team with:

- Full access to all of Viva's QIS documents that define the programme, its implementation and verification – used in many countries around the world over the last 15 years.
- A variety of documents from CRANE – reports from trainings, ongoing result data collected and stored using KoBoCollect, and a variety of assessments conducted at various stages, and
- Access to key staff from Viva and Crane.

1.2 The Quality Improvement System (QIS)

The Quality Improvement System (QIS) was developed by Viva to help organisations and projects to improve the quality of their work and the care they offer to children. It is a capacity strengthening program for organisations which carried out a wide range of children's programmes including residential care, drop-in centres, street work and outreach, sports, education and clubs of various forms, and operated in all parts of the world under quite different conditions.

QIS consists of the following basic building blocks.

- Standards - QIS making organisations aware of internationally recognised standards with descriptions of a level of excellence or quality to be attained.
- Self-Assessment - QIS encourages and helps organisations to understand their current performance in the light of the international standards introduced in the units.
- Training - When organisations have identified where they are currently against standards, they define key areas where they need to improve and then receive training related to that area.
- Improvement - Following training, organisations draw up Action Plans for improvement. This journey towards improvement is based on best available methods of learning and can involve sharing experience, exchange visits, peer mentoring and mentoring by experts.

- Certification - Organisations get the chance to demonstrate and celebrate the improvements they have made through QIS by receiving certificates linked to the improvement areas.

Once organisations have completed all six units of QIS, they receive a QIS certificate that shows where they have got to on the quality improvement journey. This level will be verified at the end of QIS by the QIS mentor or facilitator and approved by a verification committee which will include people that are external to the organisation delivering the training and support.

2 PURPOSE AND SCOPE OF THE EVALUATION

2.1 Overall purpose

Viva and CRANE have used QIS for a number of years with their network members. They believed that the same program would enhance their work with GEC-T partner schools and included it within the program plans and budgets. This evaluation is to review the way the training was implemented and in particular:

1. To evaluate the effectiveness of the QIS programme:
 - to promote and enable change and verifiable improvements,
 - to establish a set of standards, which could be measured and demonstrate progress, and
 - to encourage an attitude of ongoing learning and improvement.
2. To evaluate the progress of CRANE to influence the Ministry of Education and Sports (MoES) to adopt some aspects of QIS to improve the standards for Government Inspectors to use in Uganda.

3 EVALUATION FRAMEWORK

The original Evaluation Framework included four main questions that fit with the four main components of Viva's generic QIS documentation.

3.1 Have the schools successfully identified and implemented three specific improvements from each of the six training modules and have those improvements been tracked and verified?

a) **Principle:** Quality Improvement is an unending journey. Regardless of where people are, they can start making improvements and heading in the right direction. The training helps to identify the larger gaps and commit to undertake specific work to address them. By achieving these improvements it helps to kick start the ongoing attention to quality.

b) **Designed actions:** There are six training units of QIS covering different subjects: People Care; Governance; Child Protection; Financial Accountability; Project planning; Child Wellbeing.

At the end of each training unit the school is requested to identify three changes that they can make (based on their areas of weakness and what they believe can practically be achieved). CRANE should then monitor and encourage those changes over the next month or so. The sense of achievement will then motivate the school to do more.

c) **Results:** CRANE should have a record of the three identified changes and the progress towards three actual changes for each unit. Each school will have 18 identified changes they wanted to make and ideally, 18 changes actually made. CRANE should not only have the records but also verify through evidence that the changes have been made. This should all be recorded on a spreadsheet

d) **Analysis:** the number of verifiable changes made because of QIS training. Comparison against the planned changes. As well as the identified and planned changes,

the comparison of other before and after measurements will reveal many more changes actually made by each school over the time period.

3.2 Have repeated Self-Evaluations against QIS standards been conducted adequately and do the results show overall improvement?

a) **Principle:** Through self-evaluations made at the time of the training, and subsequently at different stages we will be able to see the application of knowledge and learning gained. As the final verification uses the same assessment, we can compare both the changes and the standard achieved over the three-year time span.

b) **Designed actions:** The self-evaluation is completed during the training – strengths and weaknesses are now based on a better understanding of the subjects and the standards required.

A final on-line survey (designed by the EET) was conducted to capture Head teachers' overall reflections of the QIS programme, the **learning**, the improvements, and the overall impact on the school, teachers and children. See annex for details of the online survey.

c) **Results:** CRANE should have results from the evaluation sheets at the time of the training events, at different times when reviewed and again during verification stage for each school on each unit. On-line Headteacher survey results to be compiled ready for analysis by the EET.

d) **Analysis:** Increase in scores. By comparing subjects with largest changes in scores we could identify the scale of initial gaps and the degree of learning and improvement made. We can also demonstrate the change in standards achieved over the time period. Head teacher reflections and perspectives can be summarised and compared to our own analysis of results recorded over time.

3.3 Has the final self-evaluation been adequately Verified by a separate team and are the results consistent with the self-evaluations?

a) **Principle:** Whilst being on the quality improvement journey is the most important point, it is also necessary to know where you are in that journey. Measuring against a common standard is therefore necessary. With international standards being very high and local standards being limited in scope, Viva developed a simplified set of standards pegged against certain international standards. The Accountability Standard recognises that the school is well on the way towards meeting the international standards referred to in the QIS units, already meeting all mandatory numbered standards in the checklists for all 6 QIS areas, with accompanying evidence.

b) **Designed actions:** With the help of a designated CRANE team member, each school is invited to prepare evidence against each line of the self-evaluation form to demonstrate compliance/achievement. A verification team visits the schools and inspects the evidence, interviewing the staff at different levels to assess the depth of application. The verification team will assess through a scorecard method if the school has surpassed the required standards and recommend to CRANE the appropriate award to be presented. (In borderline cases a school can be given time to address any essential gaps that would otherwise score them down below the certificate level). CRANE also require the EE to conduct a verification of CRANE's own performance against the QIS standards.

c) **Results:** A scorecard for each school against each subject and a list of schools' overall scores and awards. CRANE will similarly be scored.

d) **Analysis:** Comparisons can be made between earlier self-evaluations in section 3.2 with the final verified evaluation noting all the improvements that have been made (over and above the three identified changes of section 3.1. Knowing where they are against a common standard now allows each school to have a tailored improvement plan for the coming year – ideally the QIS programme would be repeated allowing detailed focus on these tailored plans.

3.4 To what extent could QIS be used to support MoES standards and school assessments?

- a) **Principle:** The QIS standards were each based around a recognised International standard and then simplified to be understood and achieved by grass route organisations in the majority world. The QIS standards were approved by a Quality Standards Reference Group comprising of representatives of World Vision, Tearfund, Compassion, Toybox and Erikshjalpen. In the Uganda context they also need to be specifically compared with existing Ugandan standards.
- b) **Designed action:** CRANE team should gather all known documented standards that are still current particularly in the Ministry of Education, that relate to the 6 QIS subjects.
- c) **Results:** the EET would analyse the different sets of standards to show similarities, gaps and overlaps between the different systems. It might then be possible to recommend a new set of standards that builds on the best in the existing methods and could be used to improve school inspections while maintaining continuity with existing procedures.
This should provide the basis for discussions with the Ministry of Education and Sports (MoES) about what Quality Standards they are aspiring to and how they can be consistently implemented. Existing standards could be endorsed or new standards developed. The process would depend on the relationships already created between CRANE and the MoES.
- d) **Analysis:** CRANE's comparison work can be reviewed. CRANE's advocacy work can be reviewed. Progress towards new national standards and improved school inspections can be reviewed.

4 REVIEW OF FINAL DATA AGAINST THE EVALUATION FRAMEWORK, ASSESSMENT AND RECOMMENDATIONS.

Covid 19 had a devastating effect upon the world, Uganda and upon the GECT and QIS programme. The majority of the trainings and a good number of intermediary assessments had been completed prior to the lockdown and school closures in March 2020. The QIS Inception report did not anticipate that schools would remain closed until January 2022 which made it impossible to prepare the final Assessments and Verification visits. The CRANE team did incredibly well to keep schools engaged over the closure period and to still collect data in the last few months despite the intense efforts of schools to get back into normal operations. It must be assumed that all results obtained refer to the position the schools were in prior to lockdown. However the verification visits in early 2022 represent an important process of resetting the QIS training in the new situation of schools reopening after the longest school closure in the world. It is a moment for resetting the learning in the environment in which it was intended to be used.

4.1 Have the schools successfully identified and implemented three specific improvements from each of the six training modules and have those improvements been tracked and verified?

- a) **Actions taken by CRANE:** Despite the focus on identifying three significant changes to be made, in response to the training of each of the six units, embedded into the methodology and documentation there is no evidence that any of the trainers followed this guidance and nor did the Crane administrators.

Initially this was thought to be a serious breach in the way the programme had been implemented. However it became clear that it was more a different perspective. The programme was designed with the belief that it was necessary to break it down into achievable goals rather than confront trainees with the huge challenge of Quality improvement across 30 standards in six topic areas. The thinking was that it might be

better to start with a smaller focus of just three significant changes that the trainees themselves would select. The progress made might then encourage the school to continue the process and make further improvements over time through a sequence of rounds of identifying and addressing a small number of issues to work on.

In contrast the CRANE project staff set out to address all the standards in a single long process. The trainers and administrators did not build the work through intermediary milestones but inspired the trainees to work for full compliance. CRANE therefore did not monitor the three improvements at all and instead focused on improvement against the full suite of standards on each subject.

In this section neither the course plan or the recommendations of the inception report were followed, no initial assessments were recorded that might show the schools starting position and no relevant information on identified potential improvements was provided and therefore no analysis was conducted.

4.2 Have repeated Self-Evaluations against QIS standards been conducted adequately and do the results show overall improvement?

- a) **Actions taken by CRANE:** It is important to recognise the critical steps in the QIS programme taken by CRANE prior to any assessment. It starts with an introduction to the whole programme and engagement with the Heads of schools to believe in the need for quality improvement and the benefits of investing staff time and resources into the process. CRANE had to promote and administrate the Training Events as well as ensuring that the trainers and content of the highest quality.

CRANE continues to build relationships with the Head Teachers and Directors with purposed events and updates to maintain each schools engagement.

CRANE allocated Mentors to visit each of the fifty-nine schools to inform, encourage and assist teachers in the application of the trainings and in further engagement with the process. The Mentors are permanent CRANE staff who are resident in each location where the projects supports a school. The heading 'Self-Evaluation' is not quite accurate as each Assessment was facilitated by the CRANE Mentor working with the respective teachers. Paper versions of the assessment questions were provided but the results were recorded digitally using the KoBoCollect system.

b) Information received:

- QIS historical data from 2015
- KoBoCollect output - spreadsheet recording all Assessment results
- List of GEC-T schools and Network Members
- QIS Training attendance summary
- QIS mentor visits summary

c) Review of information:

- List of GEC-T schools and Network Members:
Initially the list of schools actively part of GEC-T was confusing with different lists being used by different departments within CRANE; the same school referred to by a variety of names and some schools dropping out and being replaced over time. Eventually the list of fifty-nine schools (50 target schools and nine control schools) was confirmed. The involvement of Control schools in some modules of the QIS was meant to be an encouragement to the control schools to take part in the project. Clearly the relationship with them was at a much lower level and involvement was very much at their discretion. A further sub-group of note was the sixteen network members that had enjoyed a

strong relationship with CRANE over a number of years, many of which had also been through the entire QIS programme previously prior to 2015. These arrangements meant that there were forty-three schools that had no previous connection to CRANE or to the QIS programme.

- Training Attendance:

Table 1 (page 8) shows the attendance of the schools at the many events. There were twenty-six separate training events hosted by CRANE covering all six topics. Attendance to the events prior to Covid by the 59 schools invited averaged at 68% and during lockdown the focus on Safeguarding achieved 78%. Only one school did not attend any events and only 10 attended fewer than three events. This level of attendance is surprisingly high and must be credited initially to the quality of the promotion by CRANE staff. That the high level of participation continued throughout must be credited to the quality and relevance of the training content. For 43 schools that had no previous connection to CRANE the participation is remarkable achievement.

On average each school sent a representative to 16 out of the 26 events. The 16 network members attended an average of 18 events, even though most of them had done QIS once already. The nine control schools and a much weaker relationship with CRANE attended an average of six events.

- QIS Mentor visits summary:

Record keeping in relation to visits appears to have been incomplete. There seemed to be an ongoing visit programme amongst the CRANE staff although often for multiple purposes. Despite the understanding of the CRANE management team and the observations of the EET team, the volume of visits made by QIS mentors does not seem to have been specifically registered and the various management systems apparently cannot identify the times or dates of the visits. What has been recorded is a series of topic-led initiatives where a staff team was briefed, trained and then sent into the 50 target schools to help support and further stimulate performance against the QIS standards. These initiatives focused on the subjects of Child Protection, Finance and Safeguarding. Visits were recorded when facilitating a school through Assessments and specific times during 2020. Despite the limited records, Table 2 shows the summary of visits provided – 50 schools receiving total of 205 visits, an average of 4.8 visits per school (compared to 4.5 for Network Members and zero visits to control schools).

It is believed that these team visits, the unrecorded Mentor visits and the special events for Heads and Directors all contributed to the schools on-going engagement with the QIS programme and their commitment to invest into the quality improvement process.

- CRANE's historical QIS data from 2015 shows the delivery of 4 cycles of QIS to 110 NGO's associated with the network. There were apparently other cycles before that dating back to 2008. It was this depth of experience in the NGO sector that gave CRANE the belief that they could impact the quality in schools in a similar way. Analysing the performance of the 16 network members now part of the GECT programme we see that they had a baseline score of 48% rising to an end score of 70% and improvement of 22%

- KoBoCollect output - spreadsheet recording all Assessment results ('self-evaluations'): The KoBoCollect spreadsheet provided contained all QIS results facilitated by CRANE since 2017. This included 69 network members that had to be removed as they were not part of the GECT programme. Results then had to be segmented into the six different topics and sorted by date so that each topic could be analysed over time. Table 3 provides the overall Assessment results

As identified in 4.1 the trainers did not follow the guidance and obtain any self-assessments at the start of the programme. Typically these initial self-evaluations are of limited value as people generally do not understand the subject prior to the training and tend to mark themselves higher before the training and much lower immediately after the training! Not having any of these evaluations however does mean that the starting position of the schools is not as easy to assess. Table 3 (page 10) shows that we have 12 results from 2015 and a further 13 from the start of 2018 which gives us a reasonable starting score for almost 50% of the schools. In order to compensate for this lack the 2021-22 Assessment was specifically designed to additionally capture the 'Perceived' views of what the schools had in place at the start of the programme in 2017. Whilst this 'perceived' view is clearly subjective and without evidence, overall comparison with the early results actually recorded mean that these results provide an overall reasonably accurate indication of where schools started.

In 2019, 38 schools conducted assessments and in 2021-22, 44 schools had completed assessments at the time of writing. The key findings show that:

- 44 schools have been assessed at the end of the programme – providing an average QIS score of 81% against the 180 international standards across the 6 subject areas.
- The improvement achieved across the 59 schools over 3 years is an average of 20% (equivalent to 36 standards more standards complied with in every school)
- Network members who had previously completed QIS and started with an average score of 70% also achieved the same 20% increase and ended up with an average of 90%
- Control schools that provided results scored an average of 85%, also above the average, but the perceived increase since 2017 was only 3% showing that they were already achieving a reasonable level of quality and had not really improved over the same 3-year period.

The two schools with the biggest improvement were both Network members who had already completed QIS before in 2015. Even so their starting positions were only 55% and 49% but they invested considerable efforts to end with 99% and 86% respectively and increase of 44% and 37%. (If we go back and look at their historical data and their baseline recorded in 2015, they actually started at 33% and 29% resulting in an overall improvement of 66% and 57% respectively)

Table 4 (page 11) shows the results broken down into the six subject areas. Training and standards on Child Protection was perceived to be the most significant subject with a 26% improvement whereas Financial Accountability recorded the highest actual increase with 38% improvement. The other topics all recorded increase just below 20% with the exception of project planning at 14% improvement.

Table 5 (page 12) shows the number of schools achieving different percentage brackets of compliance. At the start of the programme in 2017 it is clear that the schools had a wide spread of understanding and experience regarding quality standards, five of the schools were already achieving over 90% compliance but the majority were recording scores in the region of 40 to 60% (see figure 2). In contrast at the end of the programme the vast majority of schools were recording scores of over 70% compliance.

Table 1 - QIS Training Attendance

| Training Date | 2017 | | 2018 | | | | | | | 2019 | | | 2020 | | | | | | | 2021 | | Total # events attended |
|---|--|-----|--|--|---------|-------------|-----|------------|--------------|---------------------------------|---------|-------------|--------------------------------|---------------------|--------------------|-------------------|-----------|--------------|----------------|------------|----|-------------------------|
| | Child protection and Child Wellbeing - 12-17 Dec- 2017 | | Governance 23-25 Jan 2018 Fin Acc 21-23 Mar & 10&12 May Gov & People Care 11-13 Apr PPD- 7th-9th May 2018 Child Protection 23 June 2018 Child Rights 7 Sep 2018 People Care 4-7 Sep 2018 | child protection - positive discipline | Finance | People care | PPD | Governance | Child Rights | child protection - safeguarding | Finance | people care | Safeguarding Review March 2020 | Child safe guarding | Control of context | Social Harassment | Wellbeing | Safeguarding | Whistleblowers | Governance | | |
| AFRH- African Hearts Junior School | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 16 |
| AMG | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Bat Valley Pri School | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 21 |
| Bright trust | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 20 |
| Bugabo- Bugabo Lake View Ps | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 |
| Central College Kab | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 21 |
| Divine Hope | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 21 |
| DWELLING PLACES | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 18 |
| EVACAP | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 20 |
| Fort Jesus H Sch | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 21 |
| Future Hope Primary School | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Good Samaritan Ps | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 22 |
| Goshem- Goshem Christian School | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 |
| Hillside Junior School | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 22 |
| Holy Family Sec Sch Nam | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 |
| Hope Primary School Masanafu | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Hope Kasengeje Primary School | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| House of Joy | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 23 |
| Joy and Paul Primary School | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Kaamu Memorial Primary School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Kampala School for PHC | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 21 |
| Kawoomya PS (Kamwoky) | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Kapeeka Secondary School | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 13 |
| Kasengeje Church of Uganda Primary School | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| Kasengeje Sec Sch | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| Kasubi Family | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 15 |
| KBC (Kampala Baptist Church) | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 15 |
| Kirema Pr. Schoo. | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 18 |
| Kisimbiri P Sch | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 21 |
| Kisowera p/s | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Kisowera SS | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Kitebi P School | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 21 |
| Lamaratoite Pr Sch | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Lugazi Model | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 22 |
| Mengo P School | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 20 |
| MIFA | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 14 |
| MUKISA | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 15 |
| Mulago Sch for the deaf | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 20 |
| Munkabira Primary School | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 |
| Mwebaza H S | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 21 |
| Nakivuboi Blue Ps | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 22 |
| Namasumbi CU P sch | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| New Hope - New Springs | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| OASIS Uganda | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 20 |
| Old Kampala P School | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 21 |
| Our Lady of Fatima Secondary | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 13 |
| PASNEC | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 |
| Paul Mukasa Sec Sch | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 20 |
| Rock of Jehovah | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 |
| St Andrew SS | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 21 |
| St Charles Bukerere PS | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 22 |
| St Charles Bukerere S Sch | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| St Jude Primary School Buggala | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| St Kizito Primary Sch | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 18 |
| St Mark Kikandwa Ps | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 22 |
| St Paul Kyeabando | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| St.Theresa | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 11 |
| UCBT- Lugazi Comm unity school | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 21 |
| TOTAL | 41 | 41 | 38 | 43 | 49 | 40 | 46 | 25 | 35 | 39 | 48 | | 52 | 44 | 44 | 44 | 44 | 44 | 44 | 15 | 16 | |
| % out of 59 | 66% | 69% | 64% | 73% | 83% | 68% | 78% | 42% | 59% | 66% | 81% | | 88% | 75% | 75% | 75% | 75% | 75% | 75% | 25% | 18 | |

Key findings:

Attendance at all events 2017 to 2019 = 68%

Attendance at 6 online Safeguarding events in 2020 = 78%

Average school attended 16 out of 26 events. (CRANE Members 18 events, Control schools 6 events)

Only 1 school did not attend any training, only 10 schools attended less than 3 events.

Table 3 – Assessment Results

| | 180 | TOTALS | | | | | | Difference Perception: actual |
|--|-----|--------|-------------------|------|------|------|---------|-------------------------------|
| | | 2015 | Perceived 2017-18 | 2018 | 2019 | 2020 | 2021-22 | |
| African Hearts Junior School | M | | 57% | | 86% | | 87% | 30% |
| AMG | M | 70% | | | | | | |
| Bat Valley Primary School | | | 71% | 52% | 91% | | 82% | 11% |
| Bright Trust Primary School | | | 50% | | 81% | | 85% | 35% |
| Bugabo Lake View Primary School | M | | 37% | 72% | | | 59% | 21% |
| Central College Secondary School Kabimbiri | | | 44% | | 85% | | 89% | 46% |
| Divine Hope Primary School | M | | | | 63% | | 74% | |
| DWELLING PLACES | M | 91% | 50% | 95% | 96% | | 96% | 46% |
| EVACAP | M | 64% | 38% | | | | 83% | 45% |
| Fort Jesus Secondary School | | | | | 70% | | | |
| Future Hope Primary School SASSCU Kamyoka | | | 94% | | | | 96% | 2% |
| Good Samaritan Primary School | | | 57% | 66% | 66% | | 70% | 12% |
| Goshem Christian Primary School | M | 55% | 40% | | 81% | | 74% | 34% |
| Hillside Junior Primary School | | | 46% | 56% | 82% | 84% | 71% | 26% |
| Holy Family Secondary School Namayumba | | | 48% | | 74% | | 66% | 19% |
| Hope Primary School Masanafu | | | 94% | | | | 98% | 3% |
| Hope Kasengeje Primary School | | | 93% | | | | 97% | 4% |
| House of Joy Primary School | M | 83% | 69% | | 95% | | 85% | 16% |
| Joy and Paul Primary School | | | | | | | 62% | |
| Kaamu Memorial Primary School | | | 44% | | | | 45% | 2% |
| Kampala School for the Physically Handicapped | | | 85% | | 82% | | 89% | 4% |
| Kawoomya PS (Kamwokya) | | | | | | | | 0% |
| Kapeeka Secondary School | | | | | | | | 0% |
| Kasengeje Church of Uganda Primary School | | | 53% | | 56% | | 71% | 18% |
| Kasengeje Secondary School | | | 49% | | 62% | | | |
| Kasubi Family Primary School | | | 76% | 50% | 80% | | 86% | 11% |
| KBC | M | 75% | 73% | 68% | | | 79% | 5% |
| Kirema Primary School | | | | 61% | 85% | | | |
| Kisimbiri Church of Uganda Primary School | | | | | 68% | | | |
| Kisowera Church of Uganda Primary School | | | 73% | | 43% | | | |
| Kisowera Church of Uganda Secondary School | | | | | | | 74% | |
| Kitebi Primary School | | | 47% | | 85% | | 71% | 24% |
| Lamaratoite Primary School | | | | | | | | |
| Lugazi Model Primary School | | | | | 74% | | 85% | |
| Mengo Primary School | | | 56% | 52% | 59% | | 74% | 17% |
| MIFA | M | 74% | 76% | | | | 89% | 13% |
| MUKISA FOUNDATION | M | 73% | 99% | | | | 98% | -1% |
| Mulago School for the Deaf | | | 43% | | | | 65% | 22% |
| Munkabira Primary School | | | 53% | | | | 69% | 15% |
| Mwebaza High School | | | 75% | | 68% | | 97% | 23% |
| Nakivubo Blue Primary School | | | 75% | | 66% | | 91% | 16% |
| Namasumbi Church of Uganda Primary School | | | | | 66% | | | |
| New Hope Primary School | M | 55% | 47% | 73% | 76% | 93% | 99% | 52% |
| OASIS Uganda | M | 89% | 96% | 67% | 94% | | 95% | -1% |
| Old Kampala Primary School | | | | 46% | 69% | | | |
| Our Lady of Fatima Secondary School | | | 68% | 45% | 67% | | 79% | 11% |
| PASNEC | M | 66% | 46% | | 58% | | 92% | 46% |
| Paul Mukasa Secondary School | | | 55% | | 58% | | 83% | 28% |
| Rock of Jehovah Secondary School | M | | 32% | | 63% | | 67% | 38% |
| St Andrew's Secondary School | | | | | 74% | | | |
| St Charles Bukerere Primary School | | | | | 86% | | | |
| St Charles Bukerere secondary School | | | 71% | | 85% | | 96% | 24% |
| St Jude Primary School Buggala | | | | | | | | |
| St Kizito Primary School | | | 43% | | 70% | | 53% | 10% |
| St Mark's Kikandwa Primary School | | | 57% | | 76% | | 80% | 22% |
| St Paul's Bulege Primary School Bugabo | | | 57% | | | | 78% | 21% |
| St Paul's Kyebando Church of Uganda Primary School | | | 62% | | 44% | | 90% | 30% |
| St Tereza Primary School | | | | | | | | |
| UCBT- Lugazi Community School | M | 49% | | | | | 86% | 37% |
| | | 70% | 61% | 62% | 73% | 88% | 81% | 20% |

Key Findings (Table 3):

44 schools have been Assessed at the end of the programme – providing an average QIS score of 81% against the 180 international standards across the 6 subject areas.

The improvement achieved across the 59 schools over 3 years is an average of 20% (equivalent to 36 standards more standards complied with in every school)

Network members who had previously completed QIS and started with an average score of 70% also achieved the same 20% increase and ended up with an average of 90%

Control schools that provided results scored an average of 85%, also above the average, but the perceived increase since 2017 was only 3% showing that they were already achieving a reasonable level of quality and had not really improved over the same 3-year period.

In the 2021-22 column of results, the darker shaded green identifies the results that have been 'verified' at the time of writing.

Table 4 – Compliance achieved against the standards in each subject area

| | Old Members | Starting Perception | Actual Scores | | | Old members |
|-------------------------|-------------|---------------------|---------------|------|---------|-------------|
| | 2015 | 2017 | 2017-18 | 2019 | 2021-22 | 2021-22 |
| People Care | 71% | 63% | 58% | 71% | 79% | 83% |
| Governance | 70% | 67% | 63% | 75% | 80% | 88% |
| Child Protection | 70% | 54% | 72% | 79% | 80% | 86% |
| Financial Accountabilty | 61% | 61% | 39% | 72% | 77% | 91% |
| Project Planning | 78% | 62% | 67% | 71% | 80% | 87% |
| Child Wellbeing | 72% | 61% | 65% | 80% | 83% | 90% |
| Overall Averages | 71% | 61% | 60% | 75% | 80% | 88% |

Key Findings:

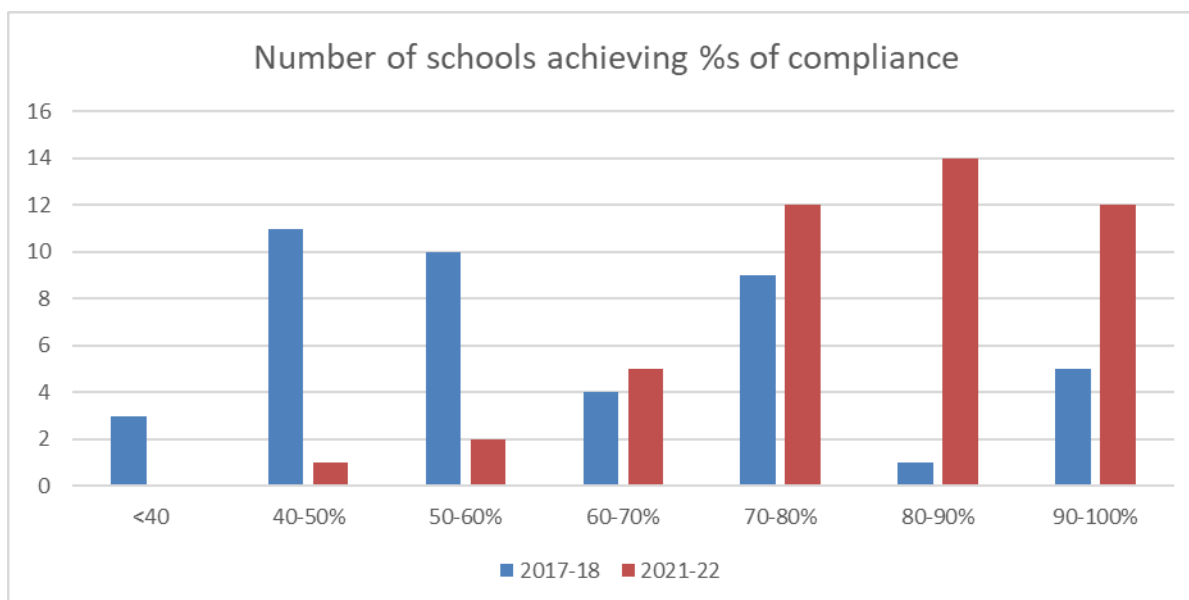
The 'perception' is that the greatest improvement was in Child Protection 26% and Child Wellbeing 21%

According to 'actual' scores Financial Accountability achieved the greatest increase with 38%

Project Planning produced the smallest improvement at 14%

Results consistently improved over time and across all subjects. Similarly old members who had mostly completed a previous cycle of QIS also improved to above average levels across all subjects.

Table 5 – The number of schools achieving different percentage brackets at the start and end of the programme.



Key Findings:

In 2017-18 the majority of the schools were achieving 40 to 60% compliance (although 5 were over 90% and 14 below 50%)

In 2021-22 the majority of schools were achieving 70 to 100% compliance (with 12 schools over 90% and only 1 below 50%)

4.3 Have the final assessments been adequately Verified by a separate team and are the results consistent with the self-assessments?

a) Actions taken by CRANE:

An agreed Gantt chart was closely observed by the CRANE team in preparation for this QIS Evaluation until continued school closures prevented the verification process from starting.

The new Spectrum Line assessment was put in place for all 2021-22 assessments and ‘perceived’ starting positions. A brief for QIS mentors was agreed with the EET to prepare the schools for assessment and verification, including the production of evidence boxes where all relevant and necessary documentation was stored. Another brief was agreed with the EET for the selection and training of the Verification Teams. With the continued closure of schools team composition and training needed to be repeated and planned visit schedules continually updated.

As part of the Verification stage CRANE themselves completed the Spectrum line and provided their own evidence box for verification by Viva and the EET.

An on-line survey was developed by the EET to obtain an overview of the QIS programme from the Headteacher’s perspective and to explore the wider application of existing standards used by the government in their inspections and assessments of schools.

b) Information received:

- “QIS standards 2020 – Spectrum Line” – an updated version of the QIS standards using terminology more aligned to schools to aid accuracy and understanding.
- CRANE’s own completed Spectrum line and folder of documented evidence
- KoBo spreadsheet of results containing ‘verified’ results.
- On-line survey results from Heads/Directors of schools

c) Review of information:

Table 3 shows that at the time of writing only ten schools had been officially verified. Verification scores were actually an average of 3% higher than those produced by the QIS mentors and Heads, which whilst a relatively small sample at this stage would suggest a high level of credibility with regard to the majority of the scores recorded.

CRANE's own performance against the Spectrum Line assessment was exceptional – see Appendix 1. for a full summary. CRANE achieved an average score of 97% across all subject areas and 100% in child protection. Past results show that CRANE has maintained this level of quality for over 13 years, a very impressive achievement. It is credit to CRANE that they have been willing to subject their own organisation to the same process as the 59 schools and have been able to demonstrate that they are committed to the obtaining and maintaining all relevant quality standards.

An online survey of Head teachers was conducted as an additional means of evaluation of the QIS programme – See Appendix 2. 68% of the schools responded. The vast majority showed a high level of appreciation for the training and confirmed child protection and child wellbeing as the most significant.

The survey was also used to gather information regarding wider understanding of government standards and inspections which we will cover in the next section.

This survey provided triangulation with the training attendance records and overall improvement results confirming a high level of engagement and confidence in the QIS programme. The survey concluded that if CRANE were to host more QIS trainings in the future then 78% would definitely enrol again and a further 18% said that they would probably enrol.

4.4 To what extent could QIS be used to support MoES standards and school assessments?

a) CRANE actions taken:

CRANE has been in discussions with the Ministry of Education and Sports (MoES) since the start of the GECT programme. They have worked with the Government inspectors, invited them to the different training events and even held separate meetings to discuss relevant the improvement of standards used. Representatives at the MoES have welcomed CRANE's efforts to improve quality standards in the schools in and around Kampala and have also welcomed suggestions regarding improved National Standards.

From the recommendations made in the Inception Report, after the review of documents provided, Crane and the EET in conjunction with a UK schools inspector developed a set of new standards, expanding on those already used, and submitted them to the MoES for their consideration to form a revised set of standards used by the government.

b) Information received:

National Inspection Tool for Primary Schools (Ministry of Education and Sports (MoES)) including Teacher Supervision tool for Primary and Secondary Schools.
Lugazi Municipal Council - School Inspection Report for First Quarter FY 2018/19 (Term 111 2018)

Proposed New Inspection Tool for the MoES Inspectors

c) Review of information:

- **The National Inspection Tool** of the MoES appears to be the only monitoring tool being used by Primary and Secondary Schools and Ministry Inspectors throughout the Kampala district.
The tool focuses on the adequate provision of Facilities; a limited section on school management; a classroom observation tool to measure the effectiveness of teaching and learning; and the involvement of parents and community.
 - a) The facilities section (Pillar 1) is clear and practical although it is far from an exhaustive list and could be extended to cover many more aspects of physical provision that would be ideal. It strangely includes a section on discipline and inclusion that would seem better placed in the School management section (Pillar 2)
 - b) The School Management section (Pillar 2) covers a wider range of important subjects in quite a cursory way. Governance, Finance, Policies, Teacher supervision and development could all do with their own sections
 - c) Effectiveness of teaching and learning – classroom observation tool (Pillar 3) is probably the most used part of the tool and as such leads to the assumption that all parties consider it adequate.
 - d) Involvement of parents: participation in school and in community (Pillar 4) seems to be a very short section and could probably be included in an enlarged or broken-down School Management section.

Over past years the National Tool has probably been adequate in bringing to attention the key aspects that needed to be addressed in the running of a school. Now in the pursuit of better quality in all areas the tool ideally needs to be revised to include an additional level of detail to both set a standard that is clearly understood and to help schools know what they have to achieve.

- **The Lugazi Municipal Council – School Inspection Report** provides a summary of inspections carried by Government Inspectors using the above Inspection tool across the 171 schools in that district. The report is limited to the extent of the Inspection tools so focuses on low teaching numbers and performance and poor facility provision which mainly relates to poor funding. In some respects these are some of the basic issues that need to be addressed before fine tuning of other management aspects and shows that the quality at a low level. The only substantive recommendation was for more funding, and there were no specific or constructive plans put forward for any development and improvement in any other area.
- **Proposed New Inspection Tool for the MoES Inspectors**
Rather than present something radically different the Proposed New Inspection Tools uses the structure and terminology of the current tool, used for a number of years, but has updated content and additional sections. The previous version had 4 Pillars, the proposed version 7 Pillars. The subject headings are as follows:

| Current version | Proposed version |
|--|---|
| Pillar 1 – Learning Environment | Pillar 1 – Quality of Overall Leadership and Management |
| Pillar 2 – School Management and Teacher Performance | Pillar 2 – Quality of Financial Management |
| Pillar 3 – Classroom Observation | Pillar 3 – Quality of Teaching and Learning |
| Pillar 4 – Involvement of Parents and Community | Pillar 4 – Teachers Assessment and Standards |
| | Pillar 5 – Quality of Staff Deployment and Development |

| | |
|--|--|
| | Pillar 6 – Provision and Management of Structures and Facilities |
| | Pillar 7 – Quality of Governance |

The expanded structure enables a deeper look into a greater number of subject areas almost all of which were covered under the QIS structure (with the exception of Project Planning). In the standards included under each Pillar, care was taken to keep relevant and known clauses wherever possible and enhance them with additional standards from the QIS programme, trying to keep the overall package as short and manageable as possible. The content was checked and improved using the input from a UK Ofsted⁸² inspector before being submitted to the MoES.

With the extended school lockdown it has not been easy to make any headway with the MoES but CRANE continues to seek further discussions.

The EET believes this piece of work could be a most significant development. The current Inspection Tool has a limited scope and is recognised as being out-dated and in need of revision. The proposal put forward by CRANE would appear to be a very good contender for adoption by the Government. It would be a significant step if this proposed new Inspection Tool were used across Uganda setting a consistent new bar for the way schools were to be managed.

5 EVALUATION METHODOLOGY

The methodology for preparation of this Evaluation Report has been solely desk study of documents provided by CRANE and clarifying conversations with Viva staff responsible for the programme in Uganda.

Due to Covid restrictions travel to Uganda was not possible and therefore in person verification of the many aspects of work could not be carried out. Knowing this in advance enabled extra care to be taken at every stage to ensure different independent staff monitored and review the work of others. Viva staff also acted as a separate layer within the overall operation which helped the EET to fulfil its role.

The desk study was supplemented by a) the on-line survey of head teachers b) semi-structured interviews with CRANE staff and verification teams to review processes and anomalies in records.

The final Verification visits were carried out in 2022 using a team of three external evaluators who have no links to CRANE or Viva. The three were used in different combinations to create opportunities for cross-checking of findings and assessments. There was at least one and, more normally, two external evaluators in each of ten Verification visits. The EET is confident that there has been adequate supervision and cross-checking by external evaluators and that the Verifications are reliable and can be used to make awards.

6 RISKS AND LIMITATIONS

6.1 Inconsistency of information recorded

The QIS programme has been managed by different personnel over the 4 years. As different information has been requested it has become clear that different managers

⁸² Office for Standards in Education, Children's Services and Skills
<https://www.gov.uk/government/organisations/ofsted>

focussed on different elements. Some records presumably thought unimportant by some appear to have been lost or misfiled. Recording procedures also seemed to change over time preventing consistent information to be compared.

Different CRANE team members visited different schools offering different levels of support and understanding. As they have recorded evaluation results, they may well have used differing degrees of interpretation on the same point. Accuracy of transfer of results or digital recording may also be open to inaccuracies. Methods of reporting and storage of paper documents changed over the 4 years such that the EE is reliant on the relevant documentation being supplied.

6.2 Inconsistency of assessments at verification stage

With 59 schools to be reviewed a number of verification teams were necessary. Different mentors may prepare schools differently and different verification teams may mark results differently. Strict briefs, training and preparation tried to mitigate this but elements will remain.

7 FURTHER CONSIDERATIONS AND CONCLUSIONS

7.1 Overview of results

The overall outcome of the QIS Programme is that quality of participating schools has improved by over 20%. At the start of the programme their compliance to the QIS standards was between 37% and 99% averaging at 60% and at the end of the programme compliance had risen to between 45% and 99% but averaging at over 80%.

According to Viva this level of improvement is consistent with previous experience having operated the programme over many years in different locations around the world with members of different NGO networks. From the data provided, CRANE has delivered the QIS programme to 179 NGOs over the last 10 years. The significant difference on this occasion is that the programme has been implemented with schools and 43 out of 59 had no previous relationship with CRANE.

The content of training, the standards across the 6 subject areas, the promotion of the programme, the engagement with the Heads/Directors, the regular visits of the staff team all contributed to the success of the programme and the results achieved.

Attendance at the 26 training events by the 59 schools was an impressive 68%. Out of the 10 schools that attended least, seven were control schools. If we take the lowest 10 target schools, four have yet to complete an assessment (which presumably says something about the poor relationship with CRANE overall) and although the average score achieved by the remaining 6 was 79% the improvement made by this group was an average of 7% (much lower than the 20% recorded overall). This extract would suggest a clear correlation, to what may appear obvious, that in not attending the training the likelihood of improving is significantly reduced.

CRANE made 205 recorded visits to the 59 schools. If we take the 10 target schools least visited, three have not completed an assessment and the average final score of the other 7 is 74% with an average improvement of 15% both of which are below the averages of the whole group (80% and 20% respectively). The lack of visits may be due to a weaker relationship with CRANE, although three out of the 10 are old members who have done the course before and maybe felt they could progress with the same level of investment. The reduced engagement with CRANE would appear to parallel a reduced commitment to the QIS process which resulted in reduced overall achievement compared to others.

Interestingly, 6 out the 10 schools appeared on both lists of lowest attenders and least visited. 3 of these were the old members referred to above. Of the 3 remaining, 2 have yet

to complete an assessment, which just leaves one school that attended no trainings and received no visits and completed no intermediary assessments until the end. This school can therefore be seen as a more meaningful 'control' against the rest of the target schools. This school recorded a final score of 45% (the lowest of all 59 schools) and an improvement since 2017 of just 2%.

7.2 Overview of CRANE's performance

The initial decision to approach the entire QIS program rather than the conventional approach of starting with three improvements per subject, seems to have been rewarded with obvious results of significant improvements across the whole range of standards. The lack of baseline assessments is however still a significant omission - instead, having to rely on a 'perceived' memory even though it correlated well with the 50% of actual results that were recorded.

Records of the Mentor visits could also have been improved.

However, despite these deficiencies, CRANE won over the 43 new schools and 16 old members, who been through the cycle before, and was able to generate surprising levels of commitment to every stage of the programme, dedication to the goal of improving quality and results that demonstrates the success of the programme and of all parties involved.

7.3 Overview of significance of results

Just under half the schools on the programme (25/59) achieved an overall score of 80% and over, compared to just six at the start.

Out of the total number of 180 quality standards contained in the QIS assessments it means that these schools now complied with more than 144 standards and an average of 24 out of 30 in each subject area.

According to the design of QIS, the high score in each category, means that each of these schools could apply for and receive certification from the six respective international standards on which QIS is based:

- 'Good Governance: A Code for the Voluntary and Community Sector' by ACEVO, Charity Trustee Networks, ICOSA, NCVO on behalf of the National Hub of Expertise in Governance
- People In Aid (www.peopleinaid.org.uk)
- Management Accounting For NGOs (MANGO) <http://www.mango.org.uk>
- Keeping Children Safe Coalition <http://www.keepingchildrensafe.org.uk>
- Sphere Standards, Save the Children Toolkits; Tearfund Project Cycle Management (Roots 5)
- UN Convention of the Rights of the Child (CRC) and the relevant National Plan of Action

Putting certification aside the programme has significantly raised standards in the participating schools; giving Heads and teachers a sense of achievement, respect and even pride in their work; giving parents assurance and confidence that their children are in the right place to help them develop and learn; and giving the children the best environment and opportunities to learn and attain the qualifications that may lead to better opportunities in the future.

Finally the success of the QIS programme could be shared in some form with all schools across Uganda should the proposed new Inspection Tool be adopted by the MoES. If accepted and on the strength of the finding in this report then CRANE's training could well be sought out and replicated across the country.

8 RECOMMENDATIONS FOR FURTHER WORK

- 7.4 Outstanding work that still needs to be done:
- a) The completion of Verification across all schools and update of results tables.
 - b) The production of Tailored Improvement Plans for each school following on from verification with confirmation of at least 6 recommendations of specific standards that could be addressed to further improve their overall score.
 - c) It is understood that there is no further budget for more training or monitoring to help schools further improve before the end of the GECT programme.
 - d) It may, however, be possible to review what further actions have been taken on the Tailored Improvement Plans – even if schools submitted this information without visits or verification.

- 7.5 Continued pursuit of MoES regarding the adoption of CRANE's proposal for a new Inspection Tool for Government Inspectors. This will involve various rounds of discussions and revisions before an agreed document is ratified.

The natural follow-on work would involve laying out the standards with advice to head teachers, under each Pillar, in a formal document. This makes clear to schools what standards they are aiming at, and what standards will then in turn be reviewed by Government Inspectors through the Inspection Tool.

If both of these are adopted by MoES then CRANE must have a huge opportunity to replicate their QIS training and make it available to all schools across Uganda. With a proven track record of success of helping schools bridge the gap between current and required standards CRANE should be able to convert QIS into a successful income generating business that would be in great demand.

- 7.6 If the standards are not adopted by MoES and no official quality goals or targets are put in place by the authorities then schools will struggle to follow any consistent approach and continue on individual pathways depending on the need or drive of school governance and leadership. The same situation exists with quality in the NGO sector with a lack of clarity and consistency by the authorities. Having a comprehensive set of standards that can be targeted and monitored by all parties is essential for real progress towards quality improvement.

QIS has proven to be an excellent programme that engages schools and projects on a journey of improved quality. It can be run independently and operated as an income generating business in a generic way but it becomes so much more potent when targeting an essential standard or level of performance. CRANE should investigate establishing training QIS as a commercial operation with and without the desired actions of the authorities.

QIS Certification 2021 for CRANE Network, Uganda

1. Introduction:

From 2018 to 2021 Crane has been training 59 government and private schools in Viva's Quality Improvement System, as part of the UK Aid GECT programme. CRANE's own performance against the QIS quality criteria was reviewed in 2008 and 2015. So as part of the current training phase the External Evaluation Team of the GECT programme was asked to verify CRANE's current performance as a stand-alone organisation.

Viva oversaw and supervised the completion of the necessary assessments and the collection of evidence – in the form of further documentation, policies, procedures etc. These were then presented to the EET virtually (Uganda in lockdown at this time preventing travel). The Assessment results were converted to the attached results sheet:



CRANE QIS
Scoring.xlsx

2. Results:

The headline result is that CRANE has scored an overall QIS score of 97%.

That means that over the six themes of Governance, People Care, Project Planning, Child Protection Financial Accountability and Child Well Being containing a total of 27 Aims and 150 quality standards CRANE has demonstrated compliance in 97% of them.

In more detail, the scores for individual units (Aims and Standards combined) were:

| | |
|--------------------------|------|
| Governance | 99% |
| People Care | 98% |
| Financial Accountability | 95% |
| Child Protection | 100% |
| Project Planning | 99% |
| Child Well Being | 91% |

If we look at just the scores for the just the 27 Aims for which we have historical data we see that the scores in 2008 were 97%, 2015 were 98% and 2021 are 98%. This demonstrates a consistent high level of achievement for over 13 years.

This more than qualifies for the Viva 'Accountability' Quality Mark.

Whilst the scores regarding Aims have been consistently high over time and show an improvement of just 1% it is believed that that scoring in the earlier years could well have been more generous, responding to more generic statements of intent as compared to the more detailed Standards that were either achieved or not. If we look at the 'perception' of the responsible staff as to where they started and therefore the perceived change, we see an average improvement of 11% over the time period. It is believed that this reflects the number of detailed changes made in accordance with the Standards rather than the Aims.

Unfortunately, no early records of scoring against Standards were provided to verify this. It is worth noting that the lowest score in Child Well Being is due in part to the fact that CRANE's purpose is to inspire leaders of churches, organisations and schools and not to engage directly in care and supervision of children, although that may happen as part of occasional events. Some of the quality criteria are therefore not relevant to CRANE's everyday work.

3. Improvements

On face value it would seem harsh to talk about improvements when a score of 97% has been recorded but it may be of interest to the organisation to see a summary of the Standards that were not fully complied with and therefore where further improvements could be made:

Governance: Separate roles within the group of Trustees could be better defined to distribute responsibilities.

People Care: More effort to ensure that people are safe at work and trained in Health and Safety and Emergency situations.

Financial Accountability: All workers know what they can and cannot spend; All finance staff receive adequate training; Cashflow projections provided for the projects – consistently; Funding Grids/Plans.

Child Protection: None

Project Planning: Need to conduct a new Situational Analysis to ensure that knowledge and understanding of CRANE's constituency is updated and renewed to ensure relevance.

Child Well Being: Children once again enable to influence CRANE's Leadership

4. Significance

According to the design of QIS, the high score in each category, means that CRANE would more than achieve the six respective international standards on which QIS is based. If CRANE choose to take the time to apply and be verified individually, the organisation would qualify for or be deemed compliant with:

- 'Good Governance: A Code for the Voluntary and Community Sector' by ACEVO, Charity Trustee Networks, ICSA, NCVO on behalf of the National Hub of Expertise in Governance
- People In Aid (www.peopleinaid.org.uk)
- Management Accounting For NGOs (MANGO) <http://www.mango.org.uk>
- Keeping Children Safe Coalition <http://www.keepingchildrensafe.org.uk>
- Sphere Standards, Save the Children Toolkits; Tearfund Project Cycle Management (Roots 5)
- UN Convention of the Rights of the Child (CRC) and the relevant National Plan of Action

The Leadership and Management of CRANE should be congratulated for achieving and maintaining an important level of performance and operation over many years. Quality usually declines with time, as people change, situations change, and attention to good practice wanes. It takes time, effort and commitment to continually improve and adapt.

GECT External Evaluation Team - 12.10.21

Results of the QIS on-line survey

Responders

Out of 59 schools that are part of the CRANE GEC programme and who were sent the survey 40 responses were received = 68% response

Head Teachers and Directors completed the survey for 75% of the responses, and 80% of responders had been in post for over 3 years in that school.

Quality Improvement Trainings

65% of the responders had personally attended all the training modules covering the 6 subject themes. 90% had attended training on at least 4 of the themes.

The 6 subject themes were ranked on how useful they were; how much was learned; how many improvements were made and how important those improvements were:

- 9 Child Protection
- 10 Child Wellbeing
- 11 People Care
- 12 Financial Accounting
- 13 Governance
- 14 Project Planning.

The middle-ranking modules receive very similar scores but it is clear that Child Protection was the most praised and Project Planning the least.

Asked How to improve the training there were some general answers: More practical ideas and less general information; Longer and more detailed; More group discussions; Better briefing before training; Some comments on timing during holidays and more regular.

57% thought that the trainings were thorough and covered everything necessary although there was a long list of suggestions for other subjects that could have been included or could be considered missing. The most common request for training was regarding engagement with parents and more on management/conflict, although not relevant in respect to standards.

50% thought that the Handouts were Interesting and helpful (Six respondents said they had not received handouts.)

If CRANE were to host more QIS trainings, then 78% would certainly enrol again and a further 18% said that they would probably enrol.

Government Inspections

80% of the responders' schools had been inspected in the last 6 months and 87% said that those visits had led to important improvements. At the time examples of change focused on Covid/SOPs and physical improvements to infrastructure but it was encouraging to see a wide range of other issues addressed as well.

Effect of the first Lockdown

65% of responders' schools had not lost staff at the time of the survey but 70% of responders agreed that many girls would not come back after lockdown.

CRANE visits

58% of responders' schools had received a visit from CRANE in the previous 6 months. These visits were considered helpful by over 95% of the responders.

Standards in Schools

A large part of the QIS training was intended to cover the management of schools. When asked whether the schools were aware of other such Standards 60% said 'yes' and 40 % said 'no'. However when the examples of other standards suggested were reviewed, the majority referred to the Education Act and Code of Conduct or Ethics for teachers which offered little in regard to standards of management – focussing on registration of schools, appointment to various levels of committee meetings and the recruitment of staff. No other set of standards mentioned were as comprehensive regarding school management as those offered through the QIS programme.

90% of responders believed it was useful to have established common standards in school management, 78% believed that most parents respected a school that had achieved certain standards, 55% believed that achievement of standards was a reward to teachers who made efforts to improve the schools, and 48% thought that it would enable comparisons between the achievements of different schools.

When asked about 'the most important things that can help with improving school management, the majority of responses referred to funding and quality of staff. It is hoped though, that from the experience of QIS that schools can see that many changes can be made by understanding the standard required and then taking simple actions to address those standards. In fact, to illustrate the point, when asked 'what has been the single most important change that has happened in your school as a result of the QIS training?' the overwhelming answer was that child protection had improved.

GECT External Evaluation Team - 12.10.21

PROPOSED NEW INSPECTION TOOL FOR ALL SCHOOLS IN UGANDA

| | | |
|--|--|--------------------------------|
| School name: | Date of monitoring | Date of last monitoring |
| Address: | | |
| District: | Status (e.g. Gov't private/community) | |
| Head teacher's details: | Head teacher's contact details: | |
| Present/absent on day of inspection? Yes: ✓ No | | |
| School enrolment: M F | Monitor's name: | |
| Director/Chair of SMC name: | Director/SMC Chairman Contact details: | |
| Students Attendance: M F | Previous monitoring carried out by: | |
| Inclusion/Pupils with Additional Needs. Number: Needs: | | |

Teacher's attendance:

| No. on staff list | No. present on day of inspection | Nos. absent with permission | Nos. absent without permission | Any relevant comment (e.g. concerning reasons given) |
|-------------------|----------------------------------|-----------------------------|--------------------------------|--|
| | | | | |

Assessment Criteria:

| | | |
|--|-------------------------------|--|
| Use a Four-scale rating to judge performance against each of the Pillars or Quality Indicators' aspects i.e. 4-Very Good, 3-Good, 2-Fair and 1-Poor | | |
| Very Good | Major Strength | Overall strengths - there are few weaknesses if any. Such a school could be treated as exemplary to others but should always continue to look for ways to improve. |
| Good | Strengths outweigh weaknesses | Performance is characterized by a number of strengths. There are weaknesses but do not have a significant adverse effect on the school. |
| Fair | Weaknesses outweigh strengths | There are some strengths, but there are also significant weaknesses that have a negative effect on the performance of the school. |
| Poor | Major weaknesses | There are major weaknesses which require immediate remedial action. These have a significant negative effect on the performance of the school. |

PILLAR 1: QUALITY OF OVERALL LEADERSHIP AND MANAGEMENT

(4-Very good, 3-Good, 2-Fair, 1-Poor)

| | Are the following in place? | Yes | No | Adequate? score 1 - 4 | Any significant issues or comments? |
|------|--|-----|----|--------------------------|-------------------------------------|
| 1.1 | Annual work plan /School Improvement Plan. | | | | |
| 1.2 | School inspection/monitoring file | | | | |
| 1.3 | Examinations file and analysis of standards. | | | | |
| 1.4 | Staff daily attendance book | | | | |
| 1.5 | Schedule of staff duties/teacher profile/leadership structure | | | | |
| 1.6 | Child attendance systems | | | | |
| 1.7 | Child and parent records / files | | | | |
| 1.8 | Continuous assessment/regular monitoring of Learners: Cumulative record card and analysis for improvement. | | | | |
| 1.9 | Guidelines on safety and security shared with staff and learners. Incident log and procedures. | | | | |
| 1.10 | Child protection / safeguarding policies & Incident log. | | | | |
| 1.11 | Existence and dissemination of school rules and regulations. | | | | |
| 1.12 | Policies on prevention of violence (among learners, between staff & learners), Zero tolerance to corporal punishment, child labour, emotional abuse and sexual harassment (check if there is a Case Register, systems for reporting cases, action taken) | | | | |
| 1.13 | Discipline procedures and functional disciplinary committees and use of guidance and counselling and teaching of morals to promote good discipline | | | | |
| 1.14 | Procedures that show that parents and guardians are involved in the discipline of their children | | | | |
| 1.15 | Non-discriminative and inclusion policies. Boys and girls treated equally. | | | | |
| 1.16 | Suggestion box/anti bullying policies for staff and pupils. | | | | |
| 1.17 | Health and Safety policies including Fire Procedures, Records of fire drills and dates on which fire-fighting equipment checked. | | | | |
| 1.18 | Savings schemes or Income Generating Activities for parents to support paying of fees | | | | |
| 1.19 | Policy and support for parents struggling to pay fees | | | | |
| 1.20 | Records of participation of community and parent partnerships in school feeding, health, academics, resource mobilization, school gardening, parents' meetings, co-curricular, resource persons, class days, protection of school property etc. | | | | |
| 1.21 | Records of participation of the school in awareness, national and district activities, community development activities, communication with parents etc. | | | | |

PILLAR 2: QUALITY OF FINANCIAL MANAGEMENT

(4-Very good, 3-Good, 2-Fair, 1-Poor)

| | Are the following in place? | Yes | No | Adequate? score 1 - 4 | Any significant issues or comments? |
|------|---|-----|----|--------------------------|-------------------------------------|
| 2.1 | All staff are aware of and recognise their financial responsibilities. | | | | |
| 2.2 | Authority for financial resources is clearly delegated from the governing body through the Head Teacher so that it is clear who is responsible for what and within what limits. | | | | |
| 2.3 | All staff – finance staff and others - receive adequate training to carry out their financial responsibilities. | | | | |
| 2.4 | There is a cashbook where money (cash, cheques and wire transfers) and other resources received and disbursed are recorded, with a record of the date, description and amount of every transaction. The cashbook is reconciled every month. | | | | |
| 2.5 | A Chart of Accounts is produced, which is used consistently in the accounting records and budgets. | | | | |
| 2.6 | Money and supplies kept safe from theft or misuse by storing them securely, there is a system for checking how they are being used. | | | | |
| 2.7 | There is a policy and procedures in place that controls handling of cash, banking and record keeping with associated authorisation. | | | | |
| 2.8 | There are controls in place to manage relationships with suppliers and the use of supplies. | | | | |
| 2.9 | There is a budget for activities that is accurate, up-to-date and complete. | | | | |
| 2.10 | A cash flow forecast is prepared on a regular basis (monthly or quarterly). | | | | |
| 2.11 | Budget monitoring reports are provided to managers at least monthly and also to donors and beneficiaries at regular intervals. | | | | |
| 2.12 | Annual financial statements are prepared, and preferably audited by an independent person. | | | | |

PILLAR 3: QUALITY OF TEACHING AND LEARNING

(4-Very good, 3-Good, 2-Fair, 1-Poor)

| | Are the following in place? | Yes | No | Adequate? score 1 - 4 | Any significant issues or comments? |
|-------------------|--|-----|----|--------------------------|--|
| Planning | | | | | |
| 3.1 | Schemes of work and lesson plans | | | | |
| Monitoring | | | | | |
| 3.2 | School uses the Lesson Observation Tool | | | | |
| 3.3 | Comments by school administrators on schemes of work and lesson plans | | | | |
| 3.4 | Classroom Observation (Constructive comments by managers on lessons observed; nature of tools; school and teacher copies, regularity; immediate feedback focused on the act of teaching rather than the person of the teacher) | | | | |
| 3.5 | School assessment and evaluation systems | | | | |
| 3.6 | Monitoring the attendance of learners and teachers to lessons (Emphasis on use of subject registers as opposed to class registers; action taken on non-complaint teachers and learners) | | | | |
| 3.7 | Monitoring of the school by the community, parents and SMC (How actively do they participate?) | | | | |
| 3.8 | Meetings to review school performance in all aspects (Emphasis on students, staff, parents and SMC meetings; agreed strategies are implemented and monitored; what impact they have on the school?) | | | | |
| Resources | | | | | |
| 3.9 | Provision of instructional materials to enhance teaching and learning (observe utilisation) | | | | |
| Assessment | | | | | |
| 3.10 | Mode of assessment. Formative / Summative (continuous assessment /termly/weekly tests) | | | | |
| 3.11 | Analysis of performance in all subject areas and classes (availability of progress records) | | | | |

PILLAR 4: TEACHER ASSESSMENT and STANDARDS

(4-Very good, 3-Good, 2-Fair, 1-Poor)

| | Are the following in place? | Yes | No | Adequate? score 1 - 4 | Any significant issues or comments? |
|-----|---|-----|----|--------------------------|-------------------------------------|
| 4.1 | Assessment data is analysed to inform next steps | | | | |
| 4.2 | The Teaching standards are used to measure learner assessment and feedback within teacher observations. | | | | |
| 4.3 | Assessment Policy is in place | | | | |
| 4.4 | Roles and responsibilities relating to assessment are clear at all levels i.e. children, parents, staff, leaders, governance. | | | | |
| 4.5 | Time scales for assessments are integrated into school curriculum timetables. | | | | |
| 4.6 | Assessment materials are resourced and quality assured. | | | | |
| 4.7 | Standards data is used to inform school development strategies. | | | | |
| 4.8 | Benchmarking of standards is used to ensure effective teaching and learning. | | | | |

PILLAR 5: QUALITY OF STAFF DEPLOYMENT AND DEVELOPMENT

(4-Very good, 3-Good, 2-Fair, 1-Poor)

| Are the following in place? | | Yes | No | Adequate? score 1 - 4 | Any significant issues or comments? |
|---------------------------------|---|-----|----|--------------------------|-------------------------------------|
| <u>Staffing</u> | | | | | |
| 5.1 | Teacher Profiles | | | | |
| 5.2 | Deployment of teachers according to experience, qualifications, proficiency and commitment | | | | |
| 5.3 | Deployment of the required number of teachers as per the staff establishment ceiling | | | | |
| 5.4 | Schedule of duties for all members of staff (Teachers and Heads of Departments) | | | | |
| <u>Curriculum</u> | | | | | |
| 5.5 | Timetable compliance with prescribed guidelines (balance between curricular and co-curricular activities, and across subjects; number of periods) | | | | |
| <u>Staff Appraisal</u> | | | | | |
| 5.6 | Teacher's performance appraisal plan (Emphasis on them being developed and implemented) | | | | |
| 5.7 | Performance appraisal meetings with individual teachers (extent to which past performance is reviewed and plans for improvement made: regularity) | | | | |
| 5.8 | The school uses The Performance Management Guidelines (MoES) | | | | |
| <u>Staff Development</u> | | | | | |
| 5.9 | Use of appraisal results to coach and develop teachers (extent to which strengths, weaknesses and needs are identified and used as a basis for professional growth) | | | | |
| 5.10 | Teacher attendance of external workshops (based on prioritised training needs, school contribution) | | | | |
| 5.11 | School based workshops | | | | |
| 5.12 | School participation in professional teaching and learning partnerships and networks. | | | | |

PILLAR 6: PROVISION AND MANAGEMENT OF STRUCTURES AND FACILITIES

(4-Very good, 3-Good, 2-Fair, 1-Poor)

| | Are the following in place? | Yes | No | Adequate? score 1 - 4 | Any significant issues or comments? |
|------|---|-----|----|--------------------------|-------------------------------------|
| 6.1 | Safe Access road | | | | |
| 6.2 | Gated entrances | | | | |
| 6.3 | Secure and clearly marked boundaries | | | | |
| 6.4 | Green areas – trees, grass, flowers | | | | |
| 6.5 | Properly demarcated areas for games and sports. | | | | |
| 6.6 | Safe Pathways | | | | |
| 6.7 | Adequate classrooms/Access for SNE children – ramps, handrails | | | | |
| 6.8 | Accessible safe water for drinking water | | | | |
| 6.9 | Waste disposal pits, including facilities for disposing of glass, metal and sanitary items | | | | |
| 6.10 | Sufficient pit latrines/waterborne toilets | | | | |
| 6.11 | Cleanliness of toilet facilities | | | | |
| 6.12 | Washing facilities | | | | |
| 6.13 | Rain water harvesting | | | | |
| 6.14 | State of structures (walls, roofing, doors, floor, adequate natural light, ventilation, windows) and maintenance. | | | | |
| 6.15 | Adequate space for learners and classrooms appropriately used | | | | |
| 6.16 | Adequacy of seating, quality of chalk boards, storage facilities for teaching materials, and general cleanliness. | | | | |
| 6.17 | Reading resources areas | | | | |
| 6.18 | Dining facilities – adherence to food safety standards | | | | |
| 6.19 | Sick bay and/or first aid facilities | | | | |
| 6.20 | Safety: hazard-free environment, appropriate signs. | | | | |
| 6.21 | Security: personnel and book at the entrance to record all visitors | | | | |
| 6.22 | Fire equipment and signage | | | | |
| 6.23 | Lightning arrestors | | | | |
| 6.24 | Overall comment on the quality of structures and facilities | | | | |

PILLAR 7: QUALITY OF GOVERNANCE

(4-Very good, 3-Good, 2-Fair, 1-Poor)

| | Are the following in place? | Yes | No | Adequate? score 1 - 4 | Any significant issues or comments? |
|------|--|-----|----|--------------------------|-------------------------------------|
| 7.1 | An effective, functioning SMC/BOG, appropriate to the type of organisation and local culture that provides accountability. | | | | |
| 7.2 | Members of the SMC/BOG understand their legal and financial responsibilities. | | | | |
| 7.3 | The SMC/BOG makes sure the school is legally registered/licenced or is working towards attaining this | | | | |
| 7.4 | The SMC/BOG sets the long-term strategic direction of the school safeguarding the Vision, values and goals of the school. | | | | |
| 7.5 | The SMC/BOG has set or approved basic working conditions for all workers and leaders (including working hours, health and safety). | | | | |
| 7.6 | The SMC/BOG has approved a Recruitment and retention policy ensuring staffing reviews and effective staff appointments. | | | | |
| 7.7 | The SMC/BOG has developed and approved a Child Protection policy and safeguarding policy and monitors its implementation. | | | | |
| 7.8 | The SMC/BOG reviews the internal financial processes of the school. | | | | |
| 7.9 | Together with key staff, the SMC/BOG helps to develop, reviews and approves strategies, budgets and plans for the year. | | | | |
| 7.10 | The SMC/BOG meets regularly and a record is kept of decisions and actions agreed. | | | | |
| 7.11 | Members of the SMC/BOG have specific responsibilities and they carry them out reliably. | | | | |
| 7.12 | Members of the SMC/BOG behave with integrity and are trustworthy in the way they look after the interests of the school. | | | | |

ANNEX 1 – OBSERVATION TOOL (4-Very good, 3-Good, 2-Fair, 1-Poor)

| Lesson Observation | | | | | | |
|-------------------------|-----------|---|--|--------------------|--------------------|--|
| Time | Class | Name of teacher | Name of school | Name of observer | Date | |
| | | | | | | |
| Importance | Area | Success Criteria | Score 1-4 | Observer's Comment | Teacher's Response | |
| Learning and Teaching | | | | | | |
| 1 | Essential | Learning objectives made clear at the start of the lesson | All students have access to the learning objective and know what it is. | | | |
| 2 | Essential | Success criteria are clear | All students know the steps they need to take to meet the lesson objective, making their lesson successful. | | | |
| 3 | Essential | Differentiates appropriately for range of learners in class | Differentiation is made clear and caters for the following: ability; learning style; gender; SEN | | | |
| 4 | Essential | Gives clear directions and explanations | Learners are aware of their tasks. | | | |
| 5 | Essential | Uses appropriate assessment | Students are able to self-assess and/or peer assess at some point in the lesson. This assessment is linked to the learning objective and success criteria. | | | |
| 6 | Essential | Teacher feedback | The teacher gives feedback back to the students in a timely manner. This will be in the lesson where appropriate. | | | |
| 7 | Essential | Uses ICT to enable better learning | Students are given the opportunity to use ICT in every lesson. This may mean that ICT is readily available for learners to access if they desire. | | | |
| 8 | Essential | All teachers are deployed throughout a lesson | Teachers use every part of the lesson engaging with pupils and working with focus groups. | | | |
| 9 | Desirable | Uses teaching strategies that are appropriate and engaging | Teacher includes the following in the lesson: Dance, movement, Sport, Music, Drama | | | |
| 10 | Desirable | Demonstrates sound knowledge of subject matter | The teacher is able to cover any misconceptions and demonstrate expertise in subject area. | | | |
| 11 | Desirable | Learning is student centred | Students are encouraged to ask questions and make decision in their learning. | | | |
| 12 | Desirable | Uses a range of questioning | Open ended questions are asked. Students are all able to participate in answering questions. | | | |
| 13 | Desirable | Demonstrates active listening | Students are encouraged to ask questions and the teacher is willing to investigate these questions further during a lesson. | | | |
| 14 | Desirable | Teacher explains the purpose of the learning in the context of the theme or real life | Students are aware of why they need to meet their objectives. | | | |
| Classroom Management | | | | | | |
| 15 | Desirable | Lesson are well paced | Teacher talk is kept to a minimum and student led tasks are purposeful and fun | | | |
| 16 | Desirable | Establishes and maintains positive rapport with students | Teacher promotes a love for learning and respects every student in their class. | | | |
| 17 | Desirable | Uses consistent and positive management strategies | Positive behaviours are encouraged throughout a lesson. | | | |
| 18 | Desirable | Gain students attention throughout the lesson (where necessary) | Teacher has a range of strategies to maintain students' attention throughout the lesson. | | | |
| 19 | Desirable | A positive environment is created by the classroom displays | Students are able to interact with the classroom environment. The teacher uses the classroom environment as a teaching tool. | | | |
| Planning and assessment | | | | | | |
| 20 | Essential | Accommodates needs and abilities of students | Planning incorporates the needs of: more able, middle ability, less able, students with special needs | | | |
| 21 | Essential | Teacher plans for lessons to be inclusive | Planning takes into account: gender, special educational needs | | | |
| 22 | Desirable | Includes motivational activities | Planning includes an engaging lesson/ topic starter that will allow learners to see the purpose of their learning. | | | |
| 23 | Desirable | Identifies and prepares appropriate resources for learning | All resources are useful to learning and prepared in advance. | | | |
| 24 | Desirable | Plans for student involvement and follow-up activities | Follow up activities are useful to learning and are not just repeating what was already done in the lesson. | | | |
| 25 | Desirable | Develops appropriate strategies to assess and evaluate | Learning objectives and success criteria are planned carefully and assessed against. | | | |

ANNEX 2 - IMPROVEMENT

| PILLAR 1: Overall Leadership and Management | | |
|--|-------------------|-------------------|
| <u>Strengths</u> | <u>Weaknesses</u> | |
| <u>Recommendations / Actions Planned</u> | | <u>Time frame</u> |
| | | |
| | | |
| | | |
| | | Overall Grade |
| PILLAR 2: Financial Management | | |
| <u>Strengths</u> | <u>Weaknesses</u> | |
| <u>Recommendations / Actions Planned</u> | | <u>Time frame</u> |
| | | |
| | | |
| | | |
| | | Overall Grade |
| PILLAR 3: QUALITY of Teaching and Learning | | |
| <u>Strengths</u> | <u>Weaknesses</u> | |
| <u>Recommendations / Actions Planned</u> | | <u>Time frame</u> |
| | | |
| | | |
| | | Overall Grade |

| PILLAR 4: Teacher Assessment and Standards | | |
|--|-------------------|----------------------|
| <u>Strengths</u> | <u>Weaknesses</u> | |
| | | |
| <u>Recommendations / Actions Planned</u> | | <u>Time frame</u> |
| | | |
| | | |
| | | <u>Overall Grade</u> |
| PILLAR 5: Quality of Staff Deployment and Development | | |
| <u>Strengths</u> | <u>Weaknesses</u> | |
| | | |
| <u>Recommendations / Actions Planned</u> | | <u>Time frame</u> |
| | | |
| | | |
| | | <u>Overall Grade</u> |
| PILLAR 6: Provision and Management of Structures and Facilities | | |
| <u>Strengths</u> | <u>Weaknesses</u> | |
| | | |
| <u>Recommendations / Actions Planned</u> | | <u>Time frame</u> |
| | | |
| | | |
| | | <u>Overall Grade</u> |
| PILLAR 7: QUALITY OF GOVERNANCE | | |

| | |
|--|----------------------|
| <u>Strengths</u> | <u>Weaknesses</u> |
| <u>Recommendations / Actions Planned</u> | <u>Time frame</u> |
| | |
| | |
| | |
| | <u>Overall Grade</u> |

Original for reference - PILLAR 3 - CLASSROOM/LESSON OBSERVATION TOOL

| | | | | | | | | |
|---|---|----------------------------------|------------------------|--|-------------|-------------|-------------|------------------|
| Name of the School: | | | | | | | | |
| Teacher's Name | | | Observer's Name | | | | | |
| Class | Learners Present | Time: Date: | Subject: Topic: | | | | | |
| Assessment criteria: | | | | | | | | |
| Use a Four-scale rating to judge performance against each indicator and domain i.e. 4- Very Good , 3- Good , 2- Fair and 1- Poor | | | | | | | | |
| PILLAR 3: EFFECTIVENESS OF TEACHING AND LEARNING | | | | | Poor | Fair | Good | Very Good |
| Domain | Indicator | Observations and evidence | | | 1 | 2 | 3 | 4 |
| 1. Teaching preparation | Scheme of work linked to the curriculum and up to date with clear learning outcomes/competences, references, teaching methods. Scoring range | | | | | | | |
| | Lesson plans are linked to the scheme of work, Clear lesson structure, Variety of teaching methods that are learner centred described and appropriate Instructional materials for the topic. Scoring range | | | | | | | |
| | Lesson notes are clear, organized and detailed and linked to the lesson plan scoring range | | | | | | | |
| | Teacher's record of work is up to date and Lesson recovery plans in place in case of missed lessons. | | | | | | | |
| 2. Lesson delivery | Teacher correctly introduces the topic and the lesson is well structured. | | | | | | | |
| | Questions are frequent and of good quality including closed and open ended. | | | | | | | |
| | The questioning checks learners understanding of content. | | | | | | | |
| | Questioning is well distributed to all learners and they are given opportunity to ask questions | | | | | | | |
| | The questioning provokes critical thinking. | | | | | | | |
| | Indicator Rating | | | | | | | |

| | | | | | | | |
|---|---|--|--|--|--|--|--|
| 3. Learners' work. | The quality of learners' work. e.g. dates, handwriting and spelling | | | | | | |
| | Learners' workbooks are properly and regularly marked and corrective feedback given. | | | | | | |
| | Records for continuous assessment results in place analysed and discussed with learners and parents. | | | | | | |
| | Indicator Rating | | | | | | |
| 4. Teaching and learning materials | Use of appropriate teaching and learning materials. | | | | | | |
| | The teacher is innovative and uses low-cost /locally made teaching materials. | | | | | | |
| | Display of learning materials to enhance learning. | | | | | | |
| | Indicator Rating | | | | | | |
| 5. Learners' engagement. | Learners actively engaged through a range of activities, (group/peer individual) and exercises that support learning. | | | | | | |
| | All learners are treated with respect, in a caring manner with no harsh language or physical punishment. | | | | | | |
| | Class management is professional. The teacher motivates learners (knows them by name, rewards, etc.) | | | | | | |
| | Indicator Rating | | | | | | |
| 6. Learner behaviour | Learners are punctual for lessons and do not move up and down | | | | | | |
| | Learners are attentive during lessons and are respectful to the teacher | | | | | | |
| | Listen and respond appropriately to teachers' instructions. | | | | | | |
| | Indicator Rating | | | | | | |
| Overall Rating | | | | | | | |

Girls' Education Challenge

Midline Two Management Report

**Viva in partnership
with CRANE**

A marathon, not a sprint

Introduction: A moment in time

What does it take to change children's lives and ensure you set them on their way with significantly improved life opportunities? Ask any parent, any teacher, any development worker, any child mother and they are likely to furnish you with a host of suggestions.

In 2013, Viva and CRANE started a partnership to **Build girls to Live, Learn, Laugh and SCHIP** (/skip/). This has become an eleven-year journey of change for girls' education in Uganda. The UKAID Girls' Education Challenge Project was initiated by the then Department for International Development to improve the life chances of at least one million girls across the world. In April 2013, we started with just 500 out of school girls aged between 10 and 17 enrolling in one of 20 newly imagined Creative Learning Centres. Many of those girls are now mature young women whose lives have been transformed and who are now leading change in their own communities.

By March 2017, 9,890 girls had been supported to get back into school or helped to stay in school when they might otherwise have dropped out. In March 2022, we were still walking a journey with 6,318 girls and young women. The 3,500 girls who have transitioned off the project have mostly finished their studies and gone into work.

Every two years, Viva and CRANE have engaged with a team of External Evaluators to measure the impact and the value of the efforts that have gone in to helping to transform the lives of these girls. Internal reporting and the formal evaluation studies indicated that healthy progress was being made in the efforts to help girls to learn, to transition onto higher learning or work, and to bring about long-term sustainable change.

And then COVID came. On 20th March 2020, all Ugandan schools were closed. The President observed what was developing in other parts of the world and knew that prevention rather than cure was Uganda's best solution to COVID. For the next 83 weeks, 22 months, 2 years, schools remained firmly shut until January 2022. Various restrictions on work and movement remained in place.

Prior to COVID, Uganda's education system was already struggling. Rampant teacher absenteeism and under-qualification was leaving only half of the children literate by the end of primary school. In secondary school, only 15% of students were proficient in biology, 43% in English and 47% in maths.⁸³ Now estimates say that the school lockdown will have caused a further 2.8-year learning deficit⁸⁴.

During the COVID school lockdowns of 2020-2021, we lost track of 530 girls. The first lockdown caught many where they were and trapped them in slums in the cities for months on end. Many people left the city as soon as they could to go to the villages where they could at least grow food. In the process, 530 girls left no number and no forwarding address.

The second Midline evaluation represents a moment in time, November 2021, when movement was allowed but schools were still closed. Its purpose was to assess progress of the girls.

⁸³ <https://www.unicef.org/uganda/what-we-do/quality-education#:~:text=Less%20than%20half%20of%20children,stay%20in%20school%20and%20learn.>

⁸⁴ <https://theconversation.com/uganda-closed-schools-for-two-years-the-impact-is-deep-and-uneven-176726>

This paper responds to the findings of the External Evaluation from the Midline Two and commits to action in the remaining two years of the Project which runs until early 2024.

Words and Acronyms: The change we want to see

Education was struggling in Uganda before COVID lockdowns. The project's original Theory of Change was a colourful, if not a rather complicated mind map of how various intervention strategies would lead girls out of poverty, abuse and failing education to a place where they could Live, Learn, Laugh and SCHIP (/skɪp/) in Strong Creative Holistic Inclusive Protective schools. These words and our acronyms help us to remain focused on what we are trying to achieve.

When we pursue our strategies to help girls to 'Live', we seek to improve lifeskills so that girls and their families are socially and economically stronger.

When we pursue our strategies to help girls to 'Learn', we seek to improve learning so that girls and their peers in project schools show significant progress in their learning.

When we pursue our strategies to help girls to 'Laugh', we seek to improve the safety in schools so that girls and boys are in safe schools and feel safe in their school and in their communities.

When we pursue our strategies to help girls to 'SCHIP', we seek to create well governed schools where girls and boys are learning in Strong, Creative, Holistic, Inclusive, Protective schools.

If you visited us in Uganda, you would find us regularly talking about 'Jane'. Jane is our representative girl of all girls. Jane was out of school with no hope of ever going back to school. But working in Jane's community was a Mentor. Let's call her 'Harriet'. Harriet spoke to Jane's parent and asked that Jane could come to the local Creative Learning Centre free of charge for three to six months, catch up on lost learning, and particularly improve on some literacy and numeracy skills in a small group setting. At the same time, Jane was invited to learn important life skills, like how to stay safe, how to make things that could be sold to help raise school fees, and how to build resilience. Meanwhile, Harriet worked with Jane's mum to help her see how to make small changes in her small family business to bring in more income and to start saving for Jane's future school fees.

Of course, the complexities of life for Jane and her mum meant that there was a lot more work to be done to build their skills and give Jane the best learning environment possible. Training Harriet to better serve her community has been vital. And helping Jane's teachers in the Creative Learning Centre, and then in the mainstream school that she transferred to, is another huge task.

The first Midline report showed that girls who had been in a Creative Learning Centre made 9 points of progress in learning compared to their peers who improved by 4 points. We knew that what we were doing was working, and we knew that the style of teaching in a Creative Learning Centre was helping.

With the evidence of the first Midline in hand, we made adjustments to focus in more on strategies that seemed to be having more of an impact. But as those efforts were continuing, the virus started spreading. Rumours of lockdowns had come, and so we took the decision to get as many books out of the central mobile library and the Creative Learning Centre libraries to as many girls as fast as possible, and to capture the latest phone numbers of the parents before movement was prevented. We did what we could, but by the end of March 2020, Uganda was still. Quiet. And that for many people around the country meant

devastation. Their livelihoods collapsed overnight. Adults and children were locked up with their abusers where the market or the school had previously provided refuge and a place of escape. Within days we were hearing of children dying for a lack of medication.

What does one do with all the Project plans, the Theory of Change, and Log frames when every normal mode of operation hits a wall? You think. You regroup. You dare. You take a risk. And you use whatever opportunities you have to keep going. Staff had already been prepared for home working. Teachers learned to get maths questions into 250 characters. Mentors learned to Zoom. Staff started writing manuals and creating virtual learning platforms. Whatever could be done, was done.

But that was not going to stop many of the CRANE staff from looking for what they could do to keep reaching girls and boys in desperate need. Trucks were allowed to keep moving for deliveries, and so the project truck got delivering hundreds of food packages, 4,000 textbooks, 22,000 project-written learning materials, and other essential medicines and supplies. The motorcycles moved in the hours of daylight. And three weeks in to the months of lockdown, CRANE was registered as an essential emergency service to support the government's efforts to reach people in dire need.

As the lockdowns extended from three weeks to three months and endless months, new strategies were pursued. Recording TV and radio. Creating supplementary learning resources to compliment the government's newspaper lessons. And once some movement was allowed, lessons under the mango trees where teachers created local learning clusters started to pop up.

Meanwhile, our safeguarding team was busier than ever. Relationships that had already been established with the police, prosecution and probation and social welfare offices saw CRANE becoming the active responder to children who were lost, abused, sick and in trouble. Children who had resisted leaving the streets suddenly agreed to come into quarantine camps where counselling and support helped many of them decide that when they could, they would go back home.

While government teachers abandoned their posts and private teachers lost their jobs, CRANE's project teachers knuckled down to creating zoom lessons, booklets, competitions, and videos and calling the girls every day to give them a task for the day. The fight to keep children learning continued for 83 long weeks, with only children who were due to sit national exams eventually getting to sit those exams after a few weeks of crammed learning and revision.

A COVID approach: Efforts to find the girls and find out what is working

As soon as movement was allowed, the mentors started walking their communities looking for their girls. As the second Midline approached, their efforts intensified to track the girls that had been in Baseline or Midline One to give some continuity to the study. 1,099 girls and their parents turned up for the study. 722 (66%) of these had attended a Creative Learning Centre in the past, which was a 21% improvement on the sample in Midline One. The method used for Midline One had been to strictly track the same girls from Baseline, but a quarter of them had left the project school or Creative Learning Centre and started attending a school over which the project had no influence. This meant that Midline One was not truly measuring the full impact of the project. Midline Two found a sample of girls who had been directly influenced by a Creative Learning Centre or by one of the project schools and with whom the teachers and mentors had been able to keep in touch with throughout the two years of school closures. This hybrid

model of finding old Baseline and Midline girls who were still within the influence of the project seems to be a fairer way of assessing project impact.

The impact of school closures meant that we could no longer maintain a control group and had to revert to using the Baseline benchmarking group as a hypothetical counterfactual. Given the challenges of maintaining a control group and the ethical challenges of undertaking a survey with children who have received no support from the project, this does seem to be a preferable method.

In the months surrounding the fieldwork, and especially through months of delays, we supplied the External Evaluation Team with all the project data we could muster, the good, the bad and the ugly. The evaluators used their skills to extract useful information where it was available, including creating transcripts and a study of over 600 essays written by girls during lockdown that described the impact lockdown was having on them. Changes in the Project's Monitoring and Evaluation team from a team of specialists to one lone worker working then under the guidance of the Viva Africa Director was both a loss and an opportunity for rapid professional development for all staff to learn how to collect better quality data. That remains a journey in progress.

We were happy to work with the Evaluators to pilot their SAGA (Streamlined Aggregate Assessments) and the Household Survey Tool on non-project families. Their development from our multiple databases of one 'All Girls List' with six-digit reference numbers has helped to transform the tracking of girls. We have also learned how to create more robust and complex tracking tools using KoBo Collect. New skills, Excel skills in Get & Transform and Fuzzy Matches has also helped the project staff to reduce the errors in finding and tracking our 'Jane's' friend. The first time we met Jane's friend, she told us her name was 'Ruth'. But in the local language, Luganda, R and L get confused, and so her name was recorded as 'Luth'. By the time her name was recorded again, she had become 'Lucy'. Depending on how many details you are looking at, you have one girl or three girls! The project has now largely conquered those limitations. Furthermore, the External Evaluation Team has stated that the sample in the recent Midline Two is 'adequately similar' to the Baseline and the Midline One. That was more to do with the commitment of the mentors in tracking their girls than it has been with our mastery of excel. Nonetheless, we still believe that the best Endline sample will be girls who have remained within the remit of the project schools, and will pursue this hybrid model.

As the Midline Two Evaluation report states, this study could not assess improvements in classroom teaching from project lesson observations and learning visits because all classroom teaching stopped. These learning visits and lesson observations have now resumed and all data will be given to the External Evaluation Team in advance of the Endline. The disappointment of this is cushioned with some satisfaction that the teachers have, maybe not surprisingly, described a multitude of new learning techniques to help keep girls learning through lockdown.

The Evaluation Findings: Stars, Diamonds and Gold

There were very few surprises in the findings of the External Evaluation Team. The project team had stayed close to the ground and reports of what was happening were coming in by the hour. What the evaluation has helped us to particularly do is find our stars, our diamonds and our gold. Our **stars** are the people who kept things moving. Our **diamonds** are the things we did that we want to show off and share. Our **gold** is worth keeping and are the things we must invest in for the future. This is a summary of our reflections on the findings in a way that brings out the stars, diamonds and gold.

1. Lockdown

Uganda had the world's longest school closures: 83 weeks. This is estimated to have caused another 2.8⁸⁵ years of **lost learning**. In the midst of that, we had some star candidates who excelled in their national exams. 604 girls completed Primary 7. 211 girls completed O Levels. 37 girls completed A Levels. When numbers sitting exams went down across the country, we had more girls than ever before sitting for exams. Senior 4 and Senior 6 results were better than previous years. Primary 7 children struggled more. This is probably a reflection of the ability of the older girls to manage self-studying more than younger girls, and because we were able to give tablets to 200 of them.

Lockdowns across the world seems to have caused a mass of **lost childhoods** to teenage pregnancy. In Uganda, the already high teenage pregnancy rate increased by 22.5%.⁸⁶ We are delighted to read that none of the girls in the sample who were with them in the CLC got pregnant and just 10 girls of an average age of 18.2 got pregnant and 27 of an average age of 17.9 got married. Where cases of abuse were reported to us, we followed every case, working with the police and the prosecutors to collect the best evidence possible to bring about successful outcomes. It is also encouraging to read that 79% of the girls believe that they should wait to have a child until they are earning a living.

Cases of abuse of children in the communities were being reported to the mentors with frightening frequency. The project supported every child where there was **lost trust** through abuse. The cases of project girls being abused has been a fraction of the national rates and of the community cases reported to us of children being abused. This, we believe, is attributable to the endless rounds of safeguarding training and awareness raising we have done with girls and their parents.

Most of our families have **lost livelihoods**. 86% of the parents said life got harder; 60% said their standard of living has decreased. Those who were in savings groups say they have helped, and families who received bursaries to help with exam fees were very grateful.

2. Learning

How does a child who is used to learning in a school context continue to learn skills in things like literacy and numeracy when they suddenly find themselves at home...for months...and years? And how do struggling households who need all the help they can get to make ends meet give the time and space for children to learn rather than labour? These were the challenges that parents faced when schools closed. When schools were closed on 20th March it was initially for 21 days. The children had just been back at school for a month after the long December/January holidays, and so for many of them it was a time of confusion and waiting. As time went on, even children in wealthier homes who were receiving some online tuition began to feel like there was no point in going back to school. There was an increase of child labour from 21% to 36%, affecting girls in particular⁸⁷.

This context demanded the project and the evaluation design to make some significant changes in methodologies for providing educational support for children and measuring its progress.

- A. Since there is no longer a Control group, the indicator for learning does need to be changed, as suggested by the External Evaluation Team.

⁸⁵ <https://theconversation.com/uganda-closed-schools-for-two-years-the-impact-is-deep-and-uneven-176726>

⁸⁶ <https://theconversation.com/uganda-closed-schools-for-two-years-the-impact-is-deep-and-uneven-176726>

⁸⁷ <https://theconversation.com/uganda-closed-schools-for-two-years-the-impact-is-deep-and-uneven-176726>

- B. The Project Staff created a tool called the 'CARAT' (CRANE Activity Response And Tracking) that has asked for the educational history of the girls. This data was provided to the External Evaluation Team and was used in cross checking and constructing the 'All Girls List'.
- C. The Project collected reports from the Teachers through lockdown to try and encourage learning. An essay writing competition provided some assessment. The Quick overview exercise by teachers assessed progression or regression; the 'CAT' (Child Assessment Tool) measures progress against core curriculum English and Maths topics once a term. However, there has not been full coverage of all girls and the teaching team is looking for stronger methods of moderation of results.
- D. The Project administered the 'SAGA' (Streamlined Aggregate Assessment Tool) to get an indication of progression or regression in literacy and numeracy compared to Baseline and Midline One. We are encouraged to have found a positive trajectory in learning for girls who have remained in touch with the teachers and mentors. Learning test results show that girls have made important improvements since Midline One.

In lay language, the results of learning progress seem to be as follows: In a benchmarking exercise in the Baseline of 2017, the results between each school grade showed girls who had no project support increasing their scores in learning tests by 4 points per year. Therefore, this is what would be expected year-on-year with no project intervention. Between the Baseline in 2017 and Midline One in 2019, girls who had been in a Creative Learning Centre and a project school progressed by 9 points each year. Girls who chose to go to other non-project schools did not make the same rate of progress.

The expected results between Midline One in 2019 and Midline Two in 2021 would be 8 points over two years, assuming schools were open. The learning tests show that the girls increased by an average of 30 points over the two years. In the words of the External Evaluation Team, **"The project girls exceeded the targets set by the Benchmarking by over 400% in Numeracy and over 500% in Literacy, and that whilst schools were closed. Instead of increasing by an average of 8 points, they increased by an average of 30 points...Regressions based on the Midline One to Midline Two Benchmarking data are very highly significant in both literacy and numeracy. Effectively all (97%) of the girls assessed at both Midline One and Midline Two are making progress, whereas the same calculations for girls assessed at both Baseline and Midline One produce figures around 75%. If we apply this ratio to the total population going into GEC-T, then 7,500 of the 10,000 can be said to be Learning at least partly because of the work of the project."**

This is the heart of the project. Are girls learning faster because of the project interventions than they would be doing otherwise? The answer is yes – much faster!

The External Evaluation Team then looked for theories as to why this might have happened, despite the absence of teaching in schools. These include:

- x. The time between Midline One and Midline Two was longer than the time between Baseline and Midline One so the girls had more time to learn. Yet the rate of learning over the three evaluation events is consistent.
- xi. The Streamlined Aggregate Assessments (SAGA) are less intimidating than the full battery of 15 subtasks of the complete Early Grade (EG) and Senior Grade (SeG) tests and girls perform better because it looks easier.

- xii. The SAGA tests are better and better presented. The External Evaluation Team reviewed the subtasks that had been developed at Baseline and edited the scripts to make them clearer.
- xiii. The CRANE staff were more lenient in their marking of the SeG tests in comparison with the External Evaluation Team members at Midline One.
- xiv. The girls encountered in the Midline Two survey work are more engaged with the project than those met in Midline One and have benefited from more contact and support from the project.

The project would add various other theories, starting with these two:

- xv. The pattern of education in Uganda is of excessive cramming and dangerously long hours in the classroom. Boarding schools will insist children study longer and longer hours, getting sometimes only 4 or 5 hours of sleep a night. Being at home probably led to girls being able to sleep more and therefore perform better. If this is so, it demands a systemic change in Ugandan education.
- xvi. Girls have had one-on-one or small group support from specially trained Learning Support Teachers who provided every possible means to help the girls to learn even when schools were closed.

The External Evaluation Team confirmed that learning and poverty in the home correlates in part to the level of education of the caregiver, the economic wellbeing of the household, and the willingness of the parent to give the child time and space to study. Too many chores, the need to work to put food on the table, a lack of things to read at home, and a lack of access to TV, radio, a smart phone and newspapers all hindered progress. We believe that our regular delivery of reading and self-study materials, phone calls and SMS messages, competitions and topical projects helped keep girls focused on school.

This evidence is a Diamond for the project, demonstrating that some things have really worked to help children to learn even in the face of school closures. We remain confident that the Creative Learning Centres and Learning Support Teachers with smaller ratio teaching and more personalised learning is successful. Whether a Creative Learning Centre is in a purpose-made classroom, under a mango tree, or is support given via the phone, the critical factor seems to be the Learning Support Teachers are stars, created by the training they have received and the passion with which they work.

3. Transition

The success of keeping girls engaged in learning and transitioning to another grade or another level or into meaningful work, and now also just simply getting back into school has to be credited to the efforts of the mentors working to stay connected to the girls in their communities. They are stars! We are encouraged that the girls describe them as their mentors. They have become community workers and real-life mentors for the girls and for the parents, helping them with income generating ideas, parenting skills, safeguarding, and keeping them hoping to get back to school and finish school.

Transition is not a smooth process. The government says that a child should have automatic progression by age, regardless of performance. Whilst government schools generally follow this policy, many private schools do not follow this policy and will only allow children to progress when they pass end of year exams. This discourages many children from continuing. Now that Universal Secondary Education has ended in Uganda, and only 17% of children were going to secondary school pre-pandemic anyway⁸⁸, then post-

⁸⁸ UNICEF State of the World's Children 2019

pandemic access to secondary school is even more difficult. The project continues to work with parents to help them earn and save to keep their girls learning.

Tracking where the girls were post-pandemic and monitoring their return to school has also been challenging. It was the effort put in by mentors in the field that ensured 1,099 girls were accessed in November 2021 when schools were still closed. At that point, the mentors had tracked about 5,000 of 6,848 girls. By the time the Financial Year closed in March 2022 when this report was still being finalised, 6,318 GEC girls had been reached. Of these, 4,058 girls had enrolled back into school after 2 years of school closures. This included 3,404 in mainstream primary or secondary school, 351 in tertiary, 262 girls into reopened Creative Learning Centres, 22 back into agricultural training and 19 back into teacher training school. During the staggered starting of various levels of tertiary education and exam classes, 415 girls completed tertiary education and were able to begin earning, and 852 completed their national examinations. 535 other girls and 458 young mothers who we had worked with over the years were either still preparing to go back to school or were entering the world of work. The project has been a critical opportunity for the 458 young mothers. The majority of these came into the project after dropping out of school due to pregnancy. They were helped to get back into learning through the Creative Learning Centres and then encouraged to carry on learning. The household survey suggests that there was only a 1% increase in early pregnancy through lockdown. We are working with schools and with the Church of Uganda to give a clear message that all girls who got pregnant during school closure must be allowed to return to school.

Of course, for many of the older girls, to then lose the last 2 years when they were close to finishing their education has been a real blow, and getting any back into learning should be seen as a success. For others, finding ways of earning through two years of school closures will have become a barrier to going back to learning. The Household survey said that 150 of the 1,099 girls had started earning in the last 2 years to help the family's household income. 530 girls could not be traced. They had moved between lockdowns and the phone numbers of the parents were no longer connecting. We will welcome any of these girls back if they are found.

One critical factor for helping girls to continue transitioning on and transitioning up is to help the girls and the parents tackle the financial barriers they face to accessing education. The savings groups being linked to schools has certainly helped in negotiating phased payments of fees, and will be continued. In spite of these struggles, it is encouraging to hear from the parents that whilst life is harder and their standard of living has decreased, in the 'Pile of Beans' exercise, they said that before the Girls' Education Challenge they were the poorest in the village and they are now not the poorest. In spite of returns from the savings group records needing to be sharper, and with some groups having struggled through the lockdowns, the social and financial benefit of the savings groups suggest that there are still benefits to investing time in encouraging these groups.

4. Sustainability

Building future sustainability for anything in the midst of a global pandemic is not always the first topic of discussion. Survival becomes far more important. The losses to the pandemic are much wider than the loss of life due to COVID and will be felt for generations. During the pandemic, the first focus became to ensure people survived the pandemic. The second focus was to ensure children were safe. The third was to keep adapting and changing methods to keep girls learning, keep parents earning, keep teachers teaching, keep mentors searching, and keep staff delivering. The impact of the lockdowns and school

closures will be felt in varying degrees for decades. In particular, 34 girls reported sexual abuse. All of them were followed up by the safeguarding team and given medical and legal support.

It is the loss and outrage that we feel against abuse, discrimination and inequality of opportunity that has driven us to pursue change at community, school and system level and will remain the focus of our attention in the remaining two years of the project.

a. Community

Work in the community has focused on helping parents and local leaders to work together to make communities safer for children and to help people prioritise education of their children.

We are pleased that **attitudes** towards girls' education have remained strong despite 2 years of school closures. Most of the girls want to go back to school and finish their education and have made significant efforts to find ways to keep learning. 84% of the parents said that their girl would certainly go back; 10% said they probably would; 5% said probably not and 1% said certainly not. Of the 67 carers saying that their girl will probably or certainly not be going back to school, 39 cite cost as the reason or one of the reasons. This can still be addressed.

Attitudes about **safety** in the community do cause some concern. Parents and girls both feel less confident about whether girls are safe on the way to school (52% down to 14%). There was a similar loss of confidence that a girl is safe in the community (always 55% to 36%; never 9% to 16%). We also note the collapse in confidence about reporting (Almost all cases of abuse are reported from 86% to 52%). It is our opinion that this decline in confidence is due to the increased incidences of abuse that would have been seen in their communities during lockdown and because the project has worked hard to raise their awareness of how to keep children safe and how to report concerns and because the standards of what is or is not acceptable have raised, so safety is now more important.

b. School

How do you build sustainability for schools when they are shut for two years? Other than the devastation on learning, it actually gave the head teachers and administrators time to strengthen their systems and be ready to build back better. Viva's well-used Quality Improvement System (QIS) training takes organisations through a journey of improvement in child protection, people care, governance, financial accountability, planning, and child wellbeing. The process normally takes two to three years to achieve either a Foundations Level which meets 30 aims, or an Accountability Level which meets 150 standards that have been agreed by a group of international standard bearers. The schools had begun this journey in 2017, and progress had been slow as schools are busy and demanding places. However, lockdown had us switch the training and mentoring support to virtual platforms until we could go and visit the schools again.

All partner schools reopened in 2022. This demonstrated the strength that had been built in their systems during closure. The External Evaluation team has described the QIS training programme as "a great success". "School management has been transformed over the last three years for over 50 schools by the QIS training program. The schools have been assessed against a large number of international standards and the assessments have been verified and almost all schools can be awarded QIS Quality Marks. The evidence from earlier training is that schools continue to improve their compliance with standards after the training has been completed." The External Evaluation Team also said that the significant progress made in School Management is a major contribution to sustainability.

QIS has been used within the CRANE Network for the past 16 years, and the leaders of all organisations who diligently complete the course say that it transforms their organisations and prepares them for growth. It is encouraging to see that the training also works for schools.

A part of the monitoring strategy used for QIS was to take the District Education Officers and School Inspectors to assess the schools. They found that the schools stood out from others in terms of quality. This led to a proposal for a new school monitoring and inspection tool to replace the rather limited current tool that was in use. The new School Inspection Tool (SIT) is now on a journey of being adopted by the Ministry of Education and Sports as a National Inspection Tool (NIT). This would be a major and sustainable improvement in how schools are inspected.

c. System

We have been pursuing three specific system level changes.

The first has been in the area of disabilities. We have successfully opened and managed the National Education Assessment Centre. This means that children can now get a formal assessment from specialists and those who have formerly been excluded from national exams are now able to get the assistance they need to sit exams. The precursor to this formal assessment is for teachers to complete a Learning Needs Identification Tool for each child when they enter school. This helps with the identification of disabilities and earlier intervention. CRANE's Learning Needs Identification Tool and manual has now been accepted by the Ministry of Education and Sports and will be rolled out across the country and through teacher training colleges.

The second, the SIT-NIT, has been described. This has integrated QIS into a tool that will be used in schools across the country in due time.

The third pursuit has been to see better and faster child-friendly justice for children who have been abused or who are in conflict with the law. We have trained the Public Prosecution Service in basic Child Development and Child Psychology. The Judiciary has asked for the same training. This work will be expanded to include a process of developing guidance in how to collect best evidence for cases. These trainings will be piloted with the Kampala judiciary in 2022 and will then be integrated into the Justice Training Institute's Curriculum. We have also helped the Prosecution service to set up 8 child friendly rooms around the country where a child's testimony can be given without the intimidation of the courts. The Prosecution Service is now funding these rooms from their own budget with CRANE implementing the set-up of the rooms. We also provided anatomically correct dolls to the prosecutors to help children retell what happened to them. On one court circuit, the introduction of these dolls saw an increase in conviction rates from 51% to 70%. This is an illustration of how simple little ideas can make a huge impact.

Meanwhile, the judiciary and prosecution services have asked us to assist them in tackling the case backlog for children's cases and to extend the child friendly rooms to the court houses. The size of expansion depends on funding.

5. Good confidence

Measuring life skills and confidence over the last few years has been quite a challenge. We introduced 'I Can Journals' that the girls use to keep a record of their skills development over a year and keep a record of their homework. These have become popular, but have not been easy to use for gathering evidence. Likert scales, informal interviews, video diaries, focus group discussions and the new Harter-Style

questions that were used in the Household Survey have all proved to be useful methodologies. These have at least given an indication of the progress that girls are making.

In spite of two years of being out of school, their resolve to study and pursue careers has not diminished. Whilst the results of this evaluation say that the girls feel they have less decision-making power than they used to about going to school and choosing a career that seems to be a natural conclusion to the situation they were in. For two years they wanted to go to school, but the government had ruled that they stayed closed. There was nothing they could do to continue with formal studies and pursue careers. We expect these feelings to change by Endline, assuming that they are able to continue in school undisturbed. At the present time with war in Europe and soaring inflation, fear and anxiety for the future may increase. We will need to address these fears.

Nonetheless, the percentage of girls who Strongly Agree with the statement *“Going to school does influence what you end up doing in adult life”* has risen from 54% at Midline One to 62% at Midline Two. The percentages of girls who agree with the statements about feeling nervous when speaking to girls their own age or to an adult they do not know have increased between Midline One and Midline Two. It is possible that simply being away from peers and groups has had that impact on the girls. We will monitor their views as they regain routine and are given new opportunities.

6. Good management

If you want schools to be well managed, take them through the Quality Improvement System training for schools. The External Evaluation Team dug deep into all the records of QIS. Every report, every piece of evidence that was available was analysed, and it was concluded that **QIS works**. We must now build on this with the school leadership teams, especially in government schools where there has been a number of transfers of head teachers.

As schools have now reopened, we will revert to collecting evidence directly from the classroom, from students and from parents about what they feel about the management of the schools.

7. Good teaching

The assessment of the quality of teaching could not be measured directly from lesson observation data or class results. We were encouraged to read that the Learning Support Teachers could describe the new methods and skills they had learned during Lockdown and that they were aware of the effects of using remote tools. For example, they were able to see the benefits and the divisiveness of smartphones and social media.

The Learning Support Teachers, learning materials and other forms of support were important and were appreciated. Since the girls are from the poorest families, this will have been a lifeline to learning. We will pass the appreciation by girls and parents to the Learning Support Teachers.

It is also striking that some head teachers have expressed that they would rather keep their Learning Support Teacher in the school than any other of their teachers.

A drop in the ocean: Looking to the future

So far 10,000 girls have been helped to get back into school and 4,000 have successfully finished and are making steady progress in transitioning on in life. In the next two years, the project will work with the girls, parents and schools to see another 4,000 finish, and secure future plans for 2,000 more. But 9 years

in to the 11-year Girls' Education Challenge Marathon, it feels like the long-term impact of the project is just beginning to take shape. We will focus our attention on project sustainability and closure in the next two years whilst also look to grow the impact by sharing learning and embedding that learning within systems.

We have read and discussed with the External Evaluation Team the recommendations that have been made and the various project modifications that could be made. We are aware that some difficult choices will have to be made in the next two years. This represents a starting point for those discussions.

1. Project management modifications

Words: We have noted that the project's title that we are "building girls" might not be the best development language. We will adjust that in future projects. We also note that the Live, Learn, Laugh and especially SCHIP (/skip/) might not work for everyone, but these key words and acronyms have helped staff to remain focused on what they are trying to achieve and why they are doing what they are doing.

Theories: We welcome another round of reviewing the Theory of Change as we try to nail down the most significant strategies for bringing about the biggest impact and most lasting change. This will help us to formulate a stronger theory of change for a scale-up model. We are confident that Creative Learning Centres, Learning Support Teachers, Mentors, Safeguarding training and QIS training are five key pillars that need to come out more clearly. Senior staff have annual Key Performance Indicators that help them to focus on documenting and sharing these promising practices.

Tracking: We have taken a decision that we cannot spend more time and money trying to find the lost 530 girls. The mentors have made every effort to find them since April 2021. The time and money to do this has been high and would now be better spent supporting the girls and the families to press on. The families describe the real care provided by the mentors. This should now be their focus, developing small group and individual support structures for each girl and each family, helping them to bridge the gaps between their financial abilities and the school's expectations.

Indicators: We have learned to appreciate the regular review of the logframe. We welcome a post-evaluation review where we sharpen or change the indicators and targets in the light of these findings as we prepare for the Endline and the project closure. We need to review the learning, transition and sustainability targets. We welcome the proposal to do some outcome mapping. We note that the External Evaluation Team felt that the QIS indicators now needed to be changed. Many of the schools have not yet reached the Accountability Level and still have all 150 international standards to achieve. We will, therefore, sharpen the targets, but we remain focussed on delivering QIS to the schools.

Monitoring: Since losing two of three monitoring and evaluation staff to better paid jobs, we have pursued a process of refining data collection tools and processes. We believe that less will mean more. There is a mass of data from the project which has been underutilised and needs a lot of work; establishing the Janes, Ruths, Lucy's from hard and soft copy documents takes a lot of time. If time allowed it could compile some very interesting evidence. There is enough for a PhD study. However, for now, as a part of the log frame review, we expect to then refine and recreate the tools with the purpose of tracking and attributing impact on learning, transition and sustainability. We will also continue to use the Basic Efficiency Resource methodology to generate discussion around value for money. This will bring about learning for making some of those hard decisions and for future learning and sharing.

2. Recovery modifications

What will success look like when the project closes? We will seek to define this as we go into a deep dive review of the Theory of Change and the Log frame.

For each 'Jane', we think it will mean she has continued to learn, returned to learn, learned to earn, delayed childbearing, avoided child marriage, continues learning as she is earning, and is able to keep herself safe and manage her own power dynamics.

For the project, four recommended post-COVID recovery modifications seem to align to the Theory of Change. Each area will be focussed on delivering specific results that demonstrate what works and that package up the learning into some 'gold' training packages and 'How to' manuals.

a. Returning to earning (Live)

We will persist with detailed data collection and analysis from the savings groups. We will target training with them to build their own growth plans. We will monitor and teach them to monitor the financial viability of their small businesses. We will find better ways to measure their social viability.

b. Returning to learning (Learn)

We will reboot the Creative Learning Centres. The model has already been written up and shared by Viva as 'Learning Spaces' and is now being rolled out in cities across the world. This Learning Spaces strategy now needs more detailed guidance from the lessons learned from our work.

We will continue to work with the Kampala Capital City Authority to take ownership of the Education Assessment Centre. We will also pursue the effective rollout of the Learning Needs Identification Tool.

We will complete the development of our Learning Support Teacher training and create a way that more people can learn the vital skills that make a good teacher into an excellent teacher.

c. Returning to safety (Laugh)

We will develop a training manual for Mentors and create a way that more people can learn the vital skills that make good community workers with skills in safeguarding case management, psychosocial support skills, and helping families to build sustainable livelihoods.

We will deepen the training to communities, schools, parents and girls to run effective child protection committees. We will continue to provide guidance and direction on complex and difficult safeguarding case management. We will roll out the My Concern software to all teachers and to lead committee members to provide better coordination of safeguarding records across the network.

d. Returning to managing (SCHIP)

We will present awards for the QIS levels that schools have reached at this point in time. We will continue to mentor and support schools to achieve all the QIS standards.

We will continue to pursue the development of the School Inspection Tool so that it becomes the National Inspection Tool. We will provide training to Ministry of Education officials to help with this.

3. Endline planning

Endline planning needs to begin now. We need to agree on a hybrid model for cohort tracking based on project schools. We need to agree the learning assessment methods: EGRA and EGMA, SEGRA and SEGMA or SAGA AggRA AggMA? We want to use benchmarking rather than a comparison group.

4. Sustain by sharing and scaling

We believe that the greatest forms of sustainability will come as we share our learning and scale up the things that work best into new schools, communities and countries. CRANE as a Ugandan network has the social infrastructure to begin to scale up. Viva provides global networking relationships to continue to share learning between networks and through various global forums. We have started to share one of our **Diamonds** every month, giving brief overviews into what works. We have a plan to develop our **Gold** by developing training packages and 'How to' manuals that will be shared over the coming two years. We want these to be as readable and accessible as possible. And as already stated, we will work with the Government Institutions to increase inclusion of children with disabilities, to improve school standards through the inspection tool, and to increase access to justice for children as we work with the Justice, Law and Order Sector.

To our stars

To every 'Jane' who has set her mind to pursuing her studies in spite of many challenges; to every Mama Jane who has saved every spare coin to keep her in school; to every mentor who has tracked the highways and byways; to every teacher who has determined to find ways to teach without a classroom; to all the staff who switched and changed, scrapped and rewrote the rule books; to every Head teacher who prepared for reopening; to each Evaluator who has challenged us and troubled us and pursued us; and to the Management who determined not to give up but to find a way, Thank you!

Mim Friday

Kampala, Uganda

May 2022

External Evaluator declaration

Name of Project: 6595 Viva in partnership with CRANE

Name of External Evaluator:

Contact Information for External Evaluator:


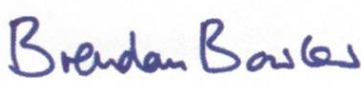
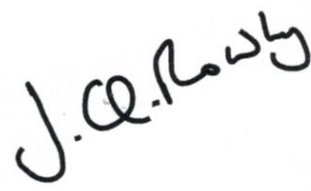
Names of all members of the evaluation team:

Agatha Namutebi, Aisha Namubiru, Alice Akurut, Brendan Bowles, Charity Nantume, Charlotte Atuhaire, Claire Nabukenya, Elsie Musimenta, Harriet Nakiriza, Hellen Nakirya, Janet Cox Achora, John Rowley, Jordana Atim, Juliana Nambatya, Justine Mushabe, Margaret Kigozi, Mary Franciska Namugerwa, Mary Nabukenya, Mary Nasamba, Peace Thorach, Penelope Nakitto, Prossy Nakibuuka, Resty Ingabire, Ruth Hope Nafula, Sharon Kyomuhendo, Shifa Nakalyango, Vivian Nakakande, Ziporah Nalugwa.

The undersigned certify that the independent evaluation has been conducted in line with the Terms of Reference and other requirements received.

The following conditions apply to the data collection and analysis presented in the Midline 2 Report:

- Household Survey and Qualitative data were collected independently by the EET and learning assessment data were provided by the project for analysis by the EET. JAR.
- All data analysis was conducted independently and provides a fair and consistent representation of progress. JAR.
- Data quality assurance and verification mechanisms agreed in the terms of reference with the project have been soundly followed. JAR.
- The EET has not fundamentally altered or misrepresented the nature of any analysis originally provided by the project. JAR.
- All child protection protocols and guidance have been followed. JAR.
- Data has been anonymised, treated confidentially and stored safely, in line with the GEC data protection and ethics protocols. JAR.

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|---|--|--|
| <p>Dr Janet Cox Achora</p>  <p>23 March 2022</p> | <p>Brendan Bowles</p>  <p>28 March 2022</p> | <p>John Rowley</p>  <p>23 March 2022</p> |
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Girls' Education Challenge Midline Two Management Report

A marathon, not a sprint

Introduction: A moment in time

What does it take to change children's lives and ensure you set them on their way with significantly improved life opportunities? Ask any parent, any teacher, any development worker, any child mother and they are likely to furnish you with a host of suggestions.

In 2013, Viva and CRANE started a partnership to **Build girls to Live, Learn, Laugh and SCHIP** (/skip/). This has become an eleven-year journey of change for girls' education in Uganda. The UKAID Girls' Education Challenge Project was initiated by the then Department for International Development to improve the life chances of at least one million girls across the world. In April 2013, we started with just 500 out of school girls aged between 10 and 17 enrolling in one of 20 newly imagined Creative Learning Centres. Many of those girls are now mature young women whose lives have been transformed and who are now leading change in their own communities.

By March 2017, 9,890 girls had been supported to get back into school or helped to stay in school when they might otherwise have dropped out. In March 2022, we were still walking a journey with 6,318 girls and young women. The 3,500 girls who have transitioned off the project have mostly finished their studies and gone into work.

Every two years, Viva and CRANE have engaged with a team of External Evaluators to measure the impact and the value of the efforts that have gone in to helping to transform the lives of these girls. Internal reporting and the formal evaluation studies indicated that healthy progress was being made in the efforts to help girls to learn, to transition onto higher learning or work, and to bring about long-term sustainable change.

And then COVID came. On 20th March 2020, all Ugandan schools were closed. The President observed what was developing in other parts of the world and knew that prevention rather than cure was Uganda's best solution to COVID. For the next 83 weeks, 22 months, 2 years, schools remained firmly shut until January 2022. Various restrictions on work and movement remained in place.

Prior to COVID, Uganda's education system was already struggling. Rampant teacher absenteeism and under-qualification was leaving only half of the children literate by the end of primary school. In secondary school, only 15% of students were proficient in biology, 43% in English and 47% in maths.¹ Now estimates say that the school lockdown will have caused a further 2.8-year learning deficit².

During the COVID school lockdowns of 2020-2021, we lost track of 530 girls. The first lockdown caught many where they were and trapped them in slums in the cities for months on end. Many people left the city as soon as they could to go to the villages where they could at least grow food. In the process, 530 girls left no number and no forwarding address.

The second Midline evaluation represents a moment in time, November 2021, when movement was allowed but schools were still closed. Its purpose was to assess progress of the girls.

¹ <https://www.unicef.org/uganda/what-we-do/quality-education#:~:text=Less%20than%20half%20of%20children,stay%20in%20school%20and%20learn.>

² <https://theconversation.com/uganda-closed-schools-for-two-years-the-impact-is-deep-and-uneven-176726>

This paper responds to the findings of the External Evaluation from the Midline Two and commits to action in the remaining two years of the Project which runs until early 2024.

Words and Acronyms: The change we want to see

Education was struggling in Uganda before COVID lockdowns. The project's original Theory of Change was a colourful, if not a rather complicated mind map of how various intervention strategies would lead girls out of poverty, abuse and failing education to a place where they could Live, Learn, Laugh and SCHIP (/skip/) in Strong Creative Holistic Inclusive Protective schools. These words and our acronyms help us to remain focused on what we are trying to achieve.

When we pursue our strategies to help girls to 'Live', we seek to improve lifeskills so that girls and their families are socially and economically stronger.

When we pursue our strategies to help girls to 'Learn', we seek to improve learning so that girls and their peers in project schools show significant progress in their learning.

When we pursue our strategies to help girls to 'Laugh', we seek to improve the safety in schools so that girls and boys are in safe schools and feel safe in their school and in their communities.

When we pursue our strategies to help girls to 'SCHIP', we seek to create well governed schools where girls and boys are learning in Strong, Creative, Holistic, Inclusive, Protective schools.

If you visited us in Uganda, you would find us regularly talking about 'Jane'. Jane is our representative girl of all girls. Jane was out of school with no hope of ever going back to school. But working in Jane's community was a Mentor. Let's call her 'Harriet'. Harriet spoke to Jane's parent and asked that Jane could come to the local Creative Learning Centre free of charge for three to six months, catch up on lost learning, and particularly improve on some literacy and numeracy skills in a small group setting. At the same time, Jane was invited to learn important life skills, like how to stay safe, how to make things that could be sold to help raise school fees, and how to build resilience. Meanwhile, Harriet worked with Jane's mum to help her see how to make small changes in her small family business to bring in more income and to start saving for Jane's future school fees.

Of course, the complexities of life for Jane and her mum meant that there was a lot more work to be done to build their skills and give Jane the best learning environment possible. Training Harriet to better serve her community has been vital. And helping Jane's teachers in the Creative Learning Centre, and then in the mainstream school that she transferred to, is another huge task.

The first Midline report showed that girls who had been in a Creative Learning Centre made 9 points of progress in learning compared to their peers who improved by 4 points. We knew that what we were doing was working, and we knew that the style of teaching in a Creative Learning Centre was helping.

With the evidence of the first Midline in hand, we made adjustments to focus in more on strategies that seemed to be having more of an impact. But as those efforts were continuing, the virus started spreading. Rumours of lockdowns had come, and so we took the decision to get as many books out of the central mobile library and the Creative Learning Centre libraries to as many girls as fast as possible, and to capture the latest phone numbers of the parents before movement was prevented. We did what we could, but by the end of March 2020, Uganda was still. Quiet. And that for many people around the country meant devastation. Their livelihoods collapsed overnight. Adults and children were locked up with their abusers where the market or the school had previously provided refuge and a place of escape. Within days we were hearing of children dying for a lack of medication.

What does one do with all the Project plans, the Theory of Change, and Log frames when every normal mode of operation hits a wall? You think. You regroup. You dare. You take a risk. And you use whatever opportunities you have to keep going. Staff had already been prepared for home working. Teachers learned to get maths questions into 250 characters. Mentors learned to Zoom. Staff started writing manuals and creating virtual learning platforms. Whatever could be done, was done.

But that was not going to stop many of the CRANE staff from looking for what they could do to keep reaching girls and boys in desperate need. Trucks were allowed to keep moving for deliveries, and so the project truck got delivering hundreds of food packages, 4,000 textbooks, 22,000 project-written learning materials, and other essential medicines and supplies. The motorcycles moved in the hours of daylight. And three weeks in to the months of lockdown, CRANE was registered as an essential emergency service to support the government's efforts to reach people in dire need.

As the lockdowns extended from three weeks to three months and endless months, new strategies were pursued. Recording TV and radio. Creating supplementary learning resources to compliment the government's newspaper lessons. And once some movement was allowed, lessons under the mango trees where teachers created local learning clusters started to pop up.

Meanwhile, our safeguarding team was busier than ever. Relationships that had already been established with the police, prosecution and probation and social welfare offices saw CRANE becoming the active responder to children who were lost, abused, sick and in trouble. Children who had resisted leaving the streets suddenly agreed to come into quarantine camps where counselling and support helped many of them decide that when they could, they would go back home.

While government teachers abandoned their posts and private teachers lost their jobs, CRANE's project teachers knuckled down to creating zoom lessons, booklets, competitions, and videos and calling the girls every day to give them a task for the day. The fight to keep children learning continued for 83 long weeks, with only children who were due to sit national exams eventually getting to sit those exams after a few weeks of crammed learning and revision.

A COVID approach: Efforts to find the girls and find out what is working

As soon as movement was allowed, the mentors started walking their communities looking for their girls. As the second Midline approached, their efforts intensified to track the girls that had been in Baseline or Midline One to give some continuity to the study. 1,099 girls and their parents turned up for the study. 722 (66%) of these had attended a Creative Learning Centre in the past, which was a 21% improvement on the sample in Midline One. The method used for Midline One had been to strictly track the same girls from Baseline, but a quarter of them had left the project school or Creative Learning Centre and started attending a school over which the project had no influence. This meant that Midline One was not truly measuring the full impact of the project. Midline Two found a sample of girls who had been directly influenced by a Creative Learning Centre or by one of the project schools and with whom the teachers and mentors had been able to keep in touch with throughout the two years of school closures. This hybrid model of finding old Baseline and Midline girls who were still within the influence of the project seems to be a fairer way of assessing project impact.

The impact of school closures meant that we could no longer maintain a control group and had to revert to using the Baseline benchmarking group as a hypothetical counterfactual. Given the challenges of maintaining a control group and the ethical challenges of undertaking a survey with children who have received no support from the project, this does seem to be a preferable method.

In the months surrounding the fieldwork, and especially through months of delays, we supplied the External Evaluation Team with all the project data we could muster, the good, the bad and the ugly. The evaluators used their skills to extract useful information where it was available, including creating transcripts and a study of over 600 essays written by girls during lockdown that described the impact lockdown was having on them. Changes in the Project's Monitoring and Evaluation team from a team of specialists to one lone worker working then under the guidance of the Viva Africa Director was both a loss and an opportunity for rapid professional development for all staff to learn how to collect better quality data. That remains a journey in progress.

We were happy to work with the Evaluators to pilot their SAGA (Streamlined Aggregate Assessments) and the Household Survey Tool on non-project families. Their development from our multiple databases of one 'All Girls List' with six-digit reference numbers has helped to transform the tracking of girls. We have also learned how to create more robust and complex tracking tools using KoBo Collect. New skills, Excel skills in Get & Transform and Fuzzy Matches has also helped the project staff to reduce the errors in finding and tracking our 'Jane's' friend. The first time we met Jane's friend, she told us her name was 'Ruth'. But in the local language, Luganda, R and L get confused, and so her name was recorded as 'Luth'. By the time her name was recorded again, she had become 'Lucy'. Depending on how many details you are looking at, you have one girl or three girls! The project has now largely conquered those limitations. Furthermore, the External Evaluation Team has stated that the sample in the recent Midline Two is 'adequately similar' to the Baseline and the Midline One. That was more to do with the commitment of the mentors in tracking their girls than it has been with our mastery of excel. Nonetheless, we still believe that the best Endline sample will be girls who have remained within the remit of the project schools, and will pursue this hybrid model.

As the Midline Two Evaluation report states, this study could not assess improvements in classroom teaching from project lesson observations and learning visits because all classroom teaching stopped. These learning visits and lesson observations have now resumed and all data will be given to the External Evaluation Team in advance of the Endline. The disappointment of this is cushioned with some satisfaction that the teachers have, maybe not surprisingly, described a multitude of new learning techniques to help keep girls learning through lockdown.

The Evaluation Findings: Stars, Diamonds and Gold

There were very few surprises in the findings of the External Evaluation Team. The project team had stayed close to the ground and reports of what was happening were coming in by the hour. What the evaluation has helped us to particularly do is find our stars, our diamonds and our gold. Our **stars** are the people who kept things moving. Our **diamonds** are the things we did that we want to show off and share. Our **gold** is worth keeping and are the things we must invest in for the future. This is a summary of our reflections on the findings in a way that brings out the stars, diamonds and gold.

1. Lockdown

Uganda had the world's longest school closures: 83 weeks. This is estimated to have caused another 2.8³ years of **lost learning**. In the midst of that, we had some star candidates who excelled in their national exams. 604 girls completed Primary 7. 211 girls completed O Levels. 37 girls completed A Levels. When numbers sitting exams went down across the country, we had more girls than ever before sitting for exams. Senior 4 and Senior 6 results were better than previous years. Primary 7

³ <https://theconversation.com/uganda-closed-schools-for-two-years-the-impact-is-deep-and-uneven-176726>

children struggled more. This is probably a reflection of the ability of the older girls to manage self-studying more than younger girls, and because we were able to give tablets to 200 of them.

Lockdowns across the world seems to have caused a mass of **lost childhoods** to teenage pregnancy. In Uganda, the already high teenage pregnancy rate increased by 22.5%.⁴ We are delighted to read that none of the girls in the sample who were with them in the CLC got pregnant and just 10 girls of an average age of 18.2 got pregnant and 27 of an average age of 17.9 got married. Where cases of abuse were reported to us, we followed every case, working with the police and the prosecutors to collect the best evidence possible to bring about successful outcomes. It is also encouraging to read that 79% of the girls believe that they should wait to have a child until they are earning a living.

Cases of abuse of children in the communities were being reported to the mentors with frightening frequency. The project supported every child where there was **lost trust** through abuse. The cases of project girls being abused has been a fraction of the national rates and of the community cases reported to us of children being abused. This, we believe, is attributable to the endless rounds of safeguarding training and awareness raising we have done with girls and their parents.

Most of our families have **lost livelihoods**. 86% of the parents said life got harder; 60% said their standard of living has decreased. Those who were in savings groups say they have helped, and families who received bursaries to help with exam fees were very grateful.

2. Learning

How does a child who is used to learning in a school context continue to learn skills in things like literacy and numeracy when they suddenly find themselves at home...for months...and years? And how do struggling households who need all the help they can get to make ends meet give the time and space for children to learn rather than labour? These were the challenges that parents faced when schools closed. When schools were closed on 20th March it was initially for 21 days. The children had just been back at school for a month after the long December/January holidays, and so for many of them it was a time of confusion and waiting. As time went on, even children in wealthier homes who were receiving some online tuition began to feel like there was no point in going back to school. There was an increase of child labour from 21% to 36%, affecting girls in particular⁵.

This context demanded the project and the evaluation design to make some significant changes in methodologies for providing educational support for children and measuring its progress.

- A. Since there is no longer a Control group, the indicator for learning does need to be changed, as suggested by the External Evaluation Team.
- B. The Project Staff created a tool called the 'CARAT' (CRANE Activity Response And Tracking) that has asked for the educational history of the girls. This data was provided to the External Evaluation Team and was used in cross checking and constructing the 'All Girls List'.
- C. The Project collected reports from the Teachers through lockdown to try and encourage learning. An essay writing competition provided some assessment. The Quick overview exercise by teachers assessed progression or regression; the 'CAT' (Child Assessment Tool) measures progress against core curriculum English and Maths topics once a term. However, there has not been full coverage of all girls and the teaching team is looking for stronger methods of moderation of results.

⁴ <https://theconversation.com/uganda-closed-schools-for-two-years-the-impact-is-deep-and-uneven-176726>

⁵ <https://theconversation.com/uganda-closed-schools-for-two-years-the-impact-is-deep-and-uneven-176726>

- D. The Project administered the 'SAGA' (Streamlined Aggregate Assessment Tool) to get an indication of progression or regression in literacy and numeracy compared to Baseline and Midline One. We are encouraged to have found a positive trajectory in learning for girls who have remained in touch with the teachers and mentors. Learning test results show that girls have made important improvements since Midline One.

In lay language, the results of learning progress seem to be as follows: In a benchmarking exercise in the Baseline of 2017, the results between each school grade showed girls who had no project support increasing their scores in learning tests by 4 points per year. Therefore, this is what would be expected year-on-year with no project intervention. Between the Baseline in 2017 and Midline One in 2019, girls who had been in a Creative Learning Centre and a project school progressed by 9 points each year. Girls who chose to go to other non-project schools did not make the same rate of progress.

The expected results between Midline One in 2019 and Midline Two in 2021 would be 8 points over two years, assuming schools were open. The learning tests show that the girls increased by an average of 30 points over the two years. In the words of the External Evaluation Team, **"The project girls exceeded the targets set by the Benchmarking by over 400% in Numeracy and over 500% in Literacy, and that whilst schools were closed. Instead of increasing by an average of 8 points, they increased by an average of 30 points...Regressions based on the Midline One to Midline Two Benchmarking data are very highly significant in both literacy and numeracy. Effectively all (97%) of the girls assessed at both Midline One and Midline Two are making progress, whereas the same calculations for girls assessed at both Baseline and Midline One produce figures around 75%. If we apply this ratio to the total population going into GEC-T, then 7,500 of the 10,000 can be said to be Learning at least partly because of the work of the project."**

This is the heart of the project. Are girls learning faster because of the project interventions than they would be doing otherwise? The answer is yes – much faster!

The External Evaluation Team then looked for theories as to why this might have happened, despite the absence of teaching in schools. These include:

- i. The time between Midline One and Midline Two was longer than the time between Baseline and Midline One so the girls had more time to learn. Yet the rate of learning over the three evaluation events is consistent.
- ii. The Streamlined Aggregate Assessments (SAGA) are less intimidating than the full battery of 15 subtasks of the complete Early Grade (EG) and Senior Grade (SeG) tests and girls perform better because it looks easier.
- iii. The SAGA tests are better and better presented. The External Evaluation Team reviewed the subtasks that had been developed at Baseline and edited the scripts to make them clearer.
- iv. The CRANE staff were more lenient in their marking of the SeG tests in comparison with the External Evaluation Team members at Midline One.
- v. The girls encountered in the Midline Two survey work are more engaged with the project than those met in Midline One and have benefited from more contact and support from the project.

The project would add various other theories, starting with these two:

- vi. The pattern of education in Uganda is of excessive cramming and dangerously long hours in the classroom. Boarding schools will insist children study longer and longer hours, getting sometimes only 4 or 5 hours of sleep a night. Being at home probably led to girls being able to sleep more and therefore perform better. If this is so, it demands a systemic change in Ugandan education.

- vii. Girls have had one-on-one or small group support from specially trained Learning Support Teachers who provided every possible means to help the girls to learn even when schools were closed.

The External Evaluation Team confirmed that learning and poverty in the home correlates in part to the level of education of the caregiver, the economic wellbeing of the household, and the willingness of the parent to give the child time and space to study. Too many chores, the need to work to put food on the table, a lack of things to read at home, and a lack of access to TV, radio, a smart phone and newspapers all hindered progress. We believe that our regular delivery of reading and self-study materials, phone calls and SMS messages, competitions and topical projects helped keep girls focused on school.

This evidence is a Diamond for the project, demonstrating that some things have really worked to help children to learn even in the face of school closures. We remain confident that the Creative Learning Centres and Learning Support Teachers with smaller ratio teaching and more personalised learning is successful. Whether a Creative Learning Centre is in a purpose-made classroom, under a mango tree, or is support given via the phone, the critical factor seems to be the Learning Support Teachers are stars, created by the training they have received and the passion with which they work.

3. Transition

The success of keeping girls engaged in learning and transitioning to another grade or another level or into meaningful work, and now also just simply getting back into school has to be credited to the efforts of the mentors working to stay connected to the girls in their communities. They are stars! We are encouraged that the girls describe them as their mentors. They have become community workers and real-life mentors for the girls and for the parents, helping them with income generating ideas, parenting skills, safeguarding, and keeping them hoping to get back to school and finish school.

Transition is not a smooth process. The government says that a child should have automatic progression by age, regardless of performance. Whilst government schools generally follow this policy, many private schools do not follow this policy and will only allow children to progress when they pass end of year exams. This discourages many children from continuing. Now that Universal Secondary Education has ended in Uganda, and only 17% of children were going to secondary school pre-pandemic anyway⁶, then post-pandemic access to secondary school is even more difficult. The project continues to work with parents to help them earn and save to keep their girls learning.

Tracking where the girls were post-pandemic and monitoring their return to school has also been challenging. It was the effort put in by mentors in the field that ensured 1,099 girls were accessed in November 2021 when schools were still closed. At that point, the mentors had tracked about 5,000 of 6,848 girls. By the time the Financial Year closed in March 2022 when this report was still being finalised, 6,318 GEC girls had been reached. Of these, 4,058 girls had enrolled back into school after 2 years of school closures. This included 3,404 in mainstream primary or secondary school, 351 in tertiary, 262 girls into reopened Creative Learning Centres, 22 back into agricultural training and 19 back into teacher training school. During the staggered starting of various levels of tertiary education and exam classes, 415 girls completed tertiary education and were able to begin earning, and 852 completed their national examinations. 535 other girls and 458 young mothers who we had worked with over the years were either still preparing to go back to school or were entering the world of work. The project has been a critical opportunity for the 458 young mothers. The majority of these came

⁶ UNICEF State of the World's Children 2019

into the project after dropping out of school due to pregnancy. They were helped to get back into learning through the Creative Learning Centres and then encouraged to carry on learning. The household survey suggests that there was only a 1% increase in early pregnancy through lockdown. We are working with schools and with the Church of Uganda to give a clear message that all girls who got pregnant during school closure must be allowed to return to school.

Of course, for many of the older girls, to then lose the last 2 years when they were close to finishing their education has been a real blow, and getting any back into learning should be seen as a success. For others, finding ways of earning through two years of school closures will have become a barrier to going back to learning. The Household survey said that 150 of the 1,099 girls had started earning in the last 2 years to help the family's household income. 530 girls could not be traced. They had moved between lockdowns and the phone numbers of the parents were no longer connecting. We will welcome any of these girls back if they are found.

One critical factor for helping girls to continue transitioning on and transitioning up is to help the girls and the parents tackle the financial barriers they face to accessing education. The savings groups being linked to schools has certainly helped in negotiating phased payments of fees, and will be continued. In spite of these struggles, it is encouraging to hear from the parents that whilst life is harder and their standard of living has decreased, in the 'Pile of Beans' exercise, they said that before the Girls' Education Challenge they were the poorest in the village and they are now not the poorest. In spite of returns from the savings group records needing to be sharper, and with some groups having struggled through the lockdowns, the social and financial benefit of the savings groups suggest that there are still benefits to investing time in encouraging these groups.

4. Sustainability

Building future sustainability for anything in the midst of a global pandemic is not always the first topic of discussion. Survival becomes far more important. The losses to the pandemic are much wider than the loss of life due to COVID and will be felt for generations. During the pandemic, the first focus became to ensure people survived the pandemic. The second focus was to ensure children were safe. The third was to keep adapting and changing methods to keep girls learning, keep parents earning, keep teachers teaching, keep mentors searching, and keep staff delivering. The impact of the lockdowns and school closures will be felt in varying degrees for decades. In particular, 34 girls reported sexual abuse. All of them were followed up by the safeguarding team and given medical and legal support.

It is the loss and outrage that we feel against abuse, discrimination and inequality of opportunity that has driven us to pursue change at community, school and system level and will remain the focus of our attention in the remaining two years of the project.

a. Community

Work in the community has focused on helping parents and local leaders to work together to make communities safer for children and to help people prioritise education of their children.

We are pleased that **attitudes** towards girls' education have remained strong despite 2 years of school closures. Most of the girls want to go back to school and finish their education and have made significant efforts to find ways to keep learning. 84% of the parents said that their girl would certainly go back; 10% said they probably would; 5% said probably not and 1% said certainly not. Of the 67 carers saying that their girl will probably or certainly not be going back to school, 39 cite cost as the reason or one of the reasons. This can still be addressed.

Attitudes about **safety** in the community do cause some concern. Parents and girls both feel less confident about whether girls are safe on the way to school (52% down to 14%). There was a similar loss of confidence that a girl is safe in the community (always 55% to 36%; never 9% to 16%). We also note the collapse in confidence about reporting (Almost all cases of abuse are reported from 86% to 52%). It is our opinion that this decline in confidence is due to the increased incidences of abuse that would have been seen in their communities during lockdown and because the project has worked hard to raise their awareness of how to keep children safe and how to report concerns and because the standards of what is or is not acceptable have raised, so safety is now more important.

b. School

How do you build sustainability for schools when they are shut for two years? Other than the devastation on learning, it actually gave the head teachers and administrators time to strengthen their systems and be ready to build back better. Viva's well-used Quality Improvement System (QIS) training takes organisations through a journey of improvement in child protection, people care, governance, financial accountability, planning, and child wellbeing. The process normally takes two to three years to achieve either a Foundations Level which meets 30 aims, or an Accountability Level which meets 150 standards that have been agreed by a group of international standard bearers. The schools had begun this journey in 2017, and progress had been slow as schools are busy and demanding places. However, lockdown had us switch the training and mentoring support to virtual platforms until we could go and visit the schools again.

All partner schools reopened in 2022. This demonstrated the strength that had been built in their systems during closure. The External Evaluation team has described the QIS training programme as "a great success". "School management has been transformed over the last three years for over 50 schools by the QIS training program. The schools have been assessed against a large number of international standards and the assessments have been verified and almost all schools can be awarded QIS Quality Marks. The evidence from earlier training is that schools continue to improve their compliance with standards after the training has been completed." The External Evaluation Team also said that the significant progress made in School Management is a major contribution to sustainability.

QIS has been used within the CRANE Network for the past 16 years, and the leaders of all organisations who diligently complete the course say that it transforms their organisations and prepares them for growth. It is encouraging to see that the training also works for schools.

A part of the monitoring strategy used for QIS was to take the District Education Officers and School Inspectors to assess the schools. They found that the schools stood out from others in terms of quality. This led to a proposal for a new school monitoring and inspection tool to replace the rather limited current tool that was in use. The new School Inspection Tool (SIT) is now on a journey of being adopted by the Ministry of Education and Sports as a National Inspection Tool (NIT). This would be a major and sustainable improvement in how schools are inspected.

c. System

We have been pursuing three specific system level changes.

The first has been in the area of disabilities. We have successfully opened and managed the National Education Assessment Centre. This means that children can now get a formal assessment from specialists and those who have formerly been excluded from national exams are now able to get the assistance they need to sit exams. The precursor to this formal assessment is for teachers to complete a Learning Needs Identification Tool for each child when they enter school. This helps with the

identification of disabilities and earlier intervention. CRANE's Learning Needs Identification Tool and manual has now been accepted by the Ministry of Education and Sports and will be rolled out across the country and through teacher training colleges.

The second, the SIT-NIT, has been described. This has integrated QIS into a tool that will be used in schools across the country in due time.

The third pursuit has been to see better and faster child-friendly justice for children who have been abused or who are in conflict with the law. We have trained the Public Prosecution Service in basic Child Development and Child Psychology. The Judiciary has asked for the same training. This work will be expanded to include a process of developing guidance in how to collect best evidence for cases. These trainings will be piloted with the Kampala judiciary in 2022 and will then be integrated into the Justice Training Institute's Curriculum. We have also helped the Prosecution service to set up 8 child friendly rooms around the country where a child's testimony can be given without the intimidation of the courts. The Prosecution Service is now funding these rooms from their own budget with CRANE implementing the set-up of the rooms. We also provided anatomically correct dolls to the prosecutors to help children retell what happened to them. On one court circuit, the introduction of these dolls saw an increase in conviction rates from 51% to 70%. This is an illustration of how simple little ideas can make a huge impact.

Meanwhile, the judiciary and prosecution services have asked us to assist them in tackling the case backlog for children's cases and to extend the child friendly rooms to the court houses. The size of expansion depends on funding.

5. Good confidence

Measuring life skills and confidence over the last few years has been quite a challenge. We introduced 'I Can Journals' that the girls use to keep a record of their skills development over a year and keep a record of their homework. These have become popular, but have not been easy to use for gathering evidence. Likert scales, informal interviews, video diaries, focus group discussions and the new Harter-Style questions that were used in the Household Survey have all proved to be useful methodologies. These have at least given an indication of the progress that girls are making.

In spite of two years of being out of school, their resolve to study and pursue careers has not diminished. Whilst the results of this evaluation say that the girls feel they have less decision-making power than they used to about going to school and choosing a career that seems to be a natural conclusion to the situation they were in. For two years they wanted to go to school, but the government had ruled that they stayed closed. There was nothing they could do to continue with formal studies and pursue careers. We expect these feelings to change by Endline, assuming that they are able to continue in school undisturbed. At the present time with war in Europe and soaring inflation, fear and anxiety for the future may increase. We will need to address these fears.

Nonetheless, the percentage of girls who Strongly Agree with the statement "*Going to school does influence what you end up doing in adult life*" has risen from 54% at Midline One to 62% at Midline Two. The percentages of girls who agree with the statements about feeling nervous when speaking to girls their own age or to an adult they do not know have increased between Midline One and Midline Two. It is possible that simply being away from peers and groups has had that impact on the girls. We will monitor their views as they regain routine and are given new opportunities.

6. Good management

If you want schools to be well managed, take them through the Quality Improvement System training for schools. The External Evaluation Team dug deep into all the records of QIS. Every report, every piece of evidence that was available was analysed, and it was concluded that **QIS works**. We must now build on this with the school leadership teams, especially in government schools where there has been a number of transfers of head teachers.

As schools have now reopened, we will revert to collecting evidence directly from the classroom, from students and from parents about what they feel about the management of the schools.

7. Good teaching

The assessment of the quality of teaching could not be measured directly from lesson observation data or class results. We were encouraged to read that the Learning Support Teachers could describe the new methods and skills they had learned during Lockdown and that they were aware of the effects of using remote tools. For example, they were able to see the benefits and the divisiveness of smartphones and social media.

The Learning Support Teachers, learning materials and other forms of support were important and were appreciated. Since the girls are from the poorest families, this will have been a lifeline to learning. We will pass the appreciation by girls and parents to the Learning Support Teachers.

It is also striking that some head teachers have expressed that they would rather keep their Learning Support Teacher in the school than any other of their teachers.

A drop in the ocean: Looking to the future

So far 10,000 girls have been helped to get back into school and 4,000 have successfully finished and are making steady progress in transitioning on in life. In the next two years, the project will work with the girls, parents and schools to see another 4,000 finish, and secure future plans for 2,000 more. But 9 years in to the 11-year Girls' Education Challenge Marathon, it feels like the long-term impact of the project is just beginning to take shape. We will focus our attention on project sustainability and closure in the next two years whilst also look to grow the impact by sharing learning and embedding that learning within systems.

We have read and discussed with the External Evaluation Team the recommendations that have been made and the various project modifications that could be made. We are aware that some difficult choices will have to be made in the next two years. This represents a starting point for those discussions.

1. Project management modifications

Words: We have noted that the project's title that we are "building girls" might not be the best development language. We will adjust that in future projects. We also note that the Live, Learn, Laugh and especially SCHIP (/skip/) might not work for everyone, but these key words and acronyms have helped staff to remain focused on what they are trying to achieve and why they are doing what they are doing.

Theories: We welcome another round of reviewing the Theory of Change as we try to nail down the most significant strategies for bringing about the biggest impact and most lasting change. This will help us to formulate a stronger theory of change for a scale-up model. We are confident that Creative Learning Centres, Learning Support Teachers, Mentors, Safeguarding training and QIS training are five

key pillars that need to come out more clearly. Senior staff have annual Key Performance Indicators that help them to focus on documenting and sharing these promising practices.

Tracking: We have taken a decision that we cannot spend more time and money trying to find the lost 530 girls. The mentors have made every effort to find them since April 2021. The time and money to do this has been high and would now be better spent supporting the girls and the families to press on. The families describe the real care provided by the mentors. This should now be their focus, developing small group and individual support structures for each girl and each family, helping them to bridge the gaps between their financial abilities and the school's expectations.

Indicators: We have learned to appreciate the regular review of the logframe. We welcome a post-evaluation review where we sharpen or change the indicators and targets in the light of these findings as we prepare for the Endline and the project closure. We need to review the learning, transition and sustainability targets. We welcome the proposal to do some outcome mapping. We note that the External Evaluation Team felt that the QIS indicators now needed to be changed. Many of the schools have not yet reached the Accountability Level and still have all 150 international standards to achieve. We will, therefore, sharpen the targets, but we remain focussed on delivering QIS to the schools.

Monitoring: Since losing two of three monitoring and evaluation staff to better paid jobs, we have pursued a process of refining data collection tools and processes. We believe that less will mean more. There is a mass of data from the project which has been underutilised and needs a lot of work; establishing the Janes, Ruths, Lucy's from hard and soft copy documents takes a lot of time. If time allowed it could compile some very interesting evidence. There is enough for a PhD study. However, for now, as a part of the log frame review, we expect to then refine and recreate the tools with the purpose of tracking and attributing impact on learning, transition and sustainability. We will also continue to use the Basic Efficiency Resource methodology to generate discussion around value for money. This will bring about learning for making some of those hard decisions and for future learning and sharing.

2. Recovery modifications

What will success look like when the project closes? We will seek to define this as we go into a deep dive review of the Theory of Change and the Log frame.

For each 'Jane', we think it will mean she has continued to learn, returned to learn, learned to earn, delayed childbearing, avoided child marriage, continues learning as she is earning, and is able to keep herself safe and manage her own power dynamics.

For the project, four recommended post-COVID recovery modifications seem to align to the Theory of Change. Each area will be focussed on delivering specific results that demonstrate what works and that package up the learning into some 'gold' training packages and 'How to' manuals.

a. Returning to earning (Live)

We will persist with detailed data collection and analysis from the savings groups. We will target training with them to build their own growth plans. We will monitor and teach them to monitor the financial viability of their small businesses. We will find better ways to measure their social viability.

b. Returning to learning (Learn)

We will reboot the Creative Learning Centres. The model has already been written up and shared by Viva as 'Learning Spaces' and is now being rolled out in cities across the world. This Learning Spaces strategy now needs more detailed guidance from the lessons learned from our work.

We will continue to work with the Kampala Capital City Authority to take ownership of the Education Assessment Centre. We will also pursue the effective rollout of the Learning Needs Identification Tool.

We will complete the development of our Learning Support Teacher training and create a way that more people can learn the vital skills that make a good teacher into an excellent teacher.

c. Returning to safety (Laugh)

We will develop a training manual for Mentors and create a way that more people can learn the vital skills that make good community workers with skills in safeguarding case management, psychosocial support skills, and helping families to build sustainable livelihoods.

We will deepen the training to communities, schools, parents and girls to run effective child protection committees. We will continue to provide guidance and direction on complex and difficult safeguarding case management. We will roll out the My Concern software to all teachers and to lead committee members to provide better coordination of safeguarding records across the network.

d. Returning to managing (SCHIP)

We will present awards for the QIS levels that schools have reached at this point in time. We will continue to mentor and support schools to achieve all the QIS standards.

We will continue to pursue the development of the School Inspection Tool so that it becomes the National Inspection Tool. We will provide training to Ministry of Education officials to help with this.

3. Endline planning

Endline planning needs to begin now. We need to agree on a hybrid model for cohort tracking based on project schools. We need to agree the learning assessment methods: EGRA and EGMA, SEGRA and SEGMA or SAGA AggRA AggMA? We want to use benchmarking rather than a comparison group.

4. Sustain by sharing and scaling

We believe that the greatest forms of sustainability will come as we share our learning and scale up the things that work best into new schools, communities and countries. CRANE as a Ugandan network has the social infrastructure to begin to scale up. Viva provides global networking relationships to continue to share learning between networks and through various global forums. We have started to share one of our **Diamonds** every month, giving brief overviews into what works. We have a plan to develop our **Gold** by developing training packages and 'How to' manuals that will be shared over the coming two years. We want these to be as readable and accessible as possible. And as already stated, we will work with the Government Institutions to increase inclusion of children with disabilities, to improve school standards through the inspection tool, and to increase access to justice for children as we work with the Justice, Law and Order Sector.

To our stars

To every 'Jane' who has set her mind to pursuing her studies in spite of many challenges; to every Mama Jane who has saved every spare coin to keep her in school; to every mentor who has tracked the highways and byways; to every teacher who has determined to find ways to teach without a classroom; to all the staff who switched and changed, scrapped and rewrote the rule books; to every Head teacher who prepared for reopening; to each Evaluator who has challenged us and troubled us and pursued us; and to the Management who determined not to give up but to find a way, Thank you!

Annex 22

Details of External Evaluation of the Quality Improvement System (QIS)

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Abbreviations used in the report

| | |
|--------|--|
| EET | External Evaluation Team |
| MoES | Ministry of Education and Sports |
| Ofsted | Office for Standards in Education, Children's Services and Skills (UK) |
| QIS | Quality Improvement System |

1 INTRODUCTION

1.1 This Report

This report is an account of the evaluation of the training and support offered to schools by the CRANE in partnership with Viva project using the QIS program. The evaluation team examined the methods used to improve school management and the assessments made by the project staff of the effectiveness of the training.

The report should be read as part of the ML2 evaluation report. The ML2 evaluation report makes references to some of the content of the

The QIS programme has six training components each followed by a period of improvement before a final verification of all the changes made. This Evaluation Report comes at the end of the original 3-year programme, started at the end of 2017 but due to Covid and school closures has taken until February 2022 to complete the final stages including the verification process.

The purpose of this evaluation is therefore to:

- a) review the final data available, from the training, survey and evaluations and compare it with the original design and assess its completeness and adequacy
- b) review the results achieved and the improvements made
- c) review the wider process of collaboration with Ministry of Education Inspectors with regard to standards in schools.

The project provided the evaluation team with:

- Full access to all of Viva's QIS documents that define the programme, its implementation and verification – used in many countries around the world over the last 15 years.
- A variety of documents from CRANE – reports from trainings, ongoing result data collected and stored using KoBoCollect, and a variety of assessments conducted at various stages, and
- Access to key staff from Viva and Cane.

1.2 The Quality Improvement System (QIS)

The Quality Improvement System (QIS) was developed by Viva to help organisations and projects to improve the quality of their work and the care they offer to children. It is a capacity strengthening program for organisations which carried out a wide range of children's programmes including residential care, drop-in centres, street work and outreach, sports, education and clubs of various forms, and operated in all parts of the world under quite different conditions.

QIS consists of the following basic building blocks.

- Standards - QIS making organisations aware of internationally recognised standards with descriptions of a level of excellence or quality to be attained.
- Self-Assessment - QIS encourages and helps organisations to understand their current performance in the light of the international standards introduced in the units.
- Training - When organisations have identified where they are currently against standards, they define key areas where they need to improve and then receive training related to that area.
- Improvement - Following training, organisations draw up Action Plans for improvement. This journey towards improvement is based on best available methods of learning and can involve sharing experience, exchange visits, peer mentoring and mentoring by experts.

- Certification - Organisations get the chance to demonstrate and celebrate the improvements they have made through QIS by receiving certificates linked to the improvement areas.

Once organisations have completed all six units of QIS, they receive a QIS certificate that shows where they have got to on the quality improvement journey. This level will be verified at the end of QIS by the QIS mentor or facilitator and approved by a verification committee which will include people that are external to the organisation delivering the training and support.

2 PURPOSE AND SCOPE OF THE EVALUATION

2.1 Overall purpose

Viva and CRANE have used QIS for a number of years with their network members. They believed that the same program would enhance their work with GEC-T partner schools and included it within the program plans and budgets. This evaluation is to review the way the training was implemented and in particular:

1. To evaluate the effectiveness of the QIS programme:
 - to promote and enable change and verifiable improvements,
 - to establish a set of standards, which could be measured and demonstrate progress, and
 - to encourage an attitude of ongoing learning and improvement.
2. To evaluate the progress of CRANE to influence the Ministry of Education and Sports (MoES) to adopt some aspects of QIS to improve the standards for Government Inspectors to use in Uganda.

3 EVALUATION FRAMEWORK

The original Evaluation Framework included four main questions that fit with the four main components of Viva's generic QIS documentation.

3.1 Have the schools successfully identified and implemented three specific improvements from each of the six training modules and have those improvements been tracked and verified?

a) **Principle:** Quality Improvement is an unending journey. Regardless of where people are, they can start making improvements and heading in the right direction. The training helps to identify the larger gaps and commit to undertake specific work to address them. By achieving these improvements it helps to kick start the ongoing attention to quality.

b) **Designed actions:** There are six training units of QIS covering different subjects: People Care; Governance; Child Protection; Financial Accountability; Project planning; Child Wellbeing.

At the end of each training unit the school is requested to identify three changes that they can make (based on their areas of weakness and what they believe can practically be achieved). CRANE should then monitor and encourage those changes over the next month or so. The sense of achievement will then motivate the school to do more.

c) **Results:** CRANE should have a record of the three identified changes and the progress towards three actual changes for each unit. Each school will have 18 identified changes they wanted to make and ideally, 18 changes actually made. CRANE should not only have the records but also verify through evidence that the changes have been made. This should all be recorded on a spreadsheet

d) **Analysis:** the number of verifiable changes made because of QIS training. Comparison against the planned changes. As well as the identified and planned changes,

the comparison of other before and after measurements will reveal many more changes actually made by each school over the time period.

3.2 Have repeated Self-Evaluations against QIS standards been conducted adequately and do the results show overall improvement?

a) **Principle:** Through self-evaluations made at the time of the training, and subsequently at different stages we will be able to see the application of knowledge and learning gained. As the final verification uses the same assessment, we can compare both the changes and the standard achieved over the three-year time span.

b) **Designed actions:** The self-evaluation is completed during the training – strengths and weaknesses are now based on a better understanding of the subjects and the standards required.

A final on-line survey (designed by the EET) was conducted to capture Head teachers' overall reflections of the QIS programme, the **learning**, the improvements, and the overall impact on the school, teachers and children. See annex for details of the online survey.

c) **Results:** CRANE should have results from the evaluation sheets at the time of the training events, at different times when reviewed and again during verification stage for each school on each unit. On-line Headteacher survey results to be compiled ready for analysis by the EET.

d) **Analysis:** Increase in scores. By comparing subjects with largest changes in scores we could identify the scale of initial gaps and the degree of learning and improvement made. We can also demonstrate the change in standards achieved over the time period. Head teacher reflections and perspectives can be summarised and compared to our own analysis of results recorded over time.

3.3 Has the final self-evaluation been adequately Verified by a separate team and are the results consistent with the self-evaluations?

a) **Principle:** Whilst being on the quality improvement journey is the most important point, it is also necessary to know where you are in that journey. Measuring against a common standard is therefore necessary. With international standards being very high and local standards being limited in scope, Viva developed a simplified set of standards pegged against certain international standards. The Accountability Standard recognises that the school is well on the way towards meeting the international standards referred to in the QIS units, already meeting all mandatory numbered standards in the checklists for all 6 QIS areas, with accompanying evidence.

b) **Designed actions:** With the help of a designated CRANE team member, each school is invited to prepare evidence against each line of the self-evaluation form to demonstrate compliance/achievement. A verification team visits the schools and inspects the evidence, interviewing the staff at different levels to assess the depth of application. The verification team will assess through a scorecard method if the school has surpassed the required standards and recommend to CRANE the appropriate award to be presented. (In borderline cases a school can be given time to address any essential gaps that would otherwise score them down below the certificate level). CRANE also require the EE to conduct a verification of CRANE's own performance against the QIS standards.

c) **Results:** A scorecard for each school against each subject and a list of schools' overall scores and awards. CRANE will similarly be scored.

d) **Analysis:** Comparisons can be made between earlier self-evaluations in section 3.2 with the final verified evaluation noting all the improvements that have been made (over and above the three identified changes of section 3.1. Knowing where they are against a common standard now allows each school to have a tailored improvement plan for the coming year – ideally the QIS programme would be repeated allowing detailed focus on these tailored plans.

3.4 To what extent could QIS be used to support MoES standards and school assessments?

- a) **Principle:** The QIS standards were each based around a recognised International standard and then simplified to be understood and achieved by grass route organisations in the majority world. The QIS standards were approved by a Quality Standards Reference Group comprising of representatives of World Vision, Tearfund, Compassion, Toybox and Erikshjalpen. In the Uganda context they also need to be specifically compared with existing Ugandan standards.
- b) **Designed action:** CRANE team should gather all known documented standards that are still current particularly in the Ministry of Education, that relate to the 6 QIS subjects.
- c) **Results:** the EET would analyse the different sets of standards to show similarities, gaps and overlaps between the different systems. It might then be possible to recommend a new set of standards that builds on the best in the existing methods and could be used to improve school inspections while maintaining continuity with existing procedures.

This should provide the basis for discussions with the Ministry of Education and Sports (MoES) about what Quality Standards they are aspiring to and how they can be consistently implemented. Existing standards could be endorsed or new standards developed. The process would depend on the relationships already created between CRANE and the MoES.
- d) **Analysis:** CRANE's comparison work can be reviewed. CRANE's advocacy work can be reviewed. Progress towards new national standards and improved school inspections can be reviewed.

4 REVIEW OF FINAL DATA AGAINST THE EVALUATION FRAMEWORK, ASSESSMENT AND RECOMMENDATIONS.

Covid 19 had a devastating effect upon the world, Uganda and upon the GECT and QIS programme. The majority of the trainings and a good number of intermediary assessments had been completed prior to the lockdown and school closures in March 2020. The QIS Inception report did not anticipate that schools would remain closed until January 2022 which made it impossible to prepare the final Assessments and Verification visits. The CRANE team did incredibly well to keep schools engaged over the closure period and to still collect data in the last few months despite the intense efforts of schools to get back into normal operations. It must be assumed that all results obtained refer to the position the schools were in prior to lockdown. However the verification visits in early 2022 represent an important process of resetting the QIS training in the new situation of schools reopening after the longest school closure in the world. It is a moment for resetting the learning in the environment in which it was intended to be used.

4.1 Have the schools successfully identified and implemented three specific improvements from each of the six training modules and have those improvements been tracked and verified?

- a) **Actions taken by CRANE:** Despite the focus on identifying three significant changes to be made, in response to the training of each of the six units, embedded into the methodology and documentation there is no evidence that any of the trainers followed this guidance and nor did the Crane administrators.

Initially this was thought to be a serious breach in the way the programme had been implemented. However it became clear that it was more a different perspective. The programme was designed with the belief that it was necessary to break it down into achievable goals rather than confront trainees with the huge challenge of Quality improvement across 30 standards in six topic areas. The thinking was that it might be

better to start with a smaller focus of just three significant changes that the trainees themselves would select. The progress made might then encourage the school to continue the process and make further improvements over time through a sequence of rounds of identifying and addressing a small number of issues to work on.

In contrast the CRANE project staff set out to address all the standards in a single long process. The trainers and administrators did not build the work through intermediary milestones but inspired the trainees to work for full compliance. CRANE therefore did not monitor the three improvements at all and instead focused on improvement against the full suite of standards on each subject.

In this section neither the course plan or the recommendations of the inception report were followed, no initial assessments were recorded that might show the schools starting position and no relevant information on identified potential improvements was provided and therefore no analysis was conducted.

4.2 Have repeated Self-Evaluations against QIS standards been conducted adequately and do the results show overall improvement?

- a) **Actions taken by CRANE:** It is important to recognise the critical steps in the QIS programme taken by CRANE prior to any assessment. It starts with an introduction to the whole programme and engagement with the Heads of schools to believe in the need for quality improvement and the benefits of investing staff time and resources into the process. CRANE had to promote and administrate the Training Events as well as ensuring that the trainers and content of the highest quality.

CRANE continues to build relationships with the Head Teachers and Directors with purposed events and updates to maintain each schools engagement.

CRANE allocated Mentors to visit each of the fifty-nine schools to inform, encourage and assist teachers in the application of the trainings and in further engagement with the process. The Mentors are permanent CRANE staff who are resident in each location where the projects supports a school. The heading 'Self-Evaluation' is not quite accurate as each Assessment was facilitated by the CRANE Mentor working with the respective teachers. Paper versions of the assessment questions were provided but the results were recorded digitally using the KoBoCollect system.

b) Information received:

- QIS historical data from 2015
- KoBoCollect output - spreadsheet recording all Assessment results
- List of GEC-T schools and Network Members
- QIS Training attendance summary
- QIS mentor visits summary

c) Review of information:

- List of GEC-T schools and Network Members:
Initially the list of schools actively part of GEC-T was confusing with different lists being used by different departments within CRANE; the same school referred to by a variety of names and some schools dropping out and being replaced over time. Eventually the list of fifty-nine schools (50 target schools and nine control schools) was confirmed. The involvement of Control schools in some modules of the QIS was meant to be an encouragement to the control schools to take part in the project. Clearly the relationship with them was at a much lower level and involvement was very much at their discretion.

A further sub-group of note was the sixteen network members that had enjoyed a strong relationship with CRANE over a number of years, many of which had also been through the entire QIS programme previously prior to 2015. These arrangements meant that there were forty-three schools that had no previous connection to CRANE or to the QIS programme.

- Training Attendance:

Table 1 (page 8) shows the attendance of the schools at the many events. There were twenty-six separate training events hosted by CRANE covering all six topics. Attendance to the events prior to Covid by the 59 schools invited averaged at 68% and during lockdown the focus on Safeguarding achieved 78%. Only one school did not attend any events and only 10 attended fewer than three events. This level of attendance is surprisingly high and must be credited initially to the quality of the promotion by CRANE staff. That the high level of participation continued throughout must be credited to the quality and relevance of the training content. For 43 schools that had no previous connection to CRANE the participation is remarkable achievement.

On average each school sent a representative to 16 out of the 26 events. The 16 network members attended an average of 18 events, even though most of them had done QIS once already. The nine control schools and a much weaker relationship with CRANE attended an average of six events.

- QIS Mentor visits summary:

Record keeping in relation to visits appears to have been incomplete. There seemed to be an ongoing visit programme amongst the CRANE staff although often for multiple purposes. Despite the understanding of the CRANE management team and the observations of the EET team, the volume of visits made by QIS mentors does not seem to have been specifically registered and the various management systems apparently cannot identify the times or dates of the visits. What has been recorded is a series of topic-led initiatives where a staff team was briefed, trained and then sent into the 50 target schools to help support and further stimulate performance against the QIS standards. These initiatives focused on the subjects of Child Protection, Finance and Safeguarding. Visits were recorded when facilitating a school through Assessments and specific times during 2020. Despite the limited records, Table 2 shows the summary of visits provided – 50 schools receiving total of 205 visits, an average of 4.8 visits per school (compared to 4.5 for Network Members and zero visits to control schools).

It is believed that these team visits, the unrecorded Mentor visits and the special events for Heads and Directors all contributed to the schools on-going engagement with the QIS programme and their commitment to invest into the quality improvement process.

- CRANE's historical QIS data from 2015 shows the delivery of 4 cycles of QIS to 110 NGO's associated with the network. There were apparently other cycles before that dating back to 2008. It was this depth of experience in the NGO sector that gave CRANE the belief that they could impact the quality in schools in a similar way. Analysing the performance of the 16 network members now part of the GECT programme we see that they had a baseline score of 48% rising to an end score of 70% and improvement of 22%

- KoBoCollect output - spreadsheet recording all Assessment results ('self-evaluations'): The KoBoCollect spreadsheet provided contained all QIS results facilitated by CRANE since 2017. This included 69 network members that had to be removed as they were not part of the GECT programme. Results then had to be segmented into the six different topics and sorted by date so that each topic could be analysed over time. Table 3 provides the overall Assessment results

As identified in 4.1 the trainers did not follow the guidance and obtain any self-assessments at the start of the programme. Typically these initial self-evaluations are of limited value as people generally do not understand the subject prior to the training and tend to mark themselves higher before the training and much lower immediately after the training! Not having any of these evaluations however does mean that the starting position of the schools is not as easy to assess. Table 3 (page 10) shows that we have 12 results from 2015 and a further 13 from the start of 2018 which gives us a reasonable starting score for almost 50% of the schools. In order to compensate for this lack the 2021-22 Assessment was specifically designed to additionally capture the 'Perceived' views of what the schools had in place at the start of the programme in 2017. Whilst this 'perceived' view is clearly subjective and without evidence, overall comparison with the early results actually recorded mean that these results provide an overall reasonably accurate indication of where schools started.

In 2019, 38 schools conducted assessments and in 2021-22, 44 schools had completed assessments at the time of writing. The key findings show that:

- 44 schools have been assessed at the end of the programme – providing an average QIS score of 81% against the 180 international standards across the 6 subject areas.
- The improvement achieved across the 59 schools over 3 years is an average of 20% (equivalent to 36 standards more standards complied with in every school)
- Network members who had previously completed QIS and started with an average score of 70% also achieved the same 20% increase and ended up with an average of 90%
- Control schools that provided results scored an average of 85%, also above the average, but the perceived increase since 2017 was only 3% showing that they were already achieving a reasonable level of quality and had not really improved over the same 3-year period.

The two schools with the biggest improvement were both Network members who had already completed QIS before in 2015. Even so their starting positions were only 55% and 49% but they invested considerable efforts to end with 99% and 86% respectively and increase of 44% and 37%. (If we go back and look at their historical data and their baseline recorded in 2015, they actually started at 33% and 29% resulting in an overall improvement of 66% and 57% respectively)

Table 4 (page 11) shows the results broken down into the six subject areas. Training and standards on Child Protection was perceived to be the most significant subject with a 26% improvement whereas Financial Accountability recorded the highest actual increase with 38% improvement. The other topics all recorded increase just below 20% with the exception of project planning at 14% improvement.

Table 5 (page 12) shows the number of schools achieving different percentage brackets of compliance. At the start of the programme in 2017 it is clear that the schools had a wide spread of understanding and experience regarding quality standards, five of the schools were already achieving over 90% compliance but the majority were recording scores in the region of 40 to 60% (see figure 2). In contrast at the end of the programme the vast majority of schools were recording scores of over 70% compliance.

Table 1 - QIS Training Attendance

| Training Date | 2017 | | 2018 | | | | | | | 2019 | | | 2020 | | | | | | | 2021 | | Total # events attended |
|---|--|-----------------|--|---------|-------------|-----|------------|--------------|---------------------------------|---------|-------------|--------------------------------|--------------------|-----------------|-------------------|--------------|--------------|-----------------|-----|------------|----|-------------------------|
| | Child protection and Child Wellbeing - 12-17 Dec- 2017 | | Governance 23-25 Jan 2018 Fin Acc 21-23 Mar & 10&12 May Gov & People Care 11-13 Apr PPD- 7th-9th May 2018 Child Protection 23 June 2018 Child Rights 7 Sep 2018 People Care 4-7 Sep 2018 | QIS | QIS | QIS | QIS | QIS | QIS | QIS | QIS | Safeguarding Review March 2020 | Safeguarding | Safeguarding | Safeguarding | Safeguarding | Safeguarding | Safeguarding | QIS | QIS | | |
| Core program | Child protection | Child Wellbeing | child protection - positive discipline | Finance | People care | PPD | Governance | Child Rights | child protection - safeguarding | Finance | people care | | Child safeguarding | Code of conduct | Sexual Harassment | Rob-net | Safeguarding | Whistle blowing | | Governance | | |
| AFRH- African Hearts Junior School | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 16 |
| AMG | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Bat Valley Pri School | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 21 |
| Bright trust | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 20 |
| Bugabo- Bugabo Lake View Ps | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 19 |
| Central College Kab | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 21 |
| Divine Hope | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 21 |
| DWELLING PLACES | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 18 |
| EVACAP | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 20 |
| Fort Jesus H Sch | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 21 |
| Future Hope Primary School | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Good Samaritan Ps | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 22 |
| Goshem- Goshem Christian School | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 19 |
| Hillside Junior School | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 22 |
| Holy Family Sec Sch Nam | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 19 |
| Hope Primary School Masanafu | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Hope Kasengeje Primary School | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| House of Joy | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 23 |
| Joy and Paul Primary School | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Kaamu Memorial Primary School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Kampala School for PHC | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 21 |
| Kawoomya PS (Kamwoyika) | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Kapeeka Secondary School | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 13 |
| Kasengeje Church of Uganda Primary School | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 16 |
| Kasengeje Sec Sch | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 17 |
| Kasubi Family | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 15 |
| KBC (Kampala Baptist Church) | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 15 |
| Kirema Pr. Schoo. | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 18 |
| Kisimbiri P Sch | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 21 |
| Kisowera p/s | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Kisowera SS | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Kitebi P School | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 21 |
| Lamaratoite Pr Sch | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Lugazi Model | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 22 |
| Mengo P School | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 20 |
| MIFA | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 14 |
| MUKISA | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 15 |
| Mulago Sch for the deaf | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 20 |
| Munkabira Primary School | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 |
| Mwebaza H S | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 21 |
| Nakivuboi Blue Ps | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 22 |
| Namasumbi CU P sch | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| New Hope - New Springs | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 17 |
| OASIS Uganda | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 20 |
| Old Kampala P School | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 21 |
| Our Lady of Fatima Secondary | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 13 |
| PASNEC | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 |
| Paul Mukasa Sec Sch | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 20 |
| Rock of Jehovah | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 19 |
| St Andrew SS | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 21 |
| St Charles Bukerere PS | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 22 |
| St Charles Bukerere S Sch | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 17 |
| St Jude Primary School Buggala | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| St Kizito Primary Sch | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 18 |
| St Mark Kikandwa Ps | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 22 |
| St Paul Kyebando | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 16 |
| St.Thersa | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 11 |
| UCBT- Lugazi Comm unity school | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 21 |
| TOTAL | 41 | 41 | 38 | 43 | 49 | 40 | 46 | 25 | 35 | 39 | 48 | | 52 | 44 | 44 | 44 | 44 | 44 | 44 | 15 | 16 | |
| % out of 59 | 66% | 69% | 64% | 73% | 83% | 68% | 78% | 42% | 59% | 66% | 81% | | 88% | 75% | 75% | 75% | 75% | 75% | 75% | 25% | 18 | |

Key findings:

Attendance at all events 2017 to 2019 = 68%

Attendance at 6 online Safeguarding events in 2020 = 78%

Average school attended 16 out of 26 events. (CRANE Members 18 events, Control schools 6 events)

Only 1 school did not attend any training, only 10 schools attended less than 3 events.

Table 3 – Assessment Results

| | 180 | TOTALS | | | | | | Difference Perception: actual |
|--|-----|--------|-------------------|------|------|------|---------|-------------------------------|
| | | 2015 | Perceived 2017-18 | 2018 | 2019 | 2020 | 2021-22 | |
| African Hearts Junior School | M | | 57% | | 86% | | 87% | 30% |
| AMG | M | 70% | | | | | | |
| Bat Valley Primary School | | | 71% | 52% | 91% | | 82% | 11% |
| Bright Trust Primary School | | | 50% | | 81% | | 85% | 35% |
| Bugabo Lake View Primary School | M | | 37% | 72% | | | 59% | 21% |
| Central College Secondary School Kabimbiri | | | 44% | | 85% | | 89% | 46% |
| Divine Hope Primary School | M | | | | 63% | | 74% | |
| DWELLING PLACES | M | 91% | 50% | 95% | 96% | | 96% | 46% |
| EVACAP | M | 64% | 38% | | | | 83% | 45% |
| Fort Jesus Secondary School | | | | | 70% | | | |
| Future Hope Primary School SASSCU Kamyoka | | | 94% | | | | 96% | 2% |
| Good Samaritan Primary School | | | 57% | 66% | 66% | | 70% | 12% |
| Goshem Christian Primary School | M | 55% | 40% | | 81% | | 74% | 34% |
| Hillside Junior Primary School | | | 46% | 56% | 82% | 84% | 71% | 26% |
| Holy Family Secondary School Namayumba | | | 48% | | 74% | | 66% | 19% |
| Hope Primary School Masanafu | | | 94% | | | | 98% | 3% |
| Hope Kasengejje Primary School | | | 93% | | | | 97% | 4% |
| House of Joy Primary School | M | 83% | 69% | | 95% | | 85% | 16% |
| Joy and Paul Primary School | | | | | | | 62% | |
| Kaamu Memorial Primary School | | | 44% | | | | 45% | 2% |
| Kampala School for the Physically Handicapped | | | 85% | | 82% | | 89% | 4% |
| Kawoomya PS (Kamwokya) | | | | | | | | 0% |
| Kapeeka Secondary School | | | | | | | | 0% |
| Kasengejje Church of Uganda Primary School | | | 53% | | 56% | | 71% | 18% |
| Kasengejje Secondary School | | | 49% | | 62% | | | |
| Kasubi Family Primary School | | | 76% | 50% | 80% | | 86% | 11% |
| KBC | M | 75% | 73% | 68% | | | 79% | 5% |
| Kirema Primary School | | | | 61% | 85% | | | |
| Kisimbiri Church of Uganda Primary School | | | | | 68% | | | |
| Kisowera Church of Uganda Primary School | | | 73% | | 43% | | | |
| Kisowera Church of Uganda Secondary School | | | | | | | 74% | |
| Kitebi Primary School | | | 47% | | 85% | | 71% | 24% |
| Lamaratoite Primary School | | | | | | | | |
| Lugazi Model Primary School | | | | | 74% | | 85% | |
| Mengo Primary School | | | 56% | 52% | 59% | | 74% | 17% |
| MIFA | M | 74% | 76% | | | | 89% | 13% |
| MUKISA FOUNDATION | M | 73% | 99% | | | | 98% | -1% |
| Mulago School for the Deaf | | | 43% | | | | 65% | 22% |
| Munkabira Primary School | | | 53% | | | | 69% | 15% |
| Mwebaza High School | | | 75% | | 68% | | 97% | 23% |
| Nakivubo Blue Primary School | | | 75% | | 66% | | 91% | 16% |
| Namasumbi Church of Uganda Primary School | | | | | 66% | | | |
| New Hope Primary School | M | 55% | 47% | 73% | 76% | 93% | 99% | 52% |
| OASIS Uganda | M | 89% | 96% | 67% | 94% | | 95% | -1% |
| Old Kampala Primary School | | | | 46% | 69% | | | |
| Our Lady of Fatima Secondary School | | | 68% | 45% | 67% | | 79% | 11% |
| PASNEC | M | 66% | 46% | | 58% | | 92% | 46% |
| Paul Mukasa Secondary School | | | 55% | | 58% | | 83% | 28% |
| Rock of Jehovah Secondary School | M | | 32% | | 63% | | 67% | 38% |
| St Andrew's Secondary School | | | | | 74% | | | |
| St Charles Bukerere Primary School | | | | | 86% | | | |
| St Charles Bukerere secondary School | | | 71% | | 85% | | 96% | 24% |
| St Jude Primary School Buggala | | | | | | | | |
| St Kizito Primary School | | | 43% | | 70% | | 53% | 10% |
| St Mark's Kikandwa Primary School | | | 57% | | 76% | | 80% | 22% |
| St Paul's Bulege Primary School Bugabo | | | 57% | | | | 78% | 21% |
| St Paul's Kyebando Church of Uganda Primary School | | | 62% | | 44% | | 90% | 30% |
| St Tereza Primary School | | | | | | | | |
| UCBT- Lugazi Community School | M | 49% | | | | | 86% | 37% |
| | | 70% | 61% | 62% | 73% | 88% | 81% | 20% |

Key Findings (Table 3):

44 schools have been Assessed at the end of the programme – providing an average QIS score of 81% against the 180 international standards across the 6 subject areas.

The improvement achieved across the 59 schools over 3 years is an average of 20% (equivalent to 36 standards more standards complied with in every school)

Network members who had previously completed QIS and started with an average score of 70% also achieved the same 20% increase and ended up with an average of 90%

Control schools that provided results scored an average of 85%, also above the average, but the perceived increase since 2017 was only 3% showing that they were already achieving a reasonable level of quality and had not really improved over the same 3-year period.

In the 2021-22 column of results, the darker shaded green identifies the results that have been 'verified' at the time of writing.

Table 4 – Compliance achieved against the standards in each subject area

| | Old Members | Starting Perception | Actual Scores | | | Old members |
|---------------------------|-------------|---------------------|---------------|------|---------|-------------|
| | 2015 | 2017 | 2017-18 | 2019 | 2021-22 | 2021-22 |
| People Care | 71% | 63% | 58% | 71% | 79% | 83% |
| Governance | 70% | 67% | 63% | 75% | 80% | 88% |
| Child Protection | 70% | 54% | 72% | 79% | 80% | 86% |
| Financial Accountabilitiy | 61% | 61% | 39% | 72% | 77% | 91% |
| Project Planning | 78% | 62% | 67% | 71% | 80% | 87% |
| Child Wellbeing | 72% | 61% | 65% | 80% | 83% | 90% |
| Overall Averages | 71% | 61% | 60% | 75% | 80% | 88% |

Key Findings:

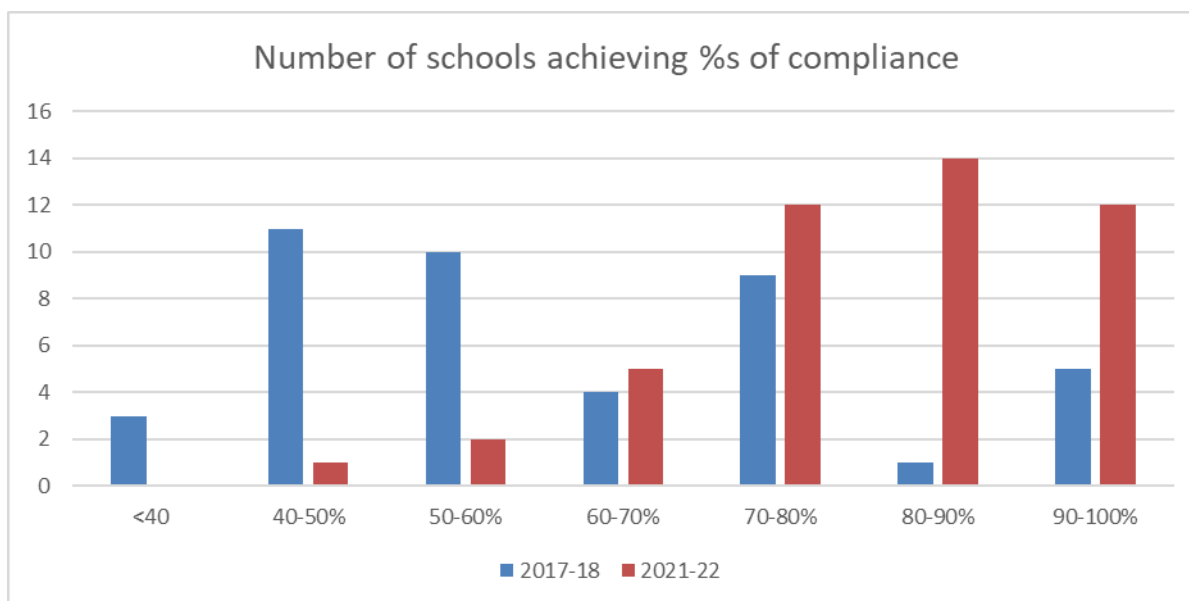
The 'perception' is that the greatest improvement was in Child Protection 26% and Child Wellbeing 21%

According to 'actual' scores Financial Accountability achieved the greatest increase with 38%

Project Planning produced the smallest improvement at 14%

Results consistently improved over time and across all subjects. Similarly old members who had mostly completed a previous cycle of QIS also improved to above average levels across all subjects.

Table 5 – The number of schools achieving different percentage brackets at the start and end of the programme.



Key Findings:

In 2017-18 the majority of the schools were achieving 40 to 60% compliance (although 5 were over 90% and 14 below 50%)

In 2021-22 the majority of schools were achieving 70 to 100% compliance (with 12 schools over 90% and only 1 below 50%)

4.3 Have the final assessments been adequately Verified by a separate team and are the results consistent with the self-assessments?

a) Actions taken by CRANE:

An agreed Gantt chart was closely observed by the CRANE team in preparation for this QIS Evaluation until continued school closures prevented the verification process from starting.

The new Spectrum Line assessment was put in place for all 2021-22 assessments and 'perceived' starting positions. A brief for QIS mentors was agreed with the EET to prepare the schools for assessment and verification, including the production of evidence boxes where all relevant and necessary documentation was stored. Another brief was agreed with the EET for the selection and training of the Verification Teams. With the continued closure of schools team composition and training needed to be repeated and planned visit schedules continually updated.

As part of the Verification stage CRANE themselves completed the Spectrum line and provided their own evidence box for verification by Viva and the EET.

An on-line survey was developed by the EET to obtain an overview of the QIS programme from the Headteacher's perspective and to explore the wider application of existing standards used by the government in their inspections and assessments of schools.

b) Information received:

- "QIS standards 2020 – Spectrum Line" – an updated version of the QIS standards using terminology more aligned to schools to aid accuracy and understanding.
- CRANE's own completed Spectrum line and folder of documented evidence
- KoBo spreadsheet of results containing 'verified' results.

➤ On-line survey results from Heads/Directors of schools

c) Review of information:

Table 3 shows that at the time of writing only ten schools had been officially verified. Verification scores were actually an average of 3% higher than those produced by the QIS mentors and Heads, which whilst a relatively small sample at this stage would suggest a high level of credibility with regard to the majority of the scores recorded.

CRANE's own performance against the Spectrum Line assessment was exceptional – see Appendix 1. for a full summary. CRANE achieved an average score of 97% across all subject areas and 100% in child protection. Past results show that CRANE has maintained this level of quality for over 13 years, a very impressive achievement. It is credit to CRANE that they have been willing to subject their own organisation to the same process as the 59 schools and have been able to demonstrate that they are committed to the obtaining and maintaining all relevant quality standards.

An online survey of Head teachers was conducted as an additional means of evaluation of the QIS programme – See Appendix 2. 68% of the schools responded. The vast majority showed a high level of appreciation for the training and confirmed child protection and child wellbeing as the most significant. The survey was also used to gather information regarding wider understanding of government standards and inspections which we will cover in the next section. This survey provided triangulation with the training attendance records and overall improvement results confirming a high level of engagement and confidence in the QIS programme. The survey concluded that if CRANE were to host more QIS trainings in the future then 78% would definitely enrol again and a further 18% said that they would probably enrol.

4.4 To what extent could QIS be used to support MoES standards and school assessments?

a) CRANE actions taken:

CRANE has been in discussions with the Ministry of Education and Sports (MoES) since the start of the GECT programme. They have worked with the Government inspectors, invited them to the different training events and even held separate meetings to discuss relevant the improvement of standards used. Representatives at the MoES have welcomed CRANE's efforts to improve quality standards in the schools in and around Kampala and have also welcomed suggestions regarding improved National Standards.

From the recommendations made in the Inception Report, after the review of documents provided, Crane and the EET in conjunction with a UK schools inspector developed a set of new standards, expanding on those already used, and submitted them to the MoES for their consideration to form a revised set of standards used by the government.

b) Information received:

National Inspection Tool for Primary Schools (Ministry of Education and Sports (MoES)) including Teacher Supervision tool for Primary and Secondary Schools.
Lugazi Municipal Council - School Inspection Report for First Quarter FY 2018/19 (Term 111 2018)

Proposed New Inspection Tool for the MoES Inspectors

c) Review of information:

- **The National Inspection Tool** of the MoES appears to be the only monitoring tool being used by Primary and Secondary Schools and Ministry Inspectors throughout the Kampala district.

The tool focuses on the adequate provision of Facilities; a limited section on school management; a classroom observation tool to measure the effectiveness of teaching and learning; and the involvement of parents and community.

- a) The facilities section (Pillar 1) is clear and practical although it is far from an exhaustive list and could be extended to cover many more aspects of physical provision that would be ideal. It strangely includes a section on discipline and inclusion that would seem better placed in the School management section (Pillar 2)
- b) The School Management section (Pillar 2) covers a wider range of important subjects in quite a cursory way. Governance, Finance, Policies, Teacher supervision and development could all do with their own sections
- c) Effectiveness of teaching and learning – classroom observation tool (Pillar 3) is probably the most used part of the tool and as such leads to the assumption that all parties consider it adequate.
- d) Involvement of parents: participation in school and in community (Pillar 4) seems to be a very short section and could probably be included in an enlarged or broken-down School Management section.

Over past years the National Tool has probably been adequate in bringing to attention the key aspects that needed to be addressed in the running of a school. Now in the pursuit of better quality in all areas the tool ideally needs to be revised to include an additional level of detail to both set a standard that is clearly understood and to help schools know what they have to achieve.

- **The Lugazi Municipal Council – School Inspection Report** provides a summary of inspections carried by Government Inspectors using the above Inspection tool across the 171 schools in that district. The report is limited to the extent of the Inspection tools so focuses on low teaching numbers and performance and poor facility provision which mainly relates to poor funding. In some respects these are some of the basic issues that need to be addressed before fine tuning of other management aspects and shows that the quality at a low level. The only substantive recommendation was for more funding, and there were no specific or constructive plans put forward for any development and improvement in any other area.

- **Proposed New Inspection Tool for the MoES Inspectors**

Rather than present something radically different the Proposed New Inspection Tools uses the structure and terminology of the current tool, used for a number of years, but has updated content and additional sections. The previous version had 4 Pillars, the proposed version 7 Pillars. The subject headings are as follows:

| Current version | Proposed version |
|--|---|
| Pillar 1 – Learning Environment | Pillar 1 – Quality of Overall Leadership and Management |
| Pillar 2 – School Management and Teacher Performance | Pillar 2 – Quality of Financial Management |
| Pillar 3 – Classroom Observation | Pillar 3 – Quality of Teaching and Learning |
| Pillar 4 – Involvement of Parents and Community | Pillar 4 – Teachers Assessment and Standards |
| | Pillar 5 – Quality of Staff Deployment and Development |

| | |
|--|--|
| | Pillar 6 – Provision and Management of Structures and Facilities |
| | Pillar 7 – Quality of Governance |

The expanded structure enables a deeper look into a greater number of subject areas almost all of which were covered under the QIS structure (with the exception of Project Planning). In the standards included under each Pillar, care was taken to keep relevant and known clauses wherever possible and enhance them with additional standards from the QIS programme, trying to keep the overall package as short and manageable as possible. The content was checked and improved using the input from a UK Ofsted¹ inspector before being submitted to the MoES.

With the extended school lockdown it has not been easy to make any headway with the MoES but CRANE continues to seek further discussions.

The EET believes this piece of work could be a most significant development. The current Inspection Tool has a limited scope and is recognised as being out-dated and in need of revision. The proposal put forward by CRANE would appear to be a very good contender for adoption by the Government. It would be a significant step if this proposed new Inspection Tool were used across Uganda setting a consistent new bar for the way schools were to be managed.

5 EVALUATION METHODOLOGY

The methodology for preparation of this Evaluation Report has been solely desk study of documents provided by CRANE and clarifying conversations with Viva staff responsible for the programme in Uganda.

Due to Covid restrictions travel to Uganda was not possible and therefore in person verification of the many aspects of work could not be carried out. Knowing this in advance enabled extra care to be taken at every stage to ensure different independent staff monitored and review the work of others. Viva staff also acted as a separate layer within the overall operation which helped the EET to fulfil its role.

The desk study was supplemented by a) the on-line survey of head teachers b) semi-structured interviews with CRANE staff and verification teams to review processes and anomalies in records.

The final Verification visits were carried out in 2022 using a team of three external evaluators who have no links to CRANE or Viva. The three were used in different combinations to create opportunities for cross-checking of findings and assessments. There was at least one and, more normally, two external evaluators in each of ten Verification visits. The EET is confident that there has been adequate supervision and cross-checking by external evaluators and that the Verifications are reliable and can be used to make awards.

6 RISKS AND LIMITATIONS

6.1 Inconsistency of information recorded

The QIS programme has been managed by different personnel over the 4 years. As different information has been requested it has become clear that different managers

¹ Office for Standards in Education, Children's Services and Skills
<https://www.gov.uk/government/organisations/ofsted>

focussed on different elements. Some records presumably thought unimportant by some appear to have been lost or misfiled. Recording procedures also seemed to change over time preventing consistent information to be compared.

Different CRANE team members visited different schools offering different levels of support and understanding. As they have recorded evaluation results, they may well have used differing degrees of interpretation on the same point. Accuracy of transfer of results or digital recording may also be open to inaccuracies. Methods of reporting and storage of paper documents changed over the 4 years such that the EE is reliant on the relevant documentation being supplied.

6.2 Inconsistency of assessments at verification stage

With 59 schools to be reviewed a number of verification teams were necessary. Different mentors may prepare schools differently and different verification teams may mark results differently. Strict briefs, training and preparation tried to mitigate this but elements will remain.

7 FURTHER CONSIDERATIONS AND CONCLUSIONS

7.1 Overview of results

The overall outcome of the QIS Programme is that quality of participating schools has improved by over 20%. At the start of the programme their compliance to the QIS standards was between 37% and 99% averaging at 60% and at the end of the programme compliance had risen to between 45% and 99% but averaging at over 80%.

According to Viva this level of improvement is consistent with previous experience having operated the programme over many years in different locations around the world with members of different NGO networks. From the data provided, CRANE has delivered the QIS programme to 179 NGOs over the last 10 years. The significant difference on this occasion is that the programme has been implemented with schools and 43 out of 59 had no previous relationship with CRANE.

The content of training, the standards across the 6 subject areas, the promotion of the programme, the engagement with the Heads/Directors, the regular visits of the staff team all contributed to the success of the programme and the results achieved.

Attendance at the 26 training events by the 59 schools was an impressive 68%. Out of the 10 schools that attended least, seven were control schools. If we take the lowest 10 target schools, four have yet to complete an assessment (which presumably says something about the poor relationship with CRANE overall) and although the average score achieved by the remaining 6 was 79% the improvement made by this group was an average of 7% (much lower than the 20% recorded overall). This extract would suggest a clear correlation, to what may appear obvious, that in not attending the training the likelihood of improving is significantly reduced.

CRANE made 205 recorded visits to the 59 schools. If we take the 10 target schools least visited, three have not completed an assessment and the average final score of the other 7 is 74% with an average improvement of 15% both of which are below the averages of the whole group (80% and 20% respectively). The lack of visits may be due to a weaker relationship with CRANE, although three out of the 10 are old members who have done the course before and maybe felt they could progress with the same level of investment. The reduced engagement with CRANE would appear to parallel a reduced commitment to the QIS process which resulted in reduced overall achievement compared to others.

Interestingly, 6 out of the 10 schools appeared on both lists of lowest attenders and least visited. 3 of these were the old members referred to above. Of the 3 remaining, 2 have yet to complete an assessment, which just leaves one school that attended no trainings and received no visits and completed no intermediary assessments until the end. This school can therefore be seen as a more meaningful 'control' against the rest of the target schools. This school recorded a final score of 45% (the lowest of all 59 schools) and an improvement since 2017 of just 2%.

7.2 Overview of CRANE's performance

The initial decision to approach the entire QIS program rather than the conventional approach of starting with three improvements per subject, seems to have been rewarded with obvious results of significant improvements across the whole range of standards. The lack of baseline assessments is however still a significant omission - instead, having to rely on a 'perceived' memory even though it correlated well with the 50% of actual results that were recorded.

Records of the Mentor visits could also have been improved.

However, despite these deficiencies, CRANE won over the 43 new schools and 16 old members, who had been through the cycle before, and was able to generate surprising levels of commitment to every stage of the programme, dedication to the goal of improving quality and results that demonstrates the success of the programme and of all parties involved.

7.3 Overview of significance of results

Just under half the schools on the programme (25/59) achieved an overall score of 80% and over, compared to just six at the start.

Out of the total number of 180 quality standards contained in the QIS assessments it means that these schools now complied with more than 144 standards and an average of 24 out of 30 in each subject area.

According to the design of QIS, the high score in each category, means that each of these schools could apply for and receive certification from the six respective international standards on which QIS is based:

- 'Good Governance: A Code for the Voluntary and Community Sector' by ACEVO, Charity Trustee Networks, ICSA, NCVO on behalf of the National Hub of Expertise in Governance
- People In Aid (www.peopleinaid.org.uk)
- Management Accounting For NGOs (MANGO) <http://www.mango.org.uk>
- Keeping Children Safe Coalition <http://www.keepingchildrensafe.org.uk>
- Sphere Standards, Save the Children Toolkits; Tearfund Project Cycle Management (Roots 5)
- UN Convention of the Rights of the Child (CRC) and the relevant National Plan of Action

Putting certification aside the programme has significantly raised standards in the participating schools; giving Heads and teachers a sense of achievement, respect and even pride in their work; giving parents assurance and confidence that their children are in the right place to help them develop and learn; and giving the children the best environment and opportunities to learn and attain the qualifications that may lead to better opportunities in the future.

Finally the success of the QIS programme could be shared in some form with all schools across Uganda should the proposed new Inspection Tool be adopted by the MoES. If accepted and on the strength of the finding in this report then CRANE's training could well be sought out and replicated across the country.

8 RECOMMENDATIONS FOR FURTHER WORK

- 8.1 Outstanding work that still needs to be done:
- a) The completion of Verification across all schools and update of results tables.
 - b) The production of Tailored Improvement Plans for each school following on from verification with confirmation of at least 6 recommendations of specific standards that could be addressed to further improve their overall score.
 - c) It is understood that there is no further budget for more training or monitoring to help schools further improve before the end of the GECT programme.
 - d) It may, however, be possible to review what further actions have been taken on the Tailored Improvement Plans – even if schools submitted this information without visits or verification.

- 8.2 Continued pursuit of MoES regarding the adoption of CRANE's proposal for a new Inspection Tool for Government Inspectors. This will involve various rounds of discussions and revisions before an agreed document is ratified.

The natural follow-on work would involve laying out the standards with advice to head teachers, under each Pillar, in a formal document. This makes clear to schools what standards they are aiming at, and what standards will then in turn be reviewed by Government Inspectors through the Inspection Tool.

If both of these are adopted by MoES then CRANE must have a huge opportunity to replicate their QIS training and make it available to all schools across Uganda. With a proven track record of success of helping schools bridge the gap between current and required standards CRANE should be able to convert QIS into a successful income generating business that would be in great demand.

- 8.3 If the standards are not adopted by MoES and no official quality goals or targets are put in place by the authorities then schools will struggle to follow any consistent approach and continue on individual pathways depending on the need or drive of school governance and leadership. The same situation exists with quality in the NGO sector with a lack of clarity and consistency by the authorities. Having a comprehensive set of standards that can be targeted and monitored by all parties is essential for real progress towards quality improvement.

QIS has proven to be an excellent programme that engages schools and projects on a journey of improved quality. It can be run independently and operated as an income generating business in a generic way but it becomes so much more potent when targeting an essential standard or level of performance. CRANE should investigate establishing training QIS as a commercial operation with and without the desired actions of the authorities.

QIS Certification 2021 for CRANE Network, Uganda

1. Introduction:

From 2018 to 2021 Crane has been training 59 government and private schools in Viva's Quality Improvement System, as part of the UK Aid GECT programme. CRANE's own performance against the QIS quality criteria was reviewed in 2008 and 2015. So as part of the current training phase the External Evaluation Team of the GECT programme was asked to verify CRANE's current performance as a stand-alone organisation.

Viva oversaw and supervised the completion of the necessary assessments and the collection of evidence – in the form of further documentation, policies, procedures etc. These were then presented to the EET virtually (Uganda in lockdown at this time preventing travel). The Assessment results were converted to the attached results sheet:



CRANE QIS
Scoring.xlsx

2. Results:

The headline result is that CRANE has scored an overall QIS score of 97%.

That means that over the six themes of Governance, People Care, Project Planning, Child Protection Financial Accountability and Child Well Being containing a total of 27 Aims and 150 quality standards CRANE has demonstrated compliance in 97% of them.

In more detail, the scores for individual units (Aims and Standards combined) were:

| | |
|--------------------------|------|
| Governance | 99% |
| People Care | 98% |
| Financial Accountability | 95% |
| Child Protection | 100% |
| Project Planning | 99% |
| Child Well Being | 91% |

If we look at just the scores for the just the 27 Aims for which we have historical data we see that the scores in 2008 were 97%, 2015 were 98% and 2021 are 98%. This demonstrates a consistent high level of achievement for over 13 years.

This more than qualifies for the Viva 'Accountability' Quality Mark.

Whilst the scores regarding Aims have been consistently high over time and show an improvement of just 1% it is believed that that scoring in the earlier years could well have been more generous, responding to more generic statements of intent as compared to the more detailed Standards that were either achieved or not. If we look at the 'perception' of the responsible staff as to where they started and therefore the perceived change, we see an average improvement of 11% over the time period. It is believed that this reflects the number of detailed changes made in accordance with the Standards rather than the Aims.

Unfortunately, no early records of scoring against Standards were provided to verify this.

It is worth noting that the lowest score in Child Well Being is due in part to the fact that CRANE's purpose is to inspire leaders of churches, organisations and schools and not to engage directly in care and supervision of children, although that may happen as part of occasional events. Some of the quality criteria are therefore not relevant to CRANE's everyday work.

3. Improvements

On face value it would seem harsh to talk about improvements when a score of 97% has been recorded but it may be of interest to the organisation to see a summary of the Standards that were not fully complied with and therefore where further improvements could be made:

Governance: Separate roles within the group of Trustees could be better defined to distribute responsibilities.

People Care: More effort to ensure that people are safe at work and trained in Health and Safety and Emergency situations.

Financial Accountability: All workers know what they can and cannot spend; All finance staff receive adequate training; Cashflow projections provided for the projects – consistently; Funding Grids/Plans.

Child Protection: None

Project Planning: Need to conduct a new Situational Analysis to ensure that knowledge and understanding of CRANE's constituency is updated and renewed to ensure relevance.

Child Well Being: Children once again enable to influence CRANE's Leadership

4. Significance

According to the design of QIS, the high score in each category, means that CRANE would more than achieve the six respective international standards on which QIS is based. If CRANE choose to take the time to apply and be verified individually, the organisation would qualify for or be deemed compliant with:

- 'Good Governance: A Code for the Voluntary and Community Sector' by ACEVO, Charity Trustee Networks, ICSA, NCVO on behalf of the National Hub of Expertise in Governance
- People In Aid (www.peopleinaid.org.uk)
- Management Accounting For NGOs (MANGO) <http://www.mango.org.uk>
- Keeping Children Safe Coalition <http://www.keepingchildrensafe.org.uk>
- Sphere Standards, Save the Children Toolkits; Tearfund Project Cycle Management (Roots 5)
- UN Convention of the Rights of the Child (CRC) and the relevant National Plan of Action

The Leadership and Management of CRANE should be congratulated for achieving and maintaining an important level of performance and operation over many years. Quality usually declines with time, as people change, situations change, and attention to good practice wanes. It takes time, effort and commitment to continually improve and adapt.

GECT External Evaluation Team - 12.10.21

Results of the QIS on-line survey

Responders

Out of 59 schools that are part of the CRANE GEC programme and who were sent the survey 40 responses were received = 68% response

Head Teachers and Directors completed the survey for 75% of the responses, and 80% of responders had been in post for over 3 years in that school.

Quality Improvement Trainings

65% of the responders had personally attended all the training modules covering the 6 subject themes. 90% had attended training on at least 4 of the themes.

The 6 subject themes were ranked on how useful they were; how much was learned; how many improvements were made and how important those improvements were:

- 1 Child Protection
- 2 Child Wellbeing
- 3 People Care
- 4 Financial Accounting
- 5 Governance
- 6 Project Planning.

The middle-ranking modules receive very similar scores but it is clear that Child Protection was the most praised and Project Planning the least.

Asked How to improve the training there were some general answers: More practical ideas and less general information; Longer and more detailed; More group discussions; Better briefing before training; Some comments on timing during holidays and more regular.

57% thought that the trainings were thorough and covered everything necessary although there was a long list of suggestions for other subjects that could have been included or could be considered missing. The most common request for training was regarding engagement with parents and more on management/conflict, although not relevant in respect to standards.

50% thought that the Handouts were Interesting and helpful (Six respondents said they had not received handouts.)

If CRANE were to host more QIS trainings, then 78% would certainly enrol again and a further 18% said that they would probably enrol.

Government Inspections

80% of the responders' schools had been inspected in the last 6 months and 87% said that those visits had led to important improvements. At the time examples of change focused on Covid/SOPs and physical improvements to infrastructure but it was encouraging to see a wide range of other issues addressed as well.

Effect of the first Lockdown

65% of responders' schools had not lost staff at the time of the survey but 70% of responders agreed that many girls would not come back after lockdown.

CRANE visits

58% of responders' schools had received a visit from CRANE in the previous 6 months. These visits were considered helpful by over 95% of the responders.

Standards in Schools

A large part of the QIS training was intended to cover the management of schools. When asked whether the schools were aware of other such Standards 60% said 'yes' and 40 % said 'no'. However when the examples of other standards suggested were reviewed, the majority referred to the Education Act and Code of Conduct or Ethics for teachers which offered little in regard to standards of management – focussing on registration of schools, appointment to various levels of committee meetings and the recruitment of staff. No other set of standards mentioned were as comprehensive regarding school management as those offered through the QIS programme.

90% of responders believed it was useful to have established common standards in school management, 78% believed that most parents respected a school that had achieved certain standards, 55% believed that achievement of standards was a reward to teachers who made efforts to improve the schools, and 48% thought that it would enable comparisons between the achievements of different schools.

When asked about 'the most important things that can help with improving school management, the majority of responses referred to funding and quality of staff. It is hoped though, that from the experience of QIS that schools can see that many changes can be made by understanding the standard required and then taking simple actions to address those standards. In fact, to illustrate the point, when asked 'what has been the single most important change that has happened in your school as a result of the QIS training?' the overwhelming answer was that child protection had improved.

GECT External Evaluation Team - 12.10.21

Appendix 3

PROPOSED NEW INSPECTION TOOL FOR ALL SCHOOLS IN UGANDA

| | | |
|--|--|--------------------------------|
| School name: | Date of monitoring | Date of last monitoring |
| Address: | | |
| District: | Status (e.g. Gov't private/community) | |
| Head teacher's details: | Head teacher's contact details: | |
| Present/absent on day of inspection? Yes: ✓ No | | |
| School enrolment: M F | Monitor's name: | |
| Director/Chair of SMC name: | Director/SMC Chairman Contact details: | |
| Students Attendance: M F | Previous monitoring carried out by: | |
| Inclusion/Pupils with Additional Needs. Number: Needs: | | |

Teacher's attendance:

| No. on staff list | No. present on day of inspection | Nos. absent with permission | Nos. absent without permission | Any relevant comment (e.g. concerning reasons given) |
|-------------------|----------------------------------|-----------------------------|--------------------------------|--|
| | | | | |

Assessment Criteria:

| | | |
|--|-------------------------------|--|
| Use a Four-scale rating to judge performance against each of the Pillars or Quality Indicators' aspects i.e. 4-Very Good, 3-Good, 2-Fair and 1-Poor | | |
| Very Good | Major Strength | Overall strengths - there are few weaknesses if any. Such a school could be treated as exemplary to others but should always continue to look for ways to improve. |
| Good | Strengths outweigh weaknesses | Performance is characterized by a number of strengths. There are weaknesses but do not have a significant adverse effect on the school. |
| Fair | Weaknesses outweigh strengths | There are some strengths, but there are also significant weaknesses that have a negative effect on the performance of the school. |
| Poor | Major weaknesses | There are major weaknesses which require immediate remedial action. These have a significant negative effect on the performance of the school. |

PILLAR 1: QUALITY OF OVERALL LEADERSHIP AND MANAGEMENT

(4-Very good, 3-Good, 2-Fair, 1-Poor)

| | Are the following in place? | Yes | No | Adequate? score 1 - 4 | Any significant issues or comments? |
|------|--|-----|----|--------------------------|-------------------------------------|
| 1.1 | Annual work plan /School Improvement Plan. | | | | |
| 1.2 | School inspection/monitoring file | | | | |
| 1.3 | Examinations file and analysis of standards. | | | | |
| 1.4 | Staff daily attendance book | | | | |
| 1.5 | Schedule of staff duties/teacher profile/leadership structure | | | | |
| 1.6 | Child attendance systems | | | | |
| 1.7 | Child and parent records / files | | | | |
| 1.8 | Continuous assessment/regular monitoring of Learners: Cumulative record card and analysis for improvement. | | | | |
| 1.9 | Guidelines on safety and security shared with staff and learners. Incident log and procedures. | | | | |
| 1.10 | Child protection / safeguarding policies & Incident log. | | | | |
| 1.11 | Existence and dissemination of school rules and regulations. | | | | |
| 1.12 | Policies on prevention of violence (among learners, between staff & learners), Zero tolerance to corporal punishment, child labour, emotional abuse and sexual harassment (check if there is a Case Register, systems for reporting cases, action taken) | | | | |
| 1.13 | Discipline procedures and functional disciplinary committees and use of guidance and counselling and teaching of morals to promote good discipline | | | | |
| 1.14 | Procedures that show that parents and guardians are involved in the discipline of their children | | | | |
| 1.15 | Non-discriminative and inclusion policies. Boys and girls treated equally. | | | | |
| 1.16 | Suggestion box/anti bullying policies for staff and pupils. | | | | |
| 1.17 | Health and Safety policies including Fire Procedures, Records of fire drills and dates on which fire-fighting equipment checked. | | | | |
| 1.18 | Savings schemes or Income Generating Activities for parents to support paying of fees | | | | |
| 1.19 | Policy and support for parents struggling to pay fees | | | | |
| 1.20 | Records of participation of community and parent partnerships in school feeding, health, academics, resource mobilization, school gardening, parents' meetings, co-curricular, resource persons, class days, protection of school property etc. | | | | |
| 1.21 | Records of participation of the school in awareness, national and district activities, community development activities, communication with parents etc. | | | | |

PILLAR 2: QUALITY OF FINANCIAL MANAGEMENT

(4-Very good, 3-Good, 2-Fair, 1-Poor)

| | Are the following in place? | Yes | No | Adequate? score 1 - 4 | Any significant issues or comments? |
|------|---|-----|----|--------------------------|-------------------------------------|
| 2.1 | All staff are aware of and recognise their financial responsibilities. | | | | |
| 2.2 | Authority for financial resources is clearly delegated from the governing body through the Head Teacher so that it is clear who is responsible for what and within what limits. | | | | |
| 2.3 | All staff – finance staff and others - receive adequate training to carry out their financial responsibilities. | | | | |
| 2.4 | There is a cashbook where money (cash, cheques and wire transfers) and other resources received and disbursed are recorded, with a record of the date, description and amount of every transaction. The cashbook is reconciled every month. | | | | |
| 2.5 | A Chart of Accounts is produced, which is used consistently in the accounting records and budgets. | | | | |
| 2.6 | Money and supplies kept safe from theft or misuse by storing them securely, there is a system for checking how they are being used. | | | | |
| 2.7 | There is a policy and procedures in place that controls handling of cash, banking and record keeping with associated authorisation. | | | | |
| 2.8 | There are controls in place to manage relationships with suppliers and the use of supplies. | | | | |
| 2.9 | There is a budget for activities that is accurate, up-to-date and complete. | | | | |
| 2.10 | A cash flow forecast is prepared on a regular basis (monthly or quarterly). | | | | |
| 2.11 | Budget monitoring reports are provided to managers at least monthly and also to donors and beneficiaries at regular intervals. | | | | |
| 2.12 | Annual financial statements are prepared, and preferably audited by an independent person. | | | | |

PILLAR 3: QUALITY OF TEACHING AND LEARNING

(4-Very good, 3-Good, 2-Fair, 1-Poor)

| | Are the following in place? | Yes | No | Adequate? score 1 - 4 | Any significant issues or comments? |
|-------------------|--|-----|----|--------------------------|--|
| Planning | | | | | |
| 3.1 | Schemes of work and lesson plans | | | | |
| Monitoring | | | | | |
| 3.2 | School uses the Lesson Observation Tool | | | | |
| 3.3 | Comments by school administrators on schemes of work and lesson plans | | | | |
| 3.4 | Classroom Observation (Constructive comments by managers on lessons observed; nature of tools; school and teacher copies, regularity; immediate feedback focused on the act of teaching rather than the person of the teacher) | | | | |
| 3.5 | School assessment and evaluation systems | | | | |
| 3.6 | Monitoring the attendance of learners and teachers to lessons (Emphasis on use of subject registers as opposed to class registers; action taken on non-complaint teachers and learners) | | | | |
| 3.7 | Monitoring of the school by the community, parents and SMC (How actively do they participate?) | | | | |
| 3.8 | Meetings to review school performance in all aspects (Emphasis on students, staff, parents and SMC meetings; agreed strategies are implemented and monitored; what impact they have on the school?) | | | | |
| Resources | | | | | |
| 3.9 | Provision of instructional materials to enhance teaching and learning (observe utilisation) | | | | |
| Assessment | | | | | |
| 3.10 | Mode of assessment. Formative / Summative (continuous assessment /termly/weekly tests) | | | | |
| 3.11 | Analysis of performance in all subject areas and classes (availability of progress records) | | | | |

PILLAR 4: TEACHER ASSESSMENT and STANDARDS

(4-Very good, 3-Good, 2-Fair, 1-Poor)

| | Are the following in place? | Yes | No | Adequate? score 1 - 4 | Any significant issues or comments? |
|-----|---|-----|----|--------------------------|-------------------------------------|
| 4.1 | Assessment data is analysed to inform next steps | | | | |
| 4.2 | The Teaching standards are used to measure learner assessment and feedback within teacher observations. | | | | |
| 4.3 | Assessment Policy is in place | | | | |
| 4.4 | Roles and responsibilities relating to assessment are clear at all levels i.e. children, parents, staff, leaders, governance. | | | | |
| 4.5 | Time scales for assessments are integrated into school curriculum timetables. | | | | |
| 4.6 | Assessment materials are resourced and quality assured. | | | | |
| 4.7 | Standards data is used to inform school development strategies. | | | | |
| 4.8 | Benchmarking of standards is used to ensure effective teaching and learning. | | | | |

PILLAR 5: QUALITY OF STAFF DEPLOYMENT AND DEVELOPMENT

(4-Very good, 3-Good, 2-Fair, 1-Poor)

| | Are the following in place? | Yes | No | Adequate? score 1 - 4 | Any significant issues or comments? |
|---------------------------------|---|-----|----|--------------------------|-------------------------------------|
| <u>Staffing</u> | | | | | |
| 5.1 | Teacher Profiles | | | | |
| 5.2 | Deployment of teachers according to experience, qualifications, proficiency and commitment | | | | |
| 5.3 | Deployment of the required number of teachers as per the staff establishment ceiling | | | | |
| 5.4 | Schedule of duties for all members of staff (Teachers and Heads of Departments) | | | | |
| <u>Curriculum</u> | | | | | |
| 5.5 | Timetable compliance with prescribed guidelines (balance between curricular and co-curricular activities, and across subjects; number of periods) | | | | |
| <u>Staff Appraisal</u> | | | | | |
| 5.6 | Teacher's performance appraisal plan (Emphasis on them being developed and implemented) | | | | |
| 5.7 | Performance appraisal meetings with individual teachers (extent to which past performance is reviewed and plans for improvement made: regularity) | | | | |
| 5.8 | The school uses The Performance Management Guidelines (MoES) | | | | |
| <u>Staff Development</u> | | | | | |
| 5.9 | Use of appraisal results to coach and develop teachers (extent to which strengths, weaknesses and needs are identified and used as a basis for professional growth) | | | | |
| 5.10 | Teacher attendance of external workshops (based on prioritised training needs, school contribution) | | | | |
| 5.11 | School based workshops | | | | |
| 5.12 | School participation in professional teaching and learning partnerships and networks. | | | | |

PILLAR 6: PROVISION AND MANAGEMENT OF STRUCTURES AND FACILITIES

(4-Very good, 3-Good, 2-Fair, 1-Poor)

| | Are the following in place? | Yes | No | Adequate? score 1 - 4 | Any significant issues or comments? |
|------|---|-----|----|--------------------------|-------------------------------------|
| 6.1 | Safe Access road | | | | |
| 6.2 | Gated entrances | | | | |
| 6.3 | Secure and clearly marked boundaries | | | | |
| 6.4 | Green areas – trees, grass, flowers | | | | |
| 6.5 | Properly demarcated areas for games and sports. | | | | |
| 6.6 | Safe Pathways | | | | |
| 6.7 | Adequate classrooms/Access for SNE children – ramps, handrails | | | | |
| 6.8 | Accessible safe water for drinking water | | | | |
| 6.9 | Waste disposal pits, including facilities for disposing of glass, metal and sanitary items | | | | |
| 6.10 | Sufficient pit latrines/waterborne toilets | | | | |
| 6.11 | Cleanliness of toilet facilities | | | | |
| 6.12 | Washing facilities | | | | |
| 6.13 | Rain water harvesting | | | | |
| 6.14 | State of structures (walls, roofing, doors, floor, adequate natural light, ventilation, windows) and maintenance. | | | | |
| 6.15 | Adequate space for learners and classrooms appropriately used | | | | |
| 6.16 | Adequacy of seating, quality of chalk boards, storage facilities for teaching materials, and general cleanliness. | | | | |
| 6.17 | Reading resources areas | | | | |
| 6.18 | Dining facilities – adherence to food safety standards | | | | |
| 6.19 | Sick bay and/or first aid facilities | | | | |
| 6.20 | Safety: hazard-free environment, appropriate signs. | | | | |
| 6.21 | Security: personnel and book at the entrance to record all visitors | | | | |
| 6.22 | Fire equipment and signage | | | | |
| 6.23 | Lightning arrestors | | | | |
| 6.24 | Overall comment on the quality of structures and facilities | | | | |

PILLAR 7: QUALITY OF GOVERNANCE

(4-Very good, 3-Good, 2-Fair, 1-Poor)

| | Are the following in place? | Yes | No | Adequate? score 1 - 4 | Any significant issues or comments? |
|------|--|-----|----|--------------------------|-------------------------------------|
| 7.1 | An effective, functioning SMC/BOG, appropriate to the type of organisation and local culture that provides accountability. | | | | |
| 7.2 | Members of the SMC/BOG understand their legal and financial responsibilities. | | | | |
| 7.3 | The SMC/BOG makes sure the school is legally registered/licenced or is working towards attaining this | | | | |
| 7.4 | The SMC/BOG sets the long-term strategic direction of the school safeguarding the Vision, values and goals of the school. | | | | |
| 7.5 | The SMC/BOG has set or approved basic working conditions for all workers and leaders (including working hours, health and safety). | | | | |
| 7.6 | The SMC/BOG has approved a Recruitment and retention policy ensuring staffing reviews and effective staff appointments. | | | | |
| 7.7 | The SMC/BOG has developed and approved a Child Protection policy and safeguarding policy and monitors its implementation. | | | | |
| 7.8 | The SMC/BOG reviews the internal financial processes of the school. | | | | |
| 7.9 | Together with key staff, the SMC/BOG helps to develop, reviews and approves strategies, budgets and plans for the year. | | | | |
| 7.10 | The SMC/BOG meets regularly and a record is kept of decisions and actions agreed. | | | | |
| 7.11 | Members of the SMC/BOG have specific responsibilities and they carry them out reliably. | | | | |
| 7.12 | Members of the SMC/BOG behave with integrity and are trustworthy in the way they look after the interests of the school. | | | | |

ANNEX 1 – OBSERVATION TOOL

(4-Very good, 3-Good, 2-Fair, 1-Poor)

| Lesson Observation | | | | | | |
|-------------------------|-----------|---|--|--------------------|--------------------|--|
| Time | Class | Name of teacher | Name of school | Name of observer | Date | |
| | | | | | | |
| Importance | Area | Success Criteria | Score 1-4 | Observer's Comment | Teacher's Response | |
| Learning and Teaching | | | | | | |
| 1 | Essential | Learning objectives made clear at the start of the lesson | All students have access to the learning objective and know what it is. | | | |
| 2 | Essential | Success criteria are clear | All students know the steps they need to take to meet the lesson objective, making their lesson successful. | | | |
| 3 | Essential | Differentiates appropriately for range of learners in class | Differentiation is made clear and caters for the following: ability; learning style; gender; SEN | | | |
| 4 | Essential | Gives clear directions and explanations | Learners are aware of their tasks. | | | |
| 5 | Essential | Uses appropriate assessment | Students are able to self-assess and/or peer assess at some point in the lesson. This assessment is linked to the learning objective and success criteria. | | | |
| 6 | Essential | Teacher feedback | The teacher gives feedback back to the students in a timely manner. This will be in the lesson where appropriate. | | | |
| 7 | Essential | Uses ICT to enable better learning | Students are given the opportunity to use ICT in every lesson. This may mean that ICT is readily available for learners to access if they desire. | | | |
| 8 | Essential | All teachers are deployed throughout a lesson | Teachers use every part of the lesson engaging with pupils and working with focus groups. | | | |
| 9 | Desirable | Uses teaching strategies that are appropriate and engaging | Teacher includes the following in the lesson: Dance, movement, Sport, Music, Drama | | | |
| 10 | Desirable | Demonstrates sound knowledge of subject matter | The teacher is able to cover any misconceptions and demonstrate expertise in subject area. | | | |
| 11 | Desirable | Learning is student centred | Students are encouraged to ask questions and make decision in their learning. | | | |
| 12 | Desirable | Uses a range of questioning | Open ended questions are asked. Students are all able to participate in answering questions. | | | |
| 13 | Desirable | Demonstrates active listening | Students are encouraged to ask questions and the teacher is willing to investigate these questions further during a lesson. | | | |
| 14 | Desirable | Teacher explains the purpose of the learning in the context of the theme or real life | Students are aware of why they need to meet their objectives. | | | |
| Classroom Management | | | | | | |
| 15 | Desirable | Lesson are well paced | Teacher talk is kept to a minimum and student led tasks are purposeful and fun | | | |
| 16 | Desirable | Establishes and maintains positive rapport with students | Teacher promotes a love for learning and respects every student in their class. | | | |
| 17 | Desirable | Uses consistent and positive management strategies | Positive behaviours are encouraged throughout a lesson. | | | |
| 18 | Desirable | Gain students attention throughout the lesson (where necessary) | Teacher has a range of strategies to maintain students' attention throughout the lesson. | | | |
| 19 | Desirable | A positive environment is created by the classroom displays | Students are able to interact with the classroom environment. The teacher uses the classroom environment as a teaching tool. | | | |
| Planning and assessment | | | | | | |
| 20 | Essential | Accommodates needs and abilities of students | Planning incorporates the needs of: more able, middle ability, less able, students with special needs | | | |
| 21 | Essential | Teacher plans for lessons to be inclusive | Planning takes into account: gender, special educational needs | | | |
| 22 | Desirable | Includes motivational activities | Planning includes an engaging lesson/ topic starter that will allow learners to see the purpose of their learning. | | | |
| 23 | Desirable | Identifies and prepares appropriate resources for learning | All resources are useful to learning and prepared in advance. | | | |
| 24 | Desirable | Plans for student involvement and follow-up activities | Follow up activities are useful to learning and are not just repeating what was already done in the lesson. | | | |
| 25 | Desirable | Develops appropriate strategies to assess and evaluate | Learning objectives and success criteria are planned carefully and assessed against. | | | |

ANNEX 2 - IMPROVEMENT

| PILLAR 1: Overall Leadership and Management | | |
|---|-------------------|-------------------|
| <u>Strengths</u> | <u>Weaknesses</u> | |
| <u>Recommendations / Actions Planned</u> | | <u>Time frame</u> |
| | | |
| | | |
| | | |
| | | Overall Grade |
| PILLAR 2: Financial Management | | |
| <u>Strengths</u> | <u>Weaknesses</u> | |
| <u>Recommendations / Actions Planned</u> | | <u>Time frame</u> |
| | | |
| | | |
| | | |
| | | Overall Grade |
| PILLAR 3: QUALITY of Teaching and Learning | | |
| <u>Strengths</u> | <u>Weaknesses</u> | |
| <u>Recommendations / Actions Planned</u> | | <u>Time frame</u> |
| | | |
| | | |
| | | |
| | | Overall Grade |

| PILLAR 4: Teacher Assessment and Standards | | |
|--|-------------------|----------------------|
| <u>Strengths</u> | <u>Weaknesses</u> | |
| | | |
| <u>Recommendations / Actions Planned</u> | | <u>Time frame</u> |
| | | |
| | | |
| | | <u>Overall Grade</u> |
| PILLAR 5: Quality of Staff Deployment and Development | | |
| <u>Strengths</u> | <u>Weaknesses</u> | |
| | | |
| <u>Recommendations / Actions Planned</u> | | <u>Time frame</u> |
| | | |
| | | |
| | | <u>Overall Grade</u> |
| PILLAR 6: Provision and Management of Structures and Facilities | | |
| <u>Strengths</u> | <u>Weaknesses</u> | |
| | | |
| <u>Recommendations / Actions Planned</u> | | <u>Time frame</u> |
| | | |
| | | |
| | | <u>Overall Grade</u> |
| PILLAR 7: QUALITY OF GOVERNANCE | | |
| <u>Strengths</u> | <u>Weaknesses</u> | |
| | | |
| <u>Recommendations / Actions Planned</u> | | <u>Time frame</u> |
| | | |
| | | |
| | | <u>Overall Grade</u> |

Original for reference - PILLAR 3 - CLASSROOM/LESSON OBSERVATION TOOL

| | | | | | | | | | |
|---|---|----------------------------------|------------------------|--|--|-------------|-------------|-------------|------------------|
| Name of the School: | | | | | | | | | |
| Teacher's Name | | | Observer's Name | | | | | | |
| Class | Learners Present | Time: Date: | Subject: Topic: | | | | | | |
| Assessment criteria: | | | | | | | | | |
| Use a Four-scale rating to judge performance against each indicator and domain i.e. 4- Very Good , 3- Good , 2- Fair and 1- Poor | | | | | | | | | |
| PILLAR 3: EFFECTIVENESS OF TEACHING AND LEARNING | | | | | | Poor | Fair | Good | Very Good |
| Domain | Indicator | Observations and evidence | | | | 1 | 2 | 3 | 4 |
| 1. Teaching preparation | Scheme of work linked to the curriculum and up to date with clear learning outcomes/competences, references, teaching methods. Scoring range | | | | | | | | |
| | Lesson plans are linked to the scheme of work, Clear lesson structure, Variety of teaching methods that are learner centred described and appropriate Instructional materials for the topic. Scoring range | | | | | | | | |
| | Lesson notes are clear, organized and detailed and linked to the lesson plan scoring range | | | | | | | | |
| | Teacher's record of work is up to date and Lesson recovery plans in place in case of missed lessons. | | | | | | | | |
| 2. Lesson delivery | Teacher correctly introduces the topic and the lesson is well structured. | | | | | | | | |
| | Questions are frequent and of good quality including closed and open ended. | | | | | | | | |
| | The questioning checks learners understanding of content. | | | | | | | | |
| | Questioning is well distributed to all learners and they are given opportunity to ask questions | | | | | | | | |
| | The questioning provokes critical thinking. | | | | | | | | |
| | Indicator Rating | | | | | | | | |
| 3. Learners' work. | The quality of learners' work. e.g. dates, handwriting and spelling | | | | | | | | |

| | | | | | | |
|---|---|--|--|--|--|--|
| | Learners' workbooks are properly and regularly marked and corrective feedback given. | | | | | |
| | Records for continuous assessment results in place analysed and discussed with learners and parents. | | | | | |
| | Indicator Rating | | | | | |
| 4. Teaching and learning materials | Use of appropriate teaching and learning materials. | | | | | |
| | The teacher is innovative and uses low-cost /locally made teaching materials. | | | | | |
| | Display of learning materials to enhance learning. | | | | | |
| | Indicator Rating | | | | | |
| 5. Learners' engagement. | Learners actively engaged through a range of activities, (group/peer individual) and exercises that support learning. | | | | | |
| | All learners are treated with respect, in a caring manner with no harsh language or physical punishment. | | | | | |
| | Class management is professional. The teacher motivates learners (knows them by name, rewards, etc.) | | | | | |
| | Indicator Rating | | | | | |
| 6. Learner behaviour | Learners are punctual for lessons and do not move up and down | | | | | |
| | Learners are attentive during lessons and are respectful to the teacher | | | | | |
| | Listen and respond appropriately to teachers' instructions. | | | | | |
| | Indicator Rating | | | | | |
| Overall Rating | | | | | | |

External Evaluator declaration

Name of Project: 6595 Viva in partnership with CRANE

Name of External Evaluator:

Contact Information for External Evaluator:

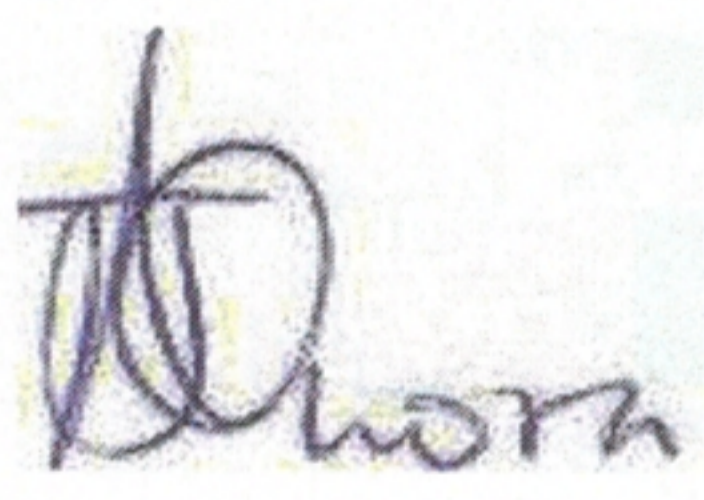
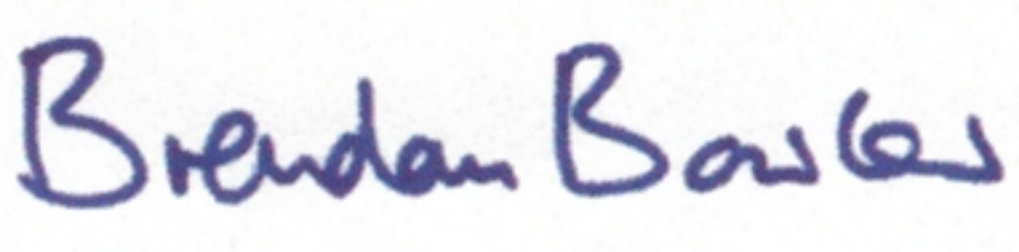
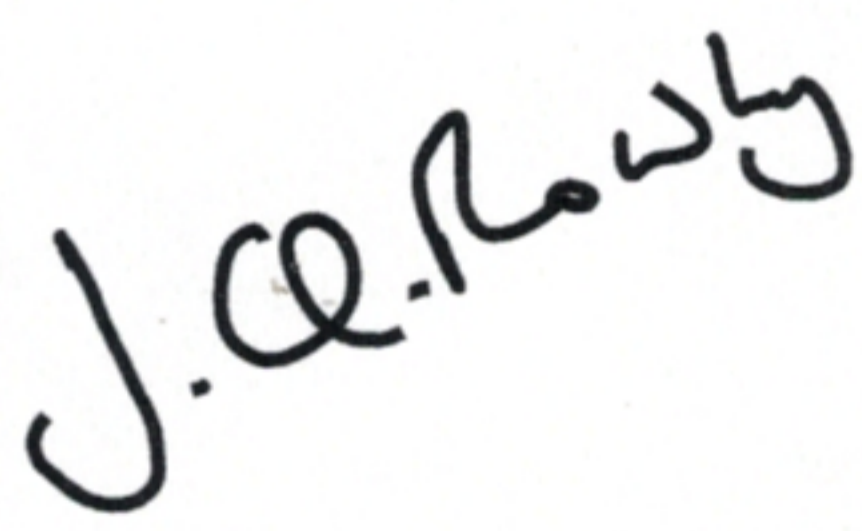
Names of all members of the evaluation team:

Agatha Namutebi, Aisha Namubiru, Alice Akurut, Brendan Bowles, Charity Nantume, Charlotte Atuhaire, Claire Nabukenya, Elsie Musimenta, Harriet Nakiriza, Hellen Nakirya, Janet Cox Achora, John Rowley, Jordana Atim, Juliana Nambatya, Justine Mushabe, Margaret Kigozi, Mary Franciska Namugerwa, Mary Nabukenya, Mary Nasamba, Peace Thorach, Penelope Nakitto, Prossy Nakibuuka, Resty Ingabire, Ruth Hope Nafula, Sharon Kyomuhendo, Shifa Nakalyango, Vivian Nakakande, Ziporah Nalugwa.

The undersigned certify that the independent evaluation has been conducted in line with the Terms of Reference and other requirements received.

The following conditions apply to the data collection and analysis presented in the Midline 2 Report:

- Household Survey and Qualitative data were collected independently by the EET and learning assessment data were provided by the project for analysis by the EET *JAR.*
- All data analysis was conducted independently and provides a fair and consistent representation of progress *JAR.*
- Data quality assurance and verification mechanisms agreed in the terms of reference with the project have been soundly followed *JAR.*
- The EET has not fundamentally altered or misrepresented the nature of any analysis originally provided by the project *JAR.*
- All child protection protocols and guidance have been followed *JAR.*
- Data has been anonymised, treated confidentially and stored safely, in line with the GEC data protection and ethics protocols *JAR.*

| | | |
|---|---|---|
| Dr Janet Cox Achora  23 March 2022 | Brendan Bowles  28 March 2022 | John Rowley  23 March 2022 |
|---|---|---|