

# Case study

Building Girls to Live, Learn, Laugh  
and 'SCHIP' in Strong, Creative,  
Holistic, Inclusive, Protective,  
Quality Education

CRANE and Viva  
UGANDA

MAY 2021



Girls'  
Education  
Challenge   
UKaid  
from the British people

  
Children at Risk Action Network

partnering with  
  
together for children

## Project summary (pre and during Covid-19)

The project supports 9,890 girls and young women. Before Covid-19, project activities included mother daughter clubs, creative learning centres for out-of-school girls, teacher training in literacy/numeracy/inclusion, placement of assistant teacher in mainstream schools, vocational skills training for transitioning girls, school management training, positive parenting and income generating activities. During Covid-19, activities have included production of radio and TV lessons, distribution of home study materials, virtual teacher training and providing psycho-social support to learners and teachers.

# Domain 1: Local context and educational system

## 1: Local context

## CRANE and Viva's approach

**The distance teaching and learning (DTL) approach facilitates access to a government (or other) platform**

The project printed and distributed home learning materials to beneficiaries (and other learners) that were developed by the National Curriculum Development Centre (NCDC). Additionally, the project worked with the NCDC to produce radio and TV lessons (some of which were signed) to be broadcast on local Ugandan radio and TV stations.

**Mapping of learners and stakeholders (e.g. school, government, NGOs/CSOs etc.)**

Rapid consultation by the project was undertaken as lockdown loomed with other GEC-T project partners, parents, teachers, headteachers, mentors and the beneficiary girls. This enabled CRANE and Viva to identify learners to include both the beneficiary girls and their siblings and neighbours. The CRANE team was able to act on behalf of the government as an emergency service provider within two weeks of the lockdown starting, reaching children whose health or safety was at risk as well as getting out learning materials and other emergency supplies.

**Opportunities DTL brings in relation to the local context**

The project recognised that the DTL approaches provided opportunities including being able to develop the digital literacy for teachers and learners, reducing the risks in travelling to school and working to increase the participation of parents in the learning process for their children.

## Domain 2: Distance teaching and learning modality

### 2: Modality

### CRANE and Viva's approach

**Effective DTL delivery modalities to use (for example, mobile phones, radio, television, online learning or paper-based materials)**

The project recognised the most appropriate DTL modality would vary with location of the home, participation of the caregivers and whether families own equipment like radio/ TV or a smart phone. So while the project made a significant contribution to the development of national TV and radio lessons, it was determined that printing and distribution of paper-based materials provided opportunities for review and continuous independent learning. From a teacher training perspective, the project rapidly shifted to a virtual training programme which ran through lockdown and school closures. It is still running and is being put in its entirety onto a virtual platform.

**Varying preferences of learners in delivering their DTL approach**

A mapping exercise was undertaken at the onset of lockdown to establish learners' preferences. Learners were supported through mobile SMS, phone calls, WhatsApp, learning support visits, the provision of printed learning materials, and radio and TV lessons.

**Creating a community of learners to support the DTL approach**

The project helped learners to form small groups in family compounds. These groups have been supported mainly by virtual means by qualified teachers and community-based mentors.

## Domain 3: Content and curriculum

### 3: Content and curriculum CRANE and Viva's approach

**How the content of learning materials has been created, curated and reviewed**

Initially, the project printed and distributed home learning materials produced by the National Curriculum Development Centre (NCDC). As there were delays in the development of the second round materials, the project produced their own study materials, using the expertise of selected teachers and members of their Education Secretariat. This enabled them to better differentiate for different learning levels and ensure the materials include interactive, real life and experimental activities.

**Content is related to – or aligned with – the national curriculum**

All the content is based on the national curriculum which is broken down into different competences for various classes.

**Gender equity and social inclusion (GESI) criteria are incorporated into the curriculum**

The materials have been designed with a gender-sensitive eye that caters for the needs of all learners. For instance, the pictorial representations of both genders are equally used, and the language and the general content are gender and socially inclusive.

## Domain 4: Pedagogy and assessment

### 4: Pedagogy and assessment CRANE and Viva's approach

**Involve and support educators in the development and delivery of the DTL approach**

The project has made use of remote training methods to support teachers and mentors to deliver the DTL approach. They engaged selected teachers in the development of the second round of home learning materials. They also provided ongoing psycho-social support to teachers (from the Secretariat teachers).

**Frequency, rate and quality of feedback that learners receive from educators and/or DTL modalities**

The project has assigned a group of beneficiary girls to individual teachers, who are expected to follow up with these learners at least twice a week, mainly by mobile phone. The teachers are provided with airtime to undertake this. The project monitors this activity by reviewing monthly reports that the teachers complete.

**How gender equity and social inclusion (GESI) criteria are incorporated into pedagogy and assessment**

The teaching team at the Secretariat has prepared a course on gender equality in the classroom which will help teachers to incorporate gender and social inclusion aspects in both pedagogy and assessment.

## Domain 5: Monitoring, evaluation, learning and adaptation and impact

### 5: Monitoring, evaluation, learning and adaption

### CRANE and Viva's approach

**Outcome(s) measured both qualitatively and quantitatively**

The project is collecting qualitative data through focus group discussions. Quantitative data is collected through individual competence assessments. These are collated in a child reporting tool which each teacher completes for each child and is then submitted centrally.

**Extent to which the DTL approach generated significant positive or negative, intended or unintended, higher-level effects**

The project has identified a number of positive effects. Some teachers and learners have acquired digital literacy skills. There has also been an opportunity to explore and develop new methods of teaching and learning that could be continued in a blended learning approach. Negatively, there have been increased levels of stress because of limited social interactions, which is being addressed through psycho-social support provided to both beneficiary girls and teachers/mentors.



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**Find out more:** [www.girlseducationchallenge.org](http://www.girlseducationchallenge.org) | [uk\\_girls\\_education\\_challenge@pwc.com](mailto:uk_girls_education_challenge@pwc.com)

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