Finn Church Aid

NORWEGIAN REFUGEE COUNCIL

Funded by European Union Civil Protection and Humanitarian Aid

Save the Children

WAR child HOLLAND

INCLUDE (INnovative and inCLUsive accelerated eDucation programmE for refugee and host community children)

INTERNAL BASELINE REPORT

Funded by

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October 2018

EDUCATION CONSORTIUM

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2. Abbreviations and acronyms

AEP	Accelerated Education Programme
ASER	Annual Status of Education Report
CRRF	Comprehensive Refugee Response Framework
CMC	Centre Management Committee
ECHO	European Union Civil Protection and Humanitarian Aid
EiE	Education in Emergencies
FCA	Finn Church Aid
FGD	Focus Group Discussion
GBV	Gender Based Violence
ILET	Improving Learning Environments Together
INCLUDE	INnovative and inCLUsive accelerated eDucation programmE for refugee and host community children
M&E	Monitoring and Evaluation
MEAL	Monitoring, Evaluation, Accountability and Learning
NGO	Non-governmental Organisation
NRC	Norwegian Refugee Council
PTA	Parent Teacher Associations
PLE	Primary Leavers' Examination
QLF	Quality Learning Framework
SC	Save the Children
SIP	School Improvement Plan
SMC	School Management Committee
WCH	War Child Holland
WG	Washington Group

3. Executive Summary

With funding from European Union Civil Protection and Humanitarian Aid (ECHO), Finn Church Aid (FCA), Norwegian Refugee Council (NRC), Save the Children (SC) and War Child Holland (WCH), are implementing a harmonised approach to Accelerated Education Programming (AEP) in Uganda. The project is implemented across three districts in West Nile, Northern Uganda, and offers the opportunity for conflict-affected children to learn and develop their potential in inclusive and protective education in emergencies (EiE) systems.

The baseline data collection was conducted between June and August 2018 in the three Districts of Arua, Yumbe and Moyo –West Nile in Uganda. The timeline for data collection was 25th June 2018 – August 10th 2018[1]. The project baseline was conducted to inform the monitoring and reporting of the progress of the implementation against indicators in the log-frame; identify the state of play in the AEP Centres to inform programme interventions and identified priorities; and to assess the AEP Centre against a Quality Learning Framework to then directly inform School Improvement Plans (SIPs). The baseline adopted a mixed method approach in which both qualitative and quantitative data was gathered. The study used a range of data collection techniques and tools, including the ILET package (focus group discussions with parents, learners and teachers, interviews with head teachers, school checklist, and classroom observation); Annual Status of Education Report (ASER) assessments and Warwick / KidKindle tools to assess wellbeing. The baseline had one consolidated Terms of Reference for the scope of work, one harmonised Job Description for the data collectors, one combined training of data collectors and was coordinated by the Consortium Management Unit (CMU) Monitoring, Evaluation, Accountability and Learning (MEAL) Manager to ensure an aligned approach between all partners.

A summary of key findings shows that no learners participating in the Washington Group Short Set of questions reported 'cannot do at all' to any of the questions. Only 2.3% indicated 'a lot' of difficulty in their answers. This is significantly lower than the estimated 12% of the population of Uganda that are living with some form of a disability[2].

The ASER assessment indicates that the majority (62%) of learners have the ability to identify letters and words, but not sentences or stories. Only 16% of learners reached the highest level of the ASER assessment, the content of which is equivalent to Primary 2 competence. Interestingly, girls performed lower than boys in the literacy assessment and both boys and girls performed better in the numeracy assessment than the literacy. The Warwick and KidKindle wellbeing assessments identified that, according to this interpretation, the selected children are on average demonstrating a good level of wellbeing (70% for learners aged over 14; 76% for learners aged below 14). There was a small but notable difference between girls and boys, with boys scoring higher than girls, in particular in the area of self-esteem.

The findings indicate that there is clear room for improvement against the Quality Learning Framework, in particular in regards to School Safety Management and physical safety, support to teachers for skills development, participation of learners in recreational activities, comprehension of language of instruction and Code of Conduct. The findings also indicate that there are similarities across partners in terms of areas of strengths and weaknesses, suggesting that all AEP Centres face similar challenges. However, there are some areas where the data suggests that certain partners in the consortium have strengths and approaches that can be pooled and shared with others.

The baseline includes a number of recommended areas of focus including language, gender, monitoring and data management as well as programme outputs such as teacher professional development and placement. The report captures the process from implementing an inter-agency, sector-focused assessment, with operational learning

[1] Note that for a small number of schools data collection continued beyond this point in order to finalise the ILET classroom observation.

[2] Out of School Children in Uganda (March 2014).
https://www.unicef.org/uganda/OUT_OF_SCHOOL_CHILDREN_STUDY_REPORT__FINAL_REPORT_2014.pdf
Note: accurate data regarding refugee population and disability is not available

regarding the set-up of Consortia. Lessons learned on ILET as an approach to strengthen participation in school improvement planning are documented, as this is a new tool for the humanitarian sector.

4. Introduction and background to the project

The INCLUDE (INnovative and inCLUsive accelerated eDucation programmE for refugee and host community children) project is funded by the European Union Civil Protection and Humanitarian Assistance Office (ECHO). The project is implemented through the Uganda Education Consortium. The Education Consortium consists of four international non-governmental organisations (NGOs) with global and national expertise in education: Finn Church Aid (FCA), Norwegian Refugee Council (NRC), War Child Holland (WCH) and Save the Children (SC) as consortium-lead.

The purpose of this paper is to present the key findings of the Baseline Assessment of the Education Consortium – ECHO INCLUDE **(*INnovative and inCLUsive accelerated eDucation programmE for refugee and host community children*)** project. The INCLUDE project is a 15 months education in emergencies (EiE) grant starting in February 2018 and ending April 2019. The project is being implemented in three (out of a total of 12) refugee hosting districts in Uganda: Arua, Yumbe and Moyo. Across the three districts, the project is implemented in five settlements: Imvepi, Rhino and Omugo (also referred to as Rhino Extension) in Arua, Bidi Bidi in Yumbe and Palorinya in Moyo. The project has three Result areas:

1. Conflict-affected children (host and refugee) access quality and protective accelerated learning opportunities including Can't Wait To Learn (CWTL)
2. School-aged refugee and host-community children benefit from psychosocial support and protection services at Accelerated Education centres
3. Government and NGO systems are strengthened to deliver quality Accelerated Education in line with the global AE Principles, including Can't Wait to Learn at district government, and community levels

Uganda hosts over 1 million refugees, the largest in Africa and over 60% of these are children. However, despite adoption of the Comprehensive Refugee Response Framework (CRRF) and progressive policy extending services available to nationals to refugees, over half of all refugee children remain out of school. The Action focuses on Accelerated Education Programmes (AEP) for over-age and out of school children. Accelerated Education Programmes in Uganda condense the seven years of Primary Education into three years and adopts accelerated learning techniques to support children to achieve the primary leavers' certificate.
The Action's purpose is for conflict affected children (host and refugee) in West Nile and Western Uganda to receive quality accelerated education, be protected and have increased personal wellbeing. School-aged refugee and host-community children will benefit from psychosocial support at the AEP Centres through a methodology called Team Up. To complement these approaches, this action will pilot innovative EiE solutions to enhance the provision of safe, inclusive and quality education, including the 'Improving Learning Environments Together (ILET) package – formerly 'Quality Learning Environment' (QLE) in Emergencies. Each element of the intervention is aligned with the Global AE Principles, which provide a core framework for the consortium's quality improvement of AEP Centres.

The baseline is a critical part of the INCLUDE project especially when it comes to benchmarking the consortium's progress against project indicators and agreed targets. The INCLUDE baseline collected both quantitative and qualitative data for a set of indicators outlined in the INCLUDE log-frame and Monitoring and Evaluation (M&E) Plan. The baseline survey results will support in understanding the current landscape in terms of gaps and quality standards facing AEP implementation.

Furthermore, the baseline forms a dual objective, not only as a project assessment, but also a key stage in the ILET (Improving Learning Environments Together) process. This will reveal the capacity gaps and inform improvement plans. The baseline assessment will be key in providing a basis for undertaking specific activities in consultation with the school/ learning space stakeholders and communities, to improve the quality of learning environments. The baseline assessment will be compared with the end-line assessment for ECHO INCLUDE, to check for improvements in the learning spaces and ensure sustainability of project achievements before project closure.

5. Baseline methodology and approach

A mixed study design was employed, involving both quantitative and qualitative methods. The quantitative and qualitative approaches informed the data collection tools there were adopted/developed for the survey as well as data analysis and reporting of the Baseline results.

The quantitative methods supported the collection of initial data on project outcomes and outputs, which include: enrolment of boys and girls, quality of the learning environment measured against the Quality Learning Environment Frame work (QLF) and number of teachers. The qualitative tools included ASER, Warwick, KidKindle and Washington Group disability questions. The qualitative methods gathered in-depth information on children's level of psychosocial wellbeing and the concerns and priorities of teachers, parents, learners' and head teachers' to inform school improvement plans.

One harmonised training for data collectors took place at consortium level in Arua 18th – 22nd June before the data collection commenced to ensure that all geographical locations adopted the same approach to the tools and methodology. All data collectors were trained on the methodology, the tools, and documentation, as well as Child Safeguarding and the concept of informed consent. A dedicated session was held on Child Participation to support Data collectors with practical tools and techniques to ensure meaningful and age-appropriate participation of children in the baseline. Data collectors were informed of the types of child abuse and the roles, responsibility and process of reporting concern regarding a child's welfare.

The MEAL Technical Working Group and Education Support Specialist provided oversight for the data collection process. The data analysis and report writing was led by the CMU, with critical inputs and support from all partners. The Consortium ILET Coordinator provided technical oversight and hands-on support to all partners in the administration of the ILET tools.

All Consortium members participated in the baseline data collection processes. The baseline was overseen by the Education Consortium MEAL Manager and Save the Children's Education Technical Support Specialist, with technical support from WCH. FCA, NRC and SC were each responsible for hiring and remunerating the data collectors for their operational areas and for the data collection. Data collectors were hired from within the local area and specific emphasis was placed on their language ability to communicate with the learners in their mother tongue, as well as data collection skills. The classroom observations were conducted in partnership with the Centre Coordinating Tutors, who were also trained on the ILET methodology alongside District Education Offices. At the outset of each interview, the purpose of the data collection was explained to participants and informed consent was sought. It was made clear to all participants that participation was voluntary and could be halted at any time.

The approach utilised online data collection methods. The ILET data was entered into the Data Management Platform and all other data (Washington Group, ASER etc.) was entered into KoBo. This enabled data to be centralised which in turn eased analysis and reflection as well as efficiency as compared to working offline.

5.1 Data collection methods & tools

The following tools were utilized in the data collection process.

I. Washington Group Short Set of Questions on Disability

The WG Short Set questions are a series of questions designed to identify (through survey or census) people with a disability. The WG Short Set questions determine the level of difficulty faced by the individual in functional domains (walking, seeing, hearing, self-care and communication), with possible responses ranging from "No, no difficulty." "Yes, some difficulty." "Yes, a lot of difficulty." "Cannot do at all." Due to the complexity of disability, the questions are not designed to measure all aspects of difficulty in functioning that people may experience, but rather those domains of functioning that are likely to identify a majority of people at risk of participation restrictions. The WG Short Set questions are asked one-on-one in whatever language is best understood by the participant. The questions were adapted slightly to the context, as will be discussed further in subsequent sections.

II. **Annual Status of Education Report (ASER): English Literacy/Numeracy Assessments/Tools**.

The ASER English Literacy/Numeracy tools were first developed as a nationwide survey of reading and math achievement of children from rural India. Save the Children has adapted and contextualized these tools for use in Uganda, building upon the successes of other early literacy/numeracy tools used extensively throughout the country. The ASER English Literacy tool assesses a child's ability to identify letters (Level 1), read words (Level 2), read simple sentences (Level 3), read a simple story (Level 4), and answer oral comprehension questions about the story they have read (Level 5). The tool determines the level at which a child is able to read and comprehend, with the highest level of proficiency being equivalent to that of the expected Ugandan Primary Two English literacy level. Similarly, the ASER Numeracy tool assesses a child's ability to identify single-digit numbers by name (Level 1), double-digit numbers by name (Level 2), perform double-digit addition with carry-over (Level 3), and triple digit subtraction with borrowing (Level 4), with the highest level of proficiency being equivalent to the expected Ugandan Primary Two Numeracy level. The tools are administered one-on-one with directions given in whatever language is best understood by the participants. For the English Literacy tool, reading tasks and questions should be provided in English.

III. **Warwick/Kid-KINDL Survey tools. To assess the psychosocial well-being.**

Kid-KINDL is a validated questionnaire that can be used for children aged 7 to 13 years (for older children see Warwick © below). The questionnaire is age-specific and provides insights in the changes in various quality of life dimensions experienced by the child. The KINDL^{R} questionnaire consists of 24 Likert-scaled items associated with six dimensions: Physical well-being, emotional well-being, self-esteem, family, friends and everyday functioning at school. The sub-scales of these six dimensions can be combined to produce a total score.

Warwick Edinburgh Mental Well-being scale (WEMWBS – in short 'Warwick') © This tool was developed for children aged 14 and above to enable the monitoring of mental wellbeing in the general population and the evaluation of projects, programmes, and policies which aim to improve mental wellbeing. WEMWBS was developed by an expert panel drawing on current academic literature, qualitative research with focus groups, and psychometric testing of an existing scale. In WCH, we decided to use the short version that include 7 items. Additionally, War Child Holland added 2 items to incorporate a focus on key components of their Theory of Change.

IV. **ILET (Improving Learning Environment Together, formerly QLE for EiE) tools**

ILET has been developed by Save the Children Norway and was piloted in 5 schools in Adjumani in 2017. ILET is a package that uses assessments to improve learning environments through community participation. Through a participatory process, the community is supported to examine the school or learning environment, analyse the

findings, and then develop and implement a School Improvement Plan. The first ILET assessment[3] accompanied the baseline survey in order to get a clear and detailed school-level picture of the learning environments at the start of the project, including strengths, weaknesses and areas for improvement. Specific tools include: classroom observation tool, school checklist and head teacher interview, interviews with parents and teachers and learners' participatory tool.

V. **Document review**

A number of documents were reviewed, including but not limited to:

- AEP enrolment books: This will collect the existing enrolment statistics from the centres where implementation of ECHO HIP will take place.
- AEP Daily attendance books: This will help to collect data on continuous access of Accelerated Education, after enrolment pre-ECHO HIP implementation

5.2 Sampling design and procedure

A two-stage cluster sampling was employed to sample learners for the Baseline study. This was employed to sample children for learning outcomes and psychosocial wellbeing assessment. From the estimated sample size, The first stage saw learners randomly selected across Levels 1 and 2 from the AEP centres. The second stage saw learners randomly selected based on the category of enrolment dates (new/old), sex (boys/girls), vulnerability (with or without disability) and nationality (refugee or host community). Level 3 learners were not sampled for two main reasons: i) they were not anticipated to still be enrolled in the project at the time of the endline as they will have sat for the Primary Leaving Examinations and left the centres; ii) in prior existing AEP Centres (set-up with previous ECHO funding) most Level 3 learners had been enrolled under previous projects; iii) in newly AEP Centers (set-up with this funding) very few Level 3 learners had been enrolled.

Participation in the interviews for ILET involved a two-stage cluster sampling. Participants were randomly selected based on the following categories:

- Teachers (one interview with both AEP and primary teachers[4]): nationality (Ugandan, refugee); sex (male, female); type (AEP, primary)
- Parents (one interview with both AEP and primary parents): nationality (Ugandan, refugee); sex (male, female); type (AEP, primary); grades (p4, 5 and 6)
- Learners (one interview for AEP learners; one for mainstream learners): nationality (Ugandan, refugee); sex (male, female); levels (1, and 2); grades (P) . The tools size and some of the terms used would be complex for learners in lower primary and AEP level 2 and 3 were targeted since they interacted more with teachers unlike the newly enrolled learners.

The baseline survey is measuring a number of key indicators for the project and the following sample sizes were proposed:

- *ASER* assessment used to measure change in learning and sufficient sample to estimate the change in learning was necessary. From the population size of 10,350 children (target enrolment under INCLUDE), the estimated sample size of 371 children was calculated (confidence level at 95%, margin

[3] The Standard + version of ILET was used and this was uniform across all schools and partners in the consortium

[4] The decision was taken at Consortium level to include both Primary and AEP stakeholders were included in the ILET data collection. The rationale behind this decision was that the AEP Centres adopt the Primary schools' governance structures (for example, the Head Teacher and school management committee takes responsibility for AEP). Recognising that ILET looks at learning environment, and in majority of cases, classroom and WASH facilities are shared by Primary and AEP centres, it was logical to include both sets of learners, parents and teachers. Furthermore, for a number of the AEP Centres that were assessed using the ILET methodology, the AEP Centres were new. On the other hand, Primary school children had been attending for a longer period of time and therefore could provide useful information on the wider school and community environment.

of error 5% and response distribution at 50%) which is representative of the 27 schools in Yumbe, Arua and Moyo Districts. The second stage involved randomly selecting learners at the next strata -school, class level with gender, nationality, newly enrolled vs existing learners, disability. All the strata were put into consideration while randomly selecting learners from the class room registers. With all the consideration in place, a good practice was discussed at consortium level, that a random sample of 15 – 19 learners depending on the class sizes of level 1 & 2 at each school was representative, an equal number of learners in level 1 & 2 were randomly selected with above strata in consideration; in the end a representative sample of 540 learners were selected for responses on ASER, Warwick and Kid Kindle tools during data collection.

- *Washington Group Short Set Questions Regarding Disability (WG Short Set questions), Literacy/Numeracy Assessment (ASER) and Warwick / Kid-KINDL.* From the total of 27 centres that receive Team Up activities (NRC 10, FCA 10 & SC 7), a total of 540 learners were sampled and 511 were interviewed. With a "probability proportionate" to school/class room sizes, which means schools/classes with more learners had more interviewees selected. Tentatively, 20 learners were proposed based on a similar exercises carried out by SC which shows a sample of 10 -16 learners per school is representative enough to assess learning outcomes and they were randomly selected from class room registers across each AEP centre across Level 1 and 2 were interviewed.

- *ILET*. The baseline for ILET was collected from 25 centres against ILET principles. As ILET is only budgeted to be implemented in the four new NRC schools in Rhino and Imvepi all schools will need to be monitored against the INEE standards during and at the end of the project period in order to report against Result 1, Indicator 5. The ILET interviewees included learners, teachers, Head Teachers and parents. The parent interviews attracted approximately 6-8 participants (4 male; 4 female); teachers 6-8 (4 male; 4 female); and learners 6 (3 male; 3 female). One group of primary and one group of AEP was held per school / centre. For students' tools the children were divided into two sub groups based on similar strata: firstly gender which ensured both girls and boys were represented equally then age divisions of groups are considered next, here we ensured some students age group did not dominate during the sampling and interview stages. This was done through classroom attendance records for sampling and then the other processes follow (arranging for interviews and consenting from parents). In class room observation – a minimum of two classes were sampled for school and in all school two classrooms were sampled and observation conducted in both. Each class had a CCT and a project education officer observing lessons.

The WG Short Set of Questions, ASER Literacy/Numeracy Assessment, and Warwick/Kid-KINDL Survey tools were all administered consecutively in one continuous session (approximately 30 minutes per participant) with the same participants. The intention is to trace the exact same individuals at endline in order to assess progress. Due to the transitory nature of the refugee response, this may not be possible for all individuals, in which case an alternative methodology to sample learners that were enrolled in the programme at the same time will be adopted.

6. Findings

6.1 Overview of the AEP Centres

An 'AEP Centre Matrix' tool was completed by project staff as part of the data collection process. The Monitoring and Evaluation Officer at each partner was responsible for completing the Matrix (Annex 3) to collect basic quantitative information on the AEP Centre. The data was entered in KoBo. The intention is that this data will be updated frequently and can be used to be translated to interactive GIS maps to present the INCLUDE interventions.

6.1.1 Overview of schools

In the refugee settlements, AEP Centres are largely, but not always, set-up alongside a Primary school. The data below presents the proximity to Primary school and the 'type' of Primary school. AEP Centres were categorised as 'hosted by a community school' if they are not a Government of Uganda school. Community schools in the settlement context are started by either community members themselves with or without NGO support. The curriculum used is the Ugandan curriculum and the District Education Offices retain responsibility for oversight and quality assurance monitoring (support supervision). AEP Centres 'hosted by a formal school' are those AEP Centres that are attached to Government of Uganda Primary schools. 'Standalone Centres' are those that are not attached to any Primary school.

Table 1: Type of AEP centre

Overview of AEP Centres	Settlement where centres are located					
	Bidibidi	Imvepi	Omugo	Palorinya	Rhino Camp	Total
Hosted by a community school	100%	25%	100%	57%	17%	55%
Hosted by a formal school	0%	62.5%	0%	43%	83%	42%
Standalone centre	0%	12.5%	0%	0%	0%	3%

6.1.2 Children enrolled and attending classes

At the time of the Baseline data collection, a total of 4,379 out of the 10,350 expected target were enrolled in the project. Community sensitisation and enrolment of learners was still ongoing at this point in the project and the number of children enrolled in AEP Centres has increased subsequently. An average of 46% of learners across all locations are enrolled in Level 1; 36% in Level 2; and 18% in Level 3.

Table 2: Enrolment figures disaggregated by sex and level

School type	Total number attending	#Male	#Female	Level I	Level II	Level III
Community school	1670	864	806	40%	39%	21%
Hosted by a formal school	2303	978	1325	39%	38%	23%
Standalone Centre	406	198	208	60%	31%	9%
Total	4379	2040	2339			

6.1.3 Learning hours

In the settlements, some AEP Centres run for the 'whole' day and some only for 'half day'. A total of 13 of the 31 AEP Centres supported by the INCLUDE project run for a 'whole day' and 18 run for 'half day'. There are two main reasons that AEP Centres adopt a 'half day' approach: first, and foremost, there is a lack of physical classroom space to conduct lessons. In Uganda, Primary 1 and Primary 2 learners attend school until lunchtime and therefore there is more classroom space available in the afternoon. Secondly, the first principle of the Accelerated Education Principles for Effective Practice (Accelerated Education Working Group, 2016) state that 'AEP is flexible and for over-age learners'. The afternoon hours of AEP offers greater flexibility for learners that may be parents themselves or have household chores and commitments.

Figure 1: Learning hours at AEP Centres, disaggregated by type of AEP Centre

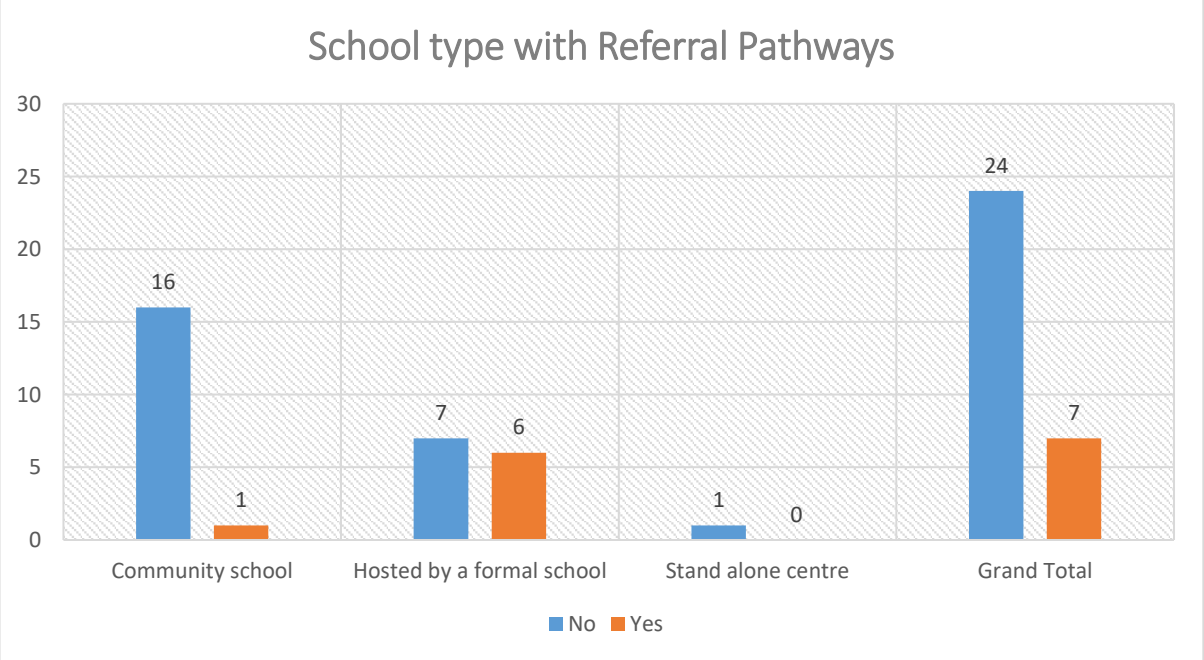
Type of AEP Centre	Full day (8am – 5pm)	Half day (2pm – 5pm)	Total number of AEP centres
Community school	6	11	17

Hosted by a formal school	6	7	13
Stand-alone centres	1		1
Sub total	**13**	**18**	**31**

6.1.4 Referral Pathways

Result 2 of the project focuses on provision of Child Protection services and Psychosocial Support to learners. A critical output under this result is that each and every AEP Centre has a functional referral pathway in place. In order to be deemed 'functional' the INCLUDE proposal outlines the following criteria that the referral pathway must meet. 1) the presence of a trained person at each centre who is a designated safe person for referral support; 2) a written record of referrals and notes regarding follow-up 3) the ability of the children at the centre to identify the designated teacher as an appropriate person to go to for issues needing support; 4) the ability of teachers at the centre to identify the designated teacher as the appropriate person to go to for support; 5) and an awareness of the school community of the referral pathways and a visible wall chart containing the relevant referral contact information. Through the Matrix tool, the Monitoring and Evaluation staff reported the presence and functionality of the referral pathway. It is therefore worth bearing in mind that in spite of the standardized criteria there may have been subjectivity applied in the reporting. The results, as disaggregated by the 'type' of AEP centre are presented below. It is interesting to note that 6 out of 7 of the AEP Centres reported to have a referral pathway in place are AEP Centres hosted by formal schools. This is not necessarily surprising considering that the AEP Centre would 'benefit' from the management and infrastructure already in place at the formal school. However, it is important to consider the quality and functionality of the referral pathways throughout implementation.

Figure 2: Number of schools with referral pathways in place



6.2 Profile of participants

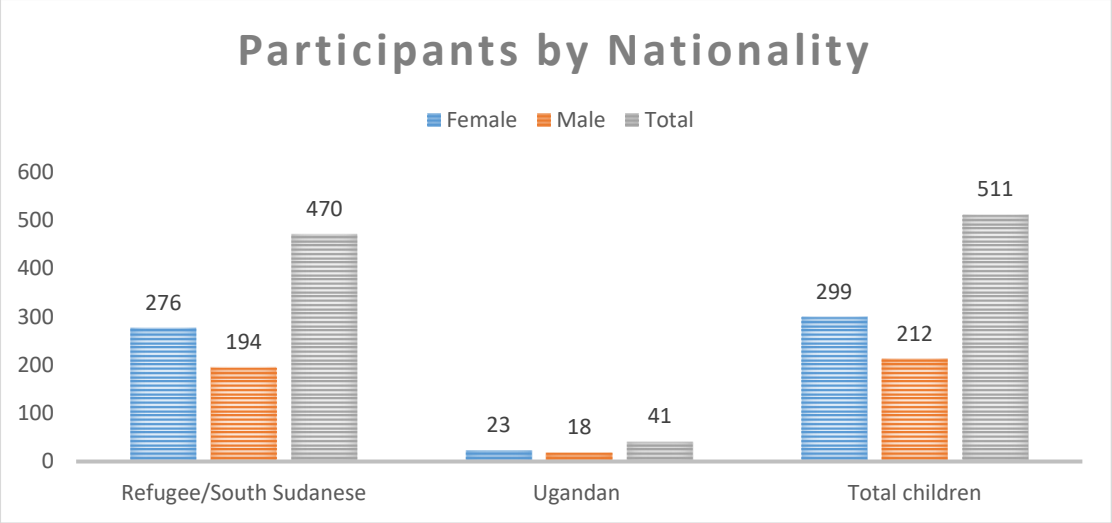
Table 3 disaggregates the participants that were sampled for the 1-1 interview utilising the Warwick / KidKindle and ASER tools, based on age group, settlement, and sex. Of the 511 participants, nearly 90% (459) were between the ages of 10-18 years, with 55% of the 10-18 age group female and nearly 45% male.

Table 3. Participants reached by Sex/Age/Settlement

Age Group			Sex		Total
			Female	Male	
7 -9	Settlement	Imvepi	2		2
		Palorinya	1		1
	Total		3		3
10 - 18	Settlement	Bidibidi	67	21	88
		Imvepi	80	76	156
		Omugo	19	18	37
		Palorinya	70	68	138
		Rhino Camp	18	22	40
	Total		254	205	459
19 - 24	Settlement	Bidibidi	38	5	43
		Imvepi	2	1	3
		Omugo	1	0	1
		Palorinya	0	1	1
		Rhino Camp	1	0	1
	Total		42	7	49
Total	Settlement	Bidibidi	105	26	131
		Imvepi	84	77	161
		Omugo	20	18	38
		Palorinya	71	69	140
		Rhino Camp	19	22	41
	Total		299	212	511

Of the 511 participants, 470 participants (92%) were South Sudanese, of which 276 participants (59%) were female and 194 participants (41%) were male. Of the 511 participants, 41 participants (8%) were Ugandan, of which 23 participants (56%) were female and 18 participants (44%) were male.

Figure 3. Participants by Nationality



Since the Consortium members have previously been implementing AEP in the target areas, some participants were continuing learners (having been first enrolled in previous academic years) and some were newly enrolled (having just been enrolled in this current project). Of the 511 participants, 141 (nearly 28%) were continuing learners, with 85 (60%) females and 56 (40%) males. Of the 511 participants, 370 (72%) were newly enrolled learners, with 214 (58%) female and 156 (42%) male. Figure 3 below shows the participants by Enrolment Category.

Figure 4. Participants by Enrolment Category

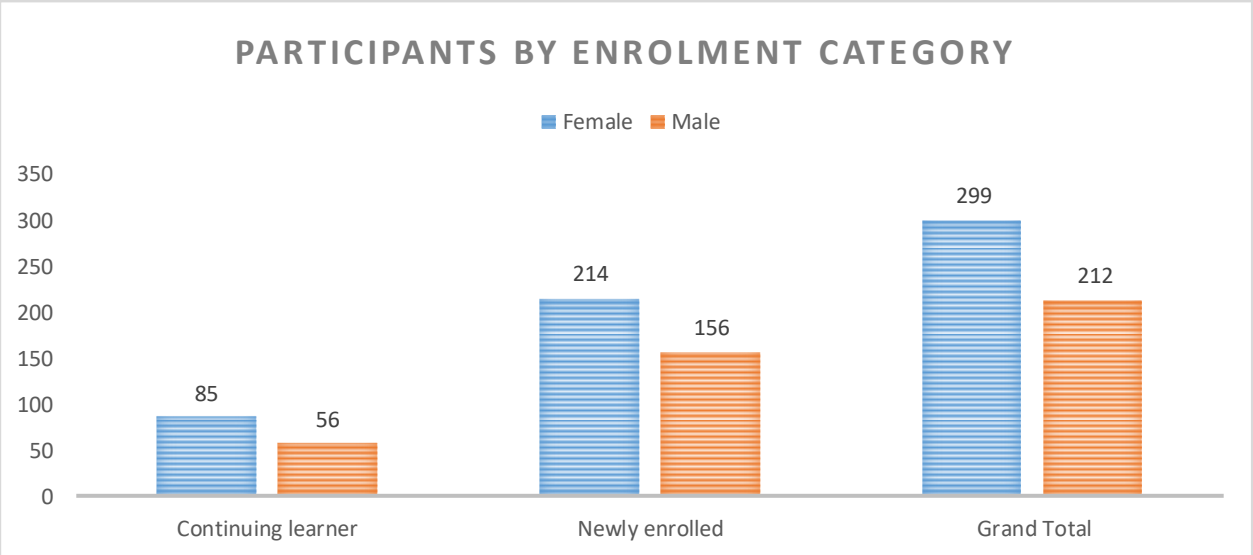


Table 4: ILET Interview Participants

Settlement	Learners		Teachers		Head Teachers		Parents		TOTAL	
	M	F	M	F	M	F	M	F	M	F
Rhino	32	32	22	23	06	00	18	25	78	80
Imvepi	6	6	8	4	2	0	5	7	21	17
Omugo	10	09	12	10	03	00	14	05	39	24
Bidi Bidi	31	47	33	19	07	00	21	37	92	103
Palorinya	30	30	29	27	06	01	22	29	87	87

TOTAL	**109**	**124**	**104**	**83**	**24**	**01**	**80**	**103**	**317**	**311**

V.3 Washington Group Short Set of Questions on Disability findings

Disability is best understood as a continuum. In terms of difficulty functioning, the 'difficulty' can be described on a continuum of no difficulty at all, through some difficulty and a lot of difficulty to completely unable to do an action. Rather than relying on data regarding official medical diagnosis of disability for which accurate records and appropriate services are often lacking in the humanitarian context, the WG Short Set Questions position disability at the interaction between a person's capabilities (limitation in functioning) and environmental barriers (physical, social, cultural or legislative) that may limit their participation in society. The 511 participants in the INCLUDE Baseline were asked a series of questions to determine the level of difficulty that they face in the functional domains of hearing, seeing, mobility, self-care and communication. The participant responses to these questions generate evidence regarding the special needs that are present in the learning environment and build a foundation of better understanding the continued effort needed to create inclusive learning environments. It also generates evidence as to the presence of actual disabilities in the AEP classrooms.

It is significant to note that no participants indicated CANNOT DO AT ALL in their responses to the questions. Similarly, no participants indicated A LOT of difficulty in more than one area.

The generally accepted threshold for considering a person as having a true disability is if their response to any one or more of the WG Short Set Questions is, "Yes, A LOT of difficulty" or "CANNOT DO AT ALL." Of the domains assessed in the Baseline, 1% of participants indicated A LOT of difficulty seeing, 0.4% indicated A LOT of difficulty hearing, 0.4% indicated A LOT of difficulty walking, 0% indicated A LOT of difficulty with self-care, and 0.6% indicated A LOT of difficulty communicating in mother tongue language. Overall, 12 participants indicated A LOT of difficulty in one of the domains. This is equivalent to 2.3% of the participants. Of the 12 participants indicating A LOT of difficulty, 8 were female (2.7%) and 4 were male (1.9%). Additionally, 9 were South Sudanese and 3 were Ugandan. Of the 12 participants, 7 were in AEP Level 1 and 5 were in AEP Level 2.

Those indicating having SOME difficulty in the various functional domains may not necessarily have a true disability but other factors could be causing a situation of exclusion for them. Issues such as overcrowded classrooms could make hearing difficulty; similarly, minor eyesight issues that could easily be corrected by glasses would make seeing difficulty. If the purpose is to provide for equitable access to a quality learning environment – then an analysis of the number of participants who have SOME difficulty is also crucial, since those with even minor levels of difficulty functioning would likely benefit from adaptations made to remove barriers and ease access.

Of the domains assessed in the Baseline, 12.1% of participants indicated SOME difficulty seeing, 10.4% indicated SOME difficulty hearing, 10.4% indicated SOME difficulty walking, 0% indicated SOME difficulty with self-care, and 16.2% indicated SOME difficulty communicating in mother tongue language. This high percentage indicating SOME difficulty communicating in mother tongue may be due to the unique context in the refugee settlements and lack of instruction in mother-tongue language leading to difficulties with communicating in said language.

When asked if they have difficulty seeing, 86.9% of participants indicated no difficulty, 12.1% indicated some difficulty, and 1% indicated having a lot of difficulty. No participants indicated complete inability to perform this task. Figure 4 shows the frequency and percentage of participant responses to this question.

Table 5: WG Question 1 - Do you have difficulty seeing?

	Frequency	Percent	Valid Percent	Cumulative Percent

	No, no difficulty.	444	86.9	86.9	86.9
Valid	**Yes, a lot of difficulty.**	5	1.0	1.0	87.9
	Yes, some difficulty.	62	12.1	12.1	100.0
	Total	511	100.0	100.0	

When asked if they have difficulty hearing, 89.2% of participants indicated no difficulty, 10.4% indicated having some difficulty, and 0.4% indicated having a lot of difficulty. No participants indicated the complete inability to perform this task. Figure 5 shows the frequency and percentage of participant responses to this question.

Table 6: WG Question 2 - Do you have difficulty hearing?

		Frequency	Percent	Valid Percent	Cumulative Percent
	No, no difficulty.	456	89.2	89.2	89.2
Valid	Yes, a lot of difficulty.	2	.4	.4	89.6
	Yes, some difficulty.	53	10.4	10.4	100.0
	Total	511	100.0	100.0	

When asked if they have difficulty walking or climbing steps, 89.2% indicated no difficulty, 10.4% said they had some difficulty, and 0.4% said they had a lot of difficulty. No participants indicated the complete inability to perform these tasks. Figure 6 below shows the frequency and percentage of participant responses to this question.

Table 7: WG Question 3 - Do you have difficulty walking or climbing steps?

		Frequency	Percent	Valid Percent	Cumulative Percent
	No, no difficulty.	456	89.2	89.2	89.2
Valid	Yes, a lot of difficulty.	2	.4	.4	89.6
	Yes, some difficulty.	53	10.4	10.4	100.0
	Total	511	100.0	100.0	

When asked if they have difficulty with self-care such as washing all over or dressing, 95.1%% indicated no difficulty, 4.9% said they had some difficulty. No participants indicated having a lot of difficulty with these tasks. Additionally, none of the participants indicated complete inability to perform these tasks. Figure 7 below shows the frequency and percentage of participant responses to this question.

Table 8: Question 4 – Do you have difficulty with self-care such as washing all over or dressing?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, no difficulty.	486	95.1	95.1	95.1

	Yes, some difficulty.	25	4.9	4.9	100.0
	Total	511	100.0	100.0	

When asked if, when using their usual (mother-tongue) language, if they have difficulty communicating, 83.2%% indicated no difficulty, 16.2% said they had some difficulty, and 0.6% indicated a lot of difficulty. None of the participants indicated complete inability in this area. Figure 8 below shows the frequency and percentage of participant responses to this question.

Table 9: Question 5 – Using your usual (mother-tongue) language, do you have difficulty communicating, for example understanding others or being understood by them?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, no difficulty.	425	83.2	83.2	83.2
	Yes, a lot of difficulty.	3	.6	.6	83.8
	Yes, some difficulty.	83	16.2	16.2	100.0
	Total	511	100.0	100.0	

V.4 ASER Literacy/Numeracy Assessment Findings

The Annual Status of Education Report (ASER) Literacy and Numeracy Assessments were originally designed in India as tools used in an annual survey aimed at providing reliable estimates of children's basic learning levels for each state and rural district. These easy to use assessments were adapted and contextualized for Uganda by the Save the Children Education Specialist and Technical Advisors, in consultation with Consortium members, and utilized the Primary 2 Ugandan curriculum. Reaching the highest level or score within each assessment indicates mastery of the basic literacy and numeracy competencies expected of a learner at the end of Primary 2 (generally an expected age of 7-8 years). The ASER Literacy Assessment presents a variety of literacy tasks at various levels of difficulty and with specific criteria for demonstrating mastery of each specific task.

Overall Literacy Score Results

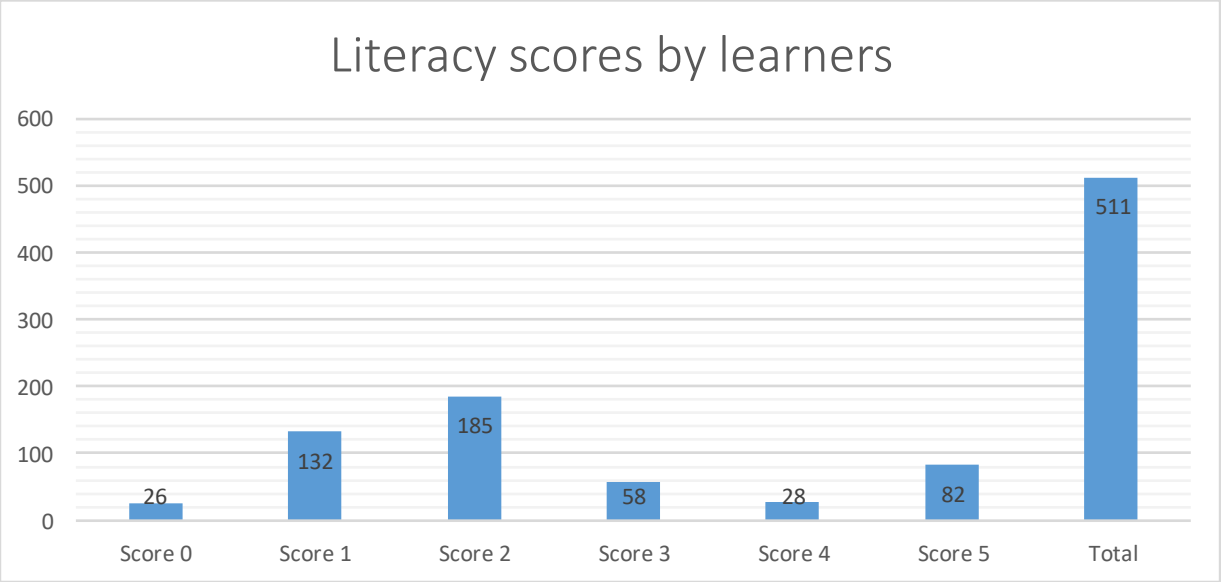
The two figures below highlight the frequency and percentage of participants who were assessed and determined to show mastery at the various assessment levels. Of the 511 participants, 5.1% (26 participants) were determined to be at Level 0. Of the 511 participants, 25.8% (132 participants) had Letter Identification skills (Level/Score 1) but were unable to demonstrate mastery of more complicated literacy tasks. Of the 511 participants, 36.2% (185 participants) had Word Reading skills (Level/Score 2) but were unable to demonstrate mastery of more complicated literacy tasks. Of the 511 participants, 11.4% (58 participants) had Paragraph Reading skills (Level/Score 3) but were unable to demonstrate mastery of more complicated literacy tasks. Of the 511 participants, 5.5% (28 participants) had Story Reading skills (Level/Score 4) but were unable to demonstrate mastery of more complicated literacy tasks. Of the 511 participants, 16% (82 participants) demonstrated mastery at the highest level of the literacy assessment – Comprehension (Level/Score 5).

Table 10: Literacy Score Results – Frequency and Percent

Literacy score results	Frequency	Percent
0 Nothing level	26	5.1%
1 Letter Identification	132	25.8%
2 Word Reading	185	36.2%
3 Paragraph Reading	58	11.4%

4 Story Reading	28	5.5%
5 Comprehension	82	16.0%
Total	511	100.0

Figure 5: Literacy Scores by Learners



When analyzing the results based on sex, there were a few notable differences between the performance of female and male participants. A higher percentage of female participants were unable to accomplish any of the literacy tasks successfully. Of the 26 participants at Level/Score 0. 7.0% were female and 2.4% were male. Of the 132 participants at Level/Score 1, 27.4% were female and 23.6% male. A higher percentage of the 185 learners at Level/Score 2 were female participants (41.5%) versus male (28.8%). Of the 58 participants at Level/Score 3, 8% were female and 16% were male. The percentage of the 28 participants at Level/Score 4 were similar for both sexes (5.7%, 5.2%). Of the 82 participants attaining Level/Score 5, female participants composed 10.4% whereas male participants composed 24.1% of those able to demonstrate literacy competency at the highest level of the literacy assessment. This difference of 13.7% between males and females in Level/Score 5 is notable. Similarly, the tendency of females to demonstrate literacy competency at lower levels versus males whose scores were more well distributed into the higher levels of literacy competence should be monitored and prioritized for ongoing assessment, support, and targeted intervention. The figure below shows the percentage of participants who scored at the various literacy competency levels disaggregated by sex of the participant.

Table 11: Literacy score by sex

Disaggregation of the Literacy score results by sex	Sex		Total
	Female (%)	Male (%)	(%)
0 Nothing level	7.0	2.4	5.1
1 Letter Identification	27.4	23.6	25.8
2 Word Reading	41.5	28.8	36.2
3 Paragraph Reading	8.0	16.0	11.4
4 Story Reading	5.7	5.2	5.5

5 Comprehension	10.4	24.1	16.0
Total	100.0	100.0	100.0

When disaggregating the data by age group, 348 participants (197 female, 151 male) were in the 15-18 age group. This age group was the largest represented within the total 511 participants. Within the 15-18 age group, the largest percentage (36.2%) were at Word Reading skill level, followed by 20.7% at Letter Identification skill level. The second largest represented was the 10-14 age group with 111 participants (57 female, 54 male). Of these 111, 44% demonstrated literacy competency at Letter Identification skill level and 33% at Word Reading skill level. Only 3 participants were in the 7-9 age group and 49 participants were in the 19-24 age group. It is notable the largest percentages across the age groups fall within the Letter Identification and Word Reading skill level. However, as participants get older, the percentage that is able to demonstrate competency within the higher skill levels increases. For example, with Paragraph Reading, 5% within the 10-14 age group had competency at this level compared to 12.8% within the 15-18 age group and 16.3% within the 19-24 age group. This is not surprising since older participants have had potentially more exposure to print, have more background knowledge and possibly have had more previously learning experiences. Figure 16 below shows the literacy scores by age group in detail.

Table 12: Literacy scores by age group

Disaggregation of the Literacy score results by age		Age				Total
		7 – 9	10 - 14	15 - 18	19 - 24	
Literacy Score	0 Nothing level	33.3%	10%	3.7%	2.0%	5.1%
	1 Letter Identification	33.3%	44%	20.7%	20.4%	25.8%
	2 Word Reading	33.3%	33%	36.2%	42.9%	36.2%
	3 Paragraph Reading	0.0%	5%	12.9%	16.3%	11.4%
	4 Story Reading	0.0%	1%	7.2%	4.1%	5.5%
	5 Comprehension	0.0%	7%	19.3%	14.3%	16.0%
Total		100.0%	100.0%	100%	100.0%	100.0%

When looking at literacy scores by nationality, it is important to note that of the 511 participants, 470 participants were South Sudanese refugees and 41 participants were Ugandan. Therefore, when comparing scores, this difference in sample size is important. With this in consideration, however, it is interesting to note that a higher percentage of the Ugandan participants demonstrated competency within the higher levels of literacy skills. In analysing Level/Score 5 Comprehension, of the 16% of participants who were competent at this level, 34.1% of them were Ugandan whereas 14.5% were refugees. It is difficult to draw any well-founded conclusions regarding this given the difference in sample size. It is also important to remember that this basic literacy assessment is only measuring literacy competence at the equivalent of Primary 2 level. For participants, the majority of whom were in the 15-18 age group, even competency at Primary 2 level is years behind the expected level of literacy achievement.

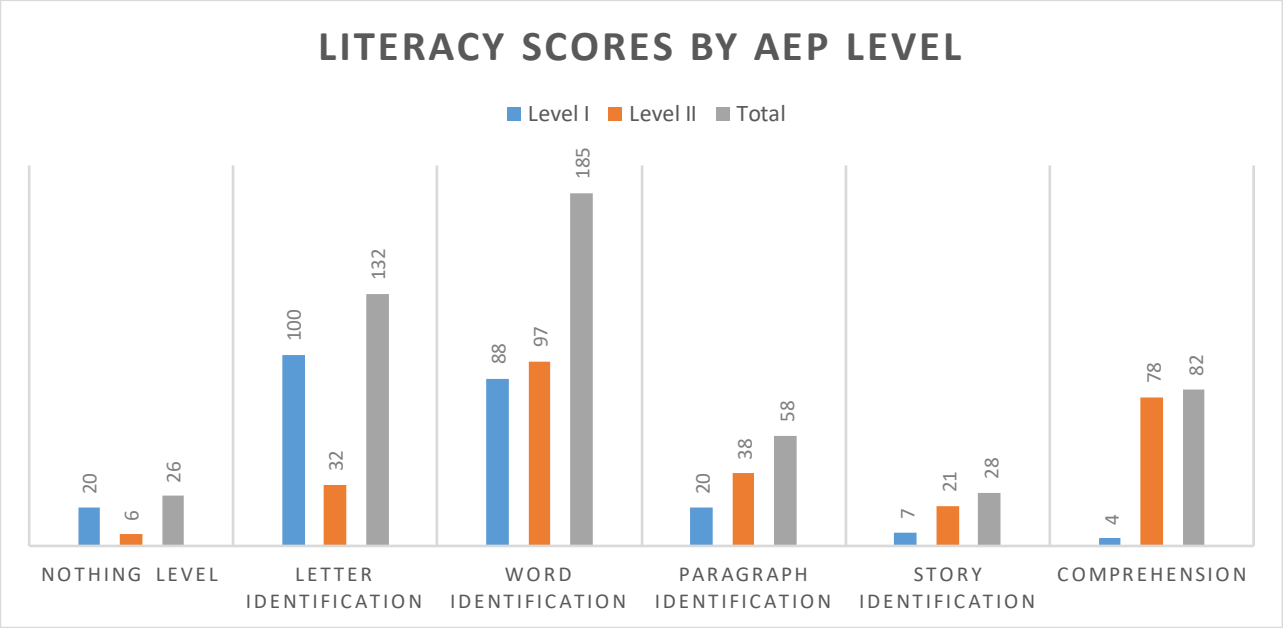
Table 13: Literacy scores by nationality

Disaggregation of the Literacy Score results by nationality		Nationality		Total
		Ref/SSD	Ugandan	
	0=Nothing level	5.1%	4.9%	5.1%

Literacy Score	1=Letter Identification	26.8%	14.6%	25.8%
	2=Word Reading	37.7%	19.5%	36.2%
	3=Paragraph Reading	11.5%	9.8%	11.4%
	4=Story Reading	4.5%	17.1%	5.5%
	5=Comprehension	14.5%	34.1%	16.0%
Total		100.0%	100.0%	100.0%

Of the participants, 239 participants were in AEP Level 1 and 272 participants were in AEP Level 2. The majority of both AEP Level 1 and Level 2 participants scored within the Letter Identification and Word Reading skill level, with higher numbers of AEP Level 2 participants demonstrating mastery in the more complicated literacy skills, Paragraph Reading, Story Reading, and notably in Comprehension. This is not surprising given the fact that AEP Level 2 learners are either continuing enrollment and were previously completed AEP Level 1 or were placed in AEP Level 2 using the harmonized AEP Placement Assessment being utilized under this Consortium. Figure 18 shows the literacy scores by AEP level.

Figure 6: Literacy scores by AEP level



V.4.3 Overview of the numeracy ASER tools

The ASER Numeracy Assessment presents a variety of numeracy tasks at various levels of difficulty and with specific criteria for demonstrating mastery of each specific task. The below figures show the actual assessment as it is presented to participants and with the specific criteria that assessors should use to determine if the participant should advance to the next level of difficulty. *If a participant is not able to demonstrate mastery at Level 1 Criteria, they are determined to be at Level 0.*

V.4.4 Overall Numeracy Score Results

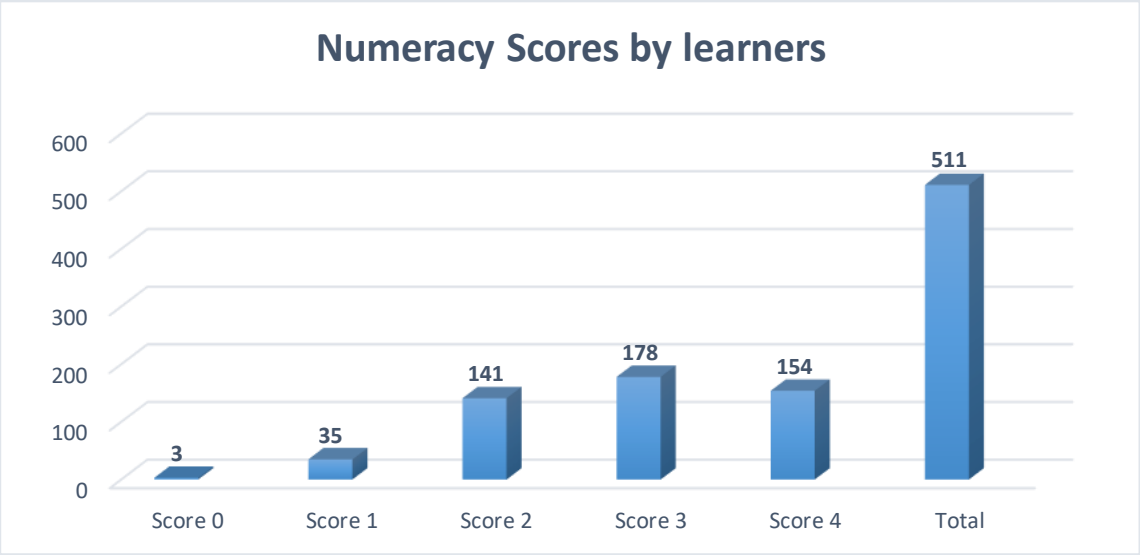
The two figures below highlight the frequency and percentage of participants who were assessed and determined to have their highest numeracy competence at the various assessment levels. Of the 511 participants, 0.6% (3 participants) were at Level 0. Of the 511 participants, 6.8% (35 participants) demonstrated numeracy competency at Level/Score 1; 27.6% (141 participants) were at Level/Score 2; 34.8% (178 participants) were at Level/Score 3; 30.1% (154 participants) were at Level/Score 4. Overall, larger percentages of participants were able to demonstrate numeracy competence at the higher skill levels in comparison to literacy skills. This is in line with other assessment conducted in the region that show a comparative strength in

numeracy as opposed to literacy. Figure 23 and 24 below show the frequency and percent of numeracy scores across the numeracy assessment levels.

Table 14: Numeracy Score Results – Frequency and Percent

Numeracy score results	Frequency	Percent
0 Nothing Level	3	.6%
1 Single Number	35	6.8%
2 Double Number	141	27.6%
3 Addition	178	34.8%
4 Subtraction	154	30.1%
Total	511	100.0%

Figure 7: Numeracy scores by number of learners



When analyzing the numeracy scores by sex, there were a few notable differences between female and male participants. Of the 27.6% of participants were at Level/Score 2, 33.8% were female and 18.9% were male. Within the numeracy competence of addition, both sexes were equally represented. However, at the highest level of numeracy competence (Subtraction), of the 30.1% of participants demonstrating competence at this level, 40.6% were male whereas only 22.7% were female. Thus, from the data, larger percentages of males demonstrate numeracy competence at highest level.

Table 16: Numeracy scores by sex

Disaggregation of the numeracy scores by sex	Sex		Total
	Female	Male	
0 Nothing Level	0.7%	0.5%	0.6%
1 Single Number	8.7%	4.2%	6.8%
2 Double Number	33.8%	18.9%	27.6%
3 Addition	34.1%	35.8%	34.8%
4 Subtraction	22.7%	40.6%	30.1%

Total	100.0%	100.0%	100.0%

When disaggregating the data by age group, 348 participants (197 females, 151 male) were in the 15-18 age group. This age group was the largest represented within the total 511 participants. Within the 15-18 age group, the largest percentages were at Double Number competency level (23%), Addition competency level (37.9%) and Subtraction competency level (34.2%). The second largest represented was the 10-14 age group with 111 participants (57 females, 54 male). Of these 111, 42.3% demonstrated numeracy competency at Double Number competency level and Addition competency level (25.2%). It is notable the largest percentages across the age groups fall within the Double Number, Addition, and Subtraction competency levels. Figure 26 shows the numeracy scores by age group.

Table 17: Numeracy scores by age group

Disaggregation of the Numeracy scores by age group		Age				Total
		7 - 9	10 - 14	15 - 18	19 - 24	
Numeracy Score	0 Nothing Level	0.0%	0.9%	0.6%	0.0%	0.6%
	1 Single Number	33.3%	16.2%	4.3%	2.0%	6.8%
	2 Double Number	66.7%	42.3%	23.0%	24.5%	27.6%
	3 Addition	0.0%	25.2%	37.9%	36.7%	34.8%
	4 Subtraction	0.0%	15.3%	34.2%	36.7%	30.1%
Total		100.0%	100.0%	100.0%	100.0%	100.0

When looking at numeracy scores by nationality, it is important to note that of the 511 participants, 470 participants were South Sudanese refugees and 41 participants were Ugandan. Therefore, when comparing scores, this difference in sample size is important. With this in consideration, however, it is interesting to note that a higher percentage of the Ugandan participants demonstrated competency within the highest level of numeracy skills. In analysing Level/Score 4 Subtraction, of the 30.1% of participants who were competent at this level, 56.1% were Ugandan whereas 27.9% were refugees. It is difficult to draw any well-founded conclusions regarding this given the difference in sample size. It is also important to remember that this basic numeracy assessment is only measuring numeracy competence at the equivalent of Primary 2 level. For participants, the majority of whom were in the 15-18 age group, even competency at Primary 2 level is years behind the expected level of numeracy achievement. Figure 27 shows the numeracy scores by nationality.

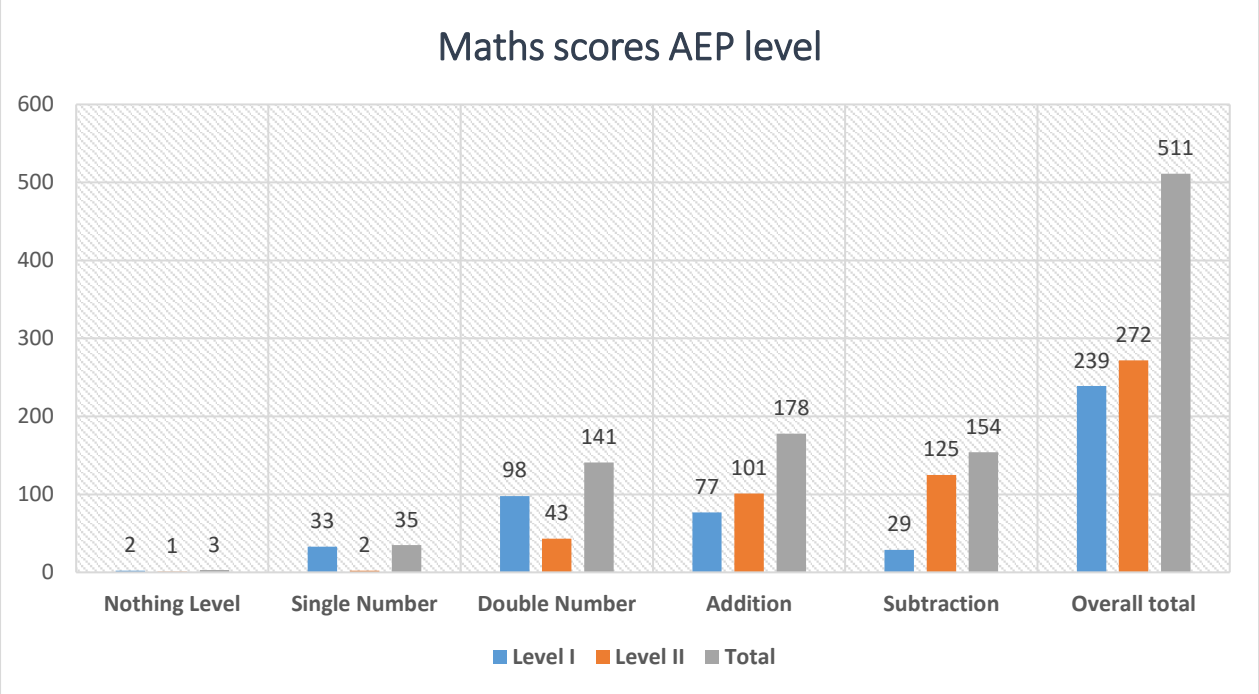
Table 18: Numeracy scores by nationality

Disaggregation of the Numeracy scores by nationality		Nationality		Total
		Ref/SSD	Ugandan	
Numeracy Score	0 Nothing Level	0.6%	0.0%	0.6
	1 Single Number	7.2%	2.4%	6.8
	2 Double Number	28.7%	14.6%	27.6
	3 Addition	35.5%	26.8%	34.8
	4 Subtraction	27.9%	56.1%	30.1
Total		100.0%	100%	0.0

Of the participants, 239 participants were in AEP Level 1 and 272 participants were in AEP Level 2. More AEP Level 2 participants demonstrated numeracy competence at the higher levels of the assessment. This is not surprising given the fact that AEP Level 2 learners are either continuing enrollment and had previously

completed AEP Level 1 or were placed in AEP Level 2 using the harmonized AEP Placement Assessment being utilized under this Consortium. Figure 18 shows the numeracy scores by AEP level.

Figure 16: Math scores by AEP level



V.5 Warwick & Kid-KINDL findings

Both Kid-KINDL and Warwick © were tools used to assess the psychosocial well-being of children. The tool used depended on the age of the interviewee; children below the age of 14 answered questions of the Kid-KINDL tool, while Warwick © was used for children aged 14 years or older. In total, 71 children participated in the Kid-KINDL, and 426 children/ youth participated in Warwick ©. An overview of the sample size characteristics is presented in table 1 on the next page.

Kid-KINDL: First step was to clean the data. One record submitted was on the training date. After consultation with the MEAL Consortium Coordinator, this record was removed. Other data cleaning checks regarding number of surveys submitted per day, consent to start interview, number of surveys collected per day per data collector, and check of blanks did not lead to any further exclusion of submissions.

Of the 71 respondents participating in the Kid-KINDL, 43 were female and 28 were male, all of them being refugees. All respondents participating in this survey were between the age of 7 and 14, as per the recommendations for this survey. The majority (63%) of the sample was a newly enrolled learner. Most of the respondents surveyed were going to school in Imvepi (61%) or Rhino Camp (20%). Lastly, the majority of the learners attended AEP Level I (83%).

As mentioned in the methodology, the Kid-KINDL survey has 6 domains, each consisting of 4 questions. The domains are as follows; physical well-being, emotional well-being, self-esteem, family, friends, and school. The score per domain is calculated by taking the average of the scores on the questions. A score is assigned to each question based on the answer provided on the Likert Scale ranging from 1 (never) to 5 (all the time). The highest score for a domain is 5. The Kid-KINDL manual provides the instructions for reversing scores for negatively phrased questions, to allow comparability of the scores.

A summary of the findings are presented in table 2. The table shows the score per domain, disaggregated for gender. Note the size of the sample; 71 children participated in the Kid-KINDL. On all domains, male respondents seem to experience a higher level of well-being, compared to the female respondents, albeit a small difference of

0.2 score on the overall average. The most significant difference is the low feeling of self-esteem by female respondents: they score on average 3.2, which is much lower than the overall average of 3.8 and the score of male respondents on self-esteem (3.6). In general, the respondents are in the upper quarter of their 'experienced well-being', on a scale of 0-100% (3.8 of 5 equals 76%).

Warwick ©: The same steps were followed as with the Kid-KINDL respondents for the process of data cleaning. The only deviations found were respondents who refused to answer one or more of the Warwick questions. This was the case for 8 records, and all were excluded from analysis, as per the guidelines of Warwick ©.

Of the remaining 426 records, 247 (58%) were female. The most of the learners were refugees (91%), coming from South Sudan. The majority of the children (88%) fell in the age bracket of 14-18 years, which is in line with the maximum age of the INCLUDE programme. The older are mostly enrolled in the centres of FCA. 75% of the respondents was newly enrolled in the schools, and the majority (60%) were in AEP Level II.

The original Warwick © survey consists of 7 questions. WCH has added 2 additional questions based on its Theory of Change. Each question is answered on a Likert Scale ranging from 1 (none of the time) to 5 (all of the time), with the latter representing a high score of well-being. In contrast with the analysis of the Kid-KINDL data, there is no calculation of the average per participant. According to the official Warwick © guidelines, the sum of scores of the 7 items has to be converted to a metric score, on a scale from 0 – 35. The average metric score for women is 22.4 and is 22.5 for men. These scores will be compared to end line data, whereby a change of 0-3 points on a group level implies no significant change, a change of 3-8 implies a significant change, and a difference of more than 8 points shows that something could be wrong with the data. The overall score on the 9-item scale is 31.6 (against a maximum score of 45), whereby female respondents score lower (31.5) than male respondents (31.8). Again, putting the score on a scale of 0-100%, it seems that this group of respondents is at 70% of the maximum well-being.

Table 19 – Characteristics of sample size, Kid-KINDL, Warwick, and totals

	Total		Kid-KINDL		Warwick	
	N = 497	%	N = 71	%	N = 426	%
Gender						
Female	290	58%	43	61%	247	58%
Male	207	42%	28	39%	179	42%
Origin						
South Sudan	457	92%	71	100%	386	91%
Uganda	40	8%	0	0%	40	9%
Age						
7 - 9 years	3	1%	3	4%	-	-
10 - 13 years	68	14%	68	96%	-	-
14 - 17 years	377	76%	-	-	377	88%
19 - 21 years	39	8%	-	-	39	9%
22 - 24 years	10	2%	-	-	10	2%
New/ old learner						
Newly enrolled	363	73%	45	63%	318	75%
Continuing	134	27%	26	37%	108	25%
Settlement						
Bidi Bidi	129	26%	2	3%	127	30%
Omugo	37	7%	4	6%	33	8%
Imvepi	155	31%	43	61%	112	26%
Palorinya	135	27%	8	11%	127	30%
Rhino Camp	41	8%	14	20%	27	6%
AEP level						
Level I	231	46%	59	83%	172	40%
Level II	266	54%	12	17%	254	60%

Table 20 – Findings Kid-KINDL, disaggregated by gender

	Female (n=43)	Male (n=28)	Overall (n=71)
Physical	3.6	3.8	3.7
Emotional	3.8	3.9	3.8
Self-esteem	3.2	3.6	3.4
Family	3.8	3.8	3.8
Friends	3.8	3.9	3.8
School	3.6	3.8	3.7
	3.6	**3.8**	**3.7**

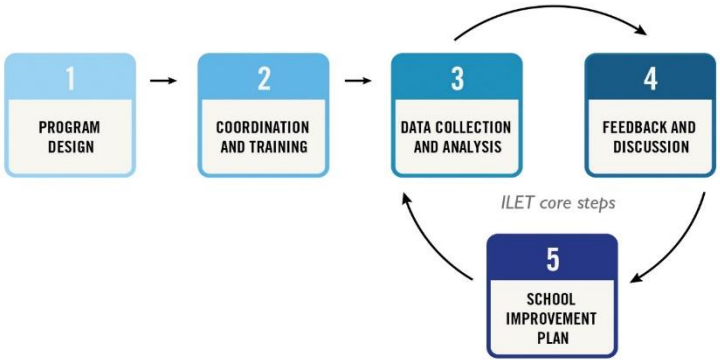
Table 21 – Findings Warwick ©, disaggregated by gender

	Female (n=247)	Male (n=179)	Overall (n=426)
7-Item *Metric*	22.4	22.5	22.4
9-Item *Sum*	31.5	31.8	31.6

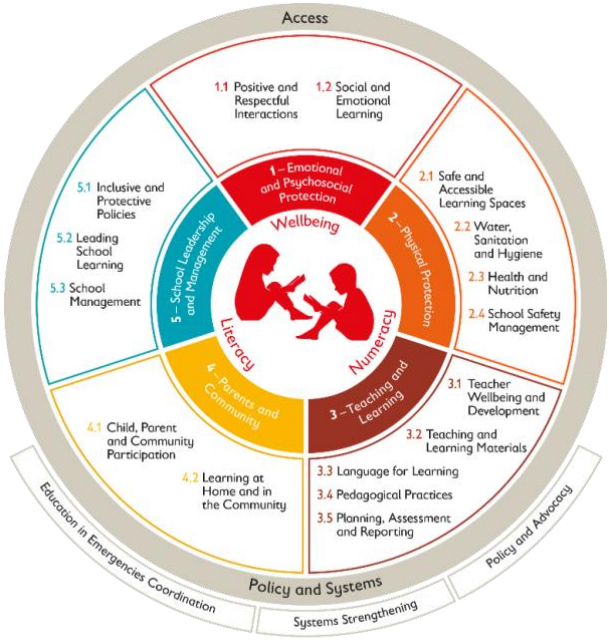
V.6 Improving Learning Environment Together

The ILET approach consists of five steps as presented in Figure 17. The data collection and analysis informs the school and community feedback (step 4) and school improvement planning (step 5). The core steps of 3-5 are repeated throughout the project management cycle to inform continuous improvement and monitoring of results.

Figure 8: ILET core steps



The ILET package uses participatory approaches to assess and monitor learning environments to inform School Improvement Planning. The package consists of five tools: Head Teacher interview and school checklist, parent interview, learner interview, teacher interview and classroom observation. The data informs a picture of the school environment against the Quality Learning Framework (QLF) (Figure 9).



The ILET Data is analysed through the Data Management Platform – this is a web-based platform which provides automated real-time data collection, storage and visualization of results. It does this in minimal time, resources and capacity required to produce needed reports and it present findings in a user-friendly way. The Data Management Portal triangulates information received across all the sources and tools and apportions appropriate weighting to each input. The platform visualizes color-coded results with a traffic light system (**Green > 70%, Yellow 50-69%, Red < 49%)** based on a threshold set which is based on the context and what is most helpful to improve standards for the South Sudanese refugee response. **Figure 18: Quality Learning Framework**

Results in the dashboards are structured by the different QLF levels; foundations, components, sub-components, question labels.

Figure 10: Visualisation of the ILET score (red, yellow, green)

5.6.1 ILET Findings from the baseline (Round 1)

Overall 25 schools were assessed against the ILET standards. Out of the 25 schools, only one school (4%) passed the ILET standards (**Green > 70%,),** Nipata Primary school supported by FCA in Bidibidi. At consortium level, the performance stands 59% against the ILET standards. The results are disaggregated by partner supported centres to support with identifying recommended areas of priority for each organisation to inform quality teaching and learning and not to suggest a level of competition between the consortium priorities. It is important to note that NRC only planned to conduct ILET in four newly established AEP Centres (not the six pre-existing AEP Centres). However, FCA and SC conducted ILET in all 21 supported schools (FCA = 10 (7 pre-existing; 3 new); SC = 11 (7 pre-existing; 4 new). Therefore the 'newness' of the NRC supported centres will inevitably show a greater gap in terms of school support; some of the NRC centres had been in existence for a matter of weeks by the time the baseline data collection was conducted (although the host primary school pre-dates this).

5.6.2 Performance against the QLF

Foundation 1: Emotional and Psychosocial Protection

The overall results for Foundation 1 indicates that the schools are moving towards meeting the Emotional and psychosocial protection standards. On average, the schools scored 61% on the foundation. Critical gaps identified under this foundation include: vulnerable children not being included in the education process and learners do not adequately participate in recreational materials due to the lack of recreational materials.

Table 22: Findings for Foundation 1

Framework	FCA supported centres	SC supported centres	NRC supported centres	Overall
1. Emotional and Psychosocial Protection	68%	60%	56%	61%
1.1 Positive and Respectful Interactions	63%	59%	58%	60%
1.1 a: Learners have positive and respectful interactions with learners	66%	59%	63%	63%
1.1 b: School personnel have positive and respectful interactions with learners	74%	67%	64%	68%
1.1 c: Vulnerable children are included in the education process	48%	51%	46%	48%
1.2 Social and Emotional Learning	73%	61%	54%	63%
1.2 a: Teachers have required skills to provide psychosocial support	69%	68%	56%	64%
1.2 b: Learners participate in recreation activities	62%	45%	39%	49%
1.2 c: Learners in need of additional child protection support are referred to a specialist	89%	70%	68%	76%

Foundation 2: Physical Protection

The second foundation analysed the school and community impression of aspects of physical protection. There were some strong areas to note in this regard, for example, across the board students generally had access to information on basic health issues and there are a sufficient number of latrines that are accessible and functional. However, this Foundation highlighted significant needs in terms of School Safety Management across all three areas of school safety plans, systems and drills. School route was identified as an area of weakness, and some of the AEP Centres are located close to or on road routes.

Table 23: Findings for Foundation 2

Framework	FCA	SC	NRC	Overall
2. Physical Protection	61%	53%	52%	55%
2.1 Safe and Accessible Learning Spaces	60%	56%	53%	56%
2.1 a: School route and outdoor areas are safe	59%	56%	49%	55%
2.1 b: Buildings and structures are safe	51%	45%	34%	43%
2.1 c: School is well kept and physically accessible	69%	67%	74%	70%
2.2 Water, Sanitation and Hygiene	78%	67%	58%	68%
2.2 a: Safe drinking water is accessible	71%	62%	47%	60%
2.2 b: Sufficient number of latrines exist and are functional and accessible for all	89%	79%	63%	77%
2.2 c: Hygienic practices and facilities are in place	73%	61%	66%	67%
2.3 Health and Nutrition	67%	61%	62%	63%
2.3 a: A health system is in place and functional	54%	51%	50%	52%
2.3 b: Students learn about basic health issues	81%	72%	73%	75%
2.4 School Safety Management	38%	26%	33%	32%
2.4 a: A school safety plan exists	13%	37%	38%	29%
2.4 b: A school safety management system is functional	51%	27%	34%	37%
2.4 c: Students and staff practice safety drills	50%	15%	29%	31%

Foundation 3: Teaching and Learning

ILET data collection process reports that across the board, teachers are happy and motivated. This is a critical first step towards a healthy, safe, positive and inclusive learning environment. The findings also show that teachers plan for their lessons, although with quite significant variation between the consortium partners. All partners' supported AEP Centres have equally positive findings regarding use of continuous assessment and two-way feedback with students. Having said that, all other areas showed room for improvement. Areas requiring particular attention include Teacher Continuous Professional Development (low results were reported on 'teachers are supported in skills development'. A key gap identified is that learners and teachers are not sufficiently comfortable in the language of instruction and that print language is not understood by all. This is a pertinent issue across the education sector in the refugee response: the medium of instruction is local language / mother tongue in Primary 1 – 3 and English from Primary 4. However, as recent research from the British Council (Language for Resilience, THE IMPACT OF REFUGEES ON SCHOOLS IN UGANDA, 2018) notes, the use of mother tongue is a challenge in the settlement context where there is often not one homogenous local language commonly understood by learners and teachers.

It is interesting to note that in Foundation 3, all three partners' supported schools scored comparatively, suggesting that the three organisations face similar challenges and opportunities in the Accelerated Education Programme.

Table 24: Findings for Foundation 3

Framework	FCA	SC	NRC	Overall
3. Teaching and Learning	65%	65%	62%	64%
3.1 Teacher Wellbeing and Development	68%	61%	62%	64%
3.1 a: Teachers are supported in skills development	59%	49%	45%	51%
3.1 b: Teachers are committed to teaching hours	59%	54%	59%	57%
3.1 c: Teachers are happy and motivated	86%	79%	83%	83%
3.2 Teaching and Learning Materials	62%	60%	51%	58%
3.2 a: Teaching and learning materials are sufficient and relevant	65%	63%	62%	63%
3.2 b: Teaching and learning materials are used in classrooms	59%	58%	40%	52%
3.3 Language for Learning	50%	51%	54%	52%
3.3 a: Teachers and learners are comfortable with the language of instruction	52%	50%	57%	53%
3.3 b: Print and materials' language is understood by students	48%	51%	52%	50%
3.4 Pedagogical Practices	68%	68%	69%	68%
3.4 a: Teachers use child friendly, active and inclusive methods	68%	68%	69%	68%
3.5 Planning, Assessment and Reporting	77%	84%	72%	78%
3.5 a: Teachers plan for their lessons	68%	82%	58%	69%
3.5 b: Teachers use assessments and two way feedback with students	86%	87%	86%	86%

Foundation 4: Parents and Community

All sub-components in the Parents and Community Foundation scored fairly, but with areas of improvement across all partners' centres. Parent Teacher Associations (PTA) and School Management Committees have little influence in the learning environment. A particular area in need of focused attention is the role of parents and caregivers in the learning of their children. The findings reflect a general consensus that the roles and responsibilities of the household and teachers is not clearly understood by all and suggests that there is resource at the household level that should be tapped into to support learning outcomes and retention in school.

Table 25: Findings for Foundation 4

Framework	FCA	SC	NRC	Overall
4. Parents and Community	63%	60%	65%	63%
4.1 Child, Parent and Community Participation	66%	61%	64%	64%
4.1 a: Student councils are in place and have influence	69%	55%	61%	62%
4.1 b: Parent Teacher Associations (PTAs) are in place and have influence	60%	64%	66%	63%
4.1 c: School Management Committees (SMCs) are in place and have influence	67%	66%	65%	66%
4.2 Learning at Home and in the Community	61%	59%	66%	62%
4.2 a: Parents/caregivers are provided with guidance on how to support students' learning and wellbeing	54%	50%	62%	55%
4.2 b: Parents support children's learning and wellbeing	68%	68%	69%	68%

Foundation 5: School Leadership and Management

The School Code of Conduct outlining rules and regulations for the school, including rules on corporal punishment and positive discipline, was not consistently in place and / or containing critical elements. Delving deeper into the narrative behind this finding showed that the Code of Conduct is not always visible to learners and its development was not the result of a participatory process, inclusive of all school actors, including the children and parents. Across the locations and partners, head teachers have been trained on staff support.

Table 26: Findings for Foundation 5

Framework	FCA	SC	NRC	Overall
5. School Leadership and Management	66%	59%	47%	57%
5.1. Inclusive and Protective Policies	57%	53%	44%	51%
5.1 a: School Code of Conduct (CoC) exists and contains key elements	67%	55%	35%	52%
5.1 b: The School Code of Conduct (CoC) is in use and has resulted from a participatory process	43%	37%	33%	38%
5.1 c: Feedback and complaints mechanism is in place and functional	60%	68%	63%	64%
5.2 Leading School and Learning	75%	65%	50%	63%
5.2 a Head teachers are trained on staff support	75%	65%	50%	63%

5.6.3 Performance at school and partner level

Figure 11: Overall scores by AEP Centre – FCA

The table below shows the ILET Foundation Scores for the 10 FCA supported AEP Centres. It is interesting to note that Nipata AEP centre in Bidi Bidi scored 70%, therefore 'passing' the ILET standards. A number of FCA supported AEP Centres reflect scoresheets in the range of >60%.

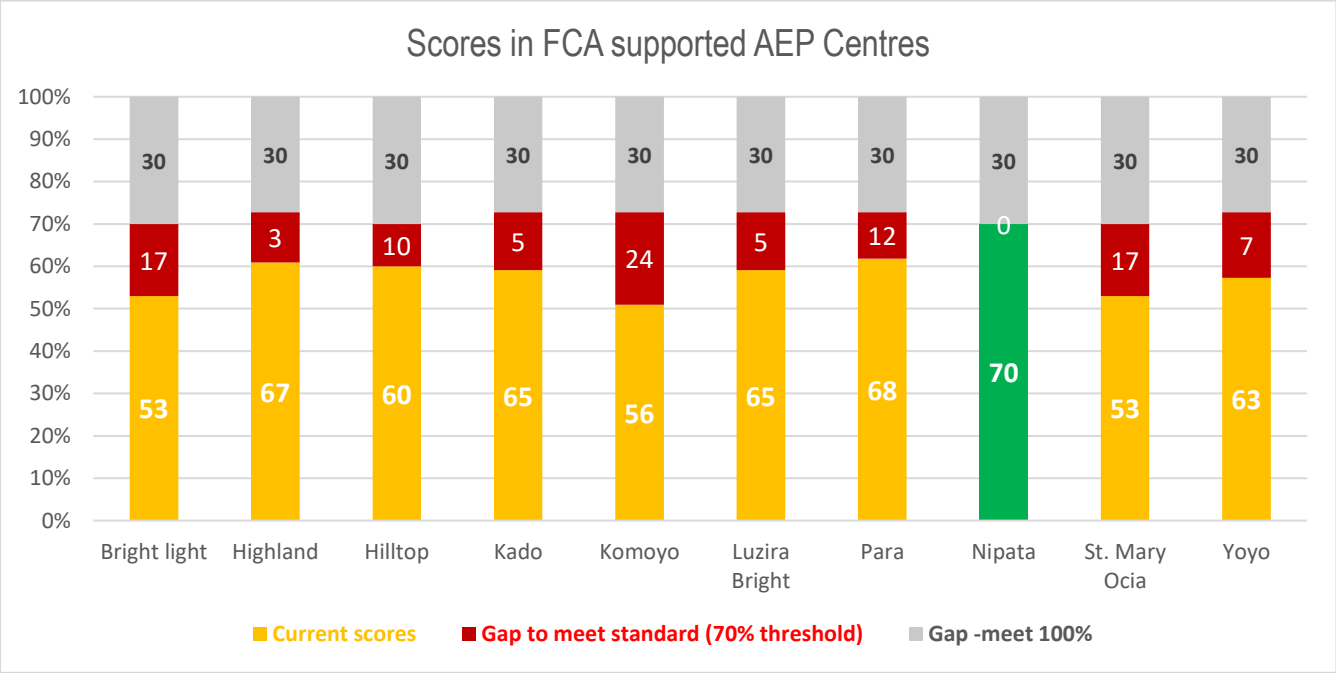


Figure 12: Overall scores by Foundations – FCA

The below graph shows the scores by Foundations at centres supported by FCA. Generally the FCA supported AEP Centres scored similarly across the 5 foundations. The average score stands at 63%.

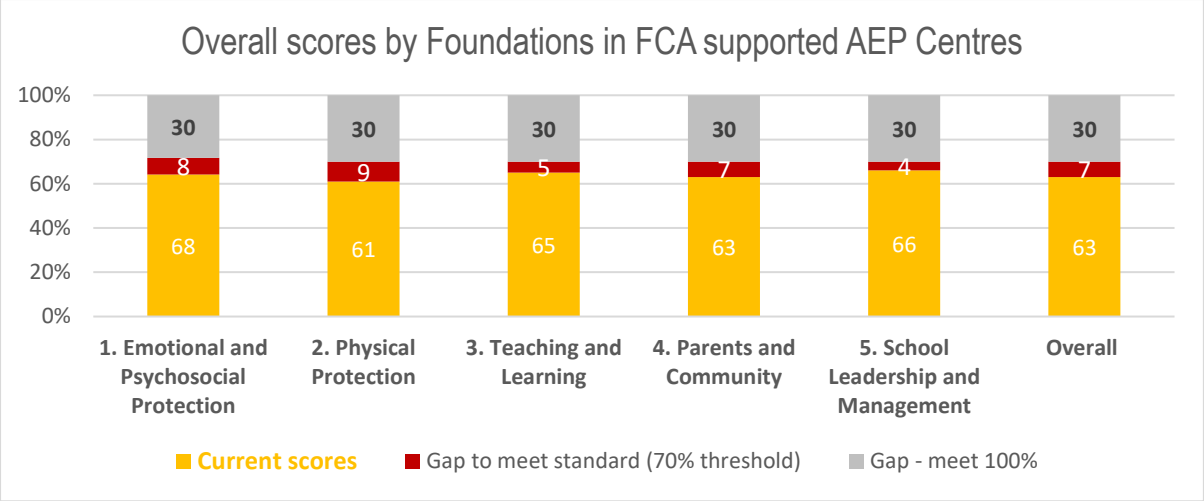


Figure 13: Overall scores by AEP Centre – NRC

The below table shows the ILET scores by AEP Centre supported by NRC. One AEP Centre in particular, Amuru in Rhino camp is in need of targeted follow-up support in order to meet the standards in the Quality Learning Framework.

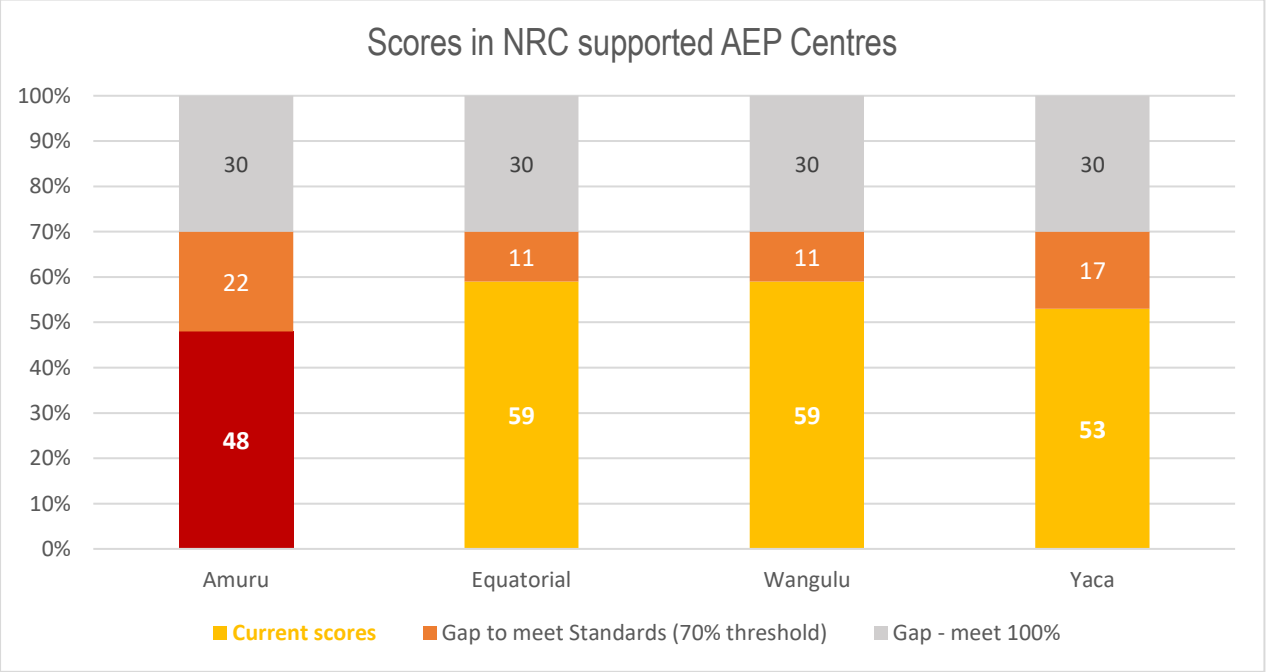


Figure 14: Overall scores by Foundations – NRC

The table below presents the ILET scores disaggregated by Foundation for NRC supported AEP centres. It is of note that NRC's supported AEP Centres scored relatively highly in Foundation 4: Parents and the Community, however the most significant area for improvement is in terms of Foundation 5: School Leadership and Management.

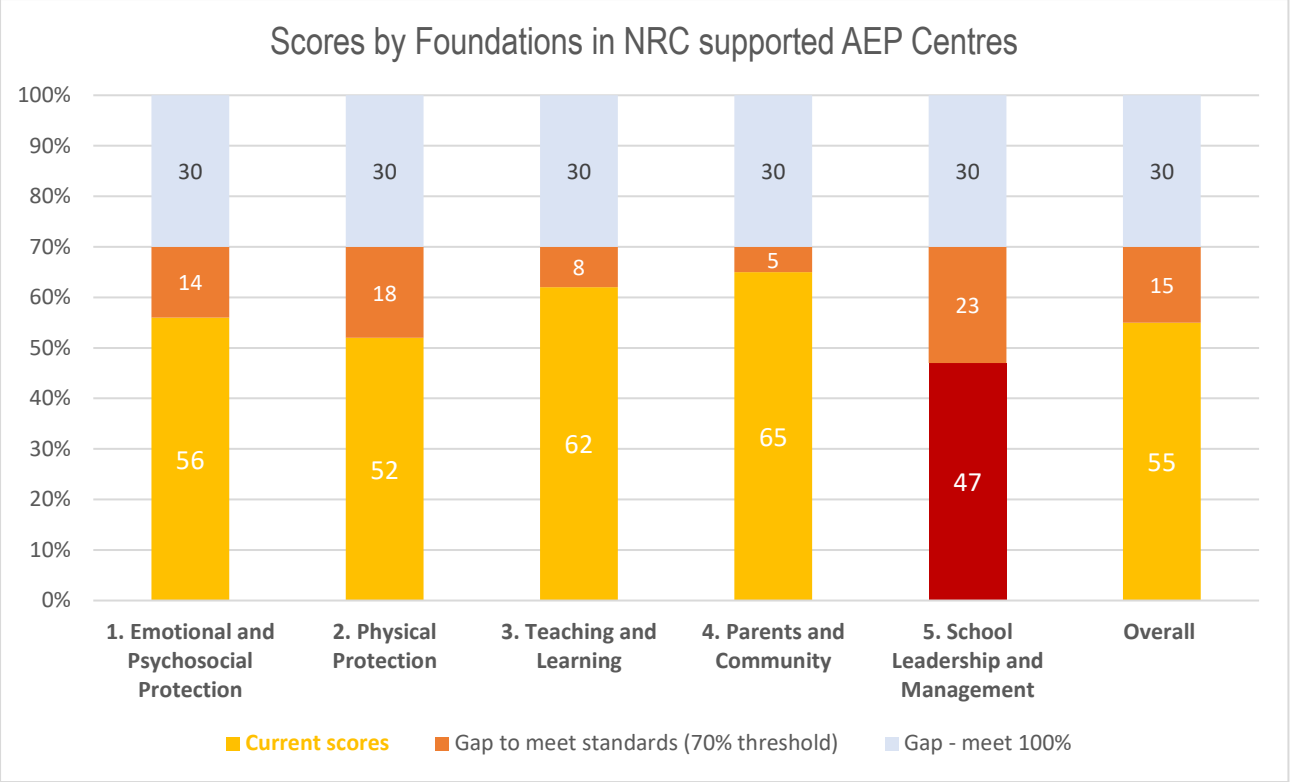


Figure 15: Overall scores by AEP Centre – SC

The graph below presents the ILET scores for the 11 AEP Centres supported by Save the Children that will be supported through the ILET approach in this project.

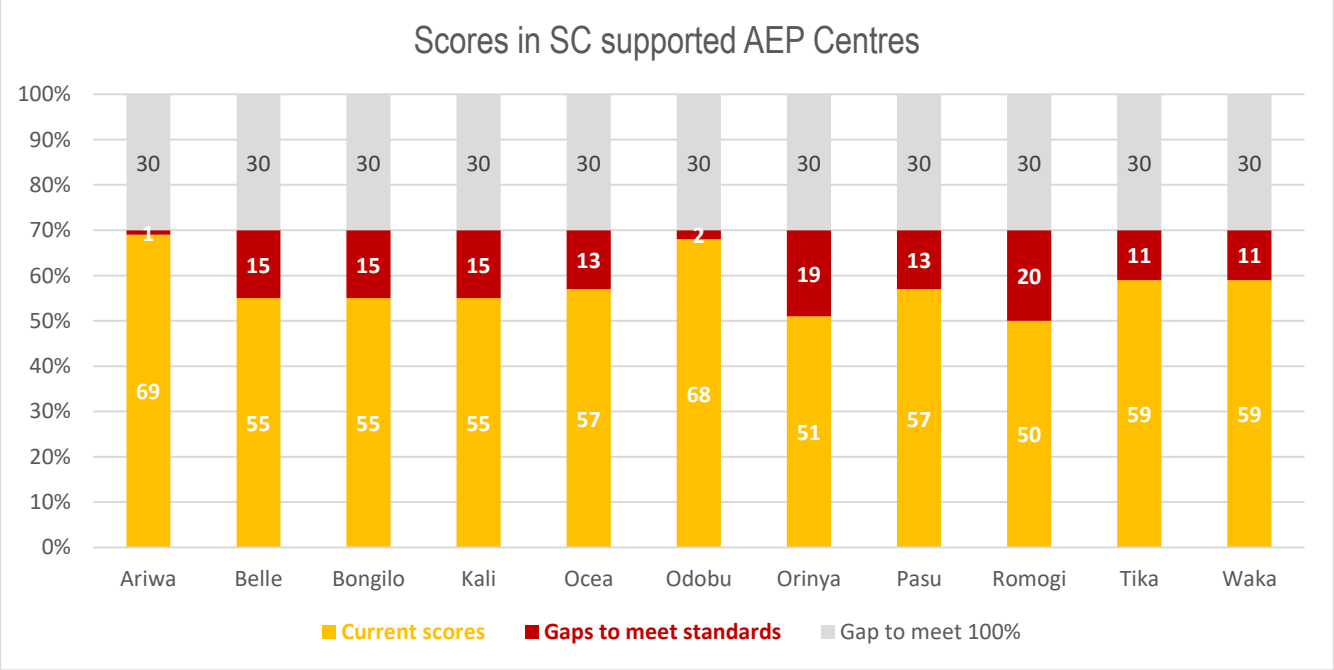
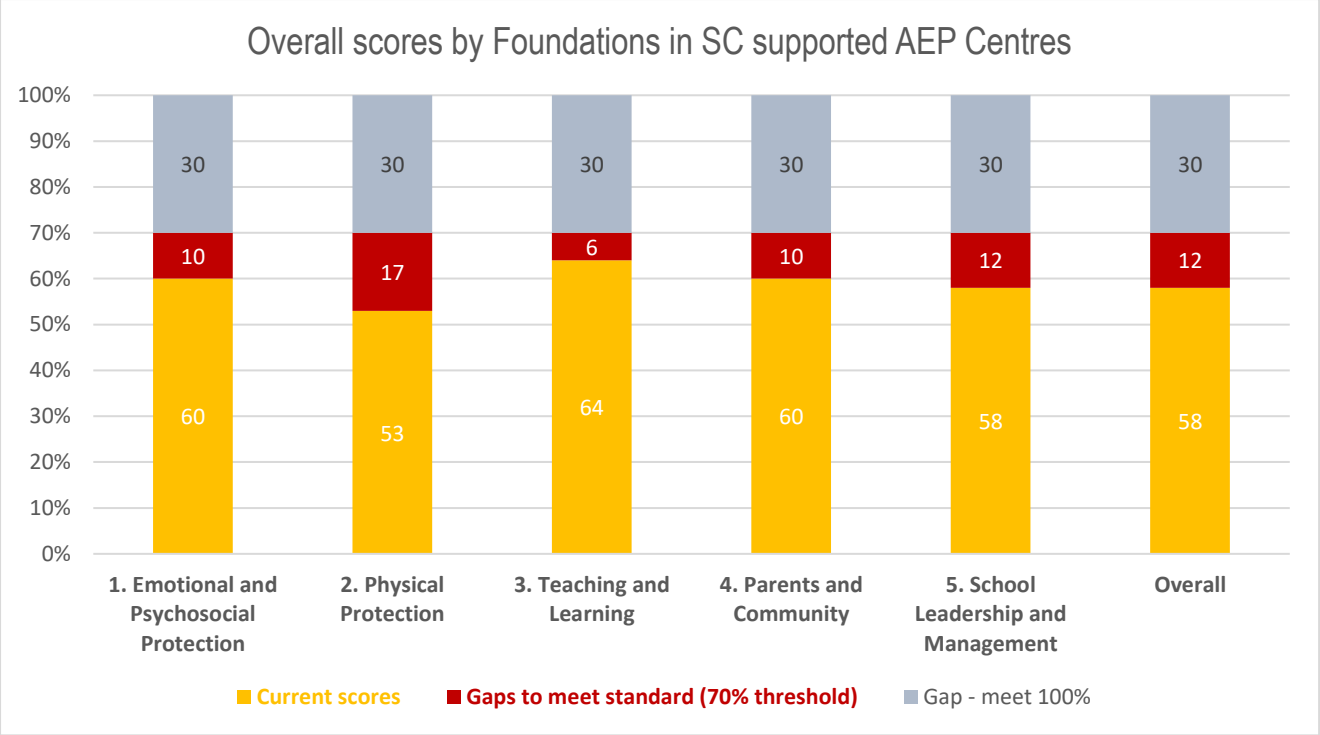


Figure 16: Overall scores by Foundations – SC

The below graph presents the overall ILET scores disaggregated by each of the five Foundations in Save the Children supported AEP Centres, with an average of 58%.



7. Recommendations

Based on an analysis of the data collected as part of the baseline exercise, a number of recommendations and prioritised areas have been identified.

7.1 Data Management and Monitoring of Enrolment, Attendance

The process of administering the baseline in-house identified a significant gap in terms of the data base for the project. All learners enrolled in an AEP Centre must have a completed enrolment form, signed by a parent / caregiver which collects basic information regarding age, nationality and vulnerability of the learner. However, this information has not been updated into a standardised data base by all partners. Moreover, there is a varied approach to monitoring of attendance between AEP Centres and partners. There is no up to date enrolment record or data base for the 'host' primary school learners. It is recommended that a priority for the consortium management unit to harmonise the tools that are used for monitoring enrolment and attendance and for project teams in each organisation to adopt and utilise a proper approach to monitoring of attendance.

7.2 Community Mobilisation and Enrolment

In spite of colloquial and anecdotal feedback from the District Education Offices and Project Staff regarding the popularity and demand of Accelerated Education Programmes, the enrolment rate in the 31 AEP Centres supported by this project remains significantly below its target figures. A period of reflection between all partners to understand why enrolment figures are lower than projected is important to understand the barriers for learners to access AEP and then address these. Partners that have higher enrolment figures (NRC) should share their community enrolment techniques and approach with FCA and SC to support shared learning between the partners. A harmonised drive to increase awareness and understanding of AEP among targeted community members should be a clear focus of the project inception period.

7.3 Focus on literacy and numeracy

As expected, there is clear need to focus on core competencies in literacy and numeracy. The ASER study showed that in literacy, the majority of learners assessed (62%) were at level 1 or 2 (able to identify letters and words, but not sentences). Interestingly, both boys and girls demonstrated higher scores in terms of numeracy (correlating with other studies in the region). This could be a result of stronger math teaching practices in the

region (host country and country of origin), however it may also be representative of the poor knowledge of the English language.

The project will prioritise the implementation of quality Teacher Professional Development to ensure teachers are enabled to effectively support learning in their classrooms (see 7.10). The Can't Wait To Learn initiative will also provide additional numeracy and literacy support for learners in the designated centres. Moving forward it is recommended that partners explore other learning initiatives such as reading clubs to further support literacy development in the programme, as well as multi-lingual approaches (see 7.6). The INCLUDE project Technical Working Group will focus on specific activities to progress core literacy and numeracy skills.

7.4 Monitoring and follow-up of gendered differences in scores

The ASER scores identified a notable difference in the literacy and numeracy scores between girls and boys. For example, 7% of girls could not identify anything in the ASER assessment, whereby only 2.4% of boys could not identify anything. At the other end of the spectrum, only 10.4% of girls passed the comprehension level compared to 21.4% of boys. It is important to understand better why the gender difference is the way that it is so that this imbalance can be addressed. It could be that girls have been out of school for longer, or never attended school either in Uganda or the country of origin due to cultural norms. Alternatively, it could be that girls do not attend the AEP Centre (despite enrolling) as frequently as boys or it may also be that the teaching and learning in the AEP Centre unintentionally favours boys over girls. Meanwhile, the KidKindle tool identified that girls have marginally lower level of self-esteem than boys. Although the difference was small, self-esteem will likely interlink with learning outcomes.

It is recommended that this finding is communicated back to teachers as part of the communication back from the baseline and prioritized for ongoing assessment, support and targeted intervention. Teachers should be trained and supported to do continuous assessment of children's progress and to intervene with targeted support where needs-be. Improved monitoring of attendance on a daily and weekly basis at school and organisation level may also help to identify whether girls' attendance is disrupted. Home visit follow-up and parental engagement may identify gendered reasons whereby girls' attendance is affected and individual follow-up plans to rectify this through household engagement can be put in place.

7.5 Placement and Assessment

Significant focus has been placed on strengthening placement processes at the outset of this project. A harmonised placement tool, based on NRC's placement test (developed in partnership with CCTs) was rolled out to all consortium partners and staff trained on its application and guidance note. Anecdotally, positive feedback from teachers and field staff have confirmed its utility. However, the baseline scores from the ASER assessment suggest there is still room for improvement in the placement of learners within the correct level for their competency. For example, 6 learners from Level 2 did not pass the Score 1, meaning they were unable to identify a letter in the ASER tool. Meanwhile, there were 4 learners in Level 1 who passed Score 5, meaning they could comprehend a story. Further work both to improve the placement test so that it assesses competency, as opposed to just knowledge of the curriculum and to expand the number of tests available should be prioritised in the coming period. It is strongly recommended that the findings of the ASER assessment are shared back with teachers and discussed in a forum and dialogue to engage teachers in understanding these findings. It is recommended that teachers are supported to assess learners abilities and needs in order to provide differentiated support to meet the learners' unique needs.

7.6 Language

Language of instruction in the classroom is a clear challenge for learners and teachers, based on the ILET findings. This project aims to overcome some of the challenges through the role of Assistant Teachers in the classroom. It is critical to ensure that Assistant Teachers and Teachers are well-trained and provided with tools and techniques to support acquisition of English language skills and multi-lingual classrooms. Good practice and examples of 'what works' should be documented and where partners identify positive practice, it is recommended that this is documented and shared between all Consortium partners. One activity to explore is to record good

examples of 'co-teaching' and 'multi-lingual teaching' via video recording to support with capacity development across multiple agencies.

7.7 Referral pathways

The baseline identified that the majority (24 out of 31) AEP Centres do not have a referral system in place. The establishment of functional referral pathways is an intended Output of this Action. The Consortium should prioritise utilising the Reporting, Tracking, Referral and Response (RTRR) Guidelines that are in place in Uganda and document the utility of the Guidelines. Practical tools to support successful use of Referral Pathways (for example Referral Forms, training materials etc.) must be put in place and harmonised between the Consortia partners. Organisations with strengths in the Child Protection sector (Save the Children and War Child Holland) should share their expertise across the other partners to strengthen this component. There is also need to follow-up to understand the quality of the referral pathways in the 7 AEP Centres that were reported to have a referral pathway in place.

7.8 School Safety Management

The weakest results in the ILET school assessment was the sub-component on School Safety Management, scoring in the 'red' zone with an average score of 32%. Less than a third of AEP Centres have school safety plans in place, or a functional safety management system for example. This is therefore recommended to be a prioritised area of focus in the implementation of School Improvement Plans at each individual centre.

7.9 Opportunity for shared learning

Generally, when comparing the ILET scores between the partners there were clear commonalities in areas that are strong and areas in need of improvement. At the same time, it is also possible to identify areas where one partners' Centres seemed to be excelling. This way of working through a technical, single sector consortium, presents a unique platform for technical learning and sharing of approaches between organisations. For example, Finn Church Aid's AEP Centres returned positive results under Foundation 1: Emotional and Psychosocial Protection, in particular in the areas of social and emotional learning, referral of children with child protection needs and a culture of positive and respectful interactions. Monthly Consortium Working Group meetings that bring together project staff from each organisations are an opportunity to utilise existing knowledge within the partners and pool this expertise for the common good.

7.10 Teacher continuous professional development

The ILET findings identified a score of only 51% against the criteria 'Teachers are supported in skills development'. This may be because the baseline was conducted at the same time as a number of new AEP Centres were being established and so teacher training was yet to take place. Teacher professional development is a clear outcome of this project and teachers will be trained on: Accelerated Education approach, inclusive education, classroom management, gender quality, GBV and Child Protection, Referral Pathways and Child Participation. The outcome will be monitored through pre and post-tests monitoring teacher knowledge on content as well as teacher self-assessment against the national competency framework.

8. Limitations and Challenges

Feedback on the process and tools administered during the baseline was sought from the Consortium Management Unit MEAL Manager from each partner, including from the short-term data collectors. A number of challenges were documented as part of this process which are important for internal learning.

- A lack of an updated database for all learners enrolled in the project affected the sampling procedures for learners and parents' interview. This in turn impacted the teams' ability to mobilise the parents effectively. This was a particular challenge for the Primary schools, which in the case of NRC and SC are not directly supported by the Consortium partners.
- The AEP Matrix tool relied on self-reporting, for example on the functionality of referral pathways. Although a harmonised definition of 'functionality' is in place and the Matrix was completed by the internally independent M&E unit, there remains a risk of subjectivity in the interpretation and documentation of the state of play.

- In order to minimise the cost of the baseline, the number or enumerators on board was few, which prolonged the data collection exercise and meant that data collection was not being conducted simultaneously in all locations. For example, some enumerators had to first finish data collection in Arua and then be moved to Moyo. Enumerators also fed back that this resulted in fatigue.
- The staff were under competing priorities, meaning that the M&E staff were not fully engaged in the exercise. A number of assessments had been scheduled by the Save the Children M&E team, affecting the same staff at the same time. This caused delays in both data collection and analysis.
- While it was valuable to conduct the classroom observation alongside the Centre Coordinating Tutors for buy-in and coordination with the Ministry of Education and Sports, this did also delay the completion of the classroom observation exercise, especially in the case of NRC supported AEP Centres in Arua.
- The baseline was conducted before all staff had been recruited for the project, due to seriously delayed recruitment of staff across all three consortium partners. As a result, there was limited human resource on the ground to conduct and support the exercise.
- The multi-lingual nature of the school communities meant that the interviews, in particular the parents' took longer than expected as there was need for real-time translation and interpretation.

8.1 Lessons learned and way forward

- A data base for learners in both the AEP Centres and Primary Schools should be established and updated prior to any midline and endline assessment.
- ILET package should consider how it can work with newly established schools. In its current form, ILET is not appropriate at the beginning of the school set-up and instead works best once schools have first been established and running for some time before the assessment can be conducted.
- ILET should not be relied upon for project baselines due to the reason above, but instead should be a project based monitoring tool.
- Adequate, qualified enumerators that speak the local language should be trained and recruited.
- Staff noted a concern regarding the ILET presentation that the 'RAG' findings that this could be mis-interpreted and / or mis-used by District Education Offices to either replace DEO school assessment and monitoring processes or to encourage unintended competition between schools.
- The classroom observation tool should be utilised alongside the other tools.
- Compatible android phones should be procured by all partner staff using the ILET approach.
- Efficient alternative internet sources should be acquired across the field offices and this should be planned for and resourced in planning stages.
- ILET requires dedicated, committed staff time in order to implement. The data collection and analysis is a heavy approach, requiring full-time dedicated Education Officers and M&E staff for a period of 2-3 months.
- ILET data entry, cleaning and analysis should be done immediately after data collection to ensure reliable documentation of data collected.
- Staff recruitment should be launched before the project start date for grants that are considered 'likely' and recruitment should be timely to ensure that the baseline can commence at the start of the project.

9. List of Annexes

Annex I: ASER tools

Annex II: Successes, Challenges and Learning regarding ILET

Annex III: Log-frame with Baseline figures

Annex I: Overview of the ASER literacy tools

The below figures show the actual assessment as it is presented to participants and with the specific criteria that assessors should use to determine if the participant should advance to the next level of difficulty. *If a participant is not able to demonstrate mastery at Level 1 Criteria, they are determined to be at Level 0.*

Figure 17: Level/Score 1 Criteria – Can the participant identify more than 4 of these letters by name?

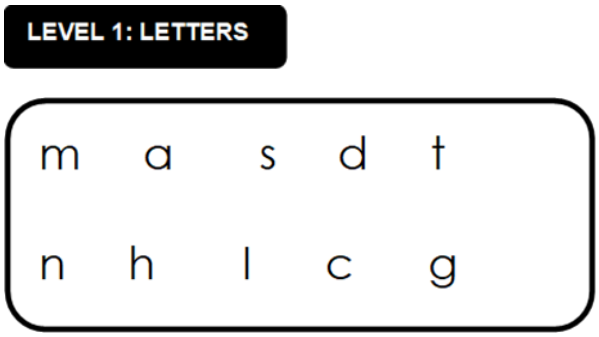


Figure 18: Level/Score 2 Criteria – Can the participant read 4 words from this list?

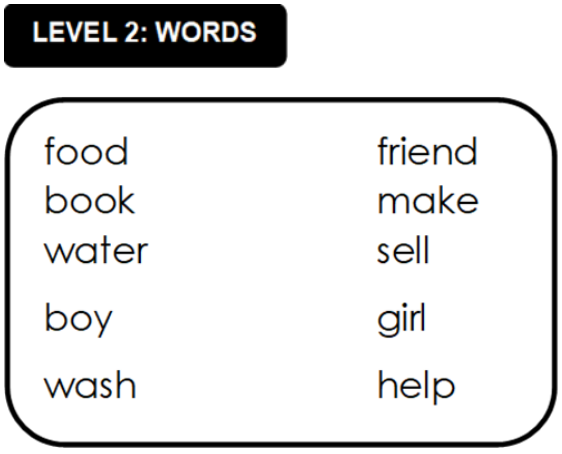


Figure 19: Level/Score 3 Criteria - Can the participant read the above sentences smoothly with 3 mistakes or less?

Today is the party.

People play games.

They dance and sing.

People say, "What a nice day!"

Figure 20: Level/Score 4 Criteria – Can the participant read the story smoothly with 3 mistakes or less?

STORY: LEVEL 4

Every day is the same. The sunrise is in the east.

The day begins. We go to school. We go to play.

The sunset is in the west. The day ends.

Level/Score 21 Criteria – Can the participant answer at least 1 of the questions about the story they read?

LEVEL 5: COMPREHENSION QUESTIONS
1. Where is the sunrise? (Answer: The sunrise is in the east.)
2. What do we do when the day begins? (Answers: We go to school. We go to play.)

Overview of Numeracy Assessment

Level/Score 22 – Can the participant identify at least 4 numbers correctly by name?

Numbers 1-9: Level 1

2	3	6
4	9	7
5	0	1
	8	

Figure 23: Level/Score 2 – Can the participant identify at least 4 numbers correctly by name?

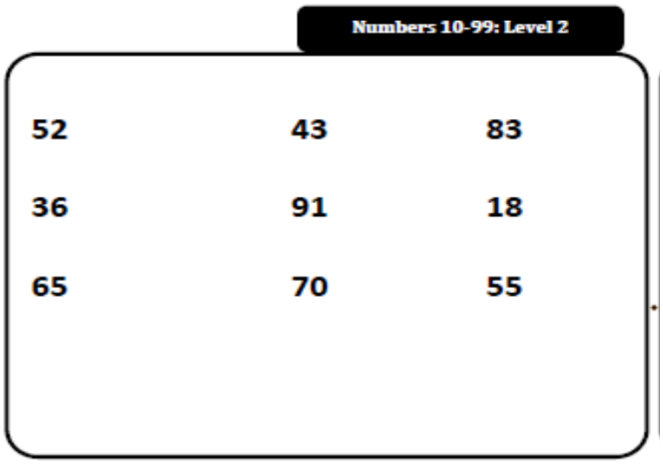


Figure 24: Level/Score 3 – Can the participant solve 2 of these problems correctly?

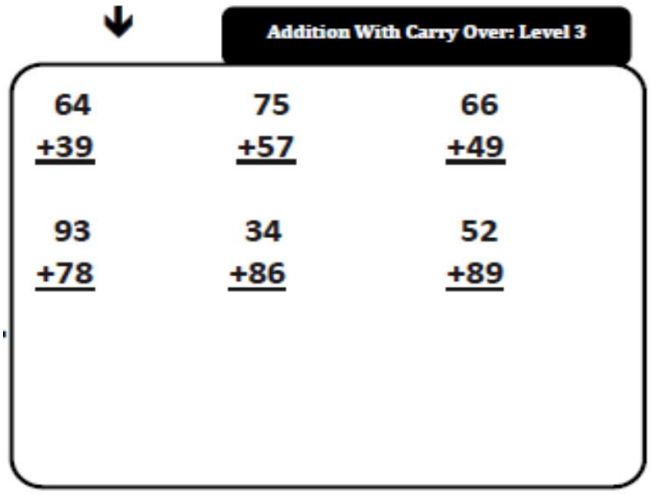
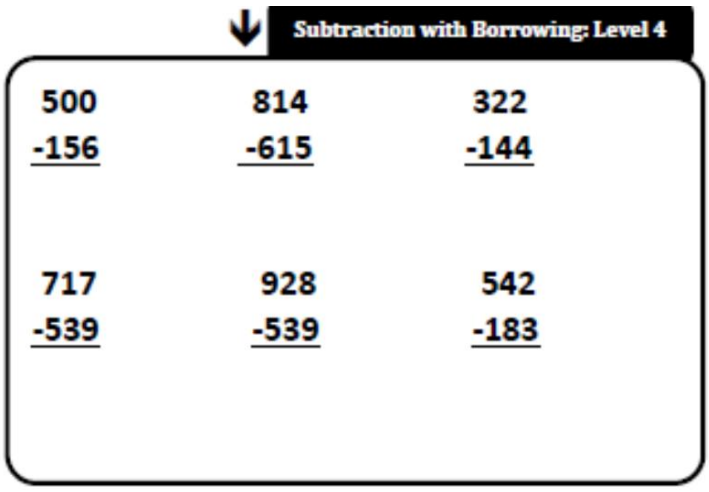


Figure 25: Level/Score 4 – Can the participant solve 1 of these problems correctly?



Annex II: Successes, Challenges and Learning regarding ILET

ILET is a new tool. Having been revised following the pilot phase in Uganda (Adjumani) and Syria in 2017, the INCLUDE project is the first time ILET has been utilised globally. Therefore, the baseline report presents an opportunity to reflect on the successes, challenges and learning regarding the approach for sharing with global platforms. Some key successes as noted from the partners and schools that participated in the baseline include:

- The activities in the Children's Participation tool enhanced learners' active and meaningful engagement during the assessment.
- The tools are easy to administer, and were understood by the respondents, especially the school check list which is sport on and ensures accuracy of the findings
- Schools welcomed and supported the data collection exercise and subsequent ILET activities in their schools.
- There was good coordination with partners and stakeholders including Windle Trust International, the Office of the Prime Minister and the District Education Office and Centre Coordinating Tutors who supported the exercise.

Some challenges faced regarding the ILET approach during the data collection process:

- Some of the AEP centres where still in the process of being established especially in Palorinya, Imvepi and Omugo. The ILET tools work on an inherent assumption that teaching and learning has been ongoing for some time in the nature of the questions asked. It was important for the baseline to be conducted at the outset of the project in order to capture an accurate picture for monitoring and reporting, and in order to be most useful to inform programmatic priorities. However, this did have to be balanced with the practicalities of administering the ILET tools, which ask questions around the teaching and learning style. In practice, this interrupted and prolonged the data collection exercise as the assessment had to be paused to wait for the AEP centres to be established and learners enrolled.
- The data collection was conducted on phone and tablet devices owned by the partner organisations. However, it came to light that the ILET app is not compatible with all phone devices, causing delays and challenges in the online data collection.
- Slow and limited internet connectivity across all the field offices in West Nile posed a serious challenge for the downloading of the ILET app onto the devices in the first place and then for the uploading of data to the Data Management Portal. Consequently, the Consortium invested in MiFis[5] with additional internet allowance.
- The ILET Data Management Platform was still in the process of being finalised and upgraded at the time of data collection. As a result, the INCLUDE project served as a 'guinea pig' to identify bugs, errors and repetition. This slowed down the upload of data at the beginning of the exercise.
- Some background information such as gender and nationality was missing from the ILET mobile app.
- One of the partners conducted the classroom observation twice using the wrong version of the tool, meaning that the data could not be uploaded or analysed in the Data Management Platform. This meant the exercise had to be repeated three times, causing further delay.

[5] MiFis are a wireless router that acts as mobile Wi-Fi hotspot that are used commonly in Uganda where internet connectivity through WiFi is not consistent or common-place

Annex III: Log-Frame with Baseline Figures Complete

Log-frame - ECHO INCLUDE

Intervention logic	Indicators	Indicator definition	Baseline	LOP Target	Activities	MOV	Assumptions
Principal Objective. Conflict affected children have the opportunity to learn and develop their potential in inclusive and protective EiE systems							The sentiments of the host community towards the presence of refugees remains stable and non-hostile; - The project is accepted by refugees, host community, local authorities, and evidenced by their active participation; -The Office of the Prime Minister (OPM) and the host districts on behalf of the government of Uganda continue to accept refugees and voluntarily allocates land to them. -Learning will continue in the semi-
SO: Conflict affected children (host and refugee) in West Nile and Western Uganda receive quality accelerated education, are protected and have increased personal wellbeing	70% girls and boys enrolled in AEP with improved learning outcomes	Through the CWTL approach, this consortium will improve learning outcomes to show an improvement by 5% over the children participating in this program but not benefitting from CWTL: 75% of girls and boys enrolled in CWTL demonstrated improved learning outcomes. Learning outcomes of children participating in CWTL compared to children in AEP-only	23%[6]	75% of learners demonstrate improvement		AE enrolment records Learning assessments at baseline and end-line (to be designed at start of project, harmonized between partners)	

[6] Calculated based on an average from literacy and numeracy assessments. 16% of learners could comprehend (level 4); 31.1% of learners could subtract.

		classes in the proposed action using the CWTL monitoring portal					permanent learning centers during the rainy season - Teacher training procedures in Uganda are compatible and can support accreditation and further career development of South Sudanese refugee teachers; - Teacher motivation and incentives remain commensurate to the cost of living and yield high commitment and performance
	80% of targeted Accelerated Education (AE) centres that improve against set criteria for inclusive and safe learning environments	Inclusive education: learning opportunities that are accessible to all children regardless of age, gender, ability, disability, ethnicity, religion, nationality, or mother-tongue Safe Learning Environments: a space in which the physical, psychosocial, cognitive, and emotional needs are protected and the fulfilment of them are enhanced and actively promoted NRC and FCA staff as well as district officials will be trained under another ECHO funded project on QLE. This project will cater for SC, FCA and NRC to use the QLE approach under this action.	4% of AEP Centres currently meet the criteria for safe and inclusive learning environment (ILET)	80% of centres improve		Quality Learning Environment Assessments (QLE for EiE)	

	10,350 school-aged boys and girls continuously accessing quality and protective learning opportunities relevant to the emergency	Making this an indicator measuring % (which is the case for the defined key outcome indicator) instead of numbers is a challenge as information management has been a challenge in the Education sector working group, together with UNHCR, MoE and partners, through this consortium and in line with the almost finalized Education Response Plan this should change. If it does over the course of this action baseline and target can be set for the indicator "% of school-aged boys and girls continuously accessing quality and protective learning opportunities relevant to the emergency' and additional information will be shared with ECHO. Therefore a custom outcome indicator using numbers has been inserted.	4115	10350		Quality Learning Environment assessment reports (QLE); Education Management Information System (EMIS); School/Learning facility registries; qualitative interviews with children and community (about safety perception and quality). Enrolment records MoE special needs materials, adapted for humanitarian and AEP context, complemented by SC SNAP tools	

Result 1: Conflict-affected children (host and refugee) access quality and protective accelerated learning opportunities including Can't Wait To Learn (CWTL)	10,350 boys and girls that access safe, quality learning opportunities (non-formal education	Quality implies but is not limited to: 1) a safe learning environment, 2) competent and well-trained teachers who are knowledgeable in the subject matter, 3) adequate materials for teaching and learning, 4) participatory methods of instruction and 5) reasonable class sizes. Especially in complex emergencies, the quality of education is closely interlinked with learners' psycho-social wellbeing. Safe implies: people's physical and personal wellbeing and integrity as well as to their freedom from physical, environmental, social, spiritual, political, emotional and psychological harm. Note: access should be regular and continuous to ensure potential leaning outcomes. Pupils who attend learning opportunities only during a short period of the project or only sporadically should generally not be counted against this indicator. Provide gender	4115	10350	1.1 Community sensitisation sessions on AEP approaches, mapping out transition pathways for AEP learners and sensitize learners and communities and mapping languages spoken in the community (AE Principle 8) 500 community members per AE centre 1.2 Identification, selection and placement of new AEP learners (currently out of school children) (AE Principle 1)	Quality Learning Environment assessment reports (QLE); Education Management Information System (EMIS); School/Learning facility registries; qualitative interviews with children and community (about safety perception and quality). Enrolment records MoE special needs materials, adapted for humanitarian and AEP context, complemented by SC SNAP tools	

		disaggregated figures in the comments field.					
	40% or 4140 boys and girls enrolled in AE Centres who transition into the formal education system or vocational training within 3 months of completing AE Programme	Transition is going to be measured in the first quarter of 2019 from February until end of April 2019. Transition will be tracked by type of formal school's level (primary level and post primary) CWTL beneficiaries will be tracked too, in order to determine impact of CWTL to transition.	0	40%	1.3 Supporting Learner Transition to Formal Education and Continuous Assessment (AE Principle 7 and 9)	Enrolment records, learners transition trackers, progress reports	

	50% of teachers who demonstrate improvement against relevant competencies within the national teacher competency framework	National Primary Teacher Competence Profile: a tool developed by the Ugandan Ministry of Education to assist teachers and relevant stakeholders in identifying the various tasks/subtasks that a teacher carries out in order to be effective in their role. See annex 10 for more information on the competency profile Tool also assess inclusive education methods of teachers. SC: 11 centres (7 (3 old and 4 new) new and 4 old under EUTF) FCA: 10 (3 new and 7 old) NRC: 4 new centres	0	50%	1.7 Recruitment and remuneration of AEP teachers/assistant teachers (AE Principle 4) 1.8 Training and Support Supervision of AEP Teachers and assistant teachers (AE Principle 4 and 5)	Teacher self-assessment using National Primary Teacher Competence Profile Self-Assessment Tool Assessment against competencies pre and post intervention QLE for EiE Assessment Reports	
	45%/ 4658 boys and girls who transition from one level of AEP to the next level	40% of AEP learners moving to the formal education system or vocational trainings this leaves 60% of the learners at the AEP center. Average dropout rate for AEP learners right now is 10%. And the average delay in progression is 10%. Centres in which children are participating in CWTL demonstrate a higher retention rate than traditional AEP centres.	0	45%	1.4 Procurement and distribution of teaching, learning, and hygiene kits (AE Principles 2 and 3)	Harmonized guidelines amongst partners for entrance and exit exams to be defined at the beginning of the project. Final exam outcomes Enrolment in formal education Baseline and Endline	

		Target: 5% higher. Learning progress tracked per session and cumulatively using the CWTL monitoring portal Daily and cumulative attendance tracking of centres implementing CWTL as compared to centres using traditional AEP only within the proposed action. User feedback on the role of CWTL in preventing drop out.					
	Number of learning spaces/schools set up or rehabilitated and equipped to meet standards	All classroom construction includes sanitation facilities or use the sanitation facilities already rehabilitated or constructed at the school. Construction and equipment has been harmonized amongst partners during the joint proposal development and budgeting process. One block consists of 3 classrooms Each classroom will be equipped with 20 three seater desks Each centre will also have office, storage space and furniture for the teachers. Latrines are inclusive and accessible, separate for	11	29	1.6 Furnish and provide storage to the newly established classrooms and office spaces (AE Principle 3) 1.9 Conducting Community-Based Assessments of a Quality Learning Environment (QLE) in EiE with Support to Address Assessment Findings (AE Principle 3 and 8)	Quality Learning Environment assessment reports (QLE); Education Management Information System (EMIS); site visits and observation; qualitative interviews with children and community	

		boys and girls, including washroom for girls and handwashing facilities Centres who implement CWTL will have solar charging systems installed. All classroom blocks are newly constructed: FCA: 7 schools in zone 3 and 4 in Bidibidi; 1 in Omugo in Komoyo primary school; 2 in Omugo - sites to be defined NRC: 2 centres in Imvepi selected sites in zones 3 &1; 2 in Rhino (Odobu and Ofua 4) SC: 4 centres, zone 1&2 in Palorinya					
<u>Result 2:</u> School-aged refugee and host-community children benefit from psychosocial support and protection services at Accelerated Education centres	80% of AEP teachers who demonstrate an increased understanding and application of psychosocial support, positive discipline, child safeguarding and child protection following training	NRC, FCA and SC were trained in August 2017 on Teachers in Crisis Contexts (TICC) material as ToTs. The Introductory Training Pack is already adapted to the Ugandan context and will therefore be used to train the teachers, in addition to other resources	0	80%	2.1 Train teachers and staff on e.g. gender equality, child protection, gender-based violence, child participation, and child safeguarding in EiE, and conflict-sensitive education (AE Principle 4 and 5)	Pre and post training tests Classroom observations Interviews with children and teacher separate QLE for EiE Assessment Reports	

	50% of the targeted children have an average increase on PSS well – being	TeamUp activities will take place on a weekly basis (once a week). The TeamUp approach, through it structured play activities create a state of mind, a sense of normalcy and social contact and promoting the physical, emotional, social and cognitive development of the child. Target for TeamUp: FCA: 3000 NRC: 4400 SC: 2370 See annex 8 with information on proposed means of verification for the psychosocial well-being of children and in annex 9 a tool to measure this.	Children >14 demonstrated 70% wellbeing; children <14 demonstrated 76% as per the assessment	50%	2.3 Providing psychosocial support through structured recreational activities, including using the TeamUp methodology (AE Principle 2 and 3) 2.4 Conduct community sensitization meetings and dialogues with RWCS, cultural and religious leaders, parents and communities on gender equality, child safeguarding, child protection, positive discipline (AE Principle	Attendance register Warwick and Kid Kindl surveys	

	Number of boys and girls that access safe, quality learning opportunities (non-formal education)	Quality implies but is not limited to: 1) a safe learning environment, 2) competent and well-trained teachers who are knowledgeable in the subject matter, 3) adequate materials for teaching and learning, 4) participatory methods of instruction and 5) reasonable class sizes. Especially in complex emergencies, the quality of education is closely interlinked with learners' psycho-social wellbeing. Safe implies: people's physical and personal wellbeing and integrity as well as to their freedom from physical, environmental, social, spiritual, political, emotional and psychological harm. Note: access should be regular and continuous to ensure potential leaning outcomes. Pupils who attend learning opportunities only during a short period of the project or only sporadically should generally not be counted against this indicator. Provide gender	4115	10350		QLE tools	

		disaggregated figures in the comments field.					
	100% of AEP centers have functional referral pathway mechanisms established	Functionality of the referral pathway system is defined as: 1) the presence of a trained person at each centre who is a designated safe person for referral support 2) a written record of referrals and notes regarding follow-up 3) the ability of the children at the centre to identify the designated teacher as an appropriate person to go to for issues needing support 4) the ability of teachers at the centre to identify the designated teacher as the appropriate person to go to for support	23%	100%	2.2 Establish Appropriate Referral Mechanisms (AE Principle 3)	Base and Endline QLE for EiE tools	

		5) and an awareness of the school community of the referral pathways and a visible wall chart containing the relevant referral contact information					
Result 3 Government and NGO systems are strengthened to deliver quality Accelerated Education, including Can't Wait to Learn and ECD services at district government, and community levels	70% Accelerated Education Centre Management Committee (CMC) members demonstrating an improved understanding of their roles and responsibilities	Demonstrating an improved understanding of roles will be measured by the QLE indicator which is over 50% active involvement in decision making processes, problem solving and planning for school events.	0	70%	3.1 Conduct joint supervision visits and train CMC and SMC members on their roles and responsibilities as well as AEP and the principles, inclusive education, gender equality, conflict sensitive education, and Child Protection (AE Principle 3, 7, and 8) 3.2 Support CMC/ SMC members to hold regular meetings and to implement School improvement plans (AE Principle 7)	Pre and post training tests Joint supervision visits Final evaluation Attendance records from CMC/SMC meetings QLE measurement tool	
	50% active involvement in decision making processes, problem solving and planning for school events from CMC members	Demonstrating an improved understanding of roles according to AEP Principles as defined by the Global AEWG, with a focus on principles no 1, 3, 4, 5, 8, 9 at the end of the project.	0	50%		Pre and post training tests Joint supervision visits Final evaluation Attendance records from CMC/SMC meetings QLE measurement tool	

	30 relevant district authority staff demonstrating an improved understanding of the AEP approach and principles	Demonstrating improved understanding of AEP and CWTL FCA: 10 in Yumbe district NRC: 10 in Arua district SC: 10 in Moyo district, 20 DRC response	0	30	3.3 Train relevant district authority staff on AEP approach, CWTL and how to support and monitor AE centres (and child safeguarding, child protection, positive discipline, gender equality), and provide follow-up support for application (AE Principle 1, 2, 3, 10)	Pre and post training tests Base and Endline (including FGD and KII)	