



THE REBIRTH OF QUALITY EDUCATION IN UGANDA: WELLS PROJECT

ENDLINE STUDY REPORT

DECEMBER, 2019

ACKNOWLEDGEMENTS

We acknowledge the contribution of the following LGIHE staff: John Mary Vianney Mitana (Ph.D), Mauro Giacomazzi, Monica Fontana Abad (Ph.D), Betty Okot (Ph.D), Martin Ariapa, Gillian Atuheire, Edimond Serwanga, Godfrey Rukundo, Immaculate Namuli, Christine Nassanga and Godwin Obuya, among others. This accomplishment would not have been possible without you.

Furthermore, we immensely thank the learners, teachers, headteachers and parents of the participating schools for their support and collaboration in the project.

Lastly, special consideration goes to Wellspring Philanthropic Fund (formerly Wellspring Advisors) for the financial support provided to LGIHE for the implementation of this project and the associated M&E activities.

Table of Contents

ACKNOWLEDGEMENTS	i
LIST OF TABLES	iii
LIST OF ACRONYMS	iv
EXECUTIVE SUMMARY.....	v
CHAPTER ONE: INTRODUCTION	1
1.1. About Luigi Giussani Institute of Higher Education	1
1.2. Brief about WELLS project	1
1.3. Objectives of the endline study	2
CHAPTER TWO: METHODOLOGY.....	3
2.1. Introduction	3
2.2. Study population	3
2.3. Data collection methods and tools.....	3
2.4. Sample sizes	4
2.5. Data Quality Control.....	4
2.6. Data entry and analysis	5
2.7. Ethical Considerations	5
CHAPTER THREE: PRESENTATION OF THE FINDINGS.....	6
3.1. SCHOOL DEMOGRAPHIC INFORMATION	6
3.1.1. Schools' enrolment and classrooms	6
3.1.2. Pupils with special needs.....	8
3.1.3. Pupils who sat for P7 or S4 in 2018	8
3.1.4. Pupils enrolment and drop out in 2018.....	9
3.1.5. Teaching staff	9
3.1.6. Pupil-teacher ratio (PTR)	10
3.2. EFFECTIVENESS OF THE LGIHE INTERVENTIONS.....	10
3.3. SUSTAINABILITY OF THE PROJECT INTERVENTIONS	37
3.4. DEGREE OF SATISFACTION WITH THE IMPLEMENTATION PROCESS	38
3.5. FACTORS HINDERING TEACHING AND LEARNING IN THE PROJECT SCHOOLS.....	39
3.6. LESSONS LEARNT	40
CHAPTER FOUR: CONCLUSIONS AND RECOMMENDATIONS.....	41
4.1. Conclusions	41
4.2. Recommendations	41
APPENDICES	43

LIST OF TABLES

Table 1: Pupil population per class.....	6
Table 2: Pupil population, classrooms, and pupil-classroom ratio per school.....	7
Table 3: Percentage of pupils with special needs per school	8
Table 4: Pupils who sat for and those who passed P7 or S4 in 2018 per school	8
Table 5: Pupils enrolled in 2018 and the dropout rate.....	9
Table 6: Teaching staff per school.....	9
Table 7: Pupil-teacher ratio per school	10
Table 8: School leaders' average score on leadership and management per school	13
Table 9: School leaders' average score per domain	13
Table 10: Teachers' average score per domain	18
Table 11: Students' average score on the different soft skills.....	30

LIST OF ACRONYMS

BOG	Board of Governors
FGD	Focus Group Discussion
KII	Key Informant Interview
LGIHE	Luigi Giussani Institute of Higher Education
M&E	Monitoring and Evaluation
MoES	Ministry of Education and Sports
PTA	Parent – Teacher Association
SMC	School Management Committee
TIET	Teacher/Tutor, Instructor Education and Training
UNEB	Uganda National Examinations Board

EXECUTIVE SUMMARY

LGIHE implemented a 2 years WELLS project to contribute to the re-birth of quality education in Uganda through the delivery of an education proposal that ignites a dynamic change with a whole-school approach where school leaders, teachers, students, parents and other key stakeholders collaborate towards the personal, holistic growth of life-long learners. The project activities were fully implemented in 9 schools (5 Primary and 4 Secondary).

In order to assess the achievement of the goals, objectives and indicators of the project as a result of LGIHE's interventions, an endline study was conducted in the 9 project schools. Specifically, the endline study was conducted to: (i) ascertain the extent to which the project indicators have been achieved; (ii) assess the effectiveness of the project interventions; (iii) assess the sustainability of the project interventions; and (iv) assess the degree of satisfaction of the school leaders with the project implementation process.

The endline study employed a mixed-methods approach, utilizing both qualitative and quantitative research methods. The methods included: a survey with 9 headteachers; a survey with 133 teachers; teachers' classroom observations targeting those who were observed at baseline (112 teachers); students' soft skills survey targeting Senior two students who were assessed at baseline while in Senior one (285 students); FGDs with teachers; FGDs with Senior two and Senior three students; group interviews with SMC/BOG and PTA representatives; KIs with school leaders; and documentation review.

The endline study revealed that 67% of the school leaders demonstrated improved leadership skills. Furthermore, 65% of the school leaders had successfully completed and graduated in the School Leadership and Management course of LGIHE. School leaders acknowledged the School Leadership and Management course for having equipped them with knowledge and skills relevant in managing issues in their school.

LGIHE's interventions have also tremendously contributed to an improvement in teachers' pedagogical teaching methods. Teachers' classroom observations revealed that 78% of the teachers demonstrated improved pedagogical teaching methods through prior lesson planning and preparation, use of appropriate teaching and learning aids and employed formatively driven classroom techniques. Classroom observations further revealed that, 76% of the teachers employed improved teaching methods for accelerated literacy while 82% of the teachers had improved assessment and evaluation methods.

Most schools had either active PTA or SMC/BOG committees. The committee members reported to have understood their roles and responsibilities in the school as result of LGIHE's interventions. Furthermore, 67% of the schools had active SMC/BOG and PTA committees.

In regards to sustainability, all the schools practice strategies aimed at sustaining the knowledge and skills acquired from LGIHE trainings. These include but not limited to: staff review meetings, departmental meetings, PTA and SMC/BOG meetings, parents' meetings together with the teachers and students; staff support supervision, among others.

Lastly, in regards to the degree of satisfaction of the school leaders with the project implementation process, the satisfaction levels ranged from 58% to 97%, with an average score of 83% which indicates a moderate to high level of satisfaction.

Based on the findings of this study, the following key recommendations are made:

For LGIHE

- ⇒ **Improving feedback mechanism:** School leaders and the teachers stressed the need for immediate feedback on various activities conducted to be used as a reference while embarking on improving their practices. This could be done through availing the various training and field reports to the schools.
- ⇒ **Sensitisation of school leaders on the need for extracurricular activities in schools:** There is need to create awareness of the importance of extracurricular activities such as games and sports, clubs and music, dance and drama in the development of students' skills. Participation of children in such activities helps to improve their talents and serves as a forum to develop their soft and high order thinking skills.
- ⇒ **Trainings for learners:** During focus group discussions with teachers and interviews with school leaders for secondary schools, a need was realized to extend trainings to the learners so that they can be helped to understand themselves and their value. The training could as well be used to emphasize the importance of education to them.

For Schools

- ⇒ **Need to improve on record keeping:** Records are crucial for decision making and making appropriate strategies improving teaching and learning in the school. School leaders need to adopt a culture of documenting all records of school activities such as minutes and attendance lists for meetings for future reference.
- ⇒ **Sensitization of parents on their role in the education of their children:** Though an improvement in parents' participation has been achieved during the course of the project, there is still need to sensitize them on their roles in regards to education of children.

CHAPTER ONE: INTRODUCTION

1.1. About Luigi Giussani Institute of Higher Education

LGIHE is an institution of higher learning accredited and mandated by the Uganda National Council for Higher Education in September 2013 to offer recognized programmes in teacher education. LGIHE's vision is to be a leading institution of higher education that has a transformative impact on society in Uganda and throughout Africa by improving the quality of education and professional development, with the mission to create opportunities for professional and personal development, which starts from the dignity and infinite value of the person and are developed through a method of personal engagement with one's life and the meaning of one's work, targeting teachers, other professionals, parents and students.

Broadly, LGIHE focuses on three major areas: (1) offers a Diploma in Primary Education, Certificate in Early Childhood Development and Certificate in School Leadership and Management with a unique methodology and approaches in the field of education; (2) offers continuous professional development trainings for school leaders, teachers, social workers, medical personnel and workshops for students and parents; and (3) offers monitoring, evaluation and learning services both internally and to external agencies through a network of specialized consultants. In terms of human resource, LGIHE has a multidisciplinary team of well-trained professionals with proven expertise and experience in various parts of the world.

1.2. Brief about WELLS project

The WELLS project titled "The Rebirth of Quality Education in Uganda, Kampala-Uganda", aims to contribute to the re-birth of quality education in Uganda through the delivery of an education proposal that ignites a dynamic change with a whole – school approach where school leaders, teachers, students, parents and other key stakeholders collaborate towards the personal, holistic growth of life-long learners.

The project has been implemented for a period of two years from 2017 to 2019, initially in 10 schools (5 primary and 5 secondary). The project schools include: Holy Cross Lake View SSS, St. Joseph's Hill SS, John Paul SS, Luigi Giussani High School, Uganda Martyrs SS Bweya, Genesis Nursery and Primary School, Progressive Junior School Luzira, Luigi Giussani Pre-Primary and Primary School, Adodoi Primary School and Nagongera Girls Primary School. However, the project activities were fully implemented in 9 schools because Uganda Martyrs SS Bweya withdrew her participation before project completion. To this effect, another school named Mpumudde Seed School was included.

1.3. Objectives of the endline study

The main objective of the endline study is to assess the achievement of the goals, objectives and indicators of the project as compared with the baseline findings.

The specific objectives of the study include:

- i. To ascertain the extent to which the project indicators have been achieved.
- ii. To assess the effectiveness of the project interventions.
- iii. To assess the sustainability of the project interventions.
- iv. To assess the degree of satisfaction of the school leaders with the project implementation process

CHAPTER TWO: METHODOLOGY

2.1. Introduction

The endline study used a mixed-methods approach, utilizing both qualitative and quantitative research methods. Various stakeholders participated in the study.

2.2. Study population

The study population comprised of students, teachers, SMC/BOG and PTA representatives and school leaders of the project schools.

2.3. Data collection methods and tools

- ☐ **Document review:** The Evaluation team reviewed documents related to the project in order to inform the study, more so the tool development process. Additionally, school related documents such as: parents' meeting minutes and SMC/BOG minutes, etc. were reviewed.
- ☐ **Headteachers' survey:** A survey with headteachers or deputy headteachers was conducted in order to establish general information about the schools. A school information questionnaire that was used at baseline was adapted for this. Furthermore, school leaders were asked to assess their degree of satisfaction with the implementation process of the project. A weighted checklist was developed for this.
- ☐ **Teachers' survey:** A survey for teachers that aimed at assessing Headteachers' school leadership and management skills and other issues related to the project, was conducted. The tool that was used at the baseline was adapted for this.
- ☐ **Students' Survey:** A survey for secondary school students aimed at ascertaining the levels of their soft skills was conducted. A soft skill tool that was developed by LGIHE during the learning outcomes study, and employed at baseline study, was adapted. Students were asked to self-complete the questionnaires with the guidance of the LGIHE research personnel.
- ☐ **Classroom Observations:** A classroom observation rubrics that entails items on pedagogical teaching approaches, assessment and evaluation that was used at baseline was adopted. The observations during lessons were done by an LGIHE project staff with vast experience in assessment and evaluation. He/she scored the rubrics based on the lesson(s) observed.
- ☐ **KIs with various stakeholders:** Interviews with headteachers or deputy headteachers were conducted to describe and explore related aspects of the project. An interview guide was developed for this.
- ☐ **Group interviews:** Interviews with 2-4 participants of the PTA and SMC/BOG committees were conducted to describe and explore how the LGIHE trainings have facilitated their roles and responsibilities, what they have put in practice as a result of the various trainings, and the most significant change they have observed in the school, etc. An interview guide was developed for this.
- ☐ **Focus Group Discussions (FGDs):** Discussions comprising of 6-12 teachers of the project schools were conducted to describe and explore how the LGIHE trainings have facilitated their pedagogical approaches, what has worked well for them, what has not worked for them, what they have put in place to ensure sustainability, and the most significant change they have observed in their lives, fellow teachers, administrators, etc. A FGD guide was developed for this. Furthermore, discussions comprising of 6-10 students from Senior two

and Senior Three were conducted to explore the changes students have observed in the teachers and administrators as a result of LGIHE trainings. A FGD guide was developed for this.

2.4. Sample sizes

- **Headteachers' survey:** In each school, a headteacher was asked to complete the school information questionnaire (*9 headteachers in total*).

Furthermore, each school headteacher completed the weighted checklist for assessing their degree of satisfaction with the implementation process (9 headteachers in total).

- **Focus Group Discussions:** Discussions with 6-12 teachers were conducted. The participants included: teachers who had participated in the various trainings by LGIHE; at least 1 representative from each class/level, a mixture of males and females, those teaching Arts and Science subjects; and excluding Headteachers, Deputy headteachers, and Directors of studies (*1 FGD per school, totalling to 7 FGDs*).

Furthermore, students of Senior 2 and Senior 3 participated in the FGDs whereby in each school, 3 males and 3 females from each class were considered (*1 FGD per school, totalling to 4 FGDs*).

- **KIs with stakeholders:** In **each** school, a headteacher was interviewed (totalling to 8 headteachers).
- **Group interview:** Interviews with 2-4 PTA and SMC/BOG representatives were conducted (*1 interview per school, totalling to 5 interviews*)¹.
- **Teachers' survey:** A survey for all the teachers who participated in at least one training of LGIHE was conducted. A total of 133 teachers participated in the survey.
- **Students' survey:** A total of 387 Senior 2 students who participated in the baseline study (i.e., those who were in Senior 1 in 2018) were targeted for the soft skills survey. Overall, 285 students participated in the endline study.
- **Classroom observations:** Lessons of 156 teachers who were observed at baseline were targeted. Overall, 112 teachers were observed at endline.

2.5. Data Quality Control

- ⇒ **Checks by the M&E officer:** The M&E officer regularly checked that the concerned are following the assessment protocol. In addition, any missed interview was reported to the supervisor before leaving the school.
- ⇒ **Orientation of Research Team Members:** The research team that included the key project staff of LGIHE underwent an orientation of 1 day before the field activities in order to acquaint themselves with the study protocol and all the related issues.

¹ Four of the schools did not have active PTA and/ or SMC/BOG committees at time of the data collection

- ⇒ **Working with the headteachers:** Before going to the schools, communication with the headteachers about the study was done. This helped to increase on participation of the various stakeholders in the study since they were informed prior to the study.

2.6. Data entry and analysis

Data entry was performed using Epidata (Version 3.1) that controls for data input errors and safeguards data integrity, and also eases the process of export to the analytical packages while data analysis was conducted using STATA (Version 13) that allows for merging, editing and cleaning. The results were disaggregated by school.

2.7. Ethical Considerations

LGIHE developed and utilized approaches that address ethical considerations in dealing with students such as getting consent from the headteachers and the students themselves. This was followed by all the persons involved in the study.

CHAPTER THREE: PRESENTATION OF THE FINDINGS

3.1. SCHOOL DEMOGRAPHIC INFORMATION

Out of 10 project schools, 9 schools² (5 primary and 4 secondary) participated in the endline study. The findings below are based on the 9 schools that participated in the endline study. The school information was obtained from school information questionnaires completed by each headteacher of the surveyed schools.

3.1.1. Schools' enrolment and classrooms

A total of 6,064 pupils were enrolled in the 9 schools at the time of the endline study. Most of these pupils (65.6%) were in the 5 primary schools surveyed. 56.8% of the pupils were females (49.7% in secondary and 60.5% in primary) and 43.2% were males (50.3% in secondary and 39.5% in primary).

Table 1: Pupil population per class

Class	Males	Females	Total
	n(%)	n(%)	n(%)
Primary			
Nursery	200(54.2)	169(45.8)	369(9.3)
P1	284(41.0)	409(59.0)	693(17.4)
P2	222(37.9)	364(62.1)	586(14.7)
P3	190(37.8)	312(62.2)	502(12.6)
P4	229(41.0)	329(59.0)	558(14.0)
P5	189(36.5)	329(63.5)	518(13.0)
P6	153(32.8)	313(67.2)	466(11.7)
P7	102(35.9)	182(64.1)	284(7.1)
Total	1569(39.5)	2407(60.5)	3976(65.6)
Secondary			
S1	270(49.4)	277(50.6)	547(26.2)
S2	214(51.6)	201(48.4)	415(19.9)
S3	198(53.8)	170(46.2)	368(17.6)
S4	202(50.8)	196(49.2)	398(19.1)
S5	90(42.5)	122(57.5)	212(10.2)
S6	64(43.2)	84(56.8)	148(7.1)
Total	1050(50.3)	1038(49.7)	2088(34.4)
Total	2619(43.2)	3445(56.8)	6064(100.0)

Schools had on average 674 pupils (522 for secondary and 796 for primary) of which on average 383 pupils were female (260 for secondary and 481 for primary) and 291 on average were male (263 in secondary and 314 in primary). The surveyed schools had an average of 16 classrooms ranging from 8 to 42, with a pupil-classroom ratio of 42:1.

² Uganda Martyrs SS – Bweya opted out of the project before its completion.

Table 2: Pupil population, classrooms, and pupil-classroom ratio per school

School code	Males	Females	Total	Number of classrooms	Pupil-classroom ratio
APS ³	609	558	1167	9	130
GPS ⁴	220	195	415	13	32
JHS ⁵	190	165	355	17	21
JPS ⁶	183	206	389	8	49
LGH ⁷	239	248	487	15	32
LGP ⁸	253	250	503	13	39
LPJ ⁹	293	340	633	13	49
LVH ¹⁰	438	419	857	42	20
MGG ¹¹	194	1064	1258	13	97
Overall	2619	3446	6064	143	42

From Table 3 above, 2 out of 9 schools have pupil-classroom ratio way above the national pupil-classroom ratio of 54:1 for primary schools (Statistical Abstract, 2017)¹². The overwhelming number of pupils per classroom in these schools ultimately affects the quality of education since classroom management by teachers becomes difficult.

Less than a half (4/9) of the headteachers (APS, LGH, LGP and JPS) acknowledged a higher enrolment than before the start of the project. The reasons behind the high enrolment were;

- Good discipline observed by the students;
- Improvement in the teaching practices which has attracted more parents to enrol their children in the project schools;
- Improvement in the pupils' academic performance;

Four out of 9 headteachers (LVH, JHS, LPJ and GPS) stated that even though there is a slight increase in the number of pupils enrolled as compared to when the project started, the enrolment is still moderate. The reasons attributed to this as mentioned by the headteachers were:

- Continued transfers (relocation) by parents;
- Many schools in the locality leading to sharing of pupils;
- Absence of transport facilities to pick pupils from distant places;

³ Adodoi Primary School

⁴ Genesis Nursery and Primary School

⁵ St. Joseph's Hill Secondary School

⁶ John Paul Secondary School

⁷ Luigi Giussani High School

⁸ Luigi Giussani Pre-Primary and Primary School

⁹ Progressive Junior School Luzira

¹⁰ Holy Cross Lake View SSS

¹¹ Nagongera Girls Primary School

¹² Uganda Bureau of Statistics [UBOS] (2017). Statistical Abstract 2017.

- Poverty which prompts parents to look for schools with low payment structures especially government schools.

3.1.2. Pupils with special needs

Just 1.5% of the pupils were reported to have special needs issues (1.3% of males, 1.8% of females), with the majority of them being enrolled in primary schools. Some schools (5/9)¹³ have no children with special needs.

Table 3: Percentage of pupils with special needs per school

School code	Males	Females	Total
APS	18	12	30
GPS	0	1	1
LGH	1	0	1
MGG	15	48	63
Overall	34	61	95

3.1.3. Pupils who sat for P7 or S4 in 2018

In the 5 primary schools, 229 pupils (57.6% females and 42.4% males) sat for P7 in 2018. The majority (97.8%) of the pupils (97.7% of females and 97.9% of males) passed to the next level. In the 4 secondary schools, 314 pupils (58.0% females and 42.0% males) sat for S4 in 2018. The majority (87.9%) of the pupils (83.5% of females and 93.9% of males) passed to the next level.

Table 4: Pupils who sat for and those who passed P7 or S4 in 2018 per school

School code	Pupils who sat			Pupils who passed		
	Males n(%)	Females n(%)	Total	Males n(%)	Females n(%)	Total n(%)
APS	24(54.5)	20(45.5)	44	23(95.8)	19(95.0)	42(95.5)
GPS	18(52.9)	16(47.1)	34	18(100.0)	16(100.0)	34(100.0)
LGP	20(37.7)	33(62.3)	53	19(95.0)	31(93.9)	50(94.3)
LPJ	26(76.5)	8(23.5)	34	26(100.0)	8(100.0)	34(100.0)
MGG	9(14.1)	55(85.9)	64	9(100.0)	55(100.0)	64(100.0)
Total primary	97(42.4)	132(57.6)	229	95(97.9)	129(97.7)	224(97.8)
JHS	15(44.1)	19(55.9)	34	14(93.3)	11(57.9)	25(73.5)
JPS	41(41.0)	59(59.0)	100	38(92.7)	48(81.4)	86(86.0)
LGH	36(48.0)	39(52.0)	75	32(88.9)	28(71.8)	60(80.0)
LVH	40(38.1)	65(61.9)	105	40(100.0)	65(100.0)	105(100.0)
Total secondary	132(42.0)	182(58.0)	314	124(93.9)	152(83.5)	276(87.9)

¹³ LGP, LVH, JHS, JPS and LPJ

3.1.4. Pupils enrolment and drop out in 2018

The 5 primary schools enrolled 3054 pupils (61.0% females, 39.0% males) in the year 2018. 10.4% of the pupils (10.3% of females and 10.7% of males) dropped out of school before completing the year. The 4 secondary schools enrolled 1803 pupils (50.8% females and 49.2% males) in the year 2018. Out of these, 5.3% (5.5% females and 5.1% males) dropped out of school before completing the year.

Table 5: Pupils enrolled in 2018 and the dropout rate

School code	Enrolled			Dropouts		
	Males n(%)	Females n(%)	Total	Males n(%)	Females n(%)	Total n(%)
APS	565(50.7)	550(49.3)	1115	58(10.3)	60(10.9)	118(10.6)
GPS	226(51.6)	212(48.4)	438	4(1.8)	3(1.4)	7(01.6)
LGP	94(63.5)	54(36.5)	148	2(2.1)	6(11.1)	8(5.4)
LPJ	107(46.3)	124(53.7)	231	3(2.8)	2(1.6)	5(2.2)
MGG	200(17.8)	922(82.2)	1122	60(30.0)	120(13.0)	180(16.0)
Total primary	1192(39.0)	1862(61.0)	3054	127(10.7)	191(10.3)	318(10.4)
JHS	148(52.7)	133(47.3)	281	10(6.8)	15(11.3)	25(8.9)
JPS	83(40.7)	121(59.3)	204	16(19.3)	12(9.9)	28(13.7)
LGH	254(50.5)	249(49.5)	503	14(5.5)	20(8.0)	34(6.8)
LVH	402(49.3)	413(50.7)	815	5(1.2)	3(0.7)	8(1.0)
Total secondary	887(49.2)	916(50.8)	1803	45(5.1)	50(5.5)	95(5.3)

3.1.5. Teaching staff

Primary schools had on average 21 teachers, with more females (12) than males (9). These teachers earn on average shs.383,400 ranging from shs.300,000 to shs.467,000 per month. Secondary schools had on average 35 teachers with more males (26) than females (9); and the teachers earn on average shs.520,000 ranging from shs.400,000 to shs.700,000 per month.

Table 6: Teaching staff per school

School code	Males	Females	Total
APS	11	2	13
LGP	4	16	20
GPS	10	13	23
LPJ	8	15	23
MGG	11	15	26
JHS	21	6	27
JPS	26	2	28
LGH	21	14	35
LVH	37	12	49
Total	149	95	244

3.1.6. Pupil-teacher ratio (PTR)

PTR refers to the average number of pupils per teacher at a given level of education, based on headcounts of both pupils and teachers. Primary schools under study have on average 38 pupils per teacher while secondary schools have an average of 15 pupils per teacher.

Table 7: Pupil-teacher ratio per school

School code	No. of teachers	No. of pupils	PTR
JHS	27	355	13
JPS	28	389	14
LGH	35	487	14
LVH	49	857	17
GPS	23	415	18
LGP	20	503	25
LPJ	23	633	28
MGG	26	1258	48
APS	13	1167	90

Two of the project schools have a PTR higher than the national PTR of 43:1 for primary schools as of 2017 (Statistical Abstract, 2017)¹⁴. The high PTR suggests that each teacher has to be responsible for a larger number of pupils which lowers the relative access of pupils to teachers hence reducing the potential for quality teaching and learning.

3.2. EFFECTIVENESS OF THE LGIHE INTERVENTIONS

Study Objectives: (i) to ascertain the extent to which the project indicators have been achieved and (ii) to assess the effectiveness of the project interventions

Outcome 1: Improved leadership and management skills in school leaders

To contribute to this outcome, school leaders that comprised of headteachers, deputy headteachers and directors of studies, and other teachers participated in series of trainings on:

- **School Culture, Management and Leadership:** This training course is designed to meet the requirements of the headteachers to make their schools as effective as possible. The School Culture and Leadership training underscores the need for school administrators to put in place leadership and management practices through a culture in which each member of the school is intrinsically valued and motivated to work. It emphasizes the creation of a visional school culture led by the school in which leadership is not a position but a service.
- **Risk of Education¹⁵**

¹⁴ Uganda Bureau of Statistics [UBOS]. (2017). Statistical Abstract 2017.

¹⁵ This is explained in **Outcome 2**

And enrolment into:

- **School Leadership and Management Course:** This is an exclusive program undertaken by LGIHE in collaboration with Strathmore University, a leading university in Kenya. It is designed for persons with administrative or leadership roles within any given educational setting (pre-primary, primary, secondary schools, colleges, etc.).

⇒ **Indicator 1.1:** MOUs signed with the 10 Target schools for the project.

- *11 MOUs were signed during the course of the project*

Overall, 11 MOUs were signed during the course of the project. This is because 1 school withdrew her participation in the second year of the project but was eventually replaced though the new school could not receive all the interventions. In 9 schools, all the activities were fully implemented.

An interaction with the project implementers headed by the LGIHE Principal reveals that the MOUs were signed after series of meetings with the school leaders. At the inception of the project, several school leaders were invited to LGIHE for an orientation on the extent and scope of collaboration on the project. To this end, they were tasked to write acceptance letters that resulted into drafting of respective MOUs. The MOUs were written in such a flexible way that, before either party signed it, they had to first scrutinize and make corrections accordingly.

Based on this orientation and several interactions with the school leaders, they felt involved in the project process, right from the inception up to the evaluation phase. One of them said:

Right away from the beginning, I have been directly involved in the design because when it came to signing the MOU, I was part of the members and when it came to attending the program, I have been part. When it comes to the day of presentations [...], the day of carrying out research like today you have come [...] I have been directly involved and every time we have had a program we have always come up with a day to look at the allocation of the required time (Headteacher, Progressive Junior School Luzira).

Another headteacher explained how he was involved in the identification of their school needs that LGIHE trainings based on:

My involvement was mainly to identify the needs/challenges in the school and suggest the appropriate trainings that would address our needs. We would meet as administrators and brainstorm about those issues that needed to be addressed in the school. Additionally, during the implementation of the project activities, I was responsible for the supervision of those activities (Headteacher, Luigi Giussani High School).

In addition to this, headteachers acknowledged to be supervisors of the various activities that teachers received as part of this collaboration as well as journeying with them during the trainings and implementation of the skills and knowledge acquired. One of them said:

[...] I was also responsible for supervising the trainings that the teachers received as well as journeying with them [teachers] in the implementation of the knowledge and skills gained from the trainings. For example, in order to improve the teaching and learning of Literacy, teachers were introduced to the Weekly Foundation Story approach. My role was to ensure that teachers prepare the appropriate stories on time and also help the teachers in editing the stories so that they are appropriate to the level of the learners (Headteacher, Luigi Giussani Pre-Primary and Primary School).

Furthermore, during the trainings, the LGIHE facilitators always asked the participants to suggest others areas where they needed support, as one of the headteachers explained:

During the various trainings that were conducted, the implementers would ask us to suggest other areas that we would like them to handle. I was directly involved in identifying the trainings that we needed based on the needs/challenges of the school (Headteacher, Genesis Nursery and Primary School).

The above quotes confirm the relevance of the LGIHE interventions as they are based on the needs identified by the school leaders and teachers.

⇒ **Indicator 1.2:** Proportion of school leaders (headteachers) with improved school leadership skills (Target=75%).

- *At endline, 67% of the school leaders demonstrated improved school leadership skills*

In order to answer this indicator, teachers were asked to evaluate their school leaders basing on 5 domains: leading learning and teaching; leading school development; building culture, capacity and teams; professional growth and development; and organizational management. A total of 133 teachers (60.6% males and 39.4% females) were surveyed at endline to ascertain the leadership skills of the school leaders. The teachers were expected to score school leaders' characteristics on a 4-point scale whereby: 1=Strongly Disagree; 2=Disagree; 3=Agree; and 4=Strongly Agree. The tool had 39 items.

An average score for each school leader (headteacher) was computed at baseline and endline, by combining the total scores of the teachers about their school leaders. School leaders with endline average scores higher than baseline scores were labelled as having improved school leadership skills. The results are based on 9 schools that participated in the endline study. At endline, 67% of the school leaders demonstrated improved school leadership skills.

Table 8: School leaders' average score on leadership and management per school

School code	Baseline score			Endline score		
	Average	Min	Max	Average	Min	Max
GPS	118.1	101	136	111.5	87	139
JHS	122.6	92	155	115.4	48	139
LGP	131.1	106	151	125.9	113	148
APS	120.2	111	130	126.2	99	151
LVH	119.2	41	154	125.5	100	155
LPJ	129.1	97	147	139.4	117	155
JPS	116.3	88	132	124.0	95	156
MGG	132.6	86	155	134.5	86	156
LGH	138.6	112	155	139.6	107	156
Overall	125.9	41	155	127.0	48	156

Overall, school leaders had an average score of 127 out of 156 on school leadership and management, ranging from 48 to 156. School leaders' average scores per domain are shown below.

Table 9: School leaders' average score per domain

Domain	Baseline score			Endline score		
	Average	Min	Max	Average	Min	Max
Leading learning and teaching (out of 32)	26.6	9	32	26.7	8	32
Leading school development (out of 36)	28.7	14	36	29.0	11	36
Building culture, capacity and team (out of 36)	28.6	19	36	28.9	11	36
Professional growth and development (out of 28)	22.2	9	28	22.3	7	28
Organisational management (out of 24)	19.2	9	24	20.0	9	24

⇒ **Indicator 1.3:** Proportion of school leaders that complete an academic course at LGIHE (Target=100%).

- *As of the endline, 11 (65%) of the school leaders had successfully completed and graduated in this course.*

A total of 17 school leaders (Headteachers, Deputy Headteachers and Directors of studies) enrolled for the Certificate in School Leadership and Management course at LGIHE during the project period. The course has enriching course units that enable graduates to emerge with strategies and insights that nurture a leadership culture across organizations whilst unlocking their capacity to inspire, manage and drive staff and stakeholder satisfaction. Trainees are exposed to international contexts for knowledge and experience sharing purposes. The course units covered include: Art of Leadership – Strategic Management, Financial Management for Schools, Action Research in Education, Information Technology for Education Management, and Conflict Resolution in Education Institutions and Communities.

As of the endline, 11 (65%) of the school leaders had successfully completed and graduated in this course. This is based on the 10 original project schools. The school leaders who have not

yet completed the leadership course are in the final stages of their Action Research in Education. They are expected to graduate in 2020.

School leaders feel that this course has enabled them to understand issues affecting the quality of education in their schools. One of them said:

There is one section in that course - Action Research, many things used to happen in my school that I was not taking so seriously but when I did Action Research, it showed me that there are many things that happen in an institution which go unmentioned. And many things need to be recorded so that you know how they happen, their effects and how to mitigate such things in an institution (Headteacher, Genesis Nursery and Primary School).

Another headteacher explained how the course has helped them find strategies for involving parents in the school activities. He said:

The leadership course has helped in the aspect of complete revolution [...]. With the help of the knowledge from this course, we are now working hard to show accountability to parents in form of good academic performance so that parents appreciate the value of the school. We are more involved in activities in the community to bridge the relationship between the school and the parents (Headteacher, John Paul S.S).

For some headteachers, the School Leadership and Management course has reminded them of the critical soft skills that they need to exhibit while running the day-to-day operations of the school.

The course has taught me patience because I used to think that leadership means command and as a headteacher I thought that when you want teachers to do some things then they are done. But no, it is a process and you need to teach the teachers in order to teach the children. Secondly, with me as an individual, I am even becoming patient with myself in such a way that if I want teachers to draft schemes of work and lesson plans on a regular basis, I always contemplate within myself whether it is what I want teachers to do or it is what I even want to do myself and this has helped me a lot (Headteacher, Luigi Giussani Pre-Primary and Primary School).

Other course units such as *Financial Management for Schools* were also cited by the headteachers to have helped them in the school financial management issues. One of the headteachers said:

[...] the knowledge from this course has helped me in the usage and appropriation of funds or finances that in most cases I am able to spend on

things that I am actually supposed to spend on, that is, it has helped me to learn how to prioritize things (Headteacher, Luigi Giussani Pre-Primary and Primary School).

The LGIHE interventions have promoted a smooth relationship between the school administrators and the teachers. This relationship is also seen with students and parents whereby they now find it very easy to approach the school administrators in case of any issues to be addressed. One headteacher had this to say:

One thing I can say is that, right now I have the ability to face students without thinking that I can lose their respect, I have the ability to face the teachers in a different way without using a strong language [commanding language] and we are able to understand each other. Also, I am able to communicate with parents in an appropriate way [...]. (Headteacher, Luigi Giussani High School).

Furthermore, the training that emphasised the teacher's role being that of guiding and counselling pupils has made tremendous impacts on the way teachers approach their job as one of the school administrators said:

There is an improvement in the teacher-pupil relationship because nowadays pupils can come and consult teachers in case they have any problem [...]. Teachers were sensitised through the trainings that, a child cannot be on their own without the teacher and that it is the teacher's role to guide and counsel the pupils (Director of Studies, Adodoi Primary School).

School leaders also acknowledged how the various LGIHE trainings have helped them on how to deal with people they work with, how to talk with them, how to create teamwork among colleagues, and streamlining the roles and responsibilities of the various authorities in their schools. For instance, one teacher said:

[...] we also had to streamline the roles and responsibilities of different departments because some people used to cross their boundaries [...] right from down to the top. Furthermore, as a school, we now work as a team and we use the word TEAM as an acronym meaning *Together Everyone Achieves More* and from the very start when a teacher is recruited, that is the message that the teacher receives informing him/her that the family he/she has joined is a family where they must work with others and we encourage and forefront the use of "we" instead of "I." [...] (Headteacher, Progressive Junior School Luzira).

Another headteacher explained how teachers of his school now work as a team as they uphold this in various ways. Thanks to the LGIHE trainings:

Teachers are now working as a team and there is cooperation among themselves. The relationship between teachers and the administration has also greatly improved [...]. We have also developed a culture where each teacher is given a chance to chair a staff meeting and this is intended to improve their confidence in the presence of the administrators (Headteacher, St. Joseph's Hill S.S).

Outcome 2: Improved assessment skills and pedagogical methods to foster deeper learning in teachers

- **Formative Assessments:** This training was designed to support teachers and other educators enhance their pedagogical practices in order to improve students' learning outcomes. The training aims at improving formative assessment which is classroom driven and refining the assessment of high order thinking. Upon successful completion of the training, participants are expected to demonstrate ability:
 - To differentiate the terms used synonymous with assessment,
 - To identify activities that stimulate classroom dialogue,
 - To discuss activities that promote collaborative learning in the classroom,
 - To write test items for formative assessment using the taxonomy.

- **Risk of Education:** This training focusses on empowering teachers to have a greater understanding of the importance of their roles as educators. It encourages participants to recognise the need to promote independent and personal decision making thus making learners think critically and analyse any lessons offered to them before making decisions. It revolves around 5 themes:
 - Education to totality; through this a person becomes aware of the value of his/her existence, environment and basic needs.
 - Tradition and the present which identifies learners' backgrounds as important factors in the education process.
 - The Role of the Master (Authority) which introduces the teacher to his/her responsibility of bringing about growth in the learners, their colleagues and the wider community through words, deeds and life.
 - Personal verification which empowers teachers to engage learners in critical and analytical thinking essential for reasonable and mature decisions.
 - Education to freedom which emphasises the need for a teacher to awaken learners' ability to make independent decisions and take personal responsibility for their own decisions and actions regardless of circumstances.

- **Educate While Teaching:** This training is designed for teachers:
 - To reflect on the educative process in which each step in the teaching process is educative.
 - To learn how to engage learners in ways that enable them to value their own lives and face reality in a positive way.

- To reflect on how to develop learners' analytical and critical abilities.

➤ **School Leadership and Management Course¹⁶**

And

- **Enrolment in to Diploma in Primary Education:** This course enrolls in persons wishing to gain an understanding of educational principles, theories and practice. The course emphasis on quality improvement in teaching, educational practice and management. In addition to the core course units, trainees benefit from supplementary course units that include: (i) Action Research in Education which equips trainees with essential tools to undertake transformative research in their schools; and (ii) Introduction to ICT based-pedagogies that introduces trainees to a theoretical background and practical application of information and communication technology usage in teaching and learning.
- **Support supervision:** This was done through classroom observations. At the end of every observation, the LGIHE facilitator debriefed with the teacher to explore on the strengths and weaknesses observed in the lesson and how to improve on the subsequent lessons.

⇒ **Indicator 2.1:** Proportion of teachers with improved pedagogical teaching methods (Target=50%).

- *At endline, 78% of the assessed teachers exhibited improved pedagogical teaching methods.*

Teachers' pedagogical teaching methods were assessed through classroom observation of teachers in the study schools. Out of 156 teachers who were assessed during classroom observations at baseline, 112 teachers were observed at endline. Teachers who were not assessed at endline had either transferred to other schools or were absent on the dates of data collection. For comparison purposes, the 112 teachers who were assessed at both baseline and endline were considered during analysis.

The classroom observation rubric had 22 items which were scored during the observation of the lessons on the domains of: planning and preparation for teaching; classroom control and management; delivery and presentation of the lesson; and assessment and evaluation. The 4-point scores included: 1=not accomplished; 2=somewhat accomplished, 3=accomplished; and 4=accomplished very well. An average score for each teacher was computed at baseline and endline. Teachers with endline average scores higher than baseline scores were labelled as having improved pedagogical teaching methods. At endline, 78% of the assessed teachers exhibited improved pedagogical teaching methods. Additionally, the majority (89.6%) of the

¹⁶ This is explained in **Outcome 1**

teachers reported an improvement in the way they use collaborative and active teaching methods (such as asking questions, group discussions, homework/assignments) now as compared to before they received the trainings. The majority of these teachers stated that the frequency at which they use these methods now is higher than before they received the trainings.

Table 10: Teachers' average score per domain

Domain	Baseline scores			Endline Scores		
	Average	Min	Max	Average	Min	Max
Planning and preparation for teaching (out of 12)	9.6	3	12	10.8	3	12
Classroom control and management (out of 20)	16.8	9	20	18.0	11	20
Delivery and presentation of the lesson (out of 36)	29.9	19	36	32.0	20	36
Assessment and evaluation (out of 20)	13.5	5	20	16.2	9	20
Pedagogical teaching methods (out of 88)	69.9	46	88	77.0	51	88

For all the domains assessed, teachers average endline scores were higher than the average baseline scores. During classroom observations, most teachers demonstrated prior lesson planning and preparation, appropriate classroom management techniques and learner centred pedagogical teaching methods in their lessons.

Interviews with headteachers revealed that, most teachers have schemes of work and also prepare daily lesson plans. The persons responsible for reviewing teachers' schemes of work and lesson plans were the headteachers, deputy headteachers and the directors of studies. Furthermore, the school leaders acknowledged an improvement in the teachers' pedagogical teaching methods as a result of LGIHE trainings. One of them said:

The project activities have answered our needs as a school because we had challenges in the areas of methodology, planning and preparation for teaching and the knowledge of making and using instructional materials [...]. Teachers have realised that planning for teaching is no longer a need by the headteacher or director of studies, but it is a necessity [...] (Headteacher, Luigi Giussani Pre-Primary and Primary School).

The trainings have also changed the mindset of most teachers in regards to lesson planning and scheming as one of the school leaders said:

The trainings have helped us to change our mentality in relation to planning and preparation for teaching. Most of us thought that lesson plans and schemes of work were meant for Primary school teachers yet every teacher needs to plan for his/her lesson [...]. The project trainings have also been key in empowering teachers to identify appropriate teaching methods to employ at any given moment (Headteacher, Luigi Giussani High School).

Another teacher added to this:

[...] I had a perception that education tools like lesson plan books and schemes of work were only meant to be used during school practice and when in the field of teaching, you just use the head and the notes [...] the workshops helped me to realize the need to always use these tools (Teacher, Luigi Giussani High School).

The trainings have equipped teachers with skills of making appropriate instructional materials. One of the headteachers said:

We had cases where some of the teachers were unable to make instructional materials but because of the Educate While Teaching workshop, teachers were equipped with techniques of material making, design and production and they are now using this knowledge to make various materials to be used during their lessons [...] (Headteacher, Progressive Junior School Luzira).

Teachers also acknowledged a change in their pedagogical methods whereby they are now employing learner centred methods which has immensely contributed to an improvement in the learners' participation during the lessons. One of the teachers said:

Before I received the training, very few learners would participate during the lesson and I used not to mind about those who were not at par and also used to employ teacher centred methods with an intention of completing the syllabus. Nowadays I use learner centred methods of teaching which has helped me in ensuring that all learners are actively involved in the lesson (Teacher, St. Joseph's Hill S.S.).

These approaches were also cited by the students as one of them said: "Nowadays teachers teach differently. They create groups and engage us as a group and in case a group fails the task, another group offers help before the teacher comes in" (Student, Holy Cross Lake View S.S.S.).

The trainings have equipped teachers with knowledge and skills of identifying and handling learners with challenges in class. One of the teachers said:

[...] we have learnt how to handle learners with challenges in class. Personally, I used not to mind about learners' problems and my only focus was to teach. Having participated in the trainings, I have realised that it is very crucial to understand the children I am teaching so that I could offer help where need be (Teacher, Genesis Primary School).

Furthermore, teachers acknowledged that the trainings have helped them to understand the importance of maintaining close contact with parents for follow-up on different aspects relating to the children. Moreover, most (71.8%) of the teachers reported that the frequency

at which they contact parents (make follow-ups) of children with discipline, performance, absenteeism, etc. issues now, is higher than before they received the trainings. One of the teachers said:

I used not to follow-up on learners' backgrounds, for example there are learners who used to repeatedly arrive late at school but none of us [teachers] would mind to find out why those children were always coming late [...]. Through the trainings, I learnt that it is necessary to know about learners' backgrounds [...] (Teacher, Genesis Primary School).

The trainings have strengthened the teachers' sense of responsibility towards their work in form of motivation to execute their duties and inculcated a culture of respect for self and other people's infinite worth. Moreover, the majority (86.3%) of the teachers reported to value pupils' lives more now than they used to before they received the trainings and 84.7% stated to be more motivated at their job now than before they received the trainings. One of the teachers said:

Before the trainings, I used to see learners as nobody. I used to think that they shouldn't even come close to me and had no respect for them. However, the trainings have helped me realise that I am no different from learners. We are actually equal human beings and as a result, I now easily relate and interact with them (Teacher, St. Joseph's Hill S.S).

Some teachers commended the way the trainings were facilitated which have prompted them to always go an extra step in verifying whether their learners have understood the content delivered. One of the teachers said:

During one of the trainings, one of the facilitators asked a question: "Do your learners learn what you teach or it is a process?" This challenged me a lot and when I went back to class, I had to find out whether my learners actually learn or not and I realised that not all learners grasp what I teach. From this observation, I started involving all learners whether they raise up their hands or not (Teacher, Holy Cross Lake View S.S).

Furthermore, through the various trainings, teachers have realised that effective teaching and inculcation of discipline among learners can smoothly be handled without employing corporal punishments. One of the teachers said:

[...] almost all of us thought that instilling discipline and improving performance could only be possible if there is caning but when we attended various trainings such as Risk of Education, Educate While Teaching and school culture, we came to understand and appreciate that these could be achieved without caning [...]. We now use guidance and counselling as a way of helping learners to improve

on various aspects which has tremendously contributed to a good teacher – pupil relationship (Teacher, Genesis Nursery and Primary School).

The teachers also acknowledged that learners now find it easier to approach them for help on a number of issues. This has been attributed to the LGEHE trainings as most (75.0%) of the teachers reported that the number of learners who approach them in case of problems/difficulties either at school or home now, is higher than before they received the trainings. One of the teachers said:

[...] the good relationship has translated into a mutual understanding between me and the learners and these learners easily approach me for consultation and guidance on certain issues which was not the case before participating in the LGEHE trainings (Teacher, St. Joseph's Hill S.S).

This was also cited by some students as one of them said: "There is a big change. These days, teachers are more friendly and easier to approach for consultation" (Student, Holy Cross Lake View S.S.S).

The trainings especially Risk of Education has equipped teachers with knowledge and skills relevant in managing issues at family level and the community at large as one of the teachers said:

[...] I used to react negatively to the demands at home, for example, whenever my children asked for school requirements, I would respond in a negative and rude way in case I had no money to cater for such items. [...] I learnt that even if I am unable to provide what is needed at a time, the way I respond should not demoralise others. Additionally, I used to take myself as the alpha and omega at home. I would dictate on every issue without taking into consideration other family members' opinions. [...] as a result of the trainings, I now seek for suggestions from my wife on how to handle matters at home (Teacher, Genesis Nursery and Primary School).

Most Significant Change Story 1

Vincent, a teacher of Mathematics and Physics at Holy Cross Lake View Secondary School has this story of change as a result of the Risk of Education Training.

I Vincent, share benefits from Luigi workshops in the following aspects.

Before I attended Luigi workshops, I could get annoyed with students when they were not doing what I wanted, even they could fear to come to me to consult.

But after attending one of the Luigi workshops about how to handle students and dealing with them I came up with reasons as to why my students are failing my subject. I learnt how to control my anger when dealing with students. I started dealing with them like the way facilitators consult in the workshops and right now it has made me one of the best teachers of Mathematics in this school and countrywide. Even everyone wants to consult me at the moment.

[Teacher of Mathematics and Physics, Holy Cross Lake View S.S]

This change story was validated during a focus group discussion with students who acknowledged the fact that teacher Vincent was indeed tough before participating in the Luigi trainings. Nowadays students see a very big difference with teacher Vincent as most of them find it very easy to approach him.

⇒ **Indicator 2.2:** Proportion of teachers with improved assessment and evaluation methods (Target=50%).

- *At endline, 82% of the assessed teachers demonstrated improved assessment and evaluation methods.*

An average score for each teacher was computed at baseline and endline. Teachers with endline average scores higher than baseline scores were labelled as having improved assessment and evaluation methods. At endline, 82% of the assessed teachers demonstrated improved assessment and evaluation methods. Most of the teachers assessed during classroom observations were able to formatively identify learners' misconceptions and found solutions to the academic challenges that learners faced.

Teachers now use formatively driven classroom techniques like intentional dialogue, collaborative learning, self-regulation/wait time and use of hinge point questions to make difficult ideas comprehensible. As a result, the teachers were able to discover teaching/learning weaknesses and addressed them. School leaders also reported to have observed a change in the teachers' assessment practices. The exams nowadays comprise of test items which are varied based on the levels of the taxonomy. One of them said:

Formerly, teachers used to set exams comprising of only knowledge questions and as a result, learners would score highly but every time they were subjected to other exams (external) of the same level, the results would be appalling. Nowadays, teachers set balanced exams that also test for knowledge, comprehension and application of the concepts (Headteacher, Genesis Nursery and Primary School).

This is also witnessed in another school as one of the headteachers said: "through the assessment training by LGIHE, teachers learnt the taxonomy questioning technique and as we speak, they are able to set exams covering all the areas" (Headteacher, Progressive Junior School Luzira).

Teachers' skills of setting test items have also greatly improved as they no longer rely on past papers. Most of the teachers as stated by the headteachers set their own exams, as one of them said:

Teachers have improved a lot when it comes to assessment. Some teachers used to mainly rely on past papers whenever they set exams and at times they would set substandard exam questions. After receiving the training on assessment, the teachers are now better in setting exam questions and no longer rely past papers (Headteacher, John Paul SS).

Another teacher said:

Before attending the training for assessment, I would just go to the archives and look for serious numbers/questions and as a result, most of the learners would

fail the exams [...]. But the training on setting test items helped me to understand that before I set questions, I have to take into consideration all the learners since they have varied abilities (Teacher, Holy Cross Lake View S.S).

The assessment and evaluation trainings have helped teachers to realise that keeping records of performance is key in understanding learners' challenges. One of the teachers said:

[...], I had a challenge of keeping records of learners' performance but after attending trainings, I have realised that records are very crucial in monitoring learners' academic progress (Teacher, Holy Cross Lake View S.S).

Furthermore, the trainings have reminded the teachers the importance of continuous assessments which are incorporated in the lesson. This has improved the frequency at which they assess the learners. More explicitly, the majority (84.6%) of the teachers reported to assess and evaluate learners at a higher frequency now than before they received the trainings.

Personally, I used to think that assessment is only in form of tests and exams but this perception changed after attending the assessment training. I realised that assessment can also be done during the lesson through asking oral questions (hinge point questions) to enable a teacher find out whether the learners have grasped the concepts being handled before he/she proceeds (Teacher, Genesis Nursery and Primary School).

Teachers use assessment to check on learners' understanding of concepts and also identifying areas for improvement. Moreover, the majority (90.8%) of them acknowledged an improvement in the way they use pupils' assessment results now as compared to before they received the trainings. One of the headteachers said:

Based on the knowledge and skills acquired from the assessment training, teachers are using the assessments as a way of checking learners' understanding of concepts and identifying areas that need improvement. Furthermore, as a school, rather than relying on bought scripts to assess learners, teachers assess based on what has been taught (Headteacher, Adodoi Primary School).

Another teacher added to this:

I used to ask my learners whether they had understood and all of them would say yes but they continuously failed the tests and exams. Nowadays I no longer ask whether they have understood but instead I call individual learners to work out a number on the chalk board and this has helped a lot because slow learners are catching up [...] (Teacher, Holy Cross Lake View S.S).

Most Significant Change Story 2

Yowana, a teacher of Mathematics and Economics at Holy Cross Lake View Secondary School has this story of change as a result of the Assessment and Evaluation Training

I am Yowana and this is my perception about Luigi trainings most especially the one which was about assessment and setting examinations.

I used to set exams in a funny way whereby I would set exams and very few students used to pass these exams because I used to think that exams are basically for challenging the learners. Therefore, I used to put hard questions in the exams not considering the abilities different learners. From the training that I had with Luigi, I now set exams putting in mind that the examinations set must cater for the individual differences i.e. it should cater for the average students and the so-called bright students.

I used the ideas that I gained from Luigi trainings to set Jinja Joint Examination Board (JJEB) Commerce exams where by it catered for all the learners and in one of the Luigi trainings, I heard the facilitators talk about the idea that UNEB has changed its setting styles in the way that they look at understanding the context but not cramming work. So, if you take time to go through the JJEB Commerce that I set for 2019, you can really see the impact of that training [...]. When examiners went for JJEB central marking, they commented very well about the paper. They said it catered for all learners i.e. the different abilities of the learners.

I request the trainings to continue and I appreciate for the training so far done.

[Teacher of Mathematics and Commerce, Holy Cross Lake View S.S]

⇒ **Indicator 2.3:** Proportion of teachers with improved teaching methods for accelerated literacy (Target=50%).

- *At endline, 76% of these teachers exhibited improved teaching methods for accelerated literacy*

An average score for each teacher while considering only those who teach languages (English, Kiswahili, Luganda, and Literature) were computed at baseline and endline. Teachers with endline average scores higher than baseline scores were labelled as having improved teaching methods for accelerated literacy. At endline, 76% of these teachers exhibited improved teaching methods for accelerated literacy.

Language teachers nowadays use teaching methods that enable learners to develop their literacy skills. Learning is more contextualised, learner centred and practical. Learners are also involved in reading and writing activities that foster improved study skills and lifelong language learning. Moreover, the majority (91.2%) of the teachers reported an improvement in the way they use collaborative and active teaching methods such as: asking questions, group discussions, homework and other class assignments for accelerated literacy now, as compared to before they received the trainings. The majority of these teachers as well stated that the frequency at which they use these methods now is higher than before they received the trainings.

Outcome 3: Improved literacy skills and soft skills for lifelong learning and employment in students

To contribute to this outcome, teachers participated in series of trainings on:

- **Literacy:** The Literacy training aims to equip Primary and Secondary school teachers with the knowledge and skills to foster the Literacy of the learners in all the subjects across the curriculum. It facilitates teachers to gain deeper insights into the teaching of Literacy. It offers guidelines on why and how to teach Literacy and provides a range of teaching and learning strategies to develop students' knowledge and skills.

In an education system that relies heavily on traditional methods such as repetition, memorization and copying work, LGEHE philosophy relies on the idea that education is an event that moves the freedom of other people only in force of the energy originating from the wonder, the esteem, and the devotion of the educators for something that has happened to them and has touched them. This is the reason why innovative teaching methods would be those, which engage students and their critical thinking capacity, starting from learning to read and write. This calls for teachers' innovativeness and self-giving in order to develop a method of teaching that is holistic and learner-centred.

- Educate While Teaching¹⁷
- Risk of Education¹⁸

Teachers were expected to transfer the acquired knowledge and skills in the teaching and learning processes. Through this, learners are expected to demonstrate the acquisition, retention and application of knowledge and skills in their learning outcomes.

⇒ **Indicator 3.2:** Proportion of students with a proficient level of literacy (Target=50% for primary and 80% for secondary).

- *At the time of the endline, it was not possible to ascertain the achievement of this indicator*

At the time of the endline, it was not possible to ascertain the achievement of this indicator because the activities for **Literacy** were implemented late (up to the month of August, 2019). Therefore, teachers needed more time to incorporate the learnt skills in the teaching and learning processes in order to help learners improve. An initiative will be undertaken by LGIHE to assess the literacy skills of these learners in the year 2020 and the results will be shared.

During the focus group discussions with teachers and interviews with school leaders, it was revealed that teachers have started implementing the acquired knowledge and skills in their lessons. The acquired skills have made teaching and learning of literacy interesting, and the teachers have observed an improvement in the learning outcomes of the students. One of the school leaders said:

At the beginning, we [teachers] all had a perception that literacy was meant for English language alone but after the training, our mindset changed and we realised that literacy also applies to other subjects i.e. mathematics, social studies and science [...]. All teachers across disciplines are always looking for ways of helping learners to improve their literacy abilities (Headteacher, Luigi Giussani Pre-Primary and Primary School).

The Literacy training has equipped teachers with teaching methods and techniques that encourage learners' participation during the lesson. This has contributed to an improvement in the reading, writing and comprehension abilities of the learners. One of the teachers said:

Literacy trainings have helped me to modify the integration of different aspects of the teaching methodology. Learning has become more interactive and engaging for my learners. It has even motivated me to do a lot of research which has informed me more and eased my work in class (Teacher, Luigi Giussani Pre-Primary and Primary School).

¹⁷ This is explained in **Outcome 2**

¹⁸ This is explained in **Outcome 2**

As a result of the Literacy trainings, teachers have acknowledged an improvement in the way they collaborate. This mainly happens during the writing of stories used under the Weekly Foundation Story approach. One of the teachers said:

[...] it has helped me to develop my collaboration with my colleagues for example when writing a story which am going to use in my class, I involve them and we write as a team especially those in the department of literacy and English (Teacher, Luigi Giussani Pre-Primary and Primary School).

Most Significant Change Story 3

Hellen, a teacher of English Language and Literature in English at John Paul Secondary School has this story of change as a result of the Literacy Training

I used to majorly use teacher centered approaches in my lessons which did not yield so much for my learners since the set objectives were not properly achieved.

During the Literacy training, I got inspired in the way that helped me to discover that all learners' opinions whether wrong or correct should be welcomed so as to enable the weak learners to actively participate in the lesson. For example, if you ask for the meanings of the new words, every learner will give you a different meaning according to their perception of the vocabulary in the text or the context in which it was used. Also, I give the learners a chance to freely express themselves in class during the lesson for instance if there is a drawing in a comprehension work, I ask my learners to freely interpret the drawing and tell what it is all about before the reading is done. Still to check the learners' spellings, using the literacy approaches I make them to spell the words on their own and this has helped to boost their understanding when teaching since it is not a teacher centered but learner centered approach of teaching.

Nowadays, I have centered my teaching on learner centered approaches because I see it convenient for both the teacher and the learners. Also, the learners digest what is taught when they freely involve themselves as you are teaching.

[Teacher of English Language and Literature in English, John Paul S.S]

⇒ **Indicator 3.1:** Proportion of schools that have included a soft skill course in their teaching timetable (Target=100%).

- *As of the endline, none of the schools had included a soft skill course in their teaching timetable as a standalone.*

At endline, all the 9 project schools that participated in the study had incorporated soft skills in their teaching and learning processes. The schools have not included the soft skills course in their teaching timetable as a standalone subject because during the process of project implementation, the project team realised that soft skills cannot be treated independently as a subject. As a result, they were incorporated in the teaching and learning process of all the subjects.

⇒ **Indicator 3.3:** Proportion of secondary school students with improved soft skills (Target=50%).

- *At endline, 40% of the students exhibited improved soft skills.*

At baseline, 387 Senior one students from 4 secondary schools were surveyed. At endline, 285 students (who were now in Senior two) were surveyed. The rest of the students who did not participate in the endline study had either transferred to other schools or were absent on the dates of data collection. For comparison between baseline and endline findings, only students who had completed the soft skills tool at both baseline and endline were considered during analysis.

Students were asked to complete a tested and validated soft skills questionnaire individually. The tool contained 74 items that were hypothesised to measure the 12 constructs that included: Problem solving, Critical thinking, Responsibility, Achievement striving, Grit, Integrity/honesty, Assertiveness, Cooperation, Compassionate, Self-control, Self-esteem, and Decision making. The students were asked to self-report the extent to which they agreed or disagreed with each of the statements/items, on a 4-point likert scale whereby: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.

During analysis, a total score for each student was computed at baseline and endline after reversing negative items. Students with endline scores higher than baseline scores were labelled as having improved soft skills. At endline, 40% of the students exhibited improved soft skills. Additionally, row means for each student per skill and overall scale were computed. Ultimately, average skill scores for the students surveyed were also computed. This meant that the average scores ranged from 1 (*lower level of the skills*) to 4 (*higher levels of skills*).

Table 11: Students' average score on the different soft skills

Soft skill	Baseline average score			Endline average score		
	Male	Female	Total	Male	Female	Total
Self-control	2.8	2.8	2.8	2.7	2.8	2.7
Decision making	2.7	2.7	2.7	2.7	2.8	2.8
Self-esteem	2.7	2.8	2.7	2.8	2.7	2.7
Grit	3.1	3.1	3.1	3.0	3.0	3.0
Assertiveness	3.0	3.0	3.0	2.9	2.9	2.9
Critical thinking	3.1	3.2	3.2	3.2	3.1	3.2
Cooperation	3.1	3.2	3.1	3.0	3.0	3.0
Problem solving	3.3	3.3	3.3	3.2	3.1	3.1
Responsibility	3.2	3.2	3.2	2.9	2.9	2.9
Achievement striving	3.3	3.3	3.3	3.1	3.1	3.1
Integrity/honesty	3.4	3.4	3.4	3.3	3.4	3.3
Compassionate	3.2	3.3	3.3	3.2	3.3	3.2
Overall	3.1	3.1	3.1	3.0	3.0	3.0

At endline, students scored an average of 3.0 out of 4.0 on the soft skills studied (3.0 for males and females, alike). The overall average score was not significantly different by students' sex. During the course of the project, the soft skills components were incorporated in the various trainings. It is anticipated that the teachers will continue incorporating these skills in the teaching and learning processes.

Promisingly, the majority (88.0%) of the teachers reported that the frequency at which they help learners develop their soft and high order thinking skills now, is higher than before they received the trainings. This to them happens through the different teaching and learning processes that include but not limited to: guided discovery, group discussions, and intentional dialogue among others. In addition to class activities, teachers reported to encourage learners to participate in extracurricular activities such as debates, games and sports and music, dance and drama. One of the teachers said:

[...] I have used the knowledge from the trainings to promote the development of students' soft and high order thinking skills through involving them in discussions and group work. In addition, as a class teacher, I organise class meetings where learners present the challenges they are facing in class and I task them to suggest possible solutions while explaining why they think their suggestion could help to solve the issue (Teacher, Luigi Giussani High School).

Outcome 4: Increased parental involvement for improved student learning outcomes

In order to contribute to this outcome, a training on **School Culture, Management and Leadership** as described in **Outcome 1** was also given to the PTA and SMC committees. In some of the schools as requested by the Headteachers, dialogues with parents during visitation days were conducted.

⇒ **Indicator 4.1:** Proportion of schools with active PTA and SMC committees (Target=100%).

- *At endline, 67% of the schools had active PTA and SMC/BOG committees.*

SMCs/BOGs are bodies which build a critical bridge between the community and the school, playing roles such as: providing oversight in the school programmes; and creating enabling conditions to bring stakeholders together to support the school. On the other hand, PTAs are formal associations composed of parents, teachers and staff that is intended to facilitate parental involvement in the school management.

To assess the indicator progress, only schools with both PTA and SMC/BOG committees that held at least three meetings in a year were labelled as “active”. At endline, 67% of the schools had active PTA and SMC/BOG committees. Note that, most (8 out of 9) schools had either active PTAs or SMCs/BOGs.

Interviews with school leaders revealed that there is a tremendous change in the way SMC/BOG and PTA committees execute their duties, contributing to the development of the school. One of the school leaders said:

PTA and SMC committee members have changed in the way they do their activities in the school. Improvement in pupils’ academic performance has been prioritised and in line with this, 2 teachers whose salaries are met using parents’ contribution were recruited since last year (2018). We are also planning to hold an annual parents’ meeting to give feedback to the parents (Headteacher, Adodoi Primary School).

The training on School Culture, Management and Leadership has influenced on the way the school administrators work towards achieving the school mission and vision while upholding the school’s core values.

Before we had the training on school culture, management and leadership, we had a challenge of inadequate structures in the school and the SMC members used to give a lot of excuses. During the training, we looked at the school mission, vision and the core values and as a result, a number of developments have been put up which include the nursery block, safe drinking water tank and a library to enhance the reading culture (Headteacher, Progressive Junior School Luzira).

Furthermore, during interviews with SMC/BOG and PTA representatives, it was highlighted that committee members are now well aware of their roles and responsibilities and that they are in good collaboration with the school leaders. One of the participants said:

As PTA members, we were not so much involved in the issues of the school because we thought they were supposed to be handled majorly by the headteacher and the teachers. The training that we received helped us to understand more about the different roles and responsibilities we play in our school [...]. We now work closely with the school leaders to address the challenges in our school (PTA representative, St. Joseph's Hill S.S).

Most Significant Change Story 4

Chairperson School Management Committee: A story of change as a result of the LGIHE interventions.

I appreciate Luigi because it provided knowledge which helped the school management committee to know their roles and responsibilities. If possible, remain connected to the school so that we can continue to improve with your help.

Before the Luigi interventions, the PTA and SMC were not considered so much by the headteacher but through the trainings we were all reminded of the importance of the committees. Currently, the headteacher works closely with these committees. As members of the committee, we did not know our roles but after the trainings, the leaders learnt what to do, talk to the school and we believe we now do things better.

The school has learnt that the foundation body has a role to play in the development of the school. There used to be collision between the management and the teachers. Management used to question the headteacher about the use of the UPE funds but after the induction from Luigi, I realised that I was on the wrong and now I only work as the signatory.

[Chairperson SMC, Adodoi Primary School]

⇒ **Indicator 4.2:** Proportion of schools with PTA and SMC meeting minutes (Target=100%).

- *At endline, 67% of the schools had both PTA and SMC/BOG meeting minutes.*

Only schools with both PTA and SMC/BOG meeting minutes for three consecutive meetings were labelled as “having PTA and SMC/BOG minutes”. At endline, 67% of the schools had PTA and SMC/BOG meeting minutes. Note that, most (7 out of 9) headteachers reported to have held SMC/BOG meetings where minutes are documented, at least once a year while 6 out of 9 headteachers reported to have held PTA meetings where minutes are documented, at least once a year.

In addition to the meetings for PTA and SMC, the schools also conduct staff and class meetings as follows:

- **Staff meetings:** This kind of meetings can be used for a several purposes such as providing updates, announcements, feedback, information sharing, asking questions and discussing challenges and possible solutions regarding teaching and learning in the schools. Involving staff in discussions and decisions of certain issues, it helps to boost morale and motivation in the workplace. All schools had documented minutes for staff meetings that were conducted at least once a term in 2018. One headteacher reported to have documented minutes for staff meetings that were conducted on a monthly basis.
- **Class meetings:** Conducting classroom meetings helps to make for a safe, inclusive, orderly, attractive, and comfortable classroom environment through which learners learn about leadership, democracy and community. They also learn to share responsibility for their own learning and for each other’s learning, and that they have a voice and ideas that matter. The majority (8 out of 9) of the schools had documented minutes for class meetings that were conducted at least once a term in 2018. In one of the schools, the headteacher reported to have documented minutes for class meetings held twice a year.

In some schools, during class meetings, parents are invited to attend. This is a platform where parents interact with teachers about the discipline and academic performance of their children. One of the school leaders said:

We have class meetings where parents of a particular class come to meet the teachers and the administrators. We also have interaction days where a parent comes specifically to interact with his/her child’s teacher. Through these interactions with the parents, we get to understand how the children are when at home and make comparisons with how they are while at school to enable us lay strategies of handling them in an appropriate way (Headteacher, Luigi Giussani Pre-Primary and Primary School).

⇒ **Indicator 4.3:** Proportion of schools with PTA and SMC sub-committees (Target=100%).

- *At endline, 78% of the schools had both PTA and SMC/BOG sub-committees*

Only schools with both PTA and SMC/BOG sub-committees that hold at least one meeting in a year were labelled as “having sub- committees”. At the time of the endline study, 8 out of 9 schools had SMC/BOG sub-committees while 7 out of 9 schools had PTA sub-committees. Overall, 78% of the schools had PTA and SMC/BOG sub-committees. Headteachers for schools that do not have PTA and/or SMC/BOG committees and sub-committees stated to have embarked on the process of instituting them. Additionally, during the FGDs with PTA and SMC/BOG representatives, it was noted that despite the fact that some of them [committees] conduct general meetings only once a year, they always hold meetings for parents, students - especially those who have just joined the school, and teachers, every term. Such committees were as well labelled as active.

⇒ **Indicator 4.4:** Proportion of parents that participate in school activities (Target=80%).

- *At endline, 68% of the parents/guardians were reported to have participated in school activities.*

An average number of parents/guardians that participated in the school activities where all of them were invited, for each project year was computed and reported. At endline, 68% of the parents/guardians were reported to have participated in school activities.

In most schools, all parents are only invited once a year for the annual parents’ meeting. However, parents also attend to other school activities such as visitation days, career days, speech days, games and sports days though record keeping is still a challenge.

School leaders acknowledged an improvement in the way parents involve themselves in school activities and their children’s education at large. One of the school leaders said:

The number of parents who attend to various meetings and other school activities such as music, dance and drama has increased. Additionally, parents have always contacted the school to find out about their children’s academic performance and discipline and they always call the school to inquire for clarifications in case there is need [...] (Headteacher, Luigi Giussani High School).

The sensitization sessions with parents on their roles and responsibilities of educating their children has also created an impact in such a way that parents have learnt how and when to communicate with the school administration.

Parents used to find it difficult to show up at school when invited but currently there is a difference. They have been sensitized, through PTA meetings and other interactions with teachers, about their roles and responsibilities in the upbringing of the children. They have actively involved themselves in such a way that they communicate to the school in case a child is to be absent, randomly visit the school to find about their children’s academic performance and attend

to visitation days. During visitation days, parents share with the teachers, administrators and children and at the end of the day, we mentor our children together (Headteacher, Progressive Junior School Luzira).

Furthermore, as a result of the sensitizations, PTA and SMC/BOG representatives acknowledged a change in parents' perception about the value of education through provision of the necessary scholastic materials to their children which was not the case before. One of the participants said:

There is a change as parents are now positively responding to the scholastic needs of their children such as school fees [...]. Most of our parents would not mind about catering for the scholastic needs of their children [...] and they [parents] used to feel more happy whenever their children were sent back home for school fees whereby instead of providing the fees, they would instruct these children to go to the garden thus staying at home for several days [...] but this has changed as a result of the sensitisations through PTA meetings (PTA representative, St. Joseph's Hill S.S).

In some of the schools, it was reported that the interventions have helped in bridging and maintaining a good relationship between the parents and school especially the teachers. One of the participants said:

Parents of this community have accepted to move with the school [...]. Before Luigi came, parents used to attack teachers whenever they [teachers] did something that parents felt was wrong but this attitude changed after the meeting Luigi members had with the parents (SMC representative, Adodoi Primary School).

Parents are also actively contributing to the development of the project schools as one of the participants said:

[...] and parents have accepted to contribute to the development of the school through construction of the kitchen and latrine and contribution of development fee which is used to pay teachers who are not on government payroll (SMC representative, Adodoi Primary School).

Outcome 5: A revised LGIHE marketing plan and communication strategy in line with the strategic directions outlined in the business plan.

LGIHE during the course of this project was expected to develop a marketing plan and communication strategies in line with the strategic directions in the business plan.

⇒ **Indicator 5.1:** LGIHE's marketing plan is in place (Target = 1 document)

- *A document that details LGIHE's marketing plan has been developed.*

The LGIHE's marketing plan is implied in the communication and advocacy strategy for 2019 to 2022 as described in *Indicator 5.2*.

⇒ **Indicator 5.2:** LGIHE's communication strategy is in place (Target = 1 document).

- *A document that details LGIHE's communication strategy has been developed.*

The LGIHE's Communication and Advocacy Strategy is intended to contribute towards the realization of the goal of becoming a leading institution of higher learning that has a transformative impact on society in Uganda and beyond by improving the quality of education and professional development that ultimately creates a positive impact on the human development.

The Strategy stems from the extensive situational analysis undertaken within LGIHE and at macro level and the consequent need to have a clear-cut guide towards addressing the prevalent issues in the education sector with a shift from the past and largely ad-hoc intervention measures towards a broader, more interactive and integrated intervention plan, implementable over a longer period of time to address gaps in areas like policy, attitude, governance, resource allocation and capacity building and in turn enabling a conducive environment for teaching, learning and creating a positive change in society.

Armed with a new robust and functional Strategy, LGIHE will be in position to better utilise the various tools at its disposal to garner support for its role in the education sector while effectively delivering quality academic programs that are highly sought after and harmoniously engaging both primary and secondary stakeholders to present its powerful case for sustainable change in the education sector.

The strategy details the following:

- **Introduction:** About LGIHE, Vision, Mission, Core values, Theory of change.
- **Context:** Background, Identification of sectoral gaps, Problem tree analysis, LGIHE's point of intervention.
- **Definition of terms:** Marketing communications, Advocacy, Strategy.
- **Communication strategy:** Main goal, Specific objectives, Outcomes, Tools.
- **Advocacy strategy:** Main goal, Target audience, Specific objectives, Outcomes, Advocacy strategies, tools.
- **Monitoring and Evaluation:** Indicators for assessing progress of the implementation process.

3.3. SUSTAINABILITY OF THE PROJECT INTERVENTIONS

Study Objective (iii) to assess the sustainability of the project interventions

There are platforms where teachers and administrators meet together to update themselves on issues affecting teaching and learning in most of the project schools. During these, they also set possible solutions and way forward. For instance, one of the Headteachers said:

We have put our own strategies, for instance review meetings where teachers and school administrators meet together to update themselves on what was planned to be done and how it was done and also plan for the future. In addition to that, we also have usual staff and management meetings. This was initiated as a result of the LGIHE trainings so as to keep reminding teachers of the various things that they learnt. As a result of these meetings, there is now a smooth relationship between teachers and the school administration which is different from those days (Headteacher, Nagongera Girls Primary School).

In some schools, the PTA and BOG have instituted committees that check on some matters such as academics and discipline of learners and teachers. In addition to this, the PTA and SMC/BOG representatives have also embarked on conducting meetings with students, teachers and the administrators based on the ideas they got from the training. One of the participants said:

With the help of the knowledge from the training, we [committee members] organise a school visit once a year and on such a day, we meet with students to identify their challenges and concerns about the school. Based on the emerging issues from this interaction, we offer appropriate guidance and counselling to the learners. [...], we meet with teachers on the same day in order to identify their challenges and opinions about the happenings in the school and in this meeting with the teachers, we bring to their attention the issues that have been raised by the learners, and together with teachers, we devise appropriate solutions. Lastly, we meet with the administrators to discuss the issues pertaining to them as raised by both the students and teachers (BOG representative, St. Joseph's Hill S.S).

Sustainability of the project interventions can also be viewed in the different ways through which school leaders supervise the work done by their teachers. These include:

- Schemes of work and daily lesson plans with a main focus on the practicability of the lesson plans.
- Support supervision through lesson observations aimed at helping the teachers improve their pedagogical teaching methods and general classroom practices. Furthermore, in some of the schools, teachers' supervision and evaluation is not only limited to the headteacher but in a team inclusive of the deputy headteacher

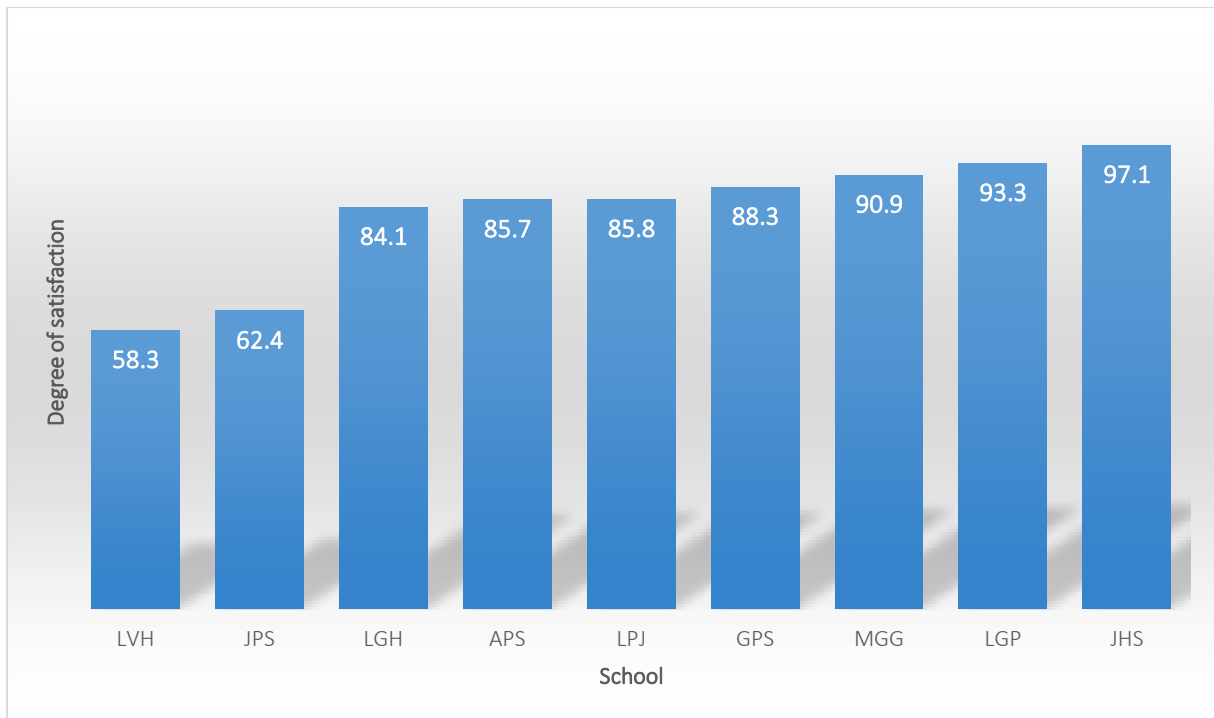
and the director of studies. One of the school leaders said: “classroom observations have been conducted since third term 2018 following a time table [...] and I conference with a teacher after observation to highlight a few issues for improvement” (Headteacher, John Paul S.S).

- Weekly departmental meetings have been instituted and through these meetings heads of departments share their observations about the teachers with the headteacher.
- Class meetings through which learners provide feedback about the teachers.
- Punctuality tool in some schools that is meant to be signed by all teachers so that time management is closely monitored.

3.4. DEGREE OF SATISFACTION WITH THE IMPLEMENTATION PROCESS

Study Objective (iv) to assess the degree of satisfaction of the school leaders with the project implementation process

The degree of satisfaction of school leaders with the implementation process was assessed based on 12 items that included: preliminary meetings (orientation) on the project activities; agreeing on the work plan for implementation of project activities; understanding of school needs to be addressed; quality of work carried out by the implementers; involvement of various stakeholders (such as local leaders, inspector of schools, PTAs, etc.) in the project activities; school needs related to the various trainings that were offered; knowledge of the facilitators on the various training topics; handouts for teachers and educators related to the trainings; activities being implemented according to the agreed work plan; provision of feedback on project issues; reminders and mobilization on scheduled project activities; and quarterly and/or bi-annual review meetings. Out of 100%, the satisfaction levels for each school are as shown in the table below.



The satisfaction levels ranged from 58% to 97%, with an average score of 83%. The highly important aspects that were not performed very well by LGIHE included:

- Provision of handouts for teachers and educators related to the various trainings
- Quarterly and/or bi-annual review meetings together with the project schools
- Provision of feedback on project issues such as training reports, field visit reports, etc.
- Involvement of various stakeholders (such as local leaders, district inspectors of schools, district education officials, etc.) in the project activities.

3.5. FACTORS HINDERING TEACHING AND LEARNING IN THE PROJECT SCHOOLS

The following are the main factors that still hinder teaching and learning in the project schools:

- Absenteeism of some learners due to lack of scholastic requirements such as school fees.
- Work overload where some teachers have excessively a large number of classes to handle. This affects effective lesson planning, preparation and delivery.
- High rate of teacher turnover which negatively affects learners' achievements. Moreover, students also noted this practice as one of them said: "teachers are changed time after time and this makes it difficult to get used to them (Student, John Paul S.S)."
- High pupil-teacher ratio and pupil-classroom ratio in some schools which makes it difficult for teachers to offer adequate help to individual learners.
- Inadequate parental support to some children. Some parents are still ignoring their roles and responsibilities towards education of their children.

3.6. LESSONS LEARNT

- LGIHE has realized that professional development is more effective when it is contextualized to specific teacher questions and challenges. Therefore, LGIHE offered teachers and school leaders a platform to address these challenges through contextualized school-based interventions/training workshops.
- Schools as learning communities can offer a conducive teaching and learning environment when school leaders and systems therein are strong and supportive. To this effect, LGIHE built the capacity of school leaders as a way to bring about school-based systemic change for improved teaching and learning.
- LGIHE has learned that meaningful, positive change requires adequate time and commitment on both the schools and LGIHE. This imparts two twin-lessons: 1) Time is required to build a supportive learning environment; 2) personal and professional relationships are critical for learning to take place. For future projects, LGIHE will always prioritize building of the relationship with school leaders so that, in turn, they can model the same to their teachers.
- LGIHE learnt that the partnership with MoES and particularly with TIET and UNEB is paramount to grant sustainability and to foster systemic impact in Ugandan primary and secondary education. LGIHE will therefore continue to strategically work with the MoES, UNEB and other stakeholders to positively influence policy and systemic changes.
- LGIHE's school leadership program has proved to be pivotal in improving school-based systems and thus teacher-practice. Through Action Research and some specific training modules, school leaders have inspired teachers to improve their practice. Consequently, some teachers have requested additional training packages, especially in Financial Literacy and management. LGIHE will therefore continue to work with schools and the MoES through this school leadership program as a way of building schools and teacher capacity.
- We have realized that starting from the person and his/her inherent value is effective in building both positive classroom practice and school-wide supportive learning environments. In most schools, LGIHE's name now denotes the value of a person, teamwork, learner-centered methods, creativity, proper assessment methods, contextualised teaching, enhanced literacy levels and teachers' professional development. These are some of the key elements LGIHE has been advocating for in the schools through the various trainings. LGIHE shall therefore continue to use this approach in all her interventions.

CHAPTER FOUR: CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

The endline study revealed a tremendous improvement in the teaching and learning processes in the project schools as a result of the various interventions. School leaders and teachers acknowledged an improvement in their lesson planning and preparation, delivery, classroom management and assessment and evaluation practices, as a result of LGIHE's trainings. The use of interactive pedagogical teaching methods such as intentional dialogue, group discussion and guided discovery has made learning more interesting to the learners leading to an improvement in their participation during the lessons as well as fostering a good relationship between the teachers and the learners. The trainings have also been commended for building a good relationship between teachers and the administrators and the teamwork among teachers.

Almost all schools have quit the use of corporal punishments as a means of enhancing academic performance and inculcating discipline among learners. They have embraced alternative approaches to handling students such as guidance and counselling. This is credited specifically to LGIHE's Risk of Education training. Additionally, most of the school leaders demonstrated improved leadership skills. The school leaders attributed this improvement to the knowledge attained from LGIHE's trainings more so the School Leadership and Management course.

Overall, SMC/BOG and PTA committees are instituted in almost all the schools and committee members acknowledged to be aware of their roles and responsibilities which has contributed to an improvement in parents' involvement in school activities and their children's education.

4.2. Recommendations

Based on the findings of this study, the following recommendations are made:

For LGIHE

⇒ Improving the coordination of activities

During the implementation of the project activities, some trainings were scheduled and conducted on days when some of the teachers were unable to attend due to other engagements, in and outside the school. Trainings should therefore be scheduled in consultation with both the administrators and the teachers to be sure of their availability.

⇒ Improving feedback mechanism

School leaders and the teachers stressed the need for immediate feedback on various activities conducted to be used as a reference while embarking on improving their practices. This could be done through availing the various training and field reports to the schools.

⇒ Continued support to the teachers

This could be in form of follow-up visits to the schools to establish the extent to which teachers are applying the knowledge and skills acquired from the trainings. Furthermore, school leaders through the established avenues such as staff meetings, class meetings, etc. should ensure continued application of the knowledge and skills acquired from the project.

⇒ Sensitisation of school leaders on the need for extracurricular activities in schools

There is need to create awareness of the importance of extracurricular activities such as games and sports, clubs and music, dance and drama in the development of students' skills. Participation of children in such activities helps to improve their talents and serves as a forum to develop their soft and high order thinking skills.

⇒ Trainings for learners

During focus group discussions with teachers and interviews with school leaders for secondary schools, they suggested to extend trainings to the learners so that they can be helped to understand themselves and their value. The training could as well be used to emphasize the importance of education to them.

For Schools

⇒ Need to improve on record keeping

Records are crucial for decision making and making appropriate strategies improving teaching and learning in the school. School leaders need to adopt a culture of documenting all records of school activities such as minutes and attendance lists for meetings for future reference.

⇒ Sensitization of parents on their role in the education of their children

Though an improvement in parents' participation has been achieved during the course of the project, there is still need since a number of them are still neglecting their roles and responsibilities. Parents' involvement helps to improve pupils' behaviour, better social skills, and reduces absenteeism. Parental encouragement, love and support for learning activities at home combined with parental involvement in schooling is critical to children's education.

⇒ Need for more teachers and classrooms

In order to reduce on the high pupil-teacher ratio and pupil-classroom ratio, there is need to recruit more teachers and construct more classrooms in the affected schools. This would facilitate sustained students' consultation with their teachers.

APPENDICES

Appendix 1: Progress on achievement of indicators

Indicator	Definition of the indicators	Target	Actual	Other comments
Indicator 1.1: MOUs signed with the 10 target schools for the project.	The number of schools that have signed MOUs	10	11	- Overall, 11 MOUs were signed during the course of the project. This is because 1 school withdrew her participation in the second year of the project but was eventually replaced though the new school could not receive all the interventions. - In 9 schools, all the activities were fully implemented.
Indicator1.2: Proportion of school leaders (headteachers) with improved school leadership skills.	Average scores for each school leader (headteacher) was computed at baseline and endline, by combining the total scores of the teachers about their school leaders. School leaders with endline average scores higher than baseline scores were labelled as having improved school leadership skills.	75%	67%	- The results are based on 9 schools. - Teachers were asked to evaluate their school leaders basing on 5 domains: leading learning and teaching; leading school development; building culture, capacity and teams; professional growth and development; and organizational management.
Indicator 1.3: Proportion of school leaders who complete an academic course at LGIHE.	The number of school leaders who have completed the course expressed as a percentage of those who enrol into the programme.	100%	65%	- This is based on the 10 original schools. - The school leaders who have not yet completed are in their final stages of their Action Research.

Indicator 2.1: Proportion of teachers with improved pedagogical teaching methods.	An average score for each teacher was computed at baseline and endline. Teachers with endline average scores higher than baseline scores were labelled as having improved pedagogical teaching methods.	50%	78%	- The results are based on 9 schools. - Most teachers assessed during classroom observations exhibited prior lesson planning and preparation, appropriate classroom management techniques and learner centred pedagogical teaching methods in their lessons.
Indicator 2.2: Proportion of teachers with improved assessment and evaluation methods.	An average score for each teacher was computed at baseline and endline. Teachers with endline average scores higher than baseline scores were labelled as having improved assessment and evaluation methods.	50%	82%	- The results are based on 9 schools. - The majority of the teachers assessed during classroom observations were able to formatively identify learners' misconceptions and found solutions to the academic challenges that learners faced. - Teachers now use formatively driven classroom techniques like intentional dialogue, collaborative learning, self-regulation/wait time and use of hinge point questions to make difficult ideas comprehensible. As a result, the teachers were able to discover teaching/ learning weaknesses and addressed them.
Indicator 2.3: Proportion of teachers with improved teaching methods	An average score for each teacher while considering only those who teach languages (English, Kiswahili, Luganda, and Literature) were computed at baseline and endline. Teachers with endline average scores higher	50%	76%	- The results are based on 9 schools. - Language teachers used teaching methods that enable learners to develop their literacy skills. Learning was more

for accelerated literacy.	than baseline scores were labelled as having improved teaching methods for accelerated literacy.			contextualised, learner centred and practical. ▪ Learners were involved in reading and writing activities that foster improved study skills and lifelong language learning.
Indicator 3.1: Proportion of schools that have included a soft skill course in their teaching timetable.	• The number of schools that have included a soft skill course in their teaching timetable expressed as a percentage of the total number of project schools.	100%	100%	▪ The results are based on 9 schools. ▪ The schools have not included the soft skills course in their teaching timetable as a standalone subject because during the process of project implementation, we realised that soft skills cannot be treated independently as a subject. ▪ As a result, they were incorporated in the teaching and learning process of all the subjects.
Indicator 3.2: Proportion of students with a proficient level of literacy.	• The percentage of students with a proficient level of literacy.	<i>Primary: 50%</i> <i>Secondary: 80%</i>	NA	▪ It was not possible to ascertain the achievement of this indicator at this time because the activities for Literacy were implemented late (up to the month of August, 2019). Therefore, teachers will need more time to incorporate the learnt skills in the teaching and learning processes in order to help learners improve. An initiative will be taken by LGIHE to assess the literacy skills of these learners in the year 2020 and the results will be shared.

Indicator 3.3: Proportion of secondary school students with improved soft skills.	A total score for each student was computed at baseline and endline. Students with endline scores higher than baseline scores were labelled as having improved soft skills.	50%	40%	- The results are based on 4 secondary schools. - During the course of the project, the soft skills components were incorporated in the various trainings. It is anticipated that the teachers will continue incorporating these skills in the teaching and learning processes.
Indicator 4.1: Proportion of schools with active PTA and SMC committees.	Only schools with both PTA and SMC/BOG committees that hold at least three meetings in a year shall be labelled as “active”.	100%	67%	- The results are based on 9 schools. - Though in some schools, PTA and SMC/BOG committees hold general meetings only once a year, they always hold termly meetings for parents and students (especially those who have just joined the school) and teachers. - Almost all schools have active SMC/BOG.
Indicator 4.2: Proportion of schools with PTA and SMC meeting minutes.	Only schools with both PTA and SMC/BOG meeting minutes for three consecutive meetings were labelled as “having PTA and SMC/BOG minutes”.	100%	67%	- The results are based on 9 schools. - All schools that have active PTA and SMC/BOG committees document meeting minutes.
Indicator 4.3: Proportion of schools with PTA and SMC sub-committees.	Only schools with both PTA and SMC/BOG sub-committees that hold at least one meeting in a year were labelled as “having sub-committees”.	100%	78%	- The results are based on 9 schools. - Headteachers for schools that do not have PTA and/or SMC/BOG sub-committees stated to have embarked on the process of instituting these sub-committees.

Indicator 4.4: Proportion of parents that participate in school activities.	An average number of parents/guardians that participated in the school activities (where all of them were invited) for each project year was computed and reported.	80%	68%	- The results are based on 9 schools. - In most schools, all parents are only invited once a year for the annual parents' meeting. However, they also attend to other school activities such as visitation days, career days, speech days, games and sports days though record keeping is still a challenge.
Indicator 5.1: LGIHE's marketing plan is in place	A document that details LGIHE's marketing plan.	1	1	The institution's marketing plan is for 3 years.
Indicator 5.2: LGIHE's communication strategy is in place.	A document that details LGIHE's communication strategy.	1	1	The institution's communication strategy is for 3 years.