



End of Project Review of Girls and Women's Education in Northern Uganda (GWENU)

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Shared learning group in Yumbe, Northern Uganda

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1. Acronyms used

AET	Africa Educational Trust
CAO	Chief Administration Officer
DEO	District Education Officer
DfID	Department for International Development
DIS	District Inspector of Schools
EAI	Education Action International
EMIS	Education Management Information System
FABE	Family and Basic Education
FAWEU	Forum for African Women Educationists – Uganda
GBV	Gender based violence
GWENU	Girls and Women Education Northern Uganda

IDP's	Internally displaced people
LC V	Local Council Five
LABE	Literacy and Adult Basic Education
MDG's	Millennium Development Goals
MoES	Ministry of Education and Sports
MoGFA	Ministry of Gender and Family Affairs
MoGLSD	Ministry of Gender, Labour and Social Development
NURP	Northern Uganda Recovery Programme
NUSAF	Northern Uganda Social Action Fund
OVI	Objectively Verifiable Indicators
P1. P2	Primary One, Primary two
PE	Parent Educator
PRDP	Northern Uganda Peace, Recovery and Development Plan
RHU	Reproductive Health Uganda
OCHA	Office for the Coordination of Humanitarian Affairs

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Finally we would like to thank AET for agreeing to the mission and for undertaking the full editing of this report.

3. Executive Summary

An external review team composed of three people was asked to review the impact of the DFID funded project, 'Girls and Women's Education in Northern Uganda' (GWENU). The three year project is aimed at strengthening women's and girls' participation and performance in education resulting in them being more confident and better able to defend their rights in six districts in Northern Uganda.

The review team spent a week in five districts of northern Uganda interviewing the main stakeholders, project personnel and beneficiaries on the ground and three days in Kampala meeting relevant project personnel, and ministry commissioners upon whom the project had impacted.

During the field research the team visited 15 schools across five districts and meeting the key stakeholders. In each district the team first visited the LABE office and the Project Officer. They then jointly met the District Education Officer (DEO), Local Council Officer Level Five (LC 5) and Chief Accounting Officer (CAO) before each team member visited one school and any nearby home learning centres or corners. Three to four hours were spent in each school. They also met and discussed the project with women's and girls' pressure groups and groups of parents and school management committees as well as teachers and parent educators. Structured interviews and questionnaires were used as well as observation of classes and activities directly resultant from the project.

Main conclusions of the team:

The overall impact of the project is very impressive. In particular the project has led to increased community involvement in the education of primary children, especially those in the lower primary years. There has also been an increased awareness of crucial issues related to the education of the girl child, especially recognition of the importance of girls' education and the need for girls who drop out of school to be encouraged to return. Drop out rates appear to be falling and girls' performance as indicated by Primary Leaving Exams (PLE) results at P7 level appear to be improving. There has also been a significant improvement in the basic literacy of the parents involved in the project. For many parents, the school is no longer an 'alien place' that they fear to enter. Far more parents are willing to visit the school and find out how their children are managing.

In addition, LABE as an institution is very well respected on the ground, with all project officers in West Nile embedded in the district education offices with plans to do the same in Gulu and Amuru. This helps to make LABE particularly effective and means that all the officials we met were very aware of the work being undertaken. There are clear wishes for this project to be replicated in other schools and districts

However, some criticisms were made. Although the project had clearly delivered on the project purpose, not all outputs had been achieved and some activities had had to be

curtailed. The main issue faced by LABE had been the failure of their international partner to deliver on their agreement. The partner has now become bankrupt and, in the lead up to bankruptcy, had been unable to deliver the funds provided by the donor and had failed to provide crucial areas of expertise expected of them. As a result, the project had to operate on 60% of the intended budget. Even though the full funds had been dispersed by the donor only part of the funding reached LABE and what reached them was always late. Because of this constraint, LABE, in agreement with their UK partner chose to reduce the beneficiaries from an original 480 to a final 295. However, all the key activities were maintained and as a result the project purpose was fully achieved within the reduced numbers and districts targeted. We feel that LABE is to be congratulated on managing to continue a project under such difficult circumstances.

4. Introduction to the Project

4.1 Overview of project

The project 'Girls and Women's Education in Northern Uganda' (GWENU) was a three year project, funded by the Department for International Development (DfID) and managed by LABE in partnership with Education Action International (EAI). The project was implemented in six districts of northern Uganda (Gulu, Amuru, Koboko, Yumbe, Arua and Adjumani). The aim of the project was to strengthen women's and girls' participation and performance in education resulting in them being more confident and better able to defend their rights. The primary strategy to achieve these results was to involve the community in the education of their children by encouraging them to join classes with their children regularly and to attend classes specifically for parents in which they would learn reading, writing and good parenting. The project also set up home learning corners and centres which were run by the parents and encouraged children to read to and with their parents. Selected parents were trained as educators. The project also strengthened the school management committees, provided materials to the schools and worked with girls' and women's pressure groups to improve the environment in which girls live and grow up. This has included active support to child mothers so that they can return to school and active advocacy to ensure that local ordinances are not prejudiced against girls or women but do make education compulsory for both boys and girls. As a result of these innovative strategies, women are becoming increasingly confident and able to take an active part in meetings, committees and other institutions that control their lives. Parents have also become more confident and are now able to take part in decision making related to their children, monitor their children's performance and attendance and ensure better quality education.

4.2 Context of Northern Uganda and West Nile

The Northern Uganda region (composed of West Nile and Acholi regions) has experienced protracted wars and civil strife over the last three decades. Between 1979 and 2002 various warring parties were active in the West Nile region, while the Lords Resistance Army (LRA) was active in the Acholi region from the late 1980s to 2006. The wars affected the peace and stability of the communities in Northern Uganda, resulting in migration, displacement and concentration of the peoples in Internally Displaced camps (IDPs). The communities were consequently deprived of their rights and opportunities to livelihoods and socio – economic welfare.

Peace and stability returned to the West Nile region in 2002 (following the signing of the Peace Agreement) which led to the repatriation and resettlement of the returnees (ex – combatants and civilians), and made possible the rehabilitation of some of the urban and rural economic infrastructure. Since 2006, following the signing of the Cessation of Hostilities Agreement, nearly two thirds of the 1.8 million communities in IDPs have returned to their areas of origin in the Acholi region.

Due to the conflict, the Northern Uganda region has been prone to endemic poverty, with more than 60% of the population falling below the poverty line which is twice the national average. The food security situation is still fragile. Basic infrastructure and services are inadequate or non-existent. Fewer than 30% of the returnees in the Acholi region have access to clean drinking water and the distribution of water points is uneven. While schools and health centres have been established within the rural communities, they still lack facilities and qualified personnel. Lack of health care, justice, security and social support has created particular problems for victims of gender-based violence (GBV). The most vulnerable include people with disabilities, severely traumatised people, female-headed households, orphans and child-headed households.

The literacy and formal schooling situation is alarming. The numbers of non-literate adults are extremely high as the current generation of young adults and youth spent their school going age in exile (West Nile region) and as internally displaced people (IDPs) (Acholi region) where they had poor or no access to educational services. Schools, though fairly well distributed, lack houses for teachers, latrines and water points. A shortage of qualified teachers is compounded by high levels of absenteeism among teachers resulting in absenteeism among learners and high drop outs, and poor quality of education (UN UCHA 2006).

Following the return of peace to northern Uganda the Government of Uganda, development partners and non-governmental agencies have jointly undertaken humanitarian and lately recovery efforts to improve the socio-economic situation of the people. This mainly focuses on providing basic services that save lives and alleviate the suffering of the Acholi people and support the process of achieving a voluntary and durable solution to the current situation in the West Nile region. These include the Northern Uganda Recovery Programme (NURP – I), 1992 – 1999; Northern Uganda Social Action Fund (NUSAF), 2003 – 2008; and the Northern Uganda Peace, Recovery and Development Plan (PRDP).

4.3 Relevance of the Project to Local Needs

The wars and civil strife which persisted in the northern region over the three decades, resulting in massive migration, displacements and insecurity, affected the rights and welfare of the communities negatively. People were grossly impoverished and denied opportunities such as access to education. It is estimated that 350,000 children had their education severely hampered by the conflict, with only 3.7% of primary school leavers in northern Uganda districts obtaining a first grade as opposed to 15.5% in the central region. More than half of the districts in northern Uganda lag behind districts in Western and Central Uganda in terms of pupil-teacher ratios, pupil classroom ratios, net enrolment and primary school performance (MoEs EMIS data).

Women and girls in northern Uganda have been particularly affected by the effects of the war and civil strife with regard to access to education. Literacy rates among women in northern Uganda at 27% are almost half the national average of 51% and only 52% of all girls in northern Uganda are enrolled in school. The situation is made worse by certain cultural and traditional practices and attitudes which view girls as sources of wealth through marriage, and opt to retain them at home to help with household chores rather than sending them to school.

The GWENU project provided initiatives to highlight and then address the persistent denial of women and girl child to formal education by the male-dominated decision making communities in the northern region. It directly targeted women at the community level and the girl-child in the beneficiary schools, to create sensitivity and awareness towards equality in access to education irrespective of sex. It focused on empowering women to advocate and promote girl-child education. LABE had recognised the importance of getting the community to understand the need for education and to recognise that parents have an important role if their children are to succeed. Thus, the project is built on the widely accepted assumption that good parenting is crucial to more inclusive education, especially in a society where one generation has so clearly lost out on these opportunities, if a cycle of low achievement is to be broken. The project also recognised that parents, especially mothers and daughters, can be a very potent force for change once empowered. GWENU set out to provide women with this empowerment within the school community.

4.4 Previous Projects Relevant to GWENU

This is not the first project run by LABE with these general goals. The GWENU project was informed by a previous project, 'Family Basic Education' (FABE), funded by Comic Relief and managed with EAI. FABE, which was based on the concept of adults and children learning together, usually classified as '*family learning approaches*', was initially piloted and implemented by LABE in Bugiri (eastern Uganda) for five years (2000 – 2005). The end of project evaluation assessed FABE's greatest achievement as "*successfully conceiving, testing and implementing an innovative approach to family learning as one of the first of its kind in Africa*". In light of the good results FABE was replicated in some districts in West Nile and Acholi regions for three years (2005-2007), as 'Strengthening Girls' and Women's Education in Northern Uganda', funded by Oxfam NOVIB and was very successful. It informed the basic methodology of GWENU with the emphasis on including the community in the education of their children and building parenting skills. Thus, many lessons from FABE were taken on board under GWENU and most local stakeholders saw the two projects as one.

Thus, one of the clear strengths of this present project was the way the NGO had successfully dovetailed projects building on previous experience and pushing the communities towards long term goals of strengthening women's education and strengthening community involvement in that education. LABE is now one year through a new four year project concerned with mother tongue literacy. This is a project with different results but the same overall goal. It means that the successes under GWENU and the crucial activities that are delivering these successes can continue to be supported. LABE and the communities where they work have learned from previous projects and are now using those lessons in its work. .

5. Capacity and Governance

5.1 Capacity of LABE

LABE is a well established Non Government Organisation (NGO) with a good reputation and a high profile within Uganda. During this review, the NGO was featured on National news as it had recently launched a new literacy project aimed at strengthening Mother Tongue Education (MTE) funded by Comic Relief.

The review team met government officials in the Ministry of Education at both district and central level and the Ministry of Gender within Kampala. The review team also met a number of local stakeholders and pressure groups. It was clear that all those interviewed were very familiar with LABE and understood and appreciated the work they were doing. Their reputation is built on the high capacity and work ethic of their staff, both in Kampala and in the field. They are particularly strong on the ground as they deliver the project through very active programme officers all of whom are well known and have high profiles at the district and school level. The review team was especially impressed by the partnership that existed between programme officers and the local education officials, especially in West Nile, where the LABE staff are embedded in the District Education Offices and very much part of a district team, as described by the Koboko DEO:

'They are part of us- We even use them to help monitor our schools'

Thus the central office in Kampala makes policy, plans and monitors the field work but it is in the field that the bulk of the project is delivered and it is this structure that assures local impact and delivery.

5.2 Capacity of the International Partner

LABE worked with Education Action International (EAI) for many years. Such partnerships are essential for most national NGO's as international donors will only agree to fund a project if the money is dispersed through a recognised international partner. Until recently the partnership worked well and EAI and LABE were partners in a number of projects including FABE. EAI brought to the partnership and the formulation of the GWENU project their experience of working on similar projects in other countries. Their experience of accelerated learning projects in (Sierra Leone) was seen as particularly relevant. EAI was also expected to advise on project design and to monitor and advise on the stages of implementation. Unfortunately, EAI ran into financial problems early on in this project cycle and were recently declared bankrupt. This had a major impact on the project in several ways. The most dramatic impact seems to have been EAI's failure to dispense funding when required even though they had received the funding from the donor. This is discussed elsewhere but meant that LABE was only able to access 60% of the agreed budget and even this was frequently delayed.

The problems that EAI were experiencing also meant that the promised monitoring was superficial and that insufficient expertise could be provided either during implementation or when it came to any revision of project design. Thus, some activities had to be delayed, target numbers reduced, other activities cut completely (i.e. the accelerated learning component) and aspects of the project design became flawed. Thus, many of the criticisms made of what is a very successful project, are criticisms of the international partner, not a reflection on LABE's local capacity. In fact, LABE deserves considerable praise for the extent to which it managed to deliver on the project purpose in spite of the failure of its partner to deliver. It may be necessary for donors to consider ways of protecting local partners against failures of the international partners.

6. Project relevance and project design

6.1 Relevance and Design of Project Goal and Purpose

As already stated in 4.2, the project was clearly relevant to the needs of Northern Uganda and West Nile. The overall goal related directly to the Millennium Development Goal of universal education and the purpose relates directly to improved capacity of women and girls and the aim of achieving greater equality. Both purpose and goal remain particularly relevant in Northern Uganda and West Nile as the society has been disadvantaged by war and conflict, and women and girls especially disadvantaged by the attitudes and cultural practices of men in those societies. The project clearly achieved progress in both of these areas with the purpose likely to having contributed to the achievement of the goal.

6.2 Relevance and Design of the Outputs

The project had four outputs which in summary were:

1. Increasing parental and family support for, and involvement in girl child schooling
2. Developing the capacity of the School Management Committees
3. Increasing community support for girls education
4. Teachers trained and equipped deliver accelerated learning and multi grade and multi age learning

Of the four outputs, the review team found outputs one and three to be particularly relevant, innovative and likely to successfully deliver the purpose. The first is in fact relevant to both girls and boys. The activities, and the Objectively Verifiable Indicators (OVI's) specified, also relate directly to these two outputs and the review team was impressed by the design of these outputs and their impact on the purpose and goal.

The review team was more critical of the design of output two and four. Output two related to the School Management Committees, and included '*ensuring minimum standards for teaching and learning*,' as an Output. The criticism of this Output is based on three factors:

- Firstly, there are no OVI's that relate to minimum teaching standards or materials used.
- Secondly, there is only one activity likely to feed into this Output, i.e. SMC training. The other activities, such as holding open days and reports on attendance seemed to relate better to outputs 1 and 3.

- Thirdly, and following from the above, in terms of design, this Output would be better included under Output 3, i.e. an indicator of improved community support to and ownership of girls' education rather than a result on its own.

Output 4 states that there will be

'Teachers trained to equip and Facilitate accelerated learning sessions...with skills in multi grade

However, this Output included OVI's that were not relevant indicators. The first six OVI's could be related to the Output but the last two OVI's do not measure its success. Thus, '*HIV Aids policy adopted in schools*' is in itself a worthy aim but does not relate to the Output. The final OVI is particularly remote from the output as it relates to dissemination of the project's lessons to an international forum.

Therefore, while part of the project is well designed and relates clearly from activity to output, to purpose and goal. Two outputs fail, either in terms of activities not being likely to deliver the result, or in terms of the OVI's failing to be relevant as a measure of the output. This criticism of project design is technical and should not deflect from success in delivering outputs one and three both of which feed directly into the purpose. However, this flaw does give problems when awarding achievement ratings, as it is unclear whether achievements should be rated against the delivery of output or against the success in fulfilling the OVI. In the achievement ratings (Section 9 below) we have attempted to reflect both in our comments but only given a high rating score where the two match and both are achieved.

6.3 Revisions of the Project Log Frame over Time

There have been a number of revisions to the log frame during the last three years. However, the basic structure has remained the same. The primary reason for the four revisions listed below was the reduction or late disbursement in funds requested. These main changes are as follows:

- Reduction of the number of districts targeted from 8 to 6
- Reduction in number of schools targeted from 480 to 315 and finally to 295
- Reductions in the numbers specified in the OVI's to reflect the new numbers of schools and communities
- The delay by one year in delivering the project in Arua and Adjumani

In the light of the financial problems created by the international partner, we consider these changes fully justified and as a result of the changes the project could be delivered within the reduced budget. Although the review did not cover Arua, (see section 7 below), the team concluded that the delay in Adjumani had not in any way damaged delivery of the project purpose. LABE, and especially the project officer, is to be commended on fast tracking the project in the areas where it was delayed and avoiding any damage to delivery.

In the light of the failure of the international partner's ability to deliver, it may have been beneficial for LABE to have considered more drastic amendments to the project design. Output four should really have been dropped as it was clear that, once the expertise of the international partner became unavailable, this output became undeliverable. However, in discussions with the LABE director, the review team was informed that LABE, advised by EAI, felt a donor would be unhappy with such a drastic change to the project. It is unknown whether this assumption is true, but perhaps donors need to have, and let partners know they have, greater flexibility in the light of such 'force majeure' as occurred.

6.4 Assumptions and Constraints

The project design made certain assumptions that if not met, would lead to a failure to deliver on some of the results or measurable OVI's. Of the assumptions listed, the most relevant one is against result 1. This assumes that there is no '*abrupt and massive relocation of the population*'. In fact, in Gulu and Amuru there was a major resettlement. The project was designed at a time when a majority of families targeted were in IDP camps. Within a year, these people were being resettled in the home areas. While this was highly desirable, it did mean that community's cohesion was disrupted and delivery of results 1 and 3 not as fully achieved in Northern Uganda as in West Nile. A further disruption of the population also occurred in the border areas of Koboko with many parents moving back to Southern Sudan and Congo resulting in declining numbers in the schools visited. The fact that the Ministry also built a number of new schools also contributed to the apparent decline in numbers in some schools. This did not affect the overall achievement of the project but did impact on total numbers involved although as it reflected transfer from one school to a school closer to home.

7. Methodology adopted for Evaluation of GWENU

7.1 Procedures agreed prior to field trip

The following procedures were agreed between LABE and the review team

- The review team would consist of three people: Dr Hicks, (Team Leader), Mrs Hicks (MT Literacy) and Mr Wilberforce Muhwana (Local Consultant)
- The team would visit five out of the six districts spending one day in each.
- The team would split up into three, each person visiting a different school and community within the district.
- The team would agree on their questionnaires, focus group discussion outlines and observation check lists and show these to the LABE staff.
- Schools would be selected and visits arranged by the local programme officers and a programme was prepared by LABE, both in consultation with the review team (see annex 1)
- In each district the team would therefore

- visit and talk to the DEO, CAO and L5 officials
- visit three schools
- observe parent only and/or shared classes
- hold discussions with the head teacher and at least one other senior teacher
- hold discussions with members of the School Management Committees (SMC)
- complete a questionnaire with the parent educators
- visit a home learning centre or a home learning corner
- hold discussions with groups of girls and/or parents
- meet, where possible, with religious leaders and women's pressure groups

The above activities were well organised and the team was able to carry out these activities in most districts and in fact in most schools visited. As a result of the programme the following was achieved:

Table 1 Record of activities conducted by review team in each district

	ACTIVITY	Gulu	Amuru	Koboko	Yumbe	Adjumani	Total
1	Meet officials DEO/ DIS /CAO,LC V etc	1	0	3	2	1	74
2	Visit to Schools	3	3	3	3	3	15
2	Focus discussion with head teachers	3	3	3	3	3	15
3	Observe joint parent/ children classes	3	2	4	3	3	15
4	Talk to Parent Educators	3	3	3	3	3	15
5	Meet girls clubs and pressure groups and talk to the girls	1	3	1	1	1	7
6	Home learning centres and corners	0	1	4	6	3	14
7	Observe parents only classes	1	3	0	0	1	5
8	Child mother groups who are in school				1		1
10	Women's pressure groups			1	1		2
11	Religious leaders				1		1
12	School Management Committees	3	3	2	2	3	13
13	Talked to parents	2	1	3	2	2	10

* Where a box is blank then the activity was not reviewed in that district

7.2 Format for Questions and Focus Group Discussions

The primary method of data collection during field visits were sets of questions prepared by the team prior to these visits. The aim of these agreed questions was to ensure that each team member was collecting data in the same way and to ensure that the data collected related specifically to the OVI's in the log frame. They also include questions that would elicit the extent to which the results and purpose had been perceived as achieved by the stakeholders, as well as the stakeholders overall assessment of the project. As a result of each discussion, the researcher would complete the relevant form (See Annex 2). Thus, the questions were used as the basis for structured discussions with the stakeholders and so that the researcher could make informed observations rather than a respondent filling in the answers. The exception was the questionnaire for girls in which individual girls, mainly from Upper Primary, filled in the forms for themselves. The following forms with questions and a checklist of what to observe were used:

- Head teacher and senior teachers, - (Questions both factual and attitudinal)
- Parents' groups (Questions for discussion on impact of project)
- Girls' pressure groups (Questions for individual girls to answer and discussion)
- School Management Committee (Focus discussion on impact of project)
- Teacher Educators (Questions on impact and their training)
- Home learning centres and corners (Primarily check list for researchers observations)

In addition, basic questions were agreed for use with the women's pressure groups, the DEO's and the Religious leaders. However, these meetings by their nature were less structured but very informative. The main discussions related to:

- How much they were aware of the project
- What impact it had on their own organisation
- What actions they had taken, with or without project support, to promote girls education
- Their own perceptions of education of girls in their district

7.3 Constraints

In general, the field trip went very smoothly and everything was done by LABE to ensure the review team could carry out its work without hindrance or bias. Inevitably, within such a setting there are some constraints. They mainly arose from shortage of funds and therefore a shortage of time. Originally the review should have involved at least two weeks in the field visiting all 6 districts and sampling at least 10% of the stakeholders. Within the original budget this had been adequately catered for. However, although the donor had released the funds to EAI, EAI had failed to disperse any for the review. As a result the review was funded partly by

LABE out of its own resources and partly by Africa Educational Trust (AET), who are a partner of LABE on their MTE project. Thus, none of the funding for the review used donor funds and what was available could only sustain one week in the field. The two consultants from AET undertook the review on a 'no fee' basis.

Thus the decision was made to concentrate on five districts and only to sample 5% of stakeholders. This means that some activities may have been overlooked (e.g. Father/Girl reading groups) because they did not feature as prominent in the communities visited. In addition, a single school with severe problems or a spectacular success, may lead to over representation within a district. This probably happened in Gulu, where one school visited was in the middle of a land dispute and thus few of the activities were happening. A further and related constraint was that of logistics. Inevitably, with only one day available to spend in each district, the review team had to visit three schools within a maximum of forty minutes driving if sufficient time was to be spent on site.

A further constraint was the lack of any specific baseline study carried out in 2007. Again, according to the MoU this should have been led by EAI but was not. This means that where an indicator talks of an 'increase' or 'decrease' in such aspects as attendance or literacy rates, then it is difficult to assess if this has been achieved. To some extent the review team had to rely on the impression of stakeholders who had been in the community for at least three years. In other cases such as enrolment or attendance the team could use past records of the school or the district. However, in some cases especially government enrolment figures, these may have been inflated and thus under-estimate the impact of the project.



Focus group discussion with school management committee

8. Preliminary Findings

8.1 Overall Impressions from the Field

The overall impact of the project is very impressive. In particular the project has led to increased community involvement in the education of primary children, especially those in the lower primary years. There has also been an increased awareness of crucial issues related to the education of the girl child, especially a recognition of the importance of girls' education and the need for girls who drop out to be encouraged to return. Drop out rates across the board appear to be falling. Twelve of the fifteen schools visited stated that fewer children, boys or girls, dropped out early than were dropping out three years ago. There were no figures to verify this as no base line existed. It has to be noted that drop out continues to be a concern averaging approximately 12% per year in the schools visited. (See Statistics From the Schools Annex 3). Performance of girls, as indicated by PLE has also improved significantly over the three years. In the PLE results from 2007 only 24% of those obtaining Division One or Two were girls. In 2009 this percentage had risen to 27%, still well below the national average of 43% and still variable across districts with no significant improvement in the very conservative district of Yumbe as yet or in Gulu, but elsewhere an overall 12.5% improvement over two years is significant. The lack of improvement in this indicator for Yumbe and the gap between these figures and those nationally show that more work needs to be done.

There has been a significant, though as yet unverified improvement in the literacy of the parents involved in the project. Conversations with parents attending parent only classes in 3 schools show that parents who could not even write their own names two years ago, now claim that they can write their names, understand their children's report cards and understand what their children have to do for homework in Primary 1 and 2. In addition the project research team has verified that approximately 18,000 parents were attending some literacy classes and had achieved these basic levels of functional literacy by the end of 2009. Thus more parents are now able to monitor their children's school attendance and monitor or assist with homework and school work. Women in particular have benefited from this and are far more active in both shared and parent only classes than male parents. For many parents, the school is no longer an 'alien place' that they fear to enter. Far more parents are willing to visit the school and find out how their children are managing, with 12 schools reporting a marked increase in the numbers of parents visiting the schools each week when compared with two years ago. In addition most of the schools visited (13 out of 15) are holding the shared classes and the parent only classes at least once a week.

LABE as an institution is very well respected on the ground with all project officers in West Nile embedded in the district education officers with plans to do the same in Gulu and Amuru. This helps to make LABE particularly effective and means that all the officials we met were very aware of the work being undertaken. All four District Education Officers interviewed praised the project officers' work and stated that LABE played a crucial role within the district. The districts clearly wish for this project to be replicated in other schools and districts. LABE officers are particularly active in the way they monitor their projects, and most schools visited (12 out of 15)

stated that these officers were in regular contact with the school and regularly visited the school to monitor the activities.

8.2 Activities that are successful and contributed to purpose

The following activities were considered as very successful and contributing to the delivery of the Outputs and Purpose. The activities 8.2.2 to 8.2.7 we would recommend are continued, either by the school or within a new project. This means that LABE will need to try and keep at least a skeletal structure for monitoring and motivating the schools and districts within each of the six districts.

8.2.1 Project overall management and delivery, and impact on local partners

As stated earlier, one of the prime reasons for the impact the project has had on female education and community participation in their children's education is the overall project management and structure. The project was designed at the centre and policy and finances managed from Kampala. However, West Nile and Northern Uganda each had their own regional manager who monitored the work of the six project officers, one in each district. This decentralisation of control over project management was very effective in ensuring local ownership of the projects and a strong partnership with the district officials. This was confirmed by the four DEO's and the three CAO's that were interviewed. They were familiar with the project, supportive of the aims and appreciative of the work of the programme officers who had offices in the same buildings. This provision of offices within the district education office was built into the MoU drawn up between LABE and each district. It is strongly recommended that the programme officers are embedded in the district offices in Gulu and Amuru as soon as possible. The DEO and CAO are also important to the project when advocating for the necessary local ordinances that ensure that education is compulsory and under age marriage against local laws.

8.2.2 Impact on Women's Organisations and Girls Pressure Groups

A further important role of the local project officers has been their development of close relations with local women's pressure groups. The review team witnessed this in both Koboko where they met a group of 15 leaders of the Koboko United Women's Association (KUWA) and in Yumbe where they met 38 members of the Awoba Women's group, originally formed by widows, and a group of women who were successfully advocating for the return to school of child mothers. All 3 groups had been trained in advocacy and awareness by LABE and had been successful in changing local ordinances related to girls education which had resulted specifically in:

- A.** Pressure on schools and parents to retain girls into school who had become pregnant or had been 'caught out' in an affair.
- B.** Closure of video halls in local markets that were 'traps' for girls in school hours.

These groups also conducted literacy classes for women. The parent educators facilitating the classes had been trained by LABE and in at least one case the teacher was a parent educator from the project. They praised LABE for the support they received, both in terms of materials and training, and obviously appreciated and were very close to the respective project officers. In discussion 70% of those in Awoba claimed that they attended the literacy and shared classes in schools and could now read and write enough to understand their children's progress at school. They attributed this directly to the activities of LABE over the last two years (i.e. GWENU).

Girls' pressure groups and child mothers



Child mothers in Primary 3

The team met and interviewed seven girls' pressure groups in different schools and districts, (see Table 1 above). Their main role was given as 'to counsel other girls in the school who are having problems resulting from changes resulting from puberty and were too shy to discuss them with either their teachers or their parents'. The groups met regularly with all the girls in the school to advise the girls in general and especially in relation to:

- dangers of having unprotect sex that could lead to contracting HIV/AIDS,
- not accepting gifts for sex
- what to do when they start menstruation period starts.

All the girls' pressure groups said they get their training and advice from their female senior teachers and sometimes from the health workers from LABE through visits to the school or organised workshops. The team found, through group discussions, that

these girls' pressure groups have organised debating clubs where they express their views and developed their assertiveness and self esteem.

One particular pressure group that drew the attention of the team was the ALIPI Womens group in Yumbe District. One of their key activities was to rescue child mothers who have run away from school or felt forced to leave after becoming pregnant. They counsel these girls and persuade them to go back to school. So far, according to this group, they had rescued 6 girls. The team was able to interview this group together with the rescued girls. The main problem the girls meet when they go back to school is being teased by other pupils and even teachers and lack of support from their parents. The parents just wanted them to get married.

8.2.3 Shared Classes and Parent Only Classes

One of the most successful and innovative activities under this project has been the shared classes. At least once a week parents join their children in P1 and P2 and take part in the numeracy and literacy classes. During the review the team observed 15 shared lessons and as a result observed and talked to 267 parents during these shared classes. In West Nile, 90% of the parents, when asked, stated that this was the most rewarding part of their involvement in the project. They liked these classes because they could now understand what their children were learning and had learnt to read and write with their children. Some parents were already literate and thus used these classes to monitor and support their children. Others were clearly learning with their children. Both groups enjoyed the experience and stated that now they helped their children with their homework at home.

The parents' only classes were also observed by the team, though less frequently, as these classes, which were held once a week in all schools visited, tended to be on days we did not visit. However, we observed five lessons and 164 parents who were taking part. Although there was no specific syllabus for these classes, they were designed to introduce parents to initial literacy/ numeracy and to provide lessons in good parenting. The emphasis between the two varied from place to place. The parent educators (see section 8.2.4) had a good set of materials, primarily aimed at good parenting but with elements of numeracy and literacy included. These materials had been developed by LABE under their FABE project. However, a number of parent educators ignored these materials and concentrated on just teaching numeracy and literacy. This was clearly in response to learner demands. The classes were particularly popular with participants, in Gulu and Amuru, but, in conversation with researchers, these parents made it clear that they preferred the literacy and numeracy lessons to any related to parenting. These parents also preferred parent only classes to shared classes. A clearer syllabus is needed so that the good parenting element of these classes is not lost as it is this element that is delivering on output 1, i.e. involving parents in schooling and their children's performance and thus building towards the project purpose.



Sharing the learning experience

8.2.4 Parent educators

Closely related to the success of the parent only and shared classes is the success in involving parent educators in these and other activities. The review team met 26 of the parent educators that were operating within the project. They varied greatly in ability from some who were competent enough to teach classes on their own to some who could only play a supporting role in the class room. The project had provided them with between three and five days of training but had then followed up the training with regular monitoring by the project officers. They had become a valued part of the school in many communities leading the parent only classes and assisting in the shared classes. Some had taken on extra work, including teaching P1 and P2 classes when there was a shortage of teachers. All those we met also took responsibility for running the learning centres and this was seen as part of their core duties. Several other parent/teachers undertook additional voluntary work. One was training students for sports and music, several others were taking the roles of senior female or senior male teachers responsible for counselling the students or for running the girls' clubs. Thus they were making a major contribution to schools and were a clear link between school and community. In addition, many conducted additional literacy classes in the community.

The project (GWENU) provided the training and monitoring but did not facilitate the trainers. Some work purely as volunteers, other were paid a small amount either by the school, SMC or by the parent learners. Every school visited requested that LABE should find a way of 'facilitating' them. However, any attempt to do so would reduce their sustainability. In schools we visited, at least half the schools intended to continue providing a small allowance from parent funds to continue keeping them.



A trained parent educator in action

8.2.5 Home Learning Corners and Learning Centres

All the schools the team visited, with the exception of one in Gulu District, had parents who were running home learning corners and home learning centres. Home learning corners had fewer learning materials, but the idea of a parent providing a corner in her house for their child or children to do their homework with their support meant the project had succeeded in encouraging the parents to help their children's education. We were unfortunately unable to see the children reading or doing their home work in these corners, mainly because we visited when the children were at school and we did not have time to return in the evenings.

The learning centres were fewer and were nearer the schools we visited. They had more educational materials than the corners. Educational materials included handcraft materials that were made by the children with the help of the parents, while the reading materials were produced by the parents and the parent educators. The manila paper and the marker pens and some reading materials were given by the project. What is impressive about the learning centres is that their success is due largely to one family's willingness to give up a whole space in their house or compound, usually a separate hut, to be used as a learning centre for the benefit of the children in their neighbourhood. As with the learning corner, the team was only able to observe the children in action in one centre where a parent educator was assisting a group of P1 children from the nearby houses. We were told that these learning centres were more active in the weekends and during the school holidays. The children who benefit most in these learning centres are those in the lower classes, who are just learning to read, write and count.

The learning centres were managed by the parent of that particular home who, from our observations, happens often to be the mother. This goes to show that the women

are giving a lot of support to the learning of their children. Overall the team concluded that these centres were a successful and innovative way of getting parents to become involved in their young children's learning and we would certainly encourage the continuation and expansion of this approach. Clearly, more materials are needed, and at present the centres may be over reliant on a few committed people, especially the parent educators. However, the strategy is an excellent one and one that should be encouraged and tried elsewhere.



Home learning corner

8.2.6 Support to SMC to hold Open Days and Education Weeks

Twelve of the schools visited had held open days and/or Education Weeks with the support of the SMC. Over 2000 parents had attended which, if averaged over all the schools in the project, would mean over 50,000 parents attended these days. All but one of these twelve schools, said the open days were new and a direct result of the project. The remaining school said that they had held open days even before the project. Thus, this has been a very successful activity that has directly impacted on Output 3, i.e. strengthening community support. Schools claimed that they would continue this activity even without project support.

8.2.7 Development, Production & Dissemination of learning & promotional materials

Assorted teaching, learning and advocacy materials were developed, produced and disseminated for use by the various partners and beneficiaries in the schools and communities (*detailed list of materials distributed by LABE is in the annex 4*). Most of the materials were developed and produced by LABE at the centre, and distributed to districts, schools and learning centres for use in training teachers, SMCs, parent educators, adult learners and teaching children. Schools and learning centres were also provided with materials that were used in producing learning aids locally. A total of

130,385 assorted learning materials were produced and distributed over the project period. The women pressure groups were also provided with materials and training for advocacy and lobbying.

LABE also collected various materials for promotion of girl child education from other partners like Reproductive Health Uganda (RHU) and Forum for African Women Educationists-Uganda (FAWEU) for distribution to the schools. These were mainly flyers on HIV/AIDS and Health Education.

All the schools visited had a notice board labelled “donated by LABE”, boxes of assorted learning materials, and school kits. Each parent educator was provided with a bag containing a t-shirt, a FAVE kit, a diskette and other teaching aids. The schools and communities were highly appreciative of the GWENU project for facilitating the girl child learning process by availing the learning and promotional materials, while all the learning centres had the materials well displayed.

S /n	Type	Quantity (Copies)
1	Fund tracking	31600
2	Notice boards/Black boards	240
3	Report Cards	5400
4	FABE Kits	1000
5	PE Bags	1000
6	Posters	3000
7	Comic Books	7700
8	HIV Posters	500
9	Numeracy Book one	3000
10	Calendars	3000
11	Call for Actions –Leaflets	3000
12	T- shirts	425
13	Brochures	1000
14	Book covers	48000
15	PE Diary Covers	880
16	Charts	11640

	Total	121385
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8.3 Activities that Needed Strengthening

The following activities, we felt, needed further development if they were to deliver on the Outputs and Purpose. In some cases new strategies may need to be considered if the overall purpose is to be delivered.

8.3.1 Overall training approaches

There had been a number of very successful trainings carried out by LABE. It was not always clear as to when these were specific to GWENU or had come as additional but relevant to GWENU. All the teacher educators and a number of Primary 1 and 2 teachers had received effective training. We observed one Primary 2 teacher teaching an excellent reading lesson who explained in discussions that all the techniques observed had come from the LABE training rather than anything learnt in her Core PTC two year course. In addition, project managers did seem to be effectively monitoring those they had trained. However, the team felt that four aspects of training needed addressing:

- No needs assessment had been carried out so we were uncertain as to how much of the training was appropriate to the level of the teachers and parent educators. Clearly some of the weaker parent educators were too low a level in language and experience to benefit from the training.
- The materials offered for use in the parent only classroom are in English. (Developed under FABE). However, they are to be delivered in the local language. Some of the parent educators had neither the language nor the experience to successfully deliver these materials through a translation mode. As a result they concentrated on teaching numbers and letters.
- GWENU training seemed to vary in length. Those who joined the scheme later only had three days training while other had received a full week. The initial training should have been for longer, especially with the less experienced teacher educators. Follow up training after the initial training would have been very beneficial, especially in the light of lessons learnt from monitoring the trainers and to take in new parent educators who joined after the initial training

8.3.2 School Management Committee Work including Training

As already mentioned, activities relating to open days and education weeks resulting in greater community and parental support have been successful. Other activities have also been successfully carried out including the provision of notice boards, provision of basic education materials and support in the development of plans and

quarterly report. Every school visited had a notice board, though not with a school plan displayed, and every head teacher commented on how important the materials they received from LABE were to the overall teaching and learning.

In addition to these activities under output 2, the fund tracking guidelines had also been disseminated. However, as stated earlier, these activities do not fully feed into the planned output of ensuring minimum standards in teaching and learning. In addition, according to the SMC members interviewed, and the programme officers, the actual training of SMC members was only for one day in five districts and did not occur at all in Gulu due to problems with the local education office. However, when we discussed this with the Project Management team in Kampala they assured us that we had been wrongly informed and that training had occurred over several days. In addition the first annual report from EAI stated that over 1000 SMC members had been trained.

As a team, our conclusion must be, that while several days of training may have occurred over the three years, its impact was not sufficiently apparent at the end of the project and the confusion on whether it had occurred or not, may be due to a rapid turnover in SMC members, such that those we met missed the training or had only been present for a one day training in the last twelve months. As a result, at least five of the SMC's interviewed did not see planning and finance as part of their duties. In addition three SMC's were very conservative in their attitude to the role of girls in education. One explained that girls did not perform as well, especially in the higher classes but that this 'was natural'. In addition one SMC was in conflict with the head teacher over girls dropping out of school early. She was adamant that the girls were being forced out of school by older men and wanted action taken against such men, but the board, in her words, 'wanted such matters kept quiet'. Such issues show how essential the work is that LABE is doing with the SMC's but also shows that a lot more sensitisation and training is required if the community representatives are to demonstrate good governance and plan and manage resources in a way that will include adequate resources to girls' education and reflect girls' educational requirements. We would strongly recommend that training should be on going, i.e. one day each term.

8.3.3 Religious groups (WAM)

GWENU identified and partnered with religious organisations to promote girl child education. Religion can play a large role in mobilising the community, especially the non-literate of the congregation, to have a positive attitude towards education,. The team interacted with representatives of one religious organisation (a Muslim organisation in Yumbe), which is assumed to have provided views of the other religious organisations. The religious factor appeared to be quite strong among the Muslim dominated community in Yumbe district. Selected religious leaders were

sensitised on the importance and benefit of sending girls to school, and oriented on various aspects of promoting girl child education such as monitoring school activities and advocacy and lobbying (see annex). The leaders urged their followers to be more actively involved in promoting girl child education by sending girls to school, monitoring their attendance and learning, and ensuring that the drop outs return to school. The leaders felt that GWENU was very useful in creating awareness about the importance of sending girls to school, particularly among the non-literate Muslim communities whose religion emphasises preparing girls for marriage at an early age rather than letting them in schools where the risk of getting 'spoilt' is high. Some improvement was registered as a result of parents attending joint sessions, supporting their children at home learning centres and visiting schools regularly. They viewed GWENU as likely to achieve better results in future by partnering with the religious groups directly in their places of worship rather than through the schools, and by providing further training.

8.4 Activities that did not occur / failed or were not evidenced

8.4.1 Accelerated learning

The project management has acknowledged that this activity did not take place. LABE had expected EAI to lead this activity which was a major component of output 4. However, as explained elsewhere, EAI was unable to conduct any activities. The team considers that LABE was wise not to attempt what is technically quite a difficult and costly activity. Both LABE and the review team agree that within the constraints the correct decisions were made.

8.4.2 Father/daughter reading groups

The review team was assured that these activities did take place in selected schools. Sadly we were not able to observe any. We did witness fathers taking part in the shared classes and the parent only classes. They represented approximately 10% of those present.

9 Impact of Activities on Outputs and Extent these Deliver Purpose (RH)

9.1 Output 1: Increased Parental and family support for, and involvement, in girl- children's schooling. (score 1)

The team felt that the activities in section 8.2 above had been particularly successful in delivering on this output. The family learning centres and learning corners, shared classes, parent only classes, the trained and supported parent educators all contributed to ensuring that parents had started to be a part of their children's education (both girl and boy children). In addition parents were now able to come to school and visit classes (other than the specific shared classes) to monitor their children. The review panel saw many examples of parents in the school and sitting in specific lessons. At least 12 head teachers assured the team that this was both a new and very helpful trend. Other activities that had contributed to this output included the increased support to open days and education weeks. Based on our own estimates, approximately 50,000 parents have become involved in the school activities of which 18,000 are involved in parent only or shared lessons and a similar number with school learning centres and corners. This output will have a major impact on achieving project purpose as better informed and more interested parents can insist on the rights of their child to go to school and stay in school. The activities of the women's groups and girls' pressure groups have also reinforced this as mothers become more confident and able to argue for their girls to return to school even after pregnancy. (See section 8.2.4)

9.2 Output 2 SMC's demonstrating good governance in planning and monitoring the use of school resources and ensuring minimum standards for teaching and learning are observed and giving optimal consideration to resource allocation and use for girl's education(Score 3)

The team felt that this output had been partially achieved. Work had been done with the SMCs but the training had only been for one day. Thus, the effects on good governance, was felt but only partially. The team was assured that school plans had been made, though they were not on view on the school notice boards. The SMC members who met the team recognised their role in monitoring, learning and attendance but often failed to voice their role in planning. In addition, although the main activities planned to deliver on this Output were successful, they fed into result 1 and 3 rather than result 2. There were no activities directly related to achieving minimum standards for teaching and learning under this result. On a more positive note, based on the schools we visited, at least one third of SMC members were women. This is a statutory requirement set by the MoEST. However, some schools

clearly ignore this requirement, e.g. in Yumbe where only two women were on the committee. Other schools, exceeded the requirement and this can be partly attributed to pressure from the project officers. However, very few of these women were in positions of responsibility within the SMC. Those that did have positions of responsibility were from a school with a female head teacher. The team noticed that, where there was a female head teacher, the school was much more proactive in supporting girls' education, but was also more likely to come into conflict with a conservative SMC and community. Thus, extra support, especially advice and training, needs to be given by the project to any female head teacher who is appointed to make sure she is a success.

9.3 Output 3 (1) Increased Community Support for Girls and Women's Education

As with result 1, the team felt that the project had been very successful in delivery of this output. Community involvement in the school and increased support for girls' education had been achieved through a number of the more successful activities. The activities that particularly supported this Output well and were evidenced by the review team included:

- Women and girls' pressure groups that campaigned to support girls in school
- Promotional materials that were visible in schools and offices
- Literacy training that was giving women more confidence to take part in community activities.
- Lobbying of sub county level local authorities to change relevant ordinances
- General counselling sessions in schools with both girls and boys
- HIV/AIDS and Reproductive Health education through counselling sessions for girls and boys
- Open days and education weeks with advocacy carried out through them
- Advocacy with and through the SMC's, though some still remain very conservative (see section 8.3.1 and 9.2)

9.4 Output 4: Teachers trained and equipped to facilitate accelerated learning sessions, with a blend of multi-stage and multi-age approaches to teaching. (Score 4)

The review team were unanimous in agreeing that this result had only been partially delivered. In general LBE staff also agreed that this was an area they had been unable to deliver as well as they would have wished. This was because they had depended on their international partner to provide the necessary input and expertise. The only area where elements of success can be recorded is within the 'multi-age' teaching category, including the successful shared classes and where children had been reading with their parents, an activity related but not specific to this output. A

further problem with this output is that the OVI's and activities that were carried out, though valuable in themselves, are not likely to deliver the output given. Thus, satisfactory work in counselling on health education and HIV/AIDS was conducted in many schools in collaboration with the Presidential Initiative on HIV/AIDS Strategy for Communicating to the Youth PIASEY. Readers in local languages were also disseminated as were the toolkits for the parent only classes. Such activities, though valuable to the overall purpose, could not deliver on the specific output.

9.5 Purpose: To Strengthen the Capacity of Women and Girls to demand and protect their educational rights and to ensure equal access to education and effective learning for Primary children in six districts. (Overall Score 1)

Although the review team has been critical of the ability of the activities to deliver on two of the four specified outputs, any negative impact on the purpose has been minimal. Somewhat ironically, the activities conducted under output 2 and 4, while not delivering those outputs, have been very successful in delivering on both the project purpose and contributing to the project goal.

Activities such as health education and advocacy on HIV/AIDS, provision of local readers, holding open days and education weeks, have all contributed directly to the delivery of the project purpose. In addition, the success of output 1 and 3 also help to deliver on this purpose, especially the advocacy work with women's groups, the changes achieved to local ordinances so that girls' education is seen as compulsory, and work with the community to discourage early marriages have impacted on the achievement of purpose. The specific measurable indicators that show this has been achieved include:

- The large number of women who now have sufficient literacy and numeracy to support their daughters (18,000). (*Section 5.1 above and Annex 3. Responses from questionnaires*)
- The number of women now on the SMC's (33%) as laid down by government but many schools exceed this.(*see annex 3- Responses from Questionnaires*)
- The improved attendance by girls and boys in school. (87% attendance) with the boys marginally worse than the girls. (*Annex 4 Attendance and drop out rates across the schools visited*)
- The small but significant 6% increase in the percentage of girls in first and second division in PLE results is an indicator of improving performance. This has risen across the six districts, from 23.8% in 2007 to 25.3% in 2009. One would hope to see a further increase this year.

- Drop out rates over three years for a cohort from P2 to P5 in 12 schools averages out at 13% a year for girls and 14% for boys. (*Annex 4 Attendance and drop out rates across the schools visited*)

Although all these figures remain higher than the national average and still need to be reduced, they are clearly improvement on previous trends. This statement is based on perceptions of head teachers rather than a base line figure but twelve schools (including all the schools in West Nile) stated that attendance is better and drop outs fewer now than three years ago. Only one school, in Gulu, considered it was worse and two stated there was little or no discernable difference. (*see annex 3- Responses from Questionnaires*)

9.6 Impact on Goal and on MDG's

The overall goal of this project and others undertaken by LABE has been to move towards achieving the MDG's of universal education in six districts in northern Uganda. The contribution to this can already be seen from the improving attendance and drop out rates quoted above. In addition school enrolment is increasing rapidly within the six districts. This is confirmed by the District Education Officers. Unfortunately, their enrolment rates are not totalled so that we cannot produce a figure for improved enrolment. A study of the enrolment rates for the schools we visited gives a very unreliable figure as, under the pressure of increasing school enrolment and large classes, (over 150 children in many P1 classes visited) between 2007 and 2009 many new schools have been built. For example in Koboko alone 45 new schools were built in this period. This nearly doubled the number of schools. Thus, if we study school enrolment in the schools we visited, what appears initially as a reduction, is often in fact, children being transferred or choosing to start in a different school. Only a base line with a control could have established how much of this is attributable to the project.

9.6.1 Scaling Up and Mainstreaming of Good Practices/Innovations in LG Sector Planning (WAM)

The objectives of GWENU were realised in the selected beneficiary schools. According to the District Education Officials and other district leaders the schools that had not participated in the project had learned about its good results and were eager to have it expanded to their schools. The officials were very positive and sensitive towards planning to ensure that the good practices of GWENU are replicated in other schools and ultimately attain district wide coverage. In an effort to enhance mainstreaming the districts had jointly planned with the GWENU project teams. The districts were promising to incorporate these good practices in the sector plans. The line ministries (Gender and Education and Sports) were positive in supporting the districts to plan, budget and implement the activities of GWENU.

10 Financial implications

10.1 Value for money and levels of delivery

The budget for the project was clearly specific to the activities to be run under the project and is resulting in achieving the objectives and outputs of the project. Out of the total budget of GBP £587,943 the project activities were allocated US \$ 377,676, which is about 64%. The project activities that were identified for purposes of achieving the project results and impact, and ultimately the project success were evidently emphasised in the budgetary allocation which is a demonstration of greater sensitivity of value for money. This is summarised in the table below.

Project activity	Total budget (GBP)	% allocation
Development and Implementation of training courses	39,750	6.7
Promotion of literate environment	67,979	11.6
Joint work with partners and others	62,800	10.7
Advocacy	80,383	13.7
Information dissemination	6,973	1.2
Capacity strengthening for LABE and partners	51,350	8.7
Organisational development for LABE	25,799	4.3
Monitoring and Evaluation	42,642	7.3

The actual budget execution was not in line with the approved budget. The actual annual releases to LABE were less than planned (Year I by 48,460; Year II by 48,727 and Year III by 37,000), implying that expenditure on the project activities should have been less than planned. The actual releases were erratic and inadequate thus affecting the actual implementation of the activities. However, to LABE's credit, the evidence on the ground is that the project results and impact were achieved, and ultimately there has been value for money even though the number of benefiting communities had to be reduced by 35%.

10.2 Overall Efficiency

The deployment of resources (human and financial), particularly having staff in the beneficiary districts, was well programmed to ensure efficiency in project performance which contributed significantly towards timely delivery of activities. However EAI did not comply with the agreed timeframes and amounts in the release of funds. Both the scheduling and levels of planned outputs were affected negatively. The extent of effect of this anomaly on the expenditure on the specific project activities is summarised in the table below.

Project activity	Total expenses (GBP)	Expenses as % of budget allocation
Development and Implementation of training courses	35445	89.2
Promotion of literate environment	47051	69.2
Joint work with partners and others	47369	75.4
Advocacy	54926	68.3
Information dissemination	8110	116.3
Capacity strengthening for LABE and partners	24399	47.5
Organisational development for LABE	14240	55.2
Monitoring and Evaluation	5909	13.9

While expenditure on information dissemination and implementation of training courses was within target, the actual facilitation to LABE for capacity strengthening, monitoring and evaluation was grossly inadequate, clearly under funded even before the need to cut the budget emerged.

While LABE innovatively managed the emerging situation to ensure the project was on course, significant supportive overhead expenses (especially staff remuneration) were rescheduled thus causing great strain on the project implementation.

While LABE endeavoured to implement all the planned activities, “Accelerated learning” was not implemented because EAI did not provide either the funding or the technical support as planned. This activity was not substituted by another and the earmarked funds were not released to GWENU, a factor which affected the overall efficiency of the project.

10.3 Role of Intermediary

EAI, the intermediary agency, was responsible for disbursement of DfID funds to LABE and to mobilise additional funds from other partners for the GWENU project. It was also mandated to provide oversight and technical support to LABE for the project. However, it fell short in fulfilling its obligations and practiced unethical conduct in the partnership. It did not manage the process of concluding the MOU in a transparent manner. In addition to erratic release of funds EAI did not declare funds mobilised from other partners and withheld useful information on its financial status and its implications. It routinely sought accountability for funds from LABE but both feedback and further remittances were delayed without explanation. Towards the end of the project EAI was declared bankrupt and thus the balance of the funds could not be disbursed. The inefficiencies on part of EAI constrained the envisaged partnership principles and had negative implications on the overall project execution.

10.4 Sustainability

The GWENU project brought on board various activities in form of innovations and good practices that could enhance girl child education such as parent educators, shared learning and learning centres. There is evidence that these activities have cost implications. For instance parent educators have to be trained, provided with teaching kit and remunerated while learning centres have to be facilitated in scholastic materials. Demonstrations on the ground reveal that parent educators are being remunerated in some way and the project provides them with training and teaching kit.

Sustainability of the project results and achievements will involve taking these activities forward at school and community levels and, therefore, at a cost. Already some SMCs and parents have started to make nominal contributions to meet these costs while the communities are making learning materials locally. There are variations in the amount and timing of funding from the project that would be adequate to sustain parent educators, and the amount that SMCs and parents can afford. To ensure effectiveness in sustainability of these achievements the variations will need to be harmonised beforehand and any agreed arrangements adopted accordingly. The Local Government authorities are well placed to support this process and assume the responsibility over some of the activities. LABE could coordinate this effort through the MTE initiative and other fora like the Basic Education Working Group in MoES. Over the long term LABE and Local Government could lobby central government to have in place the relevant policies such as recognition of parent educators.

The ability of LABE to achieve all of its outputs and to ensure sustainability of its projects has also been seriously jeopardised by the collapse of the international partner. This collapse meant that funding for the mid-term and end of term reviews

were not forthcoming and that LABE had to use their own funds to maintain such essential elements as basic training and support to their project officers so as to keep the project running and to put in place any sustainable inputs required. It is somewhat ironic that the international partner who should have provided the support in terms of reviews, advice and ensuring achievement of outputs as well as putting in place sustainable procedures actually undermined this. LABE were initially unaware of the liquidation actions but received a request to apply for funds due to them during the liquidation process. They completed these forms but have heard nothing and seem unlikely to get any of the funding due to them. Thus, the local NGO has spent a considerable amount of its own funds to ensure project delivery.

11. Conclusions, Lessons Learnt, and Recommendations

11.1 Conclusions

As stated earlier, the team concluded that LABE has been very successful in all the most important aspects of the project delivery. The activities described in section 8 above had all been carried out fully, and on the ground the project has been very active and has impacted positively on the schools and communities targeted. The project has led to an increase in girls' education, better delivery of that education, far greater involvement of parents in the education of their children and greater awareness of and support for girls' education in the communities.

Although the review team has criticised the failure to fully deliver on two outputs, it has concluded that these outputs are not central to the delivery of the project purpose. Thus, LABE has been very successful in fully delivering on the two key outputs and delivery of the project purpose.

Such a conclusion inevitably carries with it a criticism of the project design in that two of the outputs were in fact not essential to the purpose. This criticism has been made in section 2.

The project delivery was handicapped by the failure of the international partner (EAI) to fulfil their agreement. As the partner is now declared bankrupt there is little that can be done. However, the impact has been both one of capacity, as LABE looked to the partner for assistance in the elements of accelerated learning in output 4, and for guidance in terms of project design and monitoring. However, the most crucial handicap has been the lack of funds. This has meant that the project could only be delivered in 295 communities across six districts rather than the originally planned 450 communities across 8 districts. The team however, feels that LABE should be congratulated on coping with a situation that, for many NGO's, would have led to a

collapse of the project and a failure to carry out any activities on the ground. Rather than delaying the activities LABE has reduced numbers but continued with the project and, within the reduced number of communities, fully delivered on the purpose and greatly impacted on the schools.

11.2 Lessons learnt

11.2.1 Reliance of Local Partners on International Partners.

The over reliance on an international partner for the dissemination of funds from a donor does put the local NGO at serious risk should the international partner fail to deliver as agreed or expected. Donors should look to find procedures that will firstly give early warning signs if a partner is failing and secondly protect the project beneficiaries and the NGO from the worst impact of such eventualities.

11.2.2 There needs to be space allowed for project design to be reassessed at least after the first year of a project. Such redesign should include the viability of achieving all the outputs. While it would be too fundamental to change a project purpose, there should be space for an output to be changed if it is either unachievable or unlikely to deliver on the purpose. This is especially true in a conflict or recent post conflict setting where the situation can change so rapidly.

11.2.3 It is essential that within a project design and budget a baseline is included that will give clear numerical indicators against which progress can be measured after three years.

11.2.4 Local experience and having local committed people on the ground working with local beneficiaries is the single most important aspect of projects that aim to deliver impact and change attitudes or habits within a community. The local project personnel are most effective if they come from the same area and speak the same language as the beneficiaries.

11.3 Recommendations:

11.3.1 The activities that have resulted in closer cooperation with the community and greater involvement of parents with their children's early learning need to be continued and some financial support found, either within a new project, or as part of a wider project. This includes support to:

- Home learning centres
- Shared classes at lower primary level
- Parent educators
- Girls' pressure groups within schools and women's organisations within the community
- School open days and education weeks.

11.3.2 International donors need to reassess their policy on insisting that all funding should go through an international donor. Alternatively they need to put in place mechanisms that will protect the local NGO from any malpractice by the International partner and monitor the progress of each.

11.3.3 In similar projects donors should ensure that delivery is provided by a local NGO with project officers who are familiar with, and preferably part of, the local community that is to benefit. This is an existing strength in LABE that they need to further develop as policy.

11.3.4 In any future programmes, LABE needs to consider their training methodology and procedures to ensure more training, based on a needs assessment, and with a clear programme of follow up training days informed by the monitoring activities rather than initial training only.

11.3.5 LABE needs to review its expertise in project design. Aspects of the project design were very good, but other aspects have been criticised in this report. In particular:

- a. Lack of a baseline against which to measure progress
- b. Activities that do not directly relate to outputs
- c. An output that is unlikely to deliver on purpose.

Fortunately, the overall direction of the project and the project purpose was clear and achievable and the activities did feed into the purpose.

11.3.5 LABE needs to review its policy in relation to the visibility of the donor.

At present LABE has a high visibility and local people are very aware of its value. However, few are aware the role of DfID in this project or Comic Relief in the MTE project. While some donors, DfID among them, accept and in fact encourage a low profile, others expect far more to be done to highlight where the money comes from. LABE has acknowledged the donor in all printed materials but few recipients read the small print and any advocacy work or programme promotions should include more donor visibility.

12. Achievement Rating Scale

1 = fully achieved, very few or no shortcomings

2 = largely achieved, despite a few shortcomings

3 = only partially achieved, benefits and shortcomings finely balanced 4 = very limited achievement, extensive shortcomings 5 = not achieved

Log Frame Descriptors	Achievement Rating	Logframe Indicators (OVI)	Assessment by Review Team on progress against indicators
<p>Goal: Realisation of the Millennium Goal of Universal Primary Education in six conflict districts</p>	2	<ul style="list-style-type: none"> 45% of non-school attending girls of school age (re)-join school in 295 communities in 6 districts 75% school enrolled girls in 295 communities complete primary school education 134195 community members display active support in school based activities 	<p>Significant progress made, especially in terms of child mothers returning to school, reduced drop out and improved performance. Dropout remains an issue for boys and girls, especially in Koboko area. However, progress has been made with estimated drop out rates reduced to approximately 13% a year. Drop out rates are high in two Koboko schools visited, but much lower in the other five districts. The project has provided an improved learning environment, now with the needs for girls education better appreciated and supported by community and more basic learning resources including chalk, manilas etc provided. Very big increase in community support and for the schools with 180 parents+ on average in each community (54,575) participating in school activities. Original OVI figure is over ambitious.</p>
<p>Purpose To strengthen the capacity of women and girls to demand and protect their educational and wider civic rights, to ensure equal access to education and effective learning for primary children 295 schools in 6 districts in the</p>	1	<p>a. 38,000 newly literate women in 6 districts able to articulate women and child rights.</p> <p>b. 80% increase in the number of women utilising services</p> <p>c. 25% female SMC members</p> <p>d. 85% daily school attendance rate registered among 55,000 girls</p>	<p>OVI a and b largely achieved An estimated 36,500 have registered and attended some classes. Regular attendance, sufficient to achieve new literacy, is at only 8063. Thus, if we define literacy as attending some classes and having increased awareness of what is entailed in literacy then this OVI has been met. This figure also represents the utilisation figure and, as parent only classes are new, is well above 80% increase in utilisation</p> <p>OVI c fully achieved Of the estimated 1298 women on school board, and 2340 men, 236, just over a third are women in positions of authority within SMC</p> <p>OVI d partially achieved Attendance remains a problem among boys and girls with at least 80% schools recording attendance rates below 70% for girls. However, 12 school head teachers claimed that there were fewer drop outs. School</p>

Log Frame Descriptors	Achievement Rating	Logframe Indicators (OVI)	Assessment by Review Team on progress against indicators
northern region.		<p>e. School drop out rate reduced by 45%</p> <p>f. 75% mothers monitoring their daughters' school attendance at least once a week</p> <p>g. increased self esteem for 55,000 girls in 315 schools</p>	<p>enrolment for girls is estimated at 12% for girls and 13% for boys based on the 15 schools visited.</p> <p>e) OVI only partially achieved. Drop out/transition rates were registered over 3 yrs between P2, 3, 4 cohorts as 40%, or 13% a year when P1 statistics are eliminated. P1 drop out is much higher. There is no base line figure against which this can be compared and thus no control group against which the extent to which any improvement is project related.</p> <p>f) OVI f largely achieved The figure put forward was unrealistically high. However, observations of shared classes and parents visiting schools show a big increase in numbers. An estimated 10,000 parents are now visiting schools and monitoring their children. This probably represents some 30% of parents in P1 and P2. Three schools (Gulu and Amuru) had failed to get large numbers of parents involved</p> <p>g) OVI g Though very difficult to measure, and thus a rather weak indicator, signs of self esteem were witnessed in girls' pressure group discussions, and in school debates. Increased confidence was commented on by at least 10 head teachers as having improved and that girls participate more than before.</p>
<p>Outputs 1 Increased parental and family support for, and involvement in, girl-children's schooling</p>	2	<p>a. 18,900 parents (60 in each of 315 schools) attending weekly joint sessions</p> <p>b) 30 families in each school community providing home learning corners</p>	<p>a) OVI a largely achieved. Target figure unrealistically high but an estimated 8063 parents are attending joint sessions (33 a school).</p> <p>b) and c) OVI b and c partially achieved No accurate figure obtained. However, at least 30 families in West Nile in each school visited had learning corners. But the review team was only shown home learning corners in y 3 out of six schools visited in Gulu or Amuru . Where these corners existed, child to</p>

Log Frame Descriptors	Achievement Rating	Logframe Indicators (OVI)	Assessment by Review Team on progress against indicators
		<p>c) 6,300 homes in 315 schools communities providing child to child learning activities</p> <p>d) Assorted learning materials produced/purchased and distributed to schools and homes to facilitate learning</p> <p>e) 9 girls' counselling sessions held in each school (2,835)</p> <p>f) Fathers engaged in reading activities with their daughters.</p>	<p>child activities were available</p> <p>d) OVI d Fully achieved All 15 schools visited stated that they had received some or a large amount of materials from the project. These materials were observed by the review team in use.</p> <p>e) OVI e fully achieved Both group and individual counselling by senior women teacher and/or senior girls taking place in all but two schools visited. This exceeds the 9 sessions in OVI and impacts on more than 12,000 girls (50 per school)</p> <p>f) OVI f no evidence observed to verify this OVI.</p>
<p>Output 2: 315 SMCs demonstrating good governance practices in planning and monitoring the use of school resources, ensuring minimum standards for teaching and</p>	3	<p>315 school open days held, with at least 300 parents attending each event</p> <p>b. 315 updated school development plans produced and displayed on public notice boards</p>	<p>Comment on overall result: Although the OVI's have been largely met, the review team felt that these OVI's did not reflect directly the result. E.g. no OVI captures any indication of minimum teaching standards being achieved or of resources being used to the optimum. Thus the rating of three is lower than would be suggested by the successes in meeting OVI's</p> <p>OVI a) Largely achieved An estimated 506 open days were held with an average of 184 parents attending at each school.</p> <p>OVI b) Insufficient evidence to verify number of plans made but a significant number were shown. However, they were not displayed on the notice boards. (This did not seem to be important to the team, thus a weak OVI) Notice boards did exist in all schools.</p>

Log Frame Descriptors	Achievement Rating	Logframe Indicators (OVI)	Assessment by Review Team on progress against indicators
learning are observed, and giving optimal consideration to resource allocation and use for girls' education.		c. 3,780 SMC members trained	<p>OVI c) Partially achieved An estimated 138 of practising SCM members had received at least one day training. However many more may have been trained and for more days but were no longer MC members We could not confirm whether those in Gulu had received training. The amount of training given was clearly insufficient to match this very demanding OVI.</p>
Output 3: Increased community support for girls and women's education in 315 communities	1	a) 1,575 role model women running counselling sessions b) Home visits by women pressure groups increases awareness on girls education c) Promotional materials produced to popularise girls' rights to education. d) 1,200 religious leaders trained to advocate for girls education	<p>OVI a) and b) fully achieved. While the number can not be verified, there was sufficient evidence of senior female teachers and girl pressure groups being active in a majority of schools. Some activities were particularly impressive.</p> <p>OVI c fully achieved. Review team observed materials produced and met female pressure groups advocating for girls education, including changing some local ordinances to favour girls.</p> <p>OVI d Insufficient evidence gathered to confirm whether OVI d had been achieved.</p>
Output 4: Teachers better able to provide a blend of multi-stage and multi-age approaches to teaching, with a particular focus	4	a) 630 teachers trained in using accelerated learning and raising boys' awareness & multi-grade guides in their schools.	<p>General Comment on Output 4 The OVI's have little relation to the intended output. HIV/AIDS does not relate to achieving multi grade teaching, nor does dissemination of lessons assist in this result the project.</p> <p>OVI a and b. Not achieved Teachers had been well trained in teaching literacy but not related to accelerated learning or multi grade teaching Facilitators guides for parent only classes had been distributed but nothing for accelerated</p>

Log Frame Descriptors	Achievement Rating	Logframe Indicators (OVI)	Assessment by Review Team on progress against indicators
on girls education		<p>b) Facilitators; guide and resources books developed and distributed to parent educators and teachers to use in schools during joint sessions and parents only classes</p> <p>c) At least 65% of schools implement activities to raise awareness of HIV/Aids & develop policies</p> <p>d) Improved reading competencies among girls and women Attendance at international seminars to share lessons</p> <p>e) Lesson learning spreads beyond Uganda</p>	<p>learning</p> <p>OVI c) Fully achieved Project was facilitating HIV/AIDS related activities or supporting such activities initiated by PIACY or other NGO's in 8 out of 12 schools where the question was asked. (67%)</p> <p>OVI d) Achieved All schools commented on the improvements in reading of both boys and girls. This is largely attributed to the new curriculum using MT. 180+ women per school attended parent only and shared classes are now able to read their names and children's work.</p> <p>OVI e) Partially achieved, though hardly relevant to result 4. The project is well known and discussed within Uganda, and in 2007, LABE participated in a conference in Juba, Sudan and presented this model; in November 2008 LABE hosted a team from Sierra Leone who have since replicated LABE's work in their country; in January 2010 LABE participated in BALID conference in Sierra Leone and presented a paper on this model and it was captured in the report which has been disseminated widely.</p>

11 Annexes

Annex 1 Trainings Offered to Various Stakeholders

STAKEHOLDER/ PARTNER/ BENEFICIARIES	TRAINING AREA
Parents	Literacy & Numeracy skills, parenting skills and HIV & AIDS information
Girls peer groups	<ul style="list-style-type: none"> ○ Group formation ○ Assertiveness skills training ○ Planning ○ Advocacy & Lobbying skills ○ Record keeping
Women Groups	<ul style="list-style-type: none"> ○ Planning & Mobilization skills for girl- child education ○ Advocacy & Lobbying skills ○ Group formation & management ○ Monitoring children’s progress ○ Report writing ○ HIV & AIDS awareness
SMCs	<ul style="list-style-type: none"> ○ Planning & Management ○ Budgeting & Fund tracking ○ Monitoring & Supervision ○ Roles of SMCs ○ How to develop School Dev’t Plans
Parent Educator/ Teachers	<ul style="list-style-type: none"> ○ Lesson planning ○ Lesson scheming ○ Mobilization of learners ○ Teaching & learning materials development ○ Record keeping ○ HIV & AIDS awareness
Religious Leaders	<ul style="list-style-type: none"> ○ Monitoring & Supervision of education activities in their school communities ○ Formulation of advocacy briefs for girl-child education ○ Advocacy & Lobbying skills for girl child education ○ HIV & AIDS awareness ○ Planning ○ Children’s Right to education

Annex 2 Programme of Activities by the team

Evaluation for LABE project in 6 districts of Northern Uganda Itinerary

Lead Consultant dates in Uganda; 13th- 26 June, plus 2 days preparing and 5 days report writing

Co-Evaluator in the field; 16-23rd (8 days + 2 days preparation + 5 days report writing)

EVALUATION OF THE LABE/GWENU PROJECT IN 5 DISTRICTS OF NORTHERN UGANDA

PROPOSED/TENTATIVE ITINERARY FOR JUNE 2010

DAY/DATE	TIME	ACTIVITY	LEAD PERSON	LOCATION
Sunday 13 th June	Afternoon	Meeting with the evaluation team to discuss the itinerary and deliver project documents	Director	Mosa courts
Monday 14 th June	Morning	Two evaluators meet to share tools and methodology	Dr Hicks	LABE office, Kampala
	Afternoon	Briefing at LABE,(Director, Finance and programmes Manager, regional Managers, M/E) presenting the inception report, going through the itinerary and filling in the gaps	Director	LABE office, Kampala
Tuesday 15 th June	Morning	Travel to Koboko	Driver	
	Evening	Received by the LABE staff	PO Koboko	Koboko at the hotel
Wednesday 16 th June	Morning	Courtesy calls and interaction with the LC 5 chairperson, CAO, DEO	PO Koboko	District officers' offices
	Mid morning	Visit and observations at 3 schools(Birijaku, Metino & Kuniro) <ul style="list-style-type: none"> • H/teachers • Teachers & PEs • SMCS • Girls pressure group (Birijaku P/s) • Attending a Joint Session 	PO Koboko	At primary school
	Afternoon	Meeting a Women's Group - Koboko United Women's Association (KUWA)	PO Koboko	KUWA offices
		Visit a family to see a home learning corner and interact with the family members	PO Koboko	At home
	Evening	Travel to Yumbe		
		Received by the LABE staff	PO Yumbe	At the hotel
Thursday 17 th June	Morning	Courtesy calls and interaction with the CAO and DEO	PO Yumbe	District officers' offices

DAY/DATE	TIME	ACTIVITY	LEAD PERSON	LOCATION
	Mid morning	Visits and observations in 3 schools <ul style="list-style-type: none"> • H/teachers • Teachers & PEs • SMCS • Attending a Joint Session Meet and interact with religious leaders	PO Yumbe	At primary school
	Afternoon	Meet and discuss with the girls who rejoined school in one school	PO Yumbe	At primary school
		Meet and interact with Awoba Women Pressure Group	PO Yumbe	Awoba Women Pressure Group meeting grounds
Friday 18 th June	Morning	Travel to Adjumani	Driver	
	Mid morning	Received by the LABE staff Courtesy call and interaction with the DEO Visit and observations at 3 schools(Okusijoni, Adjumani Girls & Pakele) <ul style="list-style-type: none"> • H/teachers • Teachers & PEs • SMCS • Girls Pressure group • Attending a Joint Session 	PO Adjumani	District officer's offices
	Afternoon	Attend a Parents only session (Pakele Army)	PO Adjumani	At primary school
		Visit home learning centre –Okusijoni & Pakele Army	PO Adjumani	At Okusijoni center
Saturday 19 th June	Morning	Travel to Gulu	Driver	
	Mid morning to Afternoon	Attend the Global Action Week/MTE project launch event	Regional Managers	Hotel Pearl Afrique – Gulu
Sunday 20 th June	Morning to Afternoon	Resting Self administration Comparing notes	All	
Monday 21 st June	Morning	Team 1: Courtesy calls and interaction with the DEO, Visit and observations at 3 schools <ul style="list-style-type: none"> • H/teachers • Teachers & PEs • SMCS 	Regional Manager Northern Uganda	District officer's offices, Gulu

DAY/DATE	TIME	ACTIVITY	LEAD PERSON	LOCATION
		<ul style="list-style-type: none"> Girls pressure group Attending a Joint Session 		
	Afternoon	Home learning centres Group and Women pressure group in Amuru	Regional Manager Northern Uganda PO Amuru	At primary school, Amuru
Tuesday 22 nd June	Morning	Visit and observations at 3 schools <ul style="list-style-type: none"> H/teachers Teachers & PEs SMCS Meet and interact with the Girls Pressure Attending a Joint Session 	Hum/M/E Driver	At primary school, Amuru
	Mid Morning	Debriefing in Gulu		
	Afternoon	Travel to Kampala		
Wednesday 23 rd June	Morning to Mid morning	Meets and interacts with the Commissioner MoGLS	M & E	Commissioner's offices
	Afternoon	Meeting with the LABE Board Members	Director	LABE offices, Kampala
Thursday 24 th June	Morning to Afternoon	Meets with the Commissioner MoE & S	M & E & Evaluators	Commissioner's offices
Friday 25 th June	Morning	Meet with LABE staff and Board Members to present preliminary findings	Director	
30 th June		Submission of first draft of the report	Dr Hicks	
3 rd July		Submission of the final report	Dr Hicks	

Annex 3 Stakeholders who were interviewed during the review

S/n	Organisation	Participants	Sex	Title
1	MoGLSD	Osinde - Owor	M	Commissioner, Community Development & Literacy
2	MoES	Muziribi Resty	F	Assistant Commissioner, Pre – Primary Education/Board Member, LABE
3	LABE	Agoi Rosie	F	Board member
4	LABE	Thongom Alexander	M	Board member
5	LABE	Tumwebaze Stellah	F	Executive Director
6	LABE	Mukula Simon	M	Monitoring and Evaluation Officer
7	LABE	Nairuba Joyce	F	Gwenu Project Coordinator, West Nile region
8	LABE	Sentumbwe Godfrey	M	Programme Administrator
9	LABE	Muhangi Humphrey	M	Gwenu Project Coordinator, Acholi region
10	LABE	Joseph	M	Accountant
11	Koboko District	Dada William	M	LC V
12		Onzu Ismail	M	CAO
13		Aligah Yusuf Awaa	M	DEO
14		Juruga John	M	SIS
15		Candiru Rose	F	EO
16		Diru Awika Grace	F	Gwenu Programme Officer
17		Drani Vicky	F	Intern
18		Aate Zurah	F	Intern
19	Yumbe District	Dalili R.K. Moses	M	PAS, CAO's Office
20		Ropani Sauda	F	Population Officer

21			Angulibo John	M	DIS
22			Alokore Drani Hampton	M	SEO
23			Anguyo Adinan	M	IS
24			Bakole Carolyne	F	IS
25			Ratib Abasi	M	LABE
26	Adjumani District		Ujjeo Mamawi Josephine	F	DEO
27			Tarakupwe Dominica	F	LABE Programme Officer
28	Gulu District		Rev. Ochieng Vincent	M	DEO
29			Oroma Joy	F	LABE Programme Officer
30			Ojara David	M	LABE Programme Assistant
31			Abwola Fadhil	M	LABE- Community Mobiliser
S/n	District	School	Participants	Sex	Title
1	Koboko	Birijaku	Amori Simon	M	Teachers rep SMC
2			Amiye David	M	SMC Member
3			Driliga Ayiko	M	SMC
4			Egama Charles	M	PTA Chairperson
5			Awino Mary	F	Secretary SMC
6			Aciru D Margaret	F	Senior Woman Teacher
7			Chaguwa Salama	F	A/Senior Woman Teacher
8			Mawa John Kadija	M	Teacher
9			Ariye Zabibu	F	Teacher
10		Metino	Ajiko Rukia	F	Parent Educator
			Arube Peter	M	H/teacher
			Akwa James	M	D H/teacher
			Coccus Arionzi	M	Teacher

			Anyufi Issa	M	Parent Educator
			Maburuka Taban	M	SW/Teacher
11			Eceru Palima	F	Parent
12			Ajio Margaret	F	Parent
13			Awuru Biata	F	Parent
14			Tutu Margaret	F	Parent
15			Aate Safina	F	Parent
16			Ayiru Nusura	F	Parent
17			Masimbuka Joyce	F	Parent
18			Candiru Zainab	F	Parent
19			Araba Naima	F	Parent
20			Aseru Sauda	F	Parent
21			Ayisa Candiru	F	Parent
22			Tabu Jane	F	Parent
23			Adiru Salila	F	Parent
24			Izati Afusa	F	Parent
25			Ayikoru Agnes	F	Parent
26			Ayikoru Betty	F	Parent
27			Aparu Juspina	F	Parent
28			Alawu Fatuma	F	Parent
29			Aseru Rebeka	F	Parent
30			Gbonyoka Mary	F	Parent
31			Lekuru Amida	F	Parent
32			Araba Zaida	F	Parent
33			Oyaru Sauda	F	Parent
34			Tiko Zainab	F	Parent
35			Anderu Amina	F	Parent

36		Kuniro	Manzubu Kadija	F	Parent
37			Anziku Z	F	Parent
38			Zainabu I	F	Parent
39			Bako Ajira	F	Parent
S/n	District	School	Participants	Sex	Title
40	Koboko	Kuniro	Tiko Zakia	F	Parent
41			Udri Zainabu	F	Parent
42			Apio Fatuma	F	Parent
43			Aate Fayida	F	Parent
44			Ayike Naima	F	Parent
45			Aduna Amina	F	Parent
46			Alu Susan	F	Parent
47			Ajoya Kaifa	F	Parent
48			Hayati Medina	F	Parent
49			Chandiru .Z.	F	Parent
50			Ayima Zaida	F	Parent
51			Alungaru .Z.	F	Parent
52			Kasara. Z.	F	Parent
53			Drabo Asia	F	Parent
54			Ajiyo Fatuma	F	Parent
55			Maneno Mariam	F	Parent
56			Uyaru Ayisa	F	Parent
57			Atiya Raima	F	Parent
58			Night Jamila	F	Parent
59			Abiria Kadija	F	Parent
60			Ondo Raima	F	Parent

61			Faida Ramula	F	Parent
62			Bako Kubura	F	Parent
63			Dudu Batulu	F	Parent
64			Ukuvuru. M	F	Parent
65			Buna Zaituna	F	Parent
66			Gule Ratib	M	Parent
67			Bako Nusura	F	Parent
68			Candiru Z	F	Parent
69			Yanani. K	F	Parent
70			Abijo. L	F	Parent
71			Maneno. Z	F	Parent
72			Abau Sauda	F	Parent
73			Driciru Raima	F	Parent
74			Onzia Nusura	F	Parent
75			Aate Mary	F	Parent
76			Angura L	F	Parent
77			Mutula Adisa	F	Parent
78			Nyakuni. J	F	Parent
79			Andima. S	F	Parent
80			Oceni Grace	F	Parent

S/n	District	School	Participants	Sex	Title
81			Taisa Fatuma	F	Parent
82			Lekuru Zaida	F	Parent
83			Faima Aliru	F	Parent

84			Aboyi Kalid	M	Parent
85			Fikira Raima	F	Parent
86			Tati Jamali	M	Parent
87			Toto Bram	M	Parent
88			Ajonye Ramula	F	Parent
89			Aniku Luke	M	Parent
90			Andiani T	M	Parent
91			Alemiga R	M	Parent
92			Gena Bosco	M	Parent
93			Ayisa Leila	F	Parent
94			Jena Zainabu	F	Parent
95			Atabo Richard	M	Parent
96			Ayiko Sauda	F	Parent
97			Bako Afisa	F	Parent
98			Fatuma Afisa	F	Parent
99			Small Zubeda	F	Parent
100			Ajiko Samusa	F	Parent
101			Kadija Amida	F	Parent
102		KUWA	Dudu Mary	F	Chairperson
104			Draru Margaret	F	Secretary
105			Taipa Zainabu	F	Member
106			Amuiko Dories	F	Member
107			Wile Beatrice	F	Accountant
108			Gire Florence	F	Vice Chairperson
109			Akulia M	F	Member
110	Yumbe	Kisumunga	Candiru Amana	F	Parent
111			Aba Kuburu	F	Parent

112			Aruna Drani	M	Parent
113			Isaburu Kadara	F	Parent
114			Ondu Rahima	F	Parent
115			Ondu Zamuradi	F	Parent
116			Drajo Faima	F	Parent
117			Onduga Swaibu	F	Parent
118			Ondu Seima	F	Parent
119			Tide Mariyamu	F	Parent
120			Amvudi Kemisa	F	Parent
121			Candiru Raima	F	Parent
S/n	District	School	Participants	Sex	Title
122			Candiru Samusa	F	Parent
123			Otua Leila	F	Parent
124			Alayu Afisa	F	Parent
125			Matata Yasin	F	Parent
126			Isaburu Afisa	F	Parent
127			Odraru Kadara	F	Parent
128			Ayaka Alima	F	Parent
129			Asizo Harriet	F	Parent
130			Maturu Jidrayi	F	Parent
131			Adunani Drani	M	Parent
132			Ugonga Gobe	M	Parent
133			Alamiga Jafari	M	Parent
134			Rasulu Rashid	M	Parent
135			Atama Madisiri	M	Parent
136		Fatah	Aliga Abdurazak	M	SMC Member

137			Ocile Rasul	M	Chairperson SMC
138			Bakole Amidu	M	SMC Member
139			Oleru Maka	M	SMC Member
140			Odaru Jane	M	Parent Educator
141			Candiga Ariga Safi	M	Vice Chairperson SMC
142			Ededra Zamsa	M	SMC Member
143		East Alipi	Lekubu Harriet	F	Pupil
144			Ajiko Nasira	F	Pupil
145			Draciru Kalisum	F	Pupil
146			Chandiru Samira	F	Pupil
147			Asianzu Judith	F	Pupil
148		Yumbe P/s	Draru Alice	F	Teacher
			Cadribo Peter	M	H/Teacher
149			Draciru Diana	F	Senior Woman Teacher
150			Agutre Ibrahim	M	Religious Leader
151			Zainab Alaha	F	Teacher
152			Oluo Moses	M	Parent Educator
153			Zubeda	F	Parent educator
154			Bako Jane	F	Teacher
155			Lobidra Aziz	M	Religious Leader
156			Swaibu Nasuru	M	Religious Leader
157			Yahaya Thabit	M	Teacher
158			Swaibu Haruna	M	Teacher
159			Ratib Abasi	M	Volunteer LABE
160			Kadija Ava	F	Parent
161			Kubura Candiru	F	Parent
162			Ceniru Scovia	F	Parent

S/n	District	School	Participants	Sex	Title
163	Adjumani	Ukusijoni	Angulibo Rahiman	M	SMC Member
164			Njango Diodone	M	Head teacher
			Ezayo Stella	F	SW teacher
			Anyuwo James	M	SM teacher
165			Perina .E. Urutoba	F	SMC Member
166			Mamgbwi Paulipo	M	Treasurer SMC
167			Nyanda Patrick	M	Chairperson SMC
168			Mawa Jackson	M	SMC Member
169			Adiru Hellen	F	SMC Member
170			Adebasiku Dominic	M	Parent Educator
171			Vuso Abraham	M	Parent Educator
172			Limio Judith	F	Parent
173			Asianjo Flora	F	Parent
174			Mindraa Christine	F	Parent
175			Mania Margaret	F	Parent
176			Taban Patrick	M	Parent
177			Abuni Paulo	M	Parent
178			Milania Majame	F	Parent
179			Unjio Celina	F	Parent
180			Asianzo Palima	F	Parent
181			Adeki Margaret	F	Parent
182			Mawa Philip	M	Parent
183			Ayoma Titus	M	Parent
184			Iraga Francis	F	Parent

185			Achini Fabiano	F	Parent
186			Candiru Eunice	F	Parent
187			Siyaa Christine	F	Parent
188			Eberuma Charles	M	Parent
189			Lubai Agustu	M	Parent
190			Amale Gabriel	M	Parent
191			Dradere Michael	M	Parent
192			Mawadri James	M	Parent
193			Mawadri Daniel	M	Parent
194			Alule Atanazio	M	Parent
195			Anyowo James	M	Parent
196		Adjumani Girls	Okeny Joseph	M	Vice Chairperson SMC
197			Iziku Harriet	F	Teacher
198			Dikua Lendi Groves	M	Treasurer SMC
199			Nyadru Samuel	M	SMC Member
200			Ojobiru Joyce	F	SMC Member
201			Masudio Lilian	F	Teacher
202			Angua Isabella	F	Teacher
S/n	District	School	Participants	Sex	Title
203			Madraa Conly	F	Parent Educator
204			Cece Regina	F	Parent Educator
205			Irama George	M	Parent
206			Edema Robert	M	Parent
207			Gama James	M	Parent
208			Anna Nyanyal	F	Parent
209			Dominica Drasi	F	Parent

210			Night Endreo	F	Parent
211			Taragili John	M	Parent
212			Chandia Lilian	F	Parent
213			Naim Edea	F	Parent
214			Auma Celina	F	Parent
215			Mesiku Jane	F	Parent
216			Lucia Ndotu	F	Parent
217			Izama Fredrick	M	Parent
218			Angua Betty	F	Parent
219			Keliki Grace	F	Parent
220			Anzoyo Joyce	F	Parent
221			Malang Bak	M	Parent
222			Amecitiku Godfrey	M	Parent
223			Drapuga Miclid	F	Parent
224			Akutti Bitto	M	Parent
225			Izama Dominic	M	Parent
226			Amadrio Betty	F	Parent
227			Masaba Dominic	M	Parent
228			Rebecca Kocipkwe	F	Parent
229			Tarapwe Rose	F	Parent
230		Pakele Army	Lindrio Teopista	F	Teacher
231			Bayoa Lucy	F	Treasurer SMC
232			Alica Mawadri	F	SMC Member
233			Origa Rogers	M	SMC Member
234			Uka Joyce	F	Head teacher
235	Amuru	Alelelele	Obina Charles	M	Chairperson SMC
			Okello Phillip	M	H/Teacher

			Adong Jean Christine	F	SW/Teacher
			Apio Jane	F	Teacher
			Okumu Amos	M	D H/Teacher
236			Acan Florence	F	SMC Member
237			Ojen Sam	M	SMC Member
238			Opaka Morris	M	Parent Educator
239			Olweny Nelson	M	Parent Educator
240			Alayo Priscilla	F	Teacher
241			Okumu Amos	M	Teacher
242			Aliim Michael	M	Parent Educator

S/n	District	School	Participants	Sex	Title
243	Amuru	Ongai	Aciro Margaret	F	Teacher
244			Tino Everlin	F	Parent Educator
245			Okot B Michael	M	Parent Educator
246		Lalar	Onekalit Jeperson	M	Parent Educator
247			Acaye Francis	M	Teacher
248			Omona James	M	Teacher
249			Otto A Cyrille	M	Teacher
250			Otim Ongwec	M	SMC Member
251			Lamwon Joseclyn	F	Parent
252			Labol Sister	F	Parent
253			Alanyo Alice	F	Parent
254			Lacen Doreen	F	Parent
255			Abalo Lucy	F	Parent

256			Abalo Christine	F	Parent
257			Atoo Everlyn	F	Parent
258			Oyella Jenifer	F	Parent
259			Atenyo Aida	F	Parent
260			Aol Alice	F	Parent
261			Ajok Jackline	F	Parent
262			Ayako Horrocula	F	Parent
263			Nono Leonard	M	Parent
264	Gulu	Koro Abili	Olwoch John	M	Parent Educator
265			Lapok Milton	M	SMC Member
266			Kilama Ben	M	Parent Educator
267			Alice Oola	F	Parent Educator
268			Ojera George	M	Parent Educator
269			Acayo Joyce	F	Parent
270			Ayaa Chritine	F	Parent
271			Atto Stellah	F	Parent
172			Yinamara Nelson	M	Teacher
273			Lawach Hellen	F	Teacher
274			Awor Mary	F	Teacher
275			Oyella Josephine	F	Deputy head teacher
276			Nyeko Richard	M	Teacher
277			Lumari Ceaser	M	SMC Member
278			Rev Joyce Lakot	F	Teacher
279		Otema Public	Ojara Frank	M	SMC Member
280			Lanyero F	F	SMC Member
281			Odong Joska	M	Vice Chair person SMC
282			Molly Nyeko	F	SMC Member

283			Ocen Anthony	M	SMC Member
S/n	District	School	Participants	Sex	Title
284		Otema Public	Okee Joyce O	F	Deputy head teacher
285			Deborah Oola	F	Parent Educator
286			Margaret Opiyo	F	Parent Educator
287		Angaya	Aryemo Everline	F	SMC Member
288			Akello Jenneth	F	SMC Member
289			Aciro Pamela	F	SMC Member
290			Akot Poline	F	SMC Member
291			Abodo Concy	F	SMC Member
292			Lamonu T	F	Parent
293			Akwero Florence	F	Parent
294			Aketo Jernifer	F	Parent
294			Uma Mark	M	Senior Man Teacher
295			Nyeko Grace	F	Parent
296			Olal Patrick	M	PTA Chair person
297			Oringa Walter	M	PTA Member
298			Olanya Michael	M	SMC Member
299			Auma Jerodina	F	SMC Member
300			Nyeko Paula	F	PTA Member
301			Apoko Milly	F	SMC Member
302			Labongo Irene	F	SMC Member
303			Apiyo Irene	F	Parent
304			Lapobo Esther	F	Parent Akello Emmy
305			Ocira Raifin	M	Chairperson SMC
306			Adok Santa	F	Parent Educator
307			Lalang Joyce	F	Parent

308			Lukwiya Sam	M	Parent
309			Kidega Yolam	M	PTA Member
310			Ataro Madlen	F	Parent
311			Angee Lina	F	Parent
312			Auma Nancy	F	Parent
313			Ojok Santo	M	Parent
314			Odida Denis	M	Parent
315			Lanyero Grace	F	Parent
316			Lawo Arojuna	F	Parent
317			Aciro Rose	F	Parent
318			Aciro Doreen	F	Parent
319			Lakot veronica	F	Parent
320			Acan Alice	F	Parent
321			Anek Elvisa	F	Parent
322			Lakot Nancy	F	Parent

Annex 4 LIST OF MATERIALS PRODUCED BY LABE FOR the project

- T-shirt, lubanga lakica women group-Gulu, Ngeyo kwan, coc kitimo cura medo rwom, me dongo lobo.
- A revolving video for women pressure groups
- Family Basic Education (FABE) Learning kit(2)
- Girls have a right to education-Empower them to achieve it.(2)
- Myero Waco woko ki lwanga nino
- Kayunonilo nyelaga a katogoloni lobu koru lo niro
- Drile unzi candiga isulepi ri (2)
- Larem pa bura gin ki oyo (2)
- Family basic education (FABE): in action
- A di la upi izepi du ni ya?
- Literacy and adult basic education (LABE) (4) annual reports
- I am still a child, keep me in school (4)
- The education sector HIV and aids work place policy

EDUCATIONAL MATERIALS COLLECTED FROM OTHER SOURCES AND USED IN THE PROJECT

- HIV testing is good and normal(2)
- Young peoples handbook:What you need to know about your sexual health.
- Questions answered about children and HIV
- We can Uganda
- Domestic violence in Uganda.
- Module 1 (A) (B) (C)
- Module 2 (A) (B) (C)
- Module 3 (A) (B) (C)
- Module 4(A) (B) (C)
- Module 5(A) (B) (C)
- Module 6(A) (B) (C)
- Module 7(A) (B) (C)
- Module 8(A) (B) (C)
- Module 9(A) (B) (C)
- My stuff

Annex 5 Research Tools Used

FORM A CHECK LIST FOR SCHOOLS and/or COMMUNITY visited

Name of District:

Name of Village or School

Part 1 Improved Access- Calculations of Drop Out and Attendance:

1. Data below should be obtainable from school attendance registers.

	No on register 2010		No on Register in 2007*		Ave no. days abs in May		No present in class on day of visit		No who are over age-i.e. at least 2yr+	
	B	G	B	G	B	G	B	G	B	G
P1										
P2										
P3										
P4										
P5										
P6										
P7										

**If registers not available for three yrs ago ask class how many they were when they were in Grade one, two or three. i.e. three years before. If generally difficult to obtain numbers ask children in P7 how many they were in yr 1. If not available or clearly unreliable omit first column and rely on physical check.*

2. What extraneous factors, if any, may have effected changes in student numbers since 2007. (e.g. displacement/ returnees, famine, floods etc)

Part 2 (Questions for school head teacher and/or senior teachers with at least 4 yrs experience in school)

1. How many parent teachers assist in the school? 1, 2, 3, 4
2. How do they assist? How often do they (once a month, weekly, daily)
 - a. Teach or assist in a formal lesson
 - b. Help with out of class tuition
 - c. Help by counselling girls in the school
3. How many other parents come to visit school regularly (once or twice a month). How many
 - a. Monitor their children’s attendance
 - b. Sit in a lesson
 - c. Assist in a lesson
 - d. Help girls to read or write on a one to one basis.

Are parent visits to school more frequent the same or less frequent as/than three years ago?

4. Is absenteeism more of a problem with girls or boys or the same..... not a problem
 - a. Is it more of a problem or less of a problem than three years ago?
 - b. If a girl is absent for several days or is frequently absent, what action does the school take?

(Leave open- Don’t suggest answers- but answers could include – inform parents, inform SMC, punishment, visit the home etc)

5. How many open days or open weeks has your school held in the last 12 months
 - a. Open days
 - b. Open weeks
 - c. How many parents attended
6. How many times have you held a ‘parents only’ class in the last twelve months.
7. What learning materials have you received for use in the school through support LABE or from Women’s organisations. (e.g. simple readers, teacher guides, classroom visual aids etc)
8. What other assistance have you received from the project?

Part 3 Facilities for Girls

9. Is there an adequate toilet for girls? (Check physically)
10. Do the girls in fact use it? In not why not?
11. Is there any ‘safe’ area or an appropriate games area or room where girls can meet play etc?
12. How many time has your SMC meet in this academic year?
 - a. How many members are there: Men Women

b. How many women hold a position of responsibility? Position(s)

Part 4 General Questions for Discussion with Head Teacher and senior teachers.

1. Is there a difference in performance between your girls and boys? If yes, what is the reason?
2. How much contact have you had with the project personnel?
3. What, in your view is the aim of the project (GWENU)?
4. How successful has it been in improving the performance of girls and the attitude of parents to the education of girls?
5. What one activity has been most successful in promoting girls education?

Part 5 Physical Checks by Researcher in School/ Community

1. Check girls toilets (Q10)
2. Check numbers in some classes against the class register of attendance
3. Discuss with students in selected classes (including 6 or 7) how many they were three years ago. Note how many have left and how many have joined. Those that joined, were they new to school or on transfer.
4. Look at readers and any other reading facilities available and not quantity and quality.

FORM B Discussion with Teachers and Parent Teachers

1. How often does the parent-teacher help in the class?
2. Which pupils have benefitted most from this cooperation?
3. Which subjects or skills have been most assisted?
4. What role does the P/T have when planning lessons?
5. Has this cooperation helped to accelerate girls learning? How
6. What training have you received from the project?
7. What was the most valuable part of the training?
8. Have you received a teacher's guide for accelerated learning
9. What do you understand by 'Accelerated learning?'
10. What further support could the project give the teacher or P/T to help accelerate children's learning?
11. Have any other parents i.e. not project trained, taken on a similar role? If so how many? If not, why not?

FORM D CHECK LIST FOR VISITS TO Home Learning Centres,

To be filled in by researcher based on discussion and observations at the learning centre

1. Who takes the responsibility for running the home centre on a daily basis?
2. How many children use the facilities within a week?
 - a. How many families does this represent?
 - b. How many at any one time?
3. What are the physical facilities like? Lighting, seating, general comfort
4. What reading materials are available?
 - i. Work Cards
 - ii. Readers (level)
 - iii. Textbooks
 - iv. Magazines, newspapers, picture materials
 - v. Health education materials
 - vi. Other
5. Have materials been lost? If so how many or often?
6. Do the children get any coaching while there
7. Is there any child to child activity? If so is it an elder child or equals?
8. Are any children present? If so,
 - a. how well can they read and write?
 - i. At word level aloud
 - ii. Reading from textbook
 - iii. Answering simple questions
 - iv. Can they copy neatly
 - v. Are they writing for themselves?

Annex 6 Statistics collected from the schools

Cohort Study 2007 and 2010																		
							Drop out/trans over 3 yr					Increase enrolment 2007/2010						
Kiboko	2007			2010			M	F	T	% M	%F	No M	% M	No F	% Female	No Total	% Total	
Kuniro PS	M	F	T	M	F	T	M	F	T	% M	%F	No M	% M	No F	% Female	No Total	% Total	
P1	128	170	298	151	142	293						23	18.0	-28	-16.5	-5.0	-1.7	
P2	71	78	149	49	48	97						-22	-31.0	-30	-38.5	-52.0	-34.9	
P3	62	50	112	54	51	105						-8	-12.9	1	2.0	-7.0	-6.3	
P4	42	44	86	49	55	104						7	16.7	11	25.0	18.0	20.9	
P5	31	36	67	35	23	58	36	55	91	51	70.5	4	12.9	-13	-36.1	-9.0	-13.4	
P6	20	28	48	24	22	46	38	28	66	61	56	4	20.0	-6	-21.4	-2.0	-4.2	
P7	13	16	29	19	17	36	23	27	50	55	61.4	6	46.2	1	6.3	7.0	24.1	
Total	367	422	789	381	358	739	97	110	207			14	3.8	-64	-15.2	-50.0	-6.3	

Kiboko	2007			2010			Drop out/trans over 3 yr					Increase enrolment 2007/2010					
Metino	M	F	T	M	F	T	M	F	T	% M	%F	No M	% M	No F	% Female	No Total	% Total
P1	143	155	298	170	181	351						27	18.9	26	16.8	53.0	17.8
P2	97	113	210	123	106	229						26	26.8	-7	-6.2	19.0	9.0
P3	95	75	170	105	92	197						10	10.5	17	22.7	27.0	15.9
P4	87	81	168	102	77	179						15	17.2	-4	-4.9	11.0	6.5
P5	89	70	159	95	76	171	2	37	39	2.1	32.7	6	6.7	6	8.6	12.0	7.5
P6	103	50	153	71	88	159	24	-13	11	25	-17	-32	-31.1	38	76.0	6.0	3.9
P7	29	11	40	19	12	31	68	69	137	78	85.2	-10	-34.5	1	9.1	-9.0	-22.5
Total	643	555	1198	685	632	1317	94	93	187			42	6.5	77	13.9	119.0	9.9
Kiboko	2007			2010			Drop out/trans over 3 yr					Increase enrolment 2007/2010					
Birijaku	M	F	T	M	F	T	M	F	T	% M	%F	No M	% M	No F	% Female	No Total	% Total
P1	273	275	548	285	276	561						12	4.4	1	0.4	13.0	2.4

P2	210	232	442	123	131	254						-87	-41.4	-101	-43.5	-	-42.5
																188.0	
P3	226	247	473	134	140	274						-92	-40.7	-107	-43.3	-	-42.1
																199.0	
P4	247	268	515	206	191	397						-41	-16.6	-77	-28.7	-	-22.9
																118.0	
P5	124	165	289	57	68	125	153	164	317	73	70.7	-67	-54.0	-97	-58.8	-	-56.7
																164.0	
P6	122	124	246	44	62	106	182	185	367	81	74.9	-78	-63.9	-62	-50.0	-	-56.9
																140.0	
P7	78	46	124	35	24	59	212	244	456	86	91	-43	-55.1	-22	-47.8	-65.0	-52.4
Total	1280	1357	2637	884	892	1776	547	593	1140			-396	-30.9	-465	-34.3	-	-32.7
																861.0	
Total for Kiboko	2007			2010			Drop out/trans over 3 yr					Increase enrolment 2007/2010					
Totals	2290	2334	4624	1950	1882	3832	738	796	1534	65	67	-340	-14.8	-452	-19.4	-792	-17.1
Yumbe	200			201			Drop out/trans over 3 yr					Increase enrolment 2007/2010					

	7			0													
Kisimungu	M	F	T	M	F	T	M	F	T	% M	%F	No M	% M	No F	% Female	No Total	% Total
P1	78	64	142	170	93	263						92	117.9	29	45.3	121.0	85.2
P2	64	55	119	46	24	70						-18	-28.1	-31	-56.4	-49.0	-41.2
P3	52	50	102	52	46	98						0	0.0	-4	-8.0	-4.0	-3.9
P4	53	35	88	67	48	115						14	26.4	13	37.1	27.0	30.7
P5	32	20	52	30	20	50	34	35	69	53	63.6	-2	-6.3	0	0.0	-2.0	-3.8
P6	17	8	25	40	23	63	12	27	39	23	54	23	135.3	15	187.5	38.0	152.0
P7	11	10	21	21	8	29	32	27	59	60	77.1	10	90.9	-2	-20.0	8.0	38.1
Total	307	242	549	426	262	688	78	89	167			119	38.8	20	8.3	139.0	25.3
Yumbe	2007			2010			Drop out/trans over 3 yr					Increase enrolment 2007/2010					
Fataha	M	F	T	M	F	T	M	F	T	% M	%F	No M	% M	No F	% Female	No Total	% Total
P1	195	150	345	154	147	301						-41	-21.0	-3	-2.0	-44.0	-12.8
P2	64	47	111	69	57	126						5	7.8	10	21.3	15.0	13.5

P3	77	48	125	82	67	149						5	6.5	19	39.6	24.0	19.2
P4	35	28	63	41	52	93						6	17.1	24	85.7	30.0	47.6
P5	20	14	34	45	31	76	19	16	35	30	34	25	125.0	17	121.4	42.0	123.5
P6	16	8	24	24	19	43	53	29	82	69	60.4	8	50.0	11	137.5	19.0	79.2
P7	15	7	22	9	9	18	26	19	45	74	67.9	-6	-40.0	2	28.6	-4.0	-18.2
Total	422	302	724	424	382	806	98	64	162			2	0.5	80	26.5	82.0	11.3
Yumbe	2007			2010			Drop out/trans over 3 yr					Increase enrolment 2007/2010					
Yumbe Pr	M	F	T	M	F	T	M	F	T	% M	%F	No M	% M	No F	% Female	No Total	% Total
P1	108	147	255	108	103	211						0	0.0	-44	-29.9	-44.0	-17.3
P2	69	63	132	44	90	134						-25	-36.2	27	42.9	2.0	1.5
P3	67	89	156	96	116	212						29	43.3	27	30.3	56.0	35.9
P4	64	66	130	78	86	164						14	21.9	20	30.3	34.0	26.2
P5	51	78	129	41	55	96	28	8	36	41	12.7	-10	-19.6	-23	-29.5	-33.0	-25.6
P6	36	55	91	36	34	70	31	55	86	46	61.	0	0.0	-21	-38.2	-21.0	-23.1

											8						
P7	33	28	61	29	25	54	35	41	76	55	62.1	-4	-12.1	-3	-10.7	-7.0	-11.5
Total	428	526	954	432	509	941	94	104	198			4	0.9	-17	-3.2	-13.0	-1.4
Total for Yumbe	2007			2010			Drop out/trans over 3 yr					Increase enrolment 2007/2010					
Totals	1157	1070	2227	1282	1153	2435	270	257	527	50	53.4	125		83		208	
Adjumani	2007			2010			Drop out/trans over 3 yr					Increase enrolment 2007/2010					
Adjumani G	M	F	T	M	F	T	M	F	T	% M	%F	No M	% M	No F	% Female	No Total	% Total
P1	99	120	219	62	68	130						-37	-37.4	-52	-43.3	-89.0	-40.6
P2	69	110	179	56	78	134						-13	-18.8	-32	-29.1	-45.0	-25.1
P3	77	113	190	68	102	170						-9	-11.7	-11	-9.7	-20.0	-10.5
P4	89	147	236	123	187	310						34	38.2	40	27.2	74.0	31.4
P5	70	109	179	69	149	218	0	-39	-39	0	-35	-1	-1.4	40	36.7	39.0	21.8
P6	56	91	147	54	86	140	23	27	50	30	23.	-2	-3.6	-5	-5.5	-7.0	-4.8

											9						
P7	31	36	67	32	28	60	57	119	176	64	81	1	3.2	-8	-22.2	-7.0	-10.4
Total	491	726	1217	464	698	1162	80	107	187			-27	-5.5	-28	-3.9	-55.0	-4.5
Adjumani	2007			2010			Drop out/trans over 3 yr					Increase enrolment 2007/2010					
Pekele Army	M	F	T	M	F	T	M	F	T	% M	%F	No M	% M	No F	% Female	No Total	% Total
P1	78	101	179	95	89	184						17	21.8	-12	-11.9	5.0	2.8
P2	54	47	101	93	77	170						39	72.2	30	63.8	69.0	68.3
P3	69	82	151	83	73	156						14	20.3	-9	-11.0	5.0	3.3
P4	53	58	111	73	85	158						20	37.7	27	46.6	47.0	42.3
P5	52	47	99	90	97	187	-36	-50	-86	-67	-106	38	73.1	50	106.4	88.0	88.9
P6	26	20	46	48	49	97	21	33	54	30	40.2	22	84.6	29	145.0	51.0	110.9
P7	20	13	33	26	24	50	27	34	61	51	58.6	6	30.0	11	84.6	17.0	51.5
Total	352	368	720	508	494	1002	12	17	29			156	44.3	126	34.2	282.0	39.2

Adjumani	2007			2010			Drop out/trans over 3 yr					Increase enrolment 2007/2010					
Ukusijoni	M	F	T	M	F	T	M	F	T	% M	%F	No M	% M	No F	% Female	No Total	% Total
P1	99	101	200	101	80	181						2	2.0	-21	-20.8	-19.0	-9.5
P2	59	71	130	52	50	102						-7	-11.9	-21	-29.6	-28.0	-21.5
P3	69	49	118	62	45	107						-7	-10.1	-4	-8.2	-11.0	-9.3
P4	76	77	153	77	91	168						1	1.3	14	18.2	15.0	9.8
P5	73	61	134	47	28	75	12	43	55	20	60.6	-26	-35.6	-33	-54.1	-59.0	-44.0
P6	54	14	68	50	30	80	19	19	38	28	38.8	-4	-7.4	16	114.3	12.0	17.6
P7	31	7	38	24	8	32	52	69	121	68	89.6	-7	-22.6	1	14.3	-6.0	-15.8
Total	461	380	841	413	332	745	83	131	214			-48	-10.4	-48	-12.6	-96.0	-11.4
Total for Adjumani	2007			2010			Drop out/trans over 3 yr					Increase enrolment 2007/2010					
Totals	130	147	2778	138	152	2909	175	255	430	28	33.	81		50		131	

	4	4		5	4						8						
Amuru	2007			2010			Drop out/trans over 3 yr					Increase enrolment 2007/2010					
Alelele	M	F	T	M	F	T	M	F	T	% M	%F	No M	% M	No F	% Female	No Total	% Total
P1	73	79	152	34	42	76						-39	-53.4	-37	-46.8	-76.0	-50.0
P2	41	54	95	29	27	56						-12	-29.3	-27	-50.0	-39.0	-41.1
P3	40	44	84	26	36	62						-14	-35.0	-8	-18.2	-22.0	-26.2
P4	53	45	98	23	35	58						-30	-56.6	-10	-22.2	-40.0	-40.8
P5	90	45	135	30	31	61	11	23	34	27	42.6	-60	-66.7	-14	-31.1	-74.0	-54.8
P6	76	39	115	18	10	28	22	34	56	55	77.3	-58	-76.3	-29	-74.4	-87.0	-75.7
P7	40	22	62	24	6	30	29	39	68	55	86.7	-16	-40.0	-16	-72.7	-32.0	-51.6
Total	413	328	741	184	187	371	62	96	158			-229	-55.4	-141	-43.0	-370.0	-49.9

Amuru	2007			2010			Drop out/trans over 3 yr					Increase enrolment 2007/2010					
Ongai	M	F	T	M	F	T	M	F	T	% M	%F	No M	% M	No F	% Female	No Total	% Total
P1	47	31	78	69	57	126						22	46.8	26	83.9	48.0	61.5
P2	26	24	50	52	49	101						26	100.0	25	104.2	51.0	102.0
P3	28	26	54	44	50	94						16	57.1	24	92.3	40.0	74.1
P4	27	22	49	51	60	111						24	88.9	38	172.7	62.0	126.5
P5	28	19	47	48	48	96	-22	-24	-46	-85	-100	20	71.4	29	152.6	49.0	104.3
P6	16	12	28	30	36	66	-2	-10	-12	-7.1	-38	14	87.5	24	200.0	38.0	135.7
P7	3	0	3	20	9	29	7	13	20	26	59.1	17	566.7	9	#DIV/0!	26.0	866.7
Total	175	134	309	314	309	623	-17	-21	-38			139	79.4	175	130.6	314.0	101.6
Amuru	2007			2010			Drop out/trans over 3 yr					Increase enrolment 2007/2010					
Lalar	M	F	T	M	F	T	M	F	T	% M	%F	No M	% M	No F	% Female	No Total	% Total

P1	41	31	72	63	47	110						22	53.7	16	51.6	38.0	52.8
P2	13	31	44	32	29	61						19	146.2	-2	-6.5	17.0	38.6
P3	11	23	34	38	33	71						27	245.5	10	43.5	37.0	108.8
P4	29	20	49	32	38	70						3	10.3	18	90.0	21.0	42.9
P5	21	16	37	43	53	96	-30	-22	-52	-	-71	22	104.8	37	231.3	59.0	159.5
										23							
										1							
P6	7	2	9	22	25	47	-11	-2	-13	-	-	15	214.3	23	1150.0	38.0	422.2
										10	8.7						
										0							
P7	13	2	15	26	6	32	3	14	17	10	70	13	100.0	4	200.0	17.0	113.3
Total	135	125	260	256	231	487	-38	-10	-48			121	89.6	106	84.8	227.0	87.3
Total for Amuru	200			201			Drop out/trans over 3 yr					Increase enrolment 2007/2010					
	7			0													
Totals	723	587	1310	754	727	1481	7	65	72	2.6	24.3	31		140		171	
Gulu	200			201			Drop out/trans over 3 yr					Increase enrolment 2007/2010					
	7			0													

Angaya	M	F	T	M	F	T	M	F	T	% M	%F	No M	% M	No F	% Female	No Total	% Total
P1	28	20	48	48	59	107						20	71.4	39	195.0	59.0	122.9
P2	24	23	47	44	46	90						20	83.3	23	100.0	43.0	91.5
P3	31	28	59	35	48	83						4	12.9	20	71.4	24.0	40.7
P4	32	39	71	58	44	102						26	81.3	5	12.8	31.0	43.7
P5	34	30	64	46	59	105	-22	-36	-58	-92	-157	12	35.3	29	96.7	41.0	64.1
P6	29	31	60	25	20	45	6	8	14	19	28.6	-4	-13.8	-11	-35.5	-15.0	-25.0
P7	31	27	58	16	6	22	16	33	49	50	84.6	-15	-48.4	-21	-77.8	-36.0	-62.1
Total	209	198	407	272	282	554	0	5	5			63	30.1	84	42.4	147.0	36.1
Gulu	2007			2010			Drop out/trans over 3 yr					Increase enrolment 2007/2010					
Koro	M	F	T	M	F	T	M	F	T	% M	%F	No M	% M	No F	% Female	No Total	% Total
P1	49	61	110	86	82	168						37	75.5	21	34.4	58.0	52.7
P2	54	48	102	55	53	108						1	1.9	5	10.4	6.0	5.9

P3	50	53	103	70	85	155						20	40.0	32	60.4	52.0	50.5
P4	45	51	96	81	69	150						36	80.0	18	35.3	54.0	56.3
P5	54	86	140	56	90	146	-2	-42	-44	-	-88	2	3.7	4	4.7	6.0	4.3
										3.7							
P6	52	33	85	45	33	78	5	20	25	10	37.7	-7	-13.5	0	0.0	-7.0	-8.2
P7	35	17	52	27	21	48	18	30	48	40	58.8	-8	-22.9	4	23.5	-4.0	-7.7
Total	339	349	688	420	433	853	21	8	29			81	23.9	84	24.1	165.0	24.0
Gulu	2007			2010			Drop out/trans over 3 yr					Increase enrolment 2007/2010					
Otema	M	F	T	M	F	T	M	F	T	% M	%F	No M	% M	No F	% Female	No Total	% Total
P1	32	31	63	43	39	82						11	34.4	8	25.8	19.0	30.2
P2	19	29	48	32	45	77						13	68.4	16	55.2	29.0	60.4
P3	25	24	49	27	33	60						2	8.0	9	37.5	11.0	22.4
P4	29	26	55	19	28	47						-10	-34.5	2	7.7	-8.0	-14.5
P5	28	27	55	35	26	61	-16	3	-13	-	10.3	7	25.0	-1	-3.7	6.0	10.9
										84							

P6	33	23	56	20	24	44	5	0	5	20	0	-13	-39.4	1	4.3	-12.0	-21.4
P7	28	20	48	17	8	25	12	18	30	41	69.2	-11	-39.3	-12	-60.0	-23.0	-47.9
Total	194	180	374	193	203	396	1	21	22			-1	-0.5	23	12.8	22.0	5.9
Total for Gulu	2007			2010			Drop out/trans over 3 yr					Increase enrolment 2007/2010					
Totals	742	727	1469	885	918	1803	22	34	56	7.1	10.6	143		191		334	
Total for Project	2007			2010			Drop out/trans over 3 yr					Increase enrolment 2007/2010					
	M	F	T	M	F	T	M	F	T	% M	%F	No M	% M	No F	% Female	No Total	% Total
Totals	6216	6192	12408	6256	6204	12460	1212	1407	2619	42	40	40		12		52	